



# Stay-at-Home RESOURCE PACK

for

YEAR 3 AND YEAR 4

WEEK 8

Transport - Part 2



**How to use this pack:**

1. This pack is the second one in a set of two intended for Year 3 and Year 4 students which focus on the theme ‘Transport’. This second pack kicks off by looking at using taxis as a means of transport, and then proceeds to look at some of the world’s most renowned cars as well as look into emergency vehicles.
2. As usual, it is recommended that you start by covering the Listening and Reading Tasks first to prepare your child for the Speaking and Writing Tasks. In the writing tasks, encourage your child to use the vocabulary they learned in the reading and listening tasks. Also, encourage your child to use the ‘writing frames’ included in the pack. You might wish to follow the guidelines below:

<i>Skill</i>	<i>Task</i>	<i>Pages</i>
<i>Listening</i>	Lesson 1: Taxi Drivers	3-7
<i>Speaking &amp; Reading</i>	Lesson 2: Famous Cars	8-10
<i>Speaking &amp; Writing</i>	Lesson 3: Transport around the World	11-12
<i>Reading</i>	Lesson 4: Emergency Vehicles	13-15
<i>Reading &amp; Writing</i>	Lesson 5: Literature: Chitty Chitty Bang Bang Over the Moon	16-19
<i>Writing</i>	Lesson 6: Job Application	20
<i>Writing</i>	Lesson 7: The Adventure Car	21-22
<i>Reading</i>	Lesson 8: Literature: Poetry	23
<i>Various</i>	Extra Activities	24-26

4. The **Literature Tasks** can be done on any day throughout the week. They are not only meant to promote reading but they also help expand language awareness and structure and encourage different levels of interpretation and connection with oneself, the world and other texts. The aim is to enjoy and appreciate reading literary texts.
5. The **Extra Activities** can be done on any day during the week and offer a fun and educational way how to learn about the theme of ‘Transport’.
6. Consider including some idiomatic expressions related to the theme in your speaking and writing tasks. Here are a few expressions and their meanings to get you started:

Flagging down a taxi	To stop a taxi on the street	We are in the same boat	to be in a similar position
That ship has sailed	You had the opportunity to do something, but you lost it	I’ll cross that bridge when I come to it	To avoid creating difficulties to oneself before it is necessary
To take flight	to make an escape	To hit the road	to get going

7. The **Try to Watch** section not only supplements the topic but is an entertaining way of how to expose students to the theme of ‘Transport’.
8. Any suggestions or feedback would be appreciated. Feel free to contact

Ms Pamela Zerafa (Education Officer): [pamela.zerafa@ilearn.edu.mt](mailto:pamela.zerafa@ilearn.edu.mt) (25982067) or Ms Urieth Attard (HoD): [urieth.attard@ilearn.edu.mt](mailto:urieth.attard@ilearn.edu.mt) for more information.

## Lesson 1: Taxi Drivers

### Pre-Listening:



Talk about these photos. Ask: What do you see in the photos? When do people need to use taxis? Who uses them? What are some good things about (advantages of) travelling by taxi? Is it better to travel by taxi or by bus?



Explain that the child will hear three London taxi drivers – Ernie, Jenny and Tom – talking about their days. Explain any new vocabulary (bicycle, biscuit, break, bus station, cab, chat, drive, evening, finish, work, midnight, morning, railway station, sales) and explain, if necessary, that Selfridges and Harrods are two very big department stores in London.

### Listening Exercise 1.

- You may access the listening text by following this link:  
<http://taleinmalta.wixsite.com/elrc/audio-clips-for-stay-at-home-packs>
- If Internet is not available, then adults can read the text aloud to the child.






#### Listening Text

Hello, my name's Ernie. I'm a London taxi-driver. I start work at eight o'clock in the morning. I finish work at eight o'clock in the evening. So, I work for twelve hours, six days a week. My days are very long but I love being a taxi driver. Now I'm going to Paddington Station. It's a railway station not a bus station. There are always lots of people waiting for a taxi here.

Hi, my names' Jenny. I usually start work at nine o'clock in the morning. Before that, I drive my children to school in my cab. They like going to school in a taxi! We leave home at half past eight. Then I start work. I usually finish at six o'clock in the evening. I always have a break at 11 o'clock. I have a cup of tea and a biscuit. I have a chat with other taxi drivers then too. Now I'm going to Selfridges in Oxford Street. It's a huge shop and the sales are on. It's raining today so lots of people want taxis.

Hi, I'm Tom. It's half past nine in the morning and I'm very, very tired. I want to go home and go to bed! I always start work at half past eight...at night. Usually I go home about eight o'clock in the morning but last night was very busy. I worked for 13 hours. I had breakfast at midnight in a café. I had some coffee and sandwiches about six o'clock in the morning. I'm not hungry now – I'm just very tired.

