

# Choose the Word

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# Choose the Word

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Choose the word  
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Computer  
Assisted  
Learning  
Programme

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### AIMS

1. To improve spelling.
  - a) by raising awareness of common phonic elements in words.
  - b) By offering a drill and practice exercise that allows the manipulation of a large number of words and meanings.
2. To expose the user to words in preparation for using the more difficult program "Predict the word".
3. To offer a wide selection of words ranging from simple to difficult, so that the program can be used at 4 levels.

### ACTIVITIES

Each level consists of 10 sets of 10 lists, each list of which contains 10 words. The player is given the letter or set of letters common to each word in the list, and a meaning clue. The correct word is chosen from the list which is revealed word by word by the player. Immediate feedback is given as to whether each answer is right or wrong.

At the end of each list the student is praised, and then repeats the list or goes on to the next list according to the proportion of correct answers in the list.

The Tutor can insert his/her own words and meanings in two out of ten lists, and in level 5.

## REQUIREMENTS

### Preparation:

Usually the Learning Assistance Tutor would have done some work on spelling, drawing the student's attention to common elements in words (word families) or specifically teaching some phonic elements (e.g. short and long vowels). This program will then offer further practice of those things taught.

### Supervision :

Generally someone needed to begin the student on the program and then available to ensure that they get help if needed.

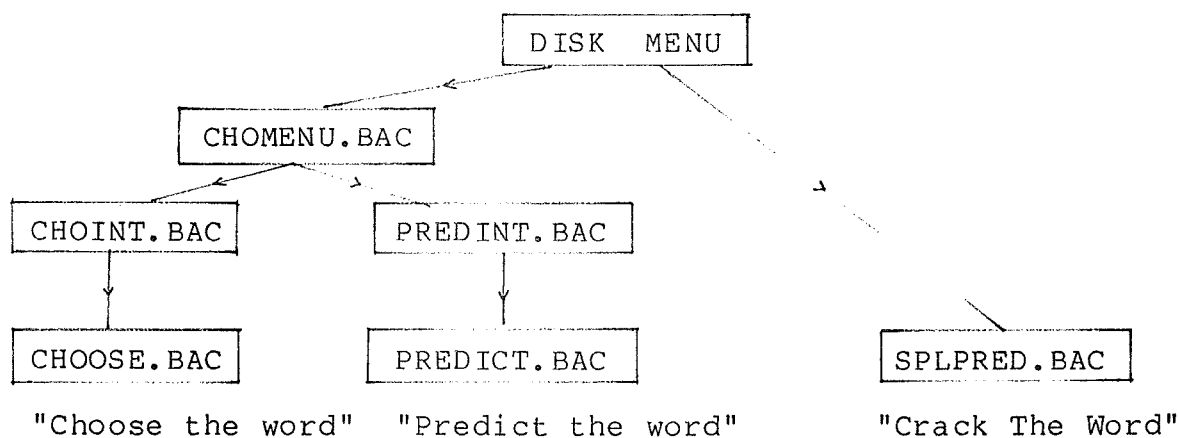
### Equipment :

No extra equipment needed.

### Time :

Session times can be as long or short as required.

### Technical Requirements :



All three programs use the following :

DATA FILES : PREDWDS 0, 1, 2, 3, 4, 5. DAT

### EDITING of DATA Files

From Polybasic:

(a) Type: Run "SERVICE" (the Service menu chains CHOEDIT.BAC)

or (b) Type: Run "CHOEDIT.BAS"

Note : CHOEDIT.BAS allows access to ALL sets of DATA.

## INSTRUCTIONS

The student first chooses on which Level s/he wishes to operate.

- Level 1 - short vowels  
- consonant blends
  
- Level 2 - ar, ir, or, ur  
- long vowels  
- vowel blends  
- double consonants  
- -y  
- silent k  
- ight, dge  
- triple consonant (str)
  
- Level 3 - previously taught combinations in more difficult words  
- names of numbers  
- months of year  
- -ing and -ed endings  
- triple consonants: tch, nch  
- plurals of words ending in y, ie  
- some prefixes and suffixes: tele-, -ful, -fully
  
- Level 4 - more difficult words  
- prefixes and suffixes  
- plural f = ves  
- silent letters  
- augh, ough

Note 1: See Appendix 1 for further details on the levels.

Note 2: A fifth level is available for your own lists.

Within each level there are 10 sets of 10 lists. Each list contains up to 10 words.

