

5. Have students do Exercise 5, Unit 1 in **Workbook 9: Spelling & Vocabulary Exercises**.

At the end of the lesson test these words:

help lead ready ahead prevent breath wealthy breakfast
measure end test breast dread jealous shed thread
spread

Have students record the underlined words in the space provided in *The Reference; Alternate Phonograms*, page 56.

Review Programme: Unit 2

1. Rules of Position, Successive Seventeen

Have students turn to *The Reference; Rules of Position; Successive Seventeen Phonograms*, pages 14–15, and discuss the following:

- The exceptions to **tch** being used after a single vowel (e.g. **rich, which, much, such**).
- **dge** is always used at the end of a one-syllable word if it follows a single vowel (e.g. **bridge, edge**).
- Whenever the sound 'gw' is heard in a word, it must be represented by **gu** (e.g. **penguin, language**). Names may be an exception to this (e.g. **Gwenda, Gwenyth**).
- Review the sentence which tells us that **ei** is used in some places other than after **c**. (See *The Reference*, page 24.)

Have students do Exercise 1, Review Programme Unit 2, in **Workbook 9: Spelling & Vocabulary Exercises**.

2. Suffix Review

Quickly review the various suffixes which can be added to words (see *The Reference*, page 28) without discussing their particular functions at this stage. Briefly review the *Silent e Ending Rule*, the *One, One, One, Double Rule* and the *Changing y to i Rule* (see *The Reference*, pages 29–31, 34). Have students do Exercise 2, Review Programme Unit 2, in **Workbook 9: Spelling & Vocabulary Exercises**.

3. The Schwa Sound

The schwa is the name given to the vowel sound which results when saying an unaccented syllable in rhythm of speech. The true sound of the phonogram is lost unless these words are spoken precisely. This happens mostly at the end of words. For example, the endings of **mother, doctor, collar, centre** and **picture** may be hard to differentiate when hearing them in speech only. LEM Phonics deals with this factor in two ways:

- a) **Have students say the word precisely as its phonograms sound** for spelling, and then read it in rhythm of speech. Australians need to be encouraged to pronounce the sounds on the end of words more clearly. This practice may contribute to more precise speech in our nation.
- b) **Categorise such words** to help students remember which spelling is used. These lists will be recorded in *The Reference* under the various schwa headings. Explain to students that these words may be difficult to spell because it is difficult to hear the sound at the end in speech. Recording them in their different categories will help students to remember which ending is used on each word.

Have students enter the following words in *The Reference; The Schwa Sound; a, ar, or, our, ure, ah, re and eur*, pages 38–39. These words are from previous lists and the exercise will provide a useful review.

