

Where Am I?

GEOGRAPHY



MY GOALS

**UNIT 1**

- Listen to the conversation *A Long Way*
- Listen for key information

**UNIT 2**

- Listen to the story *The Chocolate Cake*
- Listen and take notes – Cornell Method

**SPEAK**

- Give a speech

A

Look at the picture.

1. Does this look like a safe place to cross the street? Why or why not?
2. How do you feel when you cross a busy road?



FUN FACT

Listen



A Busy Road!

B Listen to the Fun Fact. Then answer the questions.  2

1. Where is Shibuya?
2. How many people cross the road at the same time?
3. Would you like to cross the road in Shibuya?
Why or why not?



**Think, Pair,
Share**

What are some of the busiest roads to cross in your town? Why?

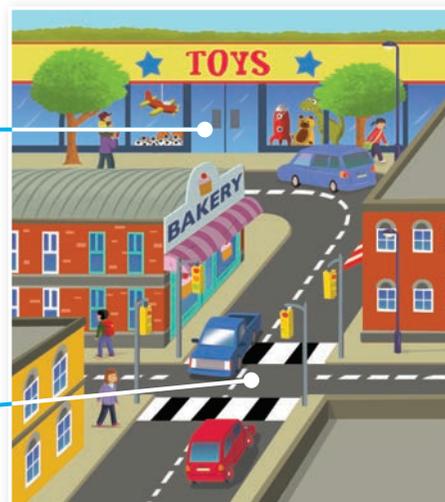
Get Ready to Listen



Let's learn the key words.

A Read and listen to the sentences. Look up the words you don't know in your dictionary. 3

1. The toy store is **around the corner** from the bakery.
2. This road is a **dead end**. We have to go a different way.
3. Meg goes shopping **downtown**. There are many stores!
4. I **go past** the cake shop every day, but I don't go in!
5. Most days I have to **hurry** to school because I'm late.
6. Main Street crosses Green Street at a busy **intersection**.
7. You can only drive in one direction on a **one-way street**.
8. The **uptown** area has more houses and fewer stores.



B Listen and number. 4



C Listen and complete the sentences. 5

I live in (1) _____ **uptown** _____ Madrid, in a part of the city called Pozuelo.
 There is a park (2) _____ from my house. On Saturdays, I go to
 (3) _____ Madrid. My favorite ice cream store is on Gran Via near the
 (4) _____ by the movie theater.

Understand



Remember!
Key information is words and phrases that you hear many times.

A Think about **A Long Way**. Answer the questions and discuss with the class.

1. What is the key information in the conversation?
2. Is all the information from Anthony and Margaret useful for the young man?
3. Are the directions clear? Why or why not?

B Listen to **A Long Way** again. Choose the correct answer.  8

1. First, the young man should turn left
 - a. into the dead end.
 - b. at the bank.
 - c. at the post office.
 - d. then right.
2. Then the young man should
 - a. go straight for two blocks.
 - b. go straight for three blocks.
 - c. turn right after three blocks.
 - d. turn left after two blocks.
3. Then he should turn
 - a. right and then left.
 - b. right and then right again.
 - c. left and then right.
 - d. left and then left again.
4. The post office is
 - a. at the intersection.
 - b. crowded.
 - c. closed.
 - d. on a dead-end street.

C Read the sentences. Then listen to **A Long Way** again. Choose the correct answer.  9

1. The young man has a birthday present for his **dad** / **mom** / **sister**.
2. Anthony and Margaret love the **cookies** / **cupcakes** / **bread** from the French bakery.
3. Washington Street has a lot of **expensive** / **interesting** / **old** stores.
4. The post office closes in **an hour** / **half an hour** / **a quarter of an hour**.

D Ask and answer the questions with a partner.

1. Have you ever been lost? What did you do?
2. Do you often ask for directions? Why or why not?
3. What is the best way to find your way around?
4. When you visit a new city, what places do you want to find? How do you find them?