1. Listen to the three taxi drivers. Where are they going? Tick (✓) the correct photos.

a. Ernie is going...	i) 	ii) 
b. Jenny is going...	i) 	ii) 
c. Tom is going...	i) 	ii) 

2. Listen to the taxi drivers again. Match the sentences with the correct times.

a) Ernie starts work at		8 o'clock in the evening.
b) He finishes at		9:00 a.m.
c) Jenny starts work at		Six in the evening
d) She takes her children to school at		Half past eight at night.
e) She finishes work at		8:00a.m.
f) She has a break at		8 o'clock in the morning.
g) Tom usually finishes work at		11 o'clock.
h) He starts work at		8:30 a.m.

## **Post Listening**



What should you say if you need to book a taxi?

### **Calling a Taxi**

Pretend to call a taxi company. Fill in with the correct information and practise the following conversations with an adult or a sibling.

Operator: “Circle Taxi. How can I help you?”

Customer: **I need to book a taxi please.**

Operator: Where are you located and where are you going?”

Customer: **My address is \_\_\_\_\_ and I need to go to \_\_\_\_\_ .**

Operator: Sure, one of our drivers will be there in around 15 minutes.

Customer: **Thank you.**

Operator: Thank you and goodbye.

Customer: **Goodbye.**

### **Flagging down a taxi**

In some cities, you can just wave your hands at a taxi as it drives close to you.

This is called “flagging” or “hailing” a taxi down. Stand close to the road and wave your arm out. An empty taxi will pull over for you. Many people get in the back of a taxi instead of the front passenger seat. A taxi without its light on is likely already on a taxi run for someone else.

Customer: Hi there!

Driver: Hi! Where are you heading?

Customer: I need to go to the \_\_\_\_\_, please.

Driver: Certainly.

(Some time later...)

Customer: That’s great, thanks. Just pull up over there, please.

Driver: Fine. That will be €18, please.

Customer: Here’s €20. You can keep the change.

Driver: Thank you very much. Have a good afternoon.

Customer: Thank you for the ride. Good bye!



*You might wish to do the activity on p.26 as an extension/follow up to this lesson.  
Adults might also wish to show their children how one can book a taxi through a mobile phone app which some companies like Bolt or Uber provide.*

## Poem: A day in a Cab

Note to Parent/Guardian: As you and your child read the poem, start thinking about the effect the poem is leaving on you. Write down your ideas, thoughts, any new vocabulary or general reflections. This process is called 'annotation'. These questions are meant to guide you and your child as you try to understand the poem.



The following poem was written by a taxi driver in London called William Gray for the London Cab Poetry contest. Read it aloud and write down your thoughts.

**A day in a Cab**

Driving around London **by day or by night**

I never tire of this city or its **wondrous sights**

Taking the public to where they want to be

Shopping malls, meetings, museums and galleries

Sitting on the **rank** at Paddington waiting for a fare

Or feeling **frustrated**, stuck in traffic going nowhere

If I am **lucky**, I'll get an airport run

Another time, it'll be road works and road closures and really is **no fun**

I've picked up the rich and the famous, some like to chat at ease

Others see the cab as a **confession box**, but their secrets **stay safe with me.**

What does this tell us about the driver's working hours?

Which are some of London's wondrous sights?

What is a taxi rank?

What does this word mean?

Why does he feel lucky if he gets an airport run?

Why are road works described as 'no fun'?

Do you know what a confession box is?

Why is a taxi compared to a confession box?



What does this tell us about the character of the cab driver?




Now, imagine you are one of the judges in the London Cab Poetry Contest. Fill in this Poem Review form about the poem called 'A day in a Cab'. Give them a rating too by colouring in the stars according to how much you liked it.



# Poem Review

	Title: _____	Rating: _____
	Poet: _____	



This poem is about...

\_\_\_\_\_

\_\_\_\_\_

My favourite line in the poem is...

\_\_\_\_\_

\_\_\_\_\_

Because...

\_\_\_\_\_

\_\_\_\_\_

Feelings and emotions in the poem...

\_\_\_\_\_

\_\_\_\_\_

Images that come to mind when I read this poem...

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Draw a picture of your favourite image.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Adjectives

\_\_\_\_\_

\_\_\_\_\_

Verbs

\_\_\_\_\_

\_\_\_\_\_

Sound Patterns

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What I like about the poem...

\_\_\_\_\_

\_\_\_\_\_

What I dislike about the poem...

\_\_\_\_\_

\_\_\_\_\_

## Lesson 2: Famous Cars

Note for Parent/Guardian: This is a speaking activity. Your child might not be familiar with these cars. Explain that the car in Picture A is the car from the Batman movie. The car in Picture B is the car from the film Ghostbusters. Let your child look at the pictures for some time and **compare (what is similar) and contrast (what is different)** the two photos. You may use the following prompts:



A



B



Some useful sentence starters to use when comparing:

The first photo shows...	I think they must be...	It looks as if...
In the second picture...	They both...	Another thing in common...
Another difference...	With regards to...	I think I would enjoy...