Student's List	Teacher's Notes page 5
skel-e-ton	Say syllables, clearly pronouncing the second one as 'ee'.
fore-h ² ead	Compare four , for and fore . fore means <i>in the front</i> .
st ⁴ om-a ² ch	Explain that ch is used to represent the sound 'k' in stomach .
a ² che	Place 4 above o . ch is also used to represent the sound 'k' in ache .
di-gest di-ges-t ² ion	When a base word ends with st and ion , ian , or ial is added, ti sounds more like 'ch' than 'sh' (e.g. Christian , question , celestial).
sh ² oul-der	I is modifying the sound 'oa' (o ² u) slightly in the word shoulder .
t ⁴ ongue	tongue is an unusual word. ngue is used to represent the sound 'ng'. Draw a box around it. Students must memorise this word.
lung	Although lung rhymes with tongue , the words are spelled very differently. Students could use the sentence, ' A tongue is nothing like a lung ', to help them remember the spellings.
bru ² i ^x e	Use helpless e on the end of bruise . Place 2 above s .
kid-ney	Fingers will show which phonogram is used on the end of kidney .
mus-cl ^v e	Say mus-cle as it is written for spelling. c is silent so underline it with two lines.
ac-ci-dent	c needs to be doubled in accident because with one c , it would say a-ci-dent ('asident').
am-bu-lan ^c e	Say the syllables of ambulance clearly for spelling.
wr ² in-kl ^v e	Fingers will show which phonogram is used to represent the sound 'r'. kle is the usual pattern in the last syllable of words like wrinkle , twinkle , etc., although it is possible for c to be used. The word uncle demonstrates this. (See <i>The Reference</i> , page 19.)
t ³ ough	Fingers will show the two phonograms in tough .
re-pair	r is modifying the 'ay' sound in re-pair .
sprain	Fingers will show the spelling of sprain .
in-fect in-fec-t ² ion	Students should now understand how to form derivatives of words like infect if the previous sections of the programme have been done.
ch ² em-ist	Explain that ch is used to represent the sound 'k' in chemist .
wr ² ist	Fingers will show which phonogram is used to represent the sound 'r' in wrist .
knuck-l ^v e	Fingers will show which phonogram is used to represent the sound 'n' in knuckle .
sp ² ine spi-nal	
ar-ter-y	Say the syllables clearly for spelling. The 'ar' ³ ā sound must be represented by ar , as only one consonant follows.
func-t ² ion	ti will be used to represent the sound 'sh' after the sound 'k'.
heigh ² t	eigh is not saying its given sound, so draw a box around it.

UNIT 5 EXERCISES

1. Test the following review words:

drawer comfort arrange vacuum cushion fashion
 castle creature daughter board audience

Dictate the first six base words of the list (**skeleton** to **shoulder**). Discuss the meaning of **fore** (in front) as compared with **for** and **four**. Have students find other words beginning with **fore** in the dictionary and see how they relate to the meaning 'in front'. Have students tell you what the opposite of **fore** is (**hind**) and find words or phrases which contain that word (e.g. hind legs, behind).

2. Dictate the next eight words (**tongue** to **wrinkle**). Review the rule that we use **c** to represent the sound 'k' when we can; i.e. when nothing following will make it say 's'. Exceptions to this which have so far been dealt with are the words **kookaburra**, **koala** and **kangaroo**.

The word **wrinkle** now brings up another exception. Because **l** follows the **k** sound, **c** could be used as **l** will not make **c** say 's'. But **k** or **ck** are used in most words of this pattern. **k** will be used after a consonant and **ck** after a single vowel (e.g. **twinkle**, **ankle**, **pickle**, **speckle**, **buckle**). Words with the sound **uncle** on the end use **c**, not **k** (**uncle**, **carbuncle**). See *The Reference*, page 19.

Have students write sentences containing the following words or derivatives of those words:

tongue accident ambulance digestion ache forehead muscles

3. Dictate the next seven base words (**tough** to **knuckle**). Then turn to *The Reference; Alternate Phonograms; When ch says k*, page 59. Review the three phonograms which mostly represent the sound 'k', (**c**, **k** and **ck**), and the rules which tell us which one of these to use most.

Then discuss the fact that **ch** can also be used to represent 'k'. No rules tell us where **ch** should represent the sound 'k'. Words containing **ch** saying its second sound must be remembered. Have students record the following known words, plus those learned in this unit's list, in the appropriate places in *The Reference; Alternate Phonograms; When ch says k*, page 59.

² ch begins a word	² ch within a word	² ch at the end of a word
Christian	school	stomach
character	ache	
chemist		

Also discuss the phonograms **n**, **kn** and **gn** (*The Reference; Alternate Phonograms; kn, gn and pn instead of n*, page 60) and **r** and **wr** (*The Reference; Alternate Phonograms; wr or rh instead of r*, page 61). Have students record the following words on the appropriate pages.

kn	gn	wr
know (knew) knob	sign	write wrinkle
knife knot	design	wrong wrist
knuckle knock		wreck

4. Dictate the last four base words (**spine** to **height**). Add the derivatives to **artery** (**arteries**), **kidney** (**kidneys**), **accident** (**accidental**, **accidentally**), **muscle** (**muscular**).

