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Syllabus

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How is Europe organised? Watch.	What different kinds of jobs are there? Culture Florence Nightingale	Why do we need to keep our money safe? Watch.	Social Lab Party planner!	Review & Reflect What have you learned about population?
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- Language learning lab in every unit
- WebQuest in every unit
- Watch. unit videos, content videos and experiment videos
- interactive map

Key competences

- Linguistic communication
- Science, Technology, Engineering and Mathematical (STEM)
- Digital
- Personal, social and learning to learn
- Entrepreneurship
- Citizenship
- Cultural awareness and expression

Lesson 1: Unit opener

Learning objective

Students will be able to understand the difference between maps and plans.

Language

Maps and plans: round, flat, paper, digital, symbol, compass, scale, mountain range, country, key

Functional language: *Point to (Antarctica)! Say the name of (an ocean)! I can see (oceans), but I can't see (volcanoes).*

Starting the lesson (optional)

- Tell the class *Today we are learning about maps and plans.* Point to the unit poster and ask the class *What does this show?* Point to the compass on the poster and ask *What does this show?* Point to the key in the bottom corner of the poster and ask *What does this show?*
- Ask students to line up in front of the unit poster. Tell them they are going to complete a timed class challenge. Start the timer and tell the student at the front of the line to *Point to a fish.* Once this student has completed the challenge, tell him/her run to the back of the line before telling the next student to *Say the name of an ocean.* Then, ask him/her to run to the back of the line before telling the next student to *Point to an island.* Stop the timer once everyone in the class has completed a challenge and the first student is back at the front of the line. Repeat and see if the class can beat their first time.

Mixed abilities

- Fast finishers: make challenges more difficult (*Point to the Great Wall of China! Say the name of two continents!*)

iPack

1 Unit video: Watch.

- Before students watch the video, pre-teach

vocabulary using the digital flashcards: *map, plan, globe, key, compass, needle.* Tell the students to watch the video and think about the difference between maps and plans. Play the video. After the video ask *What does a map show? What does a plan show?* Refer students back to the infographic and have them decide if the image is a map or a plan.

- Watch the video again. See if students can write down the question at the end of the video. After the video, write the question on the board with help from the class. Put students in pairs or small groups and get them to brainstorm their ideas. Get feedback.

Video transcript

Hello! Do you know what this is? It's a map.

Humans have used maps for over 2000 years. Maps are representations of our world. They help us to understand what our world looks like and where things are located.

There are many different types of maps: they can be round or flat; on paper or on digital devices. Which type of map can help you learn the capitals of the world? ... An atlas. Maps can use a large scale to show us small areas or a small scale to show us large areas. Which map can help you find your friend's house? ... A large scale map.

Plans are a type of map that show rooms or buildings. They can show us the size of the rooms and, sometimes, they show us the position of the furniture. Which one can help you find the school library? ... A plan.

Why do you use maps and plans?

Class book pages 72-73

2 Answer the questions.

- Look at the word cloud. Find the words related to maps and plans.
 - Keep students in their pairs or groups and tell them to look at the infographic in the class book. Ask them to tell each other some things they can see and some things they can't see on the world map (*I can see oceans, but I can't see volcanoes. I can see fish, but I can't see monkeys.*)
 - Ask the students to do the activity in pairs or groups.

ANSWERS

symbol, compass, scale, mountain range, country, key

b. Which ones can you find in the infographic?

- Tell the students to do the activity in pairs or groups. While they are completing the activity, walk round the classroom and ask the pairs or groups to tell you their answers. (We can see a symbol, but we can't see a scale).

ANSWERS

symbol, compass, mountain range, country

3 Look at the map. Decide what each symbol represents. Copy and complete the key in your notebook.

- Tell the students to complete the activity in pairs or groups.

ANSWERS

Orange = continent, purple = country, blue = river, dot = city

- Once students have completed the activity, play true or false with the class. Say a sentence about the world map. Tell students to stand up only if they think the sentence is true. Start with easy sentences (There are five oceans T. Spain is bigger than Australia F.) but make them harder as the game progresses (There is a compass in the top left corner of the map F. The Arctic Ocean is in the north T.)
- Tell the students to create their own true or false sentences about the map in pairs. Play the game again with the class but this time tell the different pairs or groups to read out their sentences while the others play along.

Mixed abilities

- Fast finishers: Ask them to correct true or false sentences on the spot.
- Choose a vocabulary game with the game cards to review the key vocabulary.

- Tell the students to stand up at their desks with their books closed. We are going to learn the mountain pose so we can feel as strong as a mountain whenever we like! Pre-teach palms and straight. Play the audio. Do the pose, so the class can copy you. Play the audio again and see if the class can do the pose without you.

Audio transcript

Mountain pose.

Stand with your feet a little apart. Make your back straight. Turn your palms to the front. Imagine there is a string pulling slowly on the top of your head. Make your body straight. Breathe in and raise your arms up to the sky. You are a tall mountain. Breathe out and slowly lower your arms to your sides. Repeat.

Ending the lesson

- Tell the class you are going to pretend to be something from the infographic on pages 72-73. Tell them to call it out when they think they know. Pretend to be a plane. Once someone has guessed correctly, choose one of your students to pretend to be something. Repeat the process.

Continuous assessment

Tell the students to play the dice game in small groups. Give each group a dice and board with the following:

Roll the dice and tell your group ...

- 1 something you learned today.
- 2 something that confused you today.
- 3 an interesting fact from today.
- 4 something you want to know more about.
- 5 something you already know about.
- 6 why the topic today is useful.

Lesson 2: Why do we use maps and globes?

Learning objective

Students will be able to understand that maps and globes show us a representation of the surface of the Earth. They will be able to name some different types of maps and identify countries in the Northern and Southern hemispheres.

Language

Maps and globes: wall map, globe, digital map, atlas, Satnav, North Pole, South Pole, Northern Hemisphere, Southern Hemisphere.

Starting the lesson (optional)

- Show the class the world map and globe digital flashcards. Ask *How are they different? How are they the same?* Tell the class *Today we are going to learn about why we use maps and globes.*
- Draw a table on the board with the following columns: *continent, country, city, ocean, river, desert, mountain, island.* Include an example in each column (*Asia, Spain, Madrid, Indian Ocean, Thames, Gobi, Everest, Ibiza*). Divide the class into groups and ask each group to copy the table onto a piece of paper. Tell the class that they have to come up with another example for each column in their groups. The first group to finish wins.

Class book pages 74-75

- Read the introduction on the page and go through any difficult vocabulary.

1 Where can we find maps? Look at these examples. Say the ones you know.

- Ask the students to work in pairs and tell them to read and complete the activity.
- Divide the class into five groups and assign each group a card with: wall map, globe, digital map, atlas and satnav. Read out the following sentences and tell the students to stand up when the sentences describe their card.

- This shows the whole world and is flat.
- This is a type of book.
- This shows the whole world and is 3D.

- You find these online.
- This spins like the Earth.
- You often find these in cars.
- This looks the most like planet Earth.

2 Listen to the conversations. Which type of map are they using? 018

- Play the audio twice and tell the students to complete the activity.

Audio transcript

1.

Where is Spain?

Page 53. Ok, let's see. [sound of turning the pages of a book] 51 ..., 52 ..., 53. Ah yes, here it is!

2.

Green Street, number 15. Can you put it in for me? I can't do it while I'm driving.

Sure, just a minute. Green street, number ... 15 ...

Ok, there you go. It says it will take us 15 minutes to get there.

Great, thanks. Let's go!

3.

I can't see Africa.

That's because it's on the other side of the world.

Look, just spin it around like this. See, here it is!

ANSWERS

1 atlas 2 satnav 3 globe

3 Make a tissue paper globe!

- Distribute the materials out to the class. When distributing the green and blue tissue paper, ask them what the colours represent, and which colour they think they need more of.
- Give the class time to complete step 1 and 2. Allow them access to a map or a globe so they can try to make the continents look as realistic as possible. Help where necessary.
- Work through step 3 with the class.

Key competences: STEM

Creating a globe and making it realistic and representative of what the Earth looks like encourages students to think about the scale and structure of the real world around them.

4 Look at a wall map. Find.

- Have the class complete activities a-c in pairs or small groups.
- Tell the class you are going to call out some countries. If they think the country is in the Northern Hemisphere, they have to stand up and point to the ceiling. If they think the country is in the Southern Hemisphere, they have to remain in their chair and point to the floor.

SUGGESTED ANSWERS

- a. England, Canada
- b. Australia, Argentina
- c. Ecuador, Somalia

5 Where is your country? Find it on the map or globe.

- Tell the students to complete the activity then ask *Is it in the Northern Hemisphere or the Southern Hemisphere?*

Mixed abilities.

- Fast finishers: Ask them to read the WOW box and think about why this fact might be true. Tell them to look at a map or globe and see which hemisphere has the most land. Tell them to think about what they know about certain countries or continents that are mainly in the Southern Hemisphere. Hold a class discussion with everyone and have these fast finishers present some of their findings to the rest of the class.

6 Listen and say the Spin the Earth chant. 🎧 019

- Tell the students to stand up with the globes they have made. Play the song and tell them to point to the relevant features of Earth as they say the chant. Tell the students to spin their globes whilst they walk around the classroom.

Audio transcript

What can you see on a globe?

What can you see on a globe?

I can see continents far and near.

I can see oceans and two hemispheres.

What can you see on a map?

What can you see on a map?

I can see borders, cities and roads.

I can see if the land is high or low.

Come on spin the Earth (hey!), come on spin the Earth with us!

Ending the lesson

- Tell the students to play *I spy* in small groups to review the vocabulary on pages 74-75. Give them an example *I spy, with my little eye, something beginning with E ...* (the Equator).

Continuous assessment

Have students write four questions about what they have learned today. Put them in pairs and tell them to ask and answer each other's questions. They can use the following questions as models or create their own.

Is (Spain) in the Northern Hemisphere or the Southern Hemisphere?

Which is closer to the equator: (Brazil) or (Canada)?

What is (the equator)?

Where is (the South Pole)?

Lesson 3: What different types of maps are there?

Learning objective

Students will be able to understand that maps look different and have different functions. They will be able to name and identify some different types of maps.

