



Approaches to Spelling and Extending Vocabulary

Group:
Tutor:
Location:

SESSION PLAN

Aims

- To introduce approaches to improve spelling
- To introduce approaches to extending vocabulary
- To identify appropriate vocabulary for use in the workplace

Objectives

Participants will:

- develop an understanding of different spelling strategies and the language associated with spelling
- explore ways of developing vocabulary and appropriate use of vocabulary when completing documents at work
- discuss the use of technical language in the manufacturing sector and develop strategies to interpret jargon and texts

Time/activity	Teacher activity	Learner activity	References
Introduction 10 minutes	<ul style="list-style-type: none"> • Recap on last week • Introduce aims and objectives using module 7 presentation slides 1- 3. 	<ul style="list-style-type: none"> • Listen and respond 	SLlr/L2.1
Personal spelling dictionary 5 minutes	<ul style="list-style-type: none"> • Introduce the concept of a personal spelling dictionary and encourage participants to create own dictionary with technical vocabulary used at work. • Note its importance in recording the participant’s particular problem words. • Ask for examples of technical vocabulary they encounter relating to health and safety and quality assurance and list on flipchart. 	<ul style="list-style-type: none"> • Listen and respond. 	SLlr/L2.1



Time/activity	Teacher activity	Learner activity	References
<p>Spelling strategies 15 minutes</p>	<ul style="list-style-type: none"> • Talk through Handout 1 Spelling strategies. Discuss each strategy. • In groups, ask participants to identify at least four words from the list on the handout and to choose an appropriate strategy to learn the word. They should try to create one mnemonic. • Encourage participants to use coloured pens and to be creative in their approaches. • Take feedback. 	<ul style="list-style-type: none"> • Engage in discussion • Paired/group activity • Give feedback 	<p>SLd/L2.1 Ww/L2.1</p>
<p>Letter patterns – countdown! 15 minutes</p>	<ul style="list-style-type: none"> • Distribute Activity 1 Countdown and the letter pattern cards. Participants should keep the cards relating to each letter pattern separate. In pairs they match up each set of bold letters with two or more other cards to create words and write the words on the numbered lines. • This should be done in ‘competition’ with other pairs to see who can work quickest. • Extension activity : participants to think of any other letter patterns and give examples. Note on flipchart. 	<ul style="list-style-type: none"> • Listen and respond • Paired activity in ‘competition’ with each other • Give feedback 	<p>SLlr/2.1 Ww/L2.1</p>



Time/activity	Teacher activity	Learner activity	References
Some spelling rules 15 minutes	<ul style="list-style-type: none"> Distribute Handout 2 Some spelling rules. Note that these are some of the more common spelling rules but there are others. Ask participants to identify rules relevant to them and to work through those sheets. Guide and support participants as they work individually. 	<ul style="list-style-type: none"> Listen and respond Read and complete individual sheets 	Wt/L2.4
Break 10 minutes			
Match the sounds – homophone card game 15 minutes	<ul style="list-style-type: none"> Ask the question ‘What are homophones?’ and note replies on flipchart. Participants to work in groups of 2/3. Hand out sets of homophone cards (see guidance notes). Explain that the purpose of the activity is to match two pictures together with a common word that sounds the same e.g. flower and flour. When each pair is matched ask participants to write down the words using the correct spelling on Activity sheet 2 Match the sounds. When all 11 pairs have been identified, encourage participants to think of an additional three sets of homophones. Take feedback. 	<ul style="list-style-type: none"> Listen and respond Speak to communicate Group activity - matching pictures Give feedback 	Ww/L2.1





