

Spell Well

A Spelling Programme for Primary Schools

Teacher's
Resource Book

5 & 6

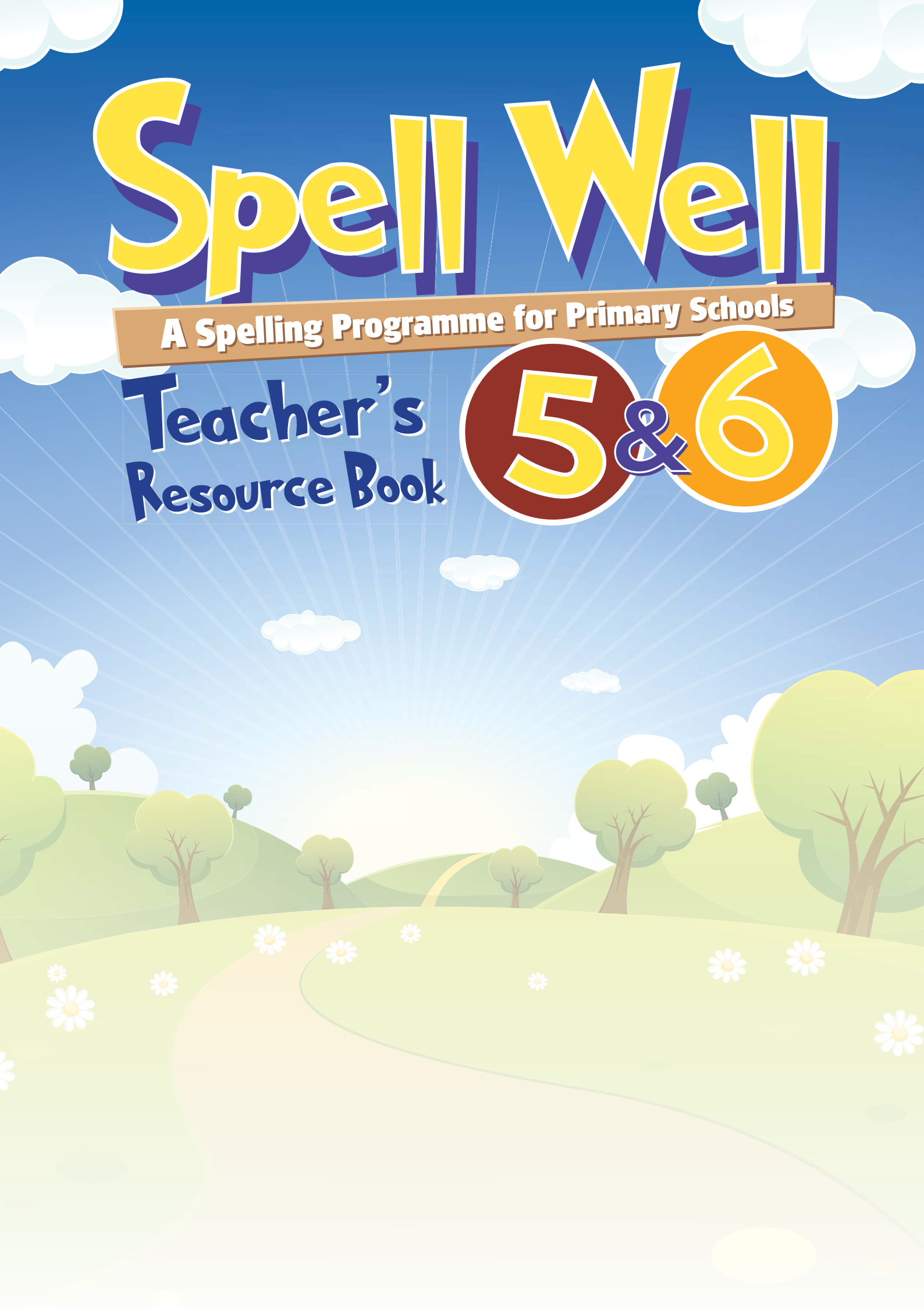


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5 & 6



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Introduction to the Series

The Spell Well series has a structured, multi-sensory approach to the teaching and learning of spelling. The series contains seven books from Senior Infants to 6th class.

The Primary School Curriculum (1999) outlines three developmental stages in mastering spelling:

When children attempt to master the complexities of English spelling, they go through a number of overlapping developmental stages.

- using sound-letter relationships
- using pattern
- using meaning

The NCCA research report *Literacy in Early Childhood and Primary Education (3–8 years)* develops these stages further and describes the following four sources of knowledge as key to children's understanding of spelling.

- **Alphabetic understanding for spelling (the 'Alphabetic Principle'):** Alphabetic understanding is the insight that, for many words in English, spelling is primarily left-to-right, a linear matching of sounds and spelling, e.g. m-a-t (mat), s-c-r-a-p (scrap), s-t-o-p (stop).
- **Phonemic awareness:** Phonemic awareness is the ability to reflect on and manipulate the sounds in oral words, which is important for the development of both reading and spelling. A child who can segment the oral word **mat** into /m/ /a/ /t/ or **rush** into /r/ /u/ /s/ /h/ shows some evidence of phonemic awareness. Moreover, this skill is likely to be highly useful in transforming spoken words into their spellings.
- **Knowledge about letter patterns:** Letter patterns provide information about **(a)** the sounds within a syllable (for example, a long vowel sound is signaled by a silent 'e' as in **scrape** or **ice**); and **(b)** patterns governed by syllable divisions.
- **Knowledge about the visual representation of meaning** – an understanding that meaning is preserved among words that are members of a spelling meaning family is important. The spelling meaning layer provides information through the consistent spelling of meaning elements within words despite sound changes (e.g. please/pleasure).

The Spell Well series aims to develop children's spelling knowledge in these four areas as follows:

- Alphabetic understanding for spelling:** The series provides many activities that provide children with an understanding of the correspondence of sound and spelling.
- Phonemic awareness – sound-letter relationships (phonology):** The Spell Well programme includes numerous activities to develop phonological awareness, including activities to develop syllabic awareness, onset and rime and phonemic awareness.
- Knowledge about letter patterns (orthography):** This is developed in the series by examining various letter patterns and furthermore by giving children the opportunity to explore how a single letter pattern can spell a variety of different sounds, and how a single sound can be spelt by using many different letter patterns.

(d) Knowledge about the visual representation of meaning (morphology):

The Spell Well programme develops children's knowledge of root words, contractions, homophones, compound words, prefixes and suffixes, etc.

Children draw upon this core knowledge when reading (decoding) and writing (encoding).

"The more pupils know about the structure of words – including their spellings – the more efficient and fluent their reading will be. Therefore, spelling knowledge can be viewed as a driving force behind efficient reading as well as efficient writing." (Gentry, 2000).

Children are encouraged to use the **Look, Say, Shape, Cover, Write, Check** strategy to aid their learning of spelling. A bookmark containing this strategy is provided in each child's book.

Spelling rules are an integral part of this programme. These rules aid the children in their development of their alphabetic and orthographic knowledge.

Children are also encouraged to choose their own **target word(s)** each day. They may choose these from their reading or writing, words they commonly misspell or words from the Fry or Dolch spelling lists, though most spelling lists are acceptable.

Introduction to the Teacher's Resource Book

Word Studies and Photocopiable Masters

This book has been designed to support the teacher in the teaching of Spell Well 5 and 6. It contains a wealth of high-quality word study activities to ensure all children are given an opportunity to enjoy and succeed at spelling. These include:

Card Games

Cards featuring matching word pairs – e.g. homophones – are used to play a variety of fun, engaging card games, in pairs or small groups.

Snap – Children try to 'snap' as many matching word pairs as possible.

Pair Matching – The cards are laid out at random, face-up, and children try to match the pairs as quickly as possible.

Concentration – The cards are laid out at random, face-down. Children take it in turns to flip the cards over two at a time, aiming to turn over as many matching pairs as possible.

Word Sorts

Silent Letter Sort – Children are arranged in small groups and invited to sort a selection of words according to a common feature – in this case, silent letters. The complexity and number of words sorted can be adjusted to accommodate children of all abilities.

Homograph Sort – Children are arranged in pairs or small groups and invited to study a selection of list words, identifying and writing down words which have more than one meaning (homographs). They then write sentences showing the different meanings of each word.

Syllabication

Syllable Matching – Individually or in pairs, children break words into syllables, then reform them to make the original words. More able children progress to longer, four-syllable words.

Syllable Concentration – Two-syllable words are broken into individual syllables and laid out at random, face down. Teams then play a simple game of concentration (see Card Games), but rather than matching identical pairs, the aim is to reform the words.

Word-Making Activities

Word Maker 1 – Children work individually or in pairs to find small words within bigger words. More able children are challenged to find longer words. This is a timed activity.

Word Maker 2 – Working in pairs or small groups, children break words into their individual letters and then reform them.

It is suggested that the activities in this book be carried out just before or after the relevant sound, letter string etc. is explored in class. However, the activities can be done at any time and repeated throughout the year as regularly as required.

Children can be directed to cut out the words on the PCMs themselves. PCMs can be laminated, then stored and re-used from year to year.

Dictation Exercises

Dictation allows children to use their spelling skills in a 'real world' application. Very simply, you dictate a phrase or sentence and the student writes it down. Writing from dictation allows the student to concentrate on the writing and spelling process without having to compose original sentences. Spelling dictation benefits students by:

- giving them a chance to practise newly-learned words in context.
- testing their mastery of spelling patterns or rules when mixed with other spelling concepts.
- reviewing old spelling words in a meaningful way.
- moving students from the easier task of spelling from a list to the more difficult task of independent writing, without the distractions of creativity, word choice and grammar present in original sentence composition.

First read the sentence aloud to the class. The students write the sentence in their copybook, then proofread what they have written. The bold words in each sentence are key words from that week (or from the weeks being revised). The dictation exercises can be repeated as necessary until students have mastered the spelling patterns being tested.

Spell Well

5

Word Study 1: Syllable match 1

Learning Outcome: The pupil is able to break words into syllables (syllabication) and reform them to make the original words.

Activity Type: Syllabication

Suggested Timing: Week 1

Organisational Setting: Individuals or pairs

Activity:

Materials: PCM 1 (words broken into two syllables), PCM 2 (word lists)

Give each child/pair a copy of PCM 1 and one word list from PCM 2. Ask the children to study the 10 words on PCM 1. They should cut out each individual word, then cut the words into syllables. The children should then spread the syllables randomly on the table in front of them.

Invite the children to match up the syllables, reforming the list words. They should then write the words on their word list (PCM 2).

raisin	explain
sailor	again
remain	complain
raining	tailor
trainer	railway

Word list	Word list
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9
10	10
11	11
12	12
13	13
14	14

Word Study 2: Classroom countdown 1

Learning Outcome: The pupil is able to make four-, five- and six-letter words from an eight- or nine-letter word.

Activity Type: Word Maker

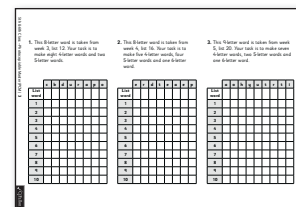
Suggested Timing: Weeks 3–5

Organisational setting: Individuals or pairs

Activity:

Materials: PCM 3 (eight- and nine-letter words: **cupboard**, **repeated**, **authority**), pencil, timer

Give each individual/pair a copy of PCM 3. Each word on the PCM can be treated as a separate activity, or all three can be done at once.



This timed activity is similar to the TV gameshow *Countdown*. Children can be arranged in groups according to ability levels to allow all children an opportunity to succeed at the game.

Rules of classroom countdown

Ask children to read the task and look at the letters in the grid. Once all of the children have done this, start the timer. The time allowed for each group can be varied according to ability level, but 90 seconds should be enough for most groups.

First, the children should unscramble the letters to find the eight- or nine-letter list word they spell out, e.g. **cbdurapo** = **cupboard**. They should write the list word in the first row of the grid. The children should study the letters and try to find the number of four- and five-letter words specified in each task. Each letter can be used only once in each word. A point is scored for each letter in a word, i.e. a six-letter word scores six points. The individual/pair with the most points wins the game.

Below are some of the four-, five- and six-letter words that can be made from each word:

Four-letter words	Five-letter words	Six-letter words
Week 3: cupboard		
cord, pour, drop, crab, curd, curb, dour, crop, drab, card, boar, bard, prod, road, etc.	cobra, board, broad, proud, etc.	N/A
Week 4: repeated		
tree, peer, rate, trap, peat, dear, pear, part, pare, tear, deer, deep, tape, reed, read, dart, etc.	eared, peter, taped, eater, trade, rated, tread, taper, pared, drape, tepee, etc.	depart, deeper, repeat, parted, retape, reaped, peered, teared, etc.
Week 5: authority		
trio, trot, hurt, hour, your, rota, that, rath, riot, tour, tart, taut, tout, hair, oath, etc.	ratio, trout, hairy, truth, youth, trait, tutor, etc.	throat, thirty, author

Word Study 3: Syllable match 2

Learning Outcome: The pupil is able to break words into syllables (syllabication) and reform them to make the original words. .

Activity Type: Syllabication

Suggested Timing: Week 5

Organisational Setting: Individuals or pairs / Groups of four

Activity 1: Syllable matching

Materials: PCM 4 (words broken into two syllables),
PCM 2 (word lists)

Give each child/pair a copy of PCM 4 and one word list from PCM 2. Ask the children to study the 12 words on PCM 4. They should cut out each individual word, then cut the words into syllables. The children should then spread the syllables randomly on the table in front of them.

Invite the children to match up the syllables, reforming the list words. They should then write the words on their word list (PCM 2).

al	ways	August	
au	tumn	harm	less
kid	ney	artist	
tar	get	re	lay
don	key	car	pet
mon	ey	mar	ket

Word list	Word list
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9
10	10
11	11
12	12
13	13
14	14

Activity 2: Concentration

Materials: PCM 1 and PCM 4 (words broken into two syllables)

This game can be played in groups of four – two teams of two players each. Give one team a copy of PCM 1 and the other team a copy of PCM 4. Both teams should cut out the words, then cut out the individual syllables.

All of the syllable cards should then be placed face-down in rows. Teams then play a simple game of concentration (see rules below), but rather than matching identical pairs, the aim is to form complete list words.

The game can also be timed to make it more challenging.

rais	in	ex	plain
sail	or	ag	ain
re	main	com	plain
rain	ing	tail	or
train	er	rail	way

al	ways	August	
au	tumn	harm	less
kid	ney	artist	
tar	get	re	lay
don	key	car	pet
mon	ey	mar	ket

Rules of concentration

In turn, each team chooses two cards and turns them face-up. If they make a list word, then that team wins the pair and plays again. If they don't make a list word, they are turned face-down again and play passes to the other team. Players must try to remember where the cards are in order to get matching pairs. The game ends when the last pair has been picked up. The winner is the team with the most list words. There may be a tie for first place.

Word Study 4: Making words from letters 1

Learning Outcome: The pupil is able to break words into their individual letters and then reform them.

Activity Type: Word Maker

Suggested Timing: Week 6

Organisational Setting: Pairs or small groups

Word list	Word list
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9
10	10
11	11
12	12
13	13
14	14

m	o	u	n	t	a	i	n	
f	u	r	n	i	t	u	r	e
b	u	r	g	l	a	r	y	
t	h	o	u	s	a	n	d	
a	m	o	u	n	t			
d	i	s	t	u	r	b		
c	u	r	t	a	i	n		
u	r	g	e	n	t			
a	c	c	o	u	n	t		
c	o	u	n	t	y			

Activity:

Materials: PCM 2 (word lists),

PCM 5 (words broken into letters), ziplock bags/envelopes

Give each pair/group a copy of PCM 5 and one word list from PCM 2. Ask the children to study the words for 30 seconds, then invite them to cut the words into their individual letters. Give each pair/group a ziplock bag or envelope and ask them to place the letters of all ten words inside. The children should then shake the letters up in the bag, pour them out on the table in front of them and turn them all right-side up.

Read the first list word on PCM 5 (**mountain**) out loud. The children use the letters to spell the word out on the desk in front of them, then write it on their word list. Once all of the groups have written the word down, ask the children to move the assembled letters to one side and then repeat the process with the next list word. The activity continues in this way until all ten words have been made. The spellings can be checked after each word or at the end of the activity, by either the teacher or another group of children.

Note: Removing the letters the children have already used simplifies the activity as it progresses, but if the children misspell any of the words, they will not be able to correctly spell the remaining list words with the letters they have left over. For this reason, you may find it better to check the children's spellings after each word and correct them, if necessary.

Word Study 5: Classroom countdown 2

Learning Outcome: The pupil is able to make four-, five- and six-letter words from an eight- or nine-letter word.

Activity Type: Word Maker

Suggested Timing: Week 7–8

Organisational Setting: Individuals or pairs

Activity:

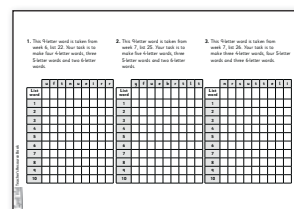
Materials: PCM 6 (nine-letter words: **furniture**, **butterfly**, **turnstile**), timer

Give each individual/pair a copy of PCM 6. Each word on the PCM can be treated as a separate activity, or all three can be done at once.

This timed activity is similar to the TV gameshow Countdown. Children can be arranged in groups according to ability levels to allow all children an opportunity to succeed at the game.

See page 3 for the full rules of classroom countdown.

Below are some of the four-, five- and six-letter words that can be made from each word. More able children can be challenged to find seven-letter words.



<i>Four-letter words</i>	<i>Five-letter words</i>	<i>Six-letter words</i>	<i>Seven-letter words</i>
Week 6: furniture			
rein, rite, rent, rift, ruin, tune, true, unit, fine, fire, fern, tier, turf, etc.	fruit, unite, inter, unfit, refit, finer, truer, frier, trier, rerun, feint, etc.	future, return, turner, untrue, etc.	nurture
Week 7: butterfly			
furl, tyre, fury, true, left, turf, rely, blur, blue, fuel, belt, tuft, tube, rule, bury felt, butt, flue, lute, etc.	buyer, flyer, flute, rebuy, burly, utter, brute, blurt, tuber, butty, etc.	butler, turtle, butter, belfry, etc.	butter, flutter, utterly
Week 7: turnstile			
isle, lens, lent, lets, line, lint, lire, list, lure, nest, nuts, ruin, runt, sire, site, slur, stun, suit, tens, tent, unit, etc.	rents, stile, stunt, reins, stilt, tents, ruins, rules, siren suite, trust, rinse, turns, units, unlit, inset, tries, unite, nurse, until, untie, lines, title, litre, etc.	listen, litres, silent, litter, tinsel, enlist, titles, lustre, result, unites, rustle, inlets, insert, insult, etc.	litters, turtles, utensil

Word Study 6: Different meanings 1

Learning Outcome: The pupil understands that some words that are spelled the same can have very different meanings. These words are called **homographs**.

Activity Type: Word Sort

Suggested Timing: Week 8

Organisational Setting: Pairs or small groups

Activity:

Materials: *Spell Well 5*, copybook

Each pair/group will need a copy of *Spell Well 5*. Ask the children to go through the list words in the book from weeks 1–7, looking for words that have more than one meaning. You could assign a certain number of weeks or word lists to each pair/group to speed the process up.

Ask the children to write any homographs they find in their copybooks.

Once all of the children have found some homographs, ask them to pick one and write sentences that show all of the different meanings of the word, e.g:

Week 1, List 4 – trainer

1. The athletes took the advice of their **trainer** very seriously.
2. Mam was annoyed when she saw the stain on my brand new **trainer**.

Differentiation: Children who are experiencing difficulty can be assigned a particular word from the book with more obvious meanings. Homographs from weeks 1–7 are listed below:

Week 1	Week 2	Week 3	Week 4	Week 6	Week 7
List 3: strain, nail	List 7: wood List 8: please	List 9: goal List 12: carrier, cushion	List 15: cooker	List 21: sound List 23: stuff, drill List 24: park	List 28: stream

Word Study 7: Homophones

Learning Outcome: The pupil understands what a **homophone** is, and is able to explore a selection of these words.

Activity Type: Card Games

Suggested Timing: Week 9

Organisational Setting: Pairs or groups of three or four

Note: Homophones are two or more words that sound the same, but have different meanings and spellings, e.g. new and knew.

Activity 1: Pair matching

Materials: PCM 7 and PCM 8 (homophone playing cards)

Photocopy, cut out (or have the children cut out) and laminate PCMs 7 and 8 for each pair or group to make the playing cards.

Ask the children to spread the words randomly on the table in front of them, face-up. They now simply pair the matching homophones.

road	rowed
herd	heard
waist	waste
pain	pane
night	knight

steak	stake
paws	pause
sight	site
knew	new
grown	groan

Activity 2: Homophone Snap

Materials: PCM 7 and PCM 8 (homophone cards)

Photocopy, cut out (or have the children cut out) and laminate PCMs 7 and 8 for each pair or group to make the playing cards as in Activity 1.

Rules of Snap

Snap is a card game in which all of the cards are shuffled and dealt equally to players (two to four people). Cards are left in a face-down pile in front of each player. Starting with the youngest player and moving clockwise, each player takes the top card from his face-down pile and places it face-up in a pile in the centre. When someone puts down a card that matches the card on top of this pile, the players race to be the first to say "Snap!" The player who says "Snap!" first wins the pile and adds it to the bottom of his or her face-down pile. Play continues like this until all of the cards have been won. The player who wins all of the cards (or who has the most cards after a time limit) wins the game.

The children take it in turns to shuffle (or mix up) the cards which are then divided evenly among the players. The game is then played as above. In this case, a pair of matching homophones makes a 'snap' – for example, **waste** and **waist**.

Word Study 8: Making words from letters 2

Learning Outcome: The pupil is able to break words into their individual letters and then reform them.

Activity Type: Word Puzzle

Suggested Timing: Week 11

Organisational Setting: Pairs or groups of three or four

Activity:

Materials: PCM 2 (word lists), PCM 9 (words broken into letters), ziplock bags/envelopes

Give each pair/group a copy of PCM 9 and one word list from PCM 2. Ask the children to study the words for 30 seconds, then invite them to cut the words into their individual letters. Give each pair/group a ziplock bag or envelope and ask them to place the letters of all 10 words inside. The children should then shake the letters up in the bag, pour them out on the table in front of them and turn them all right-side up. Read the first list word on PCM 9 (**confirm**) out loud. The children use the letters to spell the word out on the desk in front of them, then write it on their word list. Once all of the groups have written the word down, ask the children to move the assembled letters to one side and then repeat the process with the next list word. The activity continues in this way until all ten words have been made. The spellings can be checked after each word or at the end of the activity, by either the teacher or another group of children (see note on page 5).

Word list	Word list
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9
10	10
11	11
12	12
13	13
14	14

c	o	n	f	i	r	m
c	a	u	s	e	d	
p	r	o	b	a	b	l
s	t	u	d	e	n	t
h	i	s	t	o	r	y
b	i	r	t	h	d	a
s	a	u	s	a	g	e
p	r	o	d	u	c	t
e	n	e	r	g	y	
t	o	w	a	r	d	s

Word Study 9: Syllable match 3

Learning Outcome: The pupil is able to break words into syllables (syllabication) and reform them to make the original words.

Activity Type: Syllabication

Suggested Timing: Week 12

Organisational Setting: Individuals or pairs

ready	measure
chaos	chemist
lonely	remote
teapot	peanut
headache	chorus
drowsy	ahead

Activity:

Materials: PCM 10 (words broken into two syllables), PCM 2 (word lists)

Give each child/pair a copy of PCM 10 and one word list from PCM 2. Ask the children to study the words on PCM 10. They should cut out each individual word, then cut the words into syllables. The children should then spread the syllables randomly on the table in front of them. Invite the children to match up the syllables, reforming the list words. They should then write the words on their word list (PCM 2).

Word list	Word list
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9
10	10
11	11
12	12
13	13
14	14

Word Study 10: Word snakes 1

Learning Outcome: The pupil is able to sort words into those with six, seven or eight letters.

Activity Type: Word Snakes

Suggested Timing: Week 14

Organisational Setting: Individuals or pairs

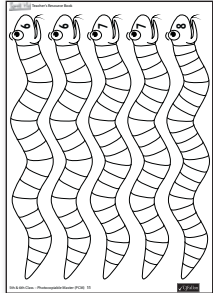
Activity:

Materials: PCM 11 (word snakes)

This activity can be done individually or in pairs. You may find it helpful to pair a more able child with a less able child for this activity. Give each child/pair a copy of PCM 11. Ask the children to study the list words in week 14.

Ask the children to fill in each word snake. They must choose three list words of six, seven or eight letters to complete each snake. The number on each snake's head tells us how many letters the words written in it should contain.

The following words can be used to complete the word snakes:



<i>Six-letter words</i>	<i>Seven-letter words</i>	<i>Eight-letter words</i>
carton, argued, rocket, tickle, backup, jacket, pocket, hacker, tricky, people	scarlet, parsnip, regards, sticker, bracket, jackpot, Chinese, British	attacker, exercise, Japanese

Extension work 1: Pupils can challenge their partners to fill in a word snake that they have already started by selecting their words, filling in two or three letters at random, then passing it to their partners to complete.

Extension work 2: Less able children could write the same six-, seven- or eight-letter word three times to complete each word snake, as learning is greatly reinforced by repetition.

Word Study 11: Classroom countdown 3

Learning Outcome: The pupil is able to make four-, five- and six-letter words from an eight- or nine-letter word.

Activity Type: Word Maker

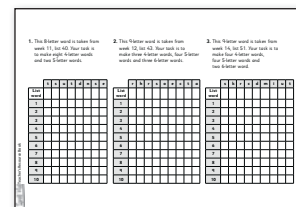
Suggested Timing: Week 16

Organisational setting: Individuals or pairs

Activity:

Materials: PCM 12 (eight- and nine-letter words: **students**, **orchestra**, **drumstick**), timer

Give each individual/pair a copy of PCM 12. Each word on the PCM can be treated as a separate activity, or all three can be done at once.



This timed activity is similar to the TV gameshow *Countdown*. Children can be arranged in groups according to ability levels to allow all children an opportunity to succeed at the game.

See page 3 for the full rules of classroom countdown.

Below are some of the four-, five- and six-letter words that can be made from each word. More able children can be challenged to find seven-letter words.