Review the difference between **s** which is the plural form (**bodies**), and **'s** which denotes ownership (**body's**). Then have students do Exercise 1, Unit 5 in **Workbook 9**.

5. Test the following words:

forehead forelegs shoulder tongue lung sprain chemist knuckle
 bruise tough repair infection wrist height arteries accidental
 kidneys spinal muscular ambulance

Administer the dictation passage for Unit 5, from page 33 of this book. Then do Exercise 2, Unit 5 in **Workbook 9: Spelling & Vocabulary Exercises**.

6. Have students do *Quick Quiz 5* found on page 128.

Student's List	Teacher's Notes page 20
en-tire en-tire-ly	Fingers will show the spelling of the syllable ire . e is kept when adding the consonant ending ly .
fam-i-ly fam-i-li ar	i is saying the consonant sound 'y' in familiar . See notes on page 50, exercise 2. familiar uses the <i>change i to y rule</i> .
spe-cial e-spe-cial-ly	Link the word especially with its base word special . Simply add the prefix e and the suffix ly . Place 1 above e in special .
ig-nore	r is modifying the 'oa' sound in the word ignore .
trol-ley	Fingers will show that trolley has ey instead of y at the end
sir	Explain which phonogram is used to represent the sound 'er' in sir .
re-lease	Explain which phonograms to use to represent the 'ee' and 's' sounds in release .
or-i-gin	Pronounce the syllables of origin precisely for spelling. Place 1 over o to show that it is not part of or .
ab-or-i-gin-e	Have students see that the word origin is part of aborigine .
cul-ture	Show fingers for the last syllable of culture .
ti-tle	Show fingers for the last syllable of title .
cus-tom	Pronounce the last syllable of custom very precisely for spelling.
mag-ni-fy	Say syllables of magnify clearly and students should not have difficulty spelling it.
de-serve	Explain which phonogram is used to represent the sound 'er' in deserve . Students should know that deserve will have e on the end because English words do not end with v .
har-bour	Point out that harbour is another word which has our on the end in Australian and English dictionaries.
ex-am-ple ex-ist	Say the syllables clearly for spelling. Fingers will show the spelling of the last syllable of example . s will never follow x . Students may want to write exsample or exsist .
an-noy	Pronounce the n in both syllables of annoy . oy will always be used to represent the sound 'oy' at the end of a syllable or word.
ax-le	Use fingers for each syllable of axle . Then students will not write another possibility such as acksel .
cru-el	There are two syllables in the word cruel . Say them precisely for spelling. Compare with fuel .
com-mit com-mit-tee	The ee ending usually denotes a person or persons. Because the stress is on the last syllable in both commit and occur , the final consonant will double when adding an ending beginning with a vowel. (See <i>The Reference; Rules for Adding Suffixes; two, one, one, double rule</i> , page 32.)
oc-cur oc-currence	Pronounce c in both syllables of occur . Explain which phonogram is used to represent the sound 'er'. Place 1 above u in ocurrence as the sound changes and u is no longer part of ur .
ap-proach	Pronounce the p in both syllables. Explain that oa is used to represent the sound 'oa' in approach .

1. Dictate the first six base words (**entire** to **sir**). Then test the following review words. Have the correct words on the board but covered for correction immediately after.

saviour course coarse restore history shore roar behaviour
forehead court flavour humour more explore cupboard

Ask the students what is common to all of these words (**r** is modifying an 'oa' sound). Have them see which phonogram representing 'oa' is being modified in each word. (**oa** in **roar**, **o-e** in **shore**, **more**, **explore**, **o** says 'oa' at end of a syllable in **his-to-ry** and **ou** says 'oa' in **harbour**.) (Note that the word **harbour** in the South Australian town of **Victor Harbor**, is spelled the USA way — **harbor**.)

