

Unit 1 Overview

Unit objective: practise giving and following directions

Vocabulary: *left, past, across, through, right, straight, over, between, globe, compass, north, south, east, west*

Grammar: *Go ..., Turn ..., Drive ..., Where/What/When do we/you want to ...?*

Reading: 'walking bus' questionnaire

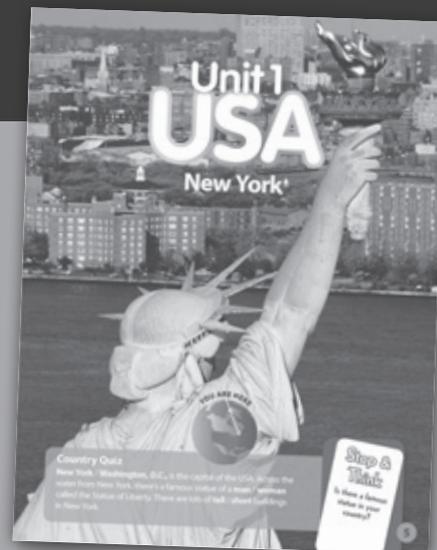
Writing: giving directions in a questionnaire

Cross-curricular focus: Art – Animation

Country focus: USA

Overview materials: world map or globe; realia and pictures of the USA

Short lesson option: b & c



Culture Connection

- The picture shows the Statue of Liberty. It was given to the USA by France in 1886.
- Other famous landmarks in New York include the Empire State Building, Central Park and Brooklyn Bridge.

a Warmer

Point to the pictures of Jack and Kylie on p.4 of the Pupil's Book. Introduce the characters and read their speech bubbles out loud. Ask what Jack and Kylie like doing (*exploring*).

Tell the children that they are going to continue their journey to learn English and explore different places and people in the world. Use your world map/globe to practise identifying the continents in English. Point to the You Are Here map on the unit opener picture and ask the children to identify the continent and then guess the country. Confirm or tell them that the USA is the first stop on their journey. Use the realia or pictures to find out what the children already know about the USA. Ask questions, e.g. *What cities do you know in the USA? Do you know any famous buildings in the USA? Would you like to visit the USA?*

b Picture activity

Point to the picture and ask *What city is this?* (*New York*). Tell them *This is the Statue of Liberty*. In pairs, the children describe the picture.

c Visual literacy

This activity develops the children's visual literacy by encouraging them to make inferences about the picture. Ask the children to imagine they are

at the top of the Statue of Liberty. In pairs, they describe what they can see. Do oral feedback.

d Country Quiz

Ask the children to read the sentences and circle the correct words. Check answers orally.

Answers: Washington, D.C.; woman; tall

e Stop & Think

Read the question out loud. The children name a famous statue in their country and the city it is in. Write their answers on the board. Choose one of the statues and ask *Why is it important?*

f Wrap up

Ask the children to think of a city in the USA. Then have them line up in alphabetical order according to their city. To do this they will have to mingle and ask questions, e.g. *What's your city? Boston.*

Picture activities for Unit 1

Lesson 1, after Activity 2

Ask a child to stand up to represent the Statue of Liberty. Give another child directions to reach the statue: *Walk straight ahead. Turn right*, etc. Repeat with other children.

Lesson 6, after Activity 3

Tell the children to take turns asking different classmates *Where do you want to go in the USA?* They answer, e.g. *I want to go to New York.*

Lesson 7, after Activity 1

Ask the children what they know about tourist attractions in the USA, e.g. the Statue of Liberty, Disneyland®.

Learning objective: understand and follow directions on a map

New vocabulary: *right, left, past, across, through, straight, over, between*

Vocabulary review: *flat, bridge, library, park, supermarket*

Grammar review: prepositions of place, imperatives/directions

Warmer

Ask the children to stand up and raise their arms. Stand at the front facing the board. Do a dance sequence while moving your arms left and right. Tell the children to copy and repeat after you, e.g. *left, left, right* or *right, left, right, right*. Invite a volunteer to lead the sequence.

