

UNIT 4 TRANSPORT

FLASHCARDS

See the FLASHCARD FRAMEWORK (Course Manual, chapter: HOW TO WORK WITH THE PROGRAMME) on how to present and practise flashcards

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| SET 1 | PART A (SB order) | TCD 2, listening 06 |
| I'M DRIVING A CAR. – I'M FLYING A PLANE. I'M DRIVING A TRUCK. – I'M DRIVING A BUS. I'M FLYING A ROCKET. I'M FLYING ON A BROOM. | PART B (jumbled order) | TCD 2, listening 07 |
| | PART C (repeat: single words) | TCD 2, listening 08 |

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| SET 2 | PART A (SB order) | TCD 2, listening 10 |
| IT'S A CITY. – IT'S PETROL. IT'S A GREEN LIGHT. – IT'S A RED LIGHT. IT'S A BROKEN CAR. | PART B (jumbled order) | TCD 2, listening 11 |
| | PART C (repeat: single words) | TCD 2, listening 12 |

TEXTS

NOTE! Many songs and rhymes contain **SPOKEN PARTS**. In the Student's Book and in the Teacher's File they are written in a very small font as they do not belong to the main text. These phrases or sentences are **not to be learnt** by Ss by heart or practised. Ss may willy-nilly acquire some extra language material thanks to that. Very often the spoken parts help you to prepare the right objects for the song or revise the words that are used in the text.

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| UNIT 4 - SB p. 34-35 | THE SIX WITCHES – a story | TCD 2 listening 04, 05 |
| 1 FOCUS on the story | introduce the title (and characters, where needed). Use L1 | <i>We're going to listen to a story about six witches. The witches take part in a race. L1</i> |
| | do not tell the plot of the story! You would spoil the fun and comprehension practice! | |
| | pre-teach key vocabulary, but only if it is absolutely necessary | <i>a witch, a race, petrol</i> |
| | make sure Ss are sitting still and are concentrating (see our FOCUS POCUS ideas in the Course Manual p. 66) | |

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| 2 | listen and FOLLOW the pictures | play the CD - T shows the appropriate flashcards so Ss do not lose track Optional: T can use the DVD for introducing the story |
| 3 | What is it ABOUT? – L1 | Ss say what they understand the story is about, and guess (L1) |
| 4 | T's READING | read the story showing flashcards and using mime and gesture. Encourage Ss to follow your mime and gesture make sure Ss understand each sentence (sometimes even translate bits and pause for explanations) |
| 5 | listen or watch and ACT | play the CD or the DVD. Encourage Ss to act out the movements, feeling, etc. They actually follow your behaviour. (TPR) It is not the drama stage yet, so do not expect Ss to be accurate with the mime and gesture. |
| 6 | listen and put in ORDER | play the CD or read the text Ss put the flashcards in the right order on the floor Optional: Ss hold flashcards – one flashcard each. Ss stand in a line according to the order of the text. |
| 7 | listen and CHOOSE | play the CD (the jumbled version) a) Ss point to the right picture in the SB b) Ss stand in a line or a circle holding the appropriate flashcards up if you have a big classroom, you can put the flashcards on the floor and Ss must stand by or tap with a hand the right flashcard |
| 8 | flashcards/VOCAB games | a) BIT BY BIT b) LIP READING c) MAGIC EYES (for description of games see THE GAME CORNER in the Course Manual) |
| 9 | reading with GAPS | read the story pausing for Ss to insert words gradually Ss produce longer sequences encourage students to produce more complex sequences the perfect stage is when Ss can tell the story without T's help |
| 10 | story MANIPULATION | tell the story showing the flashcards. Change some elements. Ss correct <i>yellow witch = blue witch a truck = a bus a broom = a car etc.</i> play the DVD with the story. Pause the recording before every picture and try to elicit what is going to happen next |
| 11 | DRAMA 1 | Ss act out the story when the CD/DVD is on. You can pause the recording or turn down the volume to make Ss speak <i>Each S is one witch (if you have more than 6 Ss, make two act out the same witch). They need cut-outs representing their vehicles and they need badges in appropriate colours. Arrange the classroom into a race track – all witches start from one side of the classroom, and the other side will be the finishing line.</i> |
| 12 | RETELLING | - use flashcards to prompt the text - use FLASHCARD GAMES to practice the story (for games descriptions see THE GAME CORNER In the Course Manual p.79) - use the DVD to play A SILENT MOVIE – Ss watch it and retell the story |
| 13 | DRAMA 2 | Ss act out the story (without the CD) See the comments from DRAMA 1 |

