

SECTION

11

**WRITING USING  
TRICKY WORDS  
AND ALTERNATIVE  
SPELLINGS**



# WRITING

## Production And Writing

### INTRODUCTION

Dear learner, you are welcome to this section of Intervention English lesson. I hope you feel good learning English language, right? Good! In the last section, our lesson was about *listening comprehension*. You learned how to exchange ideas through oral communication or speaking. This week, there will be two lessons. The first lesson will look at how to use tricky words to write meaningful sentences. In the second lesson, you will learn how to use alternative spellings to write meaningful sentences. The two lessons will focus on writing. There are activities in the lesson to help you learn effectively. When you go through the lessons successfully, you will improve your spelling and writing skills. You are encouraged to follow the lessons carefully and perform all the activities to measure your progress. Enjoy the lesson!

#### By the end of the lesson, you as the student will be able to;

1. Write meaningful sentences with tricky words
2. Identify alternative spellings and apply them in writing sentences

#### Key Ideas

- A word that is difficult to pronounce or sound is called tricky.
- The words we see or meet many times in reading or writing are known as High-Frequency words.
- The study of how speech sounds are made or pronounced is referred to as phonetics.
- Words that sound the same but have different meanings are called Homophones.
- Different ways of spelling the same sound are known as alternative spellings.

## USING 'TRICKY' WORDS

**Tricky words** refer to words that have unusual spellings and do not follow regular phonetic patterns. We use many tricky words in our writings and that is why it is important to learn how to spell and pronounce them. For example, the word '**dog**' is not tricky, because you can segment it into its individual sounds as- /d/ /o/ /g/ and then blend correctly into the word. However, if you try to sound out the word 'go', you would get /g/ /o/ which sounds like '**goh**'. Tricky words are not easy to blend as a beginner in learning to read and write. For instance, the word 'receipt' has a silent letter 'p' (which is not sounded but written), and this makes the word tricky when writing. Tricky words call for visual recognition. Examples are **who**, **why**, **here**, **down**, **what**, **only**, and so on.

### Activity 11.1

Complete the following sentences with the appropriate tricky word from the box.

<b>some</b>	<b>nothing</b>	<b>none</b>	<b>another</b>	<b>month</b>	<b>between</b>
<b>mouths</b>	<b>many</b>				

1. You are to choose \_\_\_\_\_ the red and the black ball.
2. She served \_\_\_\_\_ people with \_\_\_\_\_ water at the party.
3. In life we must learn to love one \_\_\_\_\_.
4. There was \_\_\_\_\_ left in the pot.
5. They have large \_\_\_\_\_ to feed this \_\_\_\_\_.
6. The headmistress called the teachers for a meeting but \_\_\_\_\_ attended.

Amazing! You are making progress, keep working hard.

The table below shows a list of tricky words. You are expected to look at the parts of the words that make them tricky.

**Table 11.1: Some Tricky Words**

I	he	are	said	come	oh	look
no	she	her	have	little	Mrs	asked
the	we	was	like	one	people	could
to	me	all	so	were	their	here
go	be	they	do	there	called	now
into	you	my	some	what	Mr	number
nothing	many	two	where	word	friend	good
from	write	you	put	none	new	month
try	day	how	about	also	another	between
other	want	been	being	by	may	five
of	one	our	out	over	own	down
mother	father	eight	cover	once	before	always

You have to know that most tricky words are frequently used. Words which are often used in written texts are called High Frequency or Sight words.

**High-frequency words** (also known as sight vocabulary) are a group of frequently used words that are both phonetically regular and irregular and do not require much effort to remember. Some examples are jet, yes, kid, swim, step, stop, frog, it, and, as, the, and so on. These words are normally easy to write or spell you may see them more in written text or hear them in spoken language.

Now, let us see if you can identify the trick words in the activity that follows. Good luck!

### Activity 11.2

Use each of the words in the table to write a meaningful sentence.

always    about    before    mother    there    some

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I hope the activity was interesting? You are amazing! Now, learn how to pronounce each of the words from the table, close your Learner Material, spell and write the words.

## Steps For Learning or Decoding Tricky Words

The following steps will help you learn to spell and write tricky words easily.

1. Sound out the parts of the word you know before the ones you do not know.
2. Learn more letters and their related sounds.
3. Make a list of tricky words and sound them out in different ways.
4. Learn tricky words by sight (look at the letters in the word often)

Let us consider the word **'many'**:

**Step 1:** parts you can sound out are in colours: **m a n y**

**Step 2:** look for the sound that the **'a'** letter represents

**Step 3:** find other words that have the same sound as **'a'** but are sound out differently.

You can realise that it is easy to recognise or sound the consonant sounds than the vowel sounds. Therefore, when you are decoding tricky words, look at the sounds you can easily recognise before the ones that are difficult to sound. Follow the steps to decode the words in the activity that follows.

