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bowl bile boil bail
 Lift the anchor and hoist the sail.
 bill burl boll ball
 I'm glad our mast is strong and tall.
 bale bull bawl bell
 The breeze has caught us very well.

Pronunciation and Vowel Recognition:

Look at all or some of the vowel sounds in this rhyme. *You, the teacher, writes them in large-sized script on the board. Say the chant words, discuss their meanings, talk about their pronunciations and mouth shapes.*

Say the chant words again, but this time without the initial **b** sound. *Rub off the **b** letters of the chant words.*

*Check that the learners are able to pronounce the vowels with the **l** ending correctly. Do some verbal jumping around the rhyme by saying the chant words in a different order.*

*Treat the chant words yet another way by rubbing off the final **l** sound of each word, checking that the learners can still jump around the text.*

Finally, ask individual learners to put back the initial and final consonant sounds which are missing by writing them in again (neatly of course).

Ask individuals, small groups and the whole class to re-read the full version of the rhyme.

Drama and Language: Off to sea!

Create a short talk based on the story lines of this rhyme. Where is this yacht going? Who are the people on board? What is a navigational map? Is there foul weather on the horizon?

Children from a young age become very much at ease with drama in their language work if they are given spur-of-the-moment opportunities to make up short improvisations. It comes from a natural instinct to dramatise, as you would have noticed if you have listened to children playing.

Learners usually adapt to the more structured classroom/audience level of drama very readily with the need for possibly just one or two simple modelling sessions given by the teacher (or several teachers) demonstrating with a suitably exaggerated style of acting how to structure and deliver a well-sequenced story, regardless of its length.

Part of this out-loud modelling can also show learners how to plan and discuss the details of the proposed storyline before beginning the play improvisation. Children will probably not need help once they see good modelling and have tried improvising several times.

Chew This Over: What's for lunch?

What provisions would the crew need on an ocean-going yacht? How is food stored for a long voyage? What are the symptoms of scurvy? What is a boat or ship's kitchen called?

Vocabulary Building:

There are a few **nautical** words used in this rhyme. Can you find them? What does **nautical** mean? Collect twenty unusual nautical words and their meanings. Include knots.

Advanced Vocabulary: Yachts

Find out the various names of different types of yachts? Draw some well-constructed pictures of yachts and display them around the classroom for a few days.

Examples:

schooner, yawl, ketch, clipper.

What are the specific names given to people who sail yachts?

Examples:

forward hand, navigator, sail master, mast man, mainsheet man, headsail trimmer, pitman, tactician, sail trimmer.

What name is given to the person in charge of a yacht?

Examples:

skipper, master, captain.

Language Usage:

Look at the chant words. What does each one mean?

Put the ones you have just learnt into interesting and imaginative sentences.

Grammar:

Are there words in any part of the rhyme that are **action words**? These action words are called verbs.

Are there words in any part of the rhyme that are **name words**? These name words are called **nouns**.

Etymology:

The word 'yacht' has an interesting origin.

It stems from when the early Dutch printers were unsure of the pronunciation of some English words, and so they put **ch** in **yacht** because the word for **yacht** in Dutch has this sound – not unlike the Scottish **ch** as in **loch**.