2. Dictate next six words (**release** to **custom**).

Have students add **al** to the words **culture**, **origin** and **aborigine**, using the correct rules for adding an ending beginning with a vowel. Explain that we need not add such words to *The Reference* any longer, because **al** will *always* be used if we are *adding* a suffix of that sound.

le, **il**, **el** and **ol** may be at the end of a *base word*, but can never be *added* to a base word. Also add derivatives **entirely**, **familiar** and **especially**.

Discuss the word **culture** and some aspects about the customs of our Western and Aboriginal culture. Have each student write a paragraph about the culture to which they belong or in which they were born.

3. Dictate the next eight words (**magnify** to **cruel**). Have students add the derivatives:

customary magnified magnifying exemplary existence annoyance

Model each of the derivatives in a sentence. Write the sentences on the board and have students give a similar sentence substituting the underlined words.

example: David's behaviour on the excursion was most exemplary.

substitute: Jennifer's writing in her journal is very exemplary.

In Japan it is customary to eat rice.

In New Guinea it is customary to eat sweet potatoes.

The existence of worms in the garden helps the soil.

4. Dictate the last three base words (**commit** to **approach**).

Review the *extension of the one, one, one, double rule* using the words **commit**, **committing**, **committee**, **commitment**; **occur**, **occurring**, **occurrence**; **equip**, **equipping**, **equipment**.

Have students do Exercise 1, Unit 20 in *Workbook 9: Spelling & Vocabulary Exercises*.

5. Test the following 20 words:

familiar fuel cruel trolley occur existence approach
annoy example harbour release original aborigine committee
entirely ignore culture example axle sir

Dictate the dictation passage for Unit 20 found on page 75.

If time permits add the following to *The Reference*:

trolley	<i>Alternate Phonograms; The Sound \dot{i}</i> , page 73
origin	<i>The Schwa Sound; an, en...and ourne</i> , page 40
culture, harbour, familiar	<i>The Schwa Sound; a, ar...and eur</i> , pages 38–39
cruel, fuel	<i>The Schwa Sound; al, el...and le</i> , page 42
occurrence, existence	<i>The Schwa Sound; ent and ence</i> , page 50
annoyance, balance	<i>The Schwa Sound; ant and ance</i> , page 51
customary, exemplary	<i>The Schwa Sound; ary, ery or ory</i> , page 53

6. Have students do *Quick Quiz 20* found on page 135.

Have students add the following words to *The Reference*:

tutor, tumour, torture	<i>The Schwa Sound; a, ar...and eur</i> , pages 38–39
famine	<i>The Schwa Sound; an, en...and ourne</i> , page 41
idol, idle	<i>The Schwa Sound; al, el...and le</i> , page 43
puppet	<i>The Schwa Sound; et, it...and at</i> , page 46
decent	<i>The Schwa Sound; ent and ence</i> , page 50
infant	<i>The Schwa Sound; ant and ance</i> , page 51
factory	<i>The Schwa Sound; ary, ery and ory</i> , page 53
pyjamas	<i>Alternate Phonograms; The Sound í</i> , page 73
idol, idle	<i>Miscellaneous; Homophones</i> , page 85

5. Test the *Dictation* for Review Units 23 and 24 found on the page below.

While correcting the dictation, discuss the following:

- A comma is necessary to break the two main thoughts in the first sentence of the second paragraph.
- An apostrophe is used to denote plurals of letters and numbers (e.g. a's or 2's). It will also be used for some dates (e.g. the 1600's, the 1980's).
- Show students that a relationship exists between the words **oppose**, **opposite** and **opponent**.

Dictation—Review Units 23 and 24

About Puppets

A puppet is a man-made figure whose movements are controlled by a human being. A puppet can be moved by hand, strings, wires or rods. A person who operates a puppet is called a puppeteer.

Punch and Judy are two famous characters in a traditional English puppet show, which has delighted audiences for over 300 years. The show originated in Italy, but became popular in England in the 1660's.

