

**SOCIAL
SCIENCE**

LEARN TOGETHER

TEACHER'S BOOK

PRIMARY 3



**COMUNIDAD
DE MADRID**

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HOW TO USE THE TEACHER'S BOOK

The Teacher's Book is specially designed to help Science teachers and provide English language support. It includes easy-to-follow lesson plans and practical support through each activity, highlighting teaching suggestions and tips.

CONTENT MAPS

Each unit begins with a content map, fully compatible with the LOMCE curriculum, to help the teacher see at a glance the contents, evaluation criteria, learning standards and key competences ahead.

UNIT STRUCTURE
It provides a quick overview of the different sections within the unit.

CONTENTS, EVALUATION CRITERIA, LEARNING STANDARDS AND KEY COMPETENCES
All key elements of the LOMCE curriculum are clearly mapped out for each unit.

UNIT SUMMARY
It provides an overview of what the pupils will learn in the unit.

LANGUAGE FOCUS & KEY STRUCTURES
It presents a summary of the key language and structures covered in the unit.

DIGITAL RESOURCES
An index of the materials and activities available for each unit through the Digital Resources.

TRACK LIST
An index of the audio tracks of the Teacher's CD.

LESSON PLANS

LESSON INFORMATION AT A GLANCE

Lesson summary, language focus and materials to help prepare lessons ahead of time.

22 OPENING PAGES

SUMMARY
The aim of the unit opener is to develop pupils' observational skills and find out what they already know about continents, countries, cities and monuments. Elicit vocabulary related to the physical and human geographical features, as well as action verbs and elements to describe the scene.

LANGUAGE

- Vocabulary: country, continent, ocean, sea, monument, Earth, beach
- Question words: which, what, why
- Prepositions: in, on, next to, in front of, behind
- There is / are ...
- Have you visited ...? / I have / haven't visited ...

MATERIALS
Digital flashcards.

1.15.1.11 The world song

2 AROUND THE WORLD

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1.15.1.11 THE WORLD

All around the world,
There are many countries.
All around the world,
There are oceans and seas.

There's so much to enjoy!
Continents, from the biggest to the smallest.
Planet Earth, let's explore!
Monuments, mountains, beaches and the rivers!

Asia and Africa,
The Americas,
Europe, Antarctica,
Oceania!

All around the world,
There are many countries.
All around the world,
There are oceans and seas. [x2]

GETTING STARTED

- If you are using an interactive whiteboard, focus only on the picture of the tourism fair, not on the questions. Either elicit ideas about what is happening in the picture, or ask questions pointing to each part of the picture. Which continent is this country in? What is this monument called?
- Alternatively, use the whiteboard writing tool and ask the pupils to come up to the board, mark an area of the picture and describe what they can see. Help them produce full, correct sentences.

STEP BY STEP PAGES 22-33

Activity 1
Pupils should be aware of most if not all the continents, although possibly only in their language. Either elicit ideas (Africa, Europe, etc.) or ask questions, indicating each part of the picture.

Activity 2
Encourage the pupils to name the cities, even if they do not know the exact pronunciation in English.

Activity 3
Elicit the names of the monuments that pupils are familiar with. Point to the useful language box so that the pupils can ask and answer questions in pairs.

Activity 4
Ask the pupils to look carefully around the stands and they should easily spot the Aboriginal Australian playing a didgeridoo. This wind instrument, pronounced didjiridoo or didjeridoo in Spanish, has been played in Australia for over 1,000 years.

Activity 5
Encourage the pupils to make guesses and give their own ideas. Point to the images of icebergs and seals to give silent prompts.

Activity 6 C1.3.7
Play the song and encourage the pupils to write the words as they hear them. Tell them they will hear the words in the plural form. Before playing the song, ask the pupils to say the words in the plural.

Activity 7 C1.3.8
Play the song again and ask the class to sing along.

TARGETED QUESTIONS

- Point to something (or someone!) from another country. Pupils can point to English books around the classroom.
- How many animals can you see in the picture? Pupils count and name them if possible. You can ask which they like best too.
- Look at the pictures of the different countries - can you see somewhere that is hotter than / colder than / the same temperature as it is here today? Pupils check the weather outside first.
- Can you locate the countries in the fair on the map on page 107? You can also use a world map on the wall.

WRAP IT UP

Divide the class into two teams. Pupils take turns drawing the monuments on the board. If a team guesses in 45 seconds, they win a point; if not, the other team has a chance to guess and win a point.

360° EVALUATION

Download, print and distribute the Diagnostic test and Self-evaluation test for the pupils to complete.

SOLUTIONS

- Africa, Antarctica, Asia, Oceania, Europe, The Americas.
- Beijing, Rio de Janeiro, Cairo, Paris, Washington D.C., Canberra (Antarctica has no capital city).
- Great Wall of China, Ancient Pyramids, Christ the Redeemer, Arc de Triomphe, Eiffel Tower, Notre-Dame Cathedral, Louvre, Statue of Liberty, Mount Rushmore, Sydney Opera House
- Didgeridoo from Australia
- Because it is too cold and there's only snow and ice.
- Country, ocean, continent, Earth, monument, beach

GETTING STARTED AND WRAPPING ACTIVITIES

Each lesson begins and ends with activities that aim to preview and review important vocabulary and concepts.

STEP-BY-STEP LESSON PLANS

Teacher tips on presenting textual and graphic content, and instructions for guiding pupils through the activities.

TARGETED QUESTIONS

Questions which vary in level of difficulty to get pupils thinking more critically.

360° EVALUATION

Helps teachers personalise their teaching and target their pupils' needs through a series of evaluation tests: teacher, peer and self-evaluations.

