

**Name of activity:** The Boat Adventure

**Short description:** students listen to and read a story about a boat trip. They use words in the story to notice how long vowel sounds can be spelt.

**Link to curriculum:** Grade 9; Unit 4.40

**Difficulty level:** Easy

**Time:** 40 minutes

**Learning outcomes:** by the end of this activity:

Students will have listened to and scanned a story about a boat trip and be aware of different ways of spelling words with the long vowel sounds A E I O U.

(Competency 2; Writing & 3; Listening)

**Option 1**

Lesson plan with:

- ✓ Worksheet
- ✓ Flashcards
- ✓ Cut ups
- ✓ Tapescript

**Option 2**

Lesson plan with:

- ✓ Worksheets to project (data projector)
- ✓ Link to audio or video recording

**Option 3**

Lesson plan with:

- ✓ Activities for a Computer Room

Link to material:

<http://learnenglishkids.britishcouncil.org/en/spell/the-boat-adventure>

## Option 1: Worksheet

<p><b>Preparation</b></p>	<ul style="list-style-type: none"> <li>If you have internet access anywhere, you could download the story to play in class. To find the right story, scroll down to '<b>watch the video here</b>'.</li> </ul> <p><a href="http://learnenglishkids.britishcouncil.org/en/spell/the-boat-adventure">http://learnenglishkids.britishcouncil.org/en/spell/the-boat-adventure</a></p> <ul style="list-style-type: none"> <li>Make 1 copy of worksheet 1 and 1 copy of worksheet 2 and 1 copy of the tapescript for each student</li> <li>Print 1 copy of worksheet 1 answers and 1 copy of the tapescript for the teacher.</li> <li>For variation 2, copy 1 set of pelmonism cards and cut them up for each group of 4-5 students.</li> </ul>
<p><b>Stage / Time</b></p>	<p><b>Procedure</b></p>
<p><b>Introduction</b></p> <p><b>5 mins</b></p>	<ol style="list-style-type: none"> <li>Tell students they are going to listen to a story about a boat trip.</li> <li>If students have not done any work with the Sam and Pam the space spies from Learn English Kids, explain who they are (drawing a picture would be useful. Sam and Pam are from another planet who spy on earth people and help them with their spelling)</li> </ol> 
<p><b>Listening for specific information</b></p> <p><b>10 minutes</b></p>	<ol style="list-style-type: none"> <li>Tell students they are going to find out what happens to Sam and Pam when they go out on a boat.</li> <li>Hand out worksheets 1 and 2 to each student and ask them to read the questions under 1. Check your understanding.</li> <li>Read or play the story and ask students to circle true or false whilst they listen.</li> <li>Students check answers in pairs then elicit as a whole class.</li> </ol>
<p><b>Listening for specific sounds</b></p>	<ol style="list-style-type: none"> <li>Elicit the vocabulary using flashcards: <i>rowing boat, sailing boat, rescue boat, lake, life jacket</i></li> <li>Model and drill the sounds A E I O U</li> <li>Write A E I O U on the board in columns on the board and ask</li> </ol>