| THE SIX WITCHES – story text | | TCD 2 listening 04,05 |
|------------------------------|---|---|
| speaker | F | TEXT |
| Narrator: | 1 | <i>Six witches live in a big city. The blue witch, the black witch, the red witch, the white witch, the yellow witch and the pink witch.</i> |
| Narrator: | 2 | <i>There is a big race for the witches. Ready, steady, go!</i> |
| The Blue Witch: | 3 | <i>'I'm the blue witch! I'm the best! I'm driving my truck. It's very big and fast! I'm going to win!'</i> |
| The Black Witch: | 4 | <i>'I'm the black witch! I'm the best! I'm driving my car. It's very big and fast! I'm going to win!'</i> |
| The Red Witch: | 5 | <i>'I'm the red witch! I'm the best! I'm driving my bus! It's very big and fast! I'm going to win!'</i> |
| The White Witch: | 6 | <i>'I'm the white witch! I'm the best! I'm flying my plane. It's very big and fast! I'm going to win!'</i> |
| The Yellow Witch: | 7 | <i>'I'm the yellow witch! I'm the best! I'm flying my rocket. It's very big and fast! I'm going to win!'</i> |
| Narrator: | 8 | <i>Suddenly, the truck, the car, the bus, the plane and the rocket stop. They've got no petrol!</i> |
| The Pink Witch: | 9 | <i>'And I am the pink witch. I'm the best! I'm flying on my broom. It's not very fast. It's not very big. But I don't need petrol. I'm going to win!'</i> |

| MY YELLOW CAR – a song | | TCD 2 listening 09 |
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| you need: ----- | general comments: While singing the song Ss revise the names of vehicles (a car, a truck, and a bus), and also learn some new interesting ones (e.g. bottom). Remember to explain new words to your Ss. | |
| TEXT | ACTIONS | COMMENTS |
| <i>a car!</i> Hooray! Let's start! Go, go, go, go go! I'm driving my yellow car. Hello, bye-bye, hello! I am driving. Go, go, go, go ,go, go. Now a jump over a bump! Ouch, my bottom! Oh, oh, oh, oh! | Every pair of Ss stands together, one S next to the other S - they are in a car (with two steering wheels and two drivers). They can hold hands or go arm in arm. They "drive" around the classroom and they cannot separate. Ss wave and still drive. Ss jump up and rub their bottoms as if they were hurt. | First introduce the song and teach Ss how to perform each action in the song: how to drive, jump over a bump, wave hello and bye-bye, and rub their bottom. Only then, teach Ss how to pretend to be the drivers. Before you start singing it "the proper way" make Ss stand in pairs. Make sure everyone knows who his/her pair is, so that the song can be sung smoothly, without interruptions. |
| <i>a truck!</i> ...I'm driving my yellow truck... | One S stands behind the other (his/her pair). This is a "truck." | |
| <i>a bus!</i> ...I'm driving my yellow bus... | Ss "drive" around the classroom again, jump etc. All Ss stand in a line and hold the S before them – put their hands on his/her waist. They are all "the bus" | |

