

1.

at it art eight
That train is carrying lots of freight.
eat ought out ate
It's never more than a minute late.

Listening Skill Development and Pronunciation:

Listen to the chant lines. *Teacher says these in an energetic and interesting voice, emphasising the t sounds.*

How do you make a t sound in your mouth? Put your tongue in the place where the t sound begins.

Discuss how the tip of the tongue is behind the upper teeth, touching the flat part of the hard palette. Ask the learners to tell you in their own words what happens to the tongue when the breath is forced out to create the plosive t sound – blocked and then released.

Put your hand in front of your mouth. Can you feel any air on your fingers?

Can you make a t sound with your lips together? *No.* Can you make a t sound with your teeth together? *Yes*

Does your tongue stay in the same position the whole time while you are saying t? *No*

Using a mirror for each child or working in partners so that everyone can observe someone else's mouth, give the learners opportunities to watch and listen to how the tongue pushes air forward and then relaxes after the t sound has been produced.

Look at your mouth, lips, jaw and tongue while saying the whole rhyme s-l-o-w-l-y. *Have a brief discussion on what has been discovered.*

Auditory Discrimination and Word Knowledge: Where's My T?

Say the chant lines without the t sounds. *Rub out the t letters in the rhyme with an eraser called The Hungry T-Eater.*

What do you have left? (*a i ar eigh ea ough ou a-e*)

Say these vowel combinations several times and in different order.

Study the story lines. The Hungry T-Eater is going to find all the other t letters in the rhyme. *Remove with gusto.* Who can find them and put them back?

Wait a Minute!

Look at the word **minute**. What is interesting about this word?

Bring to the learners' attention the fact that although minute is spelt the same way, it can be pronounced two different ways and it has two different meanings.

Improvise entertaining sentences that demonstrate these two meanings, such as:

In a minute I'm going to get into my supersonic backpack and visit NASA.

Hey! Look at the minute hooks on this insect through my magnifying glass.

Wait a minute! I said that you could have just a bite of my apple, and you've eaten more than half!

Minute is a **heteronym**. (See www.readingworks.com.au 'Homophones and Heteronyms' for a large collection of these words with accompanying pictures in full colour.)

Thinking:

In the word **carrying**, listen carefully to the last two syllables. Do you know other words with the same pattern? *Pronouncing the **ee** and **ing** sounds one after the other need the mouth to be stretched in a smiling sort of position and a lot of lower jaw movement to differentiate these two very similar sounds.*

Examples:

emptying, ferrying, hurrying, marrying, currying, muddying, partying, studying, worrying, carrying, burying, parrying, scurrying, glorifying.

Find a Champion Jaw–Moving Speaker of this list of –ying words. The reasons for this exercise is the improvement and awareness of vocal articulation, the importance of putting in a small gap of silence at the commas, using varying tones and pitches of voice to portray different emotions to create a richly sonorous and easily understood speaking voice.

Research:

1. What sorts of things in this classroom would have been carried as freight, and from where and by what kinds of mechanical and human transport?
2. What does the word **parallel** mean?
3. What are some of the fastest trains in the world? ('Travel' on some via YouTube.)

General Knowledge, Deductive and Imaginative Thinking, Visualisation:

Questions to ponder:

What sort of power or energy might the freight train illustrating the rhyme be using?

Where might this train be going to or coming from?

What are some possible reasons why trains are late?

Think of an interesting sentence incorporating any two of the chant words.

Give learners time to think, draft and manipulate ideas. Model this thinking process in an out-loud demonstration of how to formulate, edit, redraft, polish and rehearse a sentence in the mind before being ready to say it in public.

Creative Thinking, Researching, Writing and Acting

Research and then design some quiz questions and answers about trains. Use a play-writing format to write these for your cast of actors. You might have just two in a Q and A fireside chat scenario, or you could have a panel of interviewers asking questions of a prospective job-seeker (the interviewee), who is applying for a job as a train driver. Use your imagination. Or you could turn the quiz into a clever stand-up comedy, such as talking to a person who is also waiting for a very late train. Use different accents.

Give your characters names to help make the quiz/interview come to life.

Example questions:

Why do you want this job as a chef on the Indian Pacific?

If you don't mind my asking, where are you travelling to today with all that luggage?