<p><b>15 minutes</b></p>	<p>students to copy this into their exercise books.</p> <ol style="list-style-type: none"> <li>4. Tell students that in English there are different ways to spell words with these sounds. They are going to read and listen to the story to find the different ways</li> <li>5. Hand out the tapescript and do the A sound together. Tell students they are going to listen to the first paragraph and they must underline words with the A sound in them. Read or pay the first paragraph.</li> <li>6. Students check answers in pairs then elicit as whole class. Write the words on the board under A and students copy them down :<i>sail, space, way, lake</i>. Elicit how the sound 'A' can be spelt</li> <li>7. Put students into groups of 3-4 and ask them to read out the story to each other and to find words with the other sounds E I O U in and write then down under the columns. Monitor and support.</li> <li>8. Elicit answers, write them on the board.</li> </ol>
<p><b>Identifying the spelling</b></p> <p><b>5 mins</b></p>	<ol style="list-style-type: none"> <li>1. As a whole class and identify the ways that the long vowel sounds E I O U can be spelt.</li> <li>2. Students in pairs do 2 on worksheet 1</li> <li>3. Elicit answers to 2 as a whole class.</li> </ol>
<p><b>Practising the sounds</b></p> <p><b>5 mins</b></p>	<ol style="list-style-type: none"> <li>1. Students in pairs do 3 on worksheet 2</li> <li>2. Elicit answers to 3 as a whole class.</li> </ol>
<p><b>Variation 1</b></p> <p><b>Writing</b></p>	<p>For homework students write a short story about a boat trip.</p>
<p><b>Variation 2</b></p> <p><b>Pelmonism</b></p>	<ol style="list-style-type: none"> <li>1. Play pelmonism with boat words</li> <li>2. Turn the cards over (face down) and spread them out.</li> <li>3. Students take it in turns to turn over two cards. Students must not pick up the cards but leave them in the same place and let everyone on the group see the words. (This is so students can remember where they are)</li> <li>4. If word and picture matches student keeps the cards.</li> <li>5. If not they turn them over and the next student has a turn. The winner is the student with the most pairs.</li> </ol>

## Tapescript



### The boat adventure

Today Tess and Dad are going on a sailboat. The space spies secretly follow them across the field and along the road. An arrow shows the way to the lake.

Tess and Dad take the sailboat onto the lake.

Tess knows how to sail.

"Do you want to sail the boat today Tess?" asks Dad.

"Yes please!" says Tess.

Sam and Pam hire a boat too. Their boat is a rowing boat.

"Seven pounds please. You need these! A life jacket keeps you safe. You'll float if you fall off the boat."

"Thank you," say Sam and Pam.

Sam and Pam sit down on the seat and pull on the oars. The rowing boat goes slowly.

The wind blows. Tess and Dad's sailing boat quickly speeds away.

"Yeah!" screams Tess.

Sam and Pam's rowing boat rocks from side to side.

"It's raining!" Lightning flashes in the sky! Thunder booms. The space spies get a fright. Pam starts to cry.

"Let's phone for help! Oh no! The spyphone is broken!"

"Where's the spy pad?"

Pam reads out the phone number, "8,3,5,0,2," and the space spies send a message to the rescue boat.

A few minutes later the rescue boat arrives! Mum and the rescue crew say hi!

"Phew, that's a relief!"