Time/activity	Teacher activity	Learner activity	References
Using thesaurus 20 minutes	<ul style="list-style-type: none"> • Ask 'What is jargon' and list responses on flipchart. • Show presentation slide 4 and discuss how specialist language may create confusion. Encourage learners to use in context and note when jargon may be appropriate or inappropriate. • Ask participants to cite personal experiences and to provide examples of confusing words/terms. Write up on flipchart and analyse with group. • Discuss the difference between a dictionary and thesaurus. Show presentation slide 5 and note how thesaurus may be used to find alternatives to complex, technical vocabulary. Distribute Activity 3 Works policies and set activity. Ask participants to try not to use thesaurus in the first instance but introduce thesaurus if necessary and, if available, demonstrate thesaurus on Microsoft Word using PCs. • Take feedback from group. 	<ul style="list-style-type: none"> • Listen and respond • Individual activity • Give feedback. 	SLlr/L2.1 Rw/L2.1 – 3
Practice test questions 15 minutes	<ul style="list-style-type: none"> • Give out Spot the spelling mistakes and find the right word activity sheets. • Explain this is a similar format to the test questions. • Ask participants to complete individually. • Take feedback, go through answers and discuss. 	<ul style="list-style-type: none"> • Individual activity. • Read and respond 	



Time/activity	Teacher activity	Learner activity	References
<p>Summary and self-directed study 20 minutes</p>	<ul style="list-style-type: none"> • E-learning: direct participants to complete the relevant e-learning activities relating to this session. • Alternatively, hand out paper based activity sheets on spelling and vocabulary for completion during the week. • Revisit session aims and objectives using slides 2&3. • Take feedback and questions. • Ask participants to complete evaluation section in their ILP. 	<ul style="list-style-type: none"> • Listen and respond • Complete evaluation in ILP 	<p>SLlr/L2.1</p>

Resources/aids

- Module 7 Powerpoint presentation/OHP slides
- Handouts: Handout 1 Spelling strategies; Handout 2 Some spelling rules
- Activity sheets : Activity 1 Countdown; Activity 2 Match the sounds; Activity 3 Works policies; Activity 4 Spot the spelling mistakes and find the right word
- Homophone cards
- Dictionary and thesaurus
- Coloured pens
- Highlighter pens
- Flipchart and markers

Individual learning planning

Learner	Skills	Activity/resources	Evaluation



MOVE ON
IN MANUFACTURING 

Approaches to spelling and
extending vocabulary

Aims

- To introduce approaches to improve spelling
- To introduce approaches to extending vocabulary
- To identify appropriate vocabulary for use in the workplace.



Objectives

Participants will:

- develop an understanding of different spelling strategies and the language associated with spelling
- explore ways of developing vocabulary and appropriate use of vocabulary when completing documents at work
- discuss the use of technical language in the manufacturing sector and develop strategies to interpret jargon and texts.



What is jargon?

Jargon is specialised language concerned with a particular subject, culture or *profession*



Dictionary and Thesaurus

We use a dictionary to find:

- a definition of a word
- the spelling of a word

We use a thesaurus to find synonyms and related words

Activity summary and guidance

Introduction

Recap on previous session using Q and A to assess understanding. Introduce Module 7 aims and objectives using slides **1 to 3**.

Personal spelling dictionary

Introduce the concept of a personal spelling dictionary and encourage participants to create their own dictionary with technical vocabulary they may use at work. The dictionary may be a small notebook which could fit into a pocket or into a handbag. Note that the purpose of the dictionary is for recording the participant's particular problem words. Ask for examples of technical vocabulary they encounter relating to health and safety and quality assurance and list on flipchart.

Spelling strategies

Talk through the **Spelling strategies** handout and explain that there are a variety of techniques which could be used to help improve spelling. Discuss each strategy and link to learning styles. Ask participants to identify a least four words from the list on the handout and choose an appropriate strategy to learn the word. They should try to create one mnemonic. Supply them with coloured pens and any other resources they may wish to use (flipchart paper) and encourage them to be as creative as possible in their approaches.

Letter patterns – countdown!

Distribute the **countdown** activity sheet and the letter pattern cards. Cards should be printed onto coloured cardboard to make them easier to manipulate. They should keep the 'sets' of cards separate to avoid confusion. In pairs they match up each set of bold letters with two or more other cards to create words and write the words on the numbered sheets. Encourage pairs to work in 'competition' with other pairs to see who finishes first. Perhaps you could introduce a kitchen timer with a loud 'tick' to create tension and you could offer an incentive (e.g. jelly babies?) for the winning teams. If there is time, as an extension activity ask participants to think of any other letter patterns and to create as many examples as possible using these letter patterns – again working against the clock.