360° EVALUATION

ByME Social Science 3 Learn Together helps teachers personalise their teaching and target their pupils' real needs.

The material is supported by a 360° evaluation carried out by the teacher, the pupil and his or her peers. All tests and evaluations are tagged with the icon .

The 360° evaluation has three main stages within a unit:

- 1 Diagnostic stage: includes the teacher diagnostic test and the pupil's self-evaluation. Pupils are asked to take these tests at the unit opening page. These two tests help teachers plan the unit lessons according to their pupil's knowledge.
- 2 Work with peers stage: represented by the Cooperative Learning evaluation.
- 3 Assessment stage: made up by the end-unit evaluation and the evaluation grid.



TEACHER EVALUATION

The evaluation tests carried out by the teacher include:

- **Diagnostic test:** teachers determine what pupils already know about the unit.
- **End-of-unit test:** pupils carry out a final unit test to check what they have learnt.
- **Unit evaluation grid:** teachers evaluate if the pupils have accomplished the evaluation criteria of the unit.
- **End-of-term test:** pupils take an end-of-term test which serves as an additional evaluation tool for the teacher.

The 360° evaluation wraps up with two term evaluations, the end-of-term test (teacher) and the project evaluation (peer).

All the marks can then be recorded in the unit or term log book made available to the teacher in the digital resources.



SELF

- **Pupil's self-evaluation:** pupils test their prior knowledge of the unit through a self-assessment grid.

PEER

- **Cooperative Learning evaluation:** pupils complete a self-evaluation grid of the cooperative tasks, evaluating its development, their own performance, as well as the performance of their teammates.
- **Project evaluation:** pupils evaluate the development of the project, their own performance, as well as the performance of their teammates, again from a Cooperative Learning perspective.

COOPERATIVE LEARNING

Cooperative Learning is an educational situation in which pupils are required to work together in small groups or teams to support each other in pupils to improve their own learning and that of others. Cooperative Learning goes beyond merely seating pupils together; simply telling them they are a group does not mean they will cooperate effectively.

Basic principles of Cooperative Learning

(Johnson, Johnson & Holubec)

1. Positive interdependence

Pupils recognise that with the help of their peers, they can better complete the group's task. Every group member must contribute, and members will depend on each other to complete the task. We can enhance positive interdependence by establishing mutual goals which "will help each pupil to learn and make sure all other team members learn" (Johnson, Johnson & Holubec, 2008).

2. Individual accountability

Each member of the group is responsible for completing their part of the work and must develop a sense of personal responsibility towards him or herself and the rest of the group, because individual performance will affect not only one's own result, but also the results of their team members.

3. Promotive interaction

Cooperative Learning implies face-to-face interaction. Pupils need not only to discuss and agree but also to produce a piece of work through combined effort, because Cooperative Learning is not about working individually to make a 'cut-and-paste' final product.

4. Social abilities

Pupils need interpersonal skills to be successful. Some of them are:

- effective leadership
- decision-making
- communication
- conflict resolution
- helping and asking for help
- organisation
- self-esteem
- self-confidence.

Pupils are not born knowing how to behave in a group. We have to teach them, giving them models, and opportunities to practise these skills.

5. Group processing

Developing Cooperative Learning methodology is not easy at first, nor are the effects immediate. Difficulties within the groups, resources and management may arise. That is why formative assessment is needed. This assessment involves both teachers and pupils. We need to know the strong and weak points in order to make the right decisions and develop the methodology in the right direction.



Cooperative Learning structures in Social Science 3

Learn Together

The *Work together* section of the *ByME Social Science 3 Learn Together* is designed to develop pupils' Cooperative Learning skills through the use of two different types of techniques, Cooperative investigation and Teammates consult.

These techniques are presented to the pupils in the opening unit with a brief explanation. Here's all you need to know about them!

Cooperative investigation

Already in groups of four, pupils are presented with a problem or question before carrying out an experiment.

The individual members of the group think about the problem or question and create a hypothesis before carrying out the experiment, share it with the rest of the team and decide on a hypothesis.

Next, they do the experiment and write down their conclusions.

Finally, the group compares the original hypothesis with the conclusions developed after the experiment.

Work together

Making coins look old

Think first
When archaeologists find old coins, they look dirty. They are not shiny. You are going to do an experiment to make coins look older. Think about the following questions individually. Then, discuss them as a group. Take notes about your group's answers.

- Do you think all the coins will look different?
- Do you think you will have to wait a long time to see the coins change?
- What colour will the coins be after the experiment?

Materials: plastic plate, vinegar, coins (euros and cents), kitchen paper.

Steps

- In groups, place kitchen paper on a plastic plate and add vinegar to completely soak the kitchen paper.
- Put the coins on the wet kitchen paper and leave them for some time.
- Choose the coins you want to do the experiment on.
- Record the changes and write your conclusions.

Reflect
Revise your answers to the **Think first** questions. Did your ideas change as you did the experiment? Do you think you would get the same results if you wrapped the coins in paper?

Evaluate your cooperative learning

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Teammates consult

In groups of four, each member of the team will get a question to answer.

Pupils put their pencils in the middle of the desks and start discussing the questions.

They take turns reading the questions to the rest of the group, expressing their opinions or doubts and decide on an answer as a group.

Each pupil takes back their pencil and writes down the answer.

They repeat the process with the rest of the questions.

Work together

A tourist leaflet

Think first
You are going to make a leaflet to share information about an interesting place. Get into groups and decide which country or city the leaflet will be about.