Having chosen the Level, the student is then asked "Have you played before?" If the answer is no s/he is taken through the instructions and then begins with set 1 of the list. If the answer is yes, the question is asked "What set did you reach?" The program then begins on list 1 of that set and works its way through to list 10 in consecutive order.

The screen looks like this:

FIGURE 1:      Screen Layout

<div style="border: 1px solid black; display: inline-block; padding: 2px 10px;">ee</div>	Set: 1   List: 4
<div style="border: 1px solid black; display: inline-block; padding: 5px; margin-bottom: 10px;">A car has four .....</div> <div style="display: flex; justify-content: space-around; align-items: center;"><div style="border: 1px solid black; padding: 5px; text-align: center;">breeze sweep wheels coffee</div><div style="border: 1px solid black; padding: 5px; text-align: center;"><div style="display: flex; flex-direction: column; align-items: center;"><div>8</div><div>7</div><div>6</div><div>5</div><div>4</div><div>3</div><div>2</div><div>1</div></div><div style="display: flex; flex-direction: column; align-items: center;"><div style="width: 20px; height: 20px; border: 1px solid black; margin-bottom: 2px;"></div><div style="width: 20px; height: 20px; border: 1px solid black; margin-bottom: 2px;"></div><div style="width: 20px; height: 20px; border: 1px solid black; margin-bottom: 2px;"></div><div style="width: 20px; height: 20px; border: 1px solid black; margin-bottom: 2px;"></div><div style="width: 20px; height: 20px; border: 1px solid black; margin-bottom: 2px;"></div><div style="width: 20px; height: 20px; border: 1px solid black; margin-bottom: 2px;"></div><div style="width: 20px; height: 20px; border: 1px solid black; margin-bottom: 2px;"></div><div style="width: 20px; height: 20px; border: 1px solid black;"></div></div></div></div>	
Use the arrow keys to find the word and press <ENTER>	

All words in any one list have a common letter or set of letters or subject matter, and this is displayed at the top of the screen. While this clue is not needed in Choose The Word it is important to draw the students' attention to it so that they can make use of it when they move on to "Predict The Word".

While there may be up to 10 words in a list, only four of these are displayed at any one time and the student has to use the arrow keys to move the hidden words into the display window. When the cursor is covering the correct word the student presses <ENTER> and gets immediate feedback in the form of the score box filling with red if incorrect and green if correct.

At the completion of a list a scoreboard gives feedback on the scores and the time taken for each list within that set.

The time is purely for the student's information but the score determines whether the student repeats the list or goes on to the next list. In either case appropriate positive or neutral reinforcement statements are made.

At the end of the set, there is the choice of going on to the next set or finishing.

(NOTE 1. The student can use SHIFT/EXIT at any time to finish or move on to a more appropriate level.

NOTE 2. The HELP key takes the student through the instructions again.)

## PERSONALISED WORD LISTS

Set 9 and 10 of each level and all of Level Five have been left free for you to enter word lists tailored to the needs of specific students. The editing program for Sets 9 and 10 of Levels 1-4 is available from the SERVICE MENU.

- 1) Go into Polybasic (from a Polymenu Type PB; or from another menu press SHIFT/EXIT.)
- 2) When the yellow READY appears above the cursor,  
Type: RUN "SERVICE" and press <ENTER>.
- 3) When the SERVICE MENU appears, select:  
EDIT CHOOSE and PREDICT word lists.  
(Note: The lists on both these programs are the same)

To gain access to any word in any list, including the blank lists of Level 5: from POLYBASIC,  
Type: RUN "CHOEDIT.BAS".

If changing any of the original CALP lists, ensure you have a master copy set aside.

Fill in the letters common to all the words in the list, the words in the list and their meanings.

Note: Within the editing program if words have already been entered in the "free" list by someone else you can either type over the top of them (or use the insert or delete keys) or you can move rapidly through the list leaving it unchanged by merely pressing <ENTER>.

When the list/s are entered, return to the SERVICE MENU and then the disk menu and select "CHOOSE" or "PREDICT THE WORD".

When asked "Have you played this game before?" type YES.

When asked "What set did you reach?" Give the set (9 or 10) and the data you put in will have been automatically entered.