| THE FLYING ROCK'N'ROLL – a song | | TCD 2 listening 13 |
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| you need: cut-out brooms | general comments: This rock'n'roll song can be performed in three different ways. Try all of them and choose the one your Ss like the most. | |
| TEXT | ACTIONS | COMMENTS |
| <p>The planes are coming! Planes, planes are flying in the sky. (x3) Fly, fly, fly, fly, fly!</p> <p>The rockets are coming! Rockets, rockets are flying in space. (x3) Fly, fly, fly, fly, fly!</p> <p>The witches are coming! Witches, witches are flying on brooms. (x3) Fly, fly, fly, fly, fly!</p> | <p>Ss spread their arms and run around the classroom, pretending to be planes.</p> <p>Ss put up their hands and hold their hands together, Ss squat and then slowly go higher, and higher and jump up high at the end.</p> <p>Ss ride the cut out brooms. They run around the classroom pretending to be witches on brooms.</p> | <p>You may sing this song using simple TPR – Ss demonstrate all activities. At the end, each S takes a cut-out broom and pretends to be a witch flying on their broom.</p> <p>You can also divide Ss into three groups: planes, rockets, and witches. Only the group mentioned in the song performs the actions.</p> <p>The third way would be probably more fun for older Ss. As this is a rock'n'roll song, tell Ss that they should pretend to be a band and pretend to be singing and playing guitars. Before each stanza T winks or points at 2-3 Ss, and they drop the guitars and do the actions from the song.</p> |
| THE BIG TRUCK – a rhyme | | TCD 2 listening 14 |
| you need: a big toy truck and cut-out cars for each S (there are special ones provided in the cut-outs section – five little cars in a row, easy to bend and hide) | general comments: The first time, tell Ss the rhyme and show them all the gestures and moves using the big truck and the cut-out little cars. Later, let each S make his/her own cars (they can colour and decorate them). | |
| TEXT | ACTIONS | COMMENTS |
| <p>Five little cars are zooming on a street teasing the big truck, 'You can't catch me! Na, na, nanana! (x2) Zoom, zoom!' The big truck is coming - humming all the way... [crash!]</p> <p>Four little cars... Three little cars... Two little cars... One little car... Now the cars are coming very quietly... [crash!]</p> <p>'Oh, I've got a flat tire!' 'Na, na, nanana!' (x2)</p> | <p>Ss sit in a line or circle on the floor near the T, and hold their cut-out cars in front of them.</p> <p>Ss move their cut-out cars on the floor.</p> <p>Ss put their hands on their noses. Later Ss put their hands on their ears and move their fingers in all directions.</p> <p>T moves the big toy truck on the floor.</p> <p>The truck bumps or runs over the cut-out cars gently.</p> <p>Ss folds one paper car on his/her cut out. There are four cars left and the rhyme continues as above.</p> <p>Ss unfold the cars and quietly move them towards the truck.</p> <p>The little cars bump the big truck. T makes the truck go away.</p> <p>Ss put their hands on the nose, later on the ears and move their fingers in all directions.</p> | <p>You should explain to your Ss (especially when you have a younger group, or group of gentle little children) that the cars are just teasing the truck and that it is just a game and no one will get hurt.</p> <p>Some boys and some girls will probably be delighted by the idea of crashing cars, You should be aware of this fact and stop them from getting too carried away.</p> |

