

# Citizen Literacy Part 1: Lesson 6

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## Lesson 6 Outline

- Starting the second Unit of Citizen Literacy Part 1
- Building Letter / Sound Correspondence.
- Practice sound & spelling association.
- Using the /m/ /a/ /t/ /s/ /p/ /i/ /n/ and /e/ /ee/ /o/ /oe/ /oo/ /u/ /k/ /d/ /l/ /r/ /g/ /h/ sound, word, & image lists in the Part 1 Workbooks for Lessons 1-5 & Lessons 6-10 & Part 2 Workbooks.
- Using the **m – a – t – s – p – i – n** grapheme cut-outs, Resource [1-2-5] plus using the **e – ee – o – oe – oo – u – c – k – ck – d – l – r – g – h** grapheme cut-outs, Resource [6-1-1] to blend, spell, and write words.
- Introduce Word stretching.
- Introduce commonly used new words and break them into their sounds and spellings.
- Introduce four new verbs in sentences and question sentences.
- Introduce three sets of homophones to use in sentences and question sentences.

See Tutor Notes for more details and guidance about teaching this lesson.

## Lesson 6 Plan

### Teaching Aims

#### Concepts and Topics Covered)

- Build on blending awareness and skills from Unit 1 by introducing Learners to Unit 2 sounds.
- Encourage Learners to blend Unit 2 sounds together with Unit 1 sounds to create many more words.
- Introduce Learners to concept of Word stretching.
- Revisit the concept of breaking down with a new set of commonly - used New Words.
- Revisit verbs and their structures with four new verbs.
- Highlight the different spellings and meanings of three sets of homophones.
- See Tutor Notes for guidance about teaching this lesson.

### Learning Resources

- Citizen Literacy Part 1 Workbook Lessons 6-10, Lesson 6.
- m – a – t – s – p – i – n grapheme cut-outs, Resource [1-2-5]. A page in the workbook that can be photocopied, and it is also in the website as an editable word file.
- e – ee – o – oe – oo – u – c – k – ck – d – l – r – g – h grapheme cut-outs, Resource [6-1-1]. A page in the workbook that can be photocopied, and it is also in the website as an editable word file.
- Tutor Hub platform.
- Learner web app.
- Learner Folder to contain handouts – prefer to use a clear plastic folder for durability

### Preparation for Lesson

- Ensure Learners have their Learner Folder to contain handouts.
- Ensure Learners have the Citizen Literacy Unit 2 Lesson 6 workbook.
- Ensure Learners have their Unit 1 and Unit 2 grapheme cut-outs in their folders.
- Ensure Learners can find these sound word and image lists in their workbooks:
  - sound word and image list /m/ /a/ /t/ /s/ /p/ /i/ /n/ Resource [1-2-3].
  - sound word and image list /e/ /ee/ /o/ /oe/ /oo/ /u/ /k/ /d/ /l/ /r/ /g/ /h/ Resource [6-2-1].
- Practice blending Unit 1 and Unit 2 phonemes together to have an idea before teaching Learners to do it.
- Continue to familiarise yourself with the Tutor Hub platform and Learner web app.

## Exercise 1: Unit 2 Start Up Introducing Learners to Unit 2 sounds and blending them with Unit 1 sounds.

### [Exercise 1: Graphemes to copy and cut out]

Because this is the first Lesson in a new Unit of the course, we use the first few exercises of this Lesson to introduce a new group of sounds from the English language and different ways of spelling these sounds in words that also use sounds and spellings introduced in the previous unit.

#### Learning Outcome

- The Learner will be able to match each of the new Unit 2 sounds: /e/ /ee/ /o/ /oe/ /oo/ /u/ /k/ /d/ /l/ /r/ /g/ /h/ to their spellings.
- The Learner will recognise that some sounds in English are spelled in number of ways.
- The Learner will be able to blend new Unit 2 sounds: /e/ /ee/ /o//oe/ /oo//u/ /k/ /d/ /l/ /r/ /g/ /h/ into words using Unit 1 and Unit 2 cut out graphemes: m – a – t – s – p – i – n/ Resource [1 – 2 – 5] and e – ee – o – oe – oo – u – c – k – ck – d – l – r – g – h / grapheme cut-outs, Resource [6-1-1].

#### Skills

Listening, speaking, blending, reading.

#### Exercise Resources - Class

- Citizen Literacy Part 1 Workbook Lessons 6-10, Lesson 6.
- m – a – t – s – p – i – n grapheme cut-outs, Resource [1-2-5] and e – ee – o – oe – oo – u – c – k – ck – d – l – r – g – h grapheme cut-outs, Resource [6-1-1].
- Tutor Hub platform.
- Learner web app.
- Learner Folder to contain handouts – prefer to use a clear plastic folder for durability.

#### Tutor Activities & Teaching Tips

1. **Activity:** Tutor hands Learners out their new set of graphemes cut - outs for the Unit 2 sounds. e – ee – o – oe – oo – u – c – k – ck – d – l – r – g – h Resource [6-1-1]
2. **Activity:** Tutor goes through the cut – outs using Resource [6-1-1], matching the sound to its grapheme or graphemes, offering examples of words with these sounds in them, either words made up by the Tutor or using words from the column titled ‘Spelling’ in Resource [6-1-2]. Tutor writes those words on board as they go. This is when to introduce to the Learners that there are sounds in English that are spelled in more than one way.
3. **Teaching Tip:** Different spellings of the same sound in words can be displayed in a list form on the board by the Tutor, much the same as in the column titled ‘Spellings’ in Resource [6-1-2]so that the Learners can immediately see which spelling is required for each word – if the Tutor is short of time to make up their own words for the class, they can just use the words from Resource [6-1-2].
4. **Activity:** Tutor asks Learners for their own examples of words using the new sounds.
5. **Teaching Tip:** Tutor writes the Learners’ words in the list that they started with their examples of spellings of the new sounds in words.

6. **Activity:** Once the Tutor has introduced the learners to all the new sounds and written the Tutor's words and the Learners' words up on the board, they ask the Learners to choose one word from each group of words and then compose a sentence with that word. This is a good way to check comprehension, especially with different spellings of the same sound, e.g. three ways to spell the /k/ sound - all three cut-out graphemes (**c – k – ck**) to spell this sound are included in the Unit 2 Resource [6-1-1].
7. **Activity:** Tutor then asks Learners to place their Unit 1 graphemes on their desk/tables together with their Unit 2 graphemes and gives them five minutes or so to see which new words they can spell blending all the sounds from Unit 1 and Unit 2 together.
8. **Teaching Tip:** Encourage Word stretching here if some learners are struggling, e.g., 'at' becomes > cat, > hat, > rat, and 'pack' becomes > rack, > sack, > tack.
9. **Activity:** Tutor asks the Learners to hold up the cut-out graphemes that match the sound that the Tutor voices (Much like the Listening assessment in Lesson 5 with Resource [5-1-1]). Offer contextualised sentence for words using the same sound but with a different spelling.
10. **Activity:** Encourage learners to write all their new words in their Lessons 6 – 10 Word Bank.
11. **Activity:** Tutor provides feedback.

#### Learner Activities Summary

- The Learner matches each of the new Unit 2 sounds: /e/ /ee/ /o/ /oe/ /oo/ /u/ /k/ /d/ /l/ /r/ /g/ /h/ to their spellings.
- The Learner recognises that sometimes that some sounds in English are spelled in number of ways.
- The Learner blends the new Unit 2 sounds: /e/ /ee/ /o/ /oe/ /oo/ /u/ /k/ /d/ /l/ /r/ /g/ /h/ into words using Unit 1 and Unit 2 cut out graphemes: m – a – t – s – p – i – n Resource [1-2-5] and e – ee – o – oe – oo – u – c – k – ck – d – l – r – g – h grapheme cut-outs, Resource [6-1-1].

#### Learner Web App Activities to Support this Exercise

The web activities to support this exercise are listed below, please note not all exercises have a supporting web app activity. You can ask your learners to practice on some or all of the lesson exercise supporting web activities as a form of independent study / 'home work', before the next class.

- Activity 6.1 Introducing the second group of new sounds and different ways of spelling them.

## Exercise 2: Blending sounds to spell new words. Reading and breaking / decoding words down into sounds. Using the Unit 2 Sounds and words.

### [Exercise 1 & 2: Sound, Word, and Image List]

Note: this exercise builds on the previous exercise and asks the Learners to use blending to spell words spoken by the Tutor.

#### Learning Outcome

- The Learner will be able to match the Unit 1 and Unit 2 sounds: /m/ /a/ /t/ /s/ /p/ /i/ /n/ + /e/ /ee/ /o/ /oe/ /oo/ /u/ /k/ /d/ /l/ /r/ /g/ /h/ to their graphemes.
- The Learner will be able to blend sounds to spell and read words using Unit 1 and Unit 2 sounds: /m/ /a/ /t/ /s/ /p/ /i/ /n/ & /e/ /ee/ /o/ /oe/ /oo/ /u/ /k/ /d/ /l/ /r/ /g/ /h/ from their sound, word, & image list. Resource [6-1-2].

#### Skills

Listening, speaking, blending, reading, writing.

#### Exercise Resources – Class

- Part 1 Workbook Lessons 6-10
- Cut out graphemes from Units 1 and 2: m – a – t – s – p – i – n grapheme cut-outs, Resource [1-2-5] and e – ee – o – oe – oo – u – c – k – ck – d – l – r – g – h grapheme cut-outs, Resource [6-1-1].
- Tutor web Hub platform.
- Learner web app.
- Learner Folder to contain handouts – prefer to use a clear plastic folder for durability.

#### Tutor Activities & Teaching Tips

1. **Activity:** Tutor asks Learners to turn to Exercise 2 in Lesson 6 in the Part 1 Workbook Lessons 6-10, Sound, Word and image list Resource [6-1-2]. Ideally the Tutor also has this Resource [6-1-2] on a board / screen to show the Learners.
2. **Activity:** Tutor uses the Resource [6-1-2] first column titled ‘Sound’, and goes through each sound / phoneme section (e.g. /ee/) individually teaching that sound and its different spellings using the example words in the central column titled ‘Spellings’.
3. **Activity:** Tutor uses the Unit 2 sound word and image list Resource [6-1-2] and speaks a selection of the words that occur in the central ‘Spellings’ column of the table and asks the Learners to blend each of these words together using their Unit 1 and Unit 2 graphemes to spell the word. The Tutor provides feedback after each word.
4. **Activity:** Tutor selects 4 or more of the words that they have already spoken and asks the Learners to use their cut-out graphemes to blend the sounds together to spell each word. Tutor provides feedback. The Tutor then ask the Learners to compose a verbal sentence that uses one of these words. Tutor provides feedback in relation to comprehension.
5. **Teaching Tip:** We have included the words ‘friend’ as an example of a word that uses the /e/ sound but has an ‘ie’ spelling and the word ‘quay’ as an example of a word that uses the /ee/ sound but has an ‘ay’ spelling. This is to highlight the different ways of spelling the some of

the Unit 2 sounds for the Learners before introducing the sounds for /f/ and /qu/ in Units 3 and 4.

6. **Activity:** Tutor provides feedback.

### Learner Activities Summary

- The Learner matches the Unit 1 and Unit 2 sounds to their graphemes:
  - /m/ /a/ /t/ /s/ /p/ /i/ /n/ & /e/ /ee/ /o/ /oe/ /oo/ /u/ /k/ /d/ /l/ /r/ /g/ /h/.
- The Learner reads words using the Unit 1 and Unit 2 sounds from their sound, word, & image list. Resource [6 – 1 – 2]:
  - /m/ /a/ /t/ /s/ /p/ /i/ /n/ + /e/ /ee/ /o/ /oe/ /oo/ /u/ /k/ /d/ /l/ /r/ /g/ /h/.

### Learner Web App Activities to Support this Exercise

The web activities to support this exercise are listed below, please note not all exercises have a supporting web app activity. You can ask your learners to practice on some or all of the lesson exercise supporting web activities as a form of independent study / ‘home work’, before the next class.

- Activity 6.1- Introducing the second group of new sounds and different ways of spelling them.
- Activity 6.2 – Breaking down and blending words that use the Unit 2 Sounds.

## **Exercise 3: Blending sounds to spell new words. Reading and breaking words down into sounds and gap filling. Using the Unit 2 Sounds and words.**

### **[Exercise 3: Blend sounds, read and write words]**

Note: it is perfectly fine for Learners to be able to see the completed word in the ‘Spellings’ column for them to use as clues – we want to make it easy for them to learn.

### Learning Outcome

- The Learner will be able to read words using Unit 1 and Unit 2 sounds: /m/ /a/ /t/ /s/ /p/ /i/ /n/ + /e/ /ee/ /o/ /oe/ /oo/ /u/ /k/ /d/ /l/ /r/ /g/ /h/ from their sound, word, & image list using Resource [6-1-2].
- The Learner will be able to fill gaps in words from their sound, word, & image list Resource [6-3-1].

### Skills

Listening, speaking, blending, reading, writing.

### Exercise Resources - Class

- Citizen Literacy Part 1 Workbook Lessons 6-10, Lesson 6.
- m – a – t – s – p – i – n grapheme cut-outs, Resource [1-2-5] and e – ee – o – oe – oo – u – c – k – ck – d – l – r – g – h grapheme cut-outs, Resource [6-1-1].
- Tutor Hub platform.
- Learner web app.



### Tutor Activities & Teaching Tips

1. **Activity:** Tutor asks Learners to turn to Exercise 3 in Lesson 6 in Part 1 Workbook Lessons 6-10.
2. **Activity:** Tutor reminds Learners of the new Unit 2 sounds from the previous exercises.
3. **Activity:** Tutor uses the gap fill Resource [6-3-1] and goes through each sound / phoneme section (e.g. /ee/) individually teaching that sound and its different spellings using the example words in the central column titled ‘Spellings’. Tutor speaks each word in order, and after speaking the word the Tutor spells the word (verbally) and asks the Learners to fill the gaps in those words in their workbook in the third column titled ‘Write’. Note the Tutor and Learners work through each word in order – to give the Learners time to fill the gaps in each word.
4. **Activity:** Tutor selects 4 of the words and then ask the Learners to compose a verbal sentence that uses one of those words. Tutor provides feedback in relation to comprehension.
5. **Activity:** Tutor asks Learners to use their Unit 1 and Unit 2 graphemes to spell the 4 selected words.
6. **Teaching Tip:** We have included the words ‘friend’ as an example of a word that uses the /e/ sound but has an ‘ie’ spelling and the word ‘quay’ as an example of a word that uses the /ee/ sound but has an ‘ay’ spelling. This is to highlight the different ways of spelling the some of the Unit 2 sounds for the Learners before introducing the sounds for /f/ and /qu/ in Units 3 and 4.
7. **Activity:** Tutor provides feedback.

### Learner Activities Summary

- The Learner reads words using Unit 1 and Unit 2 sounds: /m/ /a/ /t/ /s/ /p/ /i/ /n/ + /e/ /ee/ /o/ /oe/ /oo/ /u/ /k/ /d/ /l/ /r/ /g/ /h/
- The Learner writes and fill gaps in words from their sound, word, & image list. Resource [6-3-1].

### Learner Web App Activities to Support this Exercise

The web activities to support this exercise are listed below, please note not all exercises have a supporting web app activity. You can ask your learners to practice on some or all of the lesson exercise supporting web activities as a form of independent study / ‘home work’, before the next class.

- Activity 6.1 Introducing the second group of new sounds and different ways of spelling them.
- Activity 6.2 Breaking down and blending words that use the Unit 2 Sounds.
- Activity 6.3 Different ways of spelling the new sounds in words.

## Exercise 4: Blending sounds to spell new words. Reading and writing sentences and question sentences. Using the Unit 2 Sounds and words.

[Exercise 4: Sound, Word and Image Sentences and Question Sentences]

### Learning Outcome

- The Learner will be able to read words using Unit 1 and Unit 2 sounds, from Resource [6-4-1]:
  - /m/ /a/ /t/ /s/ /p/ /i/ /n/ & /e/ /ee/ /o/ /oe/ /oo/ /u/ /k/ /d/ /l/ /r/ /g/ /h/.
- The Learner will be able to read and write sentences using Unit 1 and Unit 2 sounds from Resource [6-4-1]:
  - /m/ /a/ /t/ /s/ /p/ /i/ /n/ & /e/ /ee/ /o/ /oe/ /oo/ /u/ /k/ /d/ /l/ /r/ /g/ /h/ /.

### Skills

Listening, speaking, blending, reading, writing.

### Exercise Resources - Class

- Citizen Literacy Workbook Unit 2 Lesson 6.
- m – a – t – s – p – i – n/ grapheme cut-outs, Resource [1-2-5] and e – ee – o – oe – oo – u – c – k – ck – d – l – r – g – grapheme cut-outs, Resource [6-1-1].
- Tutor Hub platform.
- Learner web app.
- Learner Folder to contain handouts – prefer to use a clear plastic folder for durability.

### Tutor Activities & Teaching Tips

1. **Teaching Tip:** NB Resource [6-4-1] is structured into separate sections, each devoted to different ways of spelling a sound e.g. /e/ and using those spellings in words, sentences and question sentences.
2. **Activity:** Tutor asks Learners to turn to Exercise 4 in Lesson 6 in Part 1 Workbook Lessons 6-10, Resource [6-4-1].
3. **Activity:** Tutor reminds Learners of the new sounds from the previous lesson.
4. **Activity:** Sounds and Spellings. The Tutor (ideally has Resource [6-4-1] on the board / screen) and goes through each sound / phoneme section (e.g., /ee/) individually teaching that sound and its different spellings using the example words in the central column titled ‘Spellings’. Tutor speaks each word in order, and after speaking the word the Tutor spells the word (verbally), ideally the Tutor can point to the highlighted spelling of the sound in the word on the board / screen. The Tutor then asks a Learner to read out and break down the same word from the list. The Tutor repeats this process for each word in the Spellings column list for each sound section with all the learners.
5. **Activity:** Tutor goes through each sound section of Resource [6-4-1] asks the Learners, in turn, to read out a sentence or a question sentence from each sound section (the Tutor can help them). After the learners have read out all the sentences in a sound section the Tutor then asks them to copy those sentences in the spaces supplied in Resource [6-4-1].

6. **Activity:** Tutor provides feedback.

### Learner Activities Summary

- Learner reads words using Unit 1 and Unit 2 sounds, from their sound, word, & image list. Resource [6-1-1]:
  - /m/ /a/ /t/ /s/ /p/ /i/ /n/ & /e/ /ee/ /o/ /oe/ /oo/ /u/ /k/ /d/ /l/ /r/ /g/ /h/.
- Learner reads and writes sentences using Unit 1 and Unit 2 sounds, from Resource [6-4-1]:
  - /m/ /a/ /t/ /s/ /p/ /i/ /n/ & /e/ /ee/ /o/ /oe/ /oo/ /u/ /k/ /d/ /l/ /r/ /g/ /h/.

### Learner Web App Activities to Support this Exercise

The web activities to support this exercise are listed below, please note not all exercises have a supporting web app activity. You can ask your learners to practice on some or all of the lesson exercise supporting web activities as a form of independent study / ‘home work’, before the next class.

- Activity 6.1 – Introducing the second group of new sounds and different ways of spelling them.
- Activity 6.2 – Breaking down and blending words that use the Unit 2 Sounds.
- Activity 6.3 – Making a sentence that include the new Group 2 sounds.
- Activity 6.4 – Writing sentences that include words that include the Group 2 Sounds.
- Activity 6.5 – Reading question sentences that include the new Group 2 sounds.
- Activity 6.6 - Writing question sentences that include words using the Group 2 Sounds.
- Activity 6.7 – Introducing new words that use the Group 2 sounds.

## **Exercise 5: Introducing Word Stretching**

### **[Exercise 5: Word Stretching]**

#### Learning Outcome

- The Learner will be able to adapt words by adding sounds to the beginning or end of the words and changing their spelling – we call this process word stretching.

#### Skills

Word stretching, reading, writing.

#### Exercise Resources - Class

- Citizen Literacy Part 1 Workbook Lessons 6-10, Lesson 6.
- Tutor Hub platform.
- Learner web app.
- Learner Folder to contain handouts – prefer to use a clear plastic folder for durability.

#### Tutor Activities & Teaching Tips

1. **Activity:** Tutor asks Learners to turn to Exercise 5 in Lesson 6 in Part 1 Workbook Lessons 6-10.
2. **Teaching Tip:** Tutor explains to Learners that words can be changed by adding sounds to the beginning or end of the words and changing their spelling, and that we call this process word

stretching. Tutor uses examples in Resource [6-5-1] to highlight this, e.g. ‘cook’ becomes ‘hook’ etc.

3. **Teaching Tip:** The Tutor explains the purpose of the columns in Resource [6-5-1] as follows. The left-hand column entitled ‘Root Word’ contains the root word that is going to be stretched, by substituting either the first or last letter of the root word – the letter to be substituted in the root word is highlighted. The column entitled ‘Sounds’ contains the given sounds that can be substituted for the first or last sound of the root word. The column entitled [W]ord provides a space for word stretching by substituting the first letter of a word. The column entitled Wor[d] provides a space for word stretching by substituting the last letter of a word. NB, for simplicity, the word stretching activities in this exercise for each root word are for substituting either the first or last letter of the root word but not both. NB the cells in the table that contain XXXXX indicate that column is not to be used for word stretching for the root word. To help the Learners some example word stretched root words are provided at the top of the different columns.
4. **Activity:** Tutor asks Learners to complete Resource [6-5-1] using this approach.
5. **Teaching Tip:** Tutors can suggest that Learners use their cut-out graphemes to word stretch each word. They do this by removing the first or last letter of each root word and then add the grapheme for each of the given sounds from the second column in Resource [6-5-1].
6. **Activity:** Tutor provides feedback.

#### Learner Activities Summary

- The Learner adapts words by adding sounds to the beginning or end of the words and changing their spelling – we call this process word stretching.

#### Learner Web App Activities to Support this Exercise

The web activities to support this exercise are listed below, please note not all exercises have a supporting web app activity. You can ask your learners to practice on some or all of the lesson exercise supporting web activities as a form of independent study / ‘home work’, before the next class.

- Activity 6.8 – Word stretching.
- Activity 6.9 – Adding sounds to words to make new words.

## Exercise 6: Introducing the new words: ‘all,’ ‘said,’ ‘have,’ ‘please,’ and breaking them down into their sounds to spell them. Reading and writing sentences and question sentences with the new words.

### [Exercise 6: New Words]

Note: In the writing exercise of this exercise it is perfectly fine for the learners to copy the new words when they handwrite them – the physical act of handwriting is an important aspect of learning to read and write.

#### Learning Outcome

- The Learner will be able to break down the new words ‘all,’ ‘said,’ ‘have,’ ‘please,’ into their sounds to spell them.
- The Learner will be able to read and write the new words, ‘all,’ ‘said,’ ‘have,’ ‘please,’
- The Learner will be able to read sentences and question sentences which include the new words, ‘all,’ ‘said,’ ‘have,’ ‘please’.
- The Learner will be able to write sentences and question sentences which include the new words, ‘all,’ ‘said,’ ‘have,’ ‘please’.

#### Skills

Breaking Down, Reading, Writing,

#### Exercise Resources – Class

- Part 1 Workbook Lessons 6-10, Lesson 6.
- Learner web app.
- Tutor Hub platform.
- Learner Folder to contain handouts – prefer to use a clear plastic folder for durability.

#### Tutor Activities & Teaching Tips

1. **Activity:** The Tutor asks the Learners to turn to Resource [6-6-1]. The Tutor then demonstrates breaking down the new words into their spellings using the second row in Resource [6-6-1] and then demonstrates breaking down the new words into their sounds using the third row of this Resource.
2. **Activity:** The Tutor then asks the Learners to write the new words in the fourth row of the Resource [6-6-1].
3. **Teaching Tip:** Remind Learners about the value of breaking words down into their sounds to help them to read and spell them.
4. **Activity:** The Tutor then asks individual Learners from the class to read out a sentence from Resource [6-6-2].
5. **Activity:** The Tutor asks the Learners to go to Resource [6-6-3] where the same sentences are written in a mixed-up order, and asks the Learners to put the sentences into the correct order and then write them down in the space provided beneath the mixed-up sentence in Resource [6-6-3].
6. **Activity:** The Tutor then asks individual Learners from the class to read out a question sentences from Resource [6-6-4].

7. **Activity:** The Tutor asks the Learners to compose and write two sentences of their own in Resource [6-6-5] using the New Words, 'all,' 'said,' 'have,' please'.
8. **Activity:** The Tutor asks the Learners to compose and write two question sentences of their own in Resource [6-6-6] using the New Words, 'all,' 'said,' 'have,' please'.
9. **Activity:** Tutor provides feedback.

#### Learner Activities

- The Learner breaks down the new words, 'all,' 'said,' 'have,' please,' into their sounds to spell them.
- The Learner reads and writes the new words, 'all,' 'said,' 'have,' please.
- The Learner reads sentences and question sentences which include the new words, 'all,' 'said,' 'have,' please'.
- The Learner writes sentences and question sentences which include the new words, 'all,' 'said,' 'have,' please'.

#### Learner Web App Activities to Support this Exercise

The web activities to support this exercise are listed below, please note not all exercises have a supporting web app activity. You can ask your learners to practice on some or all of the lesson exercise supporting web activities as a form of independent study / 'home work', before the next class.

- Activity 6.10. Breaking down the new words:, 'all,' 'said,' 'have,' please', into their sounds.
- Activity 6.11 Reading and speaking the new words, 'all,' 'said,' 'have,' 'please'.
- Activity 6.12. Handwriting the new words, 'all,' 'said,' 'have,' please'.
- Activity 6.13 Making sentences, using the new words, 'all,' 'said,' 'have,' please'.
- Activity 6.14 Writing sentences in the correct order using the new words, 'all,' 'said,' 'have,' please'.
- Activity 6.15 Making question sentences, using the new words, 'all,' 'said,' 'have,' please'.
- Activity 6.16 Writing question sentences in the correct order using the new words, 'all,' 'said,' 'have,' please'.

## Exercise 7: Introducing new verbs; ‘to want,’ ‘to keep,’ ‘to be ill,’ ‘to have,’ and parts of verbs.

[Exercise 7: Verbs in sentences - to want, to keep, to be ill, to have]

### Learning Outcome

- The Learner will be able to recognise, use, and write these verbs in sentences; ‘to want,’ ‘to keep,’ ‘to be ill,’ ‘to have,’ and their verb parts (e.g., ‘She has,’ is part of the verb ‘to have – see Resource [6-7-2] for a full list of all the parts of these verbs).
- The Learner will be able to demonstrate the correct use of these verbs and their parts in sentences.

### Skills

Reading, writing, listening, speaking.

### Exercise Resources - Class

- Learner Part 1 Workbook Lessons 6-10, Lesson 6.
- Tutor Hub platform.
- Learner web app.

### Tutor Activities & Teaching Tips

1. **Activity:** Tutor reminds Learners about the role of verbs in the English language, demonstrating the use of verbs by working through the examples in Resources [6-7-1] and [6-7-2] - speaking them and pointing to them on the board / screen.
2. **Activity:** Tutor goes around the class and asks Learners, in turn, to read out the sentences in the verb part sections of Resources [6-7-3] to Resource [6-7-6] The Tutor can help the Learners with this task. After a Learner has read out the sentence the Tutor asks the whole class to copy, and hand write that sentence in the space provided below each printed sentence. The Tutor continues this process until all the sentences in all the verb part sections have been read out and copied.
3. **Activity:** Tutor goes around the class and asks Learners, in turn, to compose and speak one or more example sentences, using some of the beginnings of the sentences they have just written. **Teaching Tip:** For the Learners to use the verb parts for the verb ‘To be ill’ some may find this a bit obscure, partly because they are already complete sentences, so this may cause difficulty in composing a new sentence using these verb parts. For instance, ‘I am ill, because...’ – if they can add something like this that is fine, but if not do not worry.
4. **Teaching Tip:** Tutor goes around the class as Learners complete these exercises, helping out where required.
5. **Activity:** Tutor provides feedback.

### Learner Activities Summary

- The Learner recognises, uses, and write these verbs in sentences; ‘to want,’ ‘to keep,’ ‘to be ill,’ ‘to have’.
- The Learner demonstrates the correct use of these verbs and their parts in sentences.

Learner Web App Activities to Support this Exercise

The web activities to support this exercise are listed below, please note not all exercises have a supporting web app activity. You can ask your learners to practice on some or all of the lesson exercise supporting web activities as a form of independent study / 'home work', before the next class.

- Activity 6.17 Working with verbs.
- Activity 6.18 Using the new verbs in a sentence.
- Activity 6.19 Completing a sentence with the new verbs.

**Exercise 8: Using verbs to create question sentences**

[Exercise 8: New Verbs in question sentences - to want, to keep, to be ill, to have, to do]

Learning Outcome

- The Learner will be able to read and change an existing sentence into a question sentence using the verb 'to be ill', by swapping the verb parts around.
- The Learner will be able to read and change existing sentences into question sentences using the verbs, 'to want,' 'to keep,' 'to have' by adding the correct parts of the auxiliary verb, 'to do'.

Skills

Reading, writing, listening.

Exercise Resources - Class

- Part 1 Workbook Lessons 6-10, Lesson 6.
- Tutor Hub platform.
- Learner web app.

Tutor Activities & Teaching Tips

1. **Teaching Tip:** NB This Exercise is split into 4 sections that each work with a different verb and its parts to make question sentences.
2. **Activity:** Tutor reminds Learners about the role of verbs in questions in the English language, demonstrating this by working through the example question sentences in Resource [6-8-1] - speaking them out and pointing to the verb parts at the beginning of each sentence on the board / screen.
3. **Activity:** Tutor explains and demonstrates using Resource [6-8-2] for the verb 'to be ill' that in order to create/compose a question using the verb 'to be ill' all the Learner has to do is to swap the verb parts around.
  - e.g. 'I am ill' becomes 'Am I ill?' 'She is ill,' becomes 'Is she ill?'

**Section 1 The Verb 'to be ill.'**

1. **Activity:** Using Resource [6-8-2] the Tutor reads out each verb part individually in the first column and then reads out its question form from the second column, emphasizing the swapping of the verb parts around that happens to change a sentence into a question sentence.



2. **Activity:** Using Resource [6-8-2] the Tutor asks the Learners, one after another, to read out a verb part individually in the first column and then read out its question form emphasizing the swapping of the verb parts around that happens, in order to change a sentence into a question sentence. **Teaching Tip:** The Learners read out one example each and repeat the process as needed until all the examples are covered.
3. **Teaching Tip:** In the next 3 sections of this exercise, we use the words ‘do’ or ‘does’ to make a question sentence using different parts of the verbs ‘to want’, ‘to keep,’ ‘to have’. When used in this way these words are part of the verb ‘to do’ and this helps the other verbs to be expressed in different tenses and situations. This kind of supporting role of one verb helping another to make sense - is called an auxiliary verb (see Glossary for Auxiliary Verb). There are many other examples of auxiliary verbs that we shall encounter as we progress through Citizen Literacy.
4. **Teaching Tip:** Break these activities up, asking the Learners for examples of these verb parts in their own sentences and question sentences. The Tutor reminds the Learners that the word, ‘you’ appears twice in a verb structure: one for the singular person: ‘You have a bag,’ and one for a group of people (plural), ‘You all keep bags....’.
5. **Activity:** Using Resource [6-8-6] the Tutor asks the Learners to read and then copy and hand write the question sentences that use the verb, ‘to be ill’, in the spaces below each sentence.

### Section 2 The Verb ‘to want’

1. **Activity:** Using Resource [6-8-3] the Tutor reads out each verb part individually in the first column and then reads out its question form from the second column. The Tutor emphasises that in this case of the verb ‘to want,’ to convert the first column into a question we have to swap the verb parts around as before, but then we have to add another element to the verb ‘to want’ to make it into a question sentence, we add the word ‘do’ or ‘does’, in this case it is another form of the verb ‘to do’. So, for example ‘I want’ becomes ‘Do I want?’ to change a sentence into a question sentence.
2. **Activity:** Using Resource [6-8-3] the Tutor asks the Learners to read out each verb part individually in the first column and then read out its question form from the second column, emphasizing that adding the word ‘do’ or ‘does’ makes a question. **Teaching Tip:** The Learners read out one example each and repeat the process as needed until all the examples are covered.
3. **Activity:** Using Resource [6-8-7] the Tutor asks the Learners to read and then copy and hand write the question sentences that use the verb, ‘to want’, in the spaces below each sentence.

### Section 3 The Verb ‘to keep’

1. **Activity:** Using Resource [6-8-4] the Tutor reads out each verb part individually in the first column and then reads out its question form from the second column. The Tutor emphasises that in the case of the verb ‘to keep,’ to convert the first column into a question we have to swap the verb parts around as before, but then we have to add another element to the verb ‘to

keep’ to make it into a question sentence, we add the word ‘do’ or ‘does’. So, for example ‘She keeps’ becomes ‘Does she keep?’ to change a sentence into a question sentence.

2. **Activity:** Using Resource [6-8-4] the Tutor asks the Learners to read out each verb part individually in the first column and then read out its question form from the second column, emphasizing that by adding the word ‘do’ or ‘does’ makes the question. **Teaching Tip:** The Learners read out one example each and repeat the process as needed until all the examples are covered.
3. **Activity:** Using Resource [6-8-8] the Tutor asks the Learners to read and then copy and hand write the question sentences that use the verb, ‘to keep’, in the spaces below each sentence.

#### Section 4 The Verb ‘to have.’

1. **Activity:** Using Resource [6-8-5] the Tutor reads out each verb part individually in the first column and then reads out its question form from the second column. The Tutor emphasises that in this case of the verb ‘to have’ to convert the first column into a question we have to swap the verb parts around as before, but then we have to add another element to the verb ‘to do’ make it into a question sentence, we add the word ‘do’ or ‘does.’ So, for example ‘You have’ becomes ‘Do you have?’ to change a sentence into a question sentence.
2. **Activity:** Using Resource [6-8-5] the Tutor asks the Learners to read out each verb part individually in the first column and then read out its question form from the second column, emphasizing that by adding the word ‘do’ or ‘does’ makes a question sentence. **Teaching Tip:** The Learners read out one example each and repeat the process as needed until all the examples are covered.
3. **Activity:** Using Resource [6-8-9] the Tutor asks the Learners to read and then write the question sentences that use the verb, ‘to have’, in the spaces below.
4. **Activity:** Tutor provides feedback.

#### Learner Activities Summary

- The Learner changes an existing sentence into a question sentence using the verb ‘to be ill’, by swapping the verb parts around.
- The Learner changes existing sentences into question sentences, using the verbs, ‘to want,’ ‘to keep,’ ‘to have’ by adding the correct parts of the auxiliary verb, ‘to do.’

#### Learner Web App Activities to Support this Exercise

The web activities to support this exercise are listed below, please note not all exercises have a supporting web app activity. You can ask your learners to practice on some or all of the lesson exercise supporting web activities as a form of independent study / ‘home work’, before the next class.

- Activity 6.20 Using an auxiliary verb to make question sentences with the new verbs.

## Exercise 9: Reading and writing with the homophones: ‘sea’, ‘see,’ ‘leak’, ‘leek’, ‘dear’, ‘deer’.

[Exercise 9: Homophones - sea/see, leak/leek, dear/deer]

### Learning Outcome

- The Learner will be able to break down the sounds of the homophones and then reads them.
- The Learner will be able to read and then the write the homophones in the sentences in Resource [6-9-2].
- The Learner will be able to demonstrate their ability to distinguish between these homophones and their meanings in context and selecting the correct homophone in Resource [6-9-3] to use in a sentence.

### Skills

Reading, breaking – down, writing, listening, speaking.

### Exercise Resources - Class

- Part 1 Workbook Lessons 6-10, lesson 6.
- Tutor Hub platform.
- Learner web app.

### Tutor Activities & Teaching Tips

1. **Activity:** Tutor reminds learners that words that sound the same but have different spellings are called homophones. Tutor reads out the sentences in Resource [6-9-2] as examples, pointing out the homophones on the board / screen, and explains the differences in meaning of each homophone, if needed. **Teaching Tip:** Tell your students that many, many people get these words mixed up, so they are not alone.
2. **Activity:** Using Resource [6-9-1] the Tutor asks the Learners to break the homophones into their sounds and then write them in the final column – the first example has been completed.
3. **Teaching Tip:** The Tutor can then ask the Learners to each provide one or more example sentences of their own that use one of the homophones, to evidence comprehension of the different meanings of the homophones.
4. **Activity:** The Tutor asks the Learners to read and then copy and hand write the sentences in Resource [6-9-2] that contain the homophones.
5. **Activity:** The Tutor asks the Learners to read the sentences in Resource [6-9-3] and choose the correct homophone to use in the sentence and then write the correct sentence in the space provided below.
6. **Activity:** The Tutor provides feedback.

### Learner Activities Summary

- The Learner breaks down the sounds of the homophones and then reads them.
- The Learner reads and then the writes the homophones.
- The Learner distinguishes between the homophones and their meanings in context and selects the correct homophone in Resource [6-9-3] to use in a sentence.

## Exercise 10: Independent Study with the Learner Web App

- Remind the Learners that they should use the Learner web app for this lesson to practice with before the next face-to-face lesson.

### Learner Web App Activities to Support this Exercise

The web activities to support this exercise are listed below, please note not all exercises have a supporting web app activity. You can ask your learners to practice on some or all of the lesson exercise supporting web activities as a form of independent study / ‘home work’, before the next class.

- Activity 6.21 Working with different words that sound the same.
- Activity 6.22 Breaking down and spelling the words that sound the same.
- Activity 6.23 Completing a sentence with the words that sound the same.
- Activity 6.24 Writing sentence in the correct order using the words that sound the same.
- Activity 6.25 Matching pairs of sentences.

## Exercise 11: Word Bank

### A Review exercise for each lesson

Final activity in class or for homework, so we review what the Learners have learned. This activity builds as Learners progress through the course, and we start to build up these review exercises.

There are three distinct activities for your Learners here:

**Activity 1:** At the end of each lesson ask your Learners to go to the Word Bank at the back of their Workbook that lists the words that are covered in each Lesson in columns from left to right ordered by the number of sounds that make up the words. There is an empty row below each of the rows of these words for Learners to copy and write the same words. When they write down their words ask them break them into their sounds and then read the whole word to you either at their desk on a 1:1 basis or in front of their fellow Learners if they confident enough. You may find that some Learners can read the words and that’s great, but you need to check that they know how to break these words into their sounds. This is a skill that will stand them in good stead when they are presented with words they do not know how to read.

**Activity 2:** At the end of each lesson Learners do the same as above but now they have to try to read their words from previous lessons as sight words, without breaking them down. If they don’t know them by sight, ask them to say the sounds and listen for the word. As we progress through Citizen Literacy, we are striving for your Learners to build on their sight words. This is one of many activities which will assist them in this.

**Activity 3:** In the Word Bank table section titled ‘My Word Bank’ ask the Learners to try and repeat the above steps for words that they already know but have not been covered in the Lesson. Asking the learners to use the columns in the order of numbers of sounds that make up the words. If you have time you can start the process with each learner with a word of their choosing.

### Exercise Resources – Class

- Lessons 6-10 Word Bank – This is at the back of the Part 1 Workbook Lessons 6-10.

### Tutor Activities & Teaching Tips

1. **Activity:** Tutor to find time to do this with each Learner on 1:1 basis or in front of class.
2. **Teaching Tip:** Final activity in class, so we review what the Learners have learned. This activity builds as Learners progress through course and we start to build up the review exercise, it acts as a review exercise for each lesson.

### Learner Activities

- Learners complete by writing words and sounding out individual sounds and then blended words to Tutor.
- **Skills:** Speaking, reading, and writing.

## Lesson 6 Tutor Notes

### OVERVIEW AND FOCUS OF LESSON 6

This is the first lesson in Unit 2 and it is when we begin to add to and build upon the topics we introduced in Unit 1, Lessons 1- 5, as well as introduce some new topics.

We introduce the second group of sounds: /e/ /o/ /ee/ /oe// oo/ /u/ /k/ /d/ /l/ /r/ /g/ /h/ in Resource [6-1-1] and once the Learners are familiar with them and their corresponding spellings we encourage them to blend these new Unit 2 sounds with Unit 1 sounds /m/ /a/ /t/ /s/ /p/ /i/ /n/ and work their way through a range of exercises, requiring them to read and write sentences and questions sentences that use words which have a mixture of sounds from both Units 1 and 2. This group of sounds includes a number of sounds that are represented with two letters – a digraph: Two letters but only one sound.

Please tell your Learners that a letter (grapheme) or letters (digraph) will always, only ever represent a **single** sound in English.

This second group of sounds also includes sounds that are represented by more than letter: /k/ = c- k- ck.

So, there is a lot for your Learners to take in as they are introduced to the Unit 2 sounds.

Learners are then introduced to **Word Stretching** which is a tool to help them build on words they know and begin to see spelling patterns emerging. This is also a great skill to build on using their Alphabet Handout, Resource [2-3-1]. In class, I encourage my Learners to take a word that they have blended from Unit 1 and Unit 2 sounds and then go through the alphabet, swapping the first or last letters to make a new word.

The four New Words in this lesson, ‘all’, ‘said’, ‘have’, and ‘please’, have been introduced as they are commonly – used words and so that learners can build on their breaking down/decoding into sounds skills. These words also help your Learners with other aspects of this lesson: ‘to have,’ is one of the verbs introduced in Exercise 8, ‘said,’ is an example of a word that has an /e/ sound spelled in a different way. Please see Tutor Resources area of the Citizen Literacy website for the downloadable “Tutor Notes - New Words Lesson 1- 10 Groups 1 and 2” to help you when you are teaching the new words to your Learners.

The four new verbs in this lesson are, ‘to want,’ ‘to keep,’ ‘to be ill,’ and ‘to have.’ These verbs have been chosen to help your Learners communicate their ideas and the verb, to have,’ especially as it is another auxiliary verb and it will be introduced to your learners, as such, as they progress in the Citizen Literacy Programme.

A new set of homophones are introduced in Exercise 10 to, again, help to dispel the confusion which surrounds this set of confusing words. We choose these homophones, ‘sea/see,’ ‘leak/leek,’ and ‘dear/deer,’ as they also represent different spellings of the /ee/ sound.

In Unit 2 your Learners are given the chance to begin a new Word Bank Resource, which will help them keep a record of all the new words they come across by blending or breaking – down.

### **Tutor Support Videos**

Tutor support videos for each lesson can be found in the Tutor Resources of the Tutor Hub Platform – these will be added in stages.

### **Exercise 1: Unit 2 Start Up Introducing Learners to Unit 2 sounds and blending them with Unit 1 sounds.**

This exercise focusses on blending the Unit 1 and Unit 2 sounds together and then breaking down/decoding the words they compose to check that learners have composed the word they had hoped to. **This will be the format of every sixth Lesson in the Citizen Literacy Programme Part 1.** The Learners are introduced to the Unit 2 sounds: /e/ /ee/ /o/ /oe/ /oo/ /u/ /k/ /d/ /l/ /r/ /g/ /h/ and their spellings and are encouraged to blend these Unit 2 sound with the Unit 1 sounds (/m/ /a/ /t/ /s/ /p/ /i/ /n/) using their cut – out graphemes.

Your Adult Literacy Learners will be blending sounds together to compose words they already know which I know is a great experience for them. These resources will work the same for your ESOL Learners who can speak English well and I would advise your ESOL Learners with poor spoken English to use the phonics dictionary and pronunciation coach that is included in the Citizen Literacy Tutor Hub Platform. Also, you could perhaps buddy up Learners with different abilities to help each other and you will be on hand to help, as you monitor the Learners as they proceed through the Exercise using Resources [6-1-1] and [6-2-1].

Classroom management will require a lot of input from the tutors, making sure their Learners have all the cut – out graphemes for Units 1 and 2 and to expect wee bits of paper/ card to be all over the place! This is a common occurrence in Citizen Literacy but is manageable as long as the Learners have an adequate folder, container to keep all their graphemes in.

### **Exercise 2: Blending sounds to spell new words. Reading and breaking / decoding words down into sounds. Using the Unit 2 Sounds and words.**

Resource [6-1-2] offers your learners the opportunity to see the new sounds blended together. This is one of the resources which will be good for your learners to return to throughout a lesson, just to check the correlation between the sounds and letters.

I have highlighted “2 letters, one sound” in the first column for your learners as a gentle reminder and confidence boost for them. Please encourage them to say the /e/ sound out loud each time they breakdown /decode the words. Beware! Learners may try to blend /a/ + /i/ together as in the word ‘said’.

As we go through the different resources, you will see that there is the opportunity for your learners to count how many sounds there are in each word, as opposed to how many letters there are. This is a drilling exercise for your learners and as you work through it, encourage them to create sentences or question sentences so that they hear the words in context.

### **Exercises 3 and 4 Sound, Word, and Image List – Gap Fill, sentences, and question sentences.**

These two exercises are based on Exercise 1 and they will help to develop your learners' awareness of the new sounds, listening to them and saying them out loud in words and when breaking down /decoding them and also to begin to write them in sentences.

I am sure that you are aware of the learning and teaching patterns we follow by now: we teach a point and then elaborate on it in different ways to build all of your learners' skills, not just their listening skills.

- Remember to encourage your learners to build on these skills, out with of class, using the learner web app.
- Remember to use the Learner web app to access digital version of the resources to use on the board.

### **Exercise 5: Introducing Word Stretching.**

This skill allows the learner to adapt words by adding sounds to the beginning or end of the words and changing their spelling – we call this process word stretching.

This is a spelling game and builds your learners' confidence in the new blended words by taking them apart and creating new words from them.

Taking a letter away at either end of a word and adding another letter focusses the learner on the nuts and bolts of each word; it's just another way to help build their spelling knowledge so that more and more words move from the blending word pile to the sight word pile This exercise works particularly well in the Learner web app so again, please encourage your learners to practice out with of class.

### **Exercise 6: New Words: 'all,' 'said,' 'have', 'please.'**

These four words are the next set of commonly – used words that we introduce to the Learners. Breaking down/ decoding these words will introduce Learners to new sounds that we will focus more on as we progress through Citizen Literacy. These particular new words offer a good opportunity to see how some words do not seem to conform to any pattern at all.

Highlight, all, ball, call, small, tall etc. where the 'a' letter sounds like an /o/.

Highlight, 'said' 'again' 'against' asking the learners to break the words into their sounds, remembering that 'ai' is one sound, /e/ in this instance.

Highlight the word 'have' as a word where we do not pronounce the 'e' at the end of the word. It looks like a split digraph but it's not. Learners will be introduced to the verb, 'to have' in the following lesson.

Encourage your Learners, telling them that they will learn these words in a context to help them remember them, rather than just remembering the word on its own.



**Exercise 7: New Verbs: ‘to want,’ ‘to keep,’ ‘to be ill,’ ‘to have.’**

We continue to build on your learners’ grammar knowledge here by introducing four new verbs and showing them how they appear in their verb formats. This exercise offers them the opportunity to read and write the different verb parts in sentences which should help your learners feel more secure with the words. Please feel free to alter the sentences in the workbook to best suit your learners.

**Exercise 8: Changing Sentences to Question Sentences**

As in Lesson 4 your learners need to add parts of the auxiliary verb, ‘to do’ in order to make questions, apart from the verb, ‘to have’

The different activities in this exercise for each verb are designed to build on your learners’ reading, writing, grammar and blending skills.

**Exercise 9: New Homophones, ‘sea/see,’ ‘leak/leek,’ ‘dear/deer.’**

We have focussed on homophones that have different spellings of the /ee/ sound in this lesson. You can remind your learners that words that sound the same but have different spellings are called homophones.

Working through the exercise will help build your learners’ awareness of how to spell these words. Again, remember to ask your learners for sentences and questions that include these words.

It may take a while before the learners can match each word with its correct spelling. My experience is that some learners are unaware of these different spellings and meanings. Remember to tell your students that many, many people get these words mixed up, so they are not alone.

**Exercise 10: Independent Study with the Learner Web App**

- Remind the Learners that they should use the Learner web app for this lesson to practice with before the next face-to-face lesson.

**Exercise 11: Unit 2 Word Bank.**

- Tell the Learners which Learner web app activities from this class to practice on before the next class – you can give them a printed list of the Learner app lesson / activity reference numbers listed at the end of each Lesson Plan.
- If you demonstrate some of the Learner web app activities this will help your Learners get to know the interface and make them more confident. It will probably be best to tell your Learners not to use the Learner web app in class unless it is to make sure they are all comfortable with the interface. It may take a couple of lessons to do this.



