

# Using Word List Book 2

The word list is set out in sections from A to Z. The third year of formal education covers sections K to Q. Each section has about 72 words in it. These are divided into three units, each containing approximately 24 words. Under normal circumstances, a unit of 24 words could be taught each week. Thirty-two weeks of work have been programmed and this includes a week of review at the end of every section.

The Teacher's word list book is set out so that the student's word list for one week's work is on the left hand page. Beside the words are notes for the teacher explaining the analysis of each word. These notes are for the teacher's use only, not for the students to write in their books.

The page facing the student's word list contains suggested exercises to do during that week. The exercises cover clinching the rules of spelling, usage of the words and foundational grammar. All or some of the exercises may be done.

## Student's Activities

### 1. The Word List Book

The twenty-four words programmed for each week will be dictated to students. You may dictate six words a day for four days, or twelve words on two days of the week.

Students should have an A4 11mm lined book which will be called their word list book. The book should have a top line for section heading and date, plus 24 lines for 24 words for per week. Students will write the dictated words close to the margin, and leave the remainder of each line to add derivatives of base words studied. These derivatives will be programmed into the exercises given for each week. Students will write the section heading above their words on the left-hand side of the top line and the page number will be written on the right-hand side of the top line. No dates will be required in this book as it will be the students' reference book.

The method for dictating words is covered in the *LEM Phonics Manual* on pages 56 to 58.

### 2. Workbook 7: *Successive Seventeen Workbook*

This workbook has been designed for use with *Word List Book 2* and it deals with rules pertaining to the last seventeen phonograms and words containing them.

### 3. Grammar

Some exercises introduce grammatical concepts such as the phrase, the sentence, correct punctuation, parts of speech, contractions, apostrophes, alphabetical order, etc.

The *Spelling and Grammar Workbook* also accompanies *Word List Book 2*. The exercises contained in it are used for quick reviewing of concepts. This book is also available as a set of Blackline Masters for reproducing purposes.

### 4. Other exercises

Some exercises are given to consolidate the rules of position and the rules which show how to add suffixes and prefixes to base words. Other exercises give practice at applying correct spelling in context. These exercises include labelling pictures, writing lists of related words, letter writing, story writing, etc.

Students will use an A4 11mm lined exercise book for the written exercises which will not be done in the *Spelling and Grammar Workbook*. This book will be referred to as their English exercise book.

Student's List	Teacher's Notes <span style="float: right;">page 3</span>
y <u>ou</u> ng <sup>4</sup>	Fingers alone will indicate which phonogram to use to represent the sound in <b>young</b> . See <i>The Reference</i> page 57 for words where <b>ou</b> represents 'u'.
ra <u>th</u> -er <sup>2</sup>	Students should know that <b>a</b> is used to represent the sound 'ar' in <b>rather</b> because two consonants follow.
w <u>o</u> -man    w <u>o</u> -men	In both <b>woman</b> and <b>women</b> , <b>o</b> is saying a different sound from its given sounds. Draw a box around each <b>o</b> . A way to remember the spelling of this word may be to tell students that <b>wo</b> stands for 'wife of'.
no    n <u>o</u> n <u>e</u> <sup>4 x</sup> (not one)	The <b>o</b> changes to the sound 'u' in the word <b>none</b> . The <b>e</b> on the end is helpless.
<u>th</u> ough <sup>2</sup> al- <u>th</u> ough <sup>2</sup> de- <u>ci</u> de <sup>(e)</sup>	When the word <b>all</b> is added to another word, only one <b>l</b> is used.  Say the syllables only, but use fingers for the second syllable to indicate that the pattern <b>i-e</b> must be used in <b>decide</b> . <b>igh</b> may only represent the sound 'igh' before <b>t</b> , so <b>i-e</b> is the only possibility in this word.
clock    o'clock	<b>o'clock</b> is a contraction for <b>of the clock</b> .
w <u>ro</u> ng	
dol- <u>lar</u>	<b>col-lar</b> is another word which ends in <b>ar</b> even though the sound is not spoken clearly in rhythm of speech. Such words must be memorised.
no-bod-y	Say syllables only for the word <b>nobody</b> .
per- <u>son</u> <sup>4</sup>	Clarify which phonogram is used to represent the sound 'er' in <b>person</b> .
nee- <u>dl</u> e <sup>v</sup>	Clarify which phonogram is used to represent the sound 'ee' in <b>needle</b> . Show fingers for the second syllable to indicate the silent <b>e</b> .
<u>th</u> read <sup>2</sup>	Fingers alone will indicate the phonograms used in <b>thread</b> .
act	If <b>t</b> follows the 'k' sound, as it does in the word <b>act</b> , <b>c</b> will be used to represent the sound 'k'. This is because the <b>t</b> prevents any possibility of an <b>e</b> , <b>i</b> or <b>y</b> ever standing next to it. It will always come between <b>c</b> and a possible ending making <b>c</b> say 's'.
col-lect con-nect	Ensure that students say the <b>l</b> in both syllables of the word <b>collect</b> and the <b>n</b> in both syllables of the word <b>connect</b> .
Oc-to-ber	As <b>t</b> follows the 'k' sound, <b>c</b> will be used in <b>October</b> . Names of the months always begin with a capital letter.
No- <u>vem</u> -ber	
De- <u>cem</u> -ber	Tell students which phonogram must be used to start the second syllable of <b>December</b> .
so (hot)	
s <u>ow</u> <sup>2</sup> (seed)	
s <u>ew</u>	<b>ew</b> does not have the sound 'oa', therefore it must have a box drawn around it in the word <b>sew</b> .
w <u>on</u> -der <sup>4</sup>	Say the syllables only.