Some spelling rules

Introduce the **Some spelling rules** handout and note that these are some of the more common spelling rules but there are others. The handout is lengthy so ask participants to identify rules relevant to them – ones they are not confident in applying – and to work through those sheets. Guide and support participants as they work individually. If you have access to computers and the internet, there are a number of interactive spelling games on bbc.co.uk/skillswise to which participants could be directed.

Match the sounds – homophone card game

Ask the question 'What are homophones?' and note replies on flipchart. Participants to work in groups of 2/3. Hand out sets of **homophone cards**. The card activity should be copied onto pieces of cardboard. It may be a good idea to laminate the cardboard if used often. Cut the 22 pictures up into cards and present each pair or small group with a set of cards. Explain that the purpose of the activity is to match two pictures together with a common word that sounds the same e.g. flower and flour. In some instances the word may not be immediately obvious and participants should be encouraged to think more expansively to find the solution, e.g. the picture with the feet may cause some confusion but ask participants to describe what they see and 'what is it about the feet?' i.e. they are 'bare' feet. When each pair is matched ask participants to write down the words using the correct spelling on the **Match the sounds** activity sheet. Tutor to check if participants are using the correct spelling of each homophone either by observation or during feedback. When all 11 pairs have been identified, ask participants to think of an additional three sets of homophones. Homophones such as where and were; their, there and they're should be explored.

Using thesaurus

Ask 'What is jargon' and list various responses on flipchart. Also ask for examples of jargon (abbreviations, acronyms etc). Show **slide 4** and prompt discussion on how specialist language may create confusion. Ask when jargon and specialist language may be appropriate or inappropriate – appropriate when talking to colleagues who know exactly what you mean but inappropriate when dealing with someone who is not from the manufacturing environment. Ask participants to cite personal experiences of confusing jargon and to give examples of confusing words/terms. Write on flipchart and analyse with the group.

Discuss the difference between a dictionary and thesaurus. Show **slide 5** and discuss how participants' writing may be limited to words used in conversation and what strategies could be adopted to improve their vocabulary. Explain the value of the thesaurus and how it may be used to find alternatives to complex, technical vocabulary. Distribute **Works policies** and set activity. Ask participants to first attempt the activity without using thesaurus. Take feedback and list examples on flipchart. Then ask them to find examples from thesaurus and add to the examples on the flipchart. If you have access to PCs, demonstrate the thesaurus on Microsoft Word (tools, language, thesaurus).

Practice test questions

Give out **Spot the spelling mistakes and find the right word** activity. Explain that the format is similar to that of test questions. Ask participants to complete individually. Take feedback, go through answers and discuss – pinpointing any particular areas of difficulty and referring participants back to relevant activity sheets.

Summary

E-learning: direct participants to complete the relevant e-learning activities relating to this session. They may also wish to visit the Skillswise website if there hasn't been an opportunity during the session. Alternatively, hand out paper based activity sheets on spelling and vocabulary for completion during the week. Revisit session aims and objectives using **slides 2&3**. Take feedback and questions. Ask participants to complete evaluation section in their ILP.

Handout 1: Spelling strategies

There are a variety of techniques you could use to help improve spelling. These depend for their effectiveness on the types of word and also your preferred learning style e.g. are you a visual learner who responds to visual clues or an auditory learner who responds to verbal prompts?

Look at the following strategies and decide which one (or ones) may work for you:

1. **Look – say – cover – write – check**

The strategy involves five steps:

Look – read the word

Say – pronounce the word and then follow the letters as you say them

Cover – cover the word and repeat the spelling

Write – write the word and repeat the letters as you write

Check - check the spelling. Try again if incorrect

2. **Mnemonics – use memory aids to fix a spelling, e.g. the metric system**

Kilometre hectometre decametre metre decimetre centimetre millimetre

King Hector died miserable death - caught measles

3. **Syllabification – breaking a word down into bits which can be spoken**

- electrician : e-lec-tri-cian = 4 syllables

4. **Letter patterns – look at strings of letters which occur frequently:**

- accom**mm**odation, comm**mm**unity and fl**mm**able are three words but only one reason why you're learning them together so the double **mm** is more likely to stick in your mind

5. **Spelling rules**

- i before e except after c when the sound is ee
- when you add full to a word, use one l – help/helpful, hope/hopeful

6. Say the word out loud

Change the way you say the word to emphasise the bit that you want to remember. Say the bits of the word the way that they appear.

