

/u:/, /əʊ/ activities

The crow crew of the 'Yo-Yo You'



**/u:/, /əʊ/ 'The Crow Crew of the 'Yo-Yo You'
Teachers' Notes**

Purple Hippo

Below is a suggested guide for using the materials, with timings. Teachers should feel free to adapt the materials and plan according to the needs of the class.

Phase 1 (15 minutes)

Introduce the phonemes that being studied. Using a simple pair of words, such as 'crow' and 'crew', drill pronunciation with the class.

Phase 2 (15 minutes)

Teacher dictation phase – a very important phase, in my experience, as students often have profound difficulty in accurately distinguishing similar sounds, even when carefully formed by a native speaker.

Project the table of words being studied onto the whiteboard (so make sure it's ready in the T Drive. You can reduce it if necessary.)

The teacher can then quickly model the words before dictating a random ten of them, which the students write in their books.

Check answers – an easy way is for the students to number the words 1-10 on sheet 1 on the whiteboard, using board pens.

Phase 3 (15 minutes)

Teacher dictation 2 - Phase 2 can be followed up with a board race game of two teams, each with a differently coloured marker pen. One player from each team approaches the board. The aim is to circle the word that the teacher says.

To familiarise the sts with the words, play a board race game – divide class into two teams, giving each a different colour board pen. A player from each team has to race to the board and circle the actual word that the teacher says.

Finish with *Group drilling practice* – the whole class says each word as the teacher points to it on the WB.

Phase 4 (15 minutes)

Student-student dictation

Another very valuable phase. In groups of 4, students write down, then dictate, a list of six words that they choose from those on the board. The other students write down these on mini-whiteboards or on paper. The

students then compare the results – pronunciation errors are often revealed at this stage. It is much better to use groups of 4 – if done in pairs, there is a chance that the listening student will make a correct guess on a badly pronounced item – this is far less likely in a group of four.

Phase 5 (15 minutes)

Student-student dictation mingle

Each student forms a single ‘nonsense sentence’, using prepositions to link the words together, for example, ‘You on crew on Sue’. The nonsense element means that mispronounced words cannot be guessed correctly from context, while it gives practice in using the words as part of a longer chunk, rather than in isolation.

Students mingle and exchange sentences. Final results could be checked by having the students write their own sentences in large letters on A4, and sticking these to the wall/whiteboard.

Phase 6 (20 minutes)

Meaning of vocabulary

An activity to attach meaning to the vocabulary items already covered. Give students the four sets of definitions that do not give the target word (sheet 2). Give pairs/groups five or ten minutes to guess the meanings, with the table of words on Sheet 1 as a resource. Then use the sheet 3, which has the target words and definitions. Working in groups of four / running dictation, students share the correct information.

Phase 7 (20 minutes)

Student-student information exchange

Use sheets 4 and 5 to complete the poem. (Cut up Sheet 4) This can be done in pairs, as a running dictation, or by giving students different parts of the original to exchange.

Phase 8 (30 minutes)

Free writing, speaking and listening

Students use all (or most) of the target words on sheet 1 to form a continuous piece of writing. This can be as silly or nonsensical as they like. This can either be done individually (in class or at home) or collaboratively – for example, one student writes a line, then passes it to the next student in a circle, who continues the story.

Next, one student reads a complete story to another – the listening student writes the target words in the order spoken, or numbers them on a copy of sheet 1. The two students then check the results (for this reason, it is helpful for all of the target words to be underlined in the written text).

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1) /u:/, /əʊ/ The Crow Crew of the Yo-Yo You

/u:/	/əʊ/	/u:/	/əʊ/
who	hoe	crew	crow
Sue	so	loo	low
boot	boat	flute	float
'flu	flow	do	dough
grew	grow	blew	blow
moo	Mo	two/too	toe
you	Yo-Yo	goo	go

Purple Hippo	
/u:./,əʊ/ The Crow Crew of the Yo-Yo You – 1	
<i>Word</i>	<i>Definition</i>
1)	A big black bird
2)	Not high
3)	If something doesn't sink, it will _____
4)	Mix flour and water to make this.
5)	Moving air from one place to another.
6)	Like a finger, but on your foot.
7)	A sticky, thick liquid. Glue, for example, is gooey.