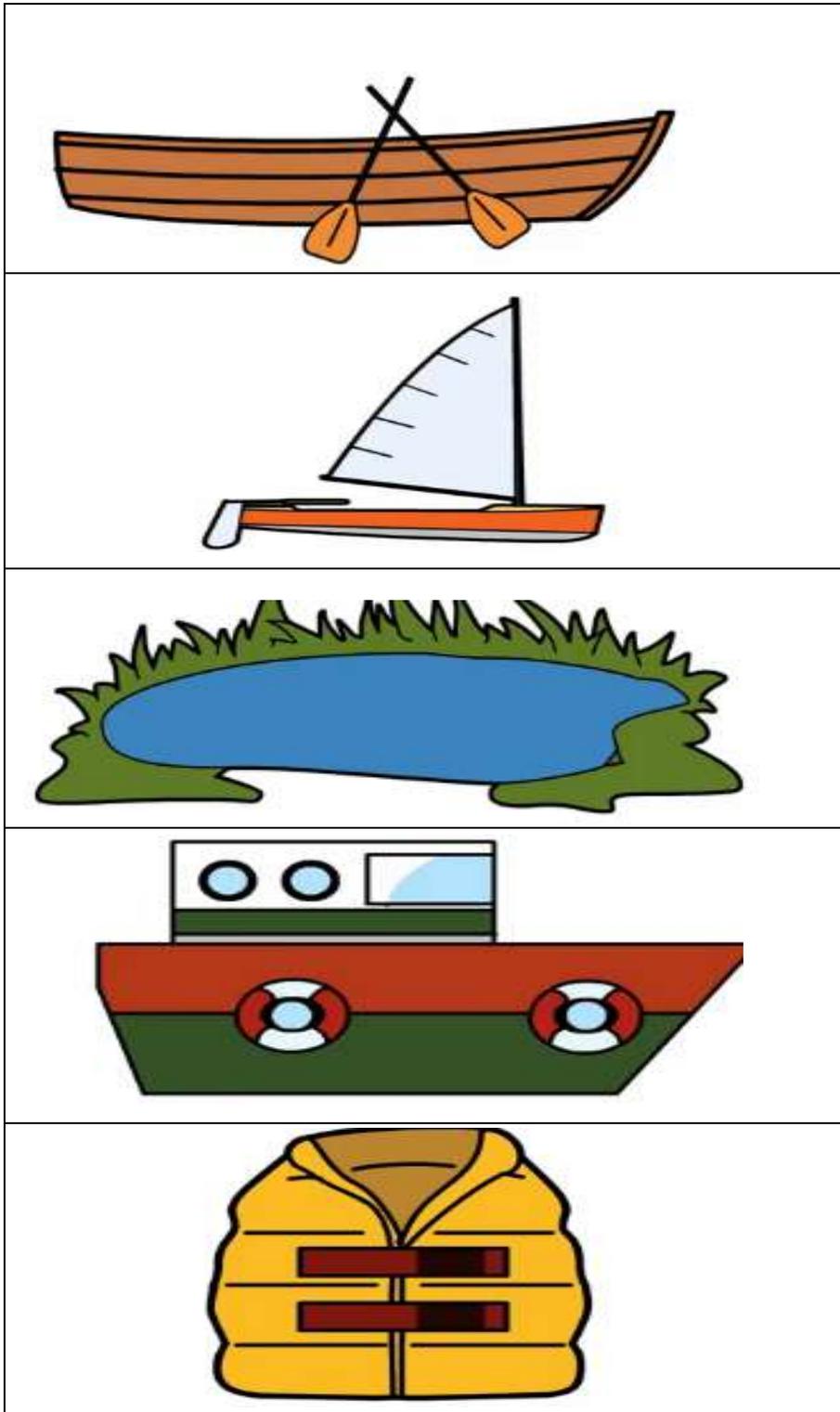
"Catch!" Mum throws a rope to Sam and Pam and the rescue crew tows the rowing boat to the side of the lake.

"Thank you!"

### Spell



## Flashcards



## Worksheet 1

1. Check your understanding: true or false

Circle true or false for these sentences

- |  |             |              |
|--|-------------|--------------|
| 1. Tess and Dad are in a rowing boat.        | <i>True</i> | <i>False</i> |
| 2. Sam and Pam are in a rowing boat.         | <i>True</i> | <i>False</i> |
| 3. It's a sunny day.                         | <i>True</i> | <i>False</i> |
| 4. There's a big storm.                      | <i>True</i> | <i>False</i> |
| 5. Pam is frightened.                        | <i>True</i> | <i>False</i> |
| 6. Tess and dad are shipwrecked.             | <i>True</i> | <i>False</i> |
| 7. Sam and Pam are saved by the rescue boat. | <i>True</i> | <i>False</i> |



The long 'a' sound can be spelt like this:

ay – play    a\_e – game    ai – rain

The long 'e' sound can be spelt like this:

ea – read    ee – speed

The long 'i' sound can be spelt like this:

y – sky    i\_e – life    igh – fright

The long 'o' sound can be spelt like this:

oa – boat    o\_e – rope    ow – slow

The long 'u' sound can be spelt like this:

ue – rescue    ew – few    u\_e – cube

## 2. Find the spelling!

Look at the words. Underline the letters that make the long 'a' 'e' 'i' 'o' 'u' sounds.