E Listen and complete the sentences.  10

around the corner from ~~dead end~~ downtown go past
hurry intersection one-way street uptown

1. This street is a dead end.
2. The drugstore is _____ the supermarket.
3. London Road is a _____
4. I live in an apartment _____
5. Please _____ home.
6. To get to the restaurant, _____ the school and it's on the left.
7. My mom works _____
8. You have to cross the road carefully at the _____

F Listen to a boy giving directions. Fill in the information.  11

How to Get to the Soccer Stadium

Best method of transportation: by (1) bike

It takes (2) _____ minutes

and (3) _____ seconds.

Ride your bike along Park Road for

(4) _____ blocks.

Turn (5) _____ at the bookstore.

Walk through the parking lot behind the

(6) _____

Turn (7) _____ onto Apple Road.

The stadium is on the (8) _____



WHAT CAN YOU DO? Color the stars.

I can listen for key information
when someone gives me directions.



KEY



I need help.

I can do this a little.

I can do this well.



Listening Check

Remember!

Repeated words or phrases are important. They are **key information**. Use the **Cornell Method** to write key information on the left. Write notes on the right and include a summary at the end.



A Listen to the story **Treasure!** What happens? Complete the notes and choose the correct answer. 21

Key Information	Notes
1. candy store	
2.	
3.	
Summary:	



- a. The children find it difficult to read the treasure map.
- b. The children have fun following a treasure map.

B Listen to **Treasure!** again. Order the pictures. 22



C Think about **Treasure!** and Cornell Method notes. Then choose the correct answer.

1. You hear the name of a place many times. Write it in
 - a. Notes.
 - b. Key Information.
2. You hear details about a place. Write them in
 - a. Notes.
 - b. Summary.

D Answer the questions and discuss your answers with the class.

1. What key words or phrases were repeated several times? Where did you write them?
2. What did you write for your summary? Why?

E Listen to **Treasure!** again. Choose the correct answer.  23

1. What is around the corner from the starting point?
 a. the park
 b. the candy store
 c. the toy store
 d. the bookstore
2. How do the children travel around the downtown area?
 a. by skateboard
 b. on foot
 c. by bike
 d. by bus
3. Who says they are lost?
 a. Ayumi
 b. Hiroto
 c. both of them
 d. neither of them
4. How do they feel when they find the treasure chest?
 a. They're angry.
 b. They're sad.
 c. They're bored.
 d. They think it's great.

F Discuss with a partner.

1. How good are you at reading a map?
2. If you could find some treasure, what would you want the treasure to be? Why?
3. Which of your friends or family would be good at reading a treasure map? Why?

G Listen and read. Complete the sentences.  24

I walk to school with my older brother. He walks a little too fast for me, so I have to (1) hurry. I wish I had wheels on the bottoms of my shoes!

We walk (2) _____ the park, but we don't go through it.

We turn left just before it. We (3) _____ the bakery and the (4) _____ and then cross the (5) _____ at the traffic lights. Our school is (6) _____ from the intersection, just (7) _____ the (8) _____.



WHAT CAN YOU DO? Color the stars.

I can listen for key information. ★★☆☆

I can use the Cornell Method for writing notes. ★★☆☆

KEY

- ★ I need help.
- ★★ I can do this a little.
- ★★★ I can do this well.

Get Ready to Speak

SPEAKING GOAL: Give a Speech

When you give a speech, you tell people about a subject you are interested in or know a lot about. A speech can help your audience learn or do something. It can make people laugh or cry.

A Read and listen to the speech. Underline the introduction sentence.  25

Speaking Tip

A strong introduction sentence makes people interested and want to keep listening.

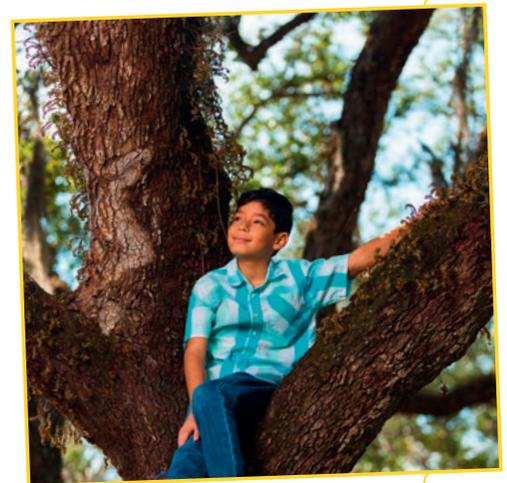


My Favorite Walk

Have you ever seen a two-meter-long snake? I have, but not in a zoo. I see it on my favorite walk!

