

Purple Hippo's Jock the Joker, sock soaker

*Pronunciation activities for the /b/
and /əʊ/ sounds*



For Pre-Intermediate (A2) and
Intermediate (B1) classes

Jock the Joker, Sock Soaker - Teachers' Notes

Purple Hippo

Rationale – *this set of material focuses on accurately hearing and producing the /ɒ/ and /əʊ/ sounds, which are frequently mispronounced by many learners. 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. For example, I have also found it useful to begin with the pictures as an intro to the set. Also, it often works to do the poems, and deduct the meaning of the vocab afterwards.*

Phase 1 (15 minutes)

Introduce the phonemes that being studied. Using two simple words, such as 'sock' and 'soak', 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 (Sheet 1) 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 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

Students dictate lines from Sheet 1, or each forms a single 'nonsense sentence', using prepositions to link the words together, for example, 'Todd in toad in socks on blocks'. 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. 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 (15 minutes / homework*)

Meaning of vocabulary

An activity to attach meaning to the vocabulary items already covered.

As a class activity – students have Sheet 3, which have the definitions for the words already introduced. Students then use their knowledge and guesswork to fill in the first column in pencil. Next, the teacher gives the answers as dictation, as extra listening practice, before the answers are shown on the board. This can be done by projecting sheet 3 onto the whiteboard, with the students completing the space using board markers, or by projecting sheet 2, which has the answers.

As homework – Students take home the target words (as Sheet 1 or copied into their notebooks) and Sheet 3 (as a photocopy or sent by email) to complete using a dictionary (online if necessary), before checking in class.

Phase 7 (20 minutes)

Student-student information exchange

Using the /□//□□/, poems (Sheets 4 and 5) students exchange information to complete them together. This can be done in pairs, a mingle, as groups of four or as a running dictation (cut up Sheet 4 into 5 sections). Students can use Sheet 5 to complete the task, or write the poems into their notebooks.

Phase 8 (15 minutes)

Picture activity

Match the words with the pictures, which are either projected using Powerpoint, or given out as photocopies.

/ɑ/	/æ/	/ɑ/	/æ/
Jock/Jock's	joke/jokes	block/blocks	bloke/blokes
sock/socks	soak/soaks	croak/croaks	croak/croaks
soccer/soccer's	soaker/soakers		joker/jokers
clock/clocks	cloak/cloaks	fox	folk/folks
Todd/Todd's	toad/toads	odd	ode/odes

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1) soccer	The short form of 'Association Football'
2) cloak	Similar to a coat, but without sleeves
3) Jock	Often used as a nick-name for a Scotsman in England. In the USA, it is someone who plays sports in college
4) crock	An old term for a bowl or container
5) joker	Somebody who tells jokes
6) block	In this case, something that gets in the way or prevents something from happening.
7) clock	Something for telling the time
8) joke	Something intended to make you laugh
9) fox	A kind of wild dog that is red-brown in colour
10) sock	Something to keep your foot warm and comfortable
11) Todd	A man's first name. More common in North America than in other English-speaking countries
12) bloke	A British or Australian slang term for a man, similar to 'Guy' in America
13) folk	Another term for 'People'
14) croak	The noise that a frog or toad makes
15) ode	A type of poem, such as, '___ to a Nightingale', by Keats
16) soak	To leave something in water (or water with soap) for a long time, normally to clean it
17) odd	An adjective meaning 'strange' or 'unusual'
18) soaker	Somebody who does 16)
19) toad	An animal that is very similar to a frog

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1)	The short form of 'Association Football'
2)	Similar to a coat, but without sleeves
3)	Often used as a nick-name for a Scotsman in England. In the USA, it is someone who plays sports in college
4)	An old term for a bowl or container
5)	Somebody who tells jokes
6)	In this case, something that gets in the way or prevents something from happening.
7)	Something for telling the time
8)	Something intended to make you laugh
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11)	A man's first name. More common in North America than in other English-speaking countries
12)	A British or Australian slang term for a man, similar to 'Guy' in America
13)	Another term for 'People'
14)	The noise that a frog or toad makes
15)	A type of poem, such as, '___ to a Nightingale', by Keats
16)	To leave something in water (or water with soap) for a long time, normally to clean it
17)	An adjective meaning 'strange' or 'unusual'
18)	Somebody who does 16)
19)	An animal that is very similar to a frog

4) /ɒ/,/əʊ/ Jock the Joker, sock soaker – Purple Hippo

1)
Jock's a bloke who likes a joke
Many blokes like Jock's jokes
Jock thinks of jokes when he soaks socks,
The socks that soak in his sock crock
(The crock he uses to soak the socks)

2)
By day he works as a sock soaker
By night he works as Jock the Joker
It pays much more than playing poker
(But not as much as playing soccer)

3)
But sometimes Jock gets joker's block
Can he make jokes? No, he cannot
Most folks won't understand these blocks
For Jock it's hard, against the clock
To make the jokes that blokes will rate
When his show starts just after eight

4)
Fortunately, Jock's got a friend
(Who's only slightly round the bend)
His name is Todd, the odd magician
(He used to be an odd optician)

5)
Todd has got a magic toad
Who likes to croak magic odes
And when Toad croaks the clocks go still
Todd waves his cloak (it's quite a thrill)
And jokes appear in Jock's old head
Jokes that knock the show blokes dead

5) /b/,/əʊ/ Jock the Joker, sock soaker – Purple Hippo

1)

_____ a _____ who likes a _____
Many _____ like _____
_____ thinks of _____ when he _____,
The _____ that _____ in his _____
(The _____ he uses to _____ the _____)

2)

By day he works as a _____
By nights he works as _____ the _____
It pays much more than playing poker
But not as much as playing _____

3)

But sometimes _____ gets _____
Can he make _____? No, he cannot
Most _____ won't understand these _____
For _____ it's hard, against the _____
To make the _____ that _____ will rate
When his show starts just after eight

4)

Fortunately, _____ has a friend
(Who's only slightly round the bend)
His name is _____, the _____ magician
(He used to be an _____ optician)

5)

_____ has got a magic _____
Who likes to _____ magic _____
And when _____ the _____ go still
_____ waves his _____ (it's quite a thrill)
And _____ appear in _____ old head
_____ that knock the _____ - _____ dead

