

Pairs in pairs Game

by Frances Bates-Treloar

Title: Spell Well Game

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Level: Young Learners CEF levels A1/A2
(Examination levels: Cambridge YLE Starters, Movers, Flyers, KET)

Target Age: 5-12

Recommended class size: Any

Time needed: Flexible

Subjects included: Spelling, alphabet

Main skills: Speaking

Summary: Students practise spelling words together. Individual students start spelling a word aloud from a selection written on the board. When other students think they know which word it is they join in the spelling out. The words are then rubbed out and the game continues as before, spelling the words aloud from memory. The game can then be played in pairs and they score points for joining in correctly.

Notes for teachers

The vocabulary field needed in this game is non-specific, so any chosen group of words can be the focus of the game and any level of learner can do it according to the words chosen.

Objectives

Students will

- practise spelling target words.
- practise saying target words.
- practise using the alphabet.

Materials

- classroom white/black/interactive board

Procedure

Introduction

- 1 Revise the alphabet: do a chain from A-Z around the class, then start with random letters and pick students to give you i) the next letter ii) the previous letter iii) two letters after it iv) two before it etc.

- 2 Write all the target vocabulary (for example words related to sports) on the board clearly and randomly, *not* in lines or columns. There should be about 15 - 20 words.

- 3 Revise the target vocabulary by asking questions which have the target words as their answers. e.g. *In which sport do you kick the ball?* and /or miming the sports.

Main Activity

- 1 The class sits in a semi-circle in front of the board.
- 2 Spell out a word slowly and ask which word it was.
- 3 Tell them to spell aloud with you when they realise which word you're spelling out. Check which word it was.
- 4 Do another example in the same way.
- 5 Nominate a student to spell out a word and get students to join in the spelling as they work out what the word is.
- 6 Carry on with all the words being spelt out.
- 7 Hide the words.
- 8 Spell out one of the words that was on the board and ask students what the word is.
- 9 Do the same game again, this time from memory.
- 10 Ask one student to volunteer to sit in the middle of the circle of students.
- 11 The student (A) starts to spell one of the words and starts with the first letter.
- 12 S/he selects another student (B) who has to guess and say the next letter of the word.
- 13 Student A says whether the letter is correct or not. If not, student B is out. This continues around the class until the word is complete.
- 14 Another student sits in the middle and the game continues.
- 15 If Student A is leading a misspelling of the word, they have to stop and another student takes over.

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by Frances Bates-Treloar**Example**

Student A decides to spell *swimming*

Student A: *S. Hakan?*

Student B (Hakan): *O?*

Student A: *No. Ali?*

Student C (Ali): *W?*

Student A: *Yes*

Optional variation

Students form pairs and play the game. They can score points against each other: Student A starts to spell a word out, and if Student B recognises the word, joins in, and says which word it was correctly, Student B gets the point. If B fails to join in before the end of the word, A gets the point. A and B swap roles.