APPENDIX I

INDEX OF LETTERS/SOUNDS/TOPICS COVERED IN THE LISTS

LEVEL 1 (Short Vowel words)

Set 1 Lists

1. a	2. e	3. i	Short Vowels
4. o	5. u	6. a	
7. e	8. i	9. o	
10. u			

Set 2 Lists

1. a	2. e	3. i	Double consonant endings -ng ending
4. o	5. u		
6. ll	7. ff	8. ss	
9. -ng	10. -ng		

Set 3 Lists

1. -nd	2. -nd		-nd ending
3. x			-x ending
4. y			y in single syllable words
5. sh	6. th	7. wh	Consonant blends at beginning
8. ch	9. st	10. sl	

Set 4 Lists

1. br	2. cr	3. dr
4. fr	5. gr	6. pr
7. tr	8. bl	9. cl
10. fl		

Set 5 Lists

1. gl	2. pl	3. sp	Consonant blends at end
4. sc	5. sk	6. sm	
7. sn	8. sw	9. -ch	
10. -st			

Set 6 Lists

1. -sh	2. -th	3. -lp	Double consonant
4. -lk	5. -mp	6. -nk	
7. -sk	8. -nt	9. -lt	
10. -ll			

Set 7 Lists

1. -nk	2. -ft	3. st	Consonant blends at the beginning and ends of words
4. -sh	5. -mp	6. -ng	Triple consonant Adding y
7. -tch			
8. -y	9. -y	10. -y	

Set 8 Lists

1. -ing	2. -ing	3. -ing	Adding -ing
4. -ed	5. -ed	6. -ed	Adding -ed
7. -er	8. -er	9. -er	Adding -er
10 e/i			Short vowel distinction

Sets 9 and 10

Available for your lists

## LEVEL 2

### Set 1 Lists

- |        |        |        |
|--------|--------|--------|
| 1. ack | 2. eck | 3. ick |
| 4. ock | 5. uck |        |
| 6. er  | 7. ar  | 8. ir  |
| 9. or  | 10. ur |        |

ck after a short vowel

Vowel + r

### Set 2 Lists

- |       |        |       |
|-------|--------|-------|
| 1. ay | 2. oy  | 3. ey |
| 4. ue | 5. ie  |       |
| 6. oa | 7. ea  |       |
| 8. oo |        |       |
| 9. ai | 10. oi |       |

Vowel + y

Vowel + e directly after

Vowel combinations

### Set 3 Lists

- |          |           |        |
|----------|-----------|--------|
| 1. a-e   | 2. e-e    | 3. o-e |
| 4. u-e   | 5. i-e    |        |
| 6. ee    |           |        |
| 7. -tch  |           |        |
| 8. ing   |           |        |
| 9. a-ing | 10. o-ing |        |

long vowel-consonant-e

Vowel + e directly after

Triple consonant ending

Short vowel words with ing

Adding ing to long vowel words  
ending with e.

### Set 4 Lists

- |       |        |        |
|-------|--------|--------|
| 1. ie | 2. ei  | 3. cei |
| 4. oa | 5. ui  |        |
| 6. ss | 7. tt  |        |
| 8. oo |        |        |
| 9. ai | 10. oi |        |

ie/ei combinations

Vowel combinations

Double consonants

Vowel combinations

### Set 5 Lists

- |          |       |
|----------|-------|
| 1. u-ing |       |
| 2. qu    |       |
| 3. ch    |       |
| 4. wa    |       |
| 5. ff    |       |
| 6. ang   |       |
| 7. aw    |       |
| 8. mm    | 9. nn |
| 10. ing  |       |

Long vowel word + ing

qu

Consonant blend

w + a = o

Double consonant

ang

a + w

Double consonants

ing

### Set 6 Lists

- |        |
|--------|
| 1. scr |
| 2. ea  |
| 3. -le |
| 4. k   |
| 5. y   |
| 6. kn  |
| 7. ies |
| 8. ong |
| 9. x   |
| 10. ai |

Triple consonant

Vowel combination

-le

k

y as ending

Silent k

Changing y to plural

ong

Plurals of words ending with x

Vowel combination

### Set 7 Lists

1. pp
2. ea
3. air
4. all
5. age
6. Nos.
7. Days
8. c=s
9. le
10. ace

Double consonants  
ea with short e sound  
air  
all  
age  
Names of numbers  
Days of the Week  
c = s sound  
-le  
c = s sound

### Set 8 Lists

1. bb
2. ight
3. ept
4. nk
5. ice
6. -or
7. wh
8. str
9. wr
10. dge

Double consonant  
-ight  
-ept  
-nk  
-ice  
-or  
wh  
Triple consonant blend  
Silent w  
-dge

### Sets 9 and 10

Lists available for your use.