**Activity 11.3**

Decode the tricky words below:

1. mother
2. accommodate
3. father
4. before
5. good
6. termination

Great! You are great. Let us look at some ways you can learn to spell or write tricky words.

**Learning Tricky Words**

1. You may use flashcards to learn tricky words as indicated below:

she	they	<u>said</u>	come
day	water	have	<u>my</u>
called	write	little	good

Once you build a flashcard like this, try to look at the words frequently to get use to the sounds in the words. This will help keep the words in your mind and make spelling and writing easy.

2. Look and say; Look, say and write; cover and write

Look and say	Look, say and write	Cover and write
none		
another		
many		
people		

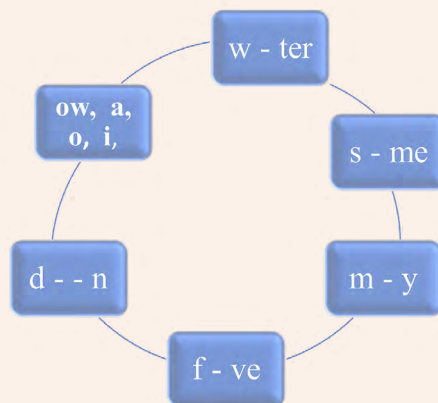
Look and say	Look, say and write	Cover and write
<b>between</b>		
<b>eight</b>		
<b>accommodate</b>		
<b>little</b>		
<b>where</b>		
<b>month</b>		

Practise this often so that you can get used to the sounds in the words to make spelling and writing easy. Look at the words and pronounce them. Then, look at the words again, pronounce and write them. Finally, cover the words and write them on your own. When you do this always, you will be able to spell and write tricky words easily.

Perform the activity that follows.

#### Activity 11.4

Fill the gaps in the words with the appropriate coloured sound to complete the tricky words. Make a poster of each of the words in a sentence and discuss with your classmates or friends. Good luck!



Great job, my friend! Now, let us learn a few things about tricky words.

1. Tricky words have unusual letter combinations (some letters are doubled- as in **accommodate**)
2. Tricky words are homophones (words that sound the same but have different meanings- two and too).

3. Tricky words do not follow common phonetic rules (sounds are not regular).
4. Tricky words have silent words (the ‘e’ in the word ‘some’ is silent when the word is produced).
5. Tricky words have letters that make different sounds than usual (e.g., the ‘i’ sound in five and little are not the same).

Good, click on the links below to learn some basic tricky words. Learn to sing the tricky word songs and put in your own tricky words to practise spelling and writing. Enjoy this moment.

1. <https://youtu.be/TvMyssfAUx0>
2. <https://youtu.be/3NOzgR1ANc4>
3. <https://youtu.be/ri4u0TjAZ38>
4. <https://youtu.be/R63T5jV0Zbs>

How did you feel, my good friend? Interesting! Now that you have learn some tricky words and how they are written, the next thing is to use them in writing. You are going to read the passage below to identify tricky words and use them to write meaningful sentences. Enjoy this moment.

Read the passage and perform the activity that follows:

*When I was in Junior High School, my teacher of English advised me to always read storybooks. I asked him to tell me why he was always telling me to read books. He then took his time to explain to me some benefits of reading novels. He mentioned that reading helps students to acquire new vocabulary, speak fluently and build their confidence in the use of the English language. This was when I realised that my dream of becoming a good lawyer in the future began with reading. From that moment, I always made time for my novels to date.*

### Activity 11.5

Use the following words from the passage to write a short similar narrative.

*when    build    speak    always    new    good    why*

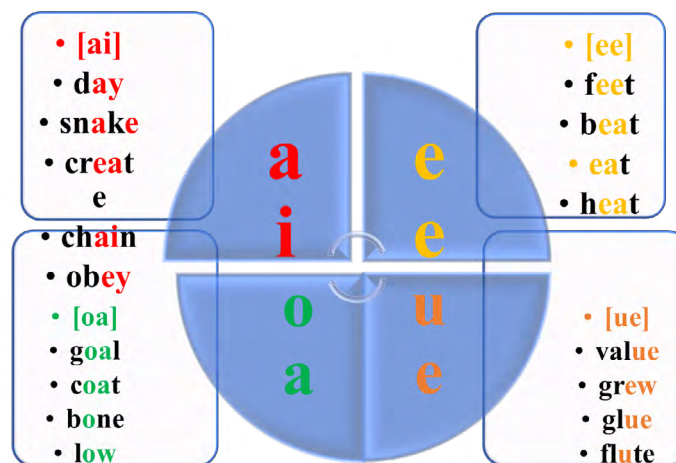
Good job! Make a poster of these words and try to write them most often. Once you do this, you will become familiar with tricky words and using them in writing will be easy.