## Reading Task 1: Three Famous Cars

Note for Parent/Guardian: Tell your child that you are going to read a text about Famous Cars that appeared on TV in the past. Have them look at the pictures and see if they can identify any of the cars. Perhaps you can even watch some of these classic films/ TV series together

### A. Read about three famous cars. Write the names of the cars under the photos.

Knight Rider was a very popular American TV series from the early 1980s. It followed the adventures of Michael Knight, a special police officer fighting crime in Las Vegas. However, for many of its fans, the real star of the show was Michael's partner, a super-fast black American sports car called KITT. A computer controlled KITT talked to Michael, explaining how to fight the baddies, and he was always there to save Michael when things were difficult. KITT was also very strong and almost impossible to destroy.

Herbie was a white VW Beetle with blue and red racing stripes and the number 53 on his bonnet. He loved racing, but what made Herbie special was that he could think for himself and he could make his own decisions. Although he had a driver he didn't really need one because he could drive himself. Herbie made his first appearance in cinemas in the 1968 film The Love Bug. Since then, he has made audiences laugh in five more films and he also had his own television series too.

Chitty Chitty Bang Bang is a 1968 children's musical film about an inventor called Caractus Potts who lives with his two children, Jeremy and Jemima. One day, they find an old racing car and their father decides to rebuild the car and turn it into something very special. The result is Chitty Chitty Bang Bang, a car which can float on water and, even more amazingly, a car which can fly. Chitty Chitty Bang Bang then takes the Potts family on an incredible adventure and even helps Caractus to find love.



1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

### B. Read the text again and complete the table.

	Film, TV or both?	What's special about this car?
KITT	TV	
Herbie		
Chitty Chitty Bang Bang		

**C. Answer these questions about this text.**

1. What was the Michael Knight's job?

---

2. What colour was Kitt?

---

3. What colour was Herbie?

---

4. When did Herbie first appear on TV?

---

5. What are the names of Mr Potts's children?

---

6. Put a tick (✓) in each row of the table to show whether the fact is True or False.

		True	False.
a.	Kitt and Michael fought against criminals.		
b.	Herbie could fly.		
c.	Songs are included in the film Chitty Chitty Bang Bang.		
d.	These three texts are about emergency cars.		

3. Do you know any other famous cars? Draw one here and write a sentence or two about it. What special features/gadgets does it have? In which movie/ TV series does it appear?

---

---

---

---

---

---

---

---

### Lesson 3: Transport Around the World

Note to Parent/Guardian: In this lesson we will be looking at some different means of transport around the world. You might wish to carry out a mini research project about a particular mode of transport your child is interested in. Before starting the following lesson, discuss together some different forms of transport used around the world that your child already knows of, and discuss how this form of transport is suited to that country. You might ask, for instance: Why are gondolas used in Venice? Can cars be used in Venice? Why not?



WUPPERTAL, GERMANY

Suspension railway

Built between 1898 to 1901 by Eugen Langen, this hanging train transports around 25 million people a year. It is elevated above the ground and is the world's oldest suspension train.



VENICE, ITALY

Gondola

The gondola is a traditional, flat bottomed rowing boat. They are used as public transport and also to carry tourists on sightseeing rides along the Venetian canals. The gondola is steered by a gondolier.



BUDAPEST, HUNGARY

Floating Bus

This floating bus can carry up to 40 passengers. It can travel both on land and on water.



**Speaking Activity:** Talk about the pictures:

- Do you think this transport is safe?
- What are the advantages and disadvantages of using this form of transport?
- Which means of transport would you like to try and why?
- Do you know of any other interesting or unusual means of transport? In which country is this transport used and why?

**Writing Activity:** You went on holiday on the snowy Alps. These are some forms of transport you used or saw while there. Write a postcard to your friend to tell him/her about the means of transport you've used or seen.



skis



cable car



snow mobile



sledge

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<div data-bbox="1337 1379 1501 1543" style="border: 1px solid black; width: 100px; height: 70px; margin-bottom: 10px;"></div> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
---	---

**Lesson 4: Emergency Vehicles - Police**

Note to parent/guardian: This text is about vehicles used by the police force. Before reading, encourage your child to predict what the text will be about. You can also ask your child if this is a fiction or a non-fiction text (non-fiction) and why they think so.



# Emergency Vehicles – Police

Chris Oxlade

## POLICE SUPERBIKE

**A POLICE SUPERBIKE is a super-fast road motorcycle. Nobody can escape a police officer riding one of these.**

Superbikes are the fastest road motorcycles on the planet. They are lightweight but have hugely powerful engines,

The first RR bikes were ridden by Rubén ‘Spiderman’ Xaus in the 2009 Superbike World Championships for the BMW Motorrad team.

The ABS (Anti-lock Braking System) helps a rider keep control when braking at high speed or in slippery conditions.



- **Length:** 2 metres
- **Weight:** 183 kilogrammes
- **Top speed:** Over 200 kilometres per hour
- **Engine power:** 193 horsepower
- **Engine size:** 1 litre

and smooth, streamlined bodies that get them up to top speed in a flash! The lightning-fast **BMW S1000RR** (known as the ‘RR’) is BMW’s fastest motorcycle. It is ridden by police traffic officers in the USA and the UK. The **BMW S1000RR** can go from 0–60 kilometres per hour in 2.6 seconds!

## POLICE SQUAD SUPERCARS

**Some police officers are very lucky. They get to drive the fastest police cars! The luckiest of all get to drive POLICE SQUAD SUPERCARS.**

Police officers sometimes need to drive fast to chase speedy suspects trying to escape. This sleek squad car is

A warning light bar sits on the police car’s roof. The warning lights have super-bright blue and red LEDs.

The car’s streamlined body has a smooth shape. This allows it to cut through the air at top speed.



- **Length:** 4.5 metres
- **Top speed:** 323 kilometres per hour
- **Engine power:** 602 horsepower
- **Width:** 1.9 metres
- **Engine size:** 5.2 litres

the incredible **LAMBORGHINI HURACÁN LP610-4 POLIZIA**. Lamborghini – one of Italy’s most famous supercar makers – gave this one-off car to the Italian police force as a gift. The Italian police force once had a Lamborghini Gallardo, but an officer crashed it into a line of parked cars! The **Lamborghini Huracán LP610-4** replaced the Gallardo.

1. Look at the first paragraph. Find and copy one word that means the same as 'very'.

---

2. Find and copy two things that make the superbike so fast.

---

---

3. "...that get them to top speed in a flash!"

What do the words "in a flash" help the reader to understand?

---

4. Why do you think the police need to have ABS fitted on their superbikes?

---

5. "Police officers sometimes need to drive fast."

Find and copy one piece of evidence for this statement.

---

6. What happened to the Lamborghini Gallardo?

---

7. The text talks about "superbikes" and "supercars"

a) What makes these vehicles "super"?

---

b) Why do the police need them?

---

8. Tick (✓) to show whether each statement is true for the police superbike or supercar.

One statement refers to both vehicles.

	Bike	Car
It has an LED light bar.		
It has a streamlined shape.		
It has a top speed of over 200 kilometres per hour.		
It has a top speed of over 300 kilometres per hour.		

9. Why did the author include pictures? Tick one (✓).

To make the text look more interesting

To show the reader what the vehicles look like

To show how fast the vehicles are

To give new information about the vehicles

**The Fire-Engine**

Read these facts about the Fire Engine. Can you add any other notes?



1. Brief Description:  
*designed to transport fire-fighters to the scene and to help fight fires*

2. Fire Engines in the past  
*fire engines were pulled by horses or people*



4. Brief Description:  
*Not all fire engines have ladders.  
Ladder helps firefighter reach higher floors*

3. Fact:  
*provides a limited supply of water; carries tools, equipment, and hoses needed by the firefighters*

Turn these notes into a short paragraph about fire engines to prepare for a speech you need to write to describe this vehicle to your classmates during show a tell.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

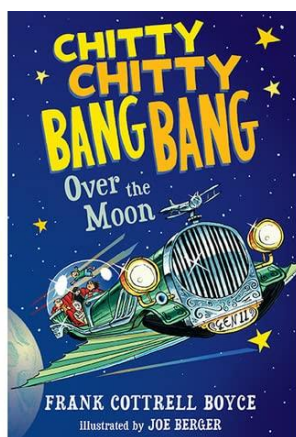
---

---

---

---

## Lesson 5: Literature – Chitty Chitty Bang Bang Over the Moon



*Note to parent/guardian: The next activity focuses on an extract from the book Chitty Chitty Bang Bang Over the Moon. Before your child starts reading the extract, take some time to discuss the cover. Use these questions as a guide:*

- What does the illustration on the cover tell us about what the book is going to be about?
- Do you think this is a fiction or nonfiction book? Why do you say that?
- What do you think the setting of this book is? Where does it take place? What makes you think that?
- What do we know already about Chitty Chitty Bang Bang? (refer to p.9)



Most cars are just cars. Four wheels. An engine. Some seats. They take you to work or to school or on holiday. They bring you home again.

But the Tooting family didn't have a car.

The Tooting family were Mum, Dad, Jem and Lucy and the baby – Little Harry. They used to have the most beautiful car in the world – a perfectly restored Paragon Panther called Chitty Chitty Bang Bang. She had silver wheels that flashed in the



sunshine. Her seats were as soft as silk. Under her long golden bonnet was an engine so powerful that she could fly, not just through the air, but through time itself. In her, the Tootings had travelled through the dinosaur swamps of prehistoric Earth. They had seen the Ice Age come and go. They had partied in jazz-age New York and looked upon El Dorado, the fabulous lost city of gold.

But now Chitty Chitty Bang Bang had been stolen.

If an ordinary family car is stolen, its owners might have to walk home, or wait for the bus. When Chitty Chitty Bang Bang was stolen, the Tootings were stranded where no bus could help them...

They were stranded...

...in the past.

In London 1966, to be precise.



Just outside Wembley stadium on 30 July at ten minutes to three, to be very precise indeed.

‘Everyone stay calm,’ said Jem. ‘I have a plan to get us out of here and back to our own time.’

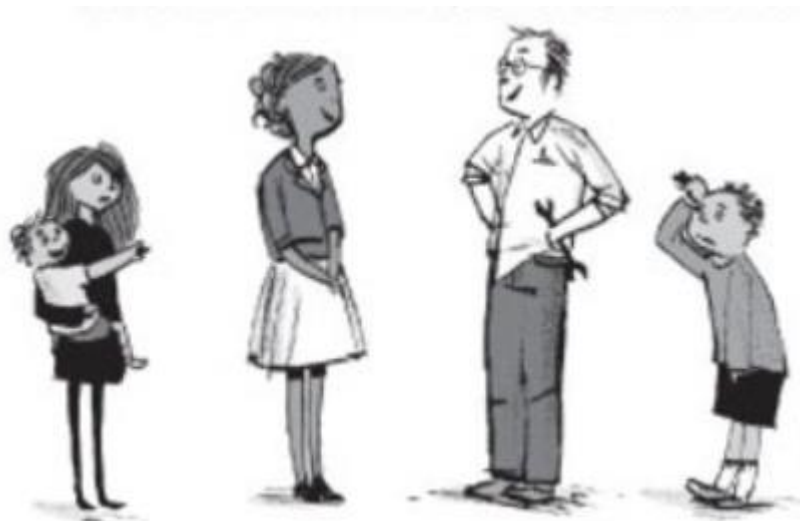
‘Not now, Jem,’ said Mum.

‘Not now?! What do you mean, not now? We’re stuck in a time fifty years before we were born. Meanwhile in our own time Tiny Jack – the greatest thief in history – has got his hands on Chitty Chitty Bang Bang – the greatest car in history. Imagine what he could steal with Chitty as his getaway vehicle. He could go back in time and steal all the gold in El Dorado. He could steal the Mona Lisa while the paint is still wet. He will be the richest and most powerful person on Earth. Imagine that – a planet ruled by evil supervillain Tiny Jack!’

‘Jem,’ said Mum, ‘do you realise what’s about to happen in this stadium? Only the most important game of football ever played, that’s all. Tell him, Dad.’

‘The word today,’ said Dad, ‘is World Cup Final, 1966. England win four-two, thanks to a hat-trick from Geoff Hurst. The only time England have ever won the World Cup. The greatest day in the entire history of our nation, and we are going to see it!’ He squeezed Mum’s hand and pulled her towards the queue of flag-waving supporters who were filing through the gates.

**Adapted from** *Chitty Chitty Bang Bang Over the Moon*



1. Circle True or False for each of the following statements.

- |  |                               |                                |
|--|-------------------------------|--------------------------------|
| a. Chitty Chitty Bang Bang was a brand-new car.  | <input type="checkbox"/> True | <input type="checkbox"/> False |
| b. The wheels of the car were silver.            | <input type="checkbox"/> True | <input type="checkbox"/> False |
| c. The family found themselves in the future.    | <input type="checkbox"/> True | <input type="checkbox"/> False |
| d. Tiny Jack had borrowed the car.               | <input type="checkbox"/> True | <input type="checkbox"/> False |
| e. The Tootings had never time-travelled before. | <input type="checkbox"/> True | <input type="checkbox"/> False |

2. What happened to Chitty Chitty Bang Bang?

---

3. Why could Tiny Jack “*steal the Mona Lisa while the paint is still wet*”?

---

4. a) Do you think Jem wanted to see the football match?

---

b) Why?

---

5. Give a reason why Jem calls Chitty Chitty Bang Bang “*the greatest car in history*”.

---

6. What impression do we get from the last paragraph about how Mum and Dad are feeling? Tick (✓) two.

- |         |                          |           |                          |          |                          |
|---------|--------------------------|-----------|--------------------------|----------|--------------------------|
| excited | <input type="checkbox"/> | irritated | <input type="checkbox"/> | worried  | <input type="checkbox"/> |
| lonely  | <input type="checkbox"/> | relaxed   | <input type="checkbox"/> | thrilled | <input type="checkbox"/> |

7. What do you think will happen next?

---



## Chitty Chitty Bang Bang: WANTED

*Note to parent/guardian:* A wanted poster is distributed to let the public know of a suspected criminal who is wanted by the law. Images often include a picture. The words “**dead or alive**” were listed on old west posters, and the reward amount was prominently displayed. Usually, a wanted poster includes a description of the crime, as well as the physical characteristics of the criminal. **Someone stole Chitty Chitty Bang Bang. Fill in the poster to find the criminal who stole the beloved car.**

# WANTED

Name: \_\_\_\_\_

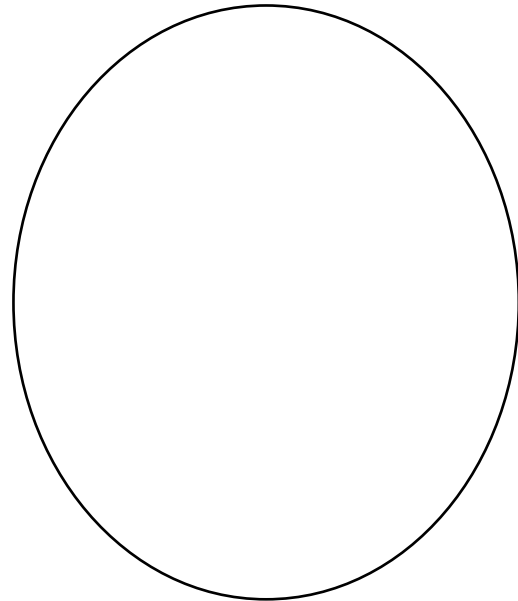
AKA: \_\_\_\_\_

Crime Committed: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Physical Description: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Suspect last seen: \_\_\_\_\_ Favourite hangout (s): \_\_\_\_\_

\_\_\_\_\_

If found, please \_\_\_\_\_

# REWARD

 \_\_\_\_\_

**Lesson 6: Job Application**

Notes to parent/guardian: For this writing task, you might wish to revise material done in Lesson 1. Go over the job responsibilities of a taxi driver, the hours they work, the skills a taxi driver needs to have. You might also find the short YouTube clip useful: [https://www.youtube.com/watch?v=CcpvU\\_pzR-s](https://www.youtube.com/watch?v=CcpvU_pzR-s)



# Taxi Driver Application

Name: \_\_\_\_\_

Age: \_\_\_\_\_

When can you start work? \_\_\_\_\_

2 reasons why you would be a good taxi driver:

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_

What talents or skills of yours would be helpful for this job?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What do you think would be the hardest part of this job?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Lesson 7: The Adventure Car



Notes to parent/guardian: Read the following story. Talk about the pictures and the fact that the words are in speech bubbles (a comic). Look at the pictures together and guess what is happening. Then read each part and discuss the following questions: Who are the characters? Where are they and what are they doing? What noise can Su hear? Do you think the children had been on the Adventure Car before? How can you tell? What gadgets would you expect an Adventure Car to have? Why does Su want to press the STOP button? Try using different voices and act it out together.

1 It's a sunny day. Su and Leo are in the park. Su can hear a strange noise.

What's that noise, Leo?

I can't hear a noise.

I can. Listen.

3 Wow! "The Adventure Car!" Look, Su, it has a computer.

And it has rockets and wings. Let's get in.

4 Su, what's this? It's a start button ...

Leo, no!

5 Oh no, I can't stop. Where's the stop button?

Help! I can't swim!

6 Wow! It has a roof and propellers. This is fantastic!

Source: Super Minds 6



Why does Leo say that it is fantastic? How do you think the children are feeling? What are they seeing? What do you think is going to happen next?

The Adventure Car has taken Su and Leo under the sea. Imagine you are Su or Leo. Write a letter to your friend Kim to tell her about your trip under the sea. Tell her how you got there, what you saw and how the adventure ended.



	Your address
	Date
Dear _____	Name of person to whom you are writing. Use Kim.
	<b>Paragraph 1</b> Explain why you are writing.
	<b>Paragraph 2</b> Describe what happened during your trip under the sea.
	<b>Paragraph 3</b> Write about how the adventure ended and what happened soon after. End your letter and send your regards.
Kind regards, _____	Write your name.

Lesson 8: Literature: Poem

Note to parent/guardian: Refer to the poem on p. 6. Carry out the same exercise where you and your child write down first impressions, thoughts and reflections while reading the poem. Underline or highlight words and ask yourselves questions about the poem to gain a deeper understanding of the poem.

## Means of Transport

Anonymous



On far-off days when roads were stony  
Man travelled round on Shank's pony.  
This proved too slow and so, of course,  
He learned to mount and use a horse.

Not satisfied, creative brains  
Invented steam and so the trains  
Motor-cars were next on view,  
Electric trains and tube trains too.

And then to everyone's surprise  
Aircraft climbed up the skies.  
When man demanded greater speed  
Planes with jets supplied the need  
Such things will be outdated soon  
When rockets go up to the Moon.

Answer these questions about the poem:

1. In the past people used to travel on
- a. Trains
  - b. Motor-cars
  - c. ponies
2. The first trains were
- a. Electrical
  - b. Steam-engines
  - c. Tube-trains

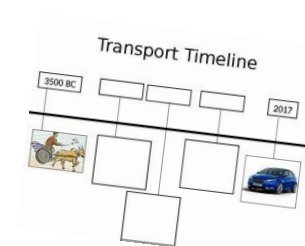
3a. Do you think this is a recent poem? Yes  No

3b. Why do you think so?

---

---

- 4a. Make a list of all the means of transport mentioned in the poem.
- b. Create a transport timeline starting from the oldest forms of transport to the more recent ones. Add any other forms of transport you have learnt about.



Extra Activities

# Past and Present Transport

Under each picture, write 'past' or 'present'.





## Picture Crossword Puzzle

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22

4 13 14 12 21 5 11 17 18 19 20 21 22

8 15 19 22 3 7 18 10 6 9

16 1 17 18 10 1 6 9

4 8 15 19 17 3 7 18 10 1 6 9

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22

## Getting a taxi

Read the 8 sentences below about John and Sally. Match each sentence to a picture.

1. John and Sally decide to take a taxi.
2. John flags a taxi.
3. John opens the door for Sally.
4. John gives directions to the driver.
5. The taxi driver turns on the meter.
6. They chat with the driver.
7. The taxi stops in front of the concert hall.
8. John pays the fare.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

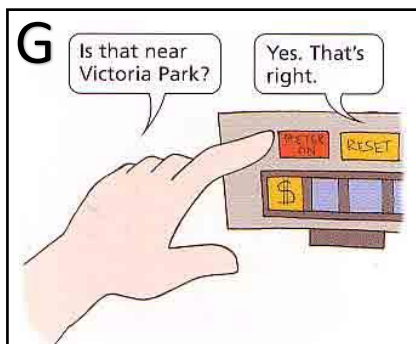
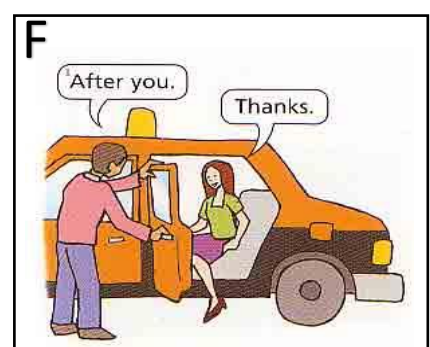
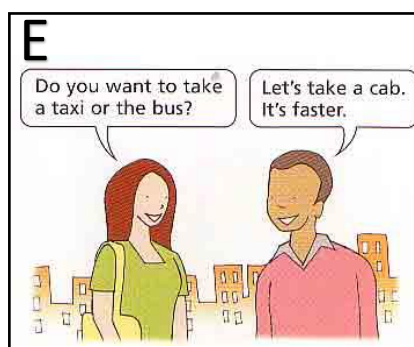
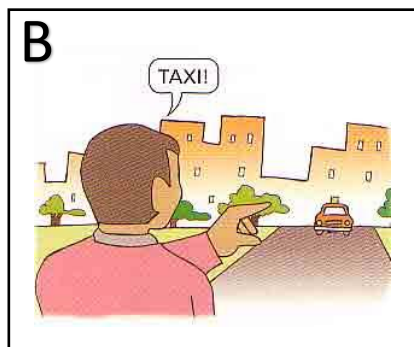
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

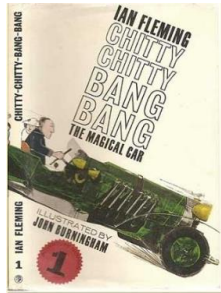


## Try to Watch/Read/Do



Learn more about different modes of transport

<https://www.youtube.com/watch?v=BFGtse525UE>



Read the first book of Chitty Chitty Bang Bang by Ian Fleming

[file:///C:/Users/Schools\\_home/Downloads/20160106-a5%20\(1\).pdf](file:///C:/Users/Schools_home/Downloads/20160106-a5%20(1).pdf)



Try some science experiments related to transport:

<https://easyscienceforkids.com/all-about-transportation/>



Read about other children's ideas of future cars

<https://www.gocompare.com/car-insurance/next-gen-cars/>



<https://www.poetry4kids.com/>

### **Material taken/adapted from:**

*Chitty Chitty Bang Bang Over the Moon by Frank Cottrell Boyce*

*Twinkl.com.mt*

*Super Minds Student Book 4*

*40 Listening Activities for Lower-Level Classes*

*Esprintables.com*

## Reading for Pleasure

Don't forget to read for at least 20 minutes a day. Some free eBooks are available on the following sites:

<https://www.oxfordowl.co.uk/>

[http://www.storiesfromtheweb.org/earlyyears/sfw07\\_stories.asp](http://www.storiesfromtheweb.org/earlyyears/sfw07_stories.asp)

<http://www.littlegiraffes.com/storyprops1.html>

<http://www.storyplace.org/preschool/other.asp>

<http://www.priorywoods.middlesbrough.sch.uk/kidsonly/story/story.htm>

<http://www.schoolexpress.com/storytime.php>

<http://www.storylineonline.net>

<https://www.worldbookday.com/>

If you want someone to read to you, you can always go online and choose a story which tickles your fancy: <https://www.storylineonline.net/>

Teachers and Parents, for more resources, you can visit

<http://taleinmalta.wixsite.com/elrc/resources>

or the official curriculum website:

[https://curriculum.gov.mt/en/syllabi\\_as\\_from\\_sept\\_2018/Pages/yr03\\_to\\_yr06\\_English.aspx](https://curriculum.gov.mt/en/syllabi_as_from_sept_2018/Pages/yr03_to_yr06_English.aspx)

or the Digital Resources tab:

[https://curriculum.gov.mt/en/digital\\_resources/Pages/Primary-EnglishResources.aspx](https://curriculum.gov.mt/en/digital_resources/Pages/Primary-EnglishResources.aspx)

*Dear Parents / Guardians,*

*This is our eighth resource pack and we sincerely hope that these packs have been helping you teach your young ones a little English every day. It is crucial that children are exposed and practise the language daily. Language skills, like any other skill such as riding a bike or driving a car, require practice and lots of it to perfect. So, don't worry too much about the mechanics of the language...those will come with lots of exposure and (again) practice. Of course, any feedback and suggestions are more than welcome.*

*Stay safe,*

*Pam, Mary Jude and Urieth*

Resource Pack 8: Transport

Listening Task (page 4)

1. a) i ; b) i; c) ii
2. b) 8 o'clock in the evening; c) 9:00am; d) 8:30am; e) six in the evening; f) 11 o'clock; g) 8 o'clock in the morning; h) half past eight at night

Lesson 2: Reading Task 1 (page 8)

- A. 1. Chitty Chitty Bang Bang  
2. Kitt  
3. Herbie
- B. Kitt – TV – computer controlled  
Herbie – TV – he could think for himself  
Chitty Chitty Bang Bang – both – float and fly
- C. 1. Police officer; 2. Black; 3 white with blue and red stripes; 4. 1968 film; 5. Jeremy & Jemima; 6a. True, b. False, c. True, d. False

Lesson 3: Emergency Vehicles

1. super
2. Accept any two of: 'lightweight', 'hugely powerful machines' or 'smooth, streamlined bodies'.
3. The bikes are quick.
4. Police officers sometimes have to ride very fast and need to keep control when they brake at high speed or when it is slippery.
5. "To chase speedy suspects" (trying to escape)
6. "An officer crashed it into a line of parked cars!"
7. a) They are very fast.  
b) Accept answers that recognise :
  - police need to get to emergencies quickly
  - Police need fast vehicles to catch criminals/suspects

8.

	Bike	Car
It has an LED light bar.		✓
It has a streamlined shape.	✓	✓
It has a top speed of over 200 kilometres per hour.	✓	
It has a top speed of over 300 kilometres per hour.		✓

9. To show the reader what the vehicle looks like.

Lesson 5: Literature: Chitty Chitty Bang Bang Over the Moon (page 18)

1. a) False; b) True; c) False; d) False; e) False
2. She was stolen by Tiny Jack.
3. Accept any answer which shows evidence of 'travelling to the past'. E.g. He could go back through time to when the Monalisa was first painted.
4. a) No  
b) Accept answers that recognise:
  - Jem has a plan to get them back to their own time
  - She shows surprise when Mum says "Not now."
5. It's an old restored car which can float and time travel.
6. Excited; thrilled
7. Answers will vary.

Lesson 8: Poem (page 23)

1c; 2 b; 3a) No; 3b) In the present, rockets already go to the moon.

- 4a. Ponies; horses; steam trains; motorcars; electric trains; tube trains; airplanes; jet planes; rockets

Past and Present (page 24)

(left to right)

Line 1: Past, present, past; Line 2: past, present, present; Line 3: present, past, present; Line 4: past, present, present

Picture Puzzle (page 25)

1. (down) tugboat; 1. (across) train; 2. blimp; 3. sailboat; 4. ambulance; 5. space shuttle; 6. taxi; 7. helicopter; 8. canoe; 9. truck; 10. fire truck; 11. hot air balloon; 12. jet; 13. airplane, 14. motorcycle; 15. car; 16. police car; 17. roller skates; 18. school bus; 19. ship; 20. bicycle; 21. van; 22. speed boat.

Getting a taxi (page 26)

E, B, F, H, G, A, C, D