

The Title of the Module

Vehicles, Means of Transport, Travelling and Traffic

Grades: 5 - 7. grades

Made by: Szabóné Szanyi-Nagy Anna és Rácz Miklós

School: Hódmezővásárhelyi Klauzál Gábor Primary School

Contributed in the final variety of the module (adepts of "bush-schools")

1..... 2..... 3.....

4..... 5..... 6.....

School:

MODULE MAP

The general and main focus of the module: Getting to know the names of different vehicles, learning how to speak at certain travel situations

Content focus: Phrases about vehicles, dealing with certain situations at a travel agency and on public transportation vehicles.

Development focus:

- aesthetic sense, creativity
- intrinsic motivation
- developing the interest (length, lasting)
- social interaction
- flexibility, openness, curiosity, tolerance
- communicative skills
- openness for new information

1. Title of the part module Vehicles	2. Title of the part module Means of transport	3. Title of the part module Travelling and traffic
Goal/purpose The students learn the names of the different types of vehicles and their parts.	Goal/purpose The pupils can make difference among different transportation. They know the advantages and disadvantages of the different means of transportation,	Goal/purpose Kids get know some highway code rules and signs. They are able to communicate at a travel agency and at a holiday destination.

<p>Competence development in this part module are:</p> <ul style="list-style-type: none"> - communicative competence - social competence - memory 	<p>Competence development in this part module are:</p> <ul style="list-style-type: none"> - social competence - communicative competence - memory - creativity 	<p>Competence development in this part module are:</p> <ul style="list-style-type: none"> - social competence - communicative competence - memory - creativity
<p>Content in draft:</p> <ul style="list-style-type: none"> • Naming vehicles • Classing vehicles • Classing the parts of a vehicle 	<p>Content in draft:</p> <ul style="list-style-type: none"> • Review vehicles • stating the advantages and disadvantages of transport • Making vehicle throughout pageants 	<p>Content in draft:</p> <ul style="list-style-type: none"> • Highway code rules and signs • New, needed rules and signs • Recalling directions • How to travel
<p>Part module time frame:</p> <p style="text-align: center;">90 minutes</p>	<p>Part module time frame:</p> <p style="text-align: center;">90 minutes</p>	<p>Part module time frame:</p> <p style="text-align: center;">180 minutes</p>
<p>The total time of the module: 270 minutes (6 hours)</p>		

Description of the module

Detailed module description

Solutions and devices needed to the fulfillment of the module:

	Estimated costs
travel, organizing	-

physical means: computer, laptop, smartboard	-
material intensity: colour pencils, scissors, copier paper, markers, glue, beach ball, bean bags	apx. 2500, HUF
Other, special things needed:	-

Description of the tasks

Part module 1

Vehicles

I.1.

Warm up:

Some parts of vehicles are projected on the Smartboard. They have to find out which vehicles do the parts belong to. After some rounds volunteer kids can do the same.

Materials needed: Smartboard, Internet connection

Used method: game, recalling

I.2.

New words 1: We are using an online presentation with which we review/learn the names of the vehicles.

Materials needed: <http://www.slideshare.net/kidsownplanet/names-and-pictures-of-vehicles-for-preschoolers-and-kindergarten-kids>

Used methods: memory, practice

I.3.

New words 2: PPT 1.: means-of-transport.ppt

PPT 2.: means-of-transport 2.ppt

Reviewing words and getting new ones.

We are going through the PowerPoint presentations while we learn and at the same time check the new words of the material.

Materials needed: Appendix 1

Used methods: memory, practice

I. 4.

Definition game: Teacher gives definition on certain vehicle types and students have to find out the name of the described vehicle.

Extension: after having the guessed word they give some explanations how they found it out (e.g.: I knew that it is a motorcycle because you said that it has two tyres and an engine.)

Materials needed: none

Used method: practice, game, memory

I.5.

What does it go with? – Kids get some power types (as gas, wind, kerosene and so on). They guesses which vehicles need them to work.

Vice versa: Vehicles are added and the kids find out what they need to work

Here we talk about the prices of the travelling, the gas etc.

We change currencies as well so they can see the differences between them.

Materials needed: none

Used method: practice, recall previous knowledge, memory

I.6.

Drawing: make a detailed drawing about the added vehicle! The kid get a word (name of the vehicle). They need to draw them and they need to pay attention of the parts of it. They name them.

Materials used: Appendix 1.

Used method: game, memory, practice

I.7.

Vehicle crossword

Materials used: vehicles-crossword-puzzle.jpg

Used method: revision

I.8.

Vehicle Bingo

Materials used: 1.1_bingo_vehicles.jpg

Used method: game, competition

Part module 2

Means of transport

II.1.

Review: we are recalling the material of the previous lesson. We use sentences:

If I'd like to travel to Szeged I can use....

If I'd like to travel to the next district I can use....

If I'd like to travel to London I can use....

If I'd like to travel to the Mars I can use....

....

Extension 1:

If I'd like to travel by I can get to in minutes/hours/days/weeks/months/years-

Extension 2:

How did you get here today?

How does your <family member> get to work/school?

Materials needed: none

Used method: memory, review

II.2.

Advantages and disadvantages of the different means of transport:

Pre-exercise: teacher gives key words in order to help kids to find correct solution to the exercise. E.g.: pollute the air, expensive, dangerous, can go wrong or fast, comfortable, modern, multimedia etc. We continue the list together

(Appendix 2)

Students get a sheet of paper and in pairs they gather some advantages and disadvantages the added vehicle. If enough time is had they can

Materials needed: Appendix 2

Used method: fantasy, recalling knowledge

II.3.

Making pageants: students get a vehicle via description. When they have the solution they have some time to discuss how to “build” it up by themselves, then they make the pageant. They have more round with different vehicles

Materials needed: none

Used method: fantasy, moving

II.4.

Classing vehicles

Students are added more aspects, such as:

where they are used: in the water, in the air, on the ground, underwater, in the space, underground...

what they are go with: gas, wind, electricity, paddle, engine, human force ...

how many tyres it has: 1-16 (from monocycle to truck)

how many people can it deliver? 1-more hundred

how heavy it is? from a couple of kilos to more hundred tons

Materials needed: none

Used method: game, memory, recalling, fantasy, appraisalment

Part module 3

Travelling and Traffic

III.1

Warm up: Figure it out!

Teacher shows certain flashcards. There is a connection between them. Kids have to find out the one common thing.
E.g.: sailing boat, sailplane, solar sail moved spaceship – all of the uses some kind of wind to move (air or solar wind)
The common thing here supposes to be connected to means of transport.

Extension: kids can have the cards and they show them to each other following the rules above.

Materials needed: flashcards

Used method: game, memory, reviewing former knowledge

III.2.

Highway code: basic rules are being discussed using the signs. Teacher can decide which signs are so important to deserve to be involved.

Material: the-highway-code-traffic-signs.pdf

Used method: memory, new knowledge

III.3.

Highway code test: kids can check their knowledge in English through an online test.

Materials needed: <http://www.2pass.co.uk/traffic-sign-test.htm#.VYcX-vntmko>

Used method: reading, memory

III.4.

Making our own town and new code rules:

We arrange the classroom in a way we can develop a small town with streets, buildings, parks, railways and so on.

We create some special places where we need new rules. Kids find out the rules and they draw the signs to them.

E.g.: we create alien landing zones and signs or beware of the geeks sign or smartphone users' lane and so on.

Materials needed: carton, scissors, markers

Used method: game, memory, creativity

III.5.

School buses in the US: we are solving the appendix

Materials needed: 3.5_SCHOOL_BUS.pdf

Used method: listening comprehension, memory

III.6

Situation

Students get certain situations that they have to perform.

Pre-exercise: online quiz: find the question on the added answers

Materials needed:

<http://www.learnenglishfeelgood.com/travelenglish/airport-questions-answers1.html>

<http://www.learnenglishfeelgood.com/travelenglish/>

3.6_airlineactivityA.pdf

III.7

Wordsearch

Materials needed: 3.7_travelwordsearch1.pdf

Used method: memory, revision

Appendix 1.

Monster Truck	Covered Wagon Horse
Spaceship	Canal Boat
Glider	Covered Wagon
Hot Ait Balloon	Paper Airplane
Train	Sailing Ship

Plane	Viking Ship
Steamboat	Cable Car
Car	Dump Truck
Fire Engine	Gondola

Appendix 2

Advantages	Disadvantages
quiet	noisy
cheap	expensive
low pollution	high pollution
fast	slow
comfortable	uncomfortable
safe	dangerous
hardly go wrong	easily go wrong
rich extras	poor extras