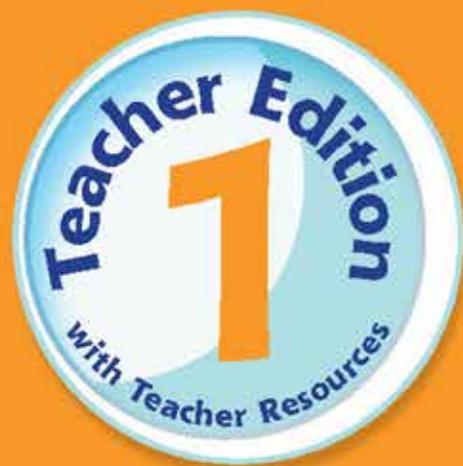


Story Central Plus



 macmillan
education

Sue Clark





Reading Skills

Story: *Captain Navigate*
Genre: Superhero story

The children will:

- use critical thinking skills to identify places in a town.
- ask and talk about places in a town.
- ask and answer about types of transportation.
- understand and give directions.
- read, understand, and act out a story.
- find out about different types of transportation.
- make a town map and badges.

Key Vocabulary

Places in town: café, hospital, hotel, library, mall, movie theater, park, swimming pool, zoo

Transportation: bus, car, motorcycle, taxi, truck, van

Key Grammar

- There's a (zoo).
- Is there a (mall)?
- Yes, there is. / No, there isn't.
- How many (malls) are there?
- There are (two).
- Take the first (left).
- Go straight.
- It's across from the (mall).

Literacy Development

- predict story content from title and pictures
- focus on sound effects in captions
- reflect on and personalize the theme of the story

Functional Language

- Excuse me, where are the comic books?
- They're across from (the computers) / next to (the books).

Phonics

The children practice pronunciation of *b* and *v* sounds as in *bus* and *van*.

CLIL: Geography— Transportation in Bangkok

The children find out about different types of transportation.



Competency Focus

The children will:



use critical thinking skills to identify places in a town. (Lesson 1)

predict the content of a story. (Lesson 3)

identify different types of transportation. (Lesson 5)



apply new grammar to previously learned vocabulary. (Lesson 2)

ask for and give directions. (Lesson 6)



work in pairs to act out a dialogue. (Lesson 3)

work in groups to act out the story. (Lesson 8)



write a personal response to the story. (Lesson 4)

evaluate their own progress in the chapter. (Review)



find out more about transportation. (Lesson 7)

Digital Overview

Teacher Presentation

Student eBook and Digital Activity Book

- ASL Vocabulary Video 5.1: Places in town
- ASL Vocabulary Video 5.3: Transportation
- Oral Storytelling Video 5.2: *Captain Navigate*
- Interactive versions of AB activities
- Integrated audio and answer key for all activities

Teacher resources for planning, lesson delivery, and homework

Teacher Resource Center

- Class Planner Chapter 5
- Worksheets to print out (including notes and answers):
 - Grammar Worksheet 5A: There's a ... Is there a ...?
 - Grammar Worksheet 5B: Take the first left. It's across from ...
 - Oral Storytelling Video Worksheet 5: *Captain Navigate*
 - Phonics Worksheet 5
 - CLIL Graphic Organizer 5
 - Project Template 5
 - Test Chapter 5 and Mid-year Test
- Test Generator
- Literacy Handbook

Watch the Oral Storytelling Video



Children's resources for learning and practicing at home

Student eBook

- ASL Vocabulary Video 5.1: Places in town
- ASL Vocabulary Video 5.3: Transportation

Student eBook and Reader eBook

- Oral Storytelling Video 5.2: *Captain Navigate*

The Inks Student's App

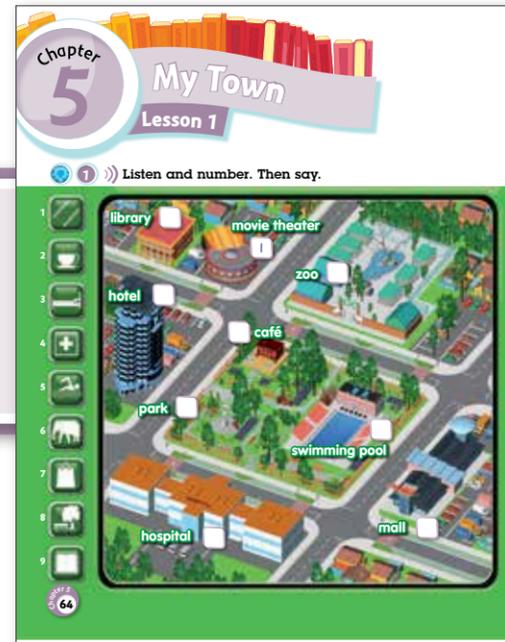
Vocabulary games: Places in town and transportation

Vocabulary

Lesson objective: identify places in a town

Key vocabulary: café, hospital, hotel, library, mall, movie theater, park, swimming pool, zoo

Materials: Track 5.1



Warmer: Where I live

Ask children *Where do you live?* and have them respond with the name of their hometown (e.g. *I live in ...*). Then have them name places in their hometown or nearest town.

1))) 5.1 Listen and number. Then say.

- Ask the children to open their books and look at the picture of the town. Ask them if they can identify any of the buildings, giving them time to try to figure them out.
- Play Track 5.1 and have the children listen and number the buildings. Elicit answers and check with the class.
- Play Track 5.1 again, pausing for the children to repeat the sentences.

Audioscript

Girl: Look at my town!

Narrator: 1

Girl: This is the movie theater.

Narrator: 2

Girl: This is the café.

Narrator: 3

Girl: This is the hotel.

Narrator: 4

Girl: This is the hospital.

Narrator: 5

Girl: This is the swimming pool.

Narrator: 6

Girl: This is the zoo.

Narrator: 7

Girl: This is the mall.

Narrator: 8

Girl: This is the park.

Narrator: 9

Girl: This is the library. *Shh, quiet please!*

Answers

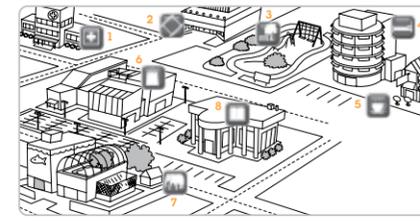
library 9, movie theater 1, hotel 3, café 2, zoo 6, park 8, swimming pool 5, hospital 4, mall 7

Optional activity: Play "Where Am I?"

Mime an action (e.g. swimming) and ask *Where am I?* to elicit the correct place (e.g. *swimming pool*). Then ask the children to think of a mime for one of the places on the map. Call children to the front of the class in turn to do their mimes for the class to identify the place.

Chapter 5 My Town Lesson 1

1 Number. Then draw the missing place in the picture.



movie theater	<input checked="" type="checkbox"/>	café	<input type="checkbox"/>	hotel	<input type="checkbox"/>
zoo	<input type="checkbox"/>	hospital	<input type="checkbox"/>	library	<input type="checkbox"/>
swimming pool	<input type="checkbox"/>	mall	<input type="checkbox"/>	park	<input type="checkbox"/>

2 Write the words from Activity 1 in two groups.

I like this place.

I don't like this place.

1 Number. Then draw the missing place in the picture.

Have the children look at the pictures and write numbers in the correct boxes. They then draw and label the missing place. Elicit answers and check with the class.

Answers

movie theater 2, zoo 7, café 5, hospital 1, mall 6,

hotel 4, library 8, park 3

Missing place: swimming pool

2 Write the words from Activity 1 in two groups.

Ask the children which places they like and do not like in town. Then have them organize the words by category, writing them in the correct place for them. Elicit answers.

Answers

Children's own answers.

Cooler: Play "Spelling Bee"

Play the game with words from the lesson (see Games Bank p. 222).

Competency Focus

Think! Critical Thinking

The children use critical thinking skills to understand places in a town by using visual clues and processing and assimilating the written and spoken form.

Digital Resources

Student eBook • Play ASL Vocabulary Video 5.1 to pre-teach key vocabulary as an alternative to the critical thinking approach.

- Play "Kim's Game" with the new vocabulary. Display the SB page. Have the class read the places aloud. Give the class one minute to memorize the pictures, then one minute to recall them. Use *Timer* for timing. Repeat several times.

Grammar

Lesson objectives: ask and talk about places in a town

Key grammar: *There's a (zoo). Is there a (mall)? Yes, there is. / No, there isn't. How many (malls) are there? There are (two).*

Materials: Track 5.2; Grammar Worksheet 5A [TRC printout] (optional)

Lesson 2

1 Look, count, and write.

2 Listen and circle T (true) or F (false).

1 There's a library. T / F 3 There isn't a swimming pool. T / F
2 There are three malls. T / F 4 There are two movie theaters. T / F

3 Ask and answer.

Is there a zoo? No, there isn't.
How many hotels are there? There are three.

There's a zoo.
Is there a mall? Yes, there is. / No, there isn't.
How many malls are there? There are two.

Grammar Booster on page 74

Warmer: Play a drawing game



Review places in a town. Draw a bed on the board to elicit the correct town building. (*hotel*) Invite children to draw symbols on the board for the class to guess. Ask different children to write the word underneath.

1 Look, count, and write.

- Ask the children to identify the buildings in the picture, using the icons to help them.
- Ask yes/no questions about the picture (e.g. *Is there a zoo?*) and have them answer *Yes, there is. / No, there isn't.*
- Now ask the children to count each type of building and write the number. Introduce the question *How many ... are there?* Elicit answers and check with the class.
- Extend the question to their town/a town they know by asking, e.g. *How many movie theaters are there?*

Answers

movie theater 2
swimming pool 1
library 1
hotel 3
mall 2

Grammar Central

There's a zoo. ...

Have the children look at the patterns. Ask them to focus on the difference between *There is* and *There are* and explain when they are used. (*is* = one; *are* = more than one)

For extra practice, try the **Grammar Booster** section in the Student Book (p. 74).

Answers p. 74

Activity 1: 1 Is there 2 Isn't 3 are there 4 There's 5 There are
Activity 2: 1 There's a 2 There are 3 There's a 4 There are 5 Is there a, No, there isn't. 6 How many, There are

2 Listen and circle T (true) or F (false).

- Tell the class they are going to listen to a girl talking about her town. Play Track 5.2 and ask them to listen and circle T if the answer is true or F if false.
- Play Track 5.2 again for the children to check their answers. Elicit answers and check with the class.

Audioscript

Man: *What's in your town?*

Girl: *There's a library. There are two malls.*

There's a swimming pool.

Man: *How many movie theaters are there?*

Girl: *There are two movie theaters.*

Answers

1 T 2 F 3 F 4 T

3 Ask and answer.

- Have the children look at the town picture in Activity 1 again. Divide the class into pairs. Choose a pair to read and demonstrate the dialogue. Then have them make a question and answer of their own, based on the town picture.
- Have pairs take turns asking and answering. Encourage fast finishers to make up more questions about their own town.

Optional activity: Town survey

Do a survey about towns. List all the places in a town on the board. Ask the children questions about their town, e.g. *Is there a hospital?* and have them answer *Yes, there is. / No, there isn't.* Write a check or cross by *hospital*, as appropriate. Have the class make a list of five places and do the survey in pairs or groups.

Lesson 2

1 Look and complete with *There's* or *There isn't*.

1 *There's* a hospital.
2 a swimming pool.
3 a café.
4 a library.

2 Look at the picture in Activity 1. Complete the questions and circle the answers.

1 *Is there a zoo?* Yes, there is. / No, there isn't.
2 movie theater? Yes, there is. / No, there isn't.
3 hotel? Yes, there is. / No, there isn't.

3 Look again. Count and write.

1 How many cars are there? There are
2 trees ?

1 Look and complete with *There's* or *There isn't*.

Ask the children to look at the picture and name the places they can see. Then have them complete the sentences with *There's/There isn't*. Elicit answers and check with the class.

Answers

1 There's 2 There isn't 3 There's 4 There isn't

2 Look at the picture in Activity 1. Complete the questions and circle the answers.

Ask the children to complete the questions, then look at the picture and circle the correct answer. Elicit responses and check with the class.

Answers

1 Is there a; Yes, there is. 2 Is there a; No, there isn't. 3 Is there a; No, there isn't.

3 Look again. Count and write.

Ask *How many cars are there?* and have the children count the cars in the picture. Ask them to make more *How many ...?* questions about the picture orally. Then have them write their questions and answers.

Answers

1 eight
2 How many trees are there? There are twelve.

Cooler: How many ...?

Do more practice with *How many ...?* Have the children place classroom objects on their desk. Ask questions, e.g. *How many pencils are there on your desk?* Then have the children work in pairs to ask and answer.

Competency Focus

Learn

By identifying the number of places in a town in a different context with new grammatical structures, the children demonstrate their understanding of previously acquired vocabulary from Lesson 1.

Digital Resources

Student eBook, Digital Activity Book • TIP As you monitor the children's progress, use *Add personal note* to keep a note of weaknesses in vocabulary, grammar, or pronunciation so you can revisit them in later lessons.

Teacher Resource Center • For extra grammar practice, print out Grammar Worksheet 5A.

Reading: Story Extract

Lesson objectives: ask for information; use the title and pictures to predict story content; read the extract from *Captain Navigate* (start)

Functional language: Excuse me, where are the comics? They're across from (the computers). / next to (the books).

Secondary language: here, Let's go! near

Materials: Tracks 5.3 and 5.4; comic book (Warmer)

Lesson 3 Tell Me a Story

1 Listen and read. Then act out.

They're across from the computers, next to the books.

Excuse me, where are the comics?

Thank!

2 Look at the story and think. What's it about?

3 Listen and read. What places are in the story?

a mall a movie theater

a hospital a zoo

CAPTAIN NAVIGATE

Help! Please help! Is there a hospital in this town?

Come on, Sniffer the Superdog! Let's go!

Thank!

There's a hospital on First Avenue. Come with us.

Oh, not 15 March's birthday today! Is there a mall near here?

There's a mall across from the movie theater on Second Avenue.

Thanks, Captain Navigate!

Reader Read the story in your Reader on pages 14–17.

Warmer: Look at a comic book

Show the comic book to the class. Ask the children what comic books or cartoons they read in their own language. Have them say what the characters can do. (e.g. *Superman can fly*.) (You will need to use L1.)

Functional language

1))) 5.3 Listen and read. Then act out.

- Ask the children to look at Activity 1 and point to the comic books. Pre-teach *across from* and *next to*. Introduce *Where are (the comic books)?* and have them point to the comic books in the picture as a response.
- Play Track 5.3. The children listen and read along.
- Play Track 5.3 again, pausing for the children to repeat the phrases.
- Have the children act out the dialogue in pairs.

Before reading

2 Look at the story and think. What's it about?

- Ask the children to look at the title and pictures and identify what kind of story it is, and who the main characters are. (a comic book with *Captain Navigate* and *Sniffer the Dog*)
- Have the children predict what the story is going to be about, and check the correct picture.

Answer

the first picture: superhero

3))) 5.4 Listen and read. What places are in the story?

- Play Track 5.4. The children listen and read along. Then have them check the places mentioned. Elicit answers and check with the class.
- Model the questions a few times yourself, and ask the children to repeat. Play Track 5.4 again, pausing for the children to repeat.

Cooler: Be Captain Navigate!

Ask the children to make a sign for a place in town with large letters, e.g. *hospital*. They hold their signs above their heads. Choose a child to act as Captain Navigate and come to the front of the class. Write on the board *Is there a ... near here?* and have the class make questions for Captain Navigate, who moves around the class until he finds an example of the right place. The person who drew that sign then becomes Captain Navigate.

Competency Focus

Collaborate and Communicate

The children work together, putting into practice new functional language by acting out a realistic dialogue. This form of collaborative learning is motivating and engaging.

Think! Critical Thinking

By comparing and contrasting the story artwork and the smaller pictures in Activity 2, the children are using prediction skills to help them engage with the story.

- Ask questions to check comprehension, e.g. *Do they want a hospital or a café? Is Sniffer a cat or a dog?* Explain the difference between *next to* and *near*.

Answers

a mall, a hospital, a movie theater

Lesson 3

1 Choose and write. Then circle and act out.

Excuse me!
Where's / Where are the?

It's / They're across from / next to the

Thank!

2 Read the story in your Student Book. Complete.

1 Where's the hospital? It's on First Avenue.....

2 Where's the?

3 Where's the?

3 What's this man going to do? Choose and check (✓).

1 Choose and write. Then circle and act out.

The children complete the dialogues by circling and writing, then practice in pairs. Have pairs act out for the class.

Answers

Children's own answers.

2 Read the story in your Student Book. Complete.

Have the children complete the questions and answers, using the words supplied. Elicit answers.

Answers

1 hospital; It's on First Avenue. 2 mall; It's on Second Avenue. 3 movie theater; It's on Second Avenue.

3 What's this man going to do? Choose and check (✓).

Ask the children to look at the pictures of The Loser. Ask *Do you think he is good or bad?* Have the children predict his actions and check the appropriate picture.

Answers

Children's own answer.

Digital Resources

Student eBook • After you have completed the book activities, display the SB page. Using *Timer*, give the children one minute to study the pictures. Then close the page and ask questions to elicit details in the pictures, e.g. the color of the N on Captain Navigate's shirt, what the man looking for the mall has in his hand.

Lesson objective: read and understand the superhero story

Captain Navigate in the Reader

Materials: Track 5.5; Reader; Oral Storytelling Video Worksheet 5 [TRC printout] (optional)



Warmer: Review and predict

Ask the children to remember the beginning of the story extract and the two places Captain Navigate directed people to. (*the hospital and the mall*) Ask them to guess which places in town the people will go to next.

Story Summary

Captain Navigate and Sniffer the Superdog help people find their way when they are lost. The Loser is a villain who tries to confuse people so they become lost. Captain Navigate is smart and tricks The Loser so he ends up at the police station.

Value: Help others.

5.5 While reading

- Ask the children to open their Reader and look at *Captain Navigate*.
- Write on the board *park, museum, mall, swimming pool, bus station*. Call out each word and have the children find the signs in the story pictures. (Make sure they understand the word *sign*.) Have them hold up their books, pointing so that you can check they have identified correctly.
- Play Track 5.5 and have the children listen and read along.
- Check comprehension of the story by asking simple questions, e.g. *Is the bus station left or right? Is The Loser good or bad?*

After reading: Reflect

- Ask the children if they think the story has a good ending and to explain why/why not. (They might need to use L1.)

Optional activity: Story retelling

Read the story again yourself using different voices for the characters. Ask the children to help with the sound effects and noises.

Story Time

Using sounds and sound effects

This story lends itself to the exploitation of sounds and sound effects to bring it to life. Practice words which represent sounds (e.g. *Whoosh! Zoom!*) with the class. Write them on the board and have the children repeat chorally at the strategic points in the story. This is a good way of retaining their attention.

Exploit other sounds to enliven the story. Divide the class into groups and allocate them a sound effect, e.g. a small bang for the accident (children could clap), a beep for the message, a squeak for the sign turning, etc.

Reading Strategy

Think-Pair-Share

Think-Pair-Share is a strategy that can be used before, while, and after reading. The children work individually, then in pairs or in groups of three, and then as a class. Ask the class questions related to the story which the children think about on their own, then discuss in pairs before sharing their ideas with the class.

For additional explanation and activities, see the Literacy Handbook on the Teacher Resource Center.

Cooler: Do the chant

Write on the board *Don't worry! Don't be late! I'm Captain Navigate!* Practice the chant with the class, phrase by phrase, then build up to the whole chant. Have the children repeat it with different voices.

Digital Resources

- **Reader eBook** • Show the Reader story one enlarged picture at a time as you play the audio.
- Display only Picture 9. Children act out the picture for the class, trying to look bad like The Loser. Have a class vote on who is the best Loser.
- Watch Oral Storytelling Video 5.2 together before you do the After reading: Reflect activity.
- **Teacher Resource Center** • Print out Oral Storytelling Video Worksheet 5 to help you get the most out of the video.

Reading Comprehension and Critical Literacy

Lesson objectives: predict story content from title and pictures; focus on sound effects; reflect on and personalize the theme of the story

Materials: Track 5.5; Reader, stuffed animal (Warmer); Oral Storytelling Video Worksheet 5 [TRC printout] (optional)

Note: Please ensure that your class has read the Reader story before you do this lesson.

Warmer: Place the stuffed animal

Review *across from*, *next to*, *near* using a stuffed animal. Call children to the front of the class. Give them directions and have them place the stuffed animal in the correct place, e.g. *Put the animal next to the window.*

1))) 5.5 Read the story in your Reader.

- Have the children read the story. (Alternatively, play Track 5.5 and have them read along.) Then ask them to look for exclamations, e.g. *Please help! Let's go! Don't be late!* Practice intonation and stress in these phrases.

I Can Read!

Have the children look at the sound effects graphics *Whoosh!* and *Zoom!* Ask them what these show. (*important sounds/noises*) (They might need to use L1.) Give them some more examples (e.g. *Bang! Crash! Boom!*)

Answer

sound effects

Lesson 4 Time to Think

1))) Read the story in your Reader on pages 14–17 again.

2 Who is good? Who is bad? Write G (good) or B (bad).

3 Write. Ask Captain Navigate for help.

4 Talk about the story.

What other superpowers do you know?

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2 Who is good? Who is bad? Write G (good) or B (bad).

- Ask the children to identify the characters from the story in Activity 2. (*little boy, the grandma, The Loser, Captain Navigate*)
- Ask them to decide if each character is good or bad, writing G (for good) or B (for bad) next to the picture. Elicit answers and check with the class.

Answers

the little boy G, the grandma G, The Loser B, Captain Navigate G

3 Write. Ask Captain Navigate for help.

- Ask the children if Captain Navigate helps people and if helping is good or bad. (They might need to use L1.) Tell the children to imagine they need help from Captain Navigate, e.g. they need a hospital or a store. Elicit suggestions for what they can say. (They might need to use L1.) Write phrases on the board to help them complete the writing task, e.g. *Captain Navigate, please help! Is there a ... in this town? Is there a ... near here?*
- Give the children time to complete the activity. Monitor and check spelling. Then ask children to read their message to the class.

4 Talk about the story.

- Ask the children if they like the story. You could do a yes/no class vote, asking them to raise their hands. Encourage them to give reasons why/why not. (They might need to use L1.)
- Ask the children if they have read any other stories or seen movies about superheroes, e.g. *Superman, Spiderman*. Have them explain what the superheroes can do (*fly, climb*) and why they enjoyed these stories. (They will need to use L1.)

Optional activity: Add a story scene

Ask the children to draw another frame for the story, with a different place in town and other characters. They can draw a sign and write speech bubbles, e.g. *Excuse me, where's the ...? It's ...*

Lesson 4 Time to Think

1 Match. Then number the places in the story order.

2 Which words are like *whoosh!?* Draw around those words.

3 Do you like the story? Choose and circle.

Yes! No. I'm not sure.

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1 Match. Then number the places in the story order.

Have the children match the people and places. Then ask them to order the places as they appear in the story. Elicit answers and check with the class.

Answers

a mall, b police station, c park, d bus station, bus station 2, mall 1, police station 4, park 3

2 Which words are like *Whoosh!?* Draw around those words.

Remind the children that the story has some words which represent sounds. They practice the **I Can Read!** feature by circling the sound words in the activity. Then read out the words for the children to repeat. Encourage them to have fun with these.

Answers

ZOOM! CRASH! CLICK!

3 Do you like the story? Choose and circle.

Have children circle their opinion of the story. Ask them to explain their reasons. (They might need to use L1.)

Cooler: You're a superhero!

Have the children imagine they are a different superhero, e.g. *Superman*. Ask them to mime flying over the town and say what they can see, e.g. *There's a library next to the mall. There are two hospitals.*

Competency Focus

Me: **Critical Literacy**

The children use critical literacy skills to reflect on the meaning of the story and relate it to their own experiences.

Digital Resources

Student eBook, Reader eBook • If you haven't already, show Oral Storytelling Video 5.2.

Teacher Resource Center • If you haven't already, print out Oral Storytelling Video Worksheet 5 to do the support activities.

Vocabulary, Song, and Phonics

Lesson objectives: talk about transportation; distinguish and practice the *b* and *v* sounds

Key vocabulary: *bus, car, motorcycle, taxi, truck, van*

Secondary language: *street*

Materials: Tracks 5.6 and 5.7; pictures of different types of transportation (Warmer and SB Activity 1); Phonics Worksheet 5 [TRC printout] (optional)

Lesson 5

1 Listen, count, and write. Then sing.

Beep, Beep, Beep!
There are cars and buses on the street.
Zoom! Vroom! Beep! Beep! Beep!
How many cars are there on the street?
How many buses? Zoom! Vroom! Beep!

There are trucks and taxis on the street.
Zoom! Vroom! Beep! Beep! Beep!
How many trucks are there on the street?
How many taxis? Zoom! Vroom! Beep!

There are vans and motorcycles on the street.
Zoom! Vroom! Beep! Beep! Beep!
How many vans are there on the street?
How many motorcycles? Zoom! Vroom! Beep!

2 Ask and answer.
How many buses are there? There are two.

3 Listen and say the chant.
The bus goes beep, the van goes vroom.
Beep, beep, vroom, beep, beep, vroom.

Song

Warmer: Transportation survey

Show the pictures of different types of transportation (or draw simple pictures on the board) and ask children to identify them. Then remove the pictures and write the words in random order on the board. Do a transportation survey. Point to the word and say it. The children raise their hand if they have ever used it. Write the totals on the board. At the end ask which is the most popular transportation.

1))) 5.6 Listen, count, and write. Then sing.

- Ask the children to think about types of transportation in their town. Elicit ideas.
- Have the children look at the picture and find a car and a bus. Then ask them to look at the red words in the song and match them with the types of transportation pictured.
- Play Track 5.6 and ask the children to listen to the song. As they listen, have them count each type of transportation in the picture and write the number. Elicit answers and check with the class.
- Put pictures of all the transportation on display. Play Track 5.6 again, pausing at the end of each line. Point to the relevant picture and have the children sing the line with you.

- Play Track 5.6 again and have the children sing along and point to the correct form of transportation. Encourage them to enjoy making the transportation noises.

Answers

cars 4, buses 2, trucks 2, taxis 1, van 1, motorcycles 3

2 Ask and answer.

- Ask the children to look at the picture in Activity 1 again. Divide the class into pairs. Choose a pair to model the question and answer. Then have the children take turns making questions and answers.

3))) 5.7 Listen and say the chant.

- Play Track 5.7 and ask the children to listen to the chant.
- Model the sounds *b* and *v* several times and ask the children to look at your lips and copy you.
- Play Track 5.7 again, pausing for the children to repeat the phrases.
- Practice the chant a few times with the class.

Optional activity: Make a busy street

Draw two parallel lines across the board (to represent a road), leaving space between for children to draw. Call out sentences, e.g. *There are two buses.* Choose two children to each draw a bus. Repeat with different children and transportation and build up a picture of a busy street.

Cooler: Play "The Shark Game"

Have the children play the game with transportation vocabulary (see Games Bank p. 222).

Competency Focus

Think! Critical Thinking

The children use critical thinking skills to understand the written and spoken forms of the types of transportation.

Lesson 5

1 Circle the one that doesn't belong.
1 bus street van
2 truck three five
3 van motorcycle mall
4 library taxi car

2 Write the words in the correct outlines.

bus van motorcycle truck taxi car

3 Say the words. Circle *b* as in bus. Underline *v* as in vroom.

bag library
bus vroom bed
van movie theater

1 Circle the one that doesn't belong.

Have the children look at the word sets and circle the word that doesn't belong. Elicit answers and check with the class.

Answers

1 street 2 truck 3 mall 4 library

2 Write the words in the correct outlines.

Ask the children to write each transportation word inside the corresponding outline. Elicit answers, asking children to spell each one.

Answers

Column 1: motorcycle, truck, van

Column 2: bus, car, taxi

3 Say the words. Circle *b* as in bus. Underline *v* as in vroom.

Ask the children to look at the words and circle the *b* sounds and underline the *v* sounds. Elicit answers by writing the words on the board and having children circle and underline, as appropriate.

Answers

Circled: bag, library, bus, bed

Underlined: vroom, van, movie theater

Digital Resources

Student eBook • Play ASL Vocabulary Video 5.3 to pre-teach key vocabulary. Play it again, pausing to elicit the word when the picture and sign are shown.

Digital Activity Book • Use the AB page to give feedback on activities using the interactive digital activities.

Student's App • Encourage the children to play the games on their smartphone/tablet. They could do this with a friend as a fun way to review the chapter vocabulary together. (*The Inks Apps* are free and available on the App Store and Google Play.)

Teacher Resource Center • For phonics practice, print out Phonics Worksheet 5.

Grammar and Reading

Lesson objectives: understand and give directions

Key grammar: *Take the first left. Go straight. It's across from the (mall).*

Secondary language: *cool, follow, party, This is fun!, Where's (Green Park)?*

Materials: Track 5.8; Grammar Worksheet 5B [TRC printout] (optional)



Lesson 6

1 Listen and read.

The Superheroes' Party

1 Look! There's a superheroes' party at the café in Green Park today.
Cool!

2 Is there a bus to the park?
No, there isn't, but there are a lot of taxis. Taxi!

3 Green Park, please.
Where's Green Park?
It's across from the mall, next to the zoo.

4 Take the second left. Go straight. Then take the first right.

5 Here we are at Green Park, but where's the café?
Look! It's Captain Navigate. Let's follow him!

6 Look, the Green Park café! How many superheroes are there?
That's fun!

2 Look at the story. Complete Libby's directions to Green Park.

1 Where's Green Park?
2 It's next to the zoo.
3 Take the
4 Go
5 Then, take the

Grammar Central

Take the first left.
Go straight.
It's across from the mall.

Grammar Booster on page 76

Warmer: Left! Right!

Draw two arrows on the board to review *left* and *right*. Then call out *Left!* and *Right!* in random order and have the children raise their left or right hand as appropriate. Call out commands faster and faster. Look out for children who confuse left and right and give more help.

1))) 5.8 Listen and read.

- Ask the children to focus on the first picture. Ask *What's Libby looking at? (a magazine)* Ask them to read what she says and say what is happening today.
- Play Track 5.8 and ask them to listen and read along.
- Play Track 5.8 again with pauses and ask questions to check comprehension, e.g. *Is there a bus? Is there a taxi?* For picture 4, focus their attention on the map. Make sure the children understand *across* and *next to*. Draw a simple map on the board to check.
- Read the story around the class. Allocate parts for Libby, Ellie, Tom, and the driver. Model the phrases for children to repeat if necessary.

2 Look at the story. Complete Libby's directions to Green Park.

- Have the children complete the sentences, looking back at the text in Activity 1. Then check answers with the class.

Answers

2 next to 3 second left 4 straight 5 first right

Grammar Central

Take the first left. ...

Have the children look at the patterns and say which words are used to give directions. (*Take, Go*) Ask them which other words we can use with *take*. (*the second left, the first right*) Explain that we use a building after *across from the*.

For extra practice, try the **Grammar Booster** section in the Student Book (pp. 75–77).

Answers p. 75

Activity 1: 1 left 2 Take the 3 second 4 straight on 5 next 6 across

Activity 2: 1 Go straight. 2 Take the first left. 3 Take the first right. 4 It's across from the zoo. 5 movie theater

p. 76

Activity 1: 1 Is 2 is 3 first 4 left 5 right 6 next to

Activity 2: 1b 2e 3c 4a 5b

p. 77

Activity 1: 1 There are 2 There are 3 There isn't 4 next to 5 There isn't 6 behind 7 across from 8 next to 9 Where's 10 Is there

Activity 2: 1 There are three bedrooms, 2 It's next to the mall. 3 No, there isn't. 4 There are two hotels. 5 No, there isn't. 6 It's behind a hotel.

Optional activity: Map practice

Draw a simple grid on the board to represent a town and label the places. Ask questions and have the children give directions, e.g. *Where's the park?* (*Take the first left.*) Practice *first* and *second*, and introduce *third* if you need to.

Competency Focus

Learn

The children demonstrate their understanding of the new grammatical patterns by reading the text and completing the activity.

Lesson 6

1 Look at the map. You're in the taxi. Read, follow the directions, and write.

1 Go straight.
Take the second right.
It's across from the park.
Where are you?
I'm at the

2 Take the first left.
Take the first right.
It's next to the movie theater.
Where are you?
.....

2 Look at the map in Activity 1. Complete for the library and the café.

1 Take the first left 2 Take the right.
Go Take the first
The library is The café is
the bus station. the hospital.

1 Look at the map. You're in the taxi. Read, follow the directions, and write.

Have the children name all the places they can see on the map. Point out the start point. Ask simple questions with *Where's ...?* and have the children practice giving directions. Tell them to read the instructions and write the correct places. Elicit answers and check with the class.

Answers

1 I'm at the zoo. 2 I'm at the hotel.

2 Look at the map in Activity 1. Complete for the library and the café.

Ask the children to look at the map again and complete the directions. Elicit answers and check with the class.

Answers

1 left, straight, next to 2 second, left, across from

Cooler: Act out a street map

Turn your classroom into a street map. Use the rows of the classroom as the streets. Choose a child to come to the front of the class and follow your directions, e.g. *Go straight. Take the first left. Take the second right.* Repeat with different children giving and following directions.

Digital Resources

Student eBook • Use *Timer* to give the class one minute to look at Activity 1. Close the page. Elicit as much of the text as possible.

- Show the Grammar Central box. Children use *Highlighter* to identify questions and instructions in the SB Activity 1 text.

Teacher Resource Center • For extra grammar practice, print out Grammar Worksheet 5B.

CLIL: Geography—Transportation in Bangkok

Lesson objectives: find out about different types of transportation

Materials: Track 5.9; CLIL Graphic Organizer 5 [TRC printout] (optional)

CLIL Social Sciences Lesson 7

1 Listen and read. Then write the number of the correct picture.

TRANSPORTATION

Bangkok is a big city in Thailand. There are a lot of houses, malls, and cafés. The streets in Bangkok are very busy. There are cars and motorcycles. There are buses and taxis. There are tuk-tuks, too. Tuk-tuks are blue and red. There's a long river in Bangkok called the Chao Phraya River. There are river buses on the Chao Phraya River.

2 Check (✓) the transportation in your town. Then talk to a friend.

taxis tuk-tuks river buses buses

3 Class Vote!

Tuk-tuk or river bus?

Find Out More!
What other transportation is there?
Search the Internet or ask your teacher.

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Warmer: Mind map

Review all the different types of transportation with a mind map diagram, e.g. buses, cars, trains. Ask the class for suggestions of different words and write them up on the board (or have children write them).

1))) 5.9 Listen and read. Then write the number of the correct picture.

- Have the children look at the pictures of transportation in Bangkok and identify any types of transportation they know. Introduce *tuk tuk* and *river bus* by pointing to them, saying the words, and having the children repeat.
- Play Track 5.9 and have the children listen and read along.
- Play Track 5.9 again and have them listen and write the correct picture number in each box. Elicit answers.

Answers

1, 2, 3

2 Check (✓) the transportation in your town. Then talk to a friend.

- Ask the children to think about the types of transportation in their own town. Give them time to check the boxes.
- Divide the class into pairs and ask them to say the different types of transportation. Encourage the children to include any other types using vocabulary they know, e.g. *There are yellow taxis.*

3 Class Vote!

- Organize your class vote. Ask the children if they prefer tuk tuks or river buses. Give them a minute to think. Then write *Tuk-tuk* and *River bus* on the board. Have the children raise their hand for each answer. Count the votes and write the totals on the board. Elicit the result of the vote.

Find Out More!

Ask the children what other types of transportation they can think of, e.g. planes, bicycles. (They might need to use L1.) Then ask them to find out more about transportation. Suggest appropriate resources, e.g. Internet, library books, etc., or provide the information yourself. The children will need to complete this research before doing the follow-up activity in the Activity Book. (It could be set as homework.)

Optional activity: Mind map extension

Ask the children to copy the mind map from the Warmer into their notebook. They can add new words they learned from the text and include a small picture for each one.

Lesson 7 CLIL

1 What transportation is there in Bangkok? Write.

river buses ~~cars and taxis~~ motorcycles tuk-tuks

1 There are a lot of these. *cars and taxis*

2 They're blue and red.

3 They have two wheels.

4 They're on the river.

2 Use your Student Book research. Make a Transportation Poster.

Find Out More!

Air

Ocean

Land

44

1 What transportation is there in Bangkok? Write.

Have the children look at the picture in their Student Book again. Ask questions, e.g. *What transportation is on the river?* Then have them read the clues and write the transportation using the words supplied. Elicit answers and check with the class.

Answers

1 cars and taxis 2 tuk-tuks 3 motorcycles 4 river buses

2 Use your Student Book research. Make a Transportation Poster.

Ask the children what they found out about other forms of transportation. If they have not been able to find anything, you could divide the class into groups so they can share information. Ask the children to decide whether each is land, water, or air transportation. Then have them design a poster showing their types of transportation. They compare posters in small groups.

Cooler: Transportation mime

Mime riding or traveling on one of the types of transportation. Then ask the children to work in pairs and decide on a mime action for a different kind of transportation. Call out pairs to do their actions for the class to identify the transportation.

Competency Focus

Act

The children carry out research to find out about different types of transportation. This helps them expand their learning and relate it to their world, both inside and outside the classroom.

Digital Resources

Student eBook • TIP Remember—you can use *Add personal note* to log the results of the class vote. Involve the children in tallying the results and writing the scores on the board.

Teacher Resource Center • Print out CLIL Graphic Organizer 5 for the children to use in collating their Find Out More! research.

CLIL eBook • The children can use the CLIL eBook to expand their knowledge of the lesson topic.

Project

Lesson objectives: review language from Chapter 5; complete a craft project—making a town map and badges; act out the story from the Reader

Materials: Reader; Project Template 5 [TRC printout]; colored pens, glue, scissors, tape, safety pins

Project

Lesson 8

Prepare

1 Make a town map and badges.

Showcase

2 Tell the story. Use your town map and badges.

There's a mall across from the movie theater on Second Avenue.

Thanks, Captain Navigate!

Warmer: True/False

Ask the children for the class to say whether they are true or false, correcting any wrong information, e.g. *There's a hospital on Second Avenue. (False! It's on First Avenue.)*

Prepare

1 Make a town map and badges.

- Have the children look at the completed town map and badges. Tell them they are going to make their own town map and Captain Navigate/The Loser badges.
- Hold up the materials to show the class. Point to the pictures and explain the stages. (You might need to use L1.)
- Demonstrate how to make a town map, stage by stage. Do an example, e.g. cut out the mall template and stick it on the map. Tell the children they can stick the pictures wherever they like.
- Demonstrate how to make the badges, color them, and attach the safety pin with tape.
- Divide the class into pairs or groups if it is necessary to share materials. Give out the materials.
- Give the children time to make their town map and badges. Monitor and give help as necessary, especially with attaching safety pins to badges.

Alternative craft activity

A simpler option would be to have the children draw their maps and use stick-on labels as badges.

Showcase

2 Tell the story. Use your town map and badges.

- Divide the class into groups.
- Ask the children to look at the story in the Reader again. Allocate parts of the story to groups, e.g. one page per group. Note that some of the characters, e.g. the little boy, do not say anything, but will need to be acted.
- Have the children practice their part of the story, using their Reader. Walk around, monitoring and giving help with pronunciation.
- Invite groups to perform using their town maps and pinning on their badges.

Optional activity: Move the signs!

Have the children make some signs to put up around the class, representing the different places in town. Then act out the story again and have The Loser character move the signs around or put them in the wrong place.

Lesson 8

1 Look and say the directions with a friend.

Take the first left. Take the first right. Go straight.

zoo library park swimming pool
hospital movie theater hotel café

Zoo to library. Take the first right at the café.
Go straight at the mall.

1 Look and say the directions with a friend.

Have the children look at the maze and draw a line in pencil from the zoo to the library. Make sure they know where to start. Have two children read the example aloud while the class follow the route with their finger. Then have the children complete the other directions orally in pairs. Elicit answers.

Cooler: Presenting your town

Ask the children to present their town maps to the class and describe where the places are, e.g. *The library is next to the mall.* Have the class choose the best/most interesting map.

Competency Focus

Collaborate and Communicate

By acting out the story, the children consolidate their understanding in a fun and engaging way. They also demonstrate their ability to work with friends and use interpersonal skills.

Language Review

Lesson objective: review language from Chapter 5

Materials: Tracks 5.10, AB 5.1, and AB 5.2

Review

1 Listen and write the numbers. Then answer.

library	<input type="checkbox"/>	mall	<input type="checkbox"/>	hospital	<input type="checkbox"/>
hotel	<input type="checkbox"/>	café	<input type="checkbox"/>	park	<input type="checkbox"/>

1 Is there a hospital?

2 Is there a zoo?

3 Is there a hotel? Yes, there are

4 How many cafés are there?

2 Look at the map. Complete the directions from the café to the swimming pool.

Go straight.
Take the
Then take the
It's
the bathroom.

3 Think about Chapter 5. Color the books.

Look back at pages 4 and 5. Find: a red bus

Warmer: Brainstorm town vocabulary

Brainstorm places in town and write a list on the board. Have the children spell the words for you to write.

1))) 5.10 Listen and write the numbers. Then answer.

- Ask the children to look at the list of town places. Tell them they will listen to find out how many of these buildings are in the town. Play Track 5.10 and have them listen and write the number for each building. Elicit answers and check with the class.
- Now have the children complete the sentences. Elicit answers and check with the class.

Audioscript:

In Little Town, there's a library and a hospital. There are two big malls across from the park. There are four hotels and seven cafés. It's a great town.

Answers

library 1, mall 2, hospital 1, hotel 4, café 7, park 1

1 Yes, there is. 2 No, there isn't. 3 four

4 There are seven cafés.

2 Look at the map. Complete the directions from the café to the swimming pool.

- Have the children study the map and trace a line with their pencil from the café to the swimming pool. Then ask them to complete the directions.

- Elicit answers and check with the class.
- Do further oral practice using the map. Say the starting point and have children give directions to different places.

Answers

first right, second left, across from

3 Think about Chapter 5. Color the books.

- Have the children look back at Chapter 5. Elicit their favorite parts. The children then color the book which represents how they feel about their own progress (self-evaluation).

Treasure Hunt!

Ask the children to look at pp. 4–5 and find a red bus. Have them raise their hand when they find it.

Cooler: Finding your way around school

Draw a simple plan of your school on the board. Ask the children to give directions to places in school, e.g. the playground, the cafeteria, a different classroom.

Competency Focus

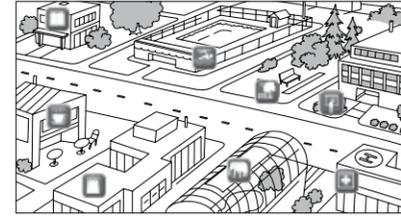
Me: Self-evaluation

The children reflect on the chapter and express their opinions about their own progress. This encourages them to evaluate and make decisions about how they learn and what they need to revisit.

Chapter 5 Exam Booster

1 Reading and Writing

Look and read. Write yes or no.



Examples

The library is across from the café.yes....

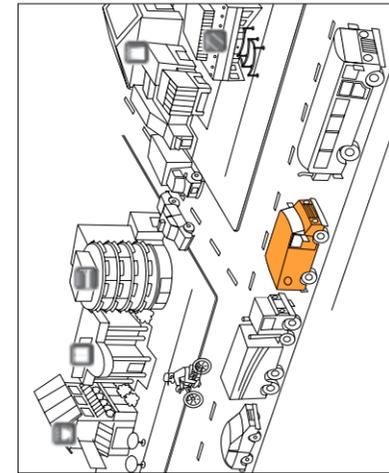
There's a movie theater.no....

Questions

- The swimming pool is next to the park.
- There's a hotel.
- The zoo is across from the school.
- There are two cafés.
- The school is next to the swimming pool.

2 Listening

Listen and color. There is one example.



Answers (Audioscript on p. 223)

Items colored: taxi—yellow, truck next to the mall—blue, truck next to the van—green, bike—red, bus—purple

3))) AB 5.2 Listening. Listen and color.

Have the children listen and color the picture according to the recording. Play Track 5.2 twice, then check answers.

Answers (Audioscript on p. 223)

Items colored: van next to the cafe - gray, robot - yellow, woman's handbag - pink, man's bike - brown, sofa - green

3 Listening

Listen and color. There is one example.



Exam tip
Listen carefully for the objects and the colors.

1 Reading and Writing. Look and read. Write yes or no.

Have the children read the sentences and use the picture to respond yes or no to each one. Check answers.

Answers

1 yes 2 no 3 yes 4 no 5 no

2))) AB 5.1 Listening. Listen and color.

Have the children listen and color the types of transportation according to the recording. Play Track AB 5.1 twice, then check answers.

Digital Resources

Teacher Resource Center • Print out Test Chapter 5 and Mid-year Test to use at the end of this lesson. The Test Generator also allows you to create customized tests.