Materials: paper, pen, photos, colouring materials, computer, printer, stapler, card, glue stick, scissors.

Steps

- Each group member chooses one of these four aspects to include in the four-page leaflet:
 - general facts (continent, capital city, borders, population, language, etc.)
 - physical aspects (mountains, rivers, deserts, plateaus, plains, etc.)
 - monuments (cathedrals, castles, fountains, statues, bridges, etc.)
 - traditions (music, dance, clothes, food, etc.)
- Look for images and information to include on your page.
- As a group, answer the questions and think of a design for your leaflet.
 - Which is the best page for the title?
 - Is there any piece of information that needs to be presented first?
 - Do any of the pages only show images? Is text needed?
 - Do you provide a street map to locate monuments?
- Stick photos or draw pictures. Then, add the information you have found.
- Once you have all finished, staple the four pages together to make the leaflet.

Evaluate your cooperative learning

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PROJECT BASED LEARNING

The Buck Institute for Education (BIE) defines Project Based Learning (PBL) as “an extended process of enquiry” where “students work on a project over an extended period of time that engages them in solving a real-world problem or answering a complex question. As a result, students develop deep content knowledge as well as critical thinking, creativity and communication skills in the context of doing an authentic, meaningful project.”

ByME Social Science Learn Together projects are clearly organised to help pupils make a successful start in Project Based Learning. Each project relates to what the pupils have learnt in the preceding units and the theme running through all the projects is to make the world a better place.

CHALLENGE

Every project begins with a challenging problem or driving question. The problem or question sparks the pupils' interest and motivates them to want to find the solution. In some cases pupils are asked to choose from a range of possible options to carry out the project, such as choosing a song that will be used to create a dance routine or a dish to create a healthy menu.

WHAT DO YOU KNOW?

These activities are meant to revise and activate the contents pupils have studied in the preceding units and that are related to the project. It is therefore a first chance to begin the enquiry process that will lead them to a satisfactory solution of the problem.

TEAM ORGANISATION

Cooperative work and each participant's role are key to their achieving the project. Before proceeding with the rest of the enquiry, pupils decide how they are going to organise themselves as a team. PBL applies Cooperative Learning techniques, therefore the team organisation is based on roles. The proposed roles are coordinator, secretary, materials manager and spokesperson, but you may decide to introduce other roles.

PROJECT Bears!

The government is thinking about releasing two Cantabrian brown bears into a mountain region in Spain. Where could they do this? They would like you to help them find a suitable place. Are you ready? Let's start!

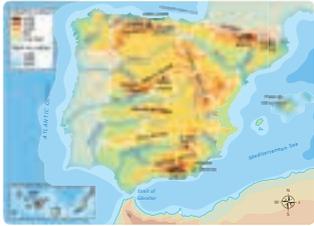


Before you start, it is important to find out what you already know about the geography of Spain.

1 Answer the following questions in your notebook.

<p>a What is the mountain range that forms a border between Spain and France?</p> <p>b What other mountain ranges are there in Spain?</p> <p>c What three bodies of water do rivers in Spain flow into?</p>	<p>d What is the name of the big plateau located in the centre of the Iberian Peninsula?</p> <p>e What other landforms are there in Spain?</p> <p>f Where is the Cordillera Cantábrica?</p> <p>g Which is the longest river in Spain?</p>
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2 LOOK AT THE MAP AND ANSWER THE QUESTIONS.



1 Which river begins in the Sistema Ibérico and flows into the Atlantic Ocean?

2 Which body of water surrounds Illes Balears?

3 Which is the highest mountain in Spain? Which autonomous community is it located in?

4 Which river is Segre tributary of?

5 Which rivers flow into the Cantabrian Sea?

6 How high is the highest mountain in the Pyrenees?

Have you got a team? What are you waiting for?! Get together in groups of four.

3 Decide on the roles in your group.

coordinator
secretary
spokesperson
materials manager

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PROJECT ORGANISATION

At this stage, pupils decide on the format of their project. They are given different options to choose from along with the materials required, however they are also free to choose their own format if they wish.

- 4 Choose how you are going to present your information with your group. Think of what you will need to complete it. Here are some ideas.

	video file	presentation	model with explanation
materials	<ul style="list-style-type: none"> • tablet • images • actors • maps 	<ul style="list-style-type: none"> • computer • digital images • maps • video clips 	<ul style="list-style-type: none"> • white card • printed photos • glue stick • colouring materials • scissors

You can use many different sources to research your project: Units 3 and 4 from this book, the internet, maps, books in the school library, magazines, TV documentaries, or by asking your teacher or parents.

- 5 Look at these questions individually. Do research and write down the answers in your notebook.
- a What do bears eat? Where do they get their food from?
 - b Where do bears live? What kind of landscape do you find them in?
 - c What do they do in winter?
 - d What kind of climate conditions do they need?

- 6 Share your individual findings with the group and decide on what information to use in your project. Is there any other information you need? Remember to make a checklist of the things you need to include in your project.

Useful language

Bears eat ...
They can be found in ...
In winter they usually ...

Your team will now show its most creative side!

- 7 Now it is time to create your project. Remember that each member of the team has to take part.
- 8 Present your project to the class.

Evaluate your project.

RESEARCH

Once pupils have decided how they are going to present their project, they undertake research to answer to a set of questions that will help them complete their project. In doing so, they will need to use various sources such as the Pupil's Book itself, the internet, books in the school library, magazines, visiting museums, or by asking the teacher or their parents.

CREATE

At this stage the team members will create their project or product. They have all the necessary information, they have discussed all their findings and they have agreed what they want it to be like, so there is no time to waste!

PROJECT EVALUATION

The pupils evaluate the development of the project, their own performance, as well as the performance of their teammates from a Cooperative Learning perspective.

PRESENT YOUR PROJECT

Pupils share their findings by presenting their project to the rest of the class, or if you choose, to the rest of the school. Remind the pupils that they should be ready to answer any questions at the end of their presentations!

HELPFUL TIPS

The following tips are arranged as an activity bank and will help you to get the most out of the ByME educational materials, add diversity to your classes, and maintain your pupils engaged and motivated.

PRESENTING KEY CONTENT

ByME Social Science 3 Learn Together presents content in both textual and visual formats. At this level, pupils continue to develop their literacy skills. To encourage active participation and develop confidence at this level, teachers are recommended to use a variety of reading activities to help pupils develop fluency and confidence while reading. There are a variety of activities that can be done before, during and after reading to help pupils get the most out of the text.

Reading

To encourage active participation and develop fluency and comprehension skills at this level, teachers are recommended to use a variety of read-aloud activities.

Read and repeat: The teacher reads a sentence and the pupils read and repeat the sentence, focusing on proper intonation and pronunciation.

Choral reading: The teacher and all the pupils read the text aloud in unison to encourage word recognition and fluency while building confidence in reading.

Order reading: The teacher instructs pupils of the order in which they will read the text. The first pupil reads one sentence, and then the next pupil reads the following and so forth without interruption.

Cloze reading: The teacher reads the text and pauses at key words to have the pupils read the missing word (or phrase) in unison.

Small group reading: Pupils are divided into small groups to read the text. The groups can be heterogeneous allowing stronger readers to support other group members; or the groups can be homogeneous so that the teacher can work with the group of readers that needs the most support.

Partner reading: Pupils read with a partner. Each pupil takes turns reading and listening.

Silent reading: Pupils are provided with time to read the text silently on their own.

Re-reading: Pupils read texts multiple times to promote better understanding of the main concepts, increase fluency and ensure participation from all pupils.

Response to reading

Reading strategies can be explored before, during and after reading the text to provide pupils with a purpose for reading and aid comprehension:

Making predictions: The teacher asks pupils to look at the illustrations and photos on the page and scan the text for key words. Then the pupils make predictions about what they will be reading about.

Word meanings: Pupils look through the text to find unfamiliar words. These words can be defined by classmates, the teacher or with the use of a dictionary.

Word meanings in context: The teacher encourages pupils to define new words and important vocabulary by using the text in the sentence around it.

Main idea: Pupils look for the sentence(s) that describes the main idea of each paragraph.

Paraphrasing: Pupils use their own words to retell what they have just read.

Summarising: Pupils use key words to describe the main idea of the text.

Organising information: Pupils sort, categorise or classify the information from the text.

Cause and effect: Pupils look for examples of cause and effect in the text. The cause explains why something happened. The effect is the description of what happened.

Compare and contrast: Pupils take two main concepts and discuss how they are different and how they are similar.

Making connections: Pupils focus on new vocabulary or a new concept and make a connection to their personal life and experiences or to previous learning.

Sequence: Pupils discuss or write the sequence of a process or event.

Drawing conclusions: Pupils use the information they already know and the information from the text to draw conclusions.

Asking questions: Pupils use the information from the text to ask new questions that require further investigation.

Writing

Science learning gives writing practice an authentic context. Incorporating the use of science notebooks encourages ownership, builds understanding, and helps pupils organise the content in a personal way. Various ways of collecting, organising and displaying information are suggested in each lesson.

Journal entries: Pupils ask questions, make observations, summarise, make connections, and collect, record and interpret information.

Visual representations: Charts, tables, graphs, diagrams and drawings. A KWL is a graphic that helps pupils access prior knowledge, establish a purpose for reading and summarise what they have learned (K = what I know, W = what I want to learn, L = what I learnt)

Concept maps: Provide pupils with a tool to organise information while brainstorming, classifying, categorising, comparing and summarising new learning.

GAMES AND ACTIVITIES

Pupils learn in many different ways. The more experiences pupils can have around a new topic, the more likely they will learn and remember concepts and vocabulary. Games offer a wide range of opportunities for pupils to engage with and use what they are learning. They are also a chance to offer movement, a change of focus, and disguise language learning. The competitive element inspires pupils to participate and, what could easily be an uninspiring list of revision questions or words to define, can be transformed into a fun game.

I-Spy: Use the classroom, the playground, a poster or the opening illustration for a unit to say *I spy with little eye something beginning with (k/l)*. Pupils suggest words beginning with that letter to guess your word.

Pictionary: Divide the class into two teams. Start to draw an item on the board very slowly. In turns, teams have 30 seconds to guess what you are drawing. You

will need a timer! Once pupils are familiar with the game, they can play in threes. One pupil begins to draw an item from the unit or the Picture dictionary. The other two pupils in the group must guess what it is. The first to guess, becomes the drawer.

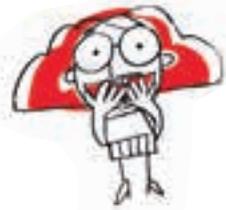
Picture snap: Pupils draw one item from the unit e.g. something they have for breakfast, their favourite animal, a machine in their kitchen. Pupils must keep their picture a secret and must not show others. Provide pupils with the sentence starter you would like them to use e.g. *For breakfast I have ...; My favourite animal is ...; In my kitchen there's a ...* Pupils must walk around the classroom repeating their sentence to as many classmates as possible. If they hear somebody say the same item as them, they must shout *Snap!* and show each other their picture. Check at the end how many pupils had the same item as somebody else.

Stand up if...: Pupils listen to the statements you make. If they think your statement is true, they stand up. If they think it is false, they remain seated. Between statements, pupils sit down. The game can also be played with flashcards. Hold up a flashcard and make a true or false statement about what is on the flashcard. Pupils stand up if it is true.

Repeat if true: Pupils listen to your statements. If they think your statement is true, they repeat it. If they think it is false, they shake their heads and remain silent.

Chinese whispers: Have pupils stand one behind the other, in three lines of equal numbers. Whisper a sentence to the pupil at the end of each line at the same time. They must whisper the sentence to the next person in their line, who whispers it to the next until it is passed down all the way to the first person in the line. The pupil at the front of the line puts up their hand when they think they know the sentence or runs and circles a flashcard or wordcard on the board.

Backs to the board: Divide the class in half, into two teams. Place two chairs at the front of the class, each chair facing a team. Ask one pupil from each team to come and sit in the chair, facing their team but with their backs to the board. Write a word or put up a flashcard on the board behind the pupil's backs and insist that they do not turn round. (Ensure the class understand the word you have written). Encourage the teams to mime the word on the board to their team



member who must guess what it is. The team member who guesses first gains a point for their team. Two new team members then come to the chairs.

Noughts and crosses: Draw a noughts and crosses grid on the board and write numbers in each square. Divide the class into two teams and choose one team to be *noughts* and one team to be *crosses*. For each number prepare a question or true false statement. Each team takes turns to choose a number. If they answer your question correctly, a team member can come up to the board and replace the number with a nought or a cross. The winning team is the first to get three noughts (or crosses) in a line.

Bingo: Pupils fold an A5 piece of paper in half, in half again, and in half one more time. When they open the paper up, they should have a grid with eight squares. Pupils draw (or write) eight items from your lesson (food, animals, machines, etc.). Draw a grid with eight squares on the board. Draw items one at a time in your grid. If pupils have that same item in their grid, they can cross it out. When a pupil has crossed all the items out in their grid that are the same as yours, they can shout *Bingo!* Use the other side of the paper to start a new game.

Listen and do: Pupils listen carefully to two instructions at the same time e.g. *Wiggle your hips. Make an angry face; Touch something made of wood with your elbow. Scratch your head.* When pupils get good at remembering and following two instructions at a time, increase it to three.

Run to the corners: This is best played in the playground or gym. Label the corners of the space you are in with different categories. Organise pupils into groups. Give names to the different groups (animals, professions, landforms, etc.). Call out the group name and a vocabulary item. The group must run to the correct corner.

Hangman (man on a raft): Instead of a hanging man, draw a man standing on a raft (ten circles under

him on a rough river or sea). Draw a crocodile or shark in a corner of the board. Draw spaces for the letters of a word you want pupils to guess. If pupils guess a letter in the word correctly, write it in the correct space. If the letter does not appear in the word, write it under the crocodile or shark, and rub out a circle of the raft. Pupils must guess the word before the raft is totally rubbed away (and the man is eaten by the shark or crocodile!).

Quiz makers: At the end of a unit ask the pupils to work with a partner or divide the class into groups and invite them to make questions for a quiz about the topic. Tell them that they can use the Pupil's Book to help them. Remind them that they must also supply the answers to their questions. Take in their papers and use the questions to give the class a quiz. Read the questions to the class and ask them to write their answers on a paper. Paraphrase the questions so the pupils can answer in a few words. They then exchange papers and the quiz is corrected collectively.

Vocabulary storms: As an introductory activity to a new topic, divide the class into groups and ask them to write down as many words as they can that are related to the topic that is going to be studied. At the end of the group activity, invite pupils to share their work with the rest of the class. Encourage the pupils to come to the board and use mind maps to organise the words from their lists.

Scrabble: Have sets of plastic alphabet letters, scrabble letters, and / or letter sets cut up on card. Divide the class into small groups. Give each group a set of letters. The groups spell the word you tell them.

Ready, Steady, Spell: Mini-white boards are a great learning aid! Say a word and have pupils spell it on their mini-white board and hold it up to show you. The boards also provide an easy opportunity for pupils to practise spelling a word before writing it in their books.

WELCOME LETTER

LETTER HOME

Dear Parent / Carer,

This year, your child will be learning about Social Science in English, developing an understanding of the world beyond their immediate experiences, such as culture, history and geography. These social elements will be amplified with new vocabulary and reinforced with grammatical structures. This is the third level in a six-level course designed for pupils at the primary level.

Learning about Social Science is beneficial for children because it answers a lot of their questions they have about how the world came to be. Learning about Social Science is practical and relevant, so children embrace it without even thinking about it. This course aims to provide your child with the opportunities to learn and discuss the curiosities they have about past cultures and the world today, while strengthening and building upon their English vocabulary and grammar.

In level 3, your child will learn how the world can be understood and viewed from many angles. They will expand upon their knowledge of globes and several types of maps, about the geographical features of the planet and focus on the physical and political geography of Europe and its famous landmarks. Then your child will acquire more knowledge of Spain's autonomous communities, well-known mountain ranges and rivers. After, your child will be able to understand how Spain has become the country it is today by learning about the periods of History, how people and cultures have developed over time since Prehistory and how the past has shaped Spain and the society we live in today. Your child will learn the contributions each period of history had and still have on the world we live in today. They will learn about how these periods are studied and how they themselves can answer questions about the past using historical sources still found today.

The opportunities to integrate new structures and vocabulary will be present throughout this course. Your child will be able to put this new language into use when carrying out the group projects in each unit, developing communication and listening skills as well as patience and problem solving.

You and your child will find value in the lessons learnt in this course. Being aware of the planet, the origins of society today and being able to analyse the past to understand the present are skills which your child will be able to apply throughout their life, all while establishing a higher comfort level of spoken English.

Thank you in advance for your support and collaboration. Here's to a great year of growth and learning!

Best wishes,

Science teacher

Notes

A series of horizontal dashed lines for writing notes, spanning most of the page width.



The background is a solid teal color. Overlaid on this are several overlapping rounded rectangles of varying shades of teal. A white rounded rectangle is positioned in the upper-middle section, containing the text 'MEET ANA AND TOM' in bold, black, uppercase letters.

MEET ANA AND TOM

4 MEET ANA AND TOM

SUMMARY

Use this opening page to introduce the pupils to the two main course characters and to find out something about their interests and hobbies. Use this section to familiarise yourself and the pupils with each other's names and to find out something about their likes and dislikes as well. You will also have the opportunity to introduce pupils to the key topics of the book.

LANGUAGE

- Vocabulary: exploring, walking around cities, studying, visiting, maps, continents, countries and capital cities, periods, sources
- Present simple: I'm Anna ...
- Verb + gerund: I like studying ...
- Future: You will learn ...
- Language for expressing preferences: I would like to travel ...

MEET ANA AND TOM

1 Get to know Ana and Tom. Answer their questions.



In this book, you will learn about:

- different types of maps
- continents, countries and capital cities
- mountains, oceans, rivers and tributaries around the world
- the geography of Spain
- different periods of History
- historical sources
- ... and lots more!

Useful language

I'd like to travel to ...
I'm interested in Prehistory / Ancient History / the Middle Ages / the Modern Age / the Contemporary Age.

4

GETTING STARTED

- Here we meet the main characters of the book, Ana and Tom. This introductory page also presents the key topics of the book (geography and History).
- Elicit some general information about the two characters, including age, physical description, where they are and what they are doing.

STEP BY STEP

PAGE 4

Explain that Ana and Tom are the two main course characters. Tell the pupils that they will guide them through the units and go on school trips to very special places. Elicit some places they like visiting and places they would like to visit they have never been to. Refer the pupils to the Useful language box to express their ideas.

Activity 1

- Ask two pupils to read what Ana and Tom say and choose a few different pupils to answer the questions. You can vote by show of hands the most popular city in the class and the period of History the pupils are most interested in.

- Read the contents box and write the following words on the board in circles: maps, continents, countries and capital cities (Units 1, 2 & 3); mountains, oceans, rivers and tributaries (Unit 2); the geography of Spain (Unit 4); periods of History (Unit 5); historical sources (Unit 6). Check their understanding of these words. Ask for ideas for each category and add the words to the circles. Then ask the pupils to find out which unit covers the topics they have brainstormed.

WRAP IT UP

Ask the pupils to open their book on the contents pages 2–3, and read the unit titles. They will have seen many of the topics before. Ask them if they remember anything related to the topics, e.g. they can list some countries in Europe or talk about where they are from in Spain

WORK TOGETHER 5

Work together

Let's work and learn together!

In every unit, you will find a section called *Work together* where you will be asked to work with your classmates in a cooperative way. You will be using the following cooperative techniques. Would you like to know a bit more about them?

Teammates consult

- 1 In groups of four, each of you will get one question to answer.
- 2 Put your pencils in the middle of your desks.
- 3 Now it is time to talk! Take turns reading your question to the rest of the group. All teammates express their opinions or doubts, discuss ideas and decide on one answer as a group.
- 4 Now, take back your pencils! It is time to stop talking and to start writing the answer quietly on your own.
- 5 Repeat the process for each question.



Cooperative investigation

- 1 In groups of four, talk about your experiment.
- 2 Create a hypothesis on your own first, then share it with the rest of your team.
- 3 Decide on one hypothesis for the whole group to work on.
- 4 Do the experiment and write down your conclusions.
- 5 Compare your conclusions with your original hypothesis.



5

SUMMARY

The *Work together* pages contain activities which help pupils learn to work cooperatively. There are two types of cooperative learning techniques in this book: *Teammates consult* and *Cooperative investigation*.

LANGUAGE

- Imperatives: work, read, decide, choose, express, create, share, discuss, compare

GETTING STARTED

- Play 'Chinese Whispers' to show teamwork. Pupils whisper a message up the line. When the message reaches the end, the pupils by the board write up what they have heard – and the most correct message wins a point. Tell the pupils that they will also be working together in Science class.
- Discuss the benefits of group work, such as reaching solutions by working cooperatively, sharing tasks and respecting everyone's views.

STEP BY STEP

PAGE 5

Teammates consult

- Tell the pupils that with this technique, they will be working first together and then alone. Explain that sharing ideas together is a good way of learning, but this means we will also have the responsibility to listen to the ideas of others.
- Read the steps out loud and check the pupils understand the instructions.

Cooperative investigation

- Tell the pupils that with this technique, they will work in groups of four.
- Each group will decide on a hypothesis, with contributions from all members, decide on a plan of action to test the hypothesis, and finally compare the results with the hypothesis.
- Brainstorm classroom rules for working in groups, for example: *Listen to your partner. Follow the instructions. Help your group.* Then, make a *Work together* rules poster to display in the classroom from the rules the pupils come up with.

WRAP IT UP

Draw a doodle on the board and ask groups to cooperatively investigate it. First each pupil should decide what they think the doodle is, then they share their ideas and choose the one the whole group agrees on. Then the group explains to the rest of the class what they think the picture shows and why. Finally, after all the groups have explained their hypotheses, the teacher reveals the answer.

Notes

A series of horizontal dashed lines for writing notes, spanning the width of the page.





**MAPS AND
GLOBES**

MAPS AND GLOBES

CONTENTS	EVALUATION CRITERIA	
	Pupils will be able to:	
Maps, globes and floor plans	Understand different types of maps and features.	
Introduction to scientific activity: sources of information	Research, select and analyse information.	
Presentation of work	Present work carried out clearly using different media.	
Personal skills	Develop social skills, responsibility, effort and concentration while studying.	

– OPENING PAGES

Song: *Maps*

STORY

A trip to the map museum

– WORK TOGETHER

A floor plan

– CONTENT PAGES

Looking at the world
Parts of a map
Types of maps
Maps of local areas
The scale of a map

– OUR WORLD

The importance of maps

– REVIEW

– UNIT SUMMARY

In this unit pupils will learn:

- parts of a map
- types of maps (political maps, physical maps, world maps, street maps)
- elements in maps and globes
- the use of scales in maps
- how to draw a floor plan

– LANGUAGE FOCUS

- Globes and maps (key, symbols, compass rose, scale, Equator, lines of longitude, lines of latitude, North Pole, South Pole, hemispheres)
- Giving directions
- Floor plans

– KEY STRUCTURES

- Question words
- Prepositions
- There is / are
- Can
- Comparatives and superlatives
- Time clauses and reason clauses

LEARNING STANDARDS Pupils are able to:	KEY COMPETENCES						
	LIN	MST	DIG	LTL	SOC	AUT	CUL
Identify the conventional symbols that appear on a map.	●	●	●	●			●
Identify and use maps with different scales.	●	●	●	●			●
Draw simple floor plans and maps with different scales.	●	●	●	●			●
Obtain concrete and relevant information about specific facts using different sources.	●		●	●		●	
Analyse the information to select the most relevant.	●		●	●		●	
Develop strategies to organise, memorise, etc., to display the information.	●		●	●		●	
Use the correct vocabulary with precision and care.	●			●		●	
Summarise, orally or in writing, the information obtained and the work carried out.	●			●		●	
Show critical sense, personal initiative, curiosity, interest, creativity and confidence in themselves.				●	●	●	

LIN Competence in linguistic communication

MST Competence in mathematics, science and technology

DIG Competence in the use of new technologies

LTL Competence in learning to learn

SOC Competence in social awareness and citizenship

AUT Competence in autonomous learning and personal initiative

CUL Competence in artistic and cultural awareness

DIGITAL RESOURCES

PUPIL'S IWB

LEARNING KIT

- Interactive activities
- Flashcards
- Presentation
- Song
- Multimedia

TEACHER'S KIT

- Test generator
- Wordlist
- Worksheets
- Lyrics
- Multimedia
- 360° evaluation tests

FAMILY CORNER

- Presentations
- Wordlist
- Family guide

- 1.02 Page 7, Activity 6 (*Maps song*)
- 1.03 Page 7, Activity 7 (*Maps song*)
- 1.04 Page 8, Story (*A trip to the map museum*)
- 1.05 Page 10, World maps
- 1.06 Page 11, Globes
- 1.07 Page 12, Parts of a map
- 1.08 Page 13, Types of maps
- 1.09 Page 13, Physical maps
- 1.10 Page 13, Political maps
- 1.11 Page 14, Street maps
- 1.12 Page 15, Going places
- 1.13 Page 16, The scale of a map
- 1.14 Page 16, Large-scale maps
- 1.15 Page 16, Small-scale maps
- 1.16 Page 17, Floor plans

6 OPENING PAGES

SUMMARY

The aim of the unit opener is to develop pupils' observational skills and find out what they already know about continents, oceans, countries and maps. Elicit vocabulary related to maps, globes and compasses, as well as action verbs that describe what is going on in the scene.

LANGUAGE

- Vocabulary: types of maps, tablet, GPS, seas, continents, compass, globe, satellite, the Equator
- Question words: what, how, where, which, etc.
- Prepositions of place
- There is / are ..., I can see ...

MATERIALS

Digital flashcards.

1.02–1.03 *Maps song*

GETTING STARTED

- If you are using an interactive whiteboard, focus only on the picture of the school trip to a map museum, not on the questions. Either elicit ideas about what is happening in the picture, or ask questions, pointing to each part of the picture.
- Alternatively, use the whiteboard writing tools and ask the pupils to come up to the board, mark an area of the picture and describe what they can see. Help them produce full, correct sentences.