Language

Types of maps: *relief map, political map, road map*

Functional language: *I think (a taxi driver) can use (a road map) to ...*

Starting the lesson (optional)

- Tell the class *Today we are learning about different types of maps.* Refer students to the three maps on page 76. Tell them to discuss these questions in pairs: *How do the maps look different? Why do you think they look different?*
- After five minutes, tell the students to sit down at their desks. Ask: *Did all the maps look the same?*

iPack

1 Content video: Why do we use different types of maps? Watch.

- Ask the students to close their class books. Tell them *We are going to watch a video which answers the question: Are all maps the same?* Tell them to note down the three different maps mentioned in the video. Once the video has finished go through their answers.
- Play the video again. This time, tell students to write down the question they hear at the end of the video. When the video has finished, write the question on the board with help from the class. Tell them to think about the map they found in their house in the home activity from Lesson 2. Ask *Why do you use this map?* Tell them to write their answers in their notebook. Discuss the students' answers as a whole class activity.

Video transcript

Are all maps the same?

Maps can represent cities, regions, countries, continents or even the whole world. There are lots of different kinds of maps which show us different things. For example, a relief map shows us the high and low land in a country, the rivers and the mountains.

We can use a political map to find the capital cities and borders of countries or regions. If we want to know where the main roads are in a country, we can use a road map. Some road maps also show where the railway lines and airports are.

Why do we use different kinds of maps?

Class book page 76

2 Put these in order of size in your notebook.

- Tell the students to look at the words and put them in order from smallest to biggest.

ANSWERS

Cities, regions, countries, continents, the world

- This activity can be used as springboard into more active ranking activities. Divide the class into four groups and give each group five pieces of paper. Tell each group to write CHINA on one piece of paper, AUSTRALIA on another piece of paper, IRAN on another,

SOUTH KOREA on another and MEXICO on the last one. Have them allocate a person to hold up each piece of paper. There should now be a line of five students from each group holding up the pieces of paper with the countries written on them. Say: *Order the countries by the number of letters they have in their name. The country with the least letters is first and the country with the most letters is last. The first group to do it wins a point.* Next say: *Order the countries by distance from the equator. The country closest to the equator goes first and the country furthest from the equator goes last. The first group to do it wins a point.* Other ranking criteria can include distance from Spain and average temperature.

3 Look at these three maps and complete the descriptions in your notebook.

- Tell the class to read through the sentences and answer any questions they may have about vocabulary. Students should complete the activity individually. Go through the answers before moving on to the next activity.

ANSWERS

a. Political map b. Relief map c. Road map

4 Who would use each map? Tell a classmate.

- Put students in pairs and tell them to brainstorm as many people as possible who would use each map. After ten minutes, tell the pairs to exchange lists and complete the activity using the scaffolding on the page.

Key competences: Linguistic communication

Having students comment in pairs on how these maps can be used in the real world helps them to see how important the topic is. It also helps them communicate better on a functional level and increases their confidence when expressing their own thoughts and ideas.

Mixed abilities

Anticipating difficulties: Move around the room helping pairs who might be struggling. Some ideas could be taxi drivers (road map), mountain climbers (relief map), governments (political map),

teachers (all of the above).

ANSWERS

I think a taxi driver can use a road map to plan their route ... I think a mountain climber can use a relief map to plan their excursions ... I think politicians can use a political map to plan their campaigns.

Class book page 77

5 Listen. What type of map do they need? 020

- Tell the class they are going to listen to some people who need a map. Tell the students to write down the type of map they need. Play the audio twice and allow a short pause after each sentence.

ANSWERS

- a. road map c. relief map
b. political map d. road map

Audio transcript

- a. I want to travel from Salamanca to Bilbao by car.
b. I want to know what the capital of Andalucía is.
c. I want to know where the mountains in my country are.
d. I want to know which airport is closest to Toledo.

6 Compare: a relief map, a political map and a road map of another country. Answer the questions.

- Put students in small groups and either give them the maps they need for the activity or allow them time to find their own.
- Once they have completed the task in the book, stick a relief, political and road map in different parts of the classroom. Read the following situations out and get students to run to the best map:

I am camping with my friends in the mountains on the weekend. (relief map)

I need to plan my trip from Madrid to Barcelona by car. (road map)

I need to know how many autonomous communities there are in Spain. (political map)

I want to go fishing! (relief map)

I want to learn the regional capitals of Spain. (political map)

ANSWERS

- a. They are all flat maps. They are all the same size and shape. They all use a variety of colours. The political and road maps use labels and symbols to represent the different cities in the country.
b. The relief map is different because it doesn't have any labels or symbols. It also shows the main rivers in Spain. The political map is different because it shows the borders of different regions. The road map is different because it shows the main road networks in the country.
c. Students' own answers using the scaffolding on the page.

Key competences: Cultural awareness and expression

Getting students to focus on another country for this task helps develop a curiosity and respect for differences. As they compare the relief map, political map and road map, they will understand how the country is similar and different to their own.

7 Choose a country. Make a poster with three maps. For each map, answer:

- a. What type of map is it?
b. What does it show?

ANSWERS

- a. They need to answer: This is a political map. This is a relief map. This is a road map.
b. They need to answer: It shows us the relief of (country). It shows us the cities of (country). It shows us the roads of (country)

Key competences: Cultural awareness and expression

Getting students to focus on another country for this task helps develop a curiosity and respect for differences. As they create the poster with the relief map, political map and road map, they will understand how the country is similar and different to their own.

- Students complete their posters.

8 Which one would you use to go for a walk? Why? Tell your classmates.

ANSWERS

Students should justify why they would use the map they have selected to go for a walk. All maps could be valid if they justify them correctly. For example, I would use a relief map as I would like to know the elevation of my walk. I would use a political map because I would like to see if I could visit any towns. I would use a road map as I would like to see the different roads I could walk on.

iPack

Worksheet: similarities and differences between the three maps.

Ending the lesson

- Tell students to take turns describing the maps on pages 76-77 while a classmate guesses which map it is.

Student 1: There are different colours on this map but there aren't any words.

Student 2: The relief map of Spain!

Student 1: Correct!

Continuous assessment

Use the test generator to create a test with key vocabulary and information from the first three lessons.

Lesson 4: What elements are on a map?

Learning objective

Students will be able to read a basic key on a map, identify north, south, east and west, and understand how to use a compass.

Language

Elements on a map: key, compass, north, south, east, west

Functional language: There is/there are, on (a map), in (the north)

Starting the lesson (optional)

- Give students two postcard-sized pieces of paper each and tell them to write A on one

and B on the other. Tell students: Today we are learning about the different elements you can find on a map. Refer them to the two maps on page 78. Tell them you are going to read out a statement. If they think the statement is about A, they hold up the piece of paper with A on it. If they think it is about map B, they hold up the piece of paper with B on it. If the statement could be about both, they hold up both pieces of paper. Read the following sentences (or create your own):

- It is a relief map. (A)
- It is a flat map. (A+B)
- Colours are important. (A)
- Labels are important. (B)
- It is a political map. (B)
- It has a key. (A+B)

Class book page 78

1 Make two columns, A and B. Which map shows ...?

- Ask the students to complete the activity individually and compare their answers in pairs. Go through the answers before moving to the next activity.

ANSWERS

the capital of Spain: B rivers: A
a regional capital: B mountains: A

2 Look at the keys. Are the sentences true or false? Correct the false sentences in your notebook.

- In pairs, tell the students to think of two more elements shown on each map for each column.
- Read through sentences a-d with the class then ask them to decide if they are true or false individually. When they are finished, they should compare their answers in pairs while you move around the classroom clarifying any disagreements.

ANSWERS

a. true b. false c. false d. false

Mixed abilities

- Fast finishers: Ask them to try to correct the false sentences.
- 3 **Write your own true or false sentence using the key.**
 - Create your own sentence on the board. Read the sentence out loud and then ask a student *True or false?*
 - Have students create their own sentences. Put them in pairs and tell them to repeat the process above. Move around the classroom checking their sentences and clarifying any disagreements.

iPack

- Click through the flashcards in the resources section of the iPack to introduce *north, south, east, west*. Repeat several times, encouraging the children to remember the words.
- Have students complete the worksheet in the iPack.
- Have students stand around the unit poster. Point to the compass and say *north, east, south, west*. Point to the relevant point on the compass as you say it. Now point to the Arctic Ocean and say *the Arctic Ocean is in the north*. Ask the students to repeat the sentence. Then say *China is in the east*. Tell them to repeat the sentence. Then say *Antarctica is in the south*. Tell them to repeat the sentence. Finally, say *the USA is in the west*.

Class book page 79

- Divide students into groups. Give each group a compass and let them experiment freely with them for five minutes or so. Move around the classroom helping each group.
- 4 **Use a compass. Copy and complete the table in your notebook.**
 - Tell the students to complete the activity in groups, then mix the groups up and tell them to check their answers. Although they might have slightly different answers depending on the objects they chose to write down, they should all be able to agree whether objects are in the north, east, south or west.

Key competences: STEM

Developing the students' compass skills inside the classroom will give them more confidence when exploring the natural world outside. This may translate to more time spent outside and a stronger desire to look after the environment. Furthermore, understanding and handling these types of instruments will spark interest in the STEM subjects.

5 Listen and follow the instructions. 021

- Before playing the audio, check students understand the meaning of *island*. Tell the class to listen carefully and follow the instructions. Play the audio twice, pausing after each sentence.

Audio transcript

1. Draw the outline of an island.
2. Draw three mountains in the north of the island.
3. Draw a river in the west of the island
4. Draw a house in the east of the island.
5. Draw a road in the south of the island.

Mixed abilities

- Draw a compass on the board for students to copy onto their pieces of paper before you play the audio.
- Fast finishers: Ask them to include three more elements on their maps and then describe their maps to a partner.

Culture

- Ask the students to read the information and complete the activity. They can check their answers in pairs.

ANSWERS

Smartphone, satnav

Ending the lesson

- Have students pack up their stuff and line up in front of the unit poster. They can only leave once everyone has completed a challenge. Tell the first student to name something on the map which is in the north. Then, tell them to get their stuff and stand in front of the door. Continue until everyone has completed a challenge using the cardinal points and they are all lined up in front of the door. Tell the students to give

themselves a round of applause and let them out!

Continuous assessment

Write the following sentence starters on the board and have students finish them in their notebooks.

I can ...

I know how to ...

I know a map's key is important because ...

I know a compass is important because ...

Something I need to work on more is ...

Lesson 5: Why do maps and plans use scales?

Learning objective

Students will be able to understand why we need scales. They will be able to explain the difference between a map with a small scale and a map with a large scale.

Language

Elements on a map: *small scale, large scale*

Functional language: *s/he needs (a small scale map)*

Starting the lesson (optional)

- Before the class, print out an A4 maps of the world, Africa, Spain and London. Stick them all on the board in a random order. Divide the class into two groups and ask each group to make a line in front of the board. Give each student at the front of the line a bean bag or soft ball. Tell them *We are going to play a game. The team with the most points wins the game. You get a point by hitting the correct map first with the bean bag/soft ball.* Then shout out a command (see below for some examples) and encourage both students at the front of the line to hit the correct map first. The first one wins a point for their team. After these first two students at the front of the line have had a go, send them to the back and let the next two students race to hit the next map. Don't forget to keep track of points on the board.
 - hit the map that shows the biggest area

- hit the map of the city, country, continent ...
- hit the map that shows the smallest area
- hit the map that shows where we are now
- hit a map that shows a bigger area than Africa

Class book pages 80-81

- Ask the students to read the information on page 80 and make sure they understand the difference between maps with small scales with large scales.

1 Choose the correct word. Describe three elements you can see in each map.

- Tell the students to complete the activity individually using the scaffolding on the page.

ANSWERS

- This is small-scale map. I can see colours, continents and oceans.
- This is a large-scale map. I can see a highlighted route, a river and some streets.
- This is a small-scale map. I can see road networks, the names of towns and cities and lots of symbols.

2 Read the questions. What scale map do they need? Write the answers in your notebook.

- Tell the students to complete the activity individually but check their answers with a classmate when they have finished.

ANSWERS

- She needs a small-scale map.*
He needs a small-scale map.
She needs a large-scale map.

Ending the lesson

- Finish the class with a game of vocabulary bingo. Write 20 words that you have studied so far on the board and get everyone to choose five and write them down in their books. Read out definitions for each of the words at random. When students hear the definition of a word they have copied into their notebook, they cross it off. The first student to cross all their words off shouts BINGO!

Lesson 6: Why do maps use scales?

Learning objective

Students will be able to understand what a plan is and draw a basic plan.

Language

Plans: plan, size, furniture

Functional language: *I can see (a bed), I think it's a (house) because, there is/there are*

Starting the lesson (optional)

- Ask the class *What do plans show?* Explain that plans are maps of rooms or buildings.
- Give the class five minutes to write down as many objects as they can see in their classroom. Now give them a couple more minutes to write down some more things they would like to have in their classroom. Tell the students to compare their lists with a classmate.

Class book page 82

- Read through the information in the blue box with the class. Make sure they understand all the vocabulary.
- Play a flashcard game to review household objects vocabulary.
- In pairs, ask the students to look at the plan on page 82. Ask them to say three things they can see in each room on the plan. *In this room I can see a piano, a sofa and a dining table. What can you see in the next room?*

Mixed abilities

- Write the scaffolding up on the board to help in mixed ability classrooms.

Student 1: *In this room I can see a piano, a sofa and a dining table. What can you see in the next room?*

Student 2: *In this room I can see a bed, a bedside table and a rug. What can you see in the next room?*

- Fast finishers: Tell the students to take turns describing a room while their partner tries to identify the room they are describing.

1 Look at this plan.

- Tell the students to complete a) using the scaffolding on the page. Tell them to complete b) and c) individually in their notebooks. Discuss the answers together as a class.

Key competences: Linguistic communication

Having students describe the plan before guessing the type of building it is helps get them into the habit of basing predictions on evidence. Giving them the tools to do this orally, and in pairs, will help develop relationships in the classroom which will facilitate this kind of evidence-based learning.

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- Tell the students to close their books. Tell them they are going to *design a classroom*. Give them some time to use the interactive map.
- After using the interactive map, board research, design and present. Explain these are the stages of the project. Have students brainstorm the equipment or materials they might need to complete each stage of the project.

ANSWERS

Research: classroom objects list, memories of other classrooms, the internet, catalogues and magazines.

Design: squared paper, pencil, ruler, rubber and colouring pens/pencils.

Present: completed classroom plan, presentation notes.

Video transcript

House plan.

This is a plan of a house. Plans are a type of large-scale map. They show smaller areas with more details. This plan shows furniture. We draw the furniture from above. This is called a "bird's eye view". Click on a room to learn more: Bedroom. Bathroom. Living room. Study. Kitchen. Terrace.

Bedroom. This is a bedroom. Can you guess what furniture is in this room? Click on the furniture and see if you are correct.

This is a bed. Samir goes to bed early. This is a wardrobe. Samir gets dressed. This is a bedside table.

Bathroom. This is the bathroom. Can you guess what furniture is in this room? Click on the furniture and see if you are correct.

This is a toilet. This is a shower. Tai has a shower.

This is a bath.

Living room. This is the living room. Can you guess what furniture is in this room? Click on the furniture and see if you are correct.

This is an armchair. Eva reads. This is a table.

Eva clears the table. This is a TV. Eva plays video games.

Study. This is the study. Can you guess what furniture is in this room? Click on the furniture and see if you are correct.

This is a bookcase. Assane has got lots of books.

This is a desk. Assane does his homework. This is a computer.

Kitchen. This is the kitchen. Can you guess what furniture is in this room? Click on the furniture and see if you are correct.

This is an oven. Mar cooks dinner. This is a sink. Mar washes the dishes. This is a kitchen worktop. Mar chops the vegetables.

Terrace. This is the terrace. Can you guess what furniture is in this room? Click on the furniture and see if you are correct.

This is a plant. Tai waters the plant. This is a door.

This is a chair.

Class book page 83

- Put students in pairs or small groups and ask them to complete the research and design activities together.
- Give them time to prepare their presentations using the scaffolding on the page. Once prepared, ask each group to present the classrooms to the class. Hold a class vote on the best one.

Ending the lesson

- Stick all the completed plans up on the classroom wall. Tell the students you are going to describe one of them and they have to point to the one you are describing.

Continuous assessment

Ask the students to describe the illustration on the unit poster using as much of the key vocabulary as possible.).

Lesson 7: Why are street maps helpful?

Learning objective

Students will be able to identify and read a basic street map, and describe a town or city using one as a reference. They will be able to know how to create their own symbols and use them to create a key.

Language

Street maps: grid, squares, symbols, key

Functional language: opposite, between, next to

Starting the lesson (optional)

- Tell the class that today we are going to look at street maps. See if they can guess what a street map shows from its name.
- Stick up some symbols for the following buildings around the classroom: hospital, airport, school, train station and library. Read some sentences out to the class and ask them to find the correct symbol. Examples:
 - *Help! I have hurt my foot and I need the hospital!*
 - *There are books everywhere! I am in the library.*
 - *I'm going on holiday by plane. I need to go to the airport.*
 - *Today we are learning about maps at school.*

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1 Content video. Write three things you can find on a street map.

- Tell students to watch the video and write down three things they can find on a street map. Play the video twice.

ANSWERS

Grid, symbols, key ...

Video transcript

Street maps

Street maps show us the names and positions of the streets in a town or city. They often use a grid to divide the map into squares.

A street map uses symbols to represent different places in a city. The key on the map tells us what the symbols mean.

What do you think this symbol means? Let's look at the key. That's right. It's a bus station.

And this one? What does it mean? Yes, it's a restaurant.

Street maps can be on paper or digital. Now, many people use their smartphones to look at street maps and help them find their way.

Class book page 84

- Give the class time to read the information on the page.

2 What can you find in square B4? G4? C6? E2? Draw them in your notebook.

ANSWERS

restaurant, swimming pool, hotel and supermarket

3 Which square do they need to go to? Tell a classmate.

ANSWERS

a. C2 b. E2 c. G1

Key competences: STEM

Introducing students to the grid system on a street map in this way will prepare them for the global grid system later. This knowledge will help them master geographic coordinates when they come to them and spark an interest in geography. Using the system on the page to problem solve together also shows how useful it is in the real world.

- Tell fast finishers to work in pairs and create more scenarios like the ones in 3.

Student 1: I need a place to stay for the night.

Student 2: You need a hotel, look there's a hotel at C6!

Class book page 85

Language lab

- Go through the prepositions in the language lab and play a classroom game to practice them. Put the class into teams and give each one a red pencil. Shout out commands. The first team to complete the command all put their hands in the air and win a point. Suggestions:
 - put the red pencil next to a bin

- put the red pencil between two shoes
- put the red pencil opposite the board

In your notebook, complete the sentences with words from the box.

ANSWERS

a. next to b. between c. opposite

4 Draw your own symbols for these places on small pieces of paper.

- Tell the students to complete the activity individually.

5 Copy the map in your notebook. Listen and put the symbols in the correct place on the map. 022

- Tell the students to complete the activity individually in their notebooks.
- Tell them to check their answers together using the scaffolding on the page.

ANSWERS

school A4, airport C1, church B6, library D4

Audio transcript

-Excuse me, could you help me? I'm looking for the school.

-Yes, the school is opposite the restaurant.

-And where is the airport?

-The airport is to the north of the post office.

-Could you tell me where the church is?

-The church is next to the hotel, on the corner of Bank Street and New Street.

-And I also want to know where the library is.

-OK, the library is between the supermarket and the post office.

Mixed abilities

- Fast finishers: Tell them to work in pairs and take turns moving their symbols to new positions. Read out the coordinates for these new positions so their partner can try and place them correctly on their map. Tell them to check their answers by comparing their maps.
- Tell the students to read the WOW box and think about what being a cartographer is like. Do they think it is an easy job or a difficult job? Why? Can they think of any other geography related jobs? List as many as possible.

Ending the lesson

- Encourage students to use the vocabulary from the page to describe their own town to a classmate.

Continuous assessment

Use the test generator to create a test with key vocab and information from the lessons so far.

Lesson 8: Treasure maps

Learning objective

Students can read and create a basic map using the skills they have learned in previous lessons.

Language

Treasure maps: pirate, treasure, key, compass, clues

Starting the lesson (optional)

- Explain that today they will be using their map reading skills to find pirate treasure.
- Put students in pairs and have them write down any pirate vocabulary they know. Make a list of the students' vocabulary together as a class. When someone mentions treasure, ask *How can we find pirate treasure?* Write *treasure maps* in big letters on the board.

Before you start

- Tell the students to complete activities 1-3.

ANSWERS

1. lake, mountain, trees
2. (9, F), (8, F) (7, F) ...
3. Consider an alphanumeric grid in which each square is identified by a combination of a letter (on the horizontal top row) and a number (on the left-vertical hand column).

Students will find the treasure in (I, 6) square.

Planning

- Read through the part one instructions with the class. Help them with any vocabulary. Have students complete activities 1-4 individually while you move around the classroom.
- Read through part two of the instructions. Tell

the students to complete activities 5-6 in pairs. Move around the classroom listening to their dialogues.

Ending the lesson

- Play a game of *walk the plank*, a pirate themed version of *hangman*. Explain the meaning of *walk the plank*. Ask a student to stand at the front of the classroom. Tell the student they are on the plank. Explain to him/her that they have only five steps before they will fall into the ocean. Their classmates will have to guess a word correctly to save them.
- Think of a word and draw a dash for each letter on the board. Ask the students to call out a letter. If that letter is in the word, fill it in. The student at the front can stay where they are. If it is not, shout "walk the plank!" and ask them to take a step forward.
- Repeat until they have either guessed the word and won or have taken five steps and fallen into the ocean.

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Continuous assessment

End of unit test.

Lesson 9: Review

Learning objective

Students will be able to review what they have learned from the unit.

1 Which one is different in each circle? Tell your classmate.

- Tell the students to complete the activity individually then share their answers with a classmate. Encourage them to explain their answers where possible.

ANSWERS

Straight (the rest are points on a compass), needle (the rest are elements of a map), equator (the rest are types of maps).

2 What kind of building is it?

- Tell the students to complete the activity individually and then compare their answers with a classmate.

ANSWERS

Student's own answer but they should notice the lack of beds and living areas. This may push them towards an office or something similar.

3 In your notebook, write the names of:

- Tell the students to complete the activity individually then share their answers with a classmate. Encourage them to explain their answers where possible.

ANSWERS

a) atlas b) globe c) street map d) plan
e) road map

4 Play the quiz!

a. True / false questions:

1. The Equator runs from the North Pole to the South Pole.
2. There are 2 hemispheres.
3. A relief map shows high land, low land and rivers.
4. A key tells us what the different colours, shapes and symbols on a map mean.
5. There are 5 cardinal points on a compass.
6. Gladys West is Spanish.
7. A grid divides a map into circles.

b. Multiple choice questions:

8. What can't we find on a map? (mountains / cities / the time / streets)
9. Which type of map is a book? (atlas / wall map / globe / satnav)
10. Which country is in the Northern Hemisphere? (Argentina / Australia / South Africa / Spain)
11. Which is the biggest? (city / country / continent / region)
12. Which kind of map shows the borders of a country and its different regions? (political map / road map / relief map)
13. What is the opposite of 'north'? (west / south / east / left)
14. Which one is like a map of a room or building? (satnav, atlas, compass, plan)
15. I want to see the names of the streets in my city. I need a ... (relief map / street map / globe)

ANSWERS

a) 1. False, it goes around the middle. 2. True. 3. True. 4. True. 5. False, there are four. 6. False, she's American. 7. False, it divides it into squares. b) 8. the time 9. atlas 10. Spain 11. continent 12. political 13. south 14. plan 15. street map.

5 Do the WebQuest.

My school on a map.

- a. Search for your school using the search bar.
- b. Find three places near your school.
- c. Draw their symbols and write their names.

ANSWERS (Example):

- a. Colegio Claret.
- b. A hotel, a hospital, a restaurant.

Ending the lesson

- Tell the students to create their own circle of words like in activity 1 and see if a classmate can guess the odd word out.

Lesson 10: Reflect

Learning objective

Students can review what they have learned from the unit.

Language

VOCABULARY

Maps and plans: round, flat, paper, digital, symbol, compass, scale, mountain range, country, key

Maps and globes: wall map, globe, digital map, atlas, Satnav, North Pole, South Pole, Northern Hemisphere, Southern Hemisphere.

Types of maps: relief map, political map, road map

Elements on a map: key, compass, north, south, east, west, small scale, large scale

Plans: plan, size, furniture

Street maps: grid, squares, symbols, key

Treasure maps: pirate, treasure, key, compass, clues

FUNCTIONAL LANGUAGE

Point to (Antarctica)!

Say the name of (an ocean)!

I can see (oceans), but I can't see (rivers).

I think (a taxi driver) would use (a road map) to...

There is/there are

s/he needs (a small scale map)

I think it's a (house) because

on (a map), in (the north), next to, opposite, between

Starting the lesson (optional)

- Tell students that today they are going to think about what knowledge and skills they now have because of this unit.
- Divide the class into small groups and tell each group to sit around a separate table. Give each group a bag of words based on the unit vocabulary. Now each group will play a game of 'bag of words'.

Each team chooses the person from their team who is going to start and hands them the bag of words. This person has 2 minutes to try and get their teammates to say as many words on the pieces of paper as possible. When a teammate says a word, they keep the piece of paper. After the two minutes are up, they hand the bag to the next student who repeats the process. The team with the most pieces of paper at the end of the game are the winners.

1 Check. Copy the chart and colour the stars.

- Before completing the survey on the page, tell the students to come up with ways that they can practice each of the skills listed in the survey.
- Tell the students to complete the survey individually and then compare their answers with a classmate's answers. If a classmate needs more practice, they can offer them advice based on their notes from the previous activity.

2 Where can I use this information again? Write in your notebook.

- Tell the students to brainstorm in pairs or small groups before they write their ideas down in their notebooks.

3 Show what you have learned. Choose one.

- Put students in groups depending on their ability and allocate each group one of the three tasks.
- Once all groups have completed their tasks, tell them to stand up and briefly present their work to the class.

Project: Learning situation 1 Protect the pollinators

Learning objective

Students will discover how plants and animals need each other. They will be able to explain what pollinators are, and understand that some of them are currently endangered. They will also start to explore the vital role pollinators play in food production and begin to understand the consequences of them becoming extinct.

Zero hunger (SDG 2) and Life on land (SDG 15) are two of the UN's Sustainable Development Goals. Pollinators are key to the achievement of both goals because of their obvious links to food security and biodiversity.

Language

Pollinate, reproduce, endangered, extinct, protect, vertebrate, invertebrate, bee, butterfly, fruit bat, hummingbird.

Materials

Paper, pencil, coloured pens or pencils, glue, scissors, access to the internet and a printer.

Starting the lesson (optional)

- Divide the class into groups.
- Review the materials for the lesson and make sure the groups have them ready on their desks.
- Draw a table on the board and have the groups copy it onto a piece of paper: Animals / Plants. Tell them they have five minutes to write down

as many examples as possible in each of the columns. After five minutes, go around the class and invite students to the board one by one to write one of their examples.

- Now explain that animals need plants to survive. Ask students: *How do plants help animals survive?* To help them, you could act out the answers: they provide food (pretend to eat something), shelter (pretend to be holding an umbrella up in the rain) and oxygen (breathe in and out deeply).

Class book pages 42-43

- Tell students to open their books to the project page. Explain the meaning of the following words: *reproduce, pollinate, endangered and extinct.*
- Tell students to read the opening sentences in their groups. Ask them: *Do plants need animals too?* Before you move on, make sure they understand the process of pollination.
- Tell students to look at the pictures of some pollinators. Have them rank the four pollinators in terms of how often they see them.
- Tell them to read the second half of the page in groups. Ask them: *What is the connection between pollinators and food? What is the connection between pollinators and wildlife?*

1 Collaborate and research. In groups, choose a pollinator. Find the information and fill in the fact file in your notebook.

- Tell students they are going to find out more about one of the pollinators on the page. Ask them to decide in their groups which of the pollinators they want to focus on.
- Go through the fact file headings and make sure they understand each one. Check they know the difference between vertebrates and invertebrates. Use the list of animals on the board from the starting the lesson activity to help you with this. Once you are sure they understand all the headings they will be researching, ask them to decide who is going to research what and how they are going to share the work.

- Give the groups time to research their pollinator and access to all the information they might need.

2 Find photos and draw a picture of your pollinator. Label the parts.

- Students can choose to print out photos from the internet or bring in their own photos from home. Everyone in the group should have at least one photo of their pollinator which they can use as a guide for their picture. Give them time to draw their pollinator and help them label its different parts.

3 Choose an activity to show what you have learned. Include the information from your fact file.

- Students have the option of making a leaflet or giving a presentation. However, both options require them to present their work later. They should be encouraged to think about how they want to present their work and reminded that every group member will need to contribute.

4 Share. Show your project to your classmates.

- Before you start the presentations, go through the evaluation questions in activity 5 and tell students to think about these things while they are watching the presentations.

5 Evaluate. Give your classmates constructive feedback. Answer the questions.

- After each presentation, encourage the students to provide constructive feedback to their classmates.

Unit 5: Maps and plans

Name _____	Date _____
Unit _____	Lesson _____

Lesson 1: Unit opener

1. ★☆☆ Name the pictures.

river	ocean	plan
map	mountain	continent



a. _____



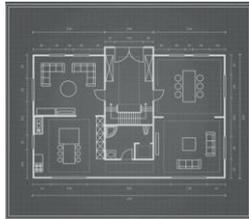
b. _____



c. _____



d. _____



e. _____



f. _____

Answers: a. continent b. ocean c. map d. mountain e. plan f. river

2. ★☆☆ Complete the sentences.

oceans	rivers	mountains	continents
--------	--------	-----------	------------

a. There are _____ between continents.

b. _____ move across land.

c. There are five _____.

d. _____ are high.

Answers: a. oceans b. Rivers c. continents d. mountains

3. ★★★ Create symbols for a wall map.

		
Forest	Desert	Mountain

Answers: Student's own answers.

4. ★★★ Underline the correct word.

- a. Maps show our *world / home*.
- b. A wall map is *flat / round*.
- c. Plans can show the location of *rivers / furniture*.
- d. A *key / compass* explains symbols on a map.

Answers: a. world b. flat c. furniture d. key

5. ★★★ Write yes or no.

- a. The Southern Ocean surrounds Australia. _____
- b. The Indian Ocean is between America and Europe. _____
- c. The Pyramids of Giza are in Africa. _____
- d. Scales, symbols and keys are map elements. _____

Answers: a. no b. no c. yes d. yes

6. ★★★ Circle the odd one out.

- a. Eiffel Tower, Statue of Liberty, Antarctica, Pyramids of Giza
- b. river, forest, ocean, lake
- c. mountain, scale, key, symbol
- d. Spain, England, Australia, Paris

Answers: a. Antarctica (not a monument) b. forest (not water) c. mountain (not an element of a map) d. Paris (it's a city, not a country)

7. ★★★ Can you ...

- a. name an ocean?
- b. name a continent?
- c. name a landmark?
- d. name an island?

Answers: Student's own answers.

8. ★★★ Write the five oceans on the map.



Answers: Pacific Ocean, Atlantic Ocean, Southern Ocean, Indian Ocean, Arctic Ocean.

9. ★★★ Answer the questions.

a. How long have we used maps for? _____

b. What's a digital map? _____

c. List 10 things that are on the unit poster / infographic.

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

d. What's a mountain range? _____

Answers: a. Over 2 000 years. B. Digital maps are online maps. c. (Student's own answer). d. A mountain range is lots of mountains.

10. ★★★ Write three sentences about maps and plans.