'a' sound:	<u>s</u> ai <u>l</u>	day	space	lake	rain	play
'e' sound:	se <u>a</u> t	spee <u>d</u>	re <u>a</u> d	me <u>a</u> t	stre <u>e</u> t	fle <u>a</u>
'i' sound:	si <u>d</u> e	li <u>g</u> ht	li <u>f</u> e	sk <u>y</u>	fr <u>i</u> ght	cr <u>y</u>
'o' sound:	bo <u>a</u> t	ar <u>r</u> ow	sl <u>o</u> w	ro <u>p</u> e	ro <u>a</u> d	no <u>s</u> e
'u' sound:	fl <u>e</u> w	ph <u>e</u> w	m <u>u</u> le	cu <u>b</u> e	fe <u>w</u>	cu <u>t</u> e

## Worksheet 2

### 3. Sound it out!

Join the sounds together to read the words.

Then write the words under the correct sound in the table.



b- <u>i</u> -k- <u>e</u>	d- <u>u</u> -n- <u>e</u>	h- <u>ea</u> -t	h- <u>o</u> -m- <u>e</u>	s-t- <u>ay</u>
f- <u>ee</u> -d	c- <u>oa</u> -t	c- <u>a</u> -k- <u>e</u>	d-r- <u>y</u>	n- <u>ew</u>
long 'a' sound	long 'e' sound	long 'i' sound	long 'o' sound	long 'u' sound
		bike		

## Answers

### 2. Find the spelling!

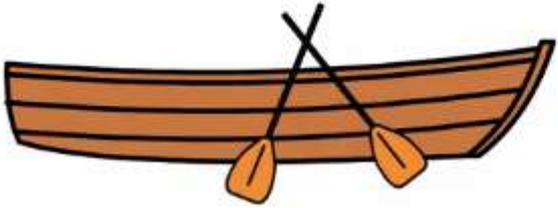
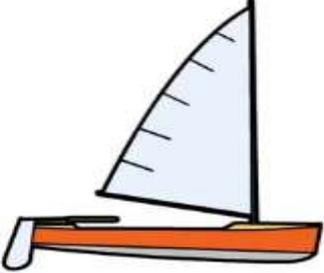
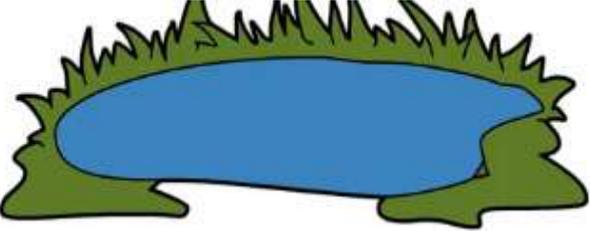
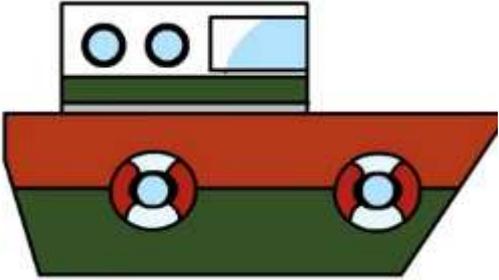
Make the long 'a' sound. Encourage your child/children to repeat. Now say the words, slowly. Help your child/children identify the letter(s) in the word that make the long 'a' sound. Encourage them to look back at Pam's spelling rules above.



'a' sound:	s <u>ai</u> l	da <u>y</u>	spa <u>ce</u>	la <u>ke</u>	ra <u>in</u>	pl <u>ay</u>
'e' sound:	se <u>a</u> t	spee <u>d</u>	rea <u>d</u>	mea <u>t</u>	stree <u>t</u>	flea <u>u</u>
'i' sound:	si <u>d</u> e	li <u>gh</u> t	li <u>f</u> e	sky	fri <u>gh</u> t	cry
'o' sound:	boa <u>t</u>	arrow	sl <u>ow</u>	ro <u>p</u> e	roa <u>d</u>	nose
'u' sound:	flew	phew	m <u>u</u> le	cu <u>b</u> e	few	cu <u>t</u> e

b- <u>i</u> -k- <u>e</u>	d- <u>u</u> -n- <u>e</u>	h- <u>ea</u> -t	h- <u>o</u> -m- <u>e</u>	s-t- <u>ay</u>
f- <u>ee</u> -d	c- <u>oa</u> -t	c- <u>a</u> -k- <u>e</u>	d-r- <u>y</u>	n- <u>ew</u>
long 'a' sound	long 'e' sound	long 'i' sound	long 'o' sound	long 'u' sound
stay cake	heat feed	bike dry	home coat	dune new