## IDENTIFYING AND USING ALTERNATIVE SPELLINGS

Here, you are going to learn the different ways of spelling or writing the same sounds. Learning how letters change into sounds is one way of writing effectively. What you have to keep in mind is that, sounds may be represented by different letters in different words. Alternative spelling is one way of understanding how sounds help in the writing of words.

**Alternative spellings** are different ways of spelling the same sounds. This means that the same sound may appear differently in different words. Therefore, when you are learning how to write words, you have to find out the other ways in which the same sounds in the words may appear in other words. For example, study the illustration below for the alternative spellings for the sounds /ai/ /ee/ /oa/ /ue/:



The alternative spelling for the sounds include:

**/ai/** --- /ay, ey, a, a-e, ea, eigh, aigh/

**/ee/** ---/e-e, ea, -y, e, ie, i, ey/

**/ue/**---/ew, u, u-e/

**/oa/** ---/o, ow, o-e/

**Activity 11.6**

Complete the table below with five words each of the sounds indicated in colours.

ai, a-e, ay	ee, e-e, ea	ue, u, u-e	oa, ow, o-e
gain	breach	clue	throat

**Activity 11.7**

Read the short passage below and identify the words with the alternative spellings for the letter sound /ai/. Write a sentence using each of the five words.

*Ghana as a nation has a lot of resources. Our leaders need to make the right decisions to make Ghana a better place for generations. As citizens, we also need to save the name of Ghana by protecting our heritage. We also need to pay taxes as patriotic Ghanaians. When we do our best and our leaders don't fail us, Ghana will become the best nation we can be proud of.*

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Congratulations! Keep working hard.

I hope you can see the different ways of writing the same sound.

Below are some sounds and their alternative spellings with examples of words associated with them. Study the table carefully and read the words that follow the sounds.

Examples are:

BASIC SOUNDS		ALTERNATIVE SOUNDS	
/ai/ - Pain, rain	/ay/ - pay, play	/a-e/ - make, cake	
/ee/ - green, deep	/ea/ - eat, heat	/e-e/ - these, eve	/y/ sunny, lady
/ie/ - pie, cried	/igh/ - light, flight	/y/ - fly, my	
/oa/ - oat, boat	/ow/- low, grow	/o-e/ - bone, throne	
/ue/ - due, value	/ew/ - grew, chew	/u-e/ - flute, mute	
/er/ - her, herb	/ir/ - girl /ur/ - turn	/ear/ - wear, /air/- chair	/are/ -fare, care
/oi/ - boil, oil	/oy/- toy, joy		
/s/ (/ce/)- cement	/ci/ - circle,	/cy/- cycle, cylinder	
/j/ (/ge/)- gentle	/gi/ - ginger	/gy/- energy	
/or/ - form, torn	/au/ - august, laundry	/aw/ - dawn, yawn	
/k/ - kite, king	/ch/- choir, school	/k/ (/c/)- cat	
/f/- fish	/ph/ - phone		
/oo/ - moon	/u/ - put	/oul/ - would, should	
/e/ - egg	/ea/ bread, head		
/u/ - sun, under	/o/ - son	/ou/ touch, young	

Good! I hope you can write some words on your own that are alternative spellings of the sounds learned from the table. Perform the activity below to find out how well you understand the alternative sounds you have studied in the table.

**Activity 11.8a**

Rewrite the following sentences and fill in the gaps with the pair of the alternative words in the bracket.

1. He.....a fee for a.....(place, paid).
2. The sheep.....green.....(eats, leaves).
3. The.....cried on the.....(flight, child).
4. The.....boy has a lot of.....(energy, gentle).
5. There are.....in the.....bag (coins, boy's).

**Activity 11.8b**

Identify the alternative words in each sentence according to the sounds.

1. The creeping plant went deep into the soil.
2. My classmate stated the names of the great men in Ghana.
3. The boy was afraid of the toy in the red oil.
4. The goat roamed freely on the coastal road.
5. The glue stick was used to secure the cue card.
6. The wooden spoon was used to stir the cookie dough.

Good job! Keep up the good work.

You are going to look at some steps for learning alternative spellings. Please, follow the lesson carefully and practise on your own or with your classmates. Enjoy the section.

**Steps for Learning Alternative Spellings**

1. Practise writing words with alternative spellings regularly.
2. Engage your friend or classmate in dictation exercise using alternative words.
3. Use words with alternative spellings to form meaningful sentences.
4. Always identify alternative words in the stories or passages that you read.
5. Use the internet to search for alternative words and practice using them.
6. Create alternative-word posters to learn alternative spellings.

**Activity 11.9**

Identify the alternative words in the puzzle and put them according to the sounds.