Punch is usually seen starring as the ill-tempered husband who continually quarrels with his wife, or the fellow who fights his opponents and knocks them out. At the end of the show he either defeats the devil or is swallowed by a crocodile-like creature.

He has been said to symbolize the spirit of revolt which exists in human beings.

Tests for Section R

- | | |
|---------------|------------------|
| 1. cupboard | 26. stairs |
| 2. passage | 27. estate |
| 3. celery | 28. comfort |
| 4. biscuit | 29. menu |
| 5. attitude | 30. vacuum |
| 6. garage | 31. wardrobe |
| 7. oven | 32. salad |
| 8. geography | 33. key |
| 9. chocolate | 34. diary |
| 10. drawer | 35. eager |
| 11. dairy | 36. Pacific |
| 12. suggest | 37. refrigerator |
| 13. punctual | 38. horizontal |
| 14. appetite | 39. grate |
| 15. furniture | 40. courteous |
| 16. vitamin | 41. gulf |
| 17. sincere | 42. responsible |
| 18. ancient | 43. suddenly |
| 19. corridor | 44. custard |
| 20. volcano | 45. behaviour |
| 21. vertical | 46. civilization |
| 22. graph | 47. humorous |
| 23. barbecue | 48. climate |
| 24. almond | 49. honest |
| 25. cushion | 50. intelligent |

Section R Base Words and Suffixes

- | | |
|---------------|----------------|
| 1. properties | 6. comfortable |
| 2. management | 7. loaves |
| 3. dropping | 8. generosity |
| 4. humility | 9. considerate |
| 5. diligence | 10. evidence |

Section R Dictation

Mrs Barton lived in *New Guinea*.

One night a hungry lad decided to break into her house to see if he could find some food. He cut the screen on the garage window and crept up the stairs.

Mrs Barton was awakened by the refrigerator door opening. She quietly got up and stood behind a cupboard. Watching noiselessly she saw the lad walk across the lounge to the *balcony* door. There were no stairs to the ground from the *balcony*. Then she spoke. "Would you like some food?" Her visitor got such a fright that he leapt over the *balcony* into the bushes below and ran for his life.

Section S Dictation

Sharks are some of the most ferocious creatures which swim the oceans. These fish smell the scent of their prey from a long distance and then cut it in pieces with their *razor* sharp teeth.

It has been discovered that some sharks give birth to their babies while others lay eggs in tough cases.

Sharks are usually not good parents. After the babies are born adult sharks will eat them if they get the chance. In fact any shark's *worst* natural enemy is another shark.

Tests for Section S

- | | |
|---------------|----------------|
| 1. accurate | 26. course |
| 2. vicious | 27. telescope |
| 3. bruise | 28. experiment |
| 4. universe | 29. stomach |
| 5. ache | 30. tortoise |
| 6. mammal | 31. fur |
| 7. system | 32. tongue |
| 8. accident | 33. buffalo |
| 9. million | 34. chemist |
| 10. ascend | 35. prey |
| 11. digestion | 36. litre |
| 12. adventure | 37. divide |
| 13. solve | 38. parrot |
| 14. glimpse | 39. knuckle |
| 15. shoulder | 40. wrinkle |
| 16. gnaw | 41. minus |
| 17. challenge | 42. tough |
| 18. squirrel | 43. height |
| 19. ambulance | 44. echidna |
| 20. rapid | 45. meteor |
| 21. cylinder | 46. rocket |
| 22. quarter | 47. herd |
| 23. stalk | 48. dozen |
| 24. muscle | 49. coarse |
| 25. lizard | 50. artery |

Section S Base Words and Suffixes

- | | |
|----------------|--------------|
| 1. division | 6. agreed |
| 2. amazement | 7. navigator |
| 3. atomic | 8. galaxies |
| 4. leapt | 9. buffaloes |
| 5. calculation | 10. cubic |