1. _____

2. _____

3. _____

Answers: *Student's own answers.*

Unit 5: Maps and plans

Name _____ Date _____

Unit _____ Lesson _____

Lesson 2: Why do we use maps and globes?

1. ★☆☆ Name the pictures.

desert	digital map	globe
lake	atlas	island



a. _____



b. _____



c. _____



d. _____



e. _____



f. _____

Answers: a. island b. digital map c. atlas d. lake e. globe f. desert

2. ★☆☆ Write the correct map.

satnav	wall map
globe	atlas

a. You can spin it! It's a _____

b. You can see the world on this flat map. It's a _____

c. You can open and close this because it's a book! It's an _____

d. You can find this in a car. It's a _____

Answers: a. globe b. wall map c. atlas d. satnav

3. ★★☆☆ Write 'Northern Hemisphere' or 'Southern Hemisphere'.

- a. Arctic Ocean _____
- b. Antarctica _____
- c. Spain _____
- d. Australia _____

Answers: a. Northern Hemisphere b. Southern Hemisphere c. Northern Hemisphere d. Southern Hemisphere

4. ★★☆☆ Underline the correct word.

- a. You can find digital maps *online* / *in books*.
- b. *More* / *less* people live in the Northern Hemisphere.
- c. A globe shows more *water* / *land*.
- d. A globe is *flat* / *round*.

Answers: a. online b. more c. water d. round

5. ★★☆☆ Write *yes* or *no*.

- a. The North Pole isn't in Antarctica. _____
- b. Spain is in the Southern Hemisphere. _____
- c. The Equator goes round the middle of the Earth. _____
- d. Taxi drivers often use globes. _____

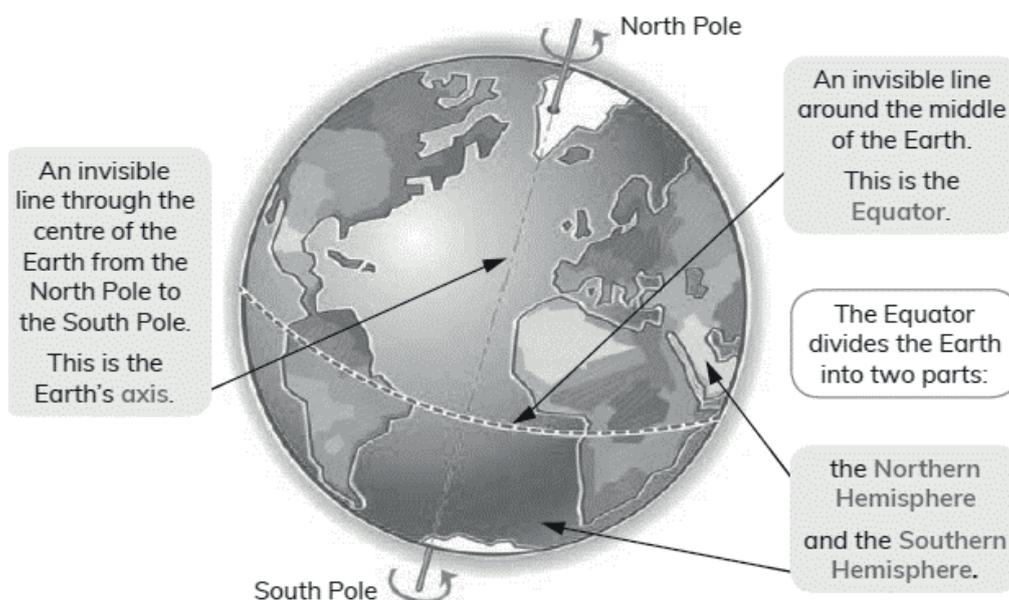
Answers: a. *yes* b. *no* c. *yes* d. *no*

6. ★★★ Label the globe.

Equator	North Pole	Northern Hemisphere
axis	South Pole	Southern Hemisphere



Answers:



7. ★★★ Circle the odd one out.

- a. wall map, atlas, globe
- b. Equator, axis, key
- c. North America, Europe, Antarctica

Answers: a. globe (round) b. key (not on a globe) c. Antarctica (Southern Hemisphere)

8. ★★★ Can you ...

- a. name two countries in the Northern Hemisphere?
- b. name two countries in the Southern Hemisphere?
- c. name two countries on the Equator?
- d. name two types of maps?

Answers: Student's own answers.

9. ★★★ Answer the questions.

- a. Where do more people live: the Northern Hemisphere or the Southern Hemisphere? _____

- b. Who might use a satnav? _____
- c. What do maps and globes show us? _____

Answers: a. Northern Hemisphere. b. Student's own answers. c. Maps show us a representation of the surface of the Earth.

10. ★★★ Write three sentences about where Spain is.

- 1. _____
- 2. _____
- 3. _____

Answers: Student's own answers.

Unit 5: Maps and plans

Name _____ Date _____

Unit _____ Lesson _____

Lesson 3: What different types of maps are there?

1. ★☆☆ Name the pictures.

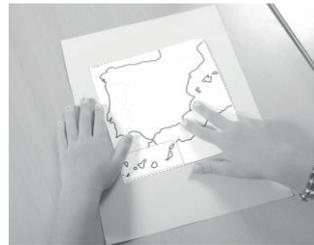
continent	road map	political map
relief map	city	country



a. _____



b. _____



c. _____



d. _____



e. _____



f. _____

Answers: a. city b. road map c. country d. relief map e. continent f. political map

2. ★☆☆ Circle the biggest.

- world, city
- city, continent
- country, world
- continent, country

Answers: a. world b. continent c. world d. continent

3. ★★★ Complete the sentences.

relief political road

- a. A _____ map shows us borders.
- b. A _____ map shows us high and low land.
- c. A _____ map shows us roads.

Answers: a. political b. relief c. road

4. ★★★ Match the people to the map.

a. I want to go for a walk in the mountains.



b. I want to learn about capital cities in Europe.



c. I want to drive from Madrid to Barcelona.



road map

relief map

political map

Answers: a. relief map b. political map c. road map

5. ★★★ Underline the correct word.

- a. A city is *bigger* / *smaller* than a continent.
- b. London is a *country* / *city*.
- c. A road map shows *roads* / *mountains*.
- d. Maps *can't* / *can* show different things.

Answers: a. smaller b. city c. roads d. can

6. ★★★ Circle the city in red, the country in blue and the continent in green.

Africa London Brazil

Answers: Africa green, London red, Brazil blue

7. ★★★ Look at the map. Write *yes* or *no*.



- a. It's a political map. _____
- b. It's got roads. _____
- c. It's a map of Australia. _____
- d. It's a map of Spain. _____

Answers: a. *yes* b. *no* c. *no* d. *yes*

8. ★★★ Can you ...

- a. name two countries?
- b. name two continents?
- c. name two cities?
- d. name a capital city?

Answers: *Student's own answers.*

9. ★★★ Answer the questions.

- a. What's the capital city of Spain? _____
- b. Which continent is Spain in? _____
- c. What are three things a political map shows? _____

Answers: a. *Madrid* b. *Europe* c. *borders, regions, cities*

10. ★★★ Write three sentences about the map.



- 1. _____
- 2. _____
- 3. _____

Answers: *Student's own answers.*

Unit 5: Maps and plans

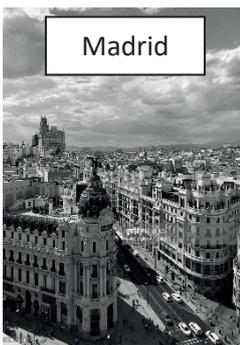
Name _____ Date _____

Unit _____ Lesson _____

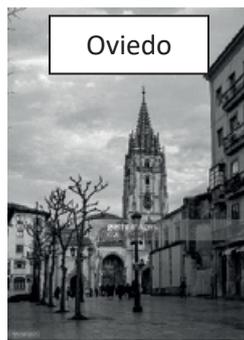
Lesson 4: What elements are on a map?

1. ★☆☆ Name the pictures.

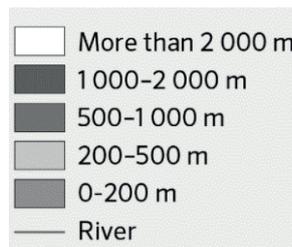
compass	regional capital	symbols
capital city	key	compass needle



a. _____



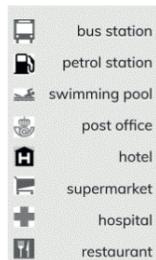
b. _____



c. _____



d. _____



e. _____



f. _____

Answers: a. capital city b. regional capital c. key d. compass needle e. symbols f. compass

2. ★☆☆ Complete the sentences.

key	compass	compass needle
-----	---------	----------------

a. A _____ has four cardinal points.

b. A _____ always points north.

c. A _____ tells us what different things on a map mean.

Answers: a. compass b. compass needle c. key

3. ★★☆☆ Look at the map. Underline the correct word.

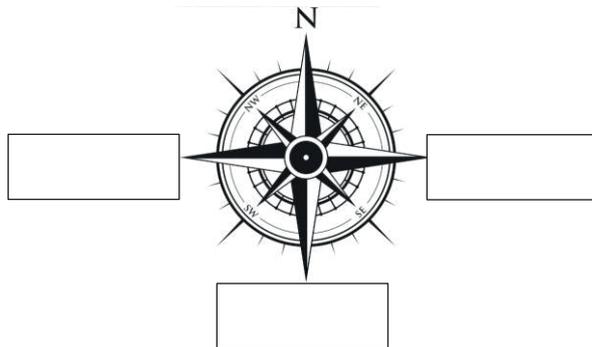


- a. Toledo is a *regional capital* / *capital city*.
- b. Sevilla is in the *north* / *south* of Spain.
- c. Madrid is in the *centre* / *east* of Spain.
- d. Santander is in the *north* / *south* of Spain.

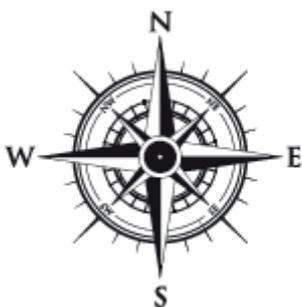
Answers: a. regional capital b. south c. centre d. north

4. ★★☆☆ Name the image.

west east south



Answer:



5. ★★★ Circle the capital city in red, the regional capital in black and the river in blue.

Ebro Murcia Madrid

Answers: Ebro blue, Murcia black, Madrid red

6. ★★★ Look at the map. Write *yes* or *no*.