- 1** **CD1, Track 2** Ask the children to look at the map. Play the CD while they listen and read. Ask *Where is Jack? (at the cafe)*. Play the CD again while they draw a pencil line tracing the route.

Blended Teaching Tip

Use the Interactive Pupil's Book page in the Presentation Kit. Show the children the map in Activity 1 and use the embedded audio. Tell the children to listen to the directions. Ask a volunteer to come to the front and trace the route to the cafe on the board.

- 2** Write the words in bold from Activity 1 on the board. Tell the children to look at the example. In pairs, they match the words to their definition. Check answers orally.

Answers: left, between, through, across, over, straight, right, past

Competency development: Learn

In this activity, the children are inferring meaning from context. They show their ability **to understand words in context** and develop their vocabulary.

Unit 1 Lesson 1 Vocabulary

1 Listen and read. Where is Jack?

2 Find and write.

3 Ask a friend.

To develop the competency, encourage the children to reflect on how they find the meaning of words they don't know. Encourage them to use a variety of dictionary resources. This will promote independent, lifelong learning.

← You can now go back to the unit opener (Teacher's Book Pack p.21, Pupil's Book p.5) and do the additional picture activity for this lesson.

- 3** Ask a child to read the first question and answer it. Then have the children ask and answer in pairs. Encourage them to use objects, as well as names. Check answers orally.

Answers: Children's own answers.

Competency development: Collaborate and Communicate

In this activity, the children **work with a friend** and use new words in a conversation. To develop the competency, ask the children to report back to the class something they learnt about their friend during the activity.

Wrap up

Write five anagrams of places in town on the board, e.g. *ekersraumpt* for *supermarket*. Ask the children to write the words correctly in their notebook. Check answers on the board.

Learning objectives: practise asking for and giving directions

New grammar: imperative

Vocabulary review: *airport, bank, bridge, cafe, mall, cinema, fields, right, left, library, straight, between, over, past, through*

Warmer

Invite a child to the board. Give them an instruction to follow, e.g. *Put your bag between Maria and Andrew*. Repeat with several children using the new vocabulary in Lesson 1.

- 1** **CD1, Track 3** Ask the children to describe the pictures, and say where Jack and Kylie are in the second picture (*at the airport*). Play the CD while they listen and read. Ask *Why does Jack want to go to the airport?* (*to fly round the world*). Play the CD again and ask the children to listen for directions to the cafe and the airport. Tell them to practise the dialogue in pairs. Then ask them to underline the verbs used for giving directions in this lesson and Lesson 1 (*go, turn, drive, pass, leave*).

Discover Grammar

Point out the grammar box as a useful summary of the structures.

- Ask the children to look at Activity 1 again and find two ways of asking for directions. Have them write them down. Then ask them to underline the responses.
- Ask which form of the verb we use when giving directions. Ask the children to tick the correct box.

Check answers orally.

Answers: a) Where's the ...? Can you tell me the way to ...? Go straight. Then go over the bridge. It's on the left. First, go right at the traffic light ...

b) Imperative



Competency development: Think

In this activity, the children are looking for different examples of the target grammar point. They are **reflecting on language use and forming their own conclusions** about the language.

Unit 1 Lesson 2 Grammar Where's the cafe? Can you tell me the way to the airport?

1 Listen and read. Why does Jack want to go to the airport?

Kylie: OK. The cafe is between the bank and the library ... Excuse me. Where's the cafe?
Man: Go straight. Then go over the bridge. It's on the left.
Kylie: Great. Thank you.
Jack: Hey, Kylie! Look! I have two plane tickets.
Kylie: Two?
Jack: Yes, we're going to fly around the world!
Kylie: Wow! That's cool.
Jack: Excuse me. Can you tell me the way to the airport?
Woman: First, go right at the traffic light. Then, turn left after the cinema. Drive past the mall and pass through the town. After that, go over the bridge and past the fields. The airport is on your right.
Jack: Thank you. Let's go! You are coming with me, aren't you?
Kylie: Of course I am!

2 Answer the questions.

- Where does Kylie want to go first?
- What directions does she receive?
- What does she say to the person who gives her directions?
- Does Jack know the way to the airport?
- How does he ask the way to the airport?
- Are the directions to the airport easy or difficult?

3 Talk to a friend.
Look at the map in Lesson 1. You are at the library. Ask your friend for directions to different places.

Where's the ...?
Can you tell me the way to the ...?
Go straight. It's next to the cafe.

Discover Grammar

- Look at Activity 1 again. Find two ways of asking for directions. _____ and _____. Underline the responses.
- Tick (✓).

Which form of the verb do we use when we give directions?
Imperative (turn / go / make)
The -ing form (leaving / going / making)

Workbook page 5 Grammar Guide page 10

- 2** Ask the children to read the dialogue in Activity 1 again and answer the questions in pairs. Check answers orally.

Answers: 1 to the cafe. 2 Go straight. Then go over the bridge. It's on the left. 3 Great. Thank you. 4 No, he doesn't. 5 Can you tell me the way to the airport? 6 Children's own answer.

- 3** Read the structures in the speech bubbles out loud. Then ask the children to look at the map in Lesson 1. Have a child ask you directions to a place on the map. Give directions as an example. In pairs, the children ask for and give directions to different places.



Competency development: Collaborate and Communicate

Here, the children **work together to ask for and give directions** using a map. The activity **consolidates the new grammar and vocabulary** by creating an almost real situation, requiring accurate use of the language.

Lesson extender

Draw a plan of the school on the board. Mark two places, e.g. playground and classroom, with an X and ask children to give you directions. Then have them copy the plan and mark more places to ask for and give directions to in pairs.

Wrap up

Read sentences from the dialogue and encourage the children to remember who said it without looking in their book.

Learning objectives: read about a 'walking bus' and develop reading skills: comprehension, scanning, inferring

Vocabulary review: *field, fire station, library, park, store, left, past, across, through, right, between*

Grammar review: adverbs/prepositions of place, imperatives/directions

Warmer

Write different ways of getting to school on the board, e.g. *on foot, by car, by bus*. Ask children how they get to school. Then ask them which they think is the safest way.

- 1** **CD1, Track 4** Ask *What do you think a 'walking bus' is?* Tell the children to read the text and find the answer (a group of parents and children walking to school). Play the CD while the children listen to the routes. Then give them time to read again and complete the routes using different colours. Decide on the colours with the class. Then have the children compare their map in pairs. Copy the map on the board and invite children to draw the two different routes.

Activity extender

Ask the children to imagine they are in charge of the 'walking bus' and have to interview people who want to join. In pairs, the children prepare questions for Patrick and Emily based on the questionnaires and practise the interview, e.g. *Where do you live? How do you get to school now?*

- 2** Invite different children to read a question from Activity 2 out loud. Then ask the children to read the text again and answer the questions in pairs. Check answers with the class.

Answers: **1** Because children and parents walk together. **2** two **3** Patrick walks through the park. **4** Children's own answer.

Unit 1 Lesson 3 Reading
Comprehension • Scanning • Inferring

1 Listen and read. Mark the routes on the map using different colours.

Walking bus

Walking to school is good for you, but it's dangerous, too. A group of parents wants to start a "walking bus" to school. Two parents will walk through town. They will meet children at their houses in town and they will walk to school together. It will be safe, healthy and fast!

Do you live in town?
Do you want to come on the "walking bus"?

Please draw your route on the map and complete the questionnaire.

2 Answer the questions.

- Why is the "walking bus" safe?
- How many parents will walk to school?
- Who walks through the park?
- Would you use the "walking bus"?

3 Workbook page 6



Competency development:

Learn

When they answer comprehension questions, the children **demonstrate previously acquired understanding**. To develop the competency, ask them to reflect on where in the text the answers are found.

Lesson extender

To add a personalisation activity, ask the children to work in groups of four and discuss if they think the 'walking bus' would work for them or what problems there may be, e.g. *Is it safe? Is the weather OK for walking? Do we live near each other? What route would we take?*

Wrap up

Ask the children to line up in order from those who live closest to school to those who live furthest away. To do this, they will have to mingle and ask, e.g. *Where do you live? How long does it take you to get to school?*

Learning objective: write a text giving directions

Vocabulary review: addresses, directions, location

Grammar review: imperatives/directions, adverbs/prepositions of place

Materials: Writing File 1

Warmer

Ask the children to work in pairs and throw a paper ball to each other as they say buildings they pass on their way to school. Each time they catch the ball, they have to say a building and then throw the ball back.

1 Tell the children they are going to complete a questionnaire about how they get to school. Ask children *How do you get to school: by bus, by car, by bicycle, on foot?* Give the children a minute to write down how they get to school.

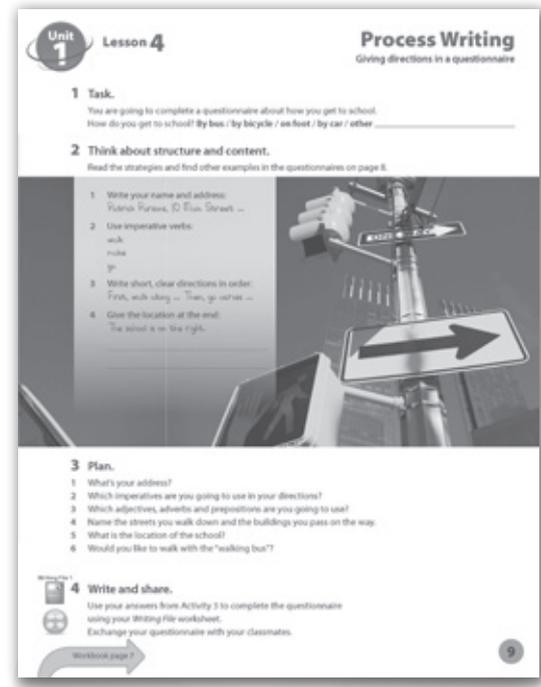
2 Tell the children to read the strategies. Read each strategy and example out loud. Then ask a volunteer to suggest another example from the second text in the previous lesson.

The strategies section in each writing lesson allows the children to understand the organisation and content of a text by analysing a model in sections.

Answers: **1** Emily Jones, 35 Market Street, New Town, Ohio 30021 **2** drive, turn **3** Drive along ..., Make a left onto ..., Drive along ..., Make a right onto ..., Drive past ..., turn left onto ... **4** The school is between the store and the field.

Blended Teaching Tip

Display the Interactive Pupil's Book page. Cover the text in the questionnaire in Lesson 3 using the text tool. Play the audio and ask the children to write the directions as they hear them. Pause as needed to give them time to write. Type into the text box as children feed back (include any mistakes). Then drag the text box up so that the Pupil's Book text is visible and compare as a class.



Workbook page 7

Ask the children to do Workbook p.7 for additional material to support their Pupil's Book writing. Once the Workbook lesson is completed, have the children go back to their Pupil's Book for Activities 3 and 4.

3 Tell the children to answer the questions, checking the strategies from Activity 2. If possible, put on some quiet thinking music. The planning stage is important to the organisation of their writing.

4 Tell the children to use their answers from Activity 3 to complete the questionnaire using the Writing File. Then, have them exchange their writing with a classmate. They should check that they understand the directions and give feedback to the writer.

Competency development: Collaborate and Communicate

In this activity, the children give directions from their house to their school. They recreate a real situation. They **use their skills as both speaker and receptor** by showing they can listen to others, share information and give feedback.

Wrap up

Give directions from the classroom to a location in the school. The first child to guess the destination correctly gives the next set of directions to a chosen location.

Learning objectives: learn points of the compass and explore the value of equality

New vocabulary: *globe, compass, north, south, east, west*

Materials: compass (optional), map of their country (optional)

Warmer

Use a real compass or draw a circle on the board. Preteach the four points of the compass and work out where north is in your classroom. Tell all the children to stand up and face north. Then have them turn to face south, west and east.

1 **CD1, Track 5** Play the CD while the children listen and read. Play the CD again and ask them where they might see information like this and discuss possible places. (This information may appear on an online shopping site, in an advertisement or in a catalogue. The language is persuasive and gives a description of the product and mentions who the gift would be good for.)

2 Ask a volunteer to read the words in bold from the text in Activity 1 out loud. In pairs, the children write the words next to the current definition. Check answers orally.

Answers: globe, compass, north, south, east, west

Competency development: Learn

In this activity, the children show their ability to understand words in context. **They combine critical thinking with reflection to learn vocabulary.**

To develop the competency, give the children ideas for recording new words (on index cards, on a page at the back of their notebook or in a small notebook). Then discuss practising and reviewing them (simply looking at the words outside of the classroom is a good, easy start). Tell them that becoming a self-directed learner means using their own resources in their own time.

3 **CD1, Track 6** Draw a large circle on the board. Tell the children it represents a globe. Invite children to the board to mark countries on the 'globe.' Then play the CD and ask the children to number the verses of the song in the correct order.

Unit 1 Lesson 5 Vocabulary

1 Listen and read. Where might you see information like this?

This beautiful globe has a light inside. It shows the countries in different colours. The globe stands on three legs and comes with a compass showing north, south, east and west. It's a fantastic gift for a young explorer!

2 Find and write.

globe noun: A model of the world.

_____ noun: This helps you find your way.

_____ noun: The direction at the top of a compass.

_____ noun: The direction at the bottom of a compass.

_____ noun: The direction to the right on a compass.

_____ noun: The direction to the left on a compass.

3 Listen to the song. Number the verses.

We Share the Same World

Now spin the globe. Spin it round fast. Look for your country. Did you see it go past?

On a map of your country. What can you see? Is your city in the west. In the north or the east?

Do you know your address? Can you write it down? Can you find your street On a map of the town?

We live in different places. All over the globe. But we're all people. We share the same world. (chorus)

Check answers orally. Play the CD again and ask the children to sing along.

Answers: 3, 2, 1, 4

Activity extender

Use a map of the children's country or draw a simple outline on the board. Ask the children to mark or point out cities or geographical features in the north/south/east/west of the country.

Lesson extender

Ask the children to think about the song and say what they think the value is (sharing the world, equality). Divide the class into groups and ask them to list things shared by everyone in the world, e.g. the sky, the sun, the air, the ocean. Elicit their answers and write them on the board. Ask the children to think of good things that happen when we feel we are all equal in sharing the world, e.g. We understand other people better. We can all be friends. We work better together. We don't have wars.

Wrap up

Make four signs for *north, east, south, west* and put them up round the classroom in the right direction. Invite one child at a time to the front. Call out a direction, e.g. *Walk across the classroom to the north*, and have them walk towards the sign.

Learning objectives: practise asking about and expressing preference

New grammar: *want to*

Vocabulary review: *north, south, east, west*

Materials: atlas or map of the USA

Warmer

In pairs, the children think of as many US states or cities as possible. Write their answers on the board.

- 1** **CD1, Track 7** Ask the children to describe the picture. Play the CD. Ask *Where does Kylie want to go?* (*She wants to go to the United States.*) Play the CD again with pauses and ask the children to repeat. Ask them to identify the verb we use to express preferences (*want*).

Discover Grammar

Point out the grammar box as a useful summary of the structure. Have the children work through the activity in pairs. Check answers orally.

Answers: a) where do you want to go? I want to go to the United States, etc. b) someone's preferences

Competency development: Think

Here the children **notice rules and patterns** in the target language.

- 2** Read the questions chorally. In groups of three, the children answer the questions. Check answers.

Answers: 1 the USA 2 California 3 to the west 4 go to Disneyland®. 5 at one o'clock/ right now

Blended Teaching Tip

Use the Interactive Pupil's Book page to do open class feedback for Activity 2. Invite children to the board to write their answers using the pen or text tool. Use the answer reveal to show the answers as you go.

The screenshot shows the Grammar Guide page for Unit 1, Lesson 6. It includes a dialogue between Jack and Kylie about where to go, followed by grammar exercises and a 'Discover Grammar' box. The dialogue is as follows:

1 Listen and read. Where does Kylie want to go?

Jack: OK... So now that we have our suitcases, where do you want to go?
 Kylie: I want to go to the United States.
 Jack: The United States is a big country, Kylie. Where do we want to go first?
 Kylie: Let's go to California.
 Jack: Is that near New York?
 Kylie: Not California is in the west. New York is in the east. Look at this map.
 Jack: Oh yes! What do you want to do in California?
 Kylie: I want to go to Disneyland.*
 Jack: Great idea! When do we want to leave?
 Kylie: Look! Flight 305 leaves at one o'clock. Let's go right now!

2 Answer the questions.

- Which country does Kylie want to go to?
- Where do they want to go first?
- Does Kylie want to go to the east or the west?
- What does Kylie want to do in California?
- When do they want to leave?

3 Talk to a friend.

Look at the map of the United States in Activity 1. Talk about where you want to go.

Where do you want to go? I want to go to Texas.
 Where's Texas? It's in the south.

Discover Grammar

- Read Activity 1 again. Underline the questions with *want* and circle the answers. What word comes between *want* and the verb?
- Task 3a. We use *want* when asking about: someone's preferences, someone's appearance.

- 3** Ask the children to look at the map of the USA in Activity 1 and choose one destination each. Model the dialogue with a child. In pairs, the children ask and answer. Encourage them to extend the dialogue by asking and answering: *What do you want to do in (Florida)? I want to ...*

Competency development: Collaborate and Communicate

In this activity, the children are using their speaking skills to **have an effective conversation**. To develop the competency, ask the children to report back to the class about what their partner said.

← You can now go back to the unit opener (Teacher's Book Pack p.21, Pupil's Book p.5) and do the additional picture activity for this lesson.

Wrap up

Use the atlas/map of the USA. Ask *How many states are there in the USA?* (50) Have children read the states out loud. Then, write names of states on the board with blanks, e.g. T _ _ _ _ for Texas. Tell the children to complete the name.

Learning objectives: read about Disneyland® and learn about animation

Vocabulary review: *castle, lake, shops, theatre*

Grammar review: past simple

Warmer

Ask the children to imagine they are at Disneyland® in the USA. Have them name Disney characters, e.g. *Mickey Mouse, Pluto*. Ask *Have you ever been to Disneyland® or a similar theme park? What was it like?*

- 1** Ask the children to read the text and say which activities happened in the morning/lunchtime/afternoon/at the end of the day. In pairs, they read the text again and complete the chart. Check answers orally.

Answers: Disneyland®; California; go to Sleeping Beauty's castle, meet Disney characters, take a boat ride, take a train, eat in a restaurant, watch a show

← You can now go back to the unit opener (*Teacher's Book Pack p.21, Pupil's Book p.5*) and do the additional picture activity for this lesson.

Think Twice

- Ask the children to circle the correct answer. Then ask them what other sources besides the written text they can use to reach the same conclusion (visual clues and own prior knowledge).
- You can make this question into a game by having the children write their answers on a piece of paper. Collect the papers. Read one out loud and ask the children to guess who wrote it. Have a volunteer read the next one.

Answers: 1 False 2 Children's own answer.