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| 1 | SHOWTIME introduction | <p>introduce the notion of a radio show (L1)</p> <hr/> <p>make sure Ss are sitting still and are concentrating (see our FOCUS POCUS ideas in the Course Manual)</p> |
| 2 | listen and FOLLOW the pictures | <p>play the CD. Show appropriate flashcards so Ss do not lose track. You can also use the DVD. If you do, let Ss watch without interruption</p> <hr/> <p>you may choose to demonstrate the actions yourself first, which may prove to make it even clearer for Ss</p> <hr/> <p>Ss listen and point to the flashcards which are displayed:</p> <p style="margin-left: 40px;">a) in front of Ss sitting in a circle/line (first stage)</p> <p style="margin-left: 40px;">b) around the classroom (second stage)</p> |
| 3 | listen and ACT | <p>play the CD. Mime the actions. Ss listen and look at T. Ss follow the actions (TPR). For a change you can play the DVD and Ss follow the actions</p> <hr/> <p>do not worry if all Ss are not able to join in from the start</p> <hr/> <p>Ss listen and do the actions. T helps if necessary</p> <hr/> <p>remember to stop helping Ss at some point; the weaker Ss will look at the others and follow their actions until they learn.</p> |
| 4 | listen, CHOOSE and ACT | <p>play the CD (the jumbled version)</p> <hr/> <p style="margin-left: 40px;">a) Ss point to the right picture in the SB or point to the correct flashcard</p> <hr/> <p>if you have a big classroom, you can put the flashcards on the floor and Ss must stand by or tap the right flashcard with a hand</p> <hr/> <p style="margin-left: 40px;">b) Ss do the actions (T helps if necessary)</p> <hr/> <p>at this stage you will be able to see whether Ss really understand the text corresponding to the actions or whether they have just memorized the order of the actions</p> |
| 5 | REPEAT | <p>show the flashcards and say the sentences. Ss repeat (use frontchaining if necessary). You can also use the CD or the DVD for repetition</p> <hr/> <p>with less advanced Ss do not expect very accurate responses. Accept even utterances that only sound close to the expected ones</p> |
| 6 | text MANIPULATION | <p>flashcard games – try to elicit full sentences</p> <p style="margin-left: 40px;">(for descriptions of games see THE GAME CORNER in the Course Manual)</p> <hr/> <p>action games – try to elicit full sentences</p> <p style="margin-left: 40px;">(for descriptions of games see THE GAME CORNER in the Course Manual)</p> <hr/> <p style="margin-left: 40px;">a) DEAD FAX b) MEMORY GAME c) A PILE</p> <hr/> <p style="margin-left: 40px;">a) SILENT SHOW b) EDDIE SAYS c) ROBOTS</p> <hr/> <p style="margin-left: 40px;">a) SILENT MOVIE – T plays the DVD without the sound. Ss say the sentences.</p> <p>DVD games</p> <p style="margin-left: 40px;">b) WHAT'S NEXT? – T pauses before the next picture. Ss try to say what's next.</p> |

| DRIVE A CAR! – Showtime text | TCD 1 listening 15, 16 |
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| comments: Follow the Showtime framework above. Use flashcards and/or mime all the actions. | |
| TEXT | ACTIONS |
| [1] Get in the car! | Ss pretend to be opening a door of a car and getting inside. |
| [2] Take the key and start the car! | Ss take the key (prepare a cut-out key for each S) and move it as if in ignition. |
| [3] Drive! | Ss move their hands as if on a steering wheel and go around the classroom. |
| [4] Stop at the red light! | Ss stop and freeze. |
| [5] Go at the green light! | Ss go around the classroom again. |
| [6] Jump over a bump! | Ss jump (you may roll the flying carpet on the floor to be the “bump” – Ss will jump over it). |
| [7] Oh, no! The car is broken! | Ss stop, scratch their heads, and make a sad face. |
| [8] Get out of the car and push it! | Ss pretend to be getting out of the car and pushing it (with a serious face showing a lot of effort). |

| TEDDY EDDIE and deDOMO – UNIT 4 |  |
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| <p>You will find information about deDOMO method in:</p> <ul style="list-style-type: none"> • the Parents' Guide • the Course Manual • if you need any more support ask the Programme Supervisor at your school | |
| <p>Along with the Yellow Book of Teddy Eddie parents may practise occasions from deDOMO MULTIROM. It is a voluntary part of the Course which they may use if they wish to. While the children practise UNIT 4, parents use occasions from chapter: 'W KINIE'</p> <p>Encourage parents to do so. You should:</p> <ul style="list-style-type: none"> - remind them about deDOMO during your after-lesson chat - remind them about deDOMO in your weekly e-mail - explain how and what to practise - inform them where they can find the occasions (in the Guide and also in the deDOMO MultiROM which they have received with the Teddy Eddie Students' Set at the beginning of the course) - hand in deDOMO stickers to your students so that they can place them in the Parents' Guide when they have practised some occasions with their parents - ask children if they have practised deDOMO with their parents – praise them if they have | |

EXAMPLE deDOMO DIALOGUE:

Child: *Can I have some popcorn?*

Parent: *Ok. Would you like something to drink?*

Child: *Yes, please. A Cola.*

Parent: *No problem.*

Child: *Thank you.*

EXERCISES

See the **EXERCISE FRAMEWORK (Course Manual, chapter: HOW TO WORK WITH THE PROGRAMME)** on how to conduct exercises in the classroom.