- Wednesday can be split into three chunks = Wed – nes – day
- Environment = en-vi-ron-ment

7. Prefixes and suffixes

Take a root word and add different prefixes and suffixes to see how many real words you can make from one word.

- Safe = safe, safely, safety, safeness, unsafe

8 Use a dictionary to check writing.

9. Proofreading – check for personal errors.

Now try out some of these strategies on the words below :
(Try to create at least one mnemonic)

extinguisher

equipment

flammable

electricity

chemical

hazardous

corrosive

gauge

poisonous

dangerous

Activity 1: Countdown!

The boxes with letters in bold are common letter patterns. There are three letter patterns 'sion', 'ough' and 'tion'. The other boxes are parts of words that have one of these letter patterns missing.

Match up each set of bold letters with *two or more* other boxes to create words. There are six words for each letter pattern. Write the words on the numbered lines. See if you can beat the other teams!

SION

1 _____

4 _____

2 _____

5 _____

3 _____

OUGH

1 _____

4 _____

2 _____

5 _____

3 _____

TION

1 _____

4 _____

2 _____

5 _____

3 _____

ough	d	r	c
	ly	t	er
	al	th	nut
	ing		

ough	ex	plo	col
	li	dec	i
	per	mis	di
	vi		



tion	in	for	ma
	pro	duc	st
	a	pol	lu
	in	str	uc

Activity 1 Countdown!

Answers

ough

1. coughing
2. although
3. roughly
4. doughnut
5. tougher

sion

1. explosion
2. collision
3. permission
4. decision
5. division

tion

1. information
2. production
3. station
4. pollution
5. instruction

Handout 2: Some spelling rules

Many of the words in the English language conform to certain patterns.

Words with ie and ei

Remember : when *ie* and *ei* sound like *ee* as in *keep*, the *i* comes before *e* except after *c*.

Here are some *ie* words:

- field
- yield
- niece

Here are some *ei* words:

- receive
- ceiling
- conceit

Spell these words using *ie* or *ei*:

bel__ve rec__pt br__f
p__ce ach__ve ch__f
sh__ld dec__ve

Remember: the rule works when *ie* or *ei* rhyme with *ee*. In some words such as *eighteen* and *eiderdown*, *ei* sounds different again.

Spell these words correctly using *ie* or *ei*:

__ght n__ghbour w__ght
fr__ned h__ght for__gn

Doubling the final consonant

Rule 1

In many words of one syllable ending in a single consonant preceded by a single vowel, the consonant is doubled before adding *ed*, *er*, *est* or *ing*.

rub + ing = rubbing

fat + er = fatter

Now try these:

swim + *ing*

stab + *ed*

begin + *ing*

thin + *est*

hot + *er*

tin + *ed*

Remember that the final consonant is not doubled when it is preceded by two vowels or another consonant, such as :

feel + ing = feeling

Rule 2

When a word ends in a vowel followed by the letter l, you double the l before adding *ed*, *ing* or *er*.

level + ing = levelling

Now try these :

quarrel + *ed*

travel + *ing*

travel + *er*

label + *ing*

signal + *ed*

cancel + *ing*

tunnel + *ing*

Parallel and *paralleled* are exceptions to the rule.

Words ending in -ful

When full is added to a word you change *full* to *ful*.

Look at this example :

help + full = helpful

Now try these :

use + *full*

wonder + *full*

cheer + *full*

care + *full*

thought + *full*

hope + *full*

peace + *full*

success + *full*

rest + *full*

Remember that if *-ly-* is added to a word ending in *-ful-* the word has two *l*'s, as in *fully* and *carefully*.

