

# Over the mountains

## Topic

Transport

## Aims

To develop and practise:

- vocabulary: forms of transport
- structure: present continuous
- integrated skills: listening, speaking, reading, writing

## Age

Younger primary (7–9 years)

## Time

90 minutes approximately

## Materials

1. Song, activity sheet, answers and lyrics: 'Over the mountains'  
<https://learnenglishkids.britishcouncil.org/en/songs/over-the-mountains>
2. Flashcards  
<https://learnenglishkids.britishcouncil.org/en/flashcards/transport-flashcards>
3. Word games: 'Transport 1' and 'Transport 2'  
<https://learnenglishkids.britishcouncil.org/en/word-games/transport-1>  
<https://learnenglishkids.britishcouncil.org/en/word-games/transport-2>
4. Tongue twister: 'Red lorry, yellow lorry'  
<https://learnenglishkids.britishcouncil.org/en/tongue-twisters/red-lorry-yellow-lorry>
5. Colouring: 'Transport'  
<https://learnenglishkids.britishcouncil.org/en/colouring/transport>

For a complete list of all 'Transport' content on LearnEnglish Kids, click here:

<https://learnenglishkids.britishcouncil.org/en/category/topics/transport>

## Introduction

In this lesson, learners will be introduced to the popular song 'Over the mountains'. They will listen to the song, complete comprehension activities and extend their knowledge of transport vocabulary and collocations. Then they will practise using the present continuous structure, and sing the song. Finally learners can do some extension work based on the song, inventing a new verse, creating some display work and playing a game.

**Procedure**

<b>1. Introduce the topic (5 mins)</b>	<ul style="list-style-type: none"> <li>• Introduce the topic of transport. Mime the key forms of transport in the song (car, ship, train, horse) and elicit them from the learners.</li> <li>• Play Simon says, e.g. Simon says ride a horse, fly a plane, etc.</li> </ul>
<b>2. First listening of the song (5–10 mins)</b>	<ul style="list-style-type: none"> <li>• Play the song. Learners complete part 1 of the activity sheet: put the pictures in order. Check answers as a class.</li> <li>• Listen to the song again. Learners mime actions both for the transport and for the chorus, singing along if they can.</li> </ul>
<b>3. Focus on vocabulary (5–10 mins)</b>	<ul style="list-style-type: none"> <li>• Brainstorm other forms of transport and write them on the board. Elicit ideas with the flashcards if necessary.</li> <li>• Play the ‘Transport 1’ and/or ‘Transport 2’ word games to practise some of the words.</li> <li>• Now ask learners which ones we drive, which we sail, and which we ride. You might like to put the transport words or flashcards on the board in groups, or circle in different colours, depending on the verb.</li> <li>• Learners complete part 2 of the activity sheet: read the sentence and circle the correct answer. Check answers, referring back to the board where necessary.</li> </ul>
<b>4. Focus on structure (15 mins)</b>	<ul style="list-style-type: none"> <li>• Choose approximately ten transport flashcards and give each learner a set. Ask them to write an ‘I’m ___ing in/on a ___.’ sentences on the back of each card (or in 3<sup>rd</sup> person form if you wish). Learners can use part 2 of the activity sheet for reference if necessary. Check and help as you monitor.</li> <li>• Drill the sentences on the cards by playing a drilling game. If you hold the card above your head, learners must say the sentence in a high voice. If you hold the card down low, learners must say it in a low voice. If you hold the card close to your chest, they say it quietly, and if you hold the card out towards the learners, they can shout the sentence.</li> <li>• Play a game of bingo. Learners work in groups of four (or three or five if necessary). One learner is the ‘bingo master’, the other learners choose six of their small cards and place them face up in front of them. The ‘bingo master’ shuffles all their cards and reads out the sentences on them one by one. The other learners turn over their cards as they are read out. The first to turn over all six is the winner. Learners play again with a different learner as bingo master.</li> <li>• If you want learners to practise the question form, all the learners must ask ‘What are you doing, bingo master?’ each time before they say the next sentence.</li> </ul>
<b>5. Singing the song (5–10 mins)</b>	<ul style="list-style-type: none"> <li>• Ask learners if they can remember the forms of transport from the song, and elicit the sentence from them, i.e. ‘I’m driving in a car.’ etc. Practise the chorus together.</li> <li>• Now play the song and sing along with actions.</li> </ul>
<b>6. Oral personalised production of the language (10–15 mins)</b>	<ul style="list-style-type: none"> <li>• In groups of four, learners decide new verses for the song. Each learner chooses a form of transport. Then give each group a copy of the lyrics sheet. Learners cross out the existing transport and write their own instead. For example, if the first learner chooses ‘lorry’, they cross out ‘car’ and write ‘lorry’ each time on the lyrics sheet.</li> <li>• Depending on your learners, they could also choose new places for the chorus.</li> </ul>

	<ul style="list-style-type: none"> <li>• Each group can sing their song for the class, or teach their song to the class for everybody to sing.</li> </ul>
<b>7. Written personalised production of the language (10 mins)</b>	<ul style="list-style-type: none"> <li>• Each learner can take the verse they created, write it out neatly and draw a picture for display. Monitor, help and praise as necessary.</li> <li>• Fast finishers can invent a second verse. Stronger learners could also try adapting the chorus.</li> <li>• Put the new verses up around the room and allow learners time to look at each other's work.</li> </ul>
<b>8. Oral production and extension of the language (5–10 mins)</b>	<ul style="list-style-type: none"> <li>• If you have time, you might like to play a final game. Choose a volunteer to come to the front of the class. Show the rest of the class a picture (but not so the volunteer can see). Invite other learners to give clues, such as 'You are on water.' or 'Your transport is an animal.', until the volunteer is able to make the correct sentence, making it clear the clues must not include the target answer, e.g. 'You are on a horse.!'.</li> <li>• If you wish, you could extend this to other topic areas or activities. For example, if the picture is of a TV, the learners could give clues such as 'You are at home.' or 'You can see a cartoon.' until the volunteer guesses 'I'm watching TV.'.</li> <li>• Alternatively, each learner secretly chooses one of their transport cards. Learners mingle, and find out what each learner is doing, and record it in their notebooks. They must ask questions, such as 'Are you on water/an animal/in the sky?' or 'Is your transport big or small?' until they are able to make the correct sentence.</li> </ul>
<b>9. Setting homework (5 mins)</b>	<ul style="list-style-type: none"> <li>• Learners can sing the song or play the words games again, or they can try the 'Red lorry, yellow lorry' tongue twister. See who can say it the fastest in class next time!</li> <li>• Learners could also make a poster about themselves. They can draw themselves doing different activities and label the poster with 'I'm ...ing.' sentences, and show it to their group the next time. Alternatively, younger learners could complete the 'Transport' colouring page.</li> </ul>

**Contributed by**

Rachael Ro