<b>o</b>	<b>c</b>	<b>c</b>	<b>a</b>	<b>s</b>	<b>i</b>	<b>o</b>	<b>n</b>	<b>n</b>
<b>p</b>	<b>p</b>	<b>c</b>	<b>s</b>	<b>s</b>	<b>i</b>	<b>c</b>	<b>h</b>	<b>a</b>
<b>e</b>	<b>p</b>	<b>a</b>	<b>q</b>	<b>r</b>	<b>m</b>	<b>o</b>	<b>a</b>	<b>t</b>
<b>e</b>	<b>d</b>	<b>b</b>	<b>q</b>	<b>q</b>	<b>a</b>	<b>a</b>	<b>i</b>	<b>i</b>
<b>l</b>	<b>a</b>	<b>l</b>	<b>a</b>	<b>c</b>	<b>g</b>	<b>c</b>	<b>r</b>	<b>o</b>
<b>t</b>	<b>o</b>	<b>e</b>	<b>k</b>	<b>k</b>	<b>e</b>	<b>h</b>	<b>m</b>	<b>n</b>
<b>e</b>	<b>l</b>	<b>t</b>	<b>c</b>	<b>h</b>	<b>a</b>	<b>i</b>	<b>r</b>	<b>q</b>
<b>a</b>	<b>k</b>	<b>t</b>	<b>h</b>	<b>c</b>	<b>a</b>	<b>o</b>	<b>p</b>	<b>t</b>
<b>s</b>	<b>l</b>	<b>e</b>	<b>e</b>	<b>p</b>	<b>b</b>	<b>e</b>	<b>a</b>	<b>k</b>

Wonderful! I hope you can now identify words which are alternative spellings. You are doing well. Keep practising alternative spellings with your friends or classmates.










# REVIEW QUESTIONS

## LESSON 1

1. Fill the box with the appropriate tricky words.

he	she	we	was	you	they	all	my	her
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1.		2.		3.	
4.		5.		6.	
7.		8.		9.	

2. Fill in the gaps with the correct tricky words listed in the table.

disappear	newspaper	dinner	cardboard	neighbour	threw	crawl
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- My .....sells banana in the market.
- The baby .....back to her mother.
- The magician .....
- The .....is all over the news stand.
- I had banku for .....today.
- Pack the books into the ..... for safe keeping.
- The Olympic champion ..... the ball into the net.

3. Read the short passage below and group the alternative words according to their sounds.

The girl couldn't fly the kite so she cried bitterly for help. No one came her way. In an attempt to push harder through the bush, her skirt and shirt got stuck.

4. Group the alternative spellings in the box under the sounds in the table.

state	seat	show	grain	bird	more	sour	
fare	hear	ear	know	key	toe	believe	foreign

ai	ee	oa	or	er

# ANSWERS TO REVIEW QUESTIONS

**Q1.**

he	she	we	was	you	they	all	my	her
		w e		h e r		y o u		
	s h e		a l l				m y	
t h e y			h e					w a s

**Q2.** Fill in the gaps with the correct tricky words listed in the table.

disappear	newspaper	dinner	cupboard	neighbour	threw	crawls
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My neighbour sells banana in the market.

- The baby crawls back to her mother.
- The magicians disappear on Mondays.
- The newspaper is all over the news stand.
- I had banku for dinner today.
- Pack the books into the cupboard for safe keeping.
- The Olympic champion threw the ball into the net.

**Q3.** The girl couldn't fly the kite so she cried bitterly for help. No one came her way. In an attempt to push harder through the bush, her skirt and shirt got stuck.

fly - kite - cried

came - way

push - bush - through

skirt - shirt



**Q4.** Group the alternative spellings in the box under the sounds in the table.

state	seat	show	grain	bird	more	sour	
fare	hear	ear	know	key	toe	believe	foreign

ai	ee	oa	or	er
state	seat	show	more	bird
grain	key	know	foreign	hear
	believe	toe		ear
				fare

## EXTENDED READING

Learning Alternative Spelling

[http://www.phonicsinternational.com/Training\\_illustrated\\_The%20English%20Alphabetic%20Code.pdf](http://www.phonicsinternational.com/Training_illustrated_The%20English%20Alphabetic%20Code.pdf)



## GLOSSARY

**Spelling patterns**

<b>ai</b>	<b>air</b>	<b>ee</b>	<b>er</b>	<b>igh</b>	<b>oa</b>	<b>oo</b>	<b>or</b>	<b>ou</b>	<b>oy</b>
ay	ear	ea	ur	ie	o-e	u-e	au	ow	oi
a-e	are	ey	ir	i-e	ow	ew	aw		
ey	ere	ie	or	y	oe	ue	ore		
					oh		our		
							oor		
							augh		

**Other spellings**

ure wh ph

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