Words ending in y

When a word ends in a consonant followed by a y, you change the y to *l* before a word ending such as *ed*.

Here are some word endings:

- -ed
- -er
- -est
- -ment
- -ly
- -age

Now try these :

Dry + *ed*

Dry + *er*

Marry + *age*

Supply + *ed*

Tidy + *ly*

Easy + *ly*

Try + *ed*

Angry + *ly*

Merry + *ment*

Remember to keep the y if it is preceded by a vowel.

Plurals

When we want to speak or write about more than one person or thing we use the *plural* form so *child*, for example, becomes *children*; *woman* becomes *women* and *brother* becomes *brothers*. In the first two examples the words change but in the third adding the letter *s* changes the word to the plural. This is relatively straightforward and accounts for most plural terms in the language; however, there are plenty of words that do not conform to this pattern and for these we need to understand some essential rules.

Rule 1

When a noun ends with a *y* preceded by a consonant e.g. *city*, then the *y* is replaced by *ies* for the plural i.e. **cities**.

Try converting the following terms from singular to the plural form.

Singular form	Plural form
lady	
country	
ability	
cemetery	
baby	

...and back again

Singular form	Plural form
	hobbies
	candies
	monstrosities
	calamities
	territories

Note: If a noun ends in *y* preceded by a vowel e.g. *boy*, then simply add an *s* to make it plural, i.e. *boys*.



Rule 2

When a word ends in *o, s, x, ch, z, sh* or *z* you add *es* to make the plural.

Try to convert the following noun examples to their plural form

dish becomes _____

loss becomes _____

bench becomes _____

lunch becomes _____

miss becomes _____

clash becomes _____

touch becomes _____

punch becomes _____

moss becomes _____

stitch becomes _____

Rule 3

To make plurals of most words that end in *f* or *fe*, you change the *f* or *fe* to *v* and add *es*.

Now try these:

leaf becomes _____

calf becomes _____

wolf becomes _____

shelf becomes _____

knife becomes _____

There are exceptions to this rule. For example, *belief* becomes *beliefs* because the alternative would be *believes* and that would lead to confusion.

Affixes

An affix is an addition to a word to change its meaning or create a new word. For example, if we affix *im* to *possible* we have *impossible*, or *able* to *laugh* we have *laughable*.

For example, by attaching the **prefix** (the beginning bit) *un* to the beginning of a word we can change the meaning of the word e.g. *happy* becomes *unhappy*. Now we can attach a suffix (the end bit) to our word and, again, change its meaning to *unhappiness*. You will notice how the *y* of *happy* becomes an *i* when we attach the suffix. Look at these examples.

Prefix	Root word	Suffix	New word
un	necessary	ily	unnecessarily
dis	like		dislike
in	formal	ity	informality
im	proper	ly	improperly
ab	normal	ity	abnormality

You will notice how the attachment of prefixes and suffixes is straightforward and does not affect the spelling of the root words. There are some words, however, which contradict this rule.

Prefix	Root word	Suffix	New word
	big	ger	bigger
	run	ning	running
	hot	test	hottest
	happy	iest	happiest
	multiply	ied	multiplied

Note how we double the last letter of the root word in the first three examples. This is because the root word ends with a vowel (a,e,i,o,u) preceding a consonant.

Another commonly used suffix is *able* as in *dependable*. Notice how the spelling of the root word is unaffected by the suffix. If your root word ends in *y*, however, then you must replace *y* with *i* and then attach the suffix as usual e.g. *rely* becomes *reliable*.