**Pelmonism cards**

	<p><b>Rowing boat</b></p>
	<p><b>Sailing boat</b></p>
	<p><b>Lake</b></p>
	<p><b>Rescue boat</b></p>
	<p><b>Life jacket</b></p>

## Option 2: Data Projector

<b>Preparation</b>	<p>Follow the lesson plan for option 1 but project the video and story onto the wall/board instead of the teacher reading it.</p> <p>To find the right story, scroll down to '<b>watch the video here</b>' and play this story.</p> <p><a href="http://learnenglishkids.britishcouncil.org/en/spell/the-boat-adventure">http://learnenglishkids.britishcouncil.org/en/spell/the-boat-adventure</a></p>
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### Option 3: Computer Lab

<b>Preparation</b>	Make sure this site is working.  <a href="http://learnenglishkids.britishcouncil.org/en/spell/the-boat-adventure">http://learnenglishkids.britishcouncil.org/en/spell/the-boat-adventure</a>
<b>Stage / Time</b>	<b>Procedure</b>
<b>Introduction</b>  <b>5 mins</b>	<ol style="list-style-type: none"> <li>1. Tell students they are going to listen to a story about a boat trip.</li> <li>2. If students have not done any work with the Sam and Pam the space spies from Learn English Kids explain that they are from another planet and they spy on earth people and help them with their spelling.</li> <li>3. Tell students they are going to find out what happens to Sam and Pam when they go out on a boat.</li> </ol>
<b>Listening for specific information</b>  <b>10 minutes</b>	<ol style="list-style-type: none"> <li>1. Hand out worksheets 1 and 2 to each student and ask them to read the questions under 1. Check your understanding.</li> <li>2. Sit students at the computers in pairs and tell them they are going to do an exercise to help their listening. They can listen as many times as they want.</li> <li>3. Students open the link and scroll down '<b>watch the video here</b>'   <a href="http://learnenglishkids.britishcouncil.org/en/spell/the-boat-adventure">http://learnenglishkids.britishcouncil.org/en/spell/the-boat-adventure</a> </li> <li>4. Monitor and support.</li> <li>5. Students check answers in pairs then elicit as a whole class.</li> </ol>
<b>Listening for specific sounds</b>  <b>20 minutes</b>	<ol style="list-style-type: none"> <li>1. Model and drill the sounds A E I O U</li> <li>2. Write A E I O U on the board in columns on the board and ask students to copy this into their exercise books.</li> <li>3. Tell students that in English there are different ways to spell words with these sounds. They are going to read and listen to the story to find the different ways</li> <li>4. Hand out the tapescript and do the A sound together. Tell students they are going to listen to the first paragraph and they must underline words with the A sound in them. Students play the first paragraph.</li> <li>5. Students check answers in pairs then elicit as whole class. Write the words on the board under A and students copy them down : <i>sail, space, way, lake</i>.</li> <li>6. Ask students to play and read the story as often as they want and to find words with the other sounds E I O U in and write them down under the columns. Monitor and support.</li> </ol>

	7. Elicit answers, write them on the board.
<b>Identifying the spelling</b>  <b>5 mins</b>	<ol style="list-style-type: none"> <li>1. As a whole class and identify the ways that the long vowel sounds E I O U can be spelt.</li> <li>2. Students in pairs do 2 on worksheet 2</li> <li>3. Elicit answers to 2 as a whole class.</li> </ol>
<b>Practising the sounds</b>  <b>5 mins</b>	<ol style="list-style-type: none"> <li>1. Students in pairs do 3 on worksheet 2</li> <li>2. Elicit answers to 3 as a whole class.</li> </ol>
<b>Variation</b>  <b>Wordsearch</b>	Scroll up to the game and find the 10 words from the story hidden in the word search grid.