## Day 1

## 1. Dictating words

Dictate the first 12 words of the student's word list, page 3.

## 2. Testing

Test the following words:

young    decide    women    none    dollar    person    nobody    although  
rather    clock    wrong    connect

## 3. Sentences and phrases (Grammar)

Have the following prepared on the board.

*A sentence is a group of words which is a complete thought.*

*A phrase is a group of words which is not a complete thought.*

- a.    *making biscuits*  
      *mum is making biscuits*
- b.    *God loves all the children in the world*  
      *all the children in the world*
- c.    *enjoyed the holidays*  
      *we enjoyed the holidays*
- d.    *go for a swim*  
      *the family will go for a swim at the pool*

Say these words to the student: *in the garden*

Ask them if they make sense. Explain that we need more words to make the meaning clear. Then say, *A dog is in the garden.*

Ask if those words make sense. Explain that the first group of words is not complete. It does not have a clear meaning. It is a **phrase**. The second group of words helps us understand what the speaker wants us to know. It is a **complete thought**. It is a **sentence**.

Issue students with an A4 11mm lined book which will be their English exercise book. In it they will do any of the exercises which need to be done in an exercise book.

Have them write the title 'Sentences and Phrases' and the date on the first line of the first page and below it, copy the definition of a sentence and a phrase as it is written on the board.

Then ask students to select which group of words is a **sentence**. Review the rule that sentences must begin with a capital letter and end with a fullstop or a question mark. Have students then write out from the board only the group of words in each pair which is a **sentence**. They must put a capital letter at the beginning and a fullstop or a question mark at the end. (In the examples above, no question marks are needed.) Have the students number each answer as numbered on the board.

## Day 2

1. Dictate the last 12 words on page 3 of the student's word list.

2. Test the words in any order.

3. We use *c* (not *ck* or *k*) to represent the sound 'k' before *t*

Review the rule stated above using the examples **tractor**, **act** and **infect** on the board and others if necessary. Then give students a written test on the following words:

strict    inspect    detect    October    contact    insect    act

# Review of Section L

## Day 1

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### 1. Test

Test students on the following words:

death      crucify      pain      suffer      chain      sponge      vinegar  
bury      wrap      linen      empty      angel      Easter      appear  
raise      offer      thief

### 2. Words which have silent *b*

Do page 13 of *Workbook 8: Spelling and Grammar*.

Correct the first part quickly with the class to ensure that everyone knows the right answers and then proceed to Part B.

### 3. Categorizing nouns and verbs

Write the following words on the board:

crucify      thief      sponge      vinegar      angel      bury      tomb      appear  
roll      wrap      enter      threw      enemy      temple      answer

Have students title the next section of their English exercise book, '**Nouns and Verbs**'.

They must divide the page into 2 columns, subtitling the first column '**Nouns**' and the second '**Verbs**'. Have students write the above words in the appropriate columns.

A student may raise the point that a word may be both a noun and a verb. Such would be the case with the word **answer**. It is a thing we can **do**, but we can also give an **answer**. Then it becomes a **thing**. Such a point could be discussed with the class but some students may yet find it too difficult. Other words which can be nouns or verbs are **train, fish, wash, help, love, drink, cross and hide**.

## Day 2

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### 1. Testing

Test the students on the following words:

enter      threw      palm      Lord      blessed      enemy      temple      village  
message      answer      betray      kiss      sword      weapon      priest      chief  
court      heard      silent      deny      reply

### 2. Dictation

Easter is a special time to remember the death of Jesus and His resurrection. Jesus died to take away our sin. God raised Him from the dead to show His power over sin and death. Now we can be like the thief on the cross who went to heaven because he believed in Jesus.

**Note:** You will need to tell students how to spell **resurrection**.

### 3. Easter quiz using spelling words

Do page 14 of *Workbook 8: Spelling and Grammar*.



# Rules of Position

## 1. Words in which **r** modifies another sound

**r** acts as a modifier to the sounds 'ay' and 'oa'.

**When *r* modifies 'ay' to 'air'**

prepare  
fare  
pa-rent  
pray-er  
fair

**When *r* modifies 'oa' to 'aw'**

roar  
explore  
colour  
favour  
Melbourne  
court

*Note:* **r** also tends to modify the sound 'oa' slightly when following it, e.g. cold, roll.

## 2. **e** usually represents the sound 'ee' at the end of a syllable

There are some exceptions in which another phonogram represents the sound 'ee' at the end of a syllable.