Now complete the table. Try to fill every box. The first example has been done for you

Prefix	Root word	Suffix	New word
e.g. un	happy	iness	unhappiness
			incompetence
	surprise		
			unmistakeable
	understand		
			disagreement
	appear		
			undefeated
	doubt		
			internationally
	tolerant		

Homophones

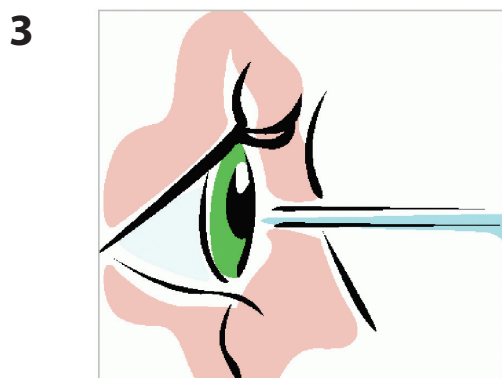
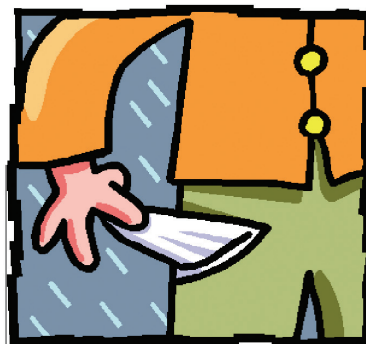
There are many words in English which sound the same as others but which mean different things. These words, called homophones, can confuse readers when they are misused. Learn these words separately and check their meaning in the dictionary. Look at the following examples:

It's	abbreviation for it is. <i>It's busy in the factory tonight.</i>
Its	belonging to. <i>The trolley has lost its wheel.</i>
There	in that place <i>Put the boots over there.</i>
Their	of them <i>They removed their protective clothing.</i>
They're	abbreviation for they are <i>They're going to hold the production meeting in the morning.</i>
To	towards <i>I sent the accident report form to the manager.</i>
Two	number 2 <i>There are a number of safety precautions which must be followed when using the two pieces of equipment.</i>
Too	excessively <i>This machinery is too hot.</i>

Write a sentence using each of these words to show the correct meanings:

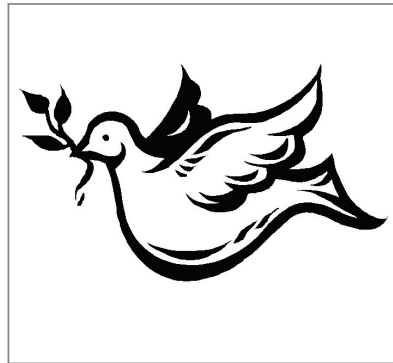
- | | |
|------|-------|
| buy | peace |
| by | piece |
| dear | scent |
| deer | sent |
| pair | pain |
| pear | pane |

Activity 2: Match the sounds: homophone card game





5



6



7

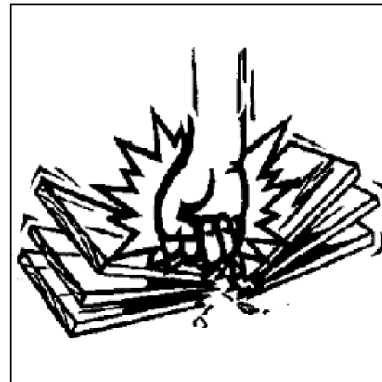
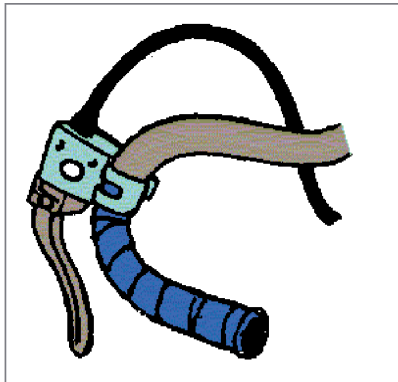


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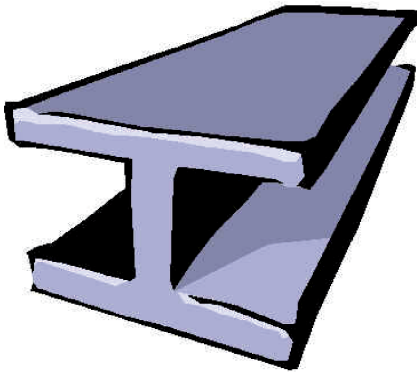




8



9



10



Activity 2: Match the sounds

Write down, in the table below, the pairs of homophones from the card game. There are 11 in total.

1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		

Think of three additional sets of homophones and write them below.