My favorite walk is a three-kilometer walk through downtown. I like it because I see, smell, and do a lot of interesting things.

The first thing I see is a snake and other jungle animals painted on the wall of our school. Every child in the school helped paint the mural last year. Then I walk past the restaurant where my mom works, and I can smell the delicious pizza! Then I go two blocks toward the park. There are a lot of pretty flowers that smell wonderful and trees that are good for climbing. Then I go back home for a family dinner. What a great walk!



B Discuss the questions with a partner.

1. How did the introduction get your attention?
2. Why is this walk the speaker's favorite walk?
3. What does he smell on his walk?



NATURAL SPEECH: Dropped Syllables

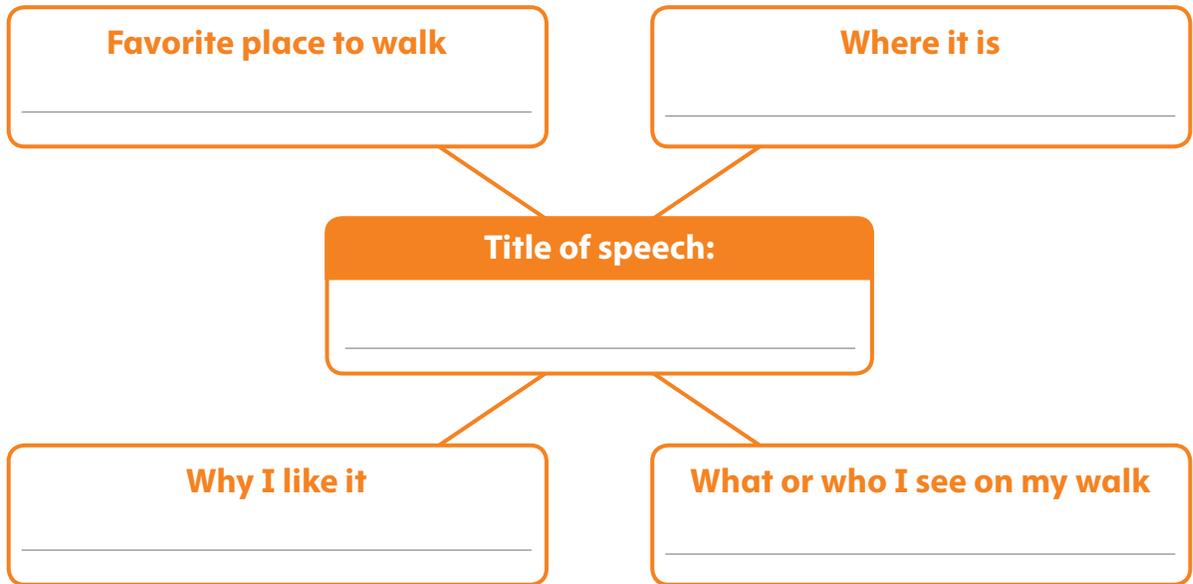
In some words, you drop (or reduce) the vowel sound in an unstressed syllable.

different **camera** **vegetable**
diff-rent **cam-ra** **veg-ta-ble**  26

Listen for **dropped syllables** in **A**. Then write down the words and cross out the dropped syllable in each. Say the words to your partner.

Speak

C Think about your favorite place to walk and what you want to say about it in a speech. Complete the diagram.



D Write about your favorite walk. Use your ideas from **C**. Choose new words, too.

1. What is your introduction sentence? Can you make it surprising or interesting?

2. Where does your walk start and finish?

3. What is interesting about your walk?

4. Do you see, smell, or do anything interesting? Describe it.



Give your speech to the class or to a partner.



WHAT CAN YOU DO? Color the stars.

I can give a speech.



I can use a strong introductory sentence.



KEY



I need help.



I can do this a little.



I can do this well.