Four-letter words	Five-letter words	Six-letter words	Seven-letter words
Week 11: students			
dent, duet, dust, ends, nest, nets, nuts, send, stud, sued, tend, etc.	duets, dunes, stunt, tents, tests, tuned, etc.	stunts, sunset	student, stunted
Week 12: orchestra			
ache, arch, care, cart, cash, each, ears, echo, hare, hats, hero, oats, rash, rear, scar, etc.	aches, actor, carer, chaos, chase, cheat, coast, haste, heart, other, races, react, scare, shear, etc.	arrest, carrot, charts, chores, hoarse, rasher, rather, search, sector, starch, traces, etc.	charter, coaster, creator, earshot, reactor, roaches, shorter, torches, etc.
Week 14: drumstick			
curd, cuts, disc, drum, duck, kids, mist, must, risk, scum, skid, suit, tick, tusk, etc.	crust, ducks, ducts, midst, music, skirt, stick, trick, truck, etc.	citrus, dictum, rustic, struck, tricks, trucks	N/A

Word Study 12: Different meanings 2

Learning Outcome: The pupil understands that some words that are spelled the same can have very different meanings. These words are called **homographs**.

Activity Type: Word Sort

Suggested Timing: Week 16

Organisational Setting: Pairs or small groups

Activity:

Materials: *Spell Well 5*, copybook

Each pair/group will need a copy of *Spell Well 5*. Ask the children to go through the list words in the book from weeks 9–15, looking for words that have more than one meaning. You could assign a certain number of weeks or word lists to each pair/group to speed the process up.

Ask the children to write any homographs they find in their copybooks.

Once all of the children have found some homographs, ask them to pick one and write sentences that show all of the different meanings of the word, e.g:

Week 10, List 33 – point

1. I pared my pencil until it had a sharp **point**.
2. It is rude to **point** at people in the street.
3. There is no **point** in lying, it just gets you into more trouble.

Differentiation: Children who are experiencing difficulty can be assigned a particular word from the book with more obvious meanings. Homographs from weeks 11–15 are listed below:

Week 11	Week 13	Week 14	Week 15
List 37: firm, circle List 39: fault	List 47: shovel List 48: general	List 51: drumstick List 52: exercise	List 54: shower List 55: hearing List 56: object, track

Word Study 13: Syllable match 4

Learning Outcome: The pupil is able to break words into syllables (syllabication) and reform them to make the original words.

Activity Type: Syllabication

Suggested Timing: Week 18

Organisational Setting: Individuals or pairs

Word list	Word list
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9
10	10
11	11
12	12
13	13
14	14

Activity:

Materials: PCM 13 (words broken into two syllables), PCM 2 (word lists)

Give each child/pair a copy of PCM 13 and one word list from PCM 2. Ask the children to study the words on PCM 13. They should cut out each individual word, then cut the words into syllables. The children should then spread the syllables randomly on the table in front of them.

hearing	yearly
nearby	fearless
earache	rainbow
forward	stairway
swimwear	dearest
gearbox	teardrop

Invite the children to match up the syllables, reforming the list words. They should then write the words on their word list (PCM 2).

Word Study 14: Making words from letters 3

Learning Outcome: The pupil is able to break words into their individual letters and then reform them.

Activity Type: Word Maker

Suggested Timing: Week 20

Organisational Setting: Pairs or small groups

m	a	n	a	g	e	r
n	i	n	e	t	y	
t	h	i	e	v	e	s
b	r	a	v	e	l	y
s	a	l	v	a	g	e
a	c	t	u	a	l	y
p	o	s	t	a	g	e
k	n	i	v	e	s	
m	i	l	l	i	o	n
l	o	a	v	e	s	
r	e	l	i	g	i	o
s	a	l	v	a	g	e

Activity:

Materials: PCM 14 (words broken into letters snakes), PCM 2 (word lists) ziplock bags/envelopes

Give each pair/group a copy of PCM 14 and one word list from PCM 2. Ask the children to study the words for 30 seconds, then ask the children to cut the words into their individual letters. Give each pair/group a ziplock bag or envelope and ask them to place the letters of all 12 words inside. The children should then shake the letters up in the bag, pour them out on the table in front of them and turn them all right-side up.

Read the first list word on PCM 14 (**manager**) out loud. The children use the letters to spell the word out on the desk in front of them, then write it on their word list. Once all of the groups have written the word down, ask the children to move the assembled letters to one side and then repeat the process with the next list word. The activity continues in this way until all 12 words have been made. The spellings can be checked after each word or at the end of the activity, by either the teacher or another group of children (see note on page 5).

Word list	Word list
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9
10	10
11	11
12	12
13	13
14	14

Word Study 15: Word snakes 2

Learning Outcome: The pupil is able to sort words into those with six, seven or eight letters.

Activity Type: Word Snakes

Suggested Timing: Week 23

Organisational Setting: Individuals or pairs

Activity:

Materials: PCM 15 (word snakes)

This activity can be done individually or in pairs. You may find it helpful to pair a more able child with a less able child for this activity. Give each child/pair a copy of PCM 15. Ask the children to study the list words in week 23.

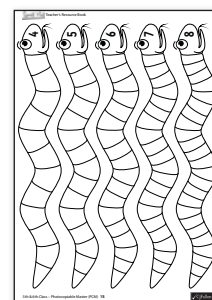
Ask the children to fill in each word snake. They must choose three list words of four, five, six, seven or eight letters to complete each snake. The number of eyes that each snake has tells us how many letters the words written in it should contain.

The following words can be used to complete the word snakes:

Four-letter words	Five-letter words	Six-letter words	Seven-letter words	Eight-letter words
mice, feet, limb, calm, half, sign	teeth, geese, cacti, crumb, whose, forty	people, phrase, nephew, writer	phantom, dolphin, finally, ecstasy	children, alphabet, elephant, pharmacy

Extension work 1: Pupils can challenge their partners to fill in a word snake that they have already started by selecting their words, filling in two or three letters at random, then passing it to their partners to complete.

Extension work 2: Less able children could write the same four-, five-, six-, seven- or eight-letter word three times to complete each word snake, as learning is greatly reinforced by repetition.



Word Study 16: Classroom countdown 4

Learning Outcome: The pupil is able to make four-, five- and six-letter words from an eight- or nine-letter word.

Activity Type: Word Maker

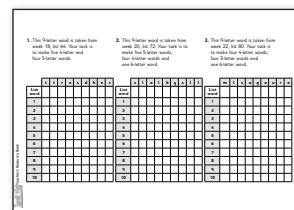
Suggested Timing: Week 24

Organisational setting: Individuals or pairs

Activity:

Materials: PCM 16 (eight- and nine-letter words: **stretched**, **syllables**, **glamorous**), timer

Give each individual/pair a copy of PCM 16. Each word on the PCM can be treated as a separate activity, or all three can be done at once.



This timed activity is similar to the TV gameshow *Countdown*. Children can be arranged in groups according to ability levels to allow all children an opportunity to succeed at the game.

See page 3 for the full rules of classroom countdown.

Below are some of the four-, five- and six-letter words that can be made from each word. More able children can be challenged to find seven- and eight-letter words.

<i>Four-letter words</i>	<i>Five-letter words</i>	<i>Six-letter words</i>	<i>Seven-letter words</i>	<i>Eight-letter words</i>
Week 18: stretched				
rest, test, deer, hers, reed, tree, herd, heed, seed, shed, tree, tech, etc.	teeth, reset, herds, heeds, trees, shred, these, there, deter, three, erect, sheer, crest, chest, creed, etc.	street, detest, ceders, secret, detect, setter, cheers, rested, etches, etched, tested, etc.	crested, detects, stretch, etc.	N/A
Week 20: syllables				
able, bale, lass, slab, ball, lays, sale, slay, base, easy, less, says, seal, bell, labs, seas, ally, sell, yell, etc.	ables, alley, bales, bases, bells, bless, essay, label, sable, seals, sells, slabs, slays, etc.	alleys, labels, sables, etc.	N/A	syllable
Week 22: glamorous				
roam, smug, moor, ours, gram, sour, rams, rags, soul, oral, rugs, goal, slum, also, soar, gums, logs, slum, slog, slug, etc.	groom, rooms, goals, roams, gloom, looms, goals, grams, mauls, moors, molar, etc.	grooms, murals, moguls, morals, etc.	glamour	N/A

Word Study 17: Different meanings 3

Learning Outcome: The pupil understands that some words that are spelled the same can have very different meanings. These words are called **homographs**.

Activity Type: Word Sort

Suggested Timing: Week 24

Organisational Setting: Pairs or small groups

Activity:

Materials: *Spell Well 5*, copybook

Each pair/group will need a copy of *Spell Well 5*. Ask the children to go through the list words in the book from weeks 17–23, looking for words that have more than one meaning. You could assign a certain number of weeks or word lists to each pair/group to speed the process up.

Ask the children to write any homographs they find in their copybooks.

Once all of the children have found some homographs, ask them to pick one and write sentences that show all of the different meanings of the word, e.g:

Week 17, List 59 – orange

1. I ate a delicious, juicy **orange** at lunchtime.
2. Mam decided to paint the kitchen **orange**.

Differentiation: Children who are experiencing difficulty can be assigned a particular word from the book with more obvious meanings. Homographs from weeks 17–23 are listed below:

Week 17	Week 18	Week 20	Week 21	Week 22
List 59: change, notice	List 61: tears, dearest	List 71: calves List 72: cells	List 73: material List 74: guard List 75: record, platform	List 77: panel, slate, organ

Word Study 18: Syllable match 5

Learning Outcome: The pupil is able to break words into syllables (syllabication) and reform them to make the original words.

Activity Type: Syllabication

Suggested Timing: Week 25

Organisational Setting: Individuals or pairs

mechanic	technical
character	specific
lemonade	committee
dilemma	disappear
disappoint	chemical
domestic	completely

Activity:

Materials: PCM 17 (words broken into three syllables), PCM 2 (word lists)

Give each child/pair a copy of PCM 17 and one word list from PCM 2. Ask the children to study the words on PCM 17. They should cut out each individual word, then cut the words into syllables. The children should then spread the syllables randomly on the table in front of them. Invite the children to match up the syllables, reforming the list words. They should then write the words on their word list.

Word list	Word list
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9
10	10
11	11
12	12
13	13
14	14

Word Study 19: Making words from letters 4

Learning Outcome: The pupil is able to break words into their individual letters and then reform them.

Activity Type: Word Maker

Suggested Timing: Week 27

Organisational Setting: Pairs or small groups

Word list	Word list
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9
10	10
11	11
12	12
13	13
14	14

Activity:

Materials: PCM 2 (word lists), PCM 18 (words broken into letters), ziplock bags/envelopes

Give each pair/group a copy of PCM 18 and one word list from PCM 2. Ask the children to study the words for 30 seconds, then ask the children to cut the words into their individual letters. Give each pair/group a ziplock bag or envelope and ask them to place the letters of all 12 words inside. The children should then shake the

letters up in the bag, pour them out on the table in front of them and turn them all right-side up. Read the first list word on PCM 18 (**autograph**) out loud. The children use the letters to spell the word out on the desk in front of them, then write it on their word list. Once all of the groups have written the word down, ask the children to move the assembled letters to one side and then repeat the process with the next list word. The activity continues in this way until all 12 words have been made. The spellings can be checked after each word or at the end of the activity, by either the teacher or another group of children (see note on page 5).

a	u	t	o	g	r	a	p	h
a	t	m	o	s	p	h	e	r
s	c	h	e	d	u	l	e	
j	e	w	e	l	l	e	r	y
p	a	r	a	g	r	a	p	h
r	e	l	e	v	a	n	t	
t	e	l	e	p	h	o	n	e
c	e	m	e	t	e	r	y	
r	e	f	e	r	e	n	c	e
r	h	y	t	h	m			
s	l	i	p	p	e	r	y	
r	e	s	t	a	u	r	a	n
t								

Word Study 20: Word snakes 3

Learning Outcome: The pupil is able to sort words into those with four, five, six, seven or eight letters.

Activity Type: Word Snakes

Suggested Timing: Week 29

Organisational Setting: Individuals or pairs

Activity:

Materials: PCM 19 (word snakes)

This activity can be done individually or in pairs. You may find it helpful to pair a more able child with a less able child for this activity. Give each child/pair a copy of PCM 19. Ask the children to study the list words in week 29.

Ask the children to fill in each word snake. They must choose three list words of five, six, seven or eight letters to complete each snake. The number of eyes that each snake has tells us how many letters the words written in it should contain.

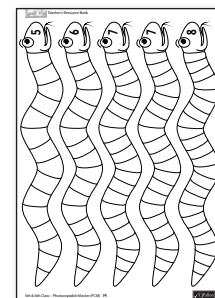
The following five- to eight-letter words can be used to complete the word snakes:

Five-letter words	Six-letter words	Seven-letter words	Eight-letter words	Nine-letter words
logic, panic, ankle	clinic, people, famous, fabric	example, trouble, article, vehicle, nervous, curious, various, furious	dramatic, electric, generous, occasion, occurred	automatic, available, dangerous, necessary, knowledge, interrupt

Extension work 1: Pupils can challenge their partners to fill in a word snake that they have already started by selecting their words, filling in two or three letters at random, then passing it to their partners to complete.

Extension work 2: Less able children could write the same six-, seven- or eight-letter word three times to complete each word snake, as learning is greatly reinforced by repetition.

Extension work 3: Challenge more able children to create their own word snake with 27 spaces and to fill it with nine-letter words (see above). They could draw this in their copybooks or on the back of PCM 19.



Word Study 21: Classroom countdown 5

Learning Outcome: The pupil is able to make four-, five- and six-letter words from an eight- or nine-letter word .

Activity Type: Word Maker

Suggested Timing: Week 31

Organisational setting: Individuals or pairs

Activity:

Materials: PCM 20 (nine-letter words: **knowledge, privilege, confusion**), timer

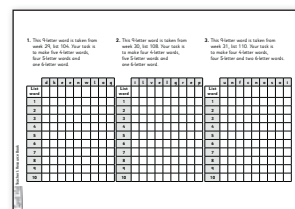
Give each individual/pair a copy of PCM 20. Each word on the PCM can be treated as a separate activity, or all three can be done at once.

This timed activity is similar to the TV gameshow *Countdown*. Children can be arranged in groups according to ability levels to allow all children an opportunity to succeed at the game.

See page 3 for the full rules of classroom countdown.

Below are some of the four-, five- and six-letter words that can be made from each word. Please note that no common seven- or eight-letter words can be made from the words below.

<i>Four-letter words</i>	<i>Five-letter words</i>	<i>Six-letter words</i>
Week 29: knowledge		
week, knew, know, woke, need, long, lone, edge, glee, gone, down, gold, gown, glow, glen, etc.	lowed, lodge, olden, kneel, ledge, woken, owned, kneed, wedge, etc.	golden, longed, legend, glowed
Week 30: privilege		
pier, pile, rile, vile, ripe, veil, reel, ever, evil, girl, give, grip, live, peel, etc.	leper, liver, repel, peril, gripe, vigil, giver, lever, verge, etc.	relive, regive, grieve, girlie, revile
Week 31: confusion		
noon, noun, soon, nuns, icon, fins, coos, coin, etc.	onion, nouns, focus, union, sonic, coins, icons, etc.	onions, unions, fusion, cousin, unison



Word Study 22: Silent letters

Learning Outcome: The pupil is able to recognise and pronounce words that contain the silent letters **b, c, g, h, k, l, t, u** or **w**.

Activity Type: Word Sort

Suggested Timing: Week 31

Organisational Setting: Pairs or groups of three or four

Activity:

Materials: **PCM 21** (27 words that contain the silent letters **b, c, g, h, k, l, t, u** or **w**), **PCM 22** (silent letter sorting sheet)

Give each pair or group a copy of PCMs 21 and 22. Ask the children to cut out the words from PCM 21. These words all contain the silent letters **b, c, g, h, k, l, t, u** or **w**. The children should now spread the words randomly on the table in front of them. Invite them to sort the words under the correct headings on PCM 22. The children can now write the words under the correct headings.

Differentiation: Children who are struggling can sort fewer words onto the silent letter sorting sheet. Invite more able children to find other words that can be added to the columns on the silent letter sorting sheet.

listen	guard	wrong
honest	building	answer
guilty	limb	crumb
calm	half	sign
writer	whose	palm
wrong	numb	calf
whole	often	scene
thumb	sword	plumber
knock	scent	glisten

[illegible]

Word Study 23: Different meanings 4

Learning Outcome: The pupil understands that some words that are spelled the same can have very different meanings. These words are called **homographs**.

Activity Type: Word Sort

Suggested Timing: Week 32

Organisational Setting: Pairs or small groups

Activity:

Materials: *Spell Well 5*, copybook

Each pair/group will need a copy of *Spell Well 5*. Ask the children to go through the list words in the book from weeks 25–31, looking for words that have more than one meaning. You could assign a certain number of weeks or word lists to each pair/group to speed the process up.

Ask the children to write any homographs they find in their copybooks.

Once all of the children have found some homographs, ask them to pick one and write sentences that show all of the different meanings of the word, e.g:

Week 25, List 85 – character

1. Oliver is the main **character** in the novel *Oliver Twist* by Charles Dickens.
2. The letter 'a' is a **character** on most computer keyboards.

Differentiation: Children who are experiencing difficulty can be assigned a particular word from the book with more obvious meanings. Homographs from weeks 25–31 are listed below:

Week 25	Week 26	Week 27	Week 30	Week 31
List 87: remote	List 92: separate	List 94: palm List 95: battery	List 105: solution	List 109: knock

Word Study 24: Words within words

Learning Outcome: The pupil is able to explore and find small words within bigger words, can explore onset and rime, and develops their syllabic and phonemic awareness.

Activity Type: Word Maker

Suggested Timing: Week 33

Organisational Setting: Pairs or small groups

Activity:

Materials: *Spell Well 5*, copybook

Each pair/group will need a copy of *Spell Well 5*. Ask the children to go through the list words in the book, looking for words which contain complete, smaller words. You could assign a certain number of weeks or word lists to each pair/group to speed the process up. Ask the children to write any word they find containing complete, smaller words in their copybooks, and to write the smaller words below or beside it. Some examples are included below:

Week 17	Week 18	Week 20	Week 21
List 4: sprained <i>sprain, rain, in</i>	List 11: pillow <i>pill, low, ill</i>	List 19: harmless <i>harm, less, arm</i>	List 102: knowledge <i>know, now, ledge,</i> <i>edge, owl, led</i> List 104: available <i>ail, lab, able</i>

Extension: Children who are experiencing difficulty can be assigned a particular word or list from the book.

Spell Well

6

Word Study 1: Syllable match 1

Learning Outcome: The pupil is able to break words into syllables (syllabication) and reform them to make the original words.

Activity Type: Syllabication

Suggested Timing: Week 2

Organisational Setting: Individuals or pairs

Activity:

Materials: PCM 23 (words broken into two and three syllables),
PCM 24 (word list)

Give each child/pair a copy of PCM 23 and one word list from PCM 24. Ask the children to study the words on PCM 23. They should cut out each individual word, then cut the words into syllables. The children should then spread the syllables randomly on the table in front of them.

Invite the children to match up the syllables, reforming the list words. They should then write the 24 words on their word list (PCM 24).

Differentiation: The 14 words on the left-hand side of PCM 23 contain two syllables, and the 10 words on the right-hand side contain three syllables. You may prefer to ask pupils who are struggling to work only with the two-syllable words and invite the more able pupils to extend themselves with the three-syllable words. It could also be productive to pair a more able pupil with a less able pupil for this activity.

cartoon	marmalade
orchard	serious
burglar	unfollow
statement	acoustic
coupon	advertise
routine	regular
sorrow	artistic
scarlet	compartment
coward	tomorrow
window	opposite
movement	
tip toe	
yellow	
canoe	

Word list	Word list
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9
10	10
11	11
12	12
13	13
14	14
15	15
16	16
17	17
18	18
19	19
20	20
21	21
22	22
23	23
24	24

Word Study 2: Making words from letters 1

Learning Outcome: The pupil is able to break words into their individual letters and then reform them.

Activity Type: Word Maker

Suggested Timing: Week 4

Organisational Setting: Pairs or small groups

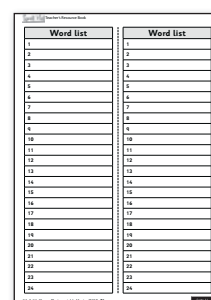
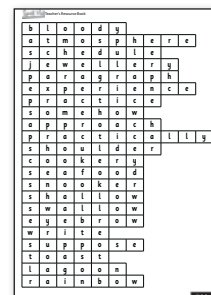
Activity:

Materials: PCM 25 (words broken into letters),
PCM 24 (word list), ziplock bags/envelopes

Give each pair/group a copy of PCM 24 and one word list from PCM 25. Ask the children to study the words for 30 seconds, then ask them to cut the words into their individual letters. Give each pair/group a ziplock bag or envelope and ask them to place the letters of all ten words inside. The children should then shake the letters up in the bag, pour them out on the table in front of them and turn them all right-side up.

Read the first list word on PCM 25 (**bloody**) out loud. The children use the letters to spell the word out on the desk in front of them, then write it on their word list. Once all of the groups have written the word down, ask the children to move the assembled letters to one side and then repeat the process with the next list word and the remaining letters. The activity continues in this way until all 24 words have been made. The spellings can be checked after each word or at the end of the activity, by either the teacher or another group of children.

Note: Removing the letters the children have already used simplifies the activity as it progresses, but if the children misspell any of the words, they will not be able to correctly spell the remaining list words with the letters they have left over. For this reason, you may find it better to check the children's spellings after each word and correct them, if necessary.



Word Study 3: Word snakes 1

Learning Outcome: The pupil is able to sort words into those with six, seven, eight or nine letters.

Activity Type: Word Snakes

Suggested Timing: Week 6

Organisational Setting: Individuals or pairs

Activity:

Materials: PCM 26 (word snakes)

This activity can be done individually or in pairs. You may find it helpful to pair a more able child with a less able child for this activity. Give each child/pair a copy of PCM 26. Ask the children to study the list words in week 6.

Ask the children to fill in each word snake. They must choose three list words of six, seven or eight letters to complete each snake. The number on each snake's heads tells us how many letters the words written in it should contain.

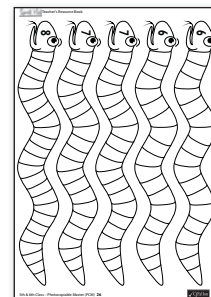
The following words can be used to complete the word snakes:

<i>Six-letter words</i>	<i>Seven-letter words</i>	<i>Eight-letter words</i>	<i>Nine-letter words</i>
absurd, survey, murmur, suburb, getting, dipped, runner, jogger, mammal	surplus, pursuit, spotted, address, success, hopping, insects	indicate, industry, probably	difficult, beginning, brilliant, necessary

Extension work 1: Pupils can challenge their partners to fill in a word snake that they have already started by selecting their words, filling in two or three letters at random, then passing it to their partners to complete.

Extension work 2: Less able children could write the same six-, seven- or eight-letter word three times to complete each word snake, as learning is greatly reinforced by repetition.

Extension work 3: Challenge the more able children to create their own word snake with nine-letter words. They could draw this in their copybooks or on the back of PCM 26.



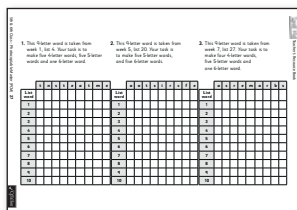
Word Study 4: Classroom countdown 1

Learning Outcome: The pupil is able to make four-, five-, six- and seven-letter words from an eight- or nine-letter word.

Activity Type: Word Maker

Suggested Timing: Week 8

Organisational Setting: Individuals or pairs



Activity:

Materials: PCM 27 (nine-letter words: **statement**, **factories**, **embarrass**), timer

Give each individual/pair a copy of PCM 27. Each word on the PCM can be treated as a separate activity, or all three can be done at once.

This timed activity is similar to the TV gameshow *Countdown*. Children can be arranged in groups according to ability levels to allow all children an opportunity to succeed at the game.

See page 3 for the full rules of classroom countdown.

Below are some of the four-, five-, six- and seven-letter words that can be made from each word. Less able children can find more four-letter words. More able children can be challenged to find seven-letter words.

Four-letter words	Five-letter words	Six-letter words	Seven-letter words
Week 1: statement			
seem, meet, mean, ants, seat, ease, neat, nets, sent, east, test, name, seam, team, mats, mast, nest, etc.	tents, tames, teams, meets, meats, tease, taste, meant, eaten, teems, means, tense, teens, state, steam, manes, etc.	tamest, attest, senate, estate, seaman, stamen, tenets, etc	meanest, neatest
Week 5: factories			
aces, acre, acts, arts, care, cars, case, cats, cost, core, cots, ears, face, fast, fate, fear, fire, fist, oars, oats, orca, race, rest, etc.	first, races, cries, after, faces, feast, roast, frost, scarf, tries, riots, fears, rifts, irate, store, arose, fries, etc.	fiasco, strife, forces, fresco, softer, reacts, faster, sortie, escort, sector, actors, ratios, fiesta, satire, foster, traces, crates, etc.	factors, coaster, forties, fairest, etc.
Week 7: embarrass			
sear, seam, ears, ream, same, base, arms, errs, rare, bare, bear, rams, mess, beam, etc	bears, seams, areas, samba, smear, bases, sabre, ambre, rears, amass, brass, mares, bares, etc.	ambers, sabres, smears, etc.	N/A

Word Study 5: Different meanings 1

Learning Outcome: The pupil understands that some words that are spelled the same can have very different meanings. These words are called **homographs**.

Activity Type: Word Sort

Suggested Timing: Week 8

Organisational Setting: Pairs or small groups

Activity:

Materials: *Spell Well 6*, copybook

Each pair/group will need a copy of *Spell Well 6*. Ask the children to go through the list words in the book from weeks 1–7, looking for words that have more than one meaning. You could assign a certain number of weeks or word lists to each pair/group to speed the process up.

Ask the children to write any homographs they find in their copybooks.