- a. Toledo is north of Madrid. _____
- b. Palma is an island. _____
- c. Santiago de Compostela is north of Portugal. _____
- d. There are rivers on the map. _____

Answers: a. no b. yes c. yes d. no

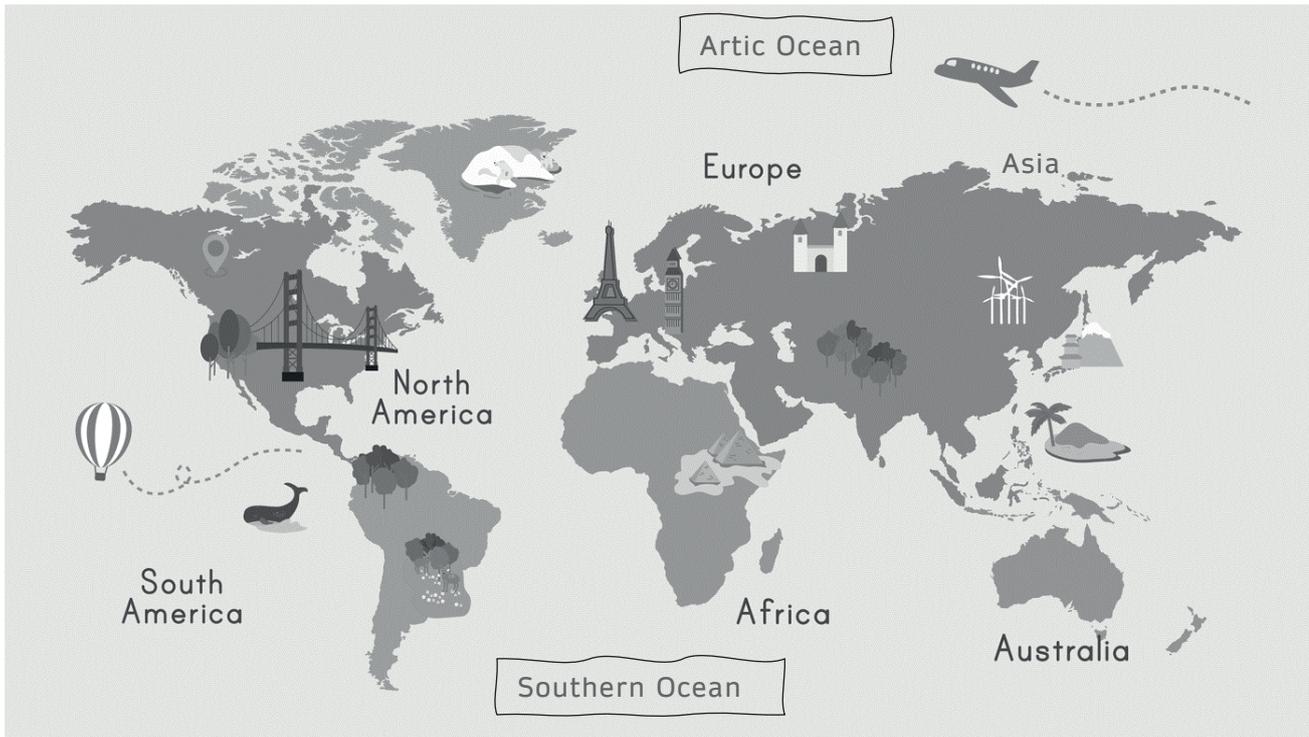
7. ★★★ Circle the odd one out.

- a. north, east, key, west
- b. river, mountain, island, city
- c. Oviedo, Madrid, Barcelona, Zaragoza

Answers: key (not a cardinal point), city (man-made), Madrid (only capital city)

8. ★★★ Complete the sentences.

north south east west



- Europe is _____ of Africa.
- Europe is _____ of America.
- Europe is _____ of Asia.
- Europe is _____ of the Arctic Ocean.

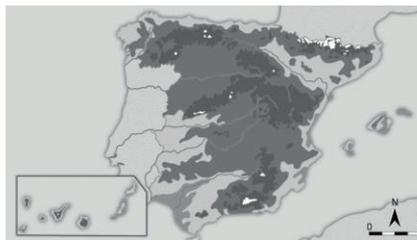
Answers: a. north b. east c. west d. south

9. ★★★ Answer the questions.

- What did Gladys West invent? _____
- Where does the needle on a compass always point? _____
- Name an object that uses GPS. _____

Answers: a. she invented the technology that made GPS possible b. north c. smartphones, satnavs ...

10. ★★★ Write three sentences about Spain using the map.



1. _____
2. _____
3. _____

Answers: *Student's own answers.*

Unit 5: Maps and plans

Name _____ Date _____

Unit _____ Lesson _____

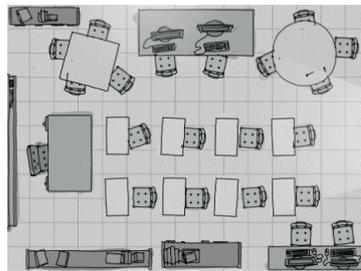
Lesson 5: Why do maps and plans use scales?

1. ★☆☆ Write map or plan.



a. _____

b. _____



d. _____

e. _____

Answers: a. plan b. map c. map d. plan

2. ★☆☆ Complete the sentences.

position map size plan

- A _____ shows our world.
- A _____ is like a map of a room or building.
- _____ is how big or small something is.
- _____ is where something it is.

Answers: a. map b. plan c. size d. position

3. ★★☆☆ Write the words in the table.

windows	roads	doors	furniture	countries	rivers
---------	-------	-------	-----------	-----------	--------

Maps	Plans

Answers: Maps – roads, rivers, countries. Plans – windows, doors, furniture

4. ★★☆☆ Create symbols for a plan.

		
Chair	Bed	Table

Answers: Student's own answers.

5. ★★☆☆ Circle the odd one out.

- a. road, country, mountain, table
- b. window, river, door, walls
- c. chair, table, bed, floor
- d. classroom, living room, bathroom, bedroom,

Answers: a. table b. river c. floor d. classroom

6. ★★★ Look at the maps. Write *yes* or *no*.



- a. A map with a small scale shows large areas. _____
- b. A map with a large scale shows small areas. _____
- c. A map with a small scale shows small areas. _____
- d. A map with a large scale shows large areas. _____

Answers: a. *yes* b. *yes* c. *no* d. *no*

7. ★★★ Order these from **biggest** to **smallest**.

Europe	Madrid	the world	Spain
--------	--------	-----------	-------

- 1. _____
- 2. _____
- 3. _____
- 4. _____

Answers: 1. *the world* 2. *Europe* 3. *Spain* 4. *Madrid*

8. ★★★ Circle the map with the **smallest** scale.

- map of Europe map of Madrid
- map of the world map of Spain

Answers: *map of the world*

9. ★★★★★ Circle the map with the largest scale.

map of Europe

map of Madrid

map of the world

map of Spain

Answers: map of Madrid

10. ★★★★★ Write three sentences about the maps.



1. _____
2. _____
3. _____

Answers: Student's own answers.

Unit 5: Maps and plans

Name _____ Date _____

Unit _____ Lesson _____

Lesson 6: Why are street maps helpful?

1. ★★☆☆ Name the map symbols.

hospital	supermarket	restaurant
petrol station	swimming pool	bus station



a. _____



b. _____



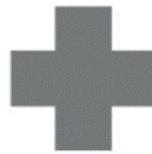
c. _____



d. _____



e. _____



f. _____

Answers: a. supermarket b. petrol station c. swimming pool d. bus station e. restaurant f. hospital

2. ★★☆☆ Complete the sentences.

key	street map	square	grid
-----	------------	--------	------

a. It's got four corners. It's a _____.

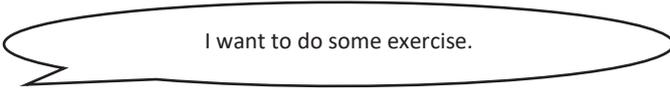
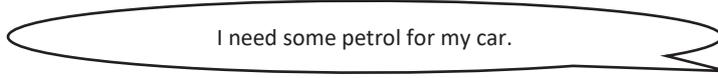
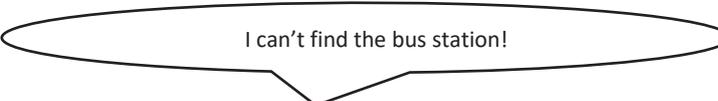
b. It shows us the streets in a town or city. It's a _____.

c. It divides a map into squares. It's a _____.

d. It tells us what symbols mean. It's a _____.

Answers: a. square b. street map c. grid d. key

3. ★★☆☆ Match the sentences to the symbol.

- a. 
- b. 
- c. 



Answers: a. swimming pool b. petrol station c. bus station

4. ★★★☆☆ Look at the map:

	A	B	C	D	E	F	G
1							
2		North Street		Kings Street		High Street	
3		Castle Street					
4	New Street						
5				Bank Street			
6							

KEY:

- bus station
- petrol station
- swimming pool
- post office
- supermarket
- hospital

What's at ...?

- a. G4 _____
- b. E2 _____
- c. F6 _____

Answers: a. swimming pool b. supermarket c. petrol station.

5. ★★☆☆ Where's the ...?

- a. post office _____
- b. hospital _____
- c. bus station _____

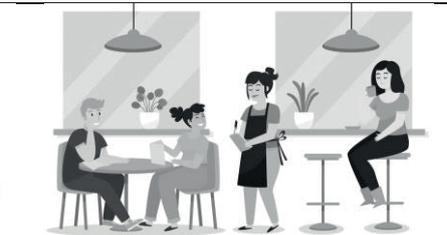
Answers: a. C2 b. G1 c. E6.

6. ★★★ Write *yes* or *no*.

- a. The bus station is next to the petrol station. _____
- b. Kings Street is between the hotel and swimming pool. _____
- c. The supermarket is opposite the park. _____
- d. The post office is on North Street. _____

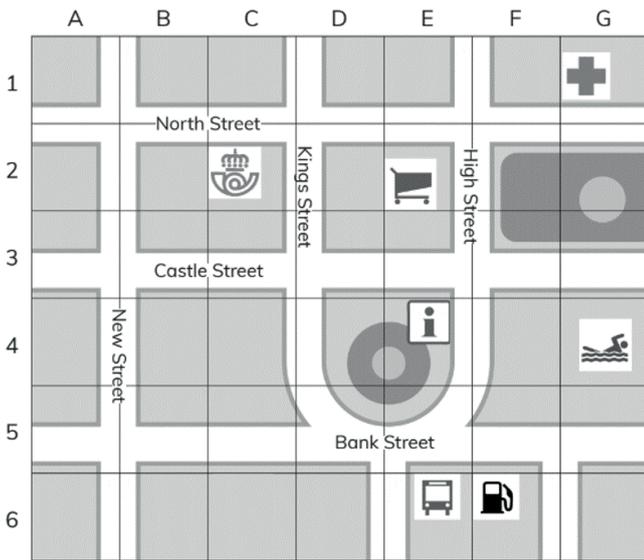
Answers: 6a. yes 6b. no 6c. yes 6d. yes.

7. ★★★ Create symbols for a street map.

		
hotel	library	restaurant

Answers: Student's own answers.

8. ★★★ Look at the map. Read the instructions and draw.



- Place a hotel at G6.
- Place a library next to the post office.
- Place a restaurant between the supermarket and the post office.

Answers: Student's own answers.

9. ★★★ Answer the questions.

- What's a person who makes maps called? _____
- What three elements can you find on a street map? _____

- Why are street maps helpful? _____

Answers: a. a cartographer b. a grid, a key, symbols c. because they show us the names and positions of the streets in a town or city.

10. ★★★ Write three sentences about the street map.

- _____
- _____
- _____

Answers: Student's own answers.

Unit 5: Maps and plans

Name _____	Date _____
Unit _____	Lesson _____

1. Ocean anagrams.

Read the clues and solve the ocean anagrams.

1. This ocean is between Europe and America: TTANLACI _____
2. This ocean is the most southern: EOUSTHRN _____
3. This ocean is between Africa and Australia: NIADNI _____
4. This ocean is the most northern: TRICAC _____
5. This ocean is the largest: FICAPIC _____

Answers: 1. Atlantic 2. Southern 3. Indian 4. Arctic 5. Pacific

2. This map ...

Say the sentences and write the maps.

wall map	digital map
satnav	atlas
globe	plan

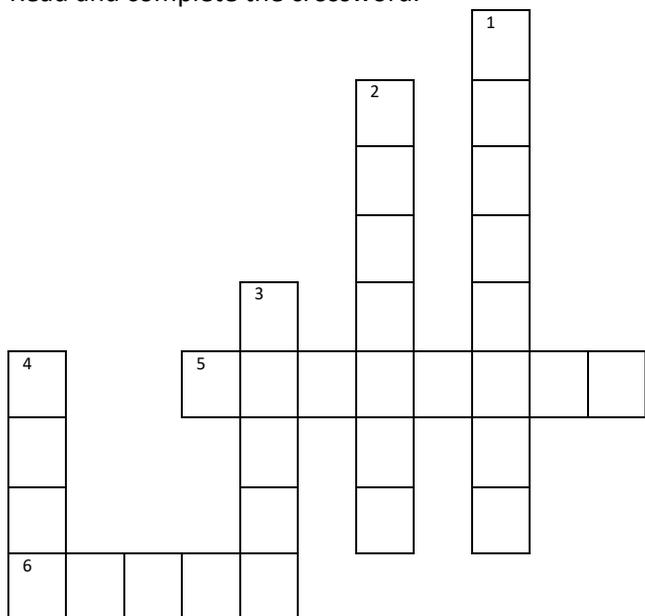
1. This map is a flat poster.
2. This map is on the internet.
3. This map is a book.
4. This map spins.
5. This map is in cars.
6. This map shows us rooms and buildings.

Answers:

1. wall map 2. digital map 3. atlas 4. globe 5. satnav 6. plan

3. Globe crossword.

Read and complete the crossword.



Down

1. Most people live in the _____ hemisphere.
2. The _____ is an imaginary line that divides the Earth into two parts.
3. The _____ pole is at the top of the world.
4. The _____ is an imaginary line that the Earth spins around.

Across

5. There is less land in the _____ hemisphere.
6. The _____ pole is in Antarctica.

Answers: 1. Northern 2. Equator 3. North 4. Axis 5. Southern 6. South

4. Types of maps wordsearch.

Find, circle and write.

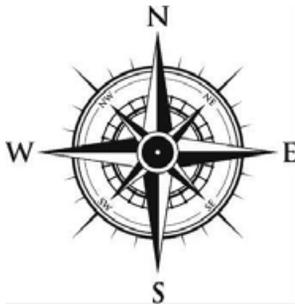
W	T	A	L	H	W	I	Q	F	P
C	A	L	F	S	G	J	E	O	V
S	A	R	Y	R	I	P	I	J	D
I	T	O	H	E	R	T	U	R	I
Z	R	P	Z	L	V	O	C	T	L
D	O	B	R	I	D	K	W	O	X
T	A	X	S	E	N	R	K	C	P
E	D	N	R	F	M	Y	Q	L	U
A	D	U	G	A	C	F	B	A	E
L	A	C	I	T	I	L	O	P	M

1. A _____ map shows borders and different regions.
2. A _____ map shows roads.
3. A _____ map shows elevation.

Answers: 1. Political 2. Road 3. Relief

5. Remembering the compass points.

We can use mnemonics to help us remember things. This mnemonic strategy can help us remember the order of the compass points:



N aughty
E lephant
S plashes
W ater

Think of another example to help you remember!

N _____

E _____

S _____

W _____

Suggested answers: Never East Slimy Worms, Never Eat Spider Webs, Naughty Elephants Steal Windows, etc.

6. Map types and map elements.

Write the map words in the correct box. Read and match the sentences.

key	political	road	compass
relief	scale	street	

Map types	Map elements

1. A **key** tells usunderstand size.
2. A **compass** shows uswhat symbols mean.
3. A **scale** helps usdirection.

Answers:

Map types – street, road, political, relief

Map elements – compass, key, scale

1. A key tells us what symbols mean. 2. A compass shows us direction. 3. A scale helps us understand size.

7. Complete the map key with the place names.

MAP KEY



S _____



A _____



H _____



R _____



B _____ S _____



L _____

Answers: supermarket, airport, hospital, restaurant, bus station, library.

Unit 5: Maps and plans

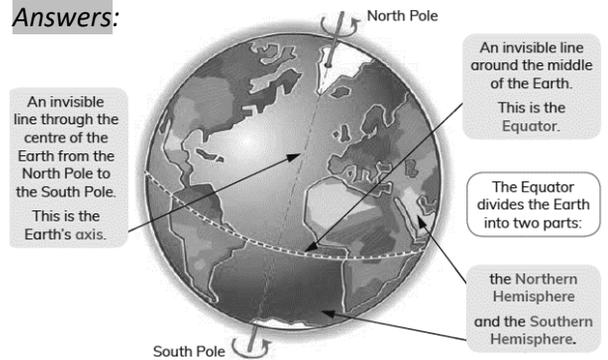
Name _____	Date _____
Unit _____	Lesson _____

Why do we use maps and globes?

1. Look at the picture. Draw and name the Equator on the globe. Then name the North Pole, South Pole, Northern Hemisphere and Southern Hemisphere.



Answers:



2. Look at the infographic in your book. Write other things you can find in the two hemispheres.

Northern Hemisphere	Southern Hemisphere
<i>e.g. Europe</i>	<i>e.g. Southern Ocean</i>

Answers: (Student's own answers)

What different types of maps are there?

1. Read and write the correct words from the box.

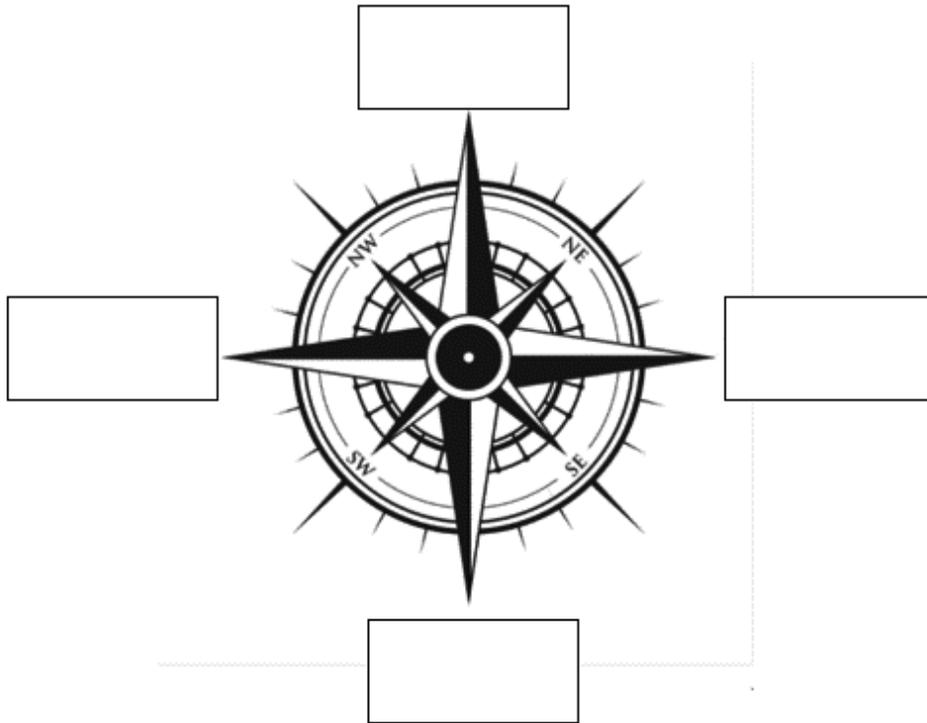
road map	country	political map	city	continent	relief map
----------	---------	---------------	------	-----------	------------

- a. A large landmass, such as Africa or Oceania. _____
- b. This map is useful for taxi drivers! _____
- c. A map which shows how high or low the land is. _____
- d. An urban area with lots of people. _____
- e. An area of land with its own government, such as Spain or England. _____
- f. This type of map shows the borders of countries and regions. _____

Answers: a. continent b. road map c. relief map d. city e. country f. political map

What elements are on a map?

1. Name the compass with the four cardinal points.



Answers: north (N), east (E), south (S), and west (W).

2. Look at the map in your book (pages 72-73). Write *yes* or *no*.

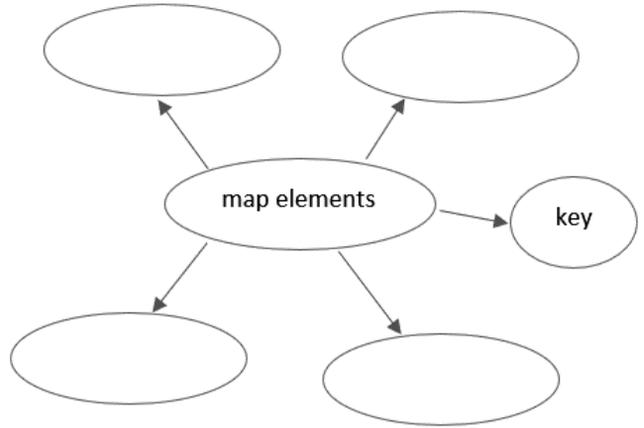
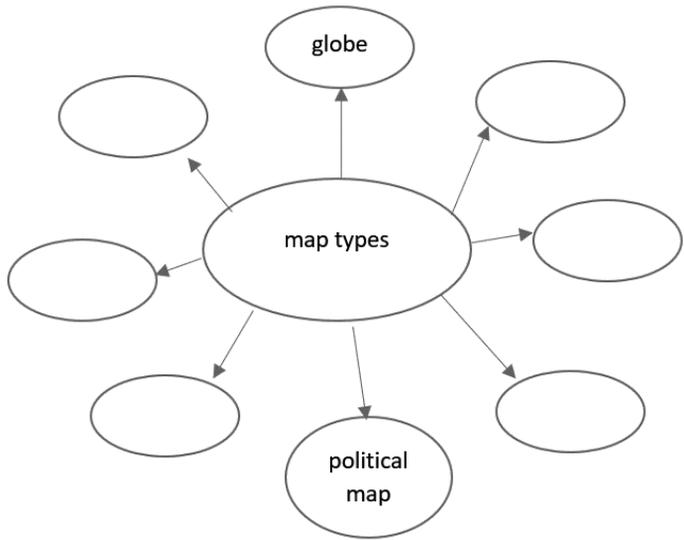
- a. Are there lots of penguins in the south? _____
- b. Is there a plane in the east? _____
- c. Is the Arctic Ocean in the south? _____
- d. Is Australia in the south and the east? _____
- e. Is Antarctica in the south? _____
- f. Is there a dolphin in the east? _____

Answers: a. yes b. no c. no d. yes e. yes f. no

Why do maps use scales?

1. Complete the mind maps. Use words from the box.

compass wall map atlas grid globe satnav scale digital map
 political map symbols road map relief map street map plan key



Answers: Map types: wall map, atlas, globe, satnav, digital map, political map, road map, relief map, street map, plan. Map elements: compass, key, scale, symbols, grid

Why do plans use scales?

1. Look at the picture. Complete the text with words from the box.

dining plan six piano house one toilet



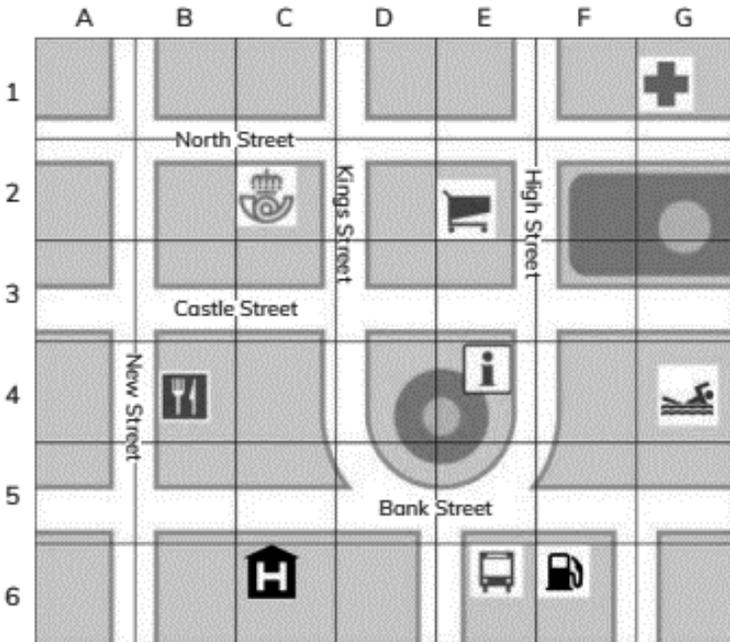
This map is called a _____. It has _____ rooms.

I think it is a _____ because it has bedrooms and a kitchen. There is _____ bathroom with a shower, bath, sink and _____. There is a black _____ in the living room. There is also a _____ table.

Answers: plan, six, house, one, toilet, piano, dining

Why are street maps helpful?

1. Create a key for the street map.



Key:

2. Look at the street map and answer the questions.

- Is the post office in C2? _____
- Where is the restaurant? _____
- What is the petrol station next to? _____
- Is the supermarket opposite the park? _____
- What road is between the post office and the supermarket? _____
- What's at C6? _____

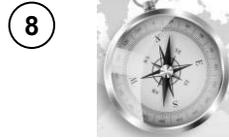
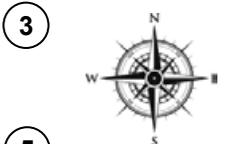
Answers:

- a. yes b. B4 c. bus station d. yes e. Kings Street f. hotel

Name _____

1 Read and write *True* or *False*.

/8 marks



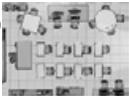
1. It's a digital map. _____
2. It's a globe. _____
3. It shows direction. _____
4. It's curved. _____
5. It's a plan. _____
6. It's round. _____
7. It's flat. _____
8. It doesn't have a needle. _____

2 Look and write questions and answers.

/4 marks

Example:  s a t a l Is it an atlas?

No, it isn't.

①  s c o p m a s _____

②  i l d a s n _____

3 Look and write sentences.

/4 marks



Example: She has a globe.



1. _____



2. _____



3. _____

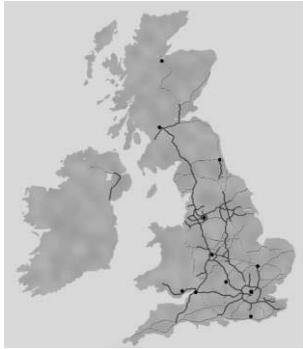
4. _____

Name _____

4 Listen and number.  001

/8 marks

a



b



c

KEY	
	More than 2 000 m
	1 000-2 000 m
	500-1 000 m
	200-500 m
	0-200 m
	River

d



e



f



g



h



Total for test ___ / 24 marks

How do you feel? Circle, write and draw.



happy



OK



sad

I feel _____ about my test.

CLIL World test



Name _____

1 Read and circle.

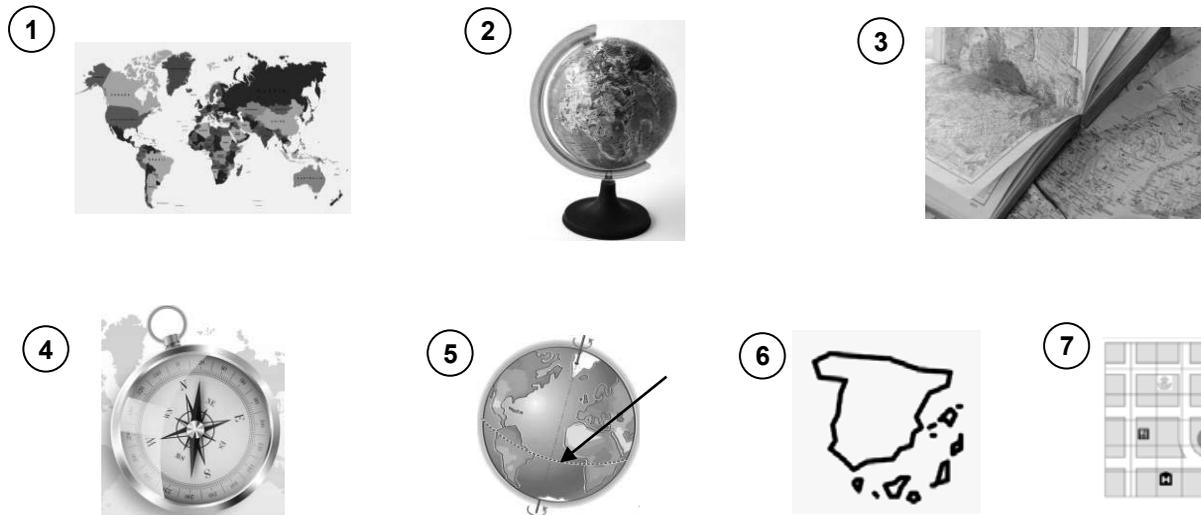
/8 marks



1. It's a **key** / globe / satnav.
2. Is it a **compass** / scale / key?
Yes, it **are** / **is** / aren't.
3. It's **flat** / round / digital.
4. **It** / **They** / **He** shows roads.
5. Is it a **country** / city / continent?
Yes / **No**, it is.
6. Is it in the **Northern/Southern** Hemisphere?
Yes, **it/they** is.
7. **Do** / **Does** / **Are** it show relief?
No, it **doesn't** / **don't** / **does**
8. It's a map with a **small scale** / large scale.

2 Read and write True or False.

/7 marks



1. It's flat. It has a large scale.

2. It's round. It shows the whole world.

3. It's a book of maps.

4. It shows direction. The needle points south.

5. It splits the world into two hemispheres.

6. It's a country in the Northern Hemisphere.

7. It shows the names of streets in a town.

Total _____ / 15 marks

Name _____

3 Write the vocabulary.

/6 marks

Example:  a hospital

1. _____

①



②



③



4. _____

2. _____

④



⑤



⑥



5. _____

3. _____

6. _____

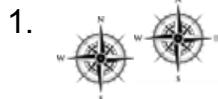
4 Write questions and answers.

/6 marks



Are they globes?

Yes, they are.

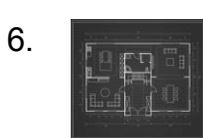






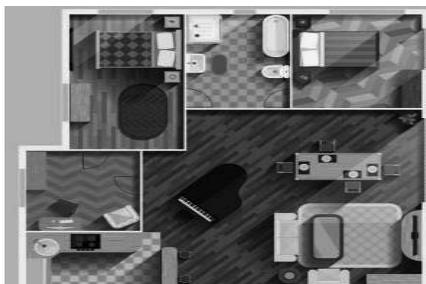






5 Look and write about the plan.

/6 marks



It's a _____ There is / are _____ I can see _____

Total _____ / 18 marks

Name _____

6 Listen and number. 001

/8 marks

	A	B	C	D	E	F	G
1						<input type="checkbox"/>	
2		<input type="checkbox"/>		<input type="checkbox"/>			
3							
4			<input type="checkbox"/>			<input type="checkbox"/>	
5							
6		<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>

7 Listen and circle A or B. 002

/7 marks

1

A

B

2

- Capital
- Regional capital
- National border
- Regional border

A

B

3

A

B

4

A

B

5

A

B

6

A

B

7

A

B

Total ____ / 15 marks

Total for test ____ / 48 marks

How do you feel? Circle, write and draw.

happy

OK

sad

I feel _____ about my test.