

AUDITORY LEARNING

LIVE COMMENTARY

OBJECTIVE: to recognise how the addition of 'ing' changes the spelling of verbs

LEARNING LINK: kinaesthetic

ORGANISATION: individual; pairs; whole class

RESOURCES: sports commentary, containing frequent uses of 'ing' present tense verbs, to be read by the teacher (see below); paper and a pencil, for each child

Sample commentary

The game is *getting* fast. The centre-forward is *running* up the pitch. He's *slipping* the ball past every defender. Is he *going* to score? Only the goalkeeper is *standing* in his way. The fans are *clapping* and *cheering*. The goalie is *rubbing* his gloves together, *staring* at the ball. He must be *guessing* which way he should jump. The centre-forward is *taking* his shot. The ball's *coming*! The goalie is *leaping* the right way! Oh, disaster! The ball's *falling* from his hands! It's *rolling* over the line. United are *winning* one-nil.

WHAT TO DO

- You are going to listen to a sports commentary on a live sports fixture. Discuss with others how you think the commentator will make sure that you feel the event is really happening now.
- Ask a partner to say these two sentences to you:
 1. *The centre-forward runs fast.*
 2. *The centre-forward is running fast.*
- Which verb form sounds more immediate? (The 'ing' form is better.)
- 'Switch' on the radio and listen to today's live match commentary. (You will recognise your teacher's voice!) Count the number of 'ing' verbs you hear used. If possible, write them down. (If you work with a partner, one of you could count, while the other one writes down the verb.)
- Compare your results as a class.

NOW TRY THIS

Work with a partner, taking turns to give a short commentary on another live event (for example, a different sports event or a concert). Make sure you use plenty of 'ing' verbs so it sounds as if it is happening in front of your eyes.

ODD MAN OUT

OBJECTIVE: to identify words with the spelling pattern 'le'

LEARNING LINK: visual

ORGANISATION: pairs; whole class

RESOURCES: collections of words (see below) to be read out

Word collections

1. able, uncle, parcel, cycle
2. double, obstacle, small, mile
3. hole, simple, model, horrible
4. bicycle, nozzle, magical, table
5. tunnel, purple, sizzle, vegetable
6. real, possible, icicle, noodle
7. medal, responsible, wriggle, middle
8. poodle, sale, example, mural
9. little, medical, giggle, cubicle
10. towel, apple, miracle, trouble

WHAT TO DO

- Talk about words ending in 'le'. Remind each other of a few examples.
- You are going to listen to some collections of words being read out. For each collection, identify and list the words belonging to the 'le' family. In a separate list, write the odd one out.
- Work with a partner to investigate the words orally. What can you discover about the most common letters preceding 'le'? Which are common? Do you notice anything about the shape of many of them? (Most have an ascender or descender.)
- Compare results as a class.

NOW TRY THIS

List some words that end in 'cel' or 'cle'. Can you work out (by reading them aloud to each other) how you know which spelling is correct? (The 'c' is always soft in 'cel' endings, but hard in 'cle' endings).