Once all of the children have found some homographs, ask them to pick one and write sentences that show all of the different meanings of the word, e.g:

Week 1, List 3 – wound

1. The soldier sustained a serious **wound** to his shoulder.
2. Dad **wound** his watch as it had stopped ticking.

Differentiation: Children who are experiencing difficulty can be assigned a particular word from the book with more obvious meanings. Some of the homographs from weeks 1–7 are listed below:

Week 1	Week 3	Week 4	Week 5	Week 6	Week 7
List 4: produce	List 10: groom	List 13: cloak List 14: swallow List 15: shower	List 19: honey, turkey List 20: company	List 21: murmur List 22: spotted	List 28: figure, business

Word Study 6: Syllable match 2

Learning Outcome: The pupil is able to break words into syllables (syllabication) and reform them to make the original words.

Activity Type: Syllabication

Suggested Timing: Week 10

Organisational Setting: Individuals or pairs / Groups of four

Activity 1:

Materials: PCM 28 (words broken into two and three syllables),
PCM 24 (word list)

Give each child/pair a copy of PCM 28 and one word list from PCM 24. Ask the children to study the words on PCM 28. They should cut out each individual word, then cut the words into syllables. The children should then spread the syllables randomly on the table in front of them.

Invite the children to match up the syllables, reforming the list words. They should then write the 24 words on their word list (PCM 24).

Differentiation: The 14 words on the left-hand side of PCM 28 contain two syllables, and the 10 words on the right-hand side contain three syllables. You may prefer to ask pupils who are struggling to work only with the two-syllable words and invite the more able pupils to extend themselves with the three-syllable words. It could also be productive to pair a more able pupil with a less able pupil for this activity.

ointment	annoying
voyage	employer
thirty	represent
applaud	circular
author	disrespect
dispose	enjoyment
disrupt	employment
destroy	adjective
employ	circulate
awkward	royalty
autumn	
laundry	
disprove	
drawing	

Word list	Word list
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9
10	10
11	11
12	12
13	13
14	14
15	15
16	16
17	17
18	18
19	19
20	20
21	21
22	22
23	23
24	24

ointment	annoying
voyage	employer
thirty	represent
applaud	circular
author	disrespect
dispose	enjoyment
disrupt	employment
destroy	adjective
employ	circulate
awkward	royalty
autumn	
laundry	
disprove	
drawing	

Activity 2: Concentration

This game can be played in groups of four – two teams of two players each. Give one team a copy of PCM 28 and the other team a copy of PCM 23. Both teams should cut out the two-syllable words **only** from both PCMs, then cut out the individual syllables.

See page 4 for the full rules of concentration.

All of the syllable cards should then be placed face-down in rows. Teams then play a simple game of concentration, but rather than matching identical pairs, the aim is to form complete list words.

The game can also be timed to make it more challenging.

cartoon	marmalade
orchard	serious
burglar	bungalow
statement	acoustic
coupon	advertise
routine	regular
sorrow	artistic
scarlet	compartment
coward	tomorrow
window	opposite
movement	
tip toe	
yellow	
canoe	

Word Study 7: Making words from letters 2

Learning Outcome: The pupil is able to break words into their individual letters and then reform them.

Activity Type: Word Maker

Suggested Timing: Week 11

Organisational Setting: Pairs or small groups

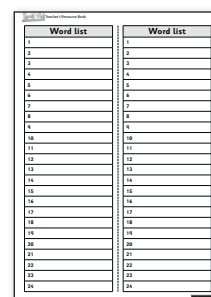
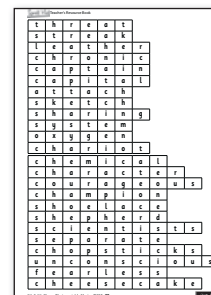
Activity:

Materials: PCM 29 (words broken into letters),
PCM 24 (word list), ziplock bags/envelopes

Give each pair/group a copy of PCM 29 and one word list from PCM 24. Ask the children to study the words for 30 seconds, then ask them to cut the words into their individual letters. Give each pair/group a ziplock bag or envelope and ask them to place the letters of all ten words inside. The children should then shake the letters up in the bag, pour them out on the table in front of them and turn them all right-side up.

Read the first list word on PCM 29 (**threat**) out loud. The children use the letters to spell the word out on the desk in front of them, then write it on their word list. Once all of the groups have written the word down, ask the children to move the assembled letters to one side and then repeat the process with the next list word and the remaining letters. The activity continues in this way until all 24 words have been made. The spellings can be checked after each word or at the end of the activity, by either the teacher or another group of children (*see note on page 25*).

Differentiation: Longer/more difficult words are listed on the bottom half of PCM 28, and shorter/simpler words on the top. You may prefer to have pupils who are struggling work with the shorter words and ask more able pupils to extend themselves with the more difficult words. It may also help to pair a less able pupil with a more able pupil for this activity.



Word Study 8: Word snakes 2

Learning Outcome: The pupil is able to sort words into those with six, seven or eight letters.

Activity Type: Word Snakes

Suggested Timing: Week 14

Organisational Setting: Individuals or pairs

Activity:

Materials: PCM 30 (word snakes)

This activity can be done individually or in pairs. You may find it helpful to pair a more able child with a less able child for this activity. Give each child/pair a copy of PCM 30. Ask the children to study the list words in week 6.

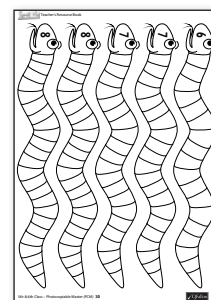
Ask the children to fill in each word snake. They must choose three list words of six, seven or eight letters to complete each snake. The number on each snake's head tells us how many letters the words written in it should contain.

The following words can be used to complete the word snakes:

<i>Six-letter words</i>	<i>Seven-letter words</i>	<i>Eight-letter words</i>
gurgle, trowel, drowsy, coward, nearly, yearly	surface, prowler, wearily, cleared, dislike, discuss, display, dispute	surprise, burglary, occurred, cowardly, disguise

Extension work 1: Pupils can challenge their partners to fill in a word snake that they have already started by selecting their words, filling in two or three letters at random, then passing it to their partners to complete.

Extension work 2: Less able children could write the same six-, seven- or eight-letter word three times to complete each word snake, as learning is greatly reinforced by repetition.



Word Study 9: Classroom countdown 2

Learning Outcome: The pupil is able to make four-, five-, six-, seven- and eight-letter words from an eight- or nine-letter word.

Activity Type: Word Maker

Suggested Timing: Week 15

Organisational Setting: Individuals or pairs

Activity:

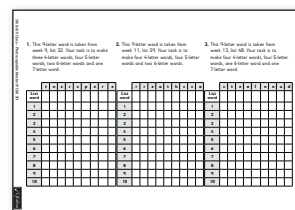
Materials: PCM 31 (nine-letter words: **represent**, **character**, **continued**), timer

Give each individual/pair a copy of PCM 31. Each word on the PCM can be treated as a separate activity, or all three can be done at once.

This timed activity is similar to the TV gameshow *Countdown*. Children can be arranged in groups according to ability levels to allow all children an opportunity to succeed at the game.

See page 3 for the full rules of classroom countdown.

Below are some of the four-, five-, six- and seven-letter words that can be made from each word. More able children can be challenged to find **eight-letter words**. Several eight-letter words can be made from *represent*, including *preteens*, *pretense* and *reenters*. The word *continue* can be made from *continued*:



Four-letter words	Five-letter words	Six-letter words	Seven-letter words
Week 9: represent			
nest, nets, peer, pens, pent, pert, pest, pets, rent, rest, seen, seep, sent, step, tree, etc.	enter, peers, preen, rents, reset, sneer, spent, spree, steep, steer, stern, teens, tense, terse, etc.	enters, pester, preens, preset, renter, repent, resent, serene, tepees, etc.	present, serpent, steepen, steeper, etc.
Week 11: character			
ache, acre, arch, area, care, cart, chat, each, etch, hare, hate, hear, etc.	cache, carat, carer, catch, chart, cheat, crate, earth, hater, heart, racer, etc.	archer, crater, rachet, rather, tracer, etc.	catcher, charter, racecar, trachea, etc.
Week 13: continued			
cent, cite, code, coin, cone, cute, dent, dice, diet, dine, done, duet, edit, iced, icon, into, neon, nice, etc.	cited, count, cutie, edict, noted, ounce, outed, tonic, tuned, tunic, union, unite, untie, etc.	coined, conned, indent, induce, intend, intone, notice, tendon, tinned, undone, united, untied, etc.	conduit, contend, counted, inuendo, noticed, etc.

Word Study 10: Different meanings 2

Learning Outcome: The pupil understands that some words that are spelled the same can have very different meanings. These words are called **homographs**.

Activity Type: Word Sort

Suggested Timing: Week 16

Organisational Setting: Pairs or small groups

Activity:

Materials: *Spell Well 6*, copybook

Each pair/group will need a copy of *Spell Well 6*. Ask the children to go through the list words in the book from weeks 9–16, looking for words that have more than one meaning. You could assign a certain number of weeks or word lists to each pair/group to speed the process up.

Ask the children to write any homographs they find in their copybooks.

Once all of the children have found some homographs, ask them to pick one and write sentences that show all of the different meanings of the word, e.g:

Week 10, List 34 – drawing

1. Teacher liked my **drawing** so much that she showed it to the whole class.
2. He is **drawing** the curtains because it is getting dark outside.

Differentiation: Children who are experiencing difficulty can be assigned a particular word from the book with more obvious meanings. Some of the homographs from weeks 9–16 are listed below:

Week 11	Week 12	Week 13	Week 14	Week 15
List 38: weave, streak List 39: character List 40: capital	List 41: stitch List 43: shady List 44: separate	List 45: artery, article List 46: socket, tackle List 48: column, control	List 49: surface List 51: tears	List 56: solution

Word Study 11: Syllable match 3

Learning Outcome: The pupil is able to break words into syllables (syllabication) and reform them to make the original words.

Activity Type: Syllabication

Suggested Timing: Week 18

Organisational Setting: Individuals or pairs

Activity:

Materials: PCM 32 (words broken into two and three syllables),
PCM 24 (word list)

Give each child/pair a copy of PCMs 32 and 24. Ask the children to study the words on PCM 32. They should cut out each individual word, then cut the words into syllables. The children should then spread the syllables randomly on the table in front of them.

Invite the children to match up the syllables, reforming the list words. They should then write the 24 words on their word list (PCM 24).

Differentiation: The 14 words on the left-hand side of PCM 32 contain two syllables, and the 10 words on the right-hand side contain three syllables. You may prefer to ask pupils who are struggling to work only with the two-syllable words and invite the more able pupils to extend themselves with the three-syllable words. It could also be productive to pair a more able pupil with a less able pupil for this activity.

petals	gigantic
reward	paralgraph
graceful	balconies
rhythm	exhibit
stories	property
pamphlet	wonderful
workers	imagine
spider	physical
forest	Wednesday
learning	magnifies
denies	
hyphen	
design	
desert	

Word list	Word list
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9
10	10
11	11
12	12
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23	23
24	24

Word Study 12: Making words from letters 3

Learning Outcome: The pupil is able to break words into their individual letters and then reform them.

Activity Type: Word Maker

Suggested Timing: Week 20

Organisational Setting: Pairs or small groups

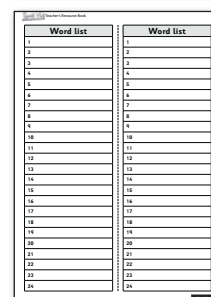
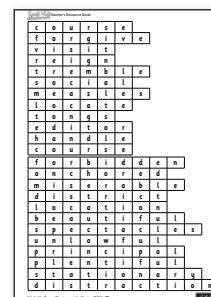
Activity:

Materials: PCM 33 (words broken into letters),
PCM 24 (word list), ziplock bags/envelopes

Give each pair/group a copy of PCMs 33 and 24. Ask the children to study the words for 30 seconds, then ask the children to cut the words into their individual letters. Give each pair/group a ziplock bag or envelope and ask them to place the letters of all ten words inside. The children should then shake the letters up in the bag, pour them out on the table in front of them and turn them all right-side up.

Read the first list word on PCM 33 (**course**) out loud. The children use the letters to spell the word out on the desk in front of them, then write it on their word list. Once all of the groups have written the word down, ask the children to move the assembled letters to one side and then repeat the process with the next list word and the remaining letters. The activity continues in this way until all 24 words have been made. The spellings can be checked after each word or at the end of the activity, by either the teacher or another group of children (*see note on page 25*).

Differentiation: Longer/more difficult words are listed on the bottom of PCM 33, and shorter/simpler words on the top. You may prefer to have pupil who are struggling work with the shorter words and ask more able pupils to extend themselves with the more difficult words. It may also help to pair a less able pupil with a more able pupil for this activity.



Word Study 13: Word snakes 3

Learning Outcome: The pupil is able to sort words into those with six, seven or eight letters.

Activity Type: Word Snakes

Suggested Timing: Week 22

Organisational Setting: Individuals or pairs

Activity:

Materials: PCM 34 (word snakes)

This activity can be done individually or in pairs. You may find it helpful to pair a more able child with a less able child for this activity. Give each child/pair a copy of PCM 34. Ask the children to study the list words in week 22.

Ask the children to fill in each word snake. They must choose three list words of six, seven or eight letters to complete each snake.

The number on each snake's head tells us how many letters the words written in it should contain.

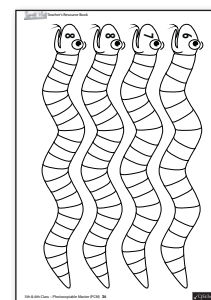
The following words can be used to complete the word snakes:

Six-letter words	Seven-letter words	Eight-letter words	Nine-letter words	Ten-letter words
scheme, orchid, invite, cellar, pillar	monarch, stomach, propose	function, ambition, complete, gorgeous, bachelor, corridor	orchestra, translate, interfere, gratitude, decorator	technology, population, protection, contribute, councillor

Extension work 1: Pupils can challenge their partners to fill in a word snake that they have already started by selecting their words, filling in two or three letters at random, then passing it to their partners to complete.

Extension work 2: Less able children could write the same six-, seven-, or eight-letter word three times to complete each word snake, as learning is greatly reinforced by repetition.

Extension work 3: Challenge more able children to create their own word snakes with (a) 27 spaces to fill with nine-letter words, and (b) 30 spaces to fill with ten-letter words (see words above). They could draw these in their copybooks or on the back of PCM 34.



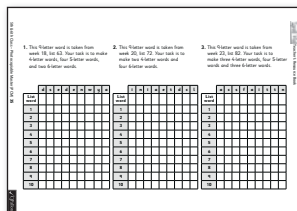
Word Study 14: Classroom countdown 3

Learning Outcome: The pupil is able to make four-, five-, six- and seven-letter words from an eight- or nine-letter word.

Activity Type: Word Maker

Suggested Timing: Week 24

Organisational Setting: Individuals or pairs



Activity:

Materials: PCM 35 (nine-letter words: **Wednesday, identical, fantastic**), timer

Give each individual/pair a copy of PCM 35. Each word on the PCM can be treated as a separate activity, or all three can be done at once.

This timed activity is similar to the TV gameshow *Countdown*. Children can be arranged in groups according to ability levels to allow all children an opportunity to succeed at the game.

See page 3 for the full rules of classroom countdown.

Below are some of the four-, five-, and six-letter words that can be made from each word. More able children can be challenged to find seven-letter words. Less able children can find more four- or five-letter words.

Four-letter words	Five-letter words	Six-letter words	Seven-letter words
Week 18: Wednesday (<i>note: the W does not have to remain capitalised in the answers</i>)			
adds, anew, awed, dawn, days, dead, deed, deny, dyed, ease, easy, ewes, eyes, need, news, sand, sane, etc.	dandy, deeds, dense, eased, ended, needs, sandy, seedy, sewed, waded, wands, wanes, etc.	dawned, sadden, swayed, Sweden, weaned, yawned, etc.	deadens, endways
Week 20: identical			
aced, acid, acne, cane, cent, clan, date, deal, dial, dice, edit, iced, idea, idle, lace, laid, land, late, lead, lice, nail, etc.	acted, ailed, alien, cadet, cited, clean, dance, dealt, enact, ideal, inlet, laced, laden, leant, lined, tidal, tiled, etc.	candle, client, denial, dental, dilate, elicit, entail, incite, italic, lanced, nailed, tailed, etc.	citadel, dialect, incited
Week 23: fantastic			
acts, ants, cans, cast, cats, fact, fans, fast, fins, fist, nits, scan, sift, tact, tans, tins, tint, etc.	antic, attic, facts, faint, saint, satin, scant, stain, stint, tacit, taint, tints, titan, etc.	antics, attain, attics, caftan, intact, static, taints, etc.	attains, fanatic

Word Study 15: Different meanings 3

Learning Outcome: The pupil understands that some words that are spelled the same can have very different meanings. These words are called **homographs**.

Activity Type: Word Sort

Suggested Timing: Week 24

Organisational Setting: Pairs or small groups

Activity:

Materials: *Spell Well 6*, copybook

Each pair/group will need a copy of *Spell Well 6*. Ask the children to go through the list words in the book from weeks 17–23, looking for words that have more than one meaning. You could assign a certain number of weeks or word lists to each pair/group to speed the process up.

Ask the children to write any homographs they find in their copybooks.

Once all of the children have found some homographs, ask them to pick one and write sentences that show all of the different meanings of the word, e.g:

Week 17, List 60 – major

1. The soldier hoped to be promoted to the rank of **major**.
2. The biologist received a **major** award for her contribution to science.

Differentiation: Children who are experiencing difficulty can be assigned a particular word from the book with more obvious meanings. Some of the homographs from weeks 17–23 are listed below:

Week 18	Week 19	Week 21	Week 22	Week 23
List 61: supplies, stories	List 65: foul, course List 67: handle	List 73: exhaust, knuckle List 75: comic	List 77: scheme List 78: function, association List 80: pillar, corridor	List 83: muscle, cycle

Word Study 16: Syllable match 4

Learning Outcome: The pupil is able to break words into syllables (syllabication) and reform them to make the original words.

Activity Type: Syllabication

Suggested Timing: Week 26

Organisational Setting: Individuals or pairs

Activity:

Materials: PCM 36 (words broken into two, three and four syllables), PCM 24 (word list)

Give each child/pair a copy of PCMs 36 and 24. Ask the children to study the words on PCM 36. They should cut out each individual word, then cut the words into syllables. The children should then spread the syllables randomly on the table in front of them.

Invite the children to match up the syllables, reforming the list words. They should then write the 24 words on their word list (PCM 24).

Differentiation: The eight words in the top-left section of PCM 36 contain two syllables, the twelve words in the right section contain three syllables and the four words in the bottom-left section contain four syllables. You may prefer to ask pupils who are struggling to work only with the two- and three-syllable words and invite the more able pupils to extend themselves with the four-syllable words. It could also be productive to pair a more able pupil with a less able pupil for this activity.

de scend	vir tu al
mort gage	dis as trous
miss ile	re ac tion
sym bol	ter ri ble
whis tle	e qua tion
peb ble	se lec tion
sten cil	syll ab le
re al ly	solu tion
	sub scrip tion
in for ma tion	addi tion
ex hibi tion	manu al
op po si tion	re sis tance
in tro duc tion	

Word list	Word list
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9
10	10
11	11
12	12
13	13
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22	22
23	23
24	24

Word Study 17: Making words from letters 4

Learning Outcome: The pupil is able to break words into their individual letters and then reform them.

Activity Type: Word Maker

Suggested Timing: Week 28

Organisational Setting: Pairs or small groups

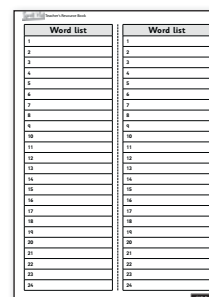
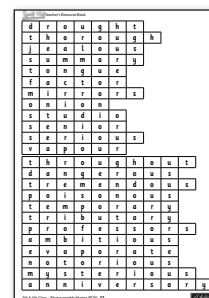
Activity:

Materials: PCM 37 (words broken into letters),
PCM 24 (word list), ziplock bags/envelopes

Give each pair/group a copy of PCMs 37 and 24. Ask the children to study the words for 30 seconds, then ask them to cut the words into their individual letters. Give each pair/group a ziplock bag or envelope and ask them to place the letters of all ten words inside. The children should then shake the letters up in the bag, pour them out on the table in front of them and turn them all right-side up.

Read the first list word on PCM 37 (**drought**) out loud. The children use the letters to spell the word out on the desk in front of them, then write it on their word list. Once all of the groups have written the word down, ask the children to move the assembled letters to one side and then repeat the process with the next list word and the remaining letters. The activity continues in this way until all 24 words have been made. The spellings can be checked after each word or at the end of the activity, by either the teacher or another group of children (*see note on page 25*).

Differentiation: Longer/more difficult words are listed on the bottom half of PCM 37, and shorter/simpler words on the top. You may prefer to have pupils who are struggling work with the shorter words and ask more able pupils to extend themselves with the more difficult words. It may also help to pair a less able pupil with a more able pupil for this activity.



Word Study 18: Word snakes 4

Learning Outcome: The pupil is able to sort words into those with five, six, seven or eight letters.

Activity Type: Word Snakes

Suggested Timing: Week 28

Organisational Setting: Individuals or pairs

Activity:

Materials: PCM 38 (word snakes)

This activity can be done individually or in pairs. You may find it helpful to pair a more able child with a less able child for this activity. Give each child/pair a copy of PCM 38. Ask the children to study the list words in week 28.

Ask the children to fill in each word snake. They must choose three list words of five, six, seven or eight letters to complete each snake. The number on each snake's head tells us how many letters the words written in it should contain.

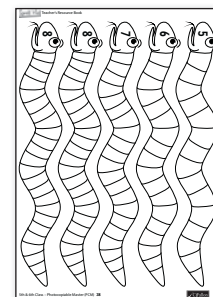
The following words can be used to complete the word snakes:

Five-letter words	Six-letter words	Seven-letter words	Eight-letter words	Nine-letter words
onion, alien, which	factor, editor, studio, senior, vapour	curator, monitor, warrior, million, serious	director, glorious, spacious, cautious, champion, previous, wherever	professor, religious, ambitious, notorious, evaporate

Extension work 1: Pupils can challenge their partners to fill in a word snake that they have already started by selecting their words, filling in two or three letters at random, then passing it to their partners to complete.

Extension work 2: Less able children could write the same six-, seven-, eight- or nine-letter word three times to complete each word snake, as learning is greatly reinforced by repetition.

Extension work 3: Challenge more able children to create their own word snake with 27 spares to fill with nine-letter words. They could draw this in their copybooks or on the back of PCM 38.



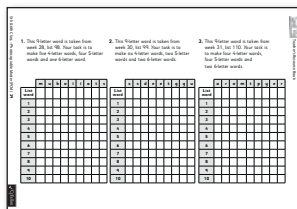
Word Study 19: Classroom countdown 4

Learning Outcome: The pupil is able to make four-, five- and six-letter words from an eight- or nine-letter word.

Activity Type: Word Maker

Suggested Timing: Week 31

Organisational Setting: Individuals or pairs



Activity:

Materials: PCM 39 (nine-letter words: **ambitious, suggested, temporary**), timer

Give each individual/pair a copy of PCM 39. Each word on the PCM can be treated as a separate activity, or all three can be done at once.

This timed activity is similar to the TV gameshow *Countdown*. Children can be arranged in groups according to ability levels to allow all children an opportunity to succeed at the game.

See page 3 for the full rules of classroom countdown.

Below are some of the four-, five- and six- words that can be made from each word. More able children can be challenged to find seven-letter words.

Four-letter words	Five-letter words	Six-letter words	Seven-letter words
Week 28: ambitious			
aims, atom, bait, bats, boat, bust, iota, mast, mats, mist, moat, most, must, oats, omit, smut, stab, suit, etc.	about, atoms, baits, boast, boats, bouts, moats, moist, omits, tombs, tuba, etc.	autism, submit, tibias	N/A
Week 30: suggested			
duet, dust, edge, gets, gust, guts, seed, stud, sued, suet, tugs, used, uses, etc.	duets, edges, egged, guess, guest, gusts, seeds, steed, studs, sude, etc.	guests, gusset, steeds, tugged, etc.	guessed, gusted, suggest, etc.
Week 31: temporary			
army, atom, mate, meat, more, part, pear, peat, perm, poet, pore, pray, prey, ramp, rare, rate, reap, rear, roam, roar, etc.	empty, marry, mayor, merry, opera, orate, party, repay, retro, taper, tarry, tempo, tramp, etc.	artery, mortar, parrot, poetry, prayer, raptor, romper, rotary, tremor, etc.	portray

Word Study 20: Different meanings 4

Learning Outcome: The pupil understands that some words that are spelled the same can have very different meanings. These words are called **homographs**.

Activity Type: Word Sort

Suggested Timing: Week 32

Organisational Setting: Pairs or small groups

Activity:

Materials: *Spell Well 6*, copybook

Each pair/group will need a copy of *Spell Well 6*. Ask the children to go through the list words in the book from weeks 25–31, looking for words that have more than one meaning. You could assign a certain number of weeks or word lists to each pair/group to speed the process up.

Ask the children to write any homographs they find in their copybooks.

Once all of the children have found some homographs, ask them to pick one and write sentences that show all of the different meanings of the word, e.g:

Week 25, List 88 – solution

1. Brine is a **solution** of salt in water.
2. I finally found the **solution** to that difficult maths problem.

Differentiation: Children who are experiencing difficulty can be assigned a particular word from the book with more obvious meanings. Some of the homographs from weeks 25–31 are listed below:

Week 25	Week 26	Week 27	Week 28
List 85: whistle, league List 88: position	List 89: introduction List 90: manual List 91: admission, impression	List 93: alien List 96: tongue	List 97: factor, mirror, monitor
Week 29	Week 30	Week 31	
List 101: collar	List 107: column, independent List 108: possession	List 109: mortar, pillar List 112: corridor, separate	

Dictation Exercises – Fifth Class

WEEK 1		WEEK 2	
1.	Can you explain how you got the stain on your trainer ?	1.	' Please ask the maid to serve the cheese,' she said.
2.	She sprained her ankle when running while it was raining .	2.	It has been a long time since a sneeze made his eyes water.
3.	You must remain here until they raise the railway barrier .	3.	She decided to surprise him with a delicious pear tart.
4.	The sailor had to battle the wind as he sailed to Spain .	4.	I don't need to see the doctor because my heel will heal itself.