Stop and reflect

Reflect back on the unit to review what the children have learnt about the USA. Pause for ten seconds to give them time to think. Ask questions, e.g. *How many states are there? What are some of the biggest cities? Where are they? What famous theme parks are there? Have you visited the USA? What did you see there? Can you think of any things that are the same about the USA and your country?*

Unit 1 Lesson 7

Let's visit... THE USA

1 Read and complete.

My day at Disneyland®
 We went to Disneyland in California! It was great.
 In the morning, we walked through the theme park to Sleeping Beauty's castle and we met real Disney characters inside.
 We walked to the lake and took a pirate boat ride across the water to the island.
 At lunch time, we took the train around the park and stopped at a restaurant.
 Then, we went on a boat ride in the theme park.
 In the afternoon, we watched a show at the theatre and we saw Mickey Mouse and our favourite Disney characters singing and dancing.
 At the end of the day, we went to the shops on Main Street and I bought a nice Disney toy.
 Disneyland's motto is "the happiest place on earth," and it's a treat we didn't want to leave.

WELCOME TO DISNEYLAND
 THE HAPPIEST PLACE ON EARTH

Name of Disney park	Where is it?	What can you do there?
Disneyland		Go to the shops

Think Twice

- Read and decide.
 Sleeping Beauty lives in a house.
 True / False
- What do you want to do at Disneyland?

TRAVEL TESTER
 What do you think Mickey Mouse looks like?

Lesson extender

Cross-curricular focus: Art

Ask the children if they have seen a Disney animated movie. Ask *What is animation?* (a technique of filming drawings or puppets in a sequence to create an illusion of movement.) Make a flip-book animation. Cut up a piece of paper into eight pieces. Draw a stick figure in different poses on each piece. Put the pages together and flip them open page by page. See the figure dance! Tell the children to make their own flip book.



Travel Tester

Ask the question. Check the answer with the class when they have done their research.

Answer: Mickey Mouse was created in 1928.



Competency development: Act

This activity **develops what the children have learnt** by requiring them to **carry out research** of their own. Discuss with the children how they can find out the answer to the question, e.g. Internet research, encyclopedias. Encourage them to find out as much as they can about Mickey Mouse and share their information with the class.

Wrap up

Ask *Why are theme parks so exciting? How do you feel on the rides?* Give help with vocabulary.

Learning objective: create a poster about a theme park

Grammar review: past simple

Materials: poster paper, post-it notes

Warmer

Put the children in pairs. Ask them to make a list of all the theme park attractions they can think of. Write their answers on the board and add your own ideas too, e.g. *Funhouse, Ghost train, Reverse Bungy, Bumper cars, Roller coaster.*

- Put the children into groups of three. Read the instructions together and give them time to discuss and write their answers. To encourage equal participation, give the children five tokens each. Tell them to put a token in the middle each time they make a contribution to the group. They will be physically reminded to maintain equal participation.

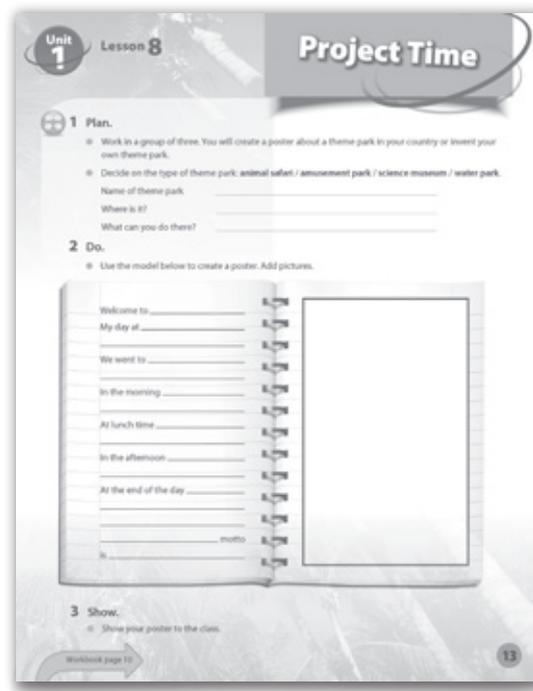


Competency development: Collaborate and Communicate

In activities throughout this lesson, the children **work in a group to plan, draft, produce and share** a poster about a theme park. They use their creative skills, as well as planning, speaking, writing and drawing. They practise and use language and vocabulary seen in the unit.

To develop the competency, discuss the importance of valuing each child's contribution. Encourage the children to listen to each other. Encourage them to include all members of the group and have everyone participate equally.

- Ask the children to think about what happens at theme parks at different times of the day; morning, afternoon, evening (e.g. parades, fireworks, concerts, meet the characters, go on rides). Read through the model and answer any questions. Ask the children to use the model to create a poster for their theme park based on their plan from Activity 1.



Blended Teaching Tip

Display the Interactive Pupil's Book page. Choose a theme park in the children's country and complete the notes together using the pen or text tool. Then ask the children to help you fill in the poster in Activity 2. Finally, have the children invent a theme park in small groups and complete the project in their book.

- Tell the children to display their poster in the classroom. Then have everyone mingle to view other groups' posters. Remind the children to be respectful of other people's work. Offer post-it notes for the children to write positive comments and leave them by the posters if they wish.

Wrap up

Take a class vote to find the most popular theme park activity. Write six activities on the board, e.g. *meeting Disney characters, going on a boat ride, climbing a mountain.* Then ask the children to vote for their favourite.

Learning objective: review grammar and vocabulary from Unit 1

Vocabulary review: *south, left, globe, past, compass, library, straight, between, across, over*

Grammar review: imperatives, adverbs/prepositions of place, *want to*

Warmer

Write anagrams of the adverbs of direction on the board, e.g. *sroacs* for *across*. In pairs, the children solve the anagrams and write the words as fast as possible. Check answers on the board.

- 1 Read the words in the box out loud and give the children a time limit to complete the activity. Ask the children to check their own work as you give them the answers. Have them write their score in the box.

Answers: left, past, south, compass, globe

- 2 Read the sentences out loud and give the children a time limit to look at the picture and then write *yes* or *no*. Ask the children to check their own work as you give them the answers. Have them write their score in the box.

Answers: yes, yes, no, yes, yes

- 3 Tell the children to read the conversation and give them a time limit to complete it. Ask the children to check their own work as you give them the answers. Have them write their score in the box. They then add and write their total score.

Answers: Where, want, to, eat/have lunch, between



Unit 1 Progress Check

1 Look and read. Choose the correct words and write them on the lines.
south left globe past compass

- 1 The opposite of right. _____
- 2 Go near something but do not stop. _____
- 3 The opposite of north. _____
- 4 You hold it in your hand. It helps you find your way. _____
- 5 A sphere that is a model of the world. _____

2 Look and write yes or no.

- 1 I leave my flat and go over the bridge. _____
- 2 The supermarket is across from my flat. _____
- 3 The park is between the bank and the library. _____
- 4 The cafe is between the supermarket and North Street. _____
- 5 You go straight down my street to the library. It's past the bank. _____

3 Complete the conversation.

Jack: So here we are in Disneyland! _____ do you want to go?
 Kyle: I _____ to go on a ride.
 Jack: There are lots of rides in Disneyland. Which one do you want _____ go on first?
 Kyle: I want to go on the pirate boat ride first. Then I want to _____ in the Mickey Mouse Club.
 Jack: Is that on Main Street?
 Kyle: Yes, it's _____ the park and the bank.

My Progress

- I can ask for and give directions.
- I can ask people about their preferences.
- I can describe a theme park.

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Blended Teaching Tip

Show the Interactive Pupil's Book page 6 in the Presentation Kit. Zoom in on the map. Invite a child to the front. Invite another child to call out two places. The child at the front traces the route from one place to another using the pen tool. At the same time they say the directions, e.g. *you leave the bank and go over the bridge*. Repeat with other children.

My Progress

Ask the children to work in groups of three to read the *I can* statements and do each task. Then have them work individually to tick the boxes.

Wrap up

Ask children to act out going into a shop or place in town (bookshop, restaurant, cinema, park, bank, library, supermarket). Have the class guess where they are.