EXERCISE 1 Listen and colour. Colour and say.

SB p. 40

WHAT TO SAY:

*The bus is red.
The car is yellow and black.
The truck is green and yellow.*

*What colour is the car?
What colour is the bus?
What colour is the truck?*

WHAT TO DO:

Ss point to the pictures and name the vehicles.
Ss listen and colour the vehicles according to T's instruction.

T asks the questions, Ss answer.
Later on Ss ask and answer the questions in pairs.

EXERCISE 2 Listen and point. Listen and match.

SB p. 40

WHAT TO SAY:

*This is the red garage.
This is the blue garage.
This is the yellow garage.
This is the green garage.
This is the brown garage.*

*I'm driving my car to the red garage.
I'm flying my plane to the green garage.
I'm driving my bus to the yellow garage.
I'm driving my car to the brown garage.
I'm flying my rocket to the blue garage*

WHAT TO DO:

Introduce the word: "garage."
Say the sentences while Ss point at the correct garages.
Let Ss say the same sentences themselves and point.
Ss point and ask:
What colour is this garage?

Say the first sentence and show the "route" with your finger. Ss copy.
Say the other sentences and let Ss show the activities with their fingers, all the time going to the right garages.
Only then, hand out crayons or pencils. Say the sentences again and let Ss match the pictures.

OPTIONAL (for more advanced Ss):
T/Ss ask more questions:
What is in the red garage? Where is the plane? Etc.

EXERCISE 3 Listen and circle. Listen and say YES or NO or correct the sentences.

SB p. 41

WHAT TO SAY:

*Look at the green box. It's a city.
Look at the yellow box. It's a red light.
Look at the red box. It's petrol.
Look at the blue box. It's a broken car.*

*The car is in the yellow box.
The broom is in the yellow box.
The green light is in the red box.
The truck is in the green box.*

WHAT TO DO:

Ss listen and point to the colourful boxes.
Ss point to the objects they hear.
Then Ss circle the objects.

Ss listen and say YES or NO.
Ss should correct the false sentences, e.g.
The car isn't in the yellow box. The car is in the green box.
Model the sentences and scaffold Ss during this exercise.

OPTIONAL (for more advanced Ss):
T or Ss ask more questions:
Where is the car?
What is in the yellow box? etc.

EXERCISE 4 Listen and colour. Colour and say.

SB p. 41

WHAT TO SAY:

*The witch has got a red broom and a yellow snake.
The boy has got a blue broom and a pink parrot.*

*Colour the witch and the boy.
Use one, two or more colours.*

What colour are they?

WHAT TO DO:

Ss listen and colour the pictures.

Now Ss can colour the witch and the boy using any colours they like. Make Ss ask you for each crayon they need. You may also open "a crayon shop" and sell crayons they want to use.

Ask Ss what color their witches and boys are. Make Ss ask the same question in pairs.

GAMES

PIZZA

SB p.42

for a detailed description of how to play see THE GAME CORNER in Course Manual (chapter: HOW TO WORK WITH THE PROGRAMME)

- While playing and pointing to pizza pieces, Ss use the sentences: *This is... / He's driving / flying...*

'GO AND STOP' GAME

SB. 42

You need:

- some kind of gadget for the police officer
- red and green traffic lights
- flashcards with different vehicles

general comments:

The first time, T can be the traffic lights, and the police officer. But after one game, when Ss get the idea, they should be the traffic lights and the police officer. Change the roles often, so that everybody has a chance.

1. Put the flashcards on the floor, next to the wall, so that Ss can see them (they will help remind Ss about what they are driving). One S is a police officer. One S is the traffic light. He/she holds the cut-outs (red and green light). The other Ss stand in the middle of the classroom.
2. T shows a flashcard, e.g. *I'm driving a car.*
3. 'The traffic light S' puts up the green light and says: **GO!**
4. Ss run around the classroom pretending to be driving a car.
5. 'The traffic light S' puts up the red light and says: **STOP!**
6. All Ss freeze.
7. The police officer comes to one or two Ss and asks: *What are you doing?*
8. The chosen S answers: *I'm driving a car.*
9. T shows a different flashcard, 'the traffic light S' puts up the green light again and says: **GO!** And the game goes on.