WEEK 3		WEEK 4	
1.	Tom will follow his dad into a job with his courier company .	1.	'You must increase the temperature of the cooker ,' the chef repeated .
2.	Sam hurt her arm below the elbow when moving a cupboard .	2.	' Please give my poodle a gentle shampoo ,' she asked the groomer.
3.	Niamh threw a cushion in the air when her team scored a goal .	3.	I will have to reboot my computer and create a new password.
4.	You might find a stone if you follow a rainbow to its end.	4.	The cuckoo swoops in and steals the nests of other birds.

WEEK 5		WEEK 6	
1.	You can always display your writing talent in an essay .	1.	The amount of a thousand euro was paid into the account .
2.	We paid money to take a donkey ride in the valley .	2.	The alarm bell managed to disturb the burglary .
3.	The artist bought carpet at the store.	3.	The boss decided to sell some stuff at a loss .
4.	Everyone in the audience got the star's autograph .	4.	The man wrote a nice poem for his wife .

WEEK 7		WEEK 8	
1.	The fire filled the whole attic with smoke.	1.	That fellow won't join the army as he's afraid of his shadow .
2.	The surgeon chose the doctors for his team.	2.	'Please do not feed bamboo to the monkey ,' he said.
3.	The further it bent, the more likely it was that the hurley would break.	3.	Aunt Jane will visit us in August .
4.	A stream of homeless people came to the dinner .	4.	I would like that company to deliver the wood today.
		5.	He filled his phone memory with photos, games and other stuff .
		6.	The artist and the author had a long chat about the book.

WEEK 9		WEEK 10	
1.	We heard him groan as he ran into the stake .	1.	Wrapping the joint of beef in foil will keep all the moisture in.
2.	It was a great sight as the boys rowed to victory.	2.	The children will spoil the party if they are too noisy .
3.	The knight knew that he would win the battle.	3.	The little girl ran joyfully into the toyshop .
4.	Perhaps bad weather was the reason for the crash.	4.	The reporter did a regular check of his spelling and grammar .

WEEK 11		WEEK 12	
1.	Jordan was taken to the circus on his birthday .	1.	Your health is the real measure of your wealth .
2.	There was an awful lot of straw lying on the lawn .	2.	A bad headache made him unsteady on his feet.
3.	Tom put too much sauce on the sausage .	3.	We could hear the echo from the orchestra in the next room.
4.	The students earned extra marks towards their history project.	4.	The remote island was an isolated and a lonely place.

WEEK 13		WEEK 14	
1.	Some people choose to buy charity scratch cards.	1.	She argued that the carton had already been opened.
2.	There was a shortage of shipping fuel in the depot	2.	We studied the checklist for the backup rocket .
3.	They took shelter from the storm in a shaky hut.	3.	She had the jackpot ticket in her tracksuit pocket .
4.	The capital was located inland and had developed over years.	4.	Japanese people are keen on daily exercise .

WEEK 15		WEEK 16	
1.	Leo had to return the turtle to the pet shop.	1.	The Chinese long distance runner won the gold medal.
2.	The prisoner was allowed to shower every day.	2.	The chemist treated the people for a tickle in the throat.
3.	Our research on the earthquake helped us to learn a lot.	3.	The poor dog probably swallowed some poison .
4.	Details were given on the radio of the dangerous substances .	4.	The reason the radiator didn't work was the faulty valve.
		5.	The doctor said that a virus had probably caused her lack of energy .
		6.	An orchestra performed at the charity concert.

WEEK 17		WEEK 18	
1.	We blamed the repair man for his failure to maintain the boiler.	1.	The test discovered that her hearing was nearly perfect.
2.	I suppose there could be gold at the end of the rainbow .	2.	The staff are clearing all knitwear from the presses.
3.	Sam didn't notice that Jess had cut her fringe .	3.	The diver earned a tidy sum for the pearl he found.
4.	New materials have made it difficult for the cotton trade .	4.	A similar wreck had been raised from a nearby bay.

WEEK 19		WEEK 20	
1.	The horse ran for miles with no nails in his shoe.	1.	The company charged ninety cent extra for postage .
2.	They were happy to announce a new rail service for the town.	2.	The manager sent his staff on a safety training course
3.	Rest can be very helpful for some painful conditions.	3.	It would be a tragedy if wolves got to the calves .
4.	It was essential that the urgent plan was kept hidden from the enemy.	4.	The thieves took over a million dollars from the bank.

WEEK 21		WEEK 22	
1.	The material needed for the annual festival arrived.	1.	A vital organ was damaged by his sword during the battle .
2.	He promised to give an honest answer to the question.	2.	It was possible that the middle skittle was still standing.
3.	Before you visit the building you must report to security .	3.	The nurses hurried to get the babies fed before morning.
4.	It was a familiar subject for the writer to discuss.	4.	The government had to bring in a new law immediately .

WEEK 23		WEEK 24	
1.	The children were told not to touch the cacti .	1.	The people were delighted to see dolphins in the bay.
2.	My nephew saw a sign for a job in a pharmacy .	2.	My nephew got a discount on his festival ticket.
3.	The elephant finally became calm in his new zoo environment .	3.	Actually , there are four syllables in the word invisible .
4.	It was a familiar subject for the writer to discuss.	4.	'I suppose it is cold enough to put the electric heater on,' said Dad.
		5.	The lady discovered a wasp hidden in the flowers.
		6.	The police asked the people to leave the building immediately .

WEEK 25		WEEK 26	
1.	A technical problem with the anchor caused chaos on the ship.	1.	She took many photos of kangaroos in the zoo.
2.	Some domestic rubbish companies will not accept plastic bags.	2.	The production was helped by the addition of some action scenes.
3.	It was polite of the soldier to salute his colleague .	3.	It was a great struggle to open the bottle .
4.	The committee faced a dilemma making their decision.	4.	The weather remained settled until the twelfth of the month.

WEEK 27		WEEK 28	
1.	The restaurant had a lively, pleasant atmosphere .	1.	Her heart raced as her name was called out.
2.	The palm of my hand is often numb in cold weather.	2.	We got an information leaflet in relation to the election .
3.	Mam bought some new jewellery with her lottery winnings.	3.	She searched the library for a good dictionary .
4.	There is an important reference number written in the second paragraph of the schedule .	4.	We complimented the chauffeur on his smart appearance .

WEEK 29		WEEK 30	
1.	The automatic gates closed too quickly, making the driver panic .	1.	An operation was thought to be the best solution .
2.	No vehicle was available to carry the priceless article .	2.	Although the toughest challenge lay ahead, he ploughed on.
3.	Many famous people made generous donations to the clinic.	3.	Deciding who got the main part in the play was very exciting .
4.	On one occasion it was necessary to close the shop early.	4.	Make sure you receive a receipt for the collection money.

WEEK 31		WEEK 32	
1.	The plumber explained that erosion had damaged the pipes.	1.	Isn't it weird that ships sometimes disappear in the Pacific Ocean?
2.	The general made the decision to prepare for an invasion .	2.	In the beginning , the rhythm of the music was too slow.
3.	The solicitor used a calculator to work out how much the governor owed him.	3.	It wasn't necessary to publicly criticise the manager.
4.	The principal occasionally invites a visitor to our school.	4.	The instructor will be furious if you interrupt again.
		5.	It was a struggle to steer the boat in the right direction during stormy weather .
		6.	It was a bad situation that needed the immediate attention of the police.

WEEK 33		WEEK 34	
1.	Would you buy the flowers for their scent or their colour?	1.	I heard that he was seen at the scene of the crime.
2.	Peter asked the teacher for a loan of a spoon .	2.	The doctor told her to rest her voice and save her energy .
3.	The best view in the county was from the cliff in the south .	3.	There was a shortage of violin players for the orchestra .
4.	Our local authority called an urgent meeting.	4.	The pupils argued over where to place the decimal point.
5.	They could joyfully listen to the girl's beautiful voice all night .	5.	The waiter was both helpful and cheerful as he served us.
6.	Everyone knew that he would become the king's champion knight .	6.	The sailors were asked to provide urgent help to the stranded ship.

WEEK 35	
1.	'I suppose electric cars will be more popular going forward ,' she said.
2.	I actually find counting syllables easy now!
3.	'I completely disagree with your opinion', she said.
4.	Finally , we would like to report that your knowledge of spelling has greatly improved.
5.	The pathway around the river estuary was often slippery
6.	'To the best of my knowledge , the clinic closes at six,' she said.

Dictation Exercises – Sixth Class

WEEK 1		WEEK 2	
1.	The youth walked towards the orchard .	1.	The bungalow had a narrow window near the door.
2.	Treating a wound is a routine process for a doctor.	2.	It isn't possible to tiptoe while wearing a horseshoe !
3.	The dancers went through all elements of the routine .	3.	We will advertise a car as first prize in the raffle.
4.	The president made a statement on the movement of troops .	4.	Northern France is opposite the south of England .

WEEK 3		WEEK 4	
1.	The poor horse had a bloody hoof after the accident.	1.	Somehow , the soap made very little foam .
2.	A platoon of soldiers camped near the lagoon .	2.	Practically all of the hollow trees were blown down in the storm.
3.	It will be interesting to see who chooses to study cooking .	3.	A long shadow was thrown by the setting sun.
4.	They had no previous experience of making igloos.	4.	The manager was known for being easy to approach .

WEEK 5		WEEK 6	
1.	It was obvious by Wednesday that his tooth was rotten.	1.	It was difficult to take a survey in that suburb .
2.	On Saturday the jockey made his journey home.	2.	The Gardaí went to a disturbance at that address .
3.	They opened two new factories on Tuesday .	3.	The runner dipped at the line to ensure success .
4.	It was foolish to shop using the broken trolley .	4.	'Please indicate which instruments you play,' she said.

WEEK 7		WEEK 8	
1.	Mum was annoyed that we missed the rubbish collection .	1.	The cartoon was about a youth who sailed a canoe .
2.	'Can you recommend a garage to have new tyres fitted ?' I asked.	2.	His previous experiment had not been a success.
3.	The shop was closed when I went to buy potatoes .	3.	Wouldn't it be marvellous to design a new jet engine ?
4.	The entire evening was a marvellous success.	4.	The gun was hidden in a secret compartment in the car.
		5.	There will be a coupon in the newspaper tomorrow for that new seafood restaurant.
		6.	It is difficult to keep calm when there is a bear in pursuit !

WEEK 9		WEEK 10	
1.	The oyster restaurant was my choice but it was a disappointment .	1.	They had to disqualify the horse for knocking thirteen of the thirty fences.
2.	The Vikings went on a voyage to destroy the town.	2.	The runner had a very awkward circuit to run.
3.	The employee had an annoying habit of snoozing at his desk.	3.	We will dispose of the torn sheets and send the others to the laundry .
4.	An adjective is a single word used to describe a noun.	4.	There was great applause for the author at his book launch .

WEEK 11		WEEK 12	
1.	We worked up a healthy sweat while cutting the wheat .	1.	The Chinese eat with chopsticks from childhood .
2.	The fearless character stood down to no threat .	2.	The letter 'o' is used in science as the symbol for oxygen .
3.	He was knocked unconscious when he was hit by the anchor .	3.	The carpenter left his chisel on one of the shelves .
4.	There were chaotic scenes in the capital after the crash.	4.	'You must attach a separate list with each order,' she said.

WEEK 13		WEEK 14	
1.	Our regular marmalade has no artificial colours.	1.	The burglary occurred nearly a week ago.
2.	There was a backlog of requests for the concert ticket package .	2.	A dishonest answer nearly always ends in tears !
3.	A checkpoint was used to control the flow of cars.	3.	The weary guards cleared the rowdy mob.
4.	The column of ants formed a continuous line.	4.	The police were able to identify the prowler even though he was in disguise .

WEEK 15		WEEK 16	
1.	The trainee learned a lot from his fellow workers.	1.	The employer bought his loyal workers some gifts.
2.	The learners had faith that they would pass the test they had prepared for.	2.	There was a distinct smell from the chemical bottle.
3.	She clearly saw a teardrop fall from his eye.	3.	She had to quickly consider the weather conditions before setting sail.
4.	We overheard the anonymous caller through the earpiece .	4.	It was no surprise that the discussion ended in a row.
		5.	There was loud applause for his courageous attempt to defeat the champion .
		6.	Nobody could dislike the lovely aroma coming from the bakery .

WEEK 17		WEEK 18	
1.	A gigantic spider crawled across the marble floor.	1.	She supplies flowers for the balconies at major ceremonies .
2.	A loud siren disturbed the peace of the forest .	2.	The apostrophe was removed from several words in the pamphlet .
3.	Is it thoughtful or wasteful to scatter petals at a wedding?	3.	The physician chose not to work on Wednesday .
4.	The second paragraph is an example of wonderful writing.	4.	The workers turned the house into a modern property .

WEEK 19		WEEK 20	
1.	They're forbidden to eat too many calories on that diet.	1.	The words ' trousers ' and ' spectacles ' have an identical number of vowels.
2.	The visitor was a nice distraction for his sick uncle .	2.	There is beautiful natural scenery in our locality .
3.	The anchored ship was in distress in the bay.	3.	It was unlawful to erect a tent in that location .
4.	'My firm can handle distribution for your district ,' he said.	4.	She used a pliers for the removal of the nail.

WEEK 21		WEEK 22	
1.	It was a historic triumph when we won the trophy .	1.	I will invite the orchestra to perform at the function .
2.	It was a catostrophe when the typhoon ripped up the power lines.	2.	The decorator put gorgeous flowers on top of each pillar .
3.	It wasn't realistic to restore power quickly.	3.	The councillor spoke to the lady in the corridor .
4.	The emphasis in her recipes is on organic foods.	4.	They sent a letter of gratitude to the sponsoring organisation .

WEEK 23		WEEK 24	
1.	The farmer produced a valuable supply of garlic .	1.	Of course it is not sensible to leave a candle unattended.
2.	The architect was enthusiastic about his office design.	2.	His phobia of small spaces stopped him from entering the tomb .
3.	The team agreed to the new training schedule .	3.	Wear special clothing when you cycle or you may be invisible to drivers.
4.	The mechanic had his own technique for repairing engines.	4.	You may use a scissors or clippers to trim your nails.
		5.	She wasn't sure whether the supplies could be delivered by Wednesday .
		6.	We could see the bride tremble as she walked down the aisle .

WEEK 25		WEEK 26	
1.	I have no doubt that science points us in the right direction .	1.	'I can't remember our original discussion ,' I said.
2.	We are ambitious to reach top position in the league .	2.	They needed permission to use the symbol on their product.
3.	She was conscious that she had to deliver the important information .	3.	The exhibition on the siege got a good reaction .
4.	Dad changed the position of the gnome in our garden.	4.	She preferred to keep admission prices to the theatre low.

WEEK 27		WEEK 28	
1.	There was a tremendous drought throughout the country.	1.	The editor read the previous report on his monitor .
2.	A temporary dam diverted the water from the tributary .	2.	The curator displayed the pictures in the studio .
3.	I will throw a surprise party tomorrow for the anniversary .	3.	The exhibition on the siege got a good reaction .
4.	Is it necessary to spend so much money on the military ?	4.	Unfortunately , a serious injury forced the champion to withdraw.

WEEK 29		WEEK 30	
1.	Miami is a popular place for a foreign holiday.	1.	The manuscript was filed under the category of History .
2.	The driver wasn't familiar with that particular route.	2.	The microscope showed a piece of hair from the ancient pharaoh .
3.	She suggested that visiting the library is a good pastime .	3.	The politician had no memory of the meeting.
4.	They needed the full length of the room to accommodate the crowd.	4.	He was grateful to have his keys back in his possession .

WEEK 31		WEEK 32	
1.	Her diary noted that it was two days until the anniversary .	1.	The final whistle brought a tremendous league game to an end.
2.	Can you find a word that will rhyme with broccoli ?	2.	She preferred the original version of the tune.
3.	The chauffeur worked for the firm on a temporary basis.	3.	I believe that the food in that restaurant is delicious .
4.	The spectacular medieval festival was held across the river.	4.	She did not receive a salary for her voluntary work at the centre.
		5.	The president's reaction to the discussion was a great surprise .
		6.	Unfortunately , many African countries are affected by drought .

WEEK 33		WEEK 34	
1.	It was an interesting experience to meet the soldiers .	1.	He had to consider treatment for his chronic stomach pain.
2.	Can you recommend someone else to design the house?	2.	It was no surprise that their discussion turned to the game.
3.	A passenger spotted that the engine was on fire.	3.	The agent showed them a wonderful, modern property .
4.	My first choice was the strawberry jam.	4.	His long trousers were frayed at the bottom.
5.	The chauffeur had to drive across town to reach the exhibition .	5.	She was in no doubt that the gnome was a nice addition to her garden.
6.	The detective was anxious to get the correct information from the witness.	6.	The architect met the client in her office .

WEEK 35	
1.	Many thought that admission prices to the concert were ridiculous .
2.	The majority of this generation is skilful with technology.
3.	They must complete the housing scheme for the rising population .
4.	It was obvious that the police had all the information .
5.	The editor added a hyphen to the title on the pamphlet .
6.	The witness had to consider making an anonymous call to the police.

- (f) My laptop crashed, so I had to reboot it.
 (g) The poodle had its hair trimmed at the dog salon.
 (h) After the shave, his face was soft and smooth.

- C** (a) choose
 (b) proof
 (c) cocoon
 (d) scoop
 (e) snooze
 (f) swoops
 (g) stools

- D** (a) teacher
 (b) seat
 (c) repeated
 (d) fear
 (e) increase
 (f) stream
 (g) cream

- E** (a) saloon
 (b) scoop
 (c) seat
 (d) shampoo
 (e) smooth
 (f) snooze
 (g) spoon
 (h) stools
 (i) stream
 (j) swoops

- F** (a) tattoo
 (b) seat/repeated
 (c) seat
 (d) repeated
 (e) proof
 (f) shampoo
 (g) snooze
 (h) shampoo

WEEK 5

- A** (a) delay
 (b) decay
 (c) relay
 (d) display
 (e) essay
 (f) spray
 (g) always
B (a) monkey
 (b) hockey

- (c) kidney
 (d) alley
 (e) money
 (f) valley

- C** (a) target
 (b) alley/valley
 (c) monkey
 (d) depart
 (e) delay/relay
 (f) audience
 (g) carpet
 (h) kidney
 (i) spray
 (j) harmless
 (k) August
 (l) market

Stretch: kidney

- D** (a) autumn
 (b) artist
 (c) depart
 (d) monkey
 (e) always
 (f) carpet
 (g) money
 (h) aunt
 (i) hockey
 (j) author

- E** (a) hockey
 (b) market
 (c) August
 (d) donkey
 (e) cardigan
 (f) delay
 (g) target
 (h) artist
 (i) audience
 (j) autograph
 (k) spray
 (l) harmless

Stretch: holiday

WEEK 6

- A** (a) Tom Crean survived exploring the South Pole.
 (b) K2 is the second highest mountain in the world.

- (c) He knew he was in trouble from the sound of the collision
 (d) Death by a thousand cuts was an ancient form of torture.
 (e) I didn't have enough funds in my bank account.
 (f) He was upset by the amount of criticism he received.
 (g) Louth is the smallest county in Ireland.

B Many possible answers including:

1. fine
2. fruit
3. future
4. inert
5. rein
6. rent
7. return
8. ruin
9. runt
10. ten
11. tier
12. true
13. turf
14. turn
15. unfit
16. unite
17. untie
18. urn

- C** (a) burglar
 (b) turban
 (c) urgent
 (d) account
 (e) curtain
 (f) thousand
 (g) county
 (h) disturb

- D** (a) Never walk near a cliff on a windy day.
 (b) Dad will use a drill to finish the job.
 (c) Rachel helped Mum stuff the turkey for dinner.
 (d) She was at a loss to explain how the horse fell.

- (e) We finished our picnic early as the day was dull.
 (f) The new employee was keen to impress his boss.
 (g) When out for a walk, my dog likes to have a sniff at every tree.

- E** (a) sound
 (b) burglar
 (c) urgent
 (d) drill
 (e) park
 (f) disturb
 (g) south
 (h) curtain
 (i) account
 (j) loss
 (k) turban
 (l) amount

- F** (a) curtain
 (b) thousand
 (c) cliff
 (d) turban
 (e) tube
 (f) burglar
 (g) swim
 (h) army

WEEK 7

- A** (a) The builder provided a quote for the attic conversion.
 (b) Sam filled the tank with fuel before setting off to Mayo.
 (c) A beautiful butterfly emerged from the cocoon.
 (d) Brutus used a dagger to assassinate Julius Caesar.
 (e) Mam always has a tasty dinner ready in the evening.
 (f) The airport was closed due to foggy conditions.

- B** (a) hurdle
 (b) purpose
 (c) hurley
 (d) surgeon

- (e) survive
- (f) turnstile
- (g) further
- (h) winning

- C**
- (a) whole
 - (b) slope
 - (c) chose
 - (d) break
 - (e) smoke
 - (f) clean
 - (g) stream
 - (h) phone

- D**
- (a) lonely
 - (b) smoke
 - (c) break
 - (d) least
 - (e) slope
 - (f) spread
 - (g) homeless

- E**
- (a) break
 - (b) survive
 - (c) hurdle
 - (d) spread
 - (e) phone
 - (f) smoke
 - (g) clean
 - (h) slope
 - (i) stream
 - (j) fill

- F**
1. attic
 2. filled
 3. foggy
 4. hurley
 5. least
 6. lonely
 7. slope
 8. smoke
 9. spread
 10. surgeon
 11. survive
 12. team

WEEK 8

- A**
- (a) complain, paint
 - (b) pail, raise
 - (c) wait, drained
 - (d) stain, remain
 - (e) tailor, plain
 - (f) trainer, raining

- B**
- (a) correct
 - (b) heel
 - (c) pair
 - (d) stare
 - (e) correct
 - (f) sent
 - (g) buy

- C**
- (a) sent
 - (b) smooth
 - (c) winning
 - (d) loose
 - (e) filled
 - (f) depart
 - (g) team
 - (h) against
 - (i) borrow
 - (j) buy

- D**
- (a) 13
 - Across:**
tattoo
 - Down:**
bamboo
too
 - (b) 14
 - Across:**
poodle
 - Down:**
spoon
loose

- (c) 16
- Across:**
increase
repeated
- Down:**
stream
cream

- (d) 2
- Across:**
railway
- Down:**
nail
snail
pail

- (e) 7
- Across:**
scent
would

- Down:**
heal
wood

- (f) 3
- Across:**
against
- Down:**
paint
again
stain

- E**
- (a) clean
 - (b) please
 - (c) break
 - (d) slope
 - (e) artist
 - (f) stare
 - (g) stream
 - (h) least
 - (i) spoon
 - (j) thousand
 - (k) hurdle
 - (l) trainer
 - (m) raining
 - (n) depart
 - (o) stream
 - (p) spread

Stretch: carrier

WEEK 9

- A**
- (a) steak
 - (b) grown
 - (c) heard
 - (d) stake
 - (e) seen
 - (f) herd
 - (g) groan

- B**
- (a) Tim booked a sight test at the optician's.
 - (b) Teacher told us to pause at each comma when reading.
 - (c) The road near the school is very busy in the morning.
 - (d) 'Have you seen the latest Batman movie?' she asked.
 - (e) Cats seem to land on their paws when they fall.

- (f) There was a crane on the building site.
- (g) Gráinne rode her new bike into town.
- (h) A knight had to wear very heavy armour.

- C**
- (a) The road was dotted with potholes.
 - (b) Simona rode on the beautiful white horse.
 - (c) Michael rowed his boat ashore.
 - (d) Sam's uncle rode in the Tour de France.
 - (e) The children rowed out to Coral Island.
 - (f) The road narrowed near the junction.

- D**
- (a) paws
 - (b) herd
 - (c) knight
 - (d) waist
 - (e) rowed
 - (f) steak
 - (g) night
 - (h) waste
 - (i) road

- E**
- (a) death
 - (b) weather
 - (c) underline
 - (d) reason
 - (e) rather
 - (f) serve
 - (g) perhaps
 - (h) season
 - (i) person

- F**
- (a) She rode her horse on the main road although she was advised not to.
 - (b) The champion knight spent the night celebrating his tournament victory.
 - (c) I have just seen the final scene of the school play.
 - (d) Have you heard about the farmer who bought a herd of buffalo?

- (e) He knew by the smell of leather that John had bought a new pair of boots.
- (f) It was a great sight to see work commence on the derelict site.
- (g) Some people eat too much rather than waste food and it really does show on their waist.

WEEK 10

- A** (a) moist
(b) joint
(c) point
(d) voice
(e) join
(f) foil
(g) moisture
(h) join

- B** (a) coin
(b) noise
(c) avoid
(d) coil
(e) spoil
(f) poison
(g) noisy

- C** (a) joyful
(b) convoy
(c) soya
(d) joyfully
(e) boyfriend
(f) toyshop
(g) joystick

- D** (a) burglar
(b) radiator
(c) register
(d) grammar
(e) doctor
(f) regular
(g) reporter

- E** (a) avoid
(b) joint
(c) moist
(d) noise
(e) noisy
(f) point
(g) spoil
(h) voice

- F** (a) To avoid becoming unfit, you should take regular exercise.
- (b) It's easy to spoil a child by visiting the toyshop too often.
- (c) Dad called a plumber when he noticed moisture under the radiator.
- (d) The doctor advised her patient to return for regular check-ups
- (e) Orla had a beautiful voice and was encouraged to join a choir.
- (f) It got very noisy in the town as a convoy of trucks passed by.
- (g) I managed to foil the burglar's plans by calling the police.
- (h) The woman cried joyfully when her boyfriend proposed.

WEEK 11

- A** (a) circus
(b) circle
(c) shirt
(d) firmly
(e) birthday
(f) confirm

- B** (a) dawn
(b) crawl
(c) lawn
(d) straw
(e) claw
(f) yawn
(g) awful
(h) straw

- C** (a) The police thought that the accident was caused by the faulty brakes on the car.
- (b) The terms of his employment stated that the stable boy had to place fresh straw in each stable before the break of dawn each day.

- (c) I remain firm in my belief that students should never get homework on the occasion of their birthdays.
- (d) The sumo wrestler used lots of energy to haul his opponent outside of the competition circle.