1. _____

2. _____

3. _____

Activity 2: Match the sounds

Answers

1	hair	hare
2	paw	poor
3	see	sea
4	waist	waste
5	piece	peace
6	bough	bow
7	pair	pear
8	bare	bear
9	brake	break
10	steel	steal
11	write	right

Activity 3: Works policies

Your staff handbook contains information about the policies of the company you work for. These policies will ensure that you are kept informed about the rules of the company and need to be read carefully to fully understand what they say. Here is an example of what a policy may look like:

Mobile phone policy

Mobile phones can be:

- a **distraction** to your work
- a **potential** risk to health and safety
- a security risk

This policy **pertains** to all *Manufit* employees and all visitors, **including** contractors and agency workers. Failure to **comply with** any part of this policy may result in **punative** action being taken.

Personal mobile phones

Personal mobile phones may only be used:

- outside of **designated** shift times
- during **recreation** times
- in non-**operational** areas, including any designated smoking areas

Operational areas include the factory floor, offices, storage and yard areas

All employees who bring a personal mobile phone must leave it in their locker during work time. All employees are reminded that it is a **transgression of the law** to use a mobile phone when driving.

Emergency phone calls

In an emergency situation, personal phone calls, on land lines only, may be made and/or received. **Under these circumstances**, the employee should advise their Line Manager, who will make any necessary **arrangements**.

Sometimes the language in policies can be complex and difficult to understand. See if you can replace some of the terms in bold with the following:

possible	offence	selected	plans
break	relates	working	tell
obey	when this happens	as well as	interruption
disciplinary			



Activity 4: Spot the spelling mistakes and find the right word

Safety in the workplace

Health, safety and welfare

There are numerous types of workplaces including offices, shops, factories, hotels, catering establishments, places of entertainment, hospitals and education establishments. Even though these premises vary, there are certain features and issues that need to be considered in every workplace to ensure the health, safety and *welfare* (1) of the people who work there and anyone else affected by the work activities. While some people have specific responsibilities for buildings, everyone has a duty to keep the workplace in a safe condition.

Design, layout and space

A good design and *effective* (2) layout are essential in every workplace and the design should take into account the likely *hazards* (3) of the work activities. There must be enough space for people to be able to do their jobs safely. Cramped conditions can result in accidents, particularly if people are working with sharp tools or chemicals, or if they are involved in other hazardous activities.

There should also be enough space for people and vehicles to move around easily. Wherever possible pedestrians and vehicles (such as fork-lift trucks, lorries and cars) should be separated to prevent collisions and injuries. Where separation is impossible, additional *precautions* (4), such as signs, barriers and one-way systems, improve safety. People must also be protected from other hazards such as exhaust fumes and falling loads. *Appropriate* (5) safety precautions must be provided wherever there are hazardous areas such as loading bays, pits, ladders, platforms and roofs. Fall and crushes may result in severe injury or death. Wherever possible they should be prevented by physical means, such as rails and guards.

Choose the most suitable word/s to replace these from the text:

1. welfare
A. wellbeing
B. wealth
C. benefits
D. gladness

2. effective
A. handy
B. obliging
C. efficient
D. valuable

3. hazards
A. barriers
B. dangers
C. exposures
D. gambles

4. precautions
A. defences
B. rules
C. safeguards
D. shields

5. appropriate
A. accurate
B. standard
C. exact
D. suitable

**The following words have been spelt incorrectly.
Choose the correct spelling by ticking the box:**

6. numerous
- A. numerous
 - B. numberus
 - C. numerus
 - D. numerous

7. spesific
- A. spescific
 - B. spesifick
 - C. specific
 - D. specifick

8. essencial
- A. esencial
 - B. esential
 - C. essentiall
 - D. essential

9. seperation
- A. sepiration
 - B. sepirasion
 - C. separation
 - D. separasion

10. precausions
- A. precautions
 - B. precasions
 - C. precawtions
 - D. precaushuns

Activity 4: Spot the spelling mistakes and find the right word

Answers

1. A
2. C
3. B
4. C
5. D
6. A
7. C
8. B
9. C
10. A