

Spelling Test

Date / /

A. Write down each of the words **without looking at your work or a dictionary.**

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

B. Now check your words with a partner. Underline any words you both spelled differently, like this: 2 . Check these words in the dictionary. Write words with the correct spelling here:

Word Number (no.)	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____

C. Test one of your classmates. Say a word and ask them to spell it for you. Continue until you finish all of the ten words.

D. Write ten sentences using each of the ten words (one word for each sentence). **Write the example sentence from the dictionary.**

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Weekly Spelling Test

MODULE: Learning to Learn

LEVEL: R2 Lower/R1 Transition

Time: 60 mins	Focus: Learner autonomy, accuracy, use of monolingual dictionary
Class organisation: Individually and in pairs	Type of activity: Listening, reading, writing
Can be adapted to:	Prerequisites:
FETAC:	
ELP: B1 Reading. "I can use a monolingual dictionary to extend my learning and to check spelling, accuracy etc."	

For this activity you need...

Class set of monolingual learner dictionaries (Oxford Wordpower or Cambridge for intermediate learners)

N.B.

In Class Procedure at a Glance

1. Plenary. Students note down ten words read aloud to them by the teacher.
2. Pair work. Students compare their spellings with their partner's. They underline any words they spelled differently from their partner.
3. In pairs, students look up the underlined words in the dictionary and write any necessary corrections in the space provided in B. When finished, they test each other by spelling the words aloud.
4. Individually, students copy the example sentence (rather than the meaning) for each word from the dictionary.

Comments

1. The objective of the exercise is not really to “test” their spelling, but to encourage use of the monolingual dictionary, and to raise awareness of the importance of accuracy. Therefore, the words should not be completely unfamiliar to the students. Topic-related and/or recently studied vocabulary would be appropriate. In addition, words which are already part of students’ everyday vocabulary but pose spelling difficulties could be equally suitable.

2. Students may have difficulty understanding why they must underline words that they feel sure are correct. It needs to be emphasised that underlining the word doesn’t always mean there is a spelling mistake. It simply means that the pair should look up the dictionary to check whose version of the word is correct.

Underlined words get priority when students are checking for accuracy. If both students have the same spelling, there probably isn’t a mistake, but they should still look up these words just to be sure they haven’t both made the same error.

Most importantly at this stage, students should not get any help from the teacher on accuracy. The exercise is designed to develop learner autonomy and all the required information can be found in the dictionary.

4. Words which have more than one meaning, or can be different parts of speech, need to be highlighted to students in advance. This could be done by looking up the word in plenary and asking (more able) students which definition gives the suitable example sentence.

In cases where no example sentence is available, students can copy the definition, or sentences could be suggested in plenary and written up on the board for copying.

Some students find the monolingual dictionary intimidating and ask their classmates to give them the page numbers to locate words. These students need particular support and encouragement during the first few weeks, but once they are more familiar with the process, they can be persuaded to rely on alphabetical order.

Variations

The exercise can be extended for more able students, by providing them with a second copy of part D and suggesting that they produce their own example sentences.