- D** (a) confirm
(b) probably
(c) towards
(d) students
(e) sausage
(f) claw
(g) history
(h) crawl
(i) products

- E** (a) saucer
(b) dawn
(c) faulty
(d) crawl
(e) sausage
(f) awful
(g) sauce
(h) claw

- F** (a) students
(b) saucer
(c) straw
(d) caused
(e) fault
(f) birthday
(g) energy
(h) products
(i) haul
(j) history
(k) sauce
(l) yawn
(m) circles
(n) sausage
(o) shirt
(p) towards
(q) faulty
(r) probably
(s) firmly
(t) crawl

Stretch: lawful

WEEK 12

- A** (a) measure
(b) ready
(c) treasure
(d) health
(e) steady
(f) wealth
(g) pleasure

- B** (a) Tom didn't climb the ladder as it was very unsteady.
- (b) At Hallowe'en we knock on doors and say 'trick or treat'.
- (c) I'm a bad traveller and get a headache on long journeys.
- (d) He got such a fright that he could hardly speak.
- (e) She checks what she eats because of her peanut allergy.
- (f) The best place to be ahead in the race is at the finish.
- (g) Gran says it is important to heat the teapot before making tea.

- C** (a) chaos
(b) chorus
(c) ache
(d) chemist
(e) orchestra
(f) echo
(g) school

- D** (a) remote
(b) lonely
(c) doze
(d) neglected
(e) drowsy
(f) isolated
(g) snooze
(h) doze

- E one syllable:**
ache
school
doze
snooze

two syllables:

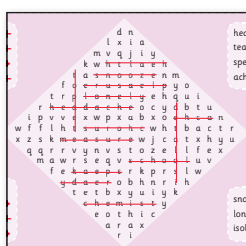
echo
chaos
chorus
chemist
drowsy
lonely
remote

three syllables:

orchestra
neglected

four syllables:

isolated

F**WEEK 13**

- A** (a) scratch
(b) hunch
(c) charity
(d) chicken
(e) catch
(f) French
(g) choose
(h) hunch
(i) chicken
- B** (a) sheepdogs
(b) chickens
(c) shivers
(d) shades
(e) shadows
(f) hunches
(g) shortages
(h) shamrocks
- C** (a) shovel
(b) shaky
(c) shelter
(d) shawl
(e) shimmer
(f) shipping
(g) sheaf
(h) sharpen
(i) shadow

- (j) shamrock
(k) shade
(l) shiver

- D** (a) capital
(b) developed
(c) plural
(d) sharpen
(e) located
(f) decimal
(g) arrived
(h) general
(i) shelter

- E** (a) The train from Drogheda arrived ten minutes late at Platform 4.
(b) A skilled sheepdog is a great asset to a shepherd.
(c) A percentage or a decimal is another form of a fraction.
(d) Lisbon is the capital city of Portugal.
(e) Watching that scary movie sent a shiver down my spine.
(f) Private, sergeant and general are ranks in the army.
(g) 'Sheep' is the plural of 'sheep' and 'deer' is the plural of 'deer'.
(h) Rachel had to choose whether to study French or German.
(i) The waste ground behind the school has been developed into a fine playground.

- F** (a) shamrock
(b) sharpen
(c) shimmer
(d) capital
(e) shipping
(f) sharpen
(g) charity
(h) scratch
(i) shortage
(j) catch/located
(k) shade/shadow
(l) sheepdog/shelter/sheaf

WEEK 14

- A** (a) Mike likes to eat carrots and parsnips together.
(b) The player argued at length with the referee.
(c) 'Please give my regards to your mother,' said Jane.
(d) Scarlet is a vivid shade of red.
- B** (a) sticker
(b) attacker
(c) tickle
(d) checklist
(e) rocket
(f) backup
(g) jacket

- C** (a) Rory faced a tricky putt to win the Masters.
(b) Our club lottery jackpot reached a record amount.
(c) Mam likes the chicken breast but I prefer the drumstick.
(d) Some new phones fall into the highest price bracket.
(e) James loves to get out of his uniform and into his tracksuit.
(f) Gráinne lost her keys as she had a hole in her pocket.
(g) The hacker was able to breach security and caused the computer system to crash.
(h) Teacher wants us to put brackets around misspelt words.

- D** (a) Japanese
(b) sense
(c) human
(d) Chinese
(e) exercise
(f) people
(g) British

- E** (a) bracket
(b) sense
(c) pocket

- (d) Japanese
(e) jackpot
(f) bracket
(g) exercise
(h) people
(i) tricky
(j) drumstick
(k) British
(l) tracksuit

- F** (a) argued
(b) backup
(c) tricky
(d) compartment
(e) bracket
(f) people
(g) jacket

WEEK 15

- A** (a) curve
(b) murder
(c) shower
(d) return
(e) furnish
(f) burden
(g) allowed
(h) turtle
(i) vowel
(j) tower
- B** (a) Reginald's Tower in Waterford City was the venue for the marriage of the powerful Strongbow to Aoife, daughter of the King of Leinster.
(b) Once you have served your term of suspension you are then allowed to return to the team.
(c) 'You have committed a dreadful murder,' said the judge. 'There is no way I can allow you to go free.'
(d) An electric shower can deliver a powerful burst of water when it is turned on fully.
(e) There isn't a single vowel in the word rhythm.

- C** (a) return
(b) turtle
(c) curve
(d) furnish
(e) power
(f) burden

- D** (a) learn
(b) earth
(c) object
(d) track
(e) details
(f) research
(g) track
(h) object

- E** (a) vowel
(b) earthquake
(c) object
(d) furnish
(e) details
(f) shower
(g) substances
(h) track
(i) research
(j) murder
(k) direct
(l) distance
(m) heard
(n) radio
(o) learn
(p) earth
(q) allowed
(r) tower
(s) curve

- F** (a) heard
(b) earth
(c) distance
(d) research
(e) learn
(f) details
(g) earthquake
(h) hearse
(i) substances
(j) pearl

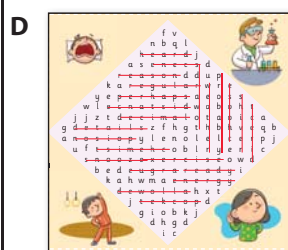
WEEK 16

- A** (a) dawn
(b) attacker
(c) arrived
(d) joyful
(e) shortage

- (f) plural
(g) new
(h) ahead
(i) steady
(j) direct
(k) sense
(l) poison
(m) death
(n) regular

- B** (a) night
(b) caused
(c) sight
(d) shortage
(e) chorus
(f) isolated
(g) reason
(h) details
(i) hearse
(j) argued
(k) located
(l) exercise
(m) developed
(n) saucer

- C** (a) plural
(b) doctor
(c) paws
(d) radio
(e) waist
(f) French
(g) dawn
(h) history



- E** (a) reporter
(b) general
(c) knight
(d) Chinese
(e) doctor
(f) students
(g) burglar
(h) chemist

- F** 1. rather
2. regular

3. reporter
4. register
5. radiator
6. students
7. teapot
8. treat
9. developed
10. tracksuit
11. exercise
12. substances
13. health
14. hunch
15. parsnip

WEEK 17

- A** (a) affair
(b) repair
(c) stairway
(d) unfair
(e) curtail
(f) despair
(g) failure

- B** (a) painful
(b) maintain
(c) strained
(d) maiden
(e) waiter
(f) rainbow
(g) brainwave
(h) failure

- C** (a) courage
(b) change
(c) replace
(d) fringe
(e) manage
(f) orange

- D** (a) cotton
(b) express
(c) trade
(d) provide
(e) forward
(f) difficult

- E** (a) fringe
(b) curtail
(c) cotton
(d) notice
(e) difficult
(f) rainbow
(g) notice
(h) repair

- (i) trade
(j) suppose
(k) stairway

- F** (a) maintain
(b) provide
(c) notice
(d) repair
(e) manage
(f) trade
(g) suppose
(h) despair
(i) replace
(j) change
(k) express
(l) curtail

WEEK 18

- A** (a) beard
(b) spear
(c) nearby
(d) dearest
(e) nearly
(f) tears
(g) hearing

- B** (a) earned
(b) unbearable
(c) shears
(d) rainwear
(e) fearless
(f) yearned
(g) clearing

- C** Many possible answers including:
1. adopt
2. adore
3. depart
4. drape
5. opera
6. order
7. parrot
8. raptor
9. report
10. roared
11. taped
12. tread

- D** (a) earned
(b) yearned
(c) swearing
(d) unbearable

- (e) similar
- (f) particular
- (g) stretched
- (h) dearest
- (i) nearby
- (j) nearly
- (k) spear
- (l) tears

- E** (a) Eamon enjoyed the view from the mountain as the countryside stretched out before him.
- (b) Fiona was sad to see the lamb go to the market as she had raised her from birth.
- (c) We can expect to see more electric cars on the roads in the future.
- (d) Ciara liked Kate's trainers and decided to get a similar pair.
- (e) The Tara Brooch was discovered on a beach in Bettystown.
- (f) The repair job was delayed as the technician waited on a particular part.
- (g) The townspeople prepared for a lengthy siege as their opponents set up camp outside the city walls.

- F** (a) miss
- (b) rice
- (c) beer
- (d) share
- (e) lose
- (f) chair

WEEK 19

- A** (a) miles
- (b) horse
- (c) nerve
- (d) wasp
- (e) serve
- (f) nails
- (g) taste

- B** (a) service
- (b) advantage
- (c) peaceful

- (d) singe
- (e) pronounce
- (f) outrage

- C** (a) cheerful
- (b) helpful
- (c) painful
- (d) successful
- (e) careful
- (f) useful
- (g) powerful

- D** An urgent message had to get through to headquarters. It was vital that this top secret document remained hidden from public view. Kinski covered the document with his briefcase so that it was invisible to enemy agents. The situation had become extremely serious and it was now essential that he successfully complete his mission.

E (crossword)

Across:

- 3. serious
- 6. invisible
- 9. painful
- 10. urgent
- 11. secret

Down:

- 1. singe
- 2. nails
- 3. service
- 4. announce
- 5. helpful
- 7. taste
- 8. hidden

- F** (a) urgent
- (b) careful
- (c) service
- (d) useful
- (e) covered
- (f) outrage
- (g) nails
- (h) peaceful
- (i) essential
- (j) powerful

- (k) serious
- (l) advantage
- (m) pronounce
- (n) hidden

WEEK 20

- A** (a) postage
- (b) religion
- (c) image
- (d) salvage
- (e) tragedy
- (f) manager
- (g) message

- B** (a) The firefighter bravely entered the blazing building.
- (b) The old couple felt very lonely in their isolated cottage as they had few visitors.
- (c) A right angle is equal to ninety degrees.
- (d) Surely you know what a right angle is!
- (e) At all major events safety has to be the highest priority.
- (f) 'They will do nicely,' said Niamh, as she found a pair of shoes to match her new outfit.
- (g) It was a lovely day so the family had a picnic.

- C** (a) elves
- (b) calves
- (c) shelves
- (d) loaves
- (e) wolves
- (f) knives
- (g) thieves

- D** (a) mall
- (b) shelves
- (c) allow
- (d) dollars
- (e) thieves
- (f) actually
- (g) wolves
- (h) manager

- E** (a) syllables
- (b) million

- (c) actually
- (d) cells
- (e) allow
- (f) dollars
- (g) mall

- F** (a) million
- (b) nicely
- (c) postage
- (d) calves
- (e) dollars
- (f) lovely
- (g) cells
- (h) elves
- (i) mall
- (j) tragedy
- (k) allow
- (l) religion
- (m) ninety
- (n) safety
- (o) loaves
- (p) image
- (q) manager
- (r) message

WEEK 21

- A** (a) annual
- (b) festival
- (c) arrived
- (d) material
- (e) natural
- (f) usual
- (g) central

- B** (a) wrong
- (b) guilty
- (c) listen
- (d) building
- (e) guard
- (f) honest
- (g) answer

- C** (a) explore
- (b) report
- (c) before
- (d) record
- (e) inform
- (f) platform

- D** (a) disgust
- (b) discount
- (c) disagree
- (d) disgrace

- (e) disapprove
- (f) discipline
- (g) disaster
- (h) platform

E one syllable:

guard
wrong

two syllables:

central
listen
honest
building
answer
guilty
discount
disgrace
disgust

three syllables:

annual
festival
arrival
usual
natural
disagree
disaster
discipline
disapprove

four syllables:

material

- F** (a) listen
(b) platform
(c) disgust
(d) material
(e) guard
(f) disagree
(g) wrong
(h) before

WEEK 22

- A** (a) slate
(b) organ
(c) wolf
(d) stale/slate
(e) sword
(f) panel
(g) north
(h) slate/stale

- B** (a) possible
(b) horrible
(c) battle
(d) middle
(e) terrible
(f) skittle

- C** (a) There is an annual competition to choose the tidiest town in Ireland.
(b) The museum took on more staff as it was busier than ever this year.
(c) The concert goes hurried to the front of the stage in order to get the best view.
(d) The polar explorer was astonished by the vast emptiness that stretched before him.
(e) The armies gathered on either side of the river days before the Battle of the Boyne.
(f) Ann won the 'best dressed' prize as it was decided that she had the prettiest dress.

- D** (a) happened
(b) battle
(c) government
(d) busier
(e) further
(f) friend
(g) glamorous
(h) guard
(i) possible
(j) immediately

- E** 1. govern
2. ton
3. men
4. gone
5. rent
6. note
7. rove
8. teen
9. vent
10. tone
11. ten
12. veer

- F** immediately
possible
stale
puzzle
friend
busier
battle
prettiest

WEEK 23

- A** (a) There was a discount offered for children under 12.
(b) My feet were sore after the mountain hike.
(c) In Irish history, the many soldiers who left Ireland to fight in other European armies became known as 'Wild Geese'.
(d) The grain store became infested with mice.
(e) Amy went to the dentist with two sore teeth.
(f) Cacti are a common sight in many deserts.
(g) Did you know that there are 12 people who have walked on the moon?

- B** (a) nephew
(b) elephant
(c) dolphin
(d) pharmacy
(e) alphabet
(f) phrase
(g) phantom

- C** (a) limb
(b) sign
(c) writer
(d) whose
(e) calm
(f) crumb
(g) half

- D** (a) forty
(b) forward
(c) finally
(d) familiar

- (e) ecstasy
(f) crumb
(g) calm
(h) half
(i) sign
(j) feet
(k) children
(l) geese

- E** (a) There are forty-eight hours in two days.

- (b) Temperature is measured in degrees Celsius or Fahrenheit.
(c) The rally drivers went for a drive the day before the event so that they would become familiar with the course.
(d) The pharmacy was closed at 7pm so the anxious father had to wait until the following day to get the medicine for his sick children.
(e) The writer finished editing his manuscript.
(f) Reducing packaging has to be good for the environment.
(g) The Phantom of the Opera is a famous musical.

- F** (a) phantom
(b) familiar
(c) crumb
(d) forward
(e) people
(f) finally
(g) environment

WEEK 24

- A** (a) discovered
(b) earache
(c) explore
(d) rainwear
(e) repair
(f) serious
(g) shears
(h) shelves
(i) syllables
(j) tidiest
(k) yearly

- B** (a) lonely
(b) million
(c) manager
(d) nicely
(e) actually
(f) message
(g) bravely
(h) postage
(i) tragedy
(j) syllables
(k) thieves
(l) tragedy

- C** (a) discount – H
(b) pharmacy – S
(c) gearbox – H
(d) change – S
(e) mice – S
(f) record – H
(g) covered – H
(h) organ – H
(i) nicely – S
(j) cells – S

- D** (a) 17
Across:
express
change
Down:
fringe

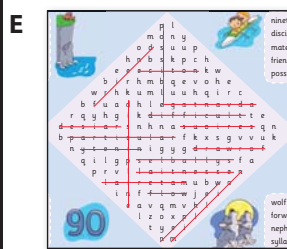
- (b) 18
Across:
nearby
electric
Down:
earned

- (c) 19
Across:
invisible
painful
Down:
serious

- (d) 20
Across:
actually
ninety
Down:
tragedy

- (e) 21
Across:
explore
guard
Down:
record

- (f) 22
Across:
further
Down:
busier
friend



WEEK 25

- A** (a) choir
(b) chaos
(c) chemical
(d) technical
(e) anchor

- B** (a) plastic
(b) domestic
(c) classic
(d) public
(e) specific
(f) republic
(g) Pacific

- C** (a) remote
(b) confuse
(c) polite
(d) extreme
(e) lemonade
(f) divide
(g) salute

- D** (a) dilemma
(b) curiosity
(c) colleague
(d) lemonade
(e) committee
(f) disappear
(g) completely
(h) disappoint

- E** **two syllables:**
public
plastic
classic
colleague

- three syllables:**
specific
republic
domestic
Pacific
committee
completely
dilemma
disappear
disappoint

- five syllables:**
curiosity

- F** (a) mechanic
(b) salute
(c) completely
(d) extreme
(e) chemical
(f) choir
(g) plastic
(h) confuse
(i) remote
(j) curiosity

WEEK 26

- A** (a) Our school photographer offers a selection of photos.
(b) Wallabies and kangaroos are classed as marsupials.
(c) Pianos have 36 black and 52 white keys.
(d) Many zoos have animals born in captivity.
(e) Some animals have multiple stomachs for holding food.
(f) The singer sang a number of solos during the concert.

- B** (a) She was given the option of an exchange or a refund.
(b) Our school play was a huge production with costumes.

- (c) My dad's generation grew up without mobile phones.
(d) There was little action in the game until the final quarter.
(e) The old car was still in good condition.
(f) I reached the crossroads but I didn't know which direction to go.
(g) Ciarán hoped that his favourite band would be a late addition to the concert line-up.

- C** (a) possible
(b) struggle
(c) bottle
(d) puzzle
(e) middle
(f) settle
(g) little

- D** (a) weather, weird
(b) sergeant, separate
(c) until, vacuum
(d) sergeant, twelfth,
(e) vacuum, separate

- E** (a) twelfth
(b) struggle
(c) production
(d) sergeant
(e) weather
(f) little
(g) direction
(h) photos
(i) separate

- F** (a) 89
Across:
photos
pianos
Down:
stomachs

- (b) 90
Across:
direction
option
Down:
action

(c) 91

Across:

middle
bottle

Down:

little

(d) 92

Across:

weird
until

Down:

twelfth

WEEK 27

- A** (a) Telephone handsets come in many sizes and designs.
(b) Teacher asked me to rewrite the final paragraph of my essay.
(c) He loved reading maps when he studied geography.
(d) I was thrilled to get the actor's autograph.
(e) My big sister is in an amateur photography club.
(f) The singer couldn't be heard as her microphone was faulty.
(g) The atmosphere was very tense just before the game began.

- B** (a) whole
(b) wrong
(c) calf
(d) scene
(e) numb
(f) palm
(g) often
(h) dumb

- C** (a) lottery
(b) battery
(c) gallery
(d) slippery
(e) jewellery
(f) artery
(g) cemetery
(h) rhyme
(i) restaurant

- D** (a) cemetery
(b) microphone
(c) calf
(d) jewellery
(e) palm
(f) restaurant
(g) battery
(h) autograph

- E** (a) cemetery
(b) geography
(c) lottery
(d) slippery
(e) photography

F (crossword)

Down:

2. often
4. autograph
6. atmosphere
8. schedule
9. relevant
10. cemetery
11. rhyme
13. wrong

Across:

1. whole
3. calf
5. restaurant
7. rhythm
12. reference
14. referred

WEEK 28

- A** (a) scalp
(b) charm
(c) liar
(d) edit
(e) heart
(f) raced

- B** (a) The injured athlete needed urgent medical attention.
(b) Paul forgot to mention that he had cinema tickets.
(c) From their elevated position on the hill the generals could survey the whole battlefield.

- (d) 'I think I know a relation of yours,' said Sofia.
(e) Our school was closed last year for voting in the election.
(f) Jet engines create powerful suction when they are running.
(g) George called to the tourist office to get some information.

- C** (a) voluntary
(b) artery
(c) library
(d) ordinary
(e) jewellery
(f) military
(g) dictionary

- D** (a) library
(b) chauffeur
(c) attention
(d) bizarre
(e) beginning
(f) achieve
(g) basically
(h) appearance
(i) across
(j) raced

- E** (a) beginning
(b) library
(c) across
(d) heart
(e) attention
(f) achieve
(g) liar
(h) positon
(i) appearance
(j) information
(k) ordinary
(l) basically

- F** achieve
information
voluntary
charm
military
bizarre

WEEK 29

- A** (a) clinic
(b) electric
(c) panic
(d) dramatic
(e) logic
(f) automatic
(g) fabric
(h) panic

- B** (a) There were still three seats available on the concert bus.
(b) The NCT test ensures that every vehicle is road worthy.
(c) Tom's teacher did the sum for him as an example.
(d) The unfortunate gymnast couldn't complete her routine as she had injured her ankle.
(e) Declan knew he was in trouble when he saw the police.
(f) Ciarán read an interesting article in the paper.

- C** (a) various
(b) famous
(c) generous
(d) nervous
(e) furious
(f) curious
(g) dangerous
(h) ferocious
(i) luxurious
(j) hazardous

- D** (a) incidentally
(b) knowledge
(c) necessary
(d) occasion
(e) interrupt
(f) occurred
(g) noticeable

- E** (a)
(i) example
(ii) vehicle
(b)
(i) automatic
(ii) generous

- (c)
(i) interrupt
(ii) trouble

- (d)
(i) electric
(ii) necessary

- (e)
(i) dangerous
(ii) noticeable

- F** (a) trouble
(b) knowledge
(c) logic
(d) example
(e) generous
(f) panic
(g) furious
(h) necessary
(i) ankle

WEEK 30

- A** (a) There is a collection from the postbox at 5pm each day.
(b) If he knew the solution he wouldn't have asked the question.
(c) The surgeon performed the operation with great caution

- B** He bought a brand new tractor. The price was so high it made him cough. Although it was raining, he still ploughed the meadow. The ground was very rough. His tractor also began to cough. He hadn't put in enough diesel!

- C** (a) There was a very exciting climax to the game.
(b) The parcel finally arrived on Friday.
(c) The bus driver skilfully reversed the coach away from the entrance of the school.

- (d) 'Why are you surprised that the pipes are frozen? I told you that it was freezing last night.'

- (e) The ice-dancers skated wonderfully to win the completion.
(f) Simon has a very inquiring mind.
(g) You should take your time deciding as it is an important decision.

- D** (a) publicly
(b) question
(c) receive
(d) exciting
(e) pronunciation
(f) questionnaire
(g) privilege
(h) receipt
(i) inquiring
(j) reversed
(k) receive
(l) privilege

- E** (a) although
(b) operation
(c) deciding
(d) receive
(e) collection
(f) enough
(g) arrived
(h) publicly
(i) question
(j) cough
(k) freezing
(l) recommend
(m) bought
(n) question
(o) inquiring
(p) privilege

- F** (a) pronunciation
(b) privilege
(c) recommend
(d) receipt
(e) questionnaire
(f) pronunciation
(g) privilege
(h) recommend
(i) receipt
(j) questionnaire

Stretch: optician

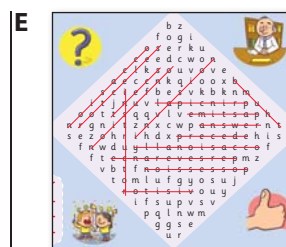
WEEK 31

- A** (a) plumber
(b) answer
(c) listen
(d) thumb
(e) knock
(f) scent
(g) sword
(h) scene

- B** (a) erosion
(b) television
(c) confusion
(d) invasion
(e) decision
(f) collision
(g) explosion
(h) division
(i) inclusion
(j) supervision

- C** (a) solicitor
(b) answer
(c) instructor
(d) governor
(e) selector
(f) plumber
(g) operation
(h) calculator
(i) visitor

- D** (a) solicitor
(b) collision
(c) occasionally
(d) erosion
(e) pastime
(f) principal
(g) perseverance
(h) possession
(i) precede
(j) principle



- F** 1. veers
2. pears
3. sever
4. spare
5. races
6. spear
7. pares
8. cares

WEEK 32

- A** (a) caution
(b) raced
(c) weird
(d) scalp
(e) remote
(f) various
(g) option
(h) gallery
(i) charm
(j) skated
(k) relation
(l) article
(m) across
(n) education

- B** (a) chauffeur
(b) mechanic
(c) sergeant
(d) solicitor
(e) instructor
(f) principal
(g) plumber

- C** (a) ordinary
(b) artery
(c) estuary
(d) battery
(e) lottery
(f) January
(g) voluntary
(h) library
(i) military
(j) jewellery
(k) cemetery

- (l) dictionary
(m) slippery
(n) gallery

- D** (a) When life gives you lemons, make lemonade.
(b) Curiosity killed the cat.
(c) in the palm of my hand
(d) fair weather friends
(e) as slippery as an eel
(f) to lead by example
(g) as rough as sandpaper

- E** (a) curiosity
(b) incidentally
(c) pronunciation
(d) occasionally

- F** 1. calf
2. artery
3. relevant
4. rhythm
5. paragraph
6. bizarre
7. charm
8. estuary
9. nervous
10. ankle
11. scene
12. electric
13. liar
14. rhyme
15. suction

WEEK 33

- A** (a) sailor
(b) author
(c) manager
(d) governor
(e) chemist
(f) plumber
(g) reporter
(h) operator

- B** (a) elephant
(b) monkey
(c) wasp
(d) wolves
(e) geese
(f) dolphin

- (g) donkey
(h) mice

- C** (a) history
(b) ninety
(c) paws
(d) kangaroos
(e) Chinese
(f) divide
(g) least
(h) peanut

D (crossword)

Down:

1. mountain
2. urgent
4. valley
7. orchestra
9. turnstile
12. surprise
13. increase
14. weather
16. August

Across:

3. radiator
5. sausage
6. sneeze
8. reboot
10. complain
11. plural
15. substances
17. cushion
18. meadow
19. sprained
20. exercise

WEEK 34

- A** (a) visitor
(b) waiter
(c) familiar
(d) particular
(e) further
(f) operator
(g) disappear
(h) liar
(i) solicitor
(j) plumber
(k) busier
(l) answer
(m) disaster
(n) anchor

- B** (a) pharmacy
(b) powerful
(c) actually
(d) colleague
(e) separate
(f) jewellery

- C** Many possible answers.

- D** (a) Nerve is to nervous as fame is to famous.
(b) One is to many as singular is to plural.
(c) Switch is to electrician as tap is to plumber.
(d) Picture is to gallery as book is to library.
(e) Thistle is to Scotland as shamrock is to Ireland.
(f) Elbow is to wrist as knee is to ankle.
(g) August is to eighth as January is to first.
(h) Manager is to bank as principal is to school.