Purple Hippo	
/u:./,əʊ/ The Crow Crew of the Yo-Yo You – 2	
<i>Word</i>	<i>Definition</i>
1)	A pronoun beginning with 'w'
2)	A female name
3)	A big shoe
4)	Short for 'influenza', an illness which is like a bad cold
5)	To grow in the past
6)	The noise that a cow makes
7)	A pronoun beginning with 'y'

Purple Hippo	
/u:./,əʊ/ The Crow Crew of the Yo-Yo You – 3	
<i>Word</i>	<i>Definition</i>
1)	A gardening tool that is similar to a spade
2)	A short word with many uses. Begins with an 's' and ends with an 'o'
3)	A type of transport that floats
4)	Liquid (or gas) moving from one place to another
5)	To get bigger or taller
6)	A female name, short for 'Maureen'
7)	A child's toy that goes up and down

Purple Hippo	
/u:./,əʊ/ The Crow Crew of the Yo-Yo You – 4	
<i>Word</i>	<i>Definition</i>
1)	The group of people that work on a ship or plane
2)	A common word for toilet or lavatory
3)	A long, wind instrument
4)	The root of 'did' and 'done'
5)	Blow in the past
6)	A number between one and three
7)	Also, as well as

Purple Hippo	
/u:/,/əʊ/ The Crow Crew of the Yo-Yo You – 1	
<i>Word</i>	<i>Definition</i>
1) crow	A big black bird
2) low	Not high
3) float	If something doesn't sink, it will _____
4) dough	Mix flour and water to make this.
5) blow	Moving air from one place to another.
6) toe	Like a finger, but on your foot.
7) goo	A sticky, thick liquid. Glue, for example, is gooey.

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/u:/,/əʊ/ The Crow Crew of the Yo-Yo You – 2	
<i>Word</i>	<i>Definition</i>
1) Who	A pronoun beginning with 'w'
2) Sue	A female name
3) boot	A big shoe
4) 'flu	Short for 'influenza', an illness which is like a bad cold
5) grew	To grow in the past
6) moo	The noise that a cow makes
7) you	A pronoun beginning with 'y'

Purple Hippo	
/u:/,/əʊ/ The Crow Crew of the Yo-Yo You – 3	
<i>Word</i>	<i>Definition</i>
1) hoe	A gardening tool that is similar to a spade
2) so	A short word with many uses. Begins with an 's' and ends with an 'o'
3) boat	A type of transport that floats
4) flow	Liquid (or gas) moving from one place to another
5) grow	To get bigger or taller
6) Mo	A female name, short for 'Maureen'
7) Yo-yo	A child's toy that goes up and down

Purple Hippo	
/u:/,/əʊ/ The Crow Crew of the Yo-Yo You – 4	
<i>Word</i>	<i>Definition</i>
1) crew	The group of people that work on a ship or plane
2) loo	A common word for toilet or lavatory
3) flute	A long, wind instrument
4) do	The root of 'did' and 'done'
5) blew	Blow in the past
6) two	A number between one and three
7) too	Also, as well as

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4

/u:!,/əʊ/ The crow crew of the 'Yo-Yo You'

1.

Crews of crows on boats that float often don't know what to do, if the west wind does not blow. Some play flutes and some make dough and some feel blue and get so low, they hide out in the boat crew loo until the west wind starts to blow.

2.

A crow named Sue was on the crew of a boat named 'Yo-Yo You', and the wind it never blew, for ten whole days the wind was lazy, the whole crow crew were going crazy, Sue decided what to do. 'If Jack had beans that grew and grew, I too can have a magic story, with golden coins and golden glory.'

3.

With garden boots and garden hoe, Sue wondered where the bean could grow. (Bean-holes on boats can cause a sinking that can leave a crow crew drinking, it clearly needed proper thinking.)

4.

'Now, Captain Goo, with his two toes, he's the crow who always knows, he knows where a magic bean goes'. But Goo he was in bed with 'flu and just said quickly (and rather sickly), 'The one to ask is the ship's cow, who's full of much beanish know-how. Her name is Mrs Molly Mo, ask her about where beans should grow'.

5.

So Sue sought out the milky creature, who would be her beany teacher, 'Now, Molly Mo, you grew beans, I've heard it said, next to your shoulders is a wise old head, please let your brainy juices flow, tell me, tell me where to go'.

6.

The cow thought low, the cow thought high, and finally she gave a sigh, her big brown eyes looked straight at Sue, and Molly Mo, she just said, 'Moo'.

1.

2. *Useful words* – Jack, bean, magic, golden, coins, glory

3. *Useful words* – garden, hoe, wondered, sinking, clearly

4. *Useful words* – Captain, sickly, beanish, Mrs, Molly

5. *Useful words* – sought, milky, creature, beany, shoulders, wise, brainy, juices

6. *Useful words* – thought, sigh