**When *e* represents 'ee' at the end of a syllable**

design	report
cre-a-tion	repent
i-de-a	e-vil
re-al-i-ty	be-tray
describe	de-ny
de-stroy	re-ply
pre-sent	be-lieve
re-late	re-ceive
re-peat	e-ter-nal

**When another phonogram represents 'ee' at the end of a syllable**

rea-son  
sea-son  
ea-gle  
free-dom

## 3. **ar** or **a** to represent the sound 'ar'

Within one or two syllable words, **ar** is usually used to represent the sound 'ar' before one consonant. **a** is used to represent the sound 'ar' before two consonants except before **ch** and **sh**.

***ar* before one consonant**

harvest  
barley  
army

***a* before two consonants**

rather  
answer  
psalm  
calm  
palm  
castle

***ar* before *sh* or *ch***

harsh  
march

In multi-syllable words ending with a vowel, **a** will often represent the sound 'ar' at the end of the second syllable. It may also represent 'ar' at the end of the word.

ba-na-na

ko-a-la

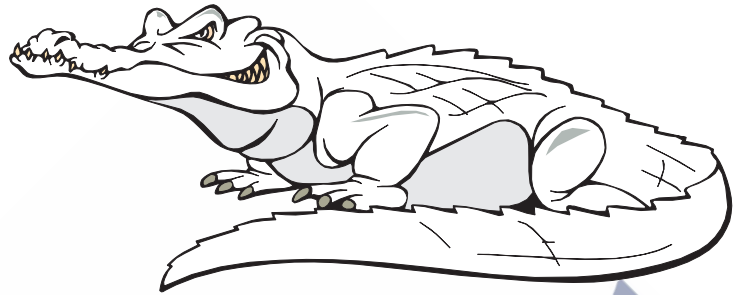
tom-a-to

*Exception:* po-ta-to

### 3 If You Should Meet a Crocodile

If you should meet a crocodile,  
Don't take a stick and poke him.  
Ignore the welcome in his smile,  
Be careful not to stroke him.  
For as he sleeps upon the Nile,  
He thinner gets and thinner;  
And whene'er you meet a crocodile  
He's ready for his dinner.

*Anonymous*



### 4 The Crocodile

How doth the crocodile  
Improve his shining tail  
And pour the waters of the Nile  
On every golden scale?

How cheerfully he seems to grin,  
How neatly spreads his claws,  
And welcomes little fishes in  
With gently smiling jaws.

*Lewis Carroll*

### 5 The Eagle

He clasps the crag with crooked hands;  
Close to the sun in lonely lands  
Ringed with the azure world he stands.

The wrinkled sea beneath him crawls;  
He watches from his mountain walls,  
And like a thunderbolt he falls.

*Alfred Lord Tennyson*

### 6 Father We Thank Thee

For flowers that bloom about our feet,  
Father we thank Thee,  
For tender grass so fresh and sweet,  
Father we thank Thee,  
For song of bird and hum of bee,  
For all things fair we hear or see,  
Father in heaven we thank Thee.

*Anonymous*

For blue of stream and blue of sky  
Father we thank Thee,  
For pleasant shade of branches high,  
Father we thank Thee.  
For fragrant air and cooling breeze,  
For beauty of the blooming trees,  
Father in heaven, we thank Thee.

## STUDENT'S PROGRESS CHART

### Part A – Phonograms

(Mark those which students know)

**Singles:** a b c d e f g h i j k l m n o p q r s t u v w x y z

**Multiples:** er ir ur ear wor th sh ee ay ai ow ou oy oi ch au aw ng oo ew ui ea  
ar or ck oa wh igh ed ey wr kn

**Successive 17:** eigh tch oe ough dge ph ti ci si ie ei augh gn gu gh sc eu

**Assessment Key:** E = Excellent B = Beginning to understand N = No idea at all

### Part B – Sound Blending (Phonemic Awareness)

1. Able to hear the one-syllable word which is made from the blended sounds.	E	B	N
2. Able to break a given one-syllable word into its constituent sounds.	E	B	N
3. Able to see multiple phonograms within a word as one unit of sound.	E	B	N
4. Able to break a simple two-syllable word into its syllables.	E	B	N
5. Can count the number of syllables in a one-, two- or three-syllable word.	E	B	N

### Part C – Rules as they appear in the Word List

1. Vowels say their second sound at the end of a syllable.	E	B	N
2. Numbering second or subsequent sounds which are not governed by rules.	E	B	N
3. i may not be used at the end of an English word. y is used instead.	E	B	N
4. l is often doubled at the end of a one-syllable word following a single vowel.	E	B	N
5. Silent e on the end of a word makes a vowel say its second sound.	E	B	N
6. o is always used to represent the sound 'ú' before v and th.	E	B	N
7. c says 's' when followed by e, i or y.	E	B	N
8. g may say 'j' when followed by e, i or y.	E	B	N
9. English words may not end with u.	E	B	N
10. English words may not end with v.	E	B	N
11. e can do two functions at once – allowing a vowel to say its second sound and c or g to say its second sound.	E	B	N
12. Every syllable must have a vowel.	E	B	N