- E** 1. failure
2. courage
3. yearly
4. similar
5. service
6. useful
7. actually
8. knives
9. material
10. honest
11. busier
12. writer
13. committee
14. weird
15. jewellery
16. mention
17. dramatic
18. receipt
19. occasion
20. immediately
21. finally
22. extreme
23. stomachs
24. atmosphere
25. achieve
26. attempt

27. enough
28. listen

F (crossword)

Across:

4. vacuum
10. estuary
12. environment
14. enough
15. addition
17. collision
19. anchor
22. rhyme
23. friend
24. message

Down:

1. guilty
2. million
3. prepared
5. essential
6. cotton
7. discipline
8. dearest
9. photography
11. puzzle
13. generous
16. dilemma
18. invisible
20. nephew
21. pastime

Solutions – Spell Well Sixth Class

WEEK 1

- A** (a) Harrods is a famous department store in London.
 (b) Milk often comes packed in a carton.
 (c) Apples grow on trees in an orchard.
 (d) Scarlet is a deep shade of red.
 (e) *The Simpsons* is a popular cartoon series on television.
 (f) You will starve to death if you don't eat.

- B** (a) burglar
 (b) towards
 (c) regular
 (d) coward
 (e) marmalade
 (f) custard

- C** (a) wound
 (b) routine
 (c) coupon
 (d) through
 (e) acoustic
 (f) youth

- D** (a) marmalade, custard
 (b) compartment, department
 (c) cartoon, carton
 (d) routine, coupon
 (e) artistic, acoustic

- E** (a) elements
 (b) produce
 (c) process
 (d) serious
 (e) movement
 (f) president

- F** (a) wound
 (b) artistic
 (c) serious
 (d) process
 (e) routine/regular
 (f) statement

WEEK 2

- A** (a) tomorrow
 (b) throw

- (c) bungalow
 (d) yellow
 (e) sorrow
 (f) narrow
 (g) window
 (h) throw

- B** (a) The blacksmith carefully crafted a new horseshoe.
 (b) 'Ouch!' shouted Paul as he stubbed his toe.
 (c) Mistletoe is usually associated with Christmas.
 (d) Cinderella lost her shoe.
 (e) 'Friend or foe?' demanded the vigilant sentry.
 (f) Ballet dancers are able to dance on tiptoe.
 (g) She paddled the canoe up the stream.
 (h) You've got to be on your toes to answer this one!

- C** (a) realise
 (b) capsize
 (c) size
 (d) recognise
 (e) organise
 (f) advertise
 (g) prize
 (h) horseshoe
 (i) western
 (j) opposite

- D** (a) government
 (b) France
 (c) northern
 (d) western
 (e) England
 (f) opposite
 (g) southern
 (h) The Northern Lights.

- E** (a) house
 (b) canoe
 (c) northern
 (d) narrow
 (e) opposite
 (f) tomorrow

- (g) tiptoe
 (h) advertise
 (i) yellow
 (j) government

- F** (a) prize
 (b) southern
 (c) advertise
 (d) window
 (e) England
 (f) breeze
 (g) tomorrow
 (h) opposite

WEEK 3

- A** (a) bloody
 (b) cooler
 (c) lagoon
 (d) afternoon
 (e) chooses
 (f) hook
 (g) cookies
 (h) brook
 (i) hoof
 (j) groom
 (k) tycoon
 (l) snooker

- B** (a) hoof
 (b) previous
 (c) igloo
 (d) seafood
 (e) hook/brook
 (f) shoulder
 (g) zooming
 (h) groom

- C** (a) cookies
 (b) snooker
 (c) hoodie
 (d) soldiers
 (e) seafood
 (f) hoof
 (g) groom
 (h) afternoon

- D** (a) Keep it in the fridge. It will stay cooler there.
 (b) The carpenter used a large sheet of plywood to fill the gap.

- (c) The jet-fighter zooming across the sky was the highlight of the air show.
 (d) A wealthy oil tycoon booked the top floor of the luxury hotel.
 (e) They suspected that the seafood they had eaten was what made them sick.
 (f) The courageous soldier led his platoon on a risky mission.
 (g) In poetry, a stream is often described as a babbling brook.
 (h) Programmes about cooking have become very popular on television.
 (i) The boys clashed heads and ended up with bloody noses.
 (j) You might think that the hoodie is the unofficial uniform of youth.

- E** (a) lagoon
 (b) experience
 (c) cooking
 (d) afternoon
 (e) previous
 (f) experiment
 (g) shoulder
 (h) soldiers
 (i) interesting
 (j) difference
 (k) platoon
 (l) snooker.

Stretch: maroon

WEEK 4

- A** (a) toast/roast
 (b) soap
 (c) foam
 (d) cloak
 (e) swallow
 (f) toast/roast
 (g) shallow
 (h) approach/cockroach
 (i) thrown/known
 (j) fellow

WEEK 7

A The councillor was annoyed when he slipped in the scenic valley which was littered with rubbish left by thoughtless visitors. He was so annoyed that he decided to recommend that a special collection be made each month. He went on to recommend that rubbish bins be fitted both at the entrance to the valley and at the summit of the hill. It won't annoy him for much longer!

- B** (a) tunnel
(b) fitted
(c) collect
(d) passenger
(e) recommend
(f) scribble

C (a)
Across:
potatoes
Down:
tomatoes
explode

(b)
Across:
wrote
closed
Down:
alone

(c)
Across:
telephone
explode
Down:
alone

- D** (a) design
(b) business
(c) evening
(d) marvellous
(e) figure
(f) engine

- E** (a) potatoes
(b) summit

- (c) passenger
(d) entire
(e) marvellous
(f) tunnel
(g) explode
(h) annoy
(i) recommend
(j) rubbish
(k) collect
(l) alone

- F** (a) The telephone lines for this competition are now closed.
(b) If you want to sell more goods, you may have to keep your business open a bit later in the evening.
(c) 'You may say you wrote it carefully, but to me it still looks like a scribble,' said the teacher.
(d) The fashion designer took great care in the design.
(e) The engine of the sports car gave a roar as the driver slipped it into top gear.

Stretch: figure

WEEK 8

- A** (a) cartoon
(b) routine
(c) serious
(d) Northern
(e) seafood
(f) shoulder
(g) suppose

- B** (a) summit
(b) coward
(c) narrow
(d) brilliant
(e) crooked
(f) probably
(g) groom
(h) interesting
(i) foe
(j) beginning
(k) serious
(l) foolish

- C** (a) known
(b) trolley
(c) closed
(d) drown
(e) youth
(f) soldiers
(g) company
(h) president

D (crossword)**Across:**

2. surplus
7. obvious
10. statement
11. afternoon
13. recommend
15. opposite
16. carton
17. Wednesday
20. horseshoe
21. engine

Down:

1. journey
3. soldiers
4. tomatoes
5. practice
6. mistletoe
8. rainbow
9. instruments
11. approach
12. address
14. window
18. youth
19. Google

- E** (a) regular
(b) serious
(c) window
(d) northern
(e) soldiers
(f) experience
(g) toast
(h) else
(i) surplus
(j) getting
(k) dipped
(l) runner
(m) success
(n) explode
(o) engine
(p) entire

WEEK 9

- A** (a) ointment
(b) choice
(c) spoil
(d) appoint
(e) toilet
(f) disappoint

- B** (a) Stormy seas made the voyage even more treacherous.
(b) Forces loyal to the crown defended the castle bravely.
(c) The annual oyster festival attracted many tourists
(d) The visiting royal yacht pulled into port for repairs.
(e) Building an apartment block there would destroy the beautiful natural view.
(f) The musician receives a royalty cheque each year for sales of his hit single.

- C** (a) royalty
(b) annoying
(c) employer
(d) employee
(e) destroy
(f) voyage
(g) enjoyment
(h) loyal

- D** (a) bought
(b) single
(c) employee
(d) annoying
(e) precious
(f) language
(g) voyage
(h) employer
(i) ointment
(j) enjoyment
(k) annoy
(l) loyal

- E** (a) bought
(b) single
(c) language
(d) precious
(e) describe

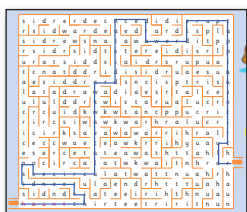
- (f) represent
(g) adjective
(h) 365696368
(i) 7692589

- F** (a)
(i) bought
(ii) single
(b)
(i) employer
(ii) loyal
(c)
(i) spoil
(ii) oyster
(d)
(i) adjective
(ii) describe

WEEK 10

- A** (a) thirty
(b) circulate
(c) thirst
(d) circuit
(e) circular
(f) twirl
- B** (a) strawberry
(b) launch
(c) drawing
(d) applaud
(e) awkward
(f) autumn
(g) yawn
- C** (a) thirst
(b) twirl
(c) yawn
(d) prawn
(e) thaw
(f) haunt
(g) launch
- D** (a) disrespect
(b) distance
(c) dispose
(d) disprove
(e) disrupt
(f) distinct
(g) disqualify

E



- (a) haunt
(b) thirteen
(c) dispose
(d) circulate
(e) awkward
(f) distance
(g) drawer
(h) disrupt
(i) applause
(j) circular

WEEK 11

- A** (a) sweat
(b) threat
(c) healthy
(d) wealthy
(e) leather
(f) feather
- B** (a) shears
(b) wheat
(c) creative
(d) grease
(e) streak
(f) fearless
(g) weave
- C** (a) There was a chronic shortage of food in the area.
(b) The main character in the book was very likeable.
(c) Their boat drifted when the anchor broke.
(d) A dangerous chemical must be stored securely.
(e) Colm was sent home with an upset stomach.
(f) They struggled with the choreography of the dance routine.
(g) The crash site was a chaotic scene.

- D** (a) captain
(b) heroic
(c) character
(d) choreography
(e) valiant
(f) chemical
(g) courageous
(h) unconscious
(i) capital
(j) courageous
(k) shears

- E** threat
capital
captain
threat
capital
weave
anchor
chaotic
healthy
streak
chronic
courageous
streak
wealthy

- F** (a) heroic
(b) valiant
(c) threat
(d) chemical
(e) captain
(f) leather
(g) grease
(h) courageous
(i) healthy
(j) anchor
(k) shears
(l) stomach
(m) character
(n) wheat
(o) thread
(p) fearless

Stretch: Steak

WEEK 12

- A** (a) chisel
(b) stitch
(c) chopsticks
(d) attach
(e) Chinese
(f) champion

- (g) crutch
(h) crunch
(i) channel
(j) sketch

- B** (a) chilli
(b) childhood
(c) crutch
(d) stitch
(e) cheesecake
(f) channel
(g) chariot
(h) attach
(i) channel
(j) champion

- C** (a) showery
(b) crutch
(c) shepherd
(d) chilli
(e) shoelace
(f) shrapnel
(g) Chinese
(h) shelves
(i) shaving
(j) shady
(k) childhood

- D** (a) shepherd
(b) science
(c) separate
(d) symbol
(e) scientists
(f) patriot
(g) system
(h) oxygen
(i) attach
(j) crunch

- E** (a) system
(b) showery
(c) cheesecake
(d) symbol
(e) shepherd
(f) childhood
(g) channel
(h) separate
(i) shelves
(j) sketch
(k) champion
(l) oxygen

WEEK 13

- A** (a) My family had a regular order with the milkman.
 (b) Not everyone likes marmalade on their toast.
 (c) The aroma of fresh bread is refreshing.
 (d) Training was held on the artificial pitch as the main pitch was waterlogged last winter.
 (e) The rebel stronghold came under heavy artillery fire.
 (f) Doctors worked furiously to stem the flow of blood from the severed artery during the operation.
 (g) The assistant removed the security tags from each article.

- B** (a) package
 (b) socket
 (c) tackle
 (d) ticket
 (e) sticky
 (f) trickle
 (g) packet

- C** (a) quickly
 (b) backlog
 (c) reckon
 (d) bloodstock
 (e) checkpoint
 (f) broomsticks
 (g) tackle
 (h) column
 (i) aroma
 (j) sticky
 (k) artery
 (l) ticket
 (m) article

- D** (a) backlog
 (b) column
 (c) compare
 (d) continuous
 (e) conditions
 (f) continued
 (g) consider
 (h) control
 (i) quickly

- E** (a) column
 (b) docket
 (c) trickle
 (d) aroma
 (e) conditions
 (f) artificial
 (g) continuous
 (h) compare

- F** (a)
Across:
 artillery
Down:
 trickle
 column

- (b)
Across:
 consider
 artery
Down:
 compare

- (c)
Across:
 control
Down:
 reckon
 compare

WEEK 14

- A** (a) gurgle
 (b) burglary
 (c) purchase
 (d) occurred
 (e) surprise
 (f) surface
 (g) surface
 (h) occur

- B** (a) cowardly
 (b) towel
 (c) drowsy
 (d) trowel
 (e) rowdy
 (f) coward
 (g) prowler

- C** (a) tears
 (b) wearily
 (c) cleared
 (d) weary
 (e) spear

- (f) yearly
 (g) nearly

- D** (a) display
 (b) dishonest
 (c) discuss
 (d) dislike
 (e) disguise
 (f) dispute
 (g) discussion

- E** (a) burglary
 (b) coward
 (c) cleared
 (d) cowardly
 (e) dislike
 (f) dispute
 (g) discussion
 (h) disguise
 (i) dishonest
 (j) drowsy
 (k) nearly
 (l) occur
 (m) purchase
 (n) rowdy
 (o) surprise
 (p) spear
 (q) surface
 (r) tears
 (s) towel
 (t) wearily

Stretch: spear

WEEK 15

- A** (a) fairway
 (b) brainy
 (c) trainee
 (d) faith
 (e) braid
 (f) trait
 (g) fairground
 (h) braid

- B** (a) earwig
 (b) clearly
 (c) teardrop
 (d) hearty
 (e) reared
 (f) shearing
 (g) nuclear
 (h) unearth
 (i) hearse

- C** 1. arrow
 2. opera
 3. parts
 4. pears
 5. poets
 6. power
 7. pests
 8. rests
 9. rates
 10. roses
 11. sorts
 12. spare

- D** (a) Her car had one reverse and six forward gears.
 (b) An accident resulted in the workers being sent home.
 (c) The police were given a tip-off from an anonymous caller.
 (d) The man had a large tattoo on his forearm.
 (e) Dad bought a solution to clean his contact lenses.
 (f) The fisherman prepared their nets for the start of the fishing season.
 (g) The line of traffic stretched for miles behind the accident.
 (h) Our architect was confident that he had found a solution to the structural problems in the building.

- E** (a) fairway
 (b) fairground
 (c) trainee
 (d) brainy
 (e) shearing
 (f) earpiece
 (g) learners
 (h) clearly
 (i) unearth
 (j) teardrop
 (k) heavy
 (l) dreamy
 (m) earwig
 (n) sportswear
 (o) forearm
 (p) forward

(q) workers
(r) prepared

- F** (a) workers
(b) stretched
(c) solution
(d) learners
(e) faith
(f) anonymous
(g) clearly
(h) trainee
(i) forward
(j) sportswear
(k) nuclear
(l) overheard
(m) teardrop
(n) fairground
(o) dreary
(p) earpiece
(q) fairway
(r) prepared

WEEK 16

- A** (a) toilet
(b) loyal
(c) employee
(d) thirst
(e) threat
(f) shears
(g) chaotic
(h) chronic
(i) shelves
(j) scientists
(k) aroma
(l) ticket
(m) yearly
(n) trait
(o) earpiece

- B** (a) employee
(b) describe
(c) awkward
(d) wealthy
(e) leather
(f) creature
(g) fearless
(h) capital
(i) champion
(j) separate
(k) article
(l) artery
(m) regular
(n) package

(o) continued
(p) consider

- C** (a) describe
(b) circulate
(c) yawn
(d) applaud
(e) disprove
(f) sweat
(g) weave
(h) anchor
(i) sketch
(j) attach
(k) separate
(l) tackle
(m) control
(n) compare
(o) gurgle
(p) surprise

D (crossword)

Across:

1. separate
3. launch
5. thaw
8. distinct
10. chemical
11. discussion
13. choreography
16. consider
17. disqualify
20. chopsticks
21. author
22. circuit
23. trickle

Down:

1. surface
2. artificial
4. captain
6. autumn
7. royalty
9. champion
12. unconscious
14. sweat
15. adjective
18. feather
19. spoil

WEEK 17

- A** (a) marble
(b) reward
(c) forest
(d) solemn

(e) siren
(f) petal
(g) spider

- B** (a) giant
(b) vegetable
(c) messenger
(d) imagine
(e) generation
(f) massage
(g) gigantic
(h) solemn

- C** (a) truthful
(b) wonderful
(c) grateful
(d) dreadful
(e) thoughtful
(f) wasteful

- D** (a) straight
(b) majority
(c) learning
(d) whether
(e) paragraph
(f) rhythm

- E** (a) dreadful
(b) marble
(c) majority
(d) straight
(e) generation
(f) reward
(g) paragraph
(h) rhythm
(i) grateful

- F** (a) straight
(b) vegetable
(c) thoughtful
(d) learning
(e) massage
(f) generation
(g) paragraph
(h) solemn
(i) petals
(j) truthful
(k) massage
(l) wonderful

WEEK 18

- A** (a) stories
(b) balconies
(c) magnifies
(d) ceremonies

(e) supplies
(f) applies
(g) denies

- B** (a) apostrophe
(b) prophet
(c) orphan
(d) physician
(e) physical
(f) pamphlet
(g) hyphen
(h) pamphlet

- C** (a) yolk
(b) Wednesday
(c) psalm
(d) Autumn
(e) exhibit
(f) design
(g) writer
(h) exhibit

- D** (a) desert
(b) modern
(c) property
(d) vicious
(e) workers
(f) observe
(g) entered
(h) desert

- E** (a) property
(b) psalm
(c) applies
(d) Wednesday
(e) observe
(f) workers
(g) writer
(h) physician

WEEK 19

- A** (a) course
(b) foul
(c) aisle
(d) stationary
(e) they're
(f) chute

- B** (a) editor
(b) forbidden
(c) calories
(d) forgive
(e) anchored
(f) visitor

- C** (a) candle
(b) candle
(c) miserable
(d) uncle
(e) tremble
(f) probable

D 2 syllables:

candle
uncle
tremble
handle
distinct
dissolve
district
distress

3 syllables:

sensible
probable
distribute
distraction

4 syllables:

miserable
distribution

E (crossword)

Across:

1. sensible
3. anchored
6. reign
8. distraction
9. course
10. probable
11. forbidden
12. tremble
13. dissolve

Down:

2. stationary
4. distress
5. visitor
7. uncle
8. distribute

- F** (a) visitor
(b) probable
(c) course
(d) chute
(e) forbidden
(f) distinct
(g) distraction
(h) distribution
(i) anchored

WEEK 20

- A** (a) unlawful
(b) thankful
(c) forgetful
(d) mouthful
(e) plentiful
(f) skilful

- B** (a) The removal van collected the furniture.
(b) Bees are social insects as they live in family groups.
(c) The garda was given a special award for his bravery.
(d) It is a criminal offence not to wear a seatbelt.
(e) The recipe called for a tub of natural yoghurt.
(f) Our school principal holds a monthly assembly.

- C** (a) spectacles
(b) trousers
(c) tongs
(d) scissors
(e) clippers
(f) pliers
(g) measles

D (a)

Across:

fabulous
identical

Down:

locate

(b)

Across:

location

Down:

identity
locality

(c)

Across:

identify
identification

Down:

fabulous

(d)

Across:

locality
identical

Down:

location

- E** (a) criminal
(b) locate
(c) trousers
(d) unlawful
(e) mouthful
(f) clippers
(g) forgetful
(h) removal
(i) locality
(j) plentiful
(k) principal

Stretch: mammal

WEEK 21

- A** (a) debt
(b) knuckle
(c) chalk
(d) tomb
(e) exhaust
(f) subtle

- B** (a) phobia
(b) typhoon
(c) spherical
(d) trophy
(e) catastrophe
(f) triumph

- C** (a) organic
(b) romantic
(c) realistic
(d) ethnic
(e) historic
(f) comic

- D** (a) ripped
(b) rectify
(c) frayed
(d) ragged
(e) repair
(f) remedy
(g) restore

- E** (a) It was a catastrophe for the Pacific island as a monstrous typhoon ripped across the island.
(b) The captain of the team received a large trophy for his team's great triumph in the World Cup Final.
(c) The hardworking electricians worked through the night in an effort to repair the damaged lines and restore supply.
(d) The game was a clever tactic the babysitter used to exhaust the children before bedtime.
(e) The driver was a little reckless and ripped his car's exhaust system on the ramp leading to the car park.
(f) It isn't really realistic to expect that all the world's food supply could be grown using only organic methods.
(g) The director of the latest blockbuster action film put great emphasis on having the most realistic special effects.
(h) The homeless man was very ragged in appearance and the ends of his trouser's legs were badly frayed.
(i) There is a subtle difference between having a fear of spiders and having a phobia about them.

Stretch: python

WEEK 22

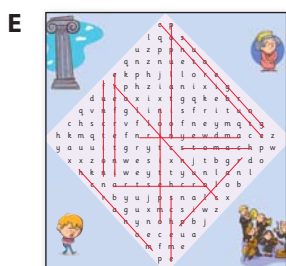
- A** (a) monarch
(b) stomach
(c) scheme
(d) technology
(e) orchestra

- B** (a) It was an ambition of the climber's to scale Everest.
 (b) A helmet must be worn for protection when cycling.
 (c) The hotel has a function room for large business events.
 (d) The 6th class students were responsible for the organisation of the Christmas charity collection.
 (e) An association of local sports clubs joined together to develop their facilities for the betterment of the community.
 (f) The Great Famine devastated the population of Ireland.

C (a)
Across:
 translate
 invite
Down:
 complete

(b)
Across:
 contribute
Down:
 gratitude
 propose
 interfere

- D** (a) decorator
 (b) councillor
 (c) gorgeous
 (d) bachelor
 (e) corridor
 (f) cellar
 (g) pillar



Stretch: Association

WEEK 23

- A** (a) charisma
 (b) scholar
 (c) techniques
 (d) Christmas
 (e) architect

- B** (a) enthusiastic
 (b) garlic
 (c) fantastic
 (d) mechanic
 (e) magnetic

- C** (a) valuable
 (b) capable
 (c) cycle
 (d) particles
 (e) invisible
 (f) muscle
 (g) schedule

- D** (a) Sarah was asked to bring home a tub of Greek yoghurt.
 (b) When adding the suffix 'ies' you must drop the 'y' at the end of the word.
 (c) The shop was asked to supply all costumes for the show.
 (d) The passport office is very busy during the summer months.
 (e) The effect of the storm was felt across the island.
 (f) The rescue dog settled well in her new owner's home.
 (g) Both sides agreed to a meeting to try to settle the dispute.

- E** (a) suffix
 (b) capable
 (c) particle
 (d) office
 (e) sympathetic
 (f) supply
 (g) magnetic
 (h) architect
 (i) fantastic

- F** (a) technique
 (b) scholar
 (c) architect
 (d) mechanic
 (e) fantastic
 (f) valuable
 (g) particle
 (h) effect
 (i) office
 (j) settled
 (k) muscle
 (l) enthusiastic

Stretch: magnetic

WEEK 24

- A** (a) scholar
 (b) enthusiastic
 (c) gorgeous
 (d) stomach
 (e) organic
 (f) triumph
 (g) fabulous
 (h) mouthful
 (i) candle
 (j) course
 (k) observe
 (l) magnifies
 (m) wasteful
 (n) rhythm

- B** (a) translate
 (b) exhibit
 (c) dissolve
 (d) massage
 (e) design
 (f) contribute
 (g) imagine
 (h) reward
 (i) tremble
 (j) repair
 (k) locate
 (l) scheme
 (m) observe
 (n) handle
 (o) distribute
 (p) cycle
 (q) invite
 (r) exhaust
 (s) complete
 (t) forgive

C (crossword)

Across:

5. truthful
 8. principal
 9. desert
 11. architect
 13. forgetful
 16. physician
 17. majority
 18. measles
 19. stories
 20. ambition

Down:

1. aisle
 2. garlic
 3. knuckle
 4. phobia
 6. forest
 7. spectacles
 10. remedy
 12. forbidden
 14. bachelor
 15. invite

- D** (a) The balconies of the hotel all had fabulous views of the seafront.
 (b) There was a major celebration for the monarch because his reign had lasted for twenty years.

WEEK 25

- A** (a) The referee blew his whistle to end the game.
 (b) You must descend a stairway to reach the valley.
 (c) Margaret placed a gnome in her garden.
 (d) Conor was in no doubt that the decision was correct.
 (e) A mortgage is a loan used to help buy a house.
 (f) In recent years, more students are studying science subjects.

- B** (a) pebble
(b) syllable
(c) impossible
(d) shuffle
(e) missile
(f) terrible
(g) acceptable

- C** (a) anxious
(b) delicious
(c) precious
(d) obvious
(e) conscious
(f) suspicious

- D** (a) direction
(b) diversion
(c) position
(d) information
(e) solution
(f) equation
(g) addition

- E** (a) direction
(b) whistle
(c) suspicious
(d) solution
(e) league
(f) delicious
(g) terrible
(h) position

- F** (a) division
(b) pebble
(c) mortgage
(d) addition
(e) descend
(f) information
(g) anxious
(h) impossible
(i) equation

Stretch: oblivious

WEEK 26

- A** (a) exhibition
(b) reaction
(c) subscription
(d) construction
(e) subscription
(f) opposition

- B** (a)
Across:
stencil
virtual
Down:
manual

- (b)
Across:
original
Down:
towel
gradual

- (c)
Across:
symbol
Down:
towel
manual

- C** (a) Kevin made a great impression at the interview.
(b) The TV debate produced a heated discussion.
(c) The zoo had decided to raise admission prices.
(d) That gift from Granny is her prized possession.
(e) Jack had a blank expression on his face.

- D** (a) preferred
(b) resistance
(c) various
(d) disastrous
(e) remember
(f) really

- E** (a) stencil
(b) discussion
(c) exhibition
(d) subscription
(e) introduction
(f) towel
(g) opposition
(h) reaction
(i) original
(j) expression

- F** (a) The rebels overwhelmed them and took possession of their village.
(b) The antique chair was still very close to its original condition.
(c) Mam used a stencil to paint a lovely pattern on the wall.
(d) An exhibition of Egyptian artefacts was on display at the museum.
(e) He was refused admission to the club because he had not followed the dress code.
(f) Jack couldn't remember the exact time of his appointment.
(g) To ensure delivery of his magazine, Paul took out an annual subscription.
(h) A white dove is recognised as a symbol of peace.
(i) The old man had a sore back due to years of manual labour.
(j) Permission was granted for the construction of a new bridge.

WEEK 27

- A** (a) drought
(b) borough
(c) throughout
(d) thorough
(e) thoughtful
(f) trough
(g) breakthrough

- B** (a) enormous
(b) numerous
(c) tremendous
(d) fabulous
(e) dangerous
(f) jealous
(g) ridiculous
(h) poisonous

- C** (a) military
(b) February

- (c) temporary
(d) necessary
(e) summary
(f) anniversary

- D 1 syllable:**
drought
trough
tongue

- 2 syllables:**
thorough
thoughtful
breakthrough
throughout
borough
surprise
tattoo
therefore

- 3 syllables:**
summary
successful
tendency
tomorrow

- 4 syllables:**
necessary
military
temporary
tributary
February

- 5 syllables:**
anniversary

- E** (a) dangerous
(b) thorough
(c) necessary
(d) successful
(e) drought
(f) tremendous
(g) summary
(h) tattoo
(i) throughout
(j) temporary
(k) therefore
(l) tongue
(m) poisonous
(n) tomorrow
(o) jealous
(p) enormous
(q) surprise

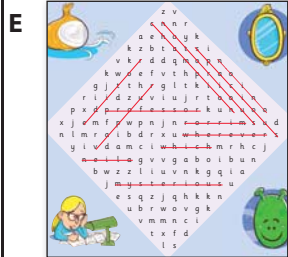
- (r) ridiculous
- (s) though
- (t) numerous

Stretch: anger

WEEK 28

- A** (a) It is considered unlucky to break a mirror.
 (b) The United Nations sent a peace commissioner to monitor the evacuation of the refugees from the war zone.
 (c) The number 7 is a factor of 49 and 63.
 (d) The curator is in charge of the art museum.
 (e) The editor had to meet the publishing deadline.
 (f) The director had strong opinions on how the film should be made.
- B** (a) glorious
 (b) spacious
 (c) cautious
 (d) mysterious
 (e) notorious
 (f) ambitious
- C** (a) The lottery draw had a one million euro prize fund.
 (b) The warrior showed great courage in battle.
 (c) Peeling an onion can make your eyes water.
 (d) His ambition was to play football at senior level.
 (e) The winner of the British Open earns the title 'Champion Golfer of the Year.'
 (f) Sci-fi movies often involve weird alien creatures.
- D** (a) million
 (b) wherever
 (c) senior

- (d) studio
- (e) serious
- (f) warrior
- (g) onion
- (h) champion
- (i) evaporate
- (j) unfortunately



Week 29

- A** (a) familiar
 (b) particular
 (c) popular
 (d) dollar
 (e) calendar
 (f) collar
 (g) grammar
- B** (a) The soldier was educated in a military college.
 (b) The library was out of stock of the newest books.
 (c) The operation was necessary to restore his sight.
 (d) The new secretary was an excellent note taker.
 (e) I am attending a primary school at present.
 (f) The site was enbanded with a boundary of tall trees.
 (g) It was a good score, but nothing out of the ordinary.
- C** (a) You can purchase many foreign currencies at the airport.
 (b) He did not turn professional, but he remained an amateur.

- (c) The firefighter's response to the call was immediate.
- (d) Fishing is a popular leisure activity for many.
- (e) 'We can accommodate you tonight,' said the receptionist.
- (f) Niamh won first place in her category last year.
- (g) Many people find reading a relaxing pastime.

- D** (a) Washington
 (b) length
 (c) Chicago
 (d) Hawaii
 (e) suggested
 (f) width
 (g) Miami

- E** (a) ordinary
 (b) calendar
 (c) category
 (d) library
 (e) length
 (f) amateur
 (g) primary
 (h) familiar

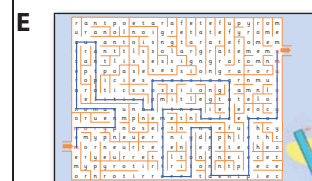
- F** (a) particular
 (b) amateur
 (c) Hawaii
 (d) popular
 (e) calendar
 (f) necessary
 (g) foreign
 (h) suggested
 (i) ordinary
 (j) length
 (k) immediate
 (l) secretary

WEEK 30

- A** (a) theory
 (b) laboratory
 (c) story
 (d) history
 (e) territory
 (f) category
 (g) memory

- B** (a) microscope
 (b) subway
 (c) hydrogen
 (d) manuscript
 (e) centigrade
 (f) pneumonia
 (g) centimetre
- C** (a) The lawyer convinced the jury with his strong argument.
 (b) She stood as an independent candidate in the election.
 (c) 'You might embarrass him, if you comment on his clothes.'
 (d) He wrote a regular column for the local newspaper.
 (e) They made a reservation in the restaurant for 8 p.m.
 (f) The residents of the seaside town were grateful that the tide was lower than expected during the storm.
 (g) If you believe you can do it, it might just happen!

- D** (a)
Across:
 politician
Down:
 pavilion
 column
 piece
 (b)
Across:
 category
 embarrass
 independent
Down:
 argument



- (a) memory
- (b) pneumonia
- (c) restaurant
- (d) politician
- (e) possession
- (f) grateful
- (g) centimetre
- (h) territory
- (i) independent
- (j) piece
- (k) theory

Stretch: Portuguese

WEEK 31

- A** (a) pillar
(b) scholar
(c) vinegar
(d) burglar
(e) spectacular
(f) peculiar
(g) mortar
- B** (a) diary
(b) salary
(c) temporary
(d) summary
(e) anniversary
(f) voluntary
- C** (a) My neighbour has a spare key to our house.
(b) The ferry travels across to the island daily.
(c) There was a noticeable improvement in the sick child.
(d) This village holds a medieval festival each year.
(e) The chauffeur was an experienced driver.
(f) Broccoli is an excellent source of vitamins C and K.
(g) The captain of the ship managed a tricky docking manoeuvre during the storm.

- D 1 syllable:**
rhyme

2 syllables:
chauffeur
neighbour
across
coffee
until

3 syllables:
broccoli
manoeuvre
corridor
separate

4 syllables:
medieval
noticeable
dictionary
cemetery

E Many possible answers including:

1. ironic
2. idiot
3. train
4. drain
5. action
6. idiocy
7. diary
8. notary
9. icon
10. candy
11. radii
12. antic
13. airy
14. acid
15. card
16. ration
17. crayon
18. dainty
19. dart
20. drain

- F** (a) burglar
(b) salary
(c) chauffeur
(d) cemetery
(e) scholar
(f) pillar
(g) diary
(h) manoeuvre
(i) rhyme
(j) corridor
(k) separate
(l) voluntary

- (m) temporary
- (n) peculiar
- (o) spectacular
- (p) noticeable
- (q) dictionary
- (r) summary

Stretch: dairy

WEEK 32

- A** (a) towel
(b) terrible
(c) impossible
(d) original
(e) missile
(f) whistle
(g) virtual
(h) manual
(i) syllable
(j) shuffle
(k) stencil
(l) pebble
(m) medieval
(n) acceptable

- B** (a) senior
(b) dangerous
(c) impossible
(d) gradual
(e) conscious
(f) remember
(g) temporary
(h) enormous
(i) tomorrow
(j) descend
(k) resistance
(l) division
(m) cautious
(n) successful

- C** (a) professor
(b) amateur
(c) burglar
(d) politician
(e) secretary
(f) curator
(g) gnome

- D** (a) amateur
(b) argument
(c) corridor
(d) embarrass
(e) familiar

- (f) league
- (g) notorious
- (h) original
- (i) permission
- (j) position
- (k) pharaoh
- (l) serious
- (m) separate
- (n) tattoo
- (o) temporary
- (p) thought
- (q) tongue
- (r) various
- (s) Washington
- (t) wherever

- E** (a) mortgage
(b) information
(c) original
(d) thorough
(e) borough
(f) enormous
(g) temporary
(h) therefore
(i) tomorrow
(j) glorious
(k) notorious
(l) warrior
(m) senior
(n) evaporate
(o) unfortunately
(p) ordinary
(q) category
(r) foreign

Stretch: preposition

WEEK 33

- A** (a) stories
(b) scissors
(c) spectacles
(d) comic
(e) repair
(f) descend
(g) suspicious
(h) remember
(i) throughout
(j) spacious
(k) serious
(l) evaporate

- B** (a) quickly
(b) fearless

- (c) disprove
- (d) attach
- (e) destroy
- (f) drowsy
- (g) loyal
- (h) clearly
- (i) shady
- (j) solution
- (k) awkward
- (l) patriot
- (m) forward
- (n) employee

- C** (a) as straight as an arrow
- (b) as regular as clockwork
- (c) as warm as toast
- (d) as difficult as nailing jelly to a tree
- (e) as light as a feather
- (f) as sour as vinegar
- (g) as crooked as a ram's horn
- (h) as loyal as a dog
- (i) as healthy as a horse

D (crossword)

Across:

- 2. ointment
- 4. tomorrow
- 6. precious
- 7. surprise
- 9. anonymous
- 12. capital
- 13. government
- 14. orchard
- 16. experiment
- 19. adjective
- 20. Wednesday
- 21. necessary
- 24. dishonest
- 27. oxygen
- 28. serious

Down:

- 1. fearless
- 3. write
- 5. marmalade
- 8. potatoes
- 10. chopsticks
- 11. continuous
- 15. strawberry
- 17. distance
- 18. tycoon

- 22. evening
- 23. address
- 24. drowsy
- 25. trainee
- 26. shadow
- 29. igloo

WEEK 34

- A** (a) loyal
- (b) chemical
- (c) control
- (d) manual
- (e) until
- (f) medieval
- (g) mammal
- (h) gradual
- (i) original
- (j) artificial
- (k) royal
- (l) stencil

- B** (a) Truth is to honest as lie is to dishonest
- (b) Berlin is to Germany as London is to England
- (c) Wands are to wizards as broomsticks are to witches.
- (d) Spring is to summer as autumn is to winter.
- (e) Appear is to disappear as appoint is to disappoint
- (f) Pilot is to aeroplane as jockey is to horse.
- (g) Wool is to jumper as leather is to shoe.
- (h) Vertical is to horizontal as column is to row.
- (i) Worker is to boss as employee is to employer.
- (j) Cold is to freeze as hot is to thaw.

- C** (a) honey
- (b) window
- (c) author
- (d) orchard
- (e) shepherd
- (f) marmalade
- (g) mistletoe
- (h) western
- (i) sorrow

- (j) soldiers
- (k) capsize
- (l) murmur

- D** (a) He wasn't sure whether he wanted to go.
- (b) Feel the rhythm!
- (c) As straight as an arrow.
- (d) Not antique: modern.
- (e) He was up for the physical challenge of the match.
- (f) All the balconies in the hotel had sea views.
- (g) Do the sensible thing and put your coat on.
- (h) We were beaten 5-nil. It was a miserable result.
- (i) Athletes count the calories in everything they eat.
- (j) Short in summer but long in winter. Trousers.
- (k) Films are often shot on location.
- (l) Full of talent: skilful.
- (m) She gave birth to a beautiful baby girl.
- (n) I left my phone in for repair last week.
- (o) 'I condemn you to life imprisonment,' said the judge.
- (p) He dropped his science project. It was a catastrophe.
- (q) String, wind, percussion and brass: orchestra.
- (r) That rhubarb pie was just gorgeous.
- (s) 'No running in the corridor,' said the teacher.

- E** (a) custard
- (b) cookery
- (c) cookies
- (d) seafood
- (e) roast
- (f) toast
- (g) honey
- (h) parsley

- (i) potatoes
- (j) tomatoes
- (k) oyster
- (l) prawn
- (m) strawberry
- (n) grease
- (o) chilli
- (p) cheesecake
- (q) chopsticks
- (r) marmalade
- (s) aroma
- (t) vegetable
- (u) yolk
- (v) garlic
- (w) onion
- (x) vinegar
- (y) broccoli
- (z) coffee

F (crossword)

Across:

- 4. calories
- 5. rhyme
- 7. majority
- 9. schedule
- 11. decorator
- 13. remedy
- 14. valuable
- 16. Portuguese
- 19. anniversary
- 21. tattoo
- 22. identical
- 24. collar
- 26. desert
- 27. neighbour
- 28. pebble
- 29. million
- 30. stomach

Down:

- 1. solution
- 2. immediate
- 3. grateful
- 6. messenger
- 8. remember
- 10. centigrade
- 12. ambitious
- 15. autumn
- 17. exhibition
- 18. mechanic
- 20. spectacles
- 23. distress
- 25. organic

ex	plain
a	gain
com	plain
tail	or
rail	way

rais	in
sail	or
re	main
rain	ing
train	er

Word list
1
2
3
4
5
6
7
8
9
10
11
12
13
14

Word list
1
2
3
4
5
6
7
8
9
10
11
12
13
14

1. This 8-letter word is taken from week 3, list 12. Your task is to make eight 4-letter words and two 5-letter words.

List word	c	b	d	u	r	a	p	o
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								

2. This 8-letter word is taken from week 4, list 16. Your task is to make five 4-letter words, four 5-letter words and one 6-letter word.

List word	e	r	d	t	e	a	e	p
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								

3. This 9-letter word is taken from week 5, list 20. Your task is to make seven 4-letter words, two 5-letter words and one 6-letter word.

List word	a	o	h	y	u	t	r	t	i
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									

	al ways
	au tumn
kid ney	
tar get	
don key	
mon ey	

Au gust	
harm less	
art ist	
re lay	
car pet	
mar ket	

m	o	u	n	t	a	i	n	
f	u	r	n	i	t	u	r	e
b	u	r	g	l	a	r	y	
t	h	o	u	s	a	n	d	
a	m	o	u	n	t			
d	i	s	t	u	r	b		
c	u	r	t	a	i	n		
u	r	g	e	n	t			
a	c	c	o	u	n	t		
c	o	u	n	t	y			

1. This 9-letter word is taken from week 6, list 22. Your task is to make four 4-letter words, four 5-letter words and two 6-letter words.

	u	f	t	n	u	e	i	r	r
List word									
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									

2. This 9-letter word is taken from week 7, list 25. Your task is to make five 4-letter words, three 5-letter words and two 6-letter words.

	y	f	u	e	b	r	t	l	t
List word									
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									

3. This 9-letter word is taken from week 7, list 26. Your task is to make three 4-letter words, four 5-letter words and three 6-letter words.

	n	r	s	u	t	t	e	l	i
List word									
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									

road

rowed

herd

heard

waist

waste

pain

pane

night

knight

steak

stake

paws

pause

sight

site

knew

new

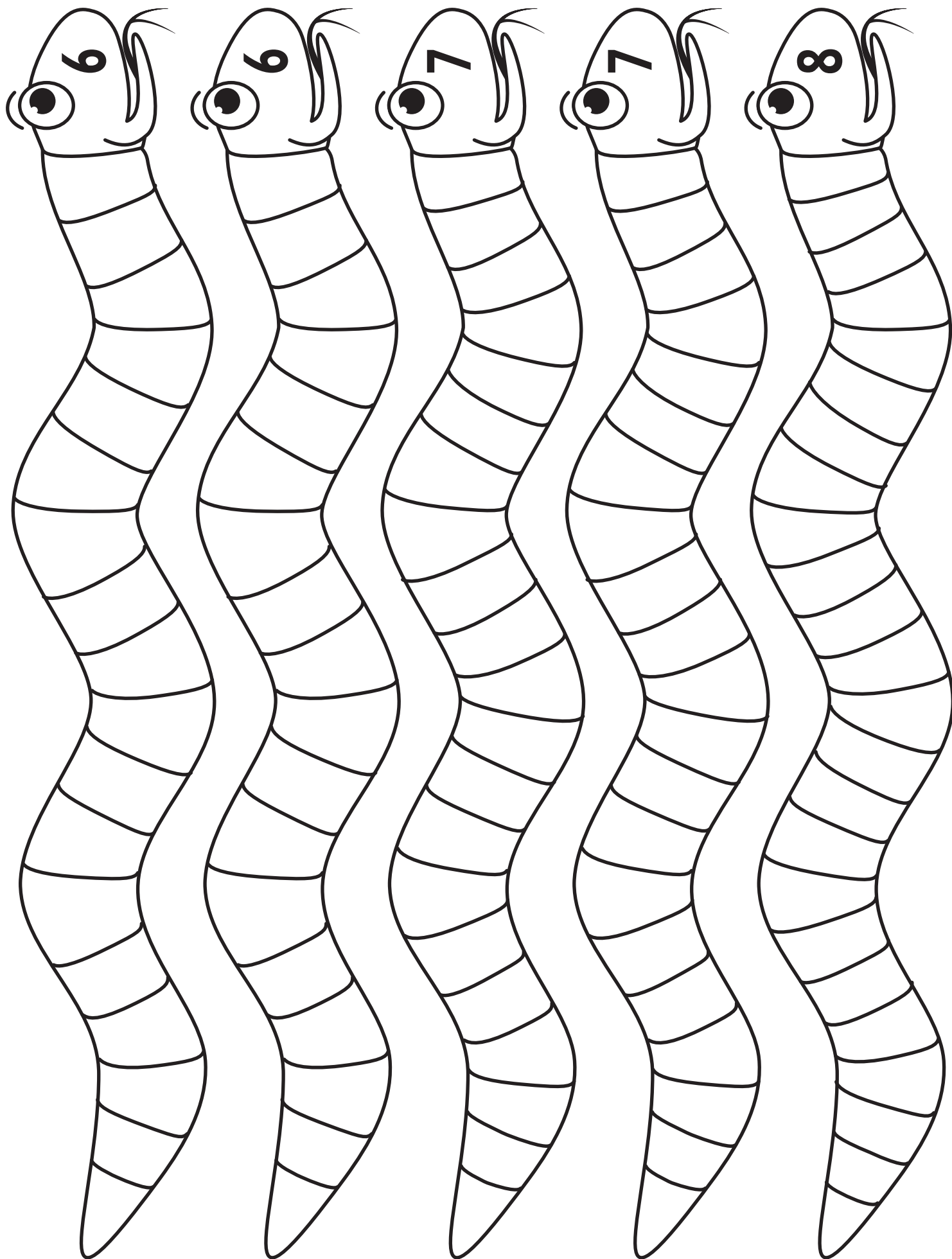
grown

groan

c	o	n	f	i	r	m	
c	a	u	s	e	d		
p	r	o	b	a	b	l	y
s	t	u	d	e	n	t	s
h	i	s	t	o	r	y	
b	i	r	t	h	d	a	y
s	a	u	s	a	g	e	
p	r	o	d	u	c	t	s
e	n	e	r	g	y		
t	o	w	a	r	d	s	

ready	
chaos	
lonely	
teapot	
headache	
drowsy	

measure	
chemist	
remote	
peanut	
chorus	
ahead	



1. This 8-letter word is taken from week 11, list 40. Your task is to make eight 4-letter words and two 5-letter words.

	t	s	u	t	d	n	s	e
List word								
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								

2. This 9-letter word is taken from week 12, list 43. Your task is to make three 4-letter words, four 5-letter words and three 6-letter words.

	r	h	r	s	o	e	c	t	a
List word									
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									

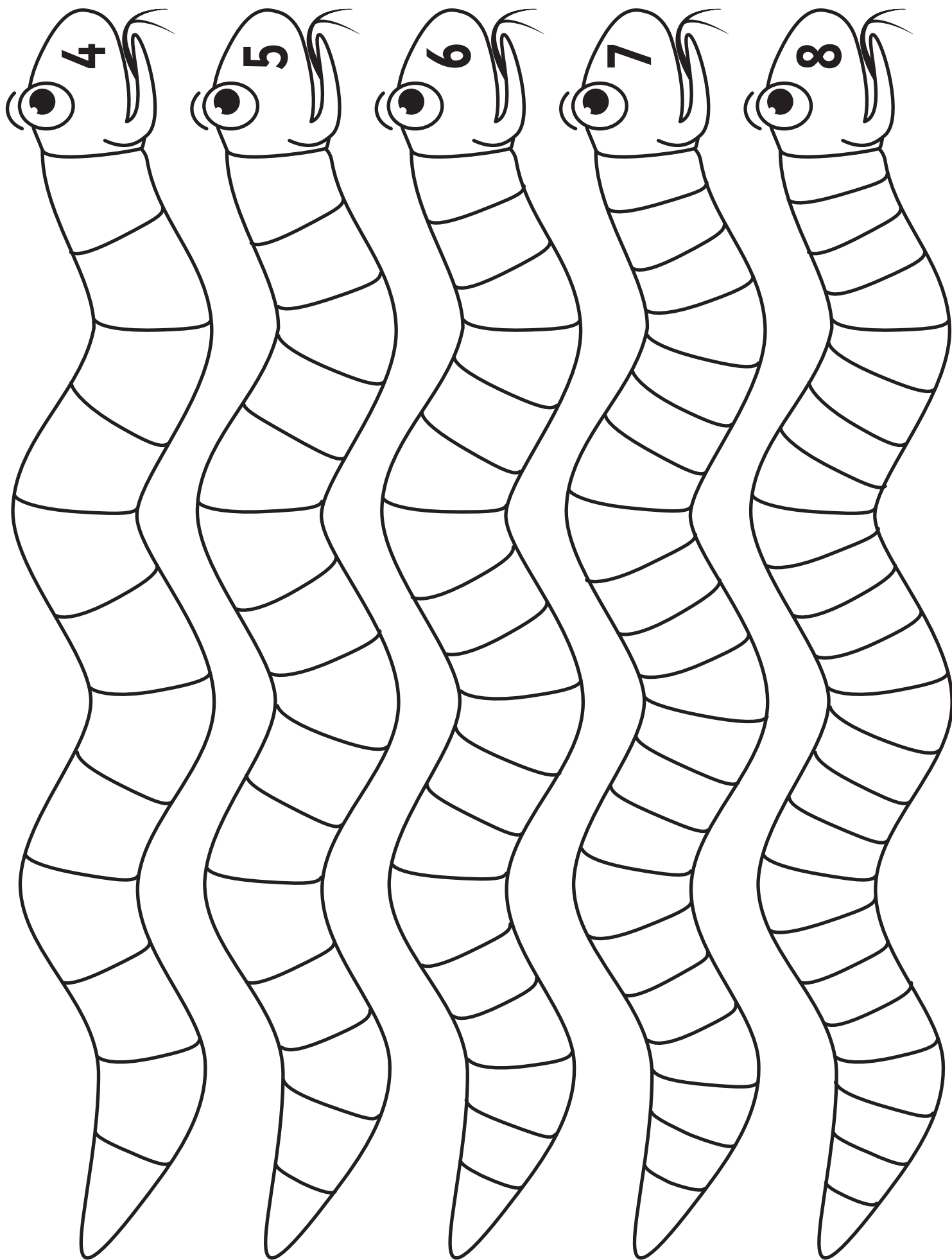
3. This 9-letter word is taken from week 14, list 51. Your task is to make four 4-letter words, four 5-letter words and two 6-letter words.

	s	k	r	c	d	m	i	u	t
List word									
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									

yearly	yearly
fearless	fearless
rainbow	rainbow
stairway	stairway
dearest	dearest
teardrop	teardrop

hearing	hearing
nearby	nearby
earache	earache
forward	forward
swimwear	swimwear
gearbox	gearbox

m	a	n	a	g	e	r	
n	i	n	e	t	y		
t	h	i	e	v	e	s	
b	r	a	v	e	l	y	
s	a	l	v	a	g	e	
a	c	t	u	a	l	l	y
p	o	s	t	a	g	e	
k	n	i	v	e	s		
m	i	l	l	i	o	n	
l	o	a	v	e	s		
r	e	l	i	g	i	o	n
s	a	l	v	a	g	e	



1. This 9-letter word is taken from week 18, list 64. Your task is to make five 4-letter words, four 5-letter words and one 6-letter word.

	t	t	r	e	s	d	h	e	c
List word									
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									

2. This 9-letter word is taken from week 20, list 72. Your task is to make five 5-letter words, four 4-letter words and one 6-letter word.