## LEVEL 3

### Set 1 Lists

1. mb
2. month
3. teens
4. ee
5. ir
6. oo
7. nos.
8. ea      9. ai
- 10 air

Silent b  
Months of the Year  
Names of numbers between 10 -20  
oo  
i + r  
oo  
Names of nos. divisible by 10  
Vowel combinations  
air

### Set 2 Lists

1. a-e      2. i-e
3. a-ing    4. i-ing
5. -er      6. -er
7. -ying
8. tt
9. -ves
10. o-e

From now on, most are combinations that have already been covered, but more difficult words are generally used.

### Set 3 Lists

1. u-e
2. o-ing    3. u-ing
4. -tch
5. -th      6. th-
7. ar      8. ar
9. -le      10. -rr-

Set 4

- |         |         |
|---------|---------|
| 1. -ies |         |
| 2. or   | 3. or   |
| 4. -ou- | 5. ou-  |
| 5. -ay  |         |
| 6. -oi- | 7. -oil |
| 9. wr   |         |
| 10. ey  |         |

Set 5 Lists

- |          |         |
|----------|---------|
| 1. -ce   | 2. -ice |
| 3. -nch  |         |
| 4. -ll-  |         |
| 5. -ck-  | 6. -ck  |
| 7. tele- |         |
| 8. -el   |         |
| 9. ly    |         |
| 10. ss   |         |

Set 6 Lists

- |         |         |
|---------|---------|
| 1. ss   |         |
| 2. -mb  | 3. -mb- |
| 4. -nn- |         |
| 5. -ie- |         |
| 6. -bb- |         |
| 7. -al  |         |
| 8. -ed  |         |
| 9. ed-  |         |
| 10. ful |         |

Set 7 Lists

- |          |        |
|----------|--------|
| 1. ow    | 2. ow  |
| 3. dd    | 4. pp  |
| 5. kn    | 6. gu- |
| 7. wh    |        |
| 8. ff    |        |
| 9. -or   |        |
| 10. -tt- |        |

Set 8 Lists

- |         |          |
|---------|----------|
| 1. -ful | 2. fully |
| 3. -ou- | 4. -ei-  |
| 5. pp   |          |
| 6. -le  |          |
| 7. -ck  | 8. ck    |
| 9. bb   | 10. wr   |

Sets 9 and 10

Lists available for your use.

Plurals of words ending in y

Prefix

Suffix

## LEVEL 4

### Set 1 Lists

1. -dge
2. au-      3. -au-
4. -ey
5. nn
6. -y-      7. -y
8. oi
9. -el
- 10 -ue

### Set 2 Lists

1. dd
2. -tion
3. -ous      4. ious
5. -ss
6. -ph-      7. -ph
8. qu-      9. qu-
10. rr

Suffix, -tion  
"      -ous, -ious

ph

### Set 3 Lists

1. \*h      2. \*e      3. \*l
4. \*p      5. \*s      6. \*t
7. \*w      8. \*b      9. \*g
10. \*n

Silent letters

### Set 4 Lists

1. \*k      2. \*u      3. \*c
4. oes
5. -al      6. -ial      7. -able
8. au      9. aw      10. ia

Suffixes: -al, -ial, -able

### Set 5 Lists

1. augh      2. -ight      3. ought
4. ough
5. -mb
6. -ed
7. -ies
8. ie/ei
9. -ff-      10. -ff

### Set 6 Lists

1. ex-
2. ie
3. -gg-
4. -tch-
5. wh-
6. oa
7. ar
8. ui      9. ea
10. ur

Set 7 Lists

- |         |         |       |
|---------|---------|-------|
| 1. er   |         |       |
| 2. -ves |         |       |
| 3. ous  | 4. ight |       |
| 5. -or  | 6. sur  |       |
| 7. -or  | 8. -ar  | 9. or |
| 10. -ed |         |       |

Set 8 Lists

- |         |       |
|---------|-------|
| 1. el   |       |
| 2. ll   |       |
| 3. ie   | 4. ai |
| 5. tt   |       |
| 6. age  |       |
| 7. -ea- |       |
| 8. ough |       |
| 9. cc   |       |
| 10. ure |       |

Sets 9 and 10

These lists are available for your use.

LEVEL 5

All sets and lists in this Level are available for your personalised lists.