OPTION: Ss may choose what they want to drive. Leave the flashcards on the floor so that they can see them and get a different idea each time.

MAZE: TRANSPORT

SB p.43

for a detailed description of how to play see THE GAME CORNER in the Course Manual

you need: CD, SB

RECORDED TEXTS:

TCD2 LISTENING 17:

**a truck, a plane, a car, a rocket, a truck, a bus, a broom, a car, a plane
IT'S... YELLOW!**

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| <p>TCD2 LISTENING 18: a truck, a broom, a rocket, a car, a bus, a plane, a car, a truck, a plane, a bus, a broom IT'S... GREEN!</p> <p>TCD2 LISTENING 19: I'm driving a truck. I'm flying a plane. I'm driving a car. I'm flying a rocket. I'm driving a truck. I'm driving a bus. I'm flying on a broom. I'm driving a truck. I'm flying a rocket. I'm driving a bus. I'm flying on a broom. IT'S.... GREEN!</p> <p>TCD2 LISTENING 20: I'm driving a truck. I'm flying on a broom. I'm flying a rocket. I'm driving a car. I'm driving a bus. I'm flying a plane. I'm driving a car. I'm driving a truck. I'm flying a rocket. IT'S RED!</p> |
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| BINGO | SB p.44 |
| for a detailed description of how to play see THE GAME CORNER in the Course Manual (chapter: HOW TO WORK WITH THE PROGRAMME) | |

| EARS UP! – The City | | TCD 2, listening 21 |
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| for EARS UP! FRAMEWORK see the Course Manual (chapter: HOW TO WORK WITH THE PROGRAMME) | | |
| TEXT | QUESTIONS | |
| <i>Hi, my name is Mary! I live in a crazy city! Come and look!</i> <i>This is a giraffe. It is driving a car. Stop, giraffe! It's the red light! Ok, it's the green light - you can go now!</i> <i>This is a snake. It's driving a big truck! Oh, no, it's got no petrol...</i> <i>The snake is NOT driving its truck now...</i> <i>This is a parrot. It is driving a bus. It is driving and driving and... Ouch! A jump on a bump!</i> <i>And this is a tiger and it is... What? Oh, it's really crazy! It's flying a rocket! Up and up!</i> <i>And now look at me! I'm NOT a witch, but I've got a broom! And I'm flying on my broom! Byeeeee!</i> | <p><u>What is Mary doing at the end?</u></p> <p>What is the snake / giraffe / parrot / tiger doing?</p> <p>Where does Mary live?</p> <p>What is the problem with the snake's truck?</p> | <p><u>Co Mary robi na końcu?</u></p> <p>Co robi wąż / żyrafa / papuga / tygrys?</p> <p>Gdzie mieszka Mary?</p> <p>Jaki problem na wąż ze swoją ciężarówką?</p> |

| THE FLYING CARPET | |
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| see the Course Manual (chapter: HOW TO WORK WITH THE PROGRAMME) for a thorough description of the Flying Carpet procedure | |
| <i>Are you (flying a plane/ flying a rocket/ flying on a broom/ driving a car / driving a truck/ driving a bus)?</i> <i>Yes, I am. / No, I'm not.</i> | <p><i>What is she/he doing?</i> <i>She/he's (flying a plane).</i></p> <p><i>What are you doing?</i> <i>I'm (flying a plane).</i></p> |
| Remember to recycle questions and answers for previous units, too. | |

THE COMMAND SET

In this unit your Ss drive different vehicles. You may prepare cut-out brooms to help Ss' imagination.

Drive a car / bus / truck!
Fly a plane / a rocket / on a broom!
Get in the car!
Take the key and start the car!

Stop at the red light!
Go at the green light!
Jump over a bump!
Get out of the car and push it!

Remember to recycle commands for previous units, too.
Remember to use negative commands, such as *Don't stop! Don't go!*