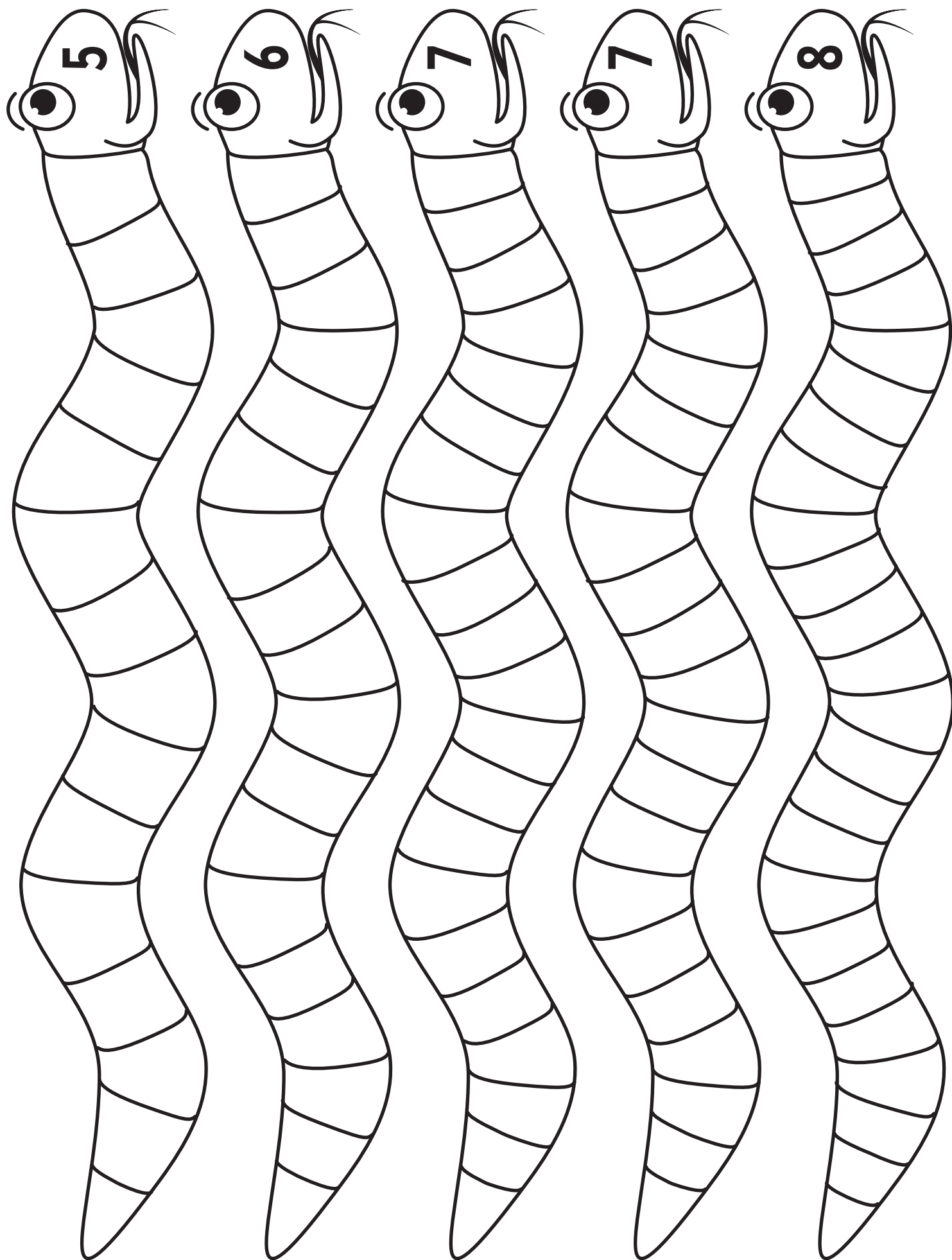
	s	l	a	l	b	y	s	l	l
List word									
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									

3. This 9-letter word is taken from week 22, list 80. Your task is to make four 4-letter words, five 5-letter words and one 6-letter word.

	m	l	s	a	g	o	u	r	o
List word									
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									

me	chan	ic	tech	ni	cal
char	ac	ter	spe	cific	
lem	on	ade	comm	it	tee
di	lem	ma	dis	ap	pear
dis	ap	point	chem	i	cal
do	mes	tic	com	plete	ly

a	u	t	o	g	r	a	p	h	
a	t	m	o	s	p	h	e	r	e
s	c	h	e	d	u	l	e		
j	e	w	e	l	l	e	r	y	
p	a	r	a	g	r	a	p	h	
r	e	l	e	v	a	n	t		
t	e	l	e	p	h	o	n	e	
c	e	m	e	t	e	r	y		
r	e	f	e	r	e	n	c	e	
r	h	y	t	h	m				
s	l	i	p	p	e	r	y		
r	e	s	t	a	u	r	a	n	t



1. This 9-letter word is taken from week 29, list 104. Your task is to make five 4-letter words, four 5-letter words and one 6-letter word.

2. This 9-letter word is taken from week 30, list 108. Your task is to make four 4-letter words, five 5-letter words and one 6-letter word.

3. This 9-letter word is taken from week 31, list 110. Your task is to make four 4-letter words, four 5-letter and two 6-letter words.

	d	k	e	e	n	w	l	o	g
List word									
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									

	i	l	v	e	l	g	r	e	p
List word									
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									

	u	n	f	c	n	o	s	o	i
List word									
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									

listen

honest

guilty

calm

writer

wrong

whole

thumb

knock

guard

building

limb

half

whose

numb

often

sword

scent

wrong

answer

crumb

sign

palm

calf

scene

plumber

glisten

Write the correct words under each heading.

[illegible]

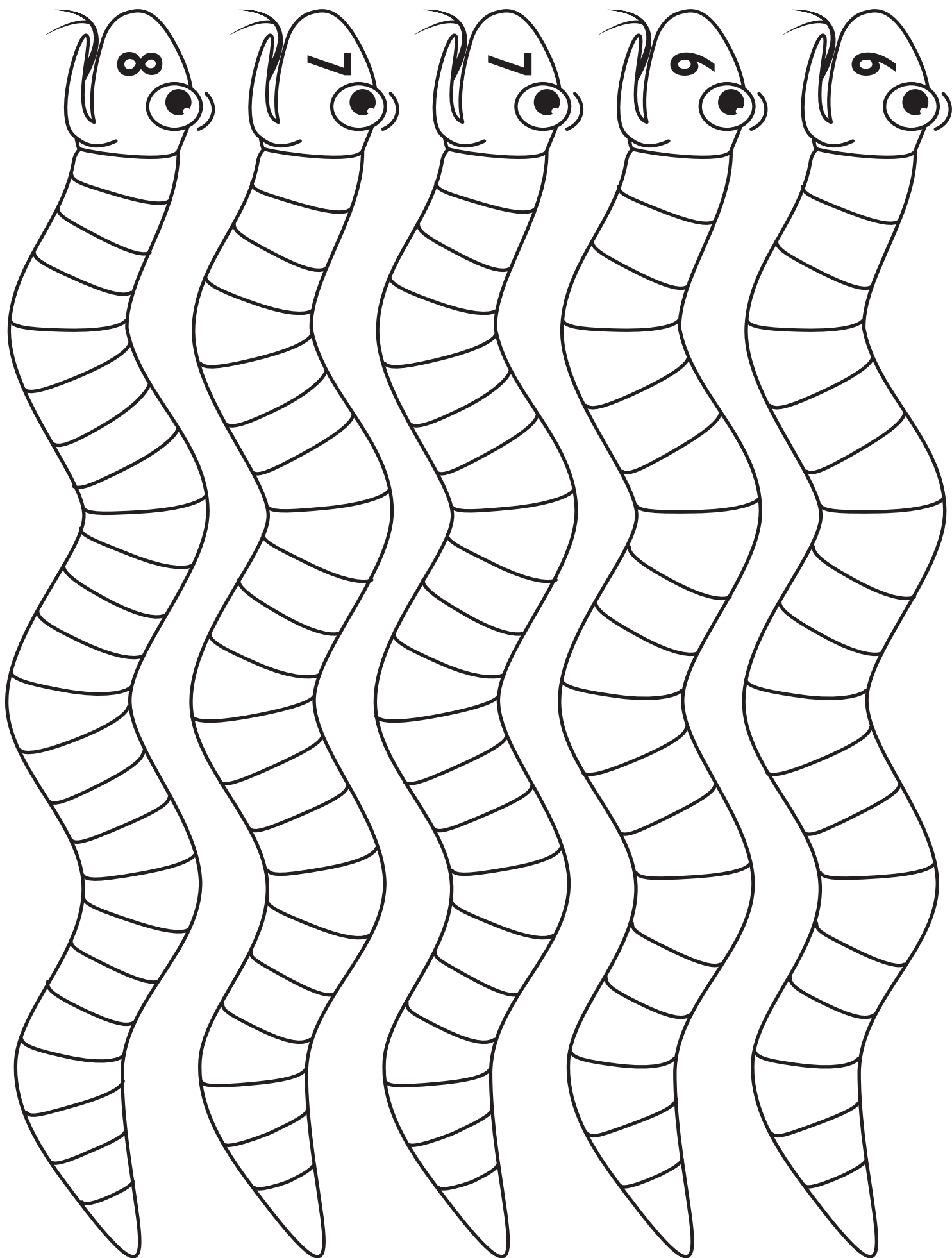
car	toon
orch	ard
burg	lar
state	ment
cou	pon
rou	tine
sor	row
scar	let
cow	ard
win	dow
move	ment
tip	toe
yel	low
can	oe

mar	ma	lade
ser	i	ous
bun	ga	low
a	cou	stic
ad	ver	tise
reg	u	lar
ar	tis	tic
com	part	ment
to	morr	ow
opp	os	ite

Word list
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24

Word list
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22
23
24

b	l	o	o	d	y					
a	t	m	o	s	p	h	e	r	e	
s	c	h	e	d	u	l	e			
j	e	w	e	l	l	e	r	y		
p	a	r	a	g	r	a	p	h		
e	x	p	e	r	i	e	n	c	e	
p	r	a	c	t	i	c	e			
s	o	m	e	h	o	w				
a	p	p	r	o	a	c	h			
p	r	a	c	t	i	c	a	l	l	y
s	h	o	u	l	d	e	r			
c	o	o	k	e	r	y				
s	e	a	f	o	o	d				
s	n	o	o	k	e	r				
s	h	a	l	l	o	w				
s	w	a	l	l	o	w				
e	y	e	b	r	o	w				
w	r	i	t	e						
s	u	p	p	o	s	e				
t	o	a	s	t						
l	a	g	o	o	n					
r	a	i	n	b	o	w				



1. This 9-letter word is taken from week 1, list 4. Your task is to make four 4-letter words, five 5-letter words and one 6-letter word.
2. This 9-letter word is taken from week 5, list 20. Your task is to make five 5-letter words and five 6-letter words.
3. This 9-letter word is taken from week 7, list 27. Your task is to make four 4-letter words, five 5-letter words and one 6-letter word.

List word	t	n	s	t	e	a	t	m	e	List word	a	o	t	s	i	r	c	f	e
1										1									
2										2									
3										3									
4										4									
5										5									
6										6									
7										7									
8										8									
9										9									
10										10									

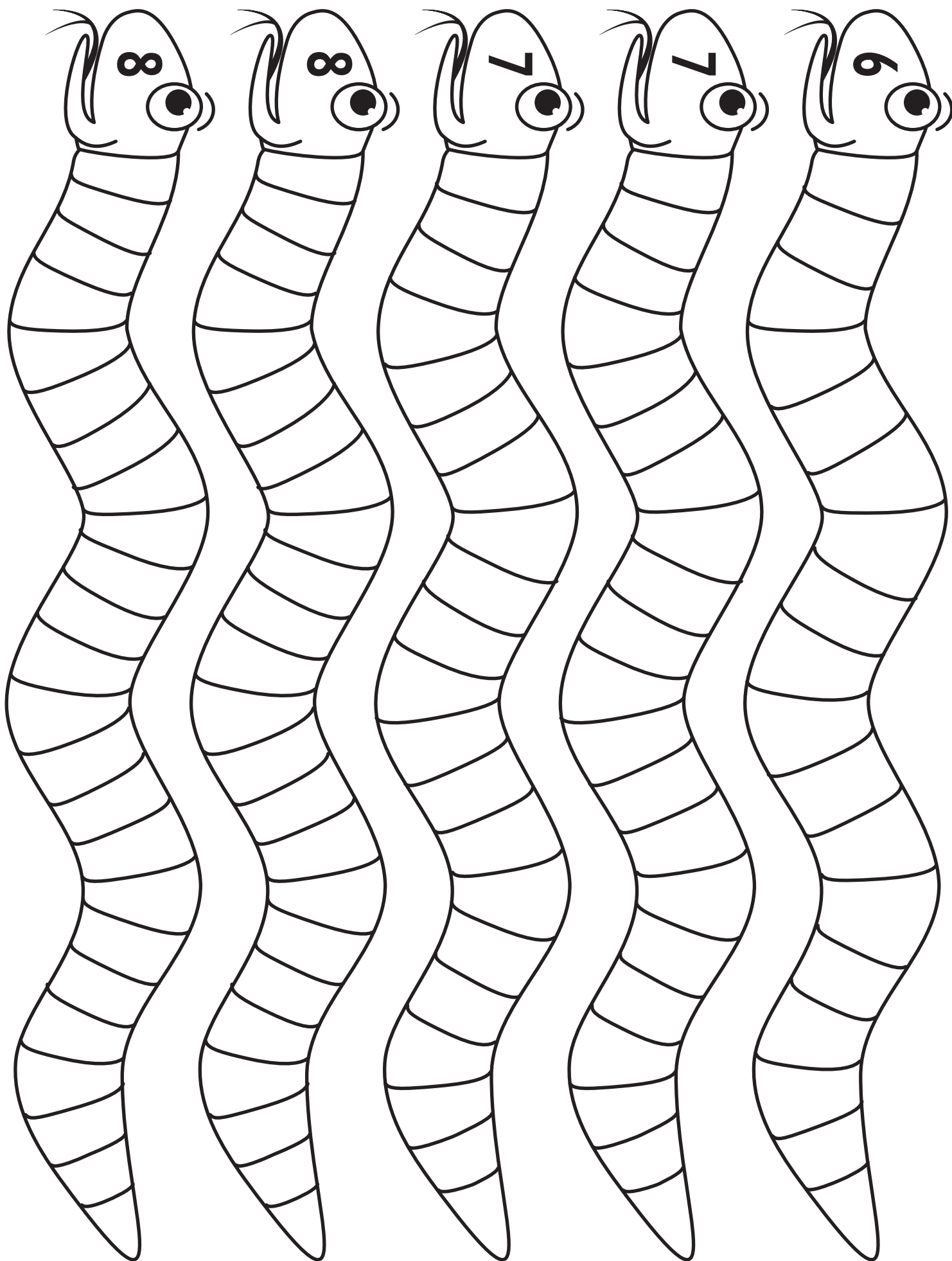
List word	a	s	r	e	m	a	r	b	s
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									

oint	ment
voy	age
thir	ty
app	laud
au	thor
dis	pose
dis	rupt
de	stroy
em	ploy
awk	ward
au	tumn
laun	dry
dis	prove
draw	ing

ann	oy	ing
em	ploy	er
rep	re	sent
cir	cu	lar
dis	re	spect
en	joy	ment
em	ploy	ment
ad	jec	tive
cir	cu	late
roy	al	ty

t	h	r	e	a	t	
s	t	r	e	a	k	
l	e	a	t	h	e	r
c	h	r	o	n	i	c
c	a	p	t	a	i	n
c	a	p	i	t	a	l
a	t	t	a	c	h	
s	k	e	t	c	h	
s	h	a	r	i	n	g
s	y	s	t	e	m	
o	x	y	g	e	n	
c	h	a	r	i	o	t

c	h	e	m	i	c	a	l			
c	h	a	r	a	c	t	e	r		
c	o	u	r	a	g	e	o	u	s	
c	h	a	m	p	i	o	n			
s	h	o	e	l	a	c	e			
s	h	e	p	h	e	r	d			
s	c	i	e	n	t	i	s	t	s	
s	e	p	a	r	a	t	e			
c	h	o	p	s	t	i	c	k	s	
u	n	c	o	n	s	c	i	o	u	s
f	e	a	r	l	e	s	s			
c	h	e	e	s	e	c	a	k	e	



1. This 9-letter word is taken from week 9, list 32. Your task is to make three 4-letter words, four 5-letter words, two 6-letter words and one 7-letter word.
2. This 9-letter word is taken from week 11, list 39. Your task is to make four 4-letter words, four 5-letter words and two 6-letter words.
3. This 9-letter word is taken from week 13, list 48. Your task is to make four 4-letter words, four 5-letter words, one 6-letter word and one 7-letter word.

List word	t	n	e	r	s	p	e	r	e	List word	r	r	e	a	t	h	c	c	a
1										1									
2										2									
3										3									
4										4									
5										5									
6										6									
7										7									
8										8									
9										9									
10										10									

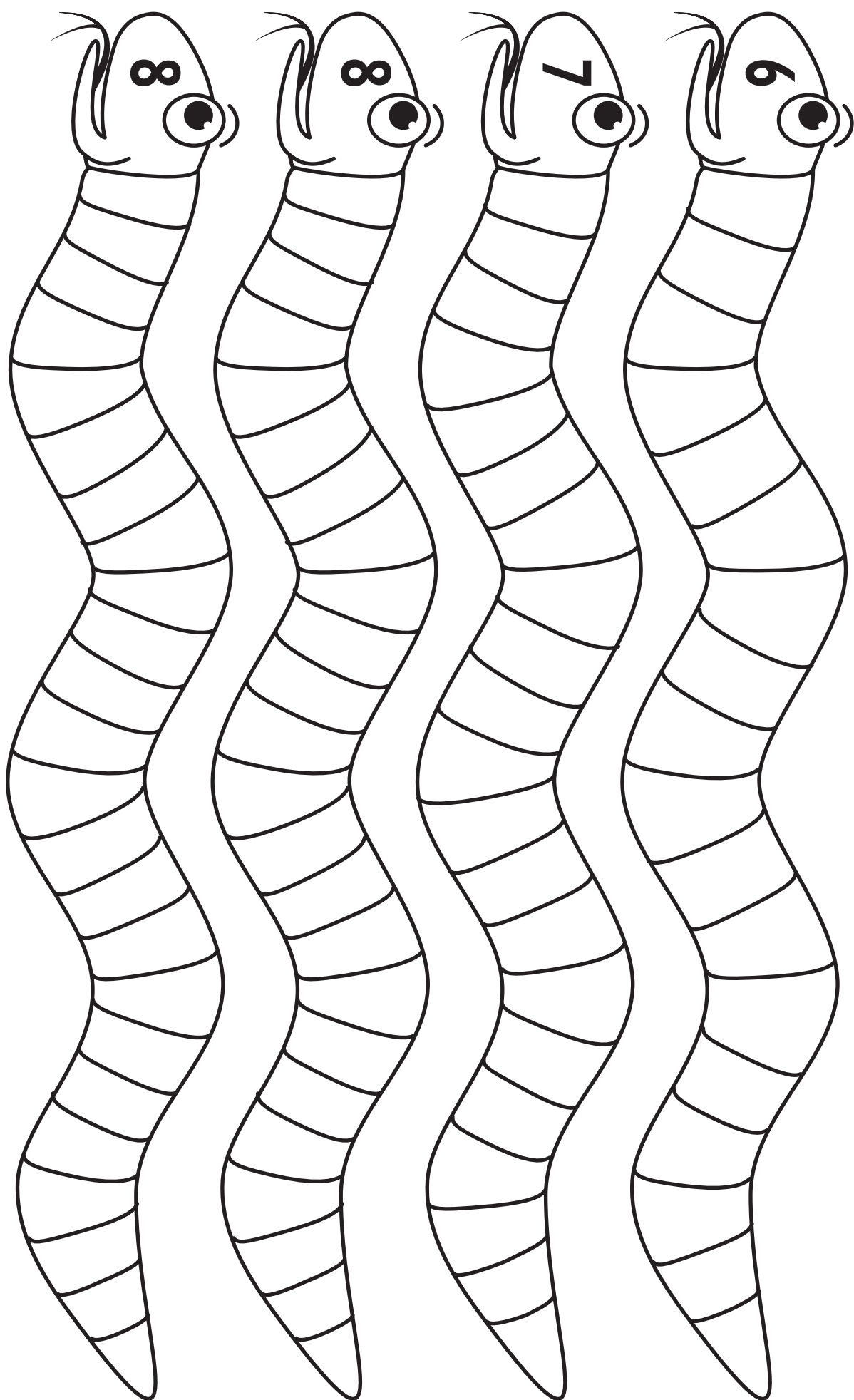
List word	c	t	e	o	l	n	n	u	d
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									

pe	tals
re	ward
grace	ful
rhy	thm
stor	ies
pamph	let
work	ers
spi	der
for	est
learn	ing
de	nies
hy	phen
de	sign
des	ert

gi	gan	tic
par	a	graph
bal	con	ies
ex	hib	it
pro	per	ty
won	der	ful
im	ag	ine
phys	i	cal
Wed	nes	day
mag	ni	fies

c	o	u	r	s	e	
f	o	r	g	i	v	e
v	i	s	i	t		
r	e	i	g	n		
t	r	e	m	b	l	e
s	o	c	i	a	l	
m	e	a	s	l	e	s
l	o	c	a	t	e	
t	o	n	g	s		
e	d	i	t	o	r	
h	a	n	d	l	e	
c	o	u	r	s	e	

f	o	r	b	i	d	d	e	n		
a	n	c	h	o	r	e	d			
m	i	s	e	r	a	b	l	e		
d	i	s	t	r	i	c	t			
l	o	c	a	t	i	o	n			
b	e	a	u	t	i	f	u	l		
s	p	e	c	t	a	c	l	e	s	
u	n	l	a	w	f	u	l			
p	r	i	n	c	i	p	a	l		
p	l	e	n	t	i	f	u	l		
s	t	a	t	i	o	n	a	r	y	
d	i	s	t	r	a	c	t	i	o	n



1. This 9-letter word is taken from week 18, list 63. Your task is to make four 4-letter words, four 5-letter words, and two 6-letter words.

List word	d	s	e	d	e	n	w	y	a
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									

2. This 9-letter word is taken from week 20, list 72. Your task is to make three 4-letter words, four 5-letter words and three 6-letter words.

List word	i	n	i	a	e	t	d	c	l
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									

3. This 9-letter word is taken from week 23, list 82. Your task is to make three 4-letter words, four 5-letter words and three 6-letter words.

List word	a	c	s	f	a	i	t	t	n
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									

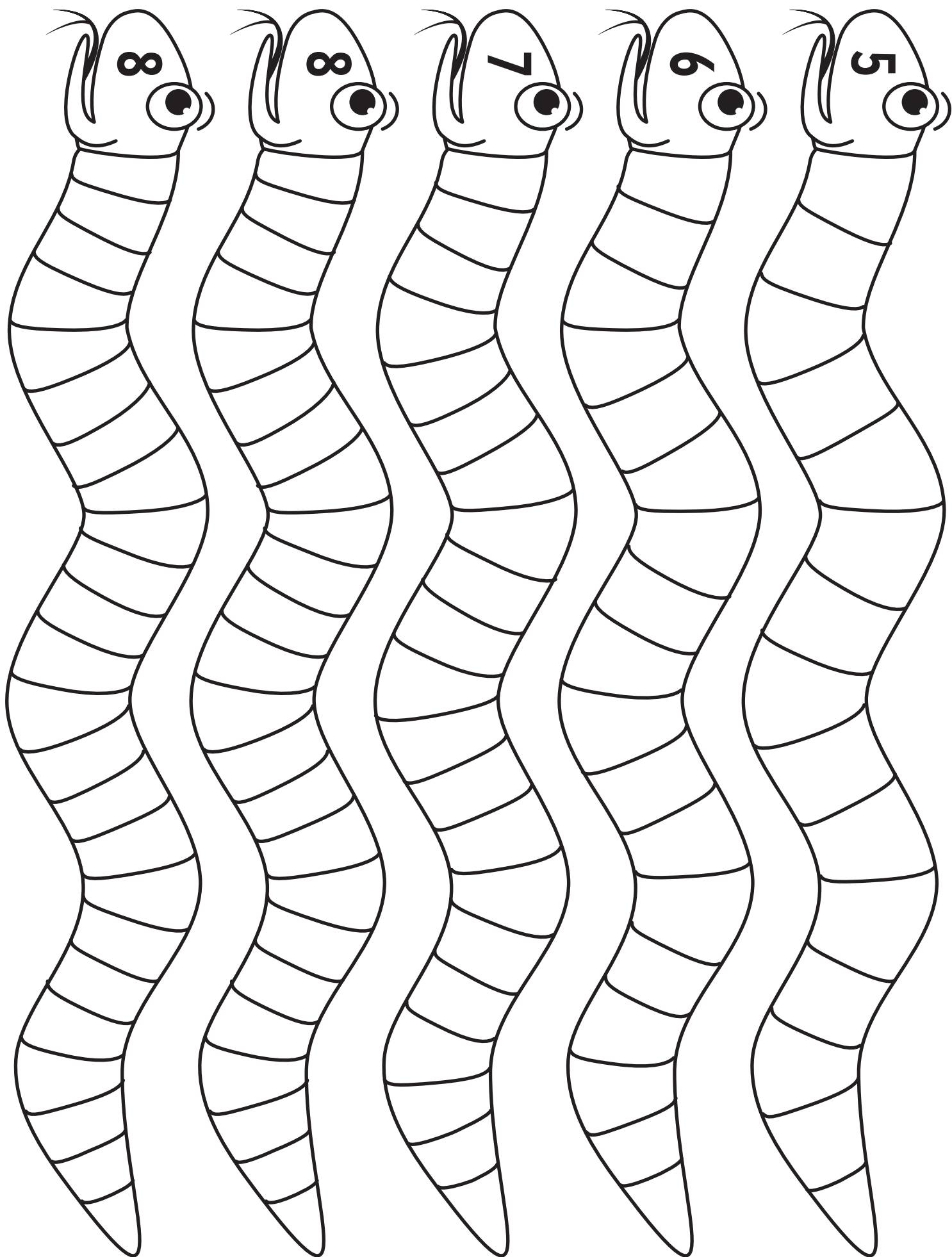
de	scend
mort	gage
miss	ile
sym	bol
whis	tle
pebb	le
sten	cil
rea	lly

in	for	ma	tion
ex	hib	i	tion
opp	os	i	tion
in	tro	duc	tion

vir	tu	al
dis	ast	rous
re	ac	tion
terr	ib	le
e	qua	tion
sel	ec	tion
syl	lab	le
sol	u	tion
sub	scrip	tion
add	i	tion
man	u	al
re	sis	tance

d	r	o	u	g	h	t	
t	h	o	r	o	u	g	h
j	e	a	l	o	u	s	
s	u	m	m	a	r	y	
t	o	n	g	u	e		
f	a	c	t	o	r		
m	i	r	r	o	r	s	
o	n	i	o	n			
s	t	u	d	i	o		
s	e	n	i	o	r		
s	e	r	i	o	u	s	
v	a	p	o	u	r		

t	h	r	o	u	g	h	o	u	t	
d	a	n	g	e	r	o	u	s		
t	r	e	m	e	n	d	o	u	s	
p	o	i	s	o	n	o	u	s		
t	e	m	p	o	r	a	r	y		
t	r	i	b	u	t	a	r	y		
p	r	o	f	e	s	s	o	r	s	
a	m	b	i	t	i	o	u	s		
e	v	a	p	o	r	a	t	e		
n	o	t	o	r	i	o	u	s		
m	y	s	t	e	r	i	o	u	s	
a	n	n	i	v	e	r	s	a	r	y



1. This 9-letter word is taken from week 28, list 98. Your task is to make five 4-letter words, four 5-letter words and one 6-letter word.
2. This 9-letter word is taken from week 30, list 99. Your task is to make six 4-letter words, two 5-letter words and two 6-letter words.
3. This 9-letter word is taken from week 31, list 110. Your task is to make four 4-letter words, four 5-letter words and two 6-letter words.

List word	m	u	b	o	i	i	a	t	s
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									

List word	s	s	d	e	e	t	g	g	u
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									

List word	a	r	o	m	t	p	y	e	r
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									