STEP BY STEP

PAGES 6–7

Activity 1

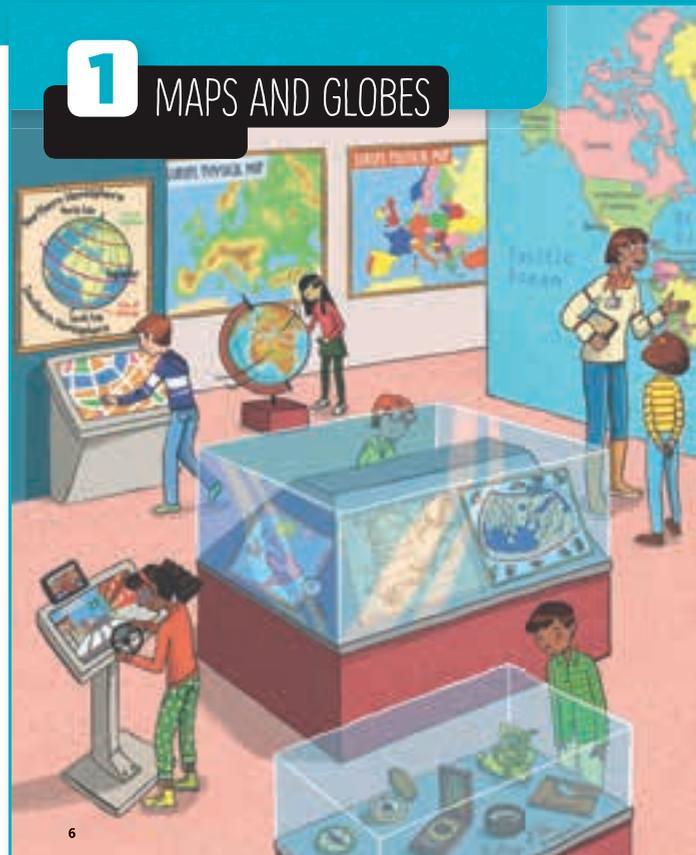
Focus the pupils' attention on one of the display cases to identify the compasses.

Activity 2

Indicate the large wall map in the picture and ask the pupils how colours can help them read maps. Brainstorm ideas of oceans, countries, etc.

1

MAPS AND GLOBES



Activity 3

Point to the maps on the far wall in the picture. Ask the pupils how the maps differ and what they show. Elicit ideas about the use of colours in physical maps. Ask when each map might be more useful.

Activity 4

Play 'I spy with my little eye ...' using different elements in the picture. Then, encourage the pupils to use full sentences in their replies to the question, following the example in the Useful language box.

Activity 5

Ask the pupils how the Earth can be represented. Encourage them to indicate their answers in the picture.

Activity 6 1.02

- You can focus on the pronunciation of the words before listening to the song (O map, Ooo continent, Oo compass, O globe).
- Play the song and ask the pupils to point to the words as they hear them.

Activity 7 1.03

Play the song again and ask the class to sing along.

LET'S BEGIN

- 1 Identify in the picture the instrument we use to find north.
- 2 Look at the picture. What type of information does the big map show?
- 3 What is the difference between a physical map and a political map?
- 4 How many globes can you see in the picture?
- 5 What is the difference between a globe and a map?
- 6 Listen to the Maps song. Point to the words you hear.



map



the Equator



GPS



continent



compass



globe

- Sing the song.

- What do you know? Let's find out!

Useful language

I can see ...

7

1.02 – 1.03 MAPS



When you're lost and need to get somewhere,
A map will show you the way.
Use your compass or GPS
To get to your destination.

Lots of tools to find your way,
All over the world
On any continent.

When you're lost and need to get somewhere,
A map will show you the way.
Use your compass or GPS
To get to your destination.

Lots of tools to find your way,
All over the world
On any continent.

TARGETED QUESTIONS

☉ Are there maps in the classroom? Pupils can point to posters on the wall.

☉☉ What type of information does a compass give? Write the four initials for the four cardinal points to help them.

☉☉☉ Which maps do you find most interesting? Why? Bring different types of maps to class.

☉☉☉☉ Encourage the children to name European countries. Ask them to think how they could go there and if they would need anything to help them reach their destination. **What do you use a GPS for?** Discuss with the class the importance of technology to make modern maps.

WRAP IT UP

Divide the class into two teams. Choose a pupil from each team to sit with their backs to the board. Write a word on the board and then have their teammates give their team members clues to guess the word. The fastest team to guess the word wins the point.

360° EVALUATION

Download, print and distribute the Diagnostic test and Self-evaluation test for the pupils to complete.

SOLUTIONS

- 1 Compass or GPS
- 2 Continents divided into countries and names of some oceans
- 3 Physical maps show natural features whereas political maps show national borders and capital cities.
- 4 I can see two (one in front of the physical map of Europe, and one in the foreground).
- 5 A globe is a more accurate representation of the Earth in the shape of a sphere, showing the tilt of its axis and placement of the continents. In contrast, maps show the Earth as flat.
- 6 Continent, map, compass, GPS

8 STORY

SUMMARY

This page opens with a story in which the pupils have the opportunity to see Ana and Tom at a particular moment of their school trip to a map museum. In the story, they are learning about maps and globes.

LANGUAGE

- Vocabulary: peninsula, archipelago, digital map, shape, globe, sphere, satellite, GPS, compass
- Time clauses

1.04 A trip to the map museum

Story

A trip to the map museum

Listen, read and act out.

1 Ana and Tom are exploring the map museum ...



2 Today, we have new ways of looking at the Earth.



3 What do you two know about globes?



4 Find out what is on the other side of the Earth.



1 Read the descriptions to guess what they refer to. Then, choose the correct photo to give the answers.

a. It represents the Earth as a sphere.

b. It works with the help of satellites.



8

GETTING STARTED

- Indicate the story and ask the pupils what they can see in it. Elicit ideas about what they might find at a map museum.
- Review the instruments, map, globe and compass. Give a clue and elicit the word. Say: *It's flat. (map) It can spin around. (globe) It shows us which direction we are going in. (compass).*

STEP BY STEP

PAGE 8

A trip to the map museum 1.04

- Ask three pupils to read the story from the book. The rest of the class should read along.
- The concepts can be further reinforced by dividing the class into groups of three and asking them to act out the story, each taking the role of the teacher, Ana and Tom.
- This is a good opportunity to work on intonation and expressive language.

Activity 1

Ask the class to read out the two sentences before they choose the correct photo. Pupils should put their hands up to answer. Then, they can draw a picture of present-day Iberian Peninsula and check with their partner.

WRAP IