

Teachers' instructions: Silent letters

Level: A2

Time: Up to 1 hour

Materials: copies of the jigsaw crossword

Students: 2 or more

Aims:

- Review and expand vocabulary
- Increase awareness of spelling and pronunciation (silent letters)

1. Lead-in

Write these word pairs on the board – students discuss what the connection is for each pair. Give a clue if they are struggling, e.g. “Think about the spelling”.

1. wrong - answer
2. lamb - climbing
3. ghost - honest

Answer: each pair has the same silent letter – *w*, *b*, *h*. Ask students if they can think of any other words with silent letters.

2. Language focus (25-40 mins including feedback, depending on level)

Student A (or pair A) gets a copy of crossword A, and student B (or pair B) gets crossword B. If you think they need it, give them 5 minutes first with a dictionary to check they know all the words in their half of the crossword.

Put A and B together. Make sure they don't let the other student(s) see their crossword. Pre-teach the questions “What's 1 down?” and “What's 4 across?” Get two students to read the example dialogue and see if anyone can guess the XXX words (*guard* is likely to be quite tricky).

Give them 20 minutes to ask each other for definitions of the words. Monitor, listening out for pronunciation problems. About 75% of these words are A1 or A2 level, but there are a few B1 and B2 words to challenge stronger students – note down any that seem new to the students.

Feedback: Drill pronunciation of any problematic words. Write gapped sentences for any of the less familiar words on the board and see if students can find the word from their crossword. For example *debt* (a B2 level word): My brother spends a lot of money so now he's in ____.

3. Optional follow-on (fluency): Tell me three things about ... (5 – 10 mins)

Students work in pairs (or whole class as two teams). Student/team A picks a word from the crossword. Student/team B must think of things they can say about this – they get one point for each idea, with a maximum of three points. Examples:

knee: I have two knees. Children often fall and hurt their knees. (two points)

calm: The opposite of calm is stressed. I'm usually calm. I feel calm when I'm on the beach. (three points)



Student A

First, check you know the meaning of the words in the crossword opposite. Then, ask student B to explain the missing words for you, and write them in the spaces.

Example:

Student A: What's 1 down?

Student B: It's more than a minute and less than a day.

Student A: Oh yes, it's XXXX.

Student B: That's right. What's 4 across?

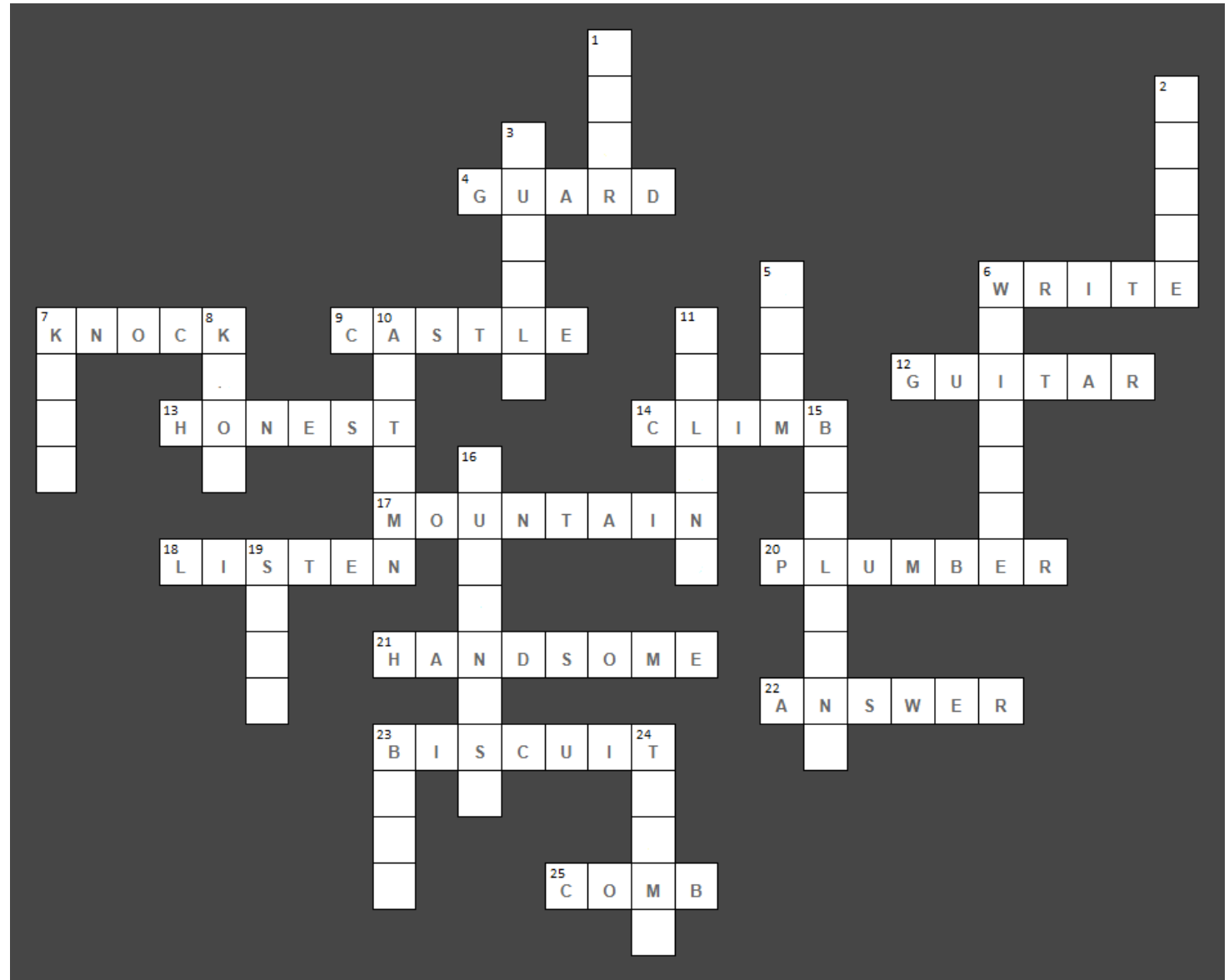
Student A: It's someone who protects you or a place. Sometimes it's a dog!

Student B: A dog? I have no idea!

Student A: Ok. Er, it's like 'police'.

Student B: Oh – is it XXXXX?

Student A: Yes!



Finished? All the words in the crossword have a silent letter. How do you say these words?



Student B

First, check you know the meaning of the words below. Then, ask student A to explain the missing words for you, and write them in the spaces.

Example:

Student A: What's 1 down?

Student B: It's more than a minute and less than a day.

Student A: Oh yes, it's XXXX.

Student B: That's right. What's 4 across?

Student A: It's someone who protects you or a place. Sometimes it's a dog!

Student B: A dog? I have no idea!

Student A: Ok. Er, it's like 'police'.

Student B: Oh – is it XXXXX?

Student A: Yes!

Finished? All the words in the crossword have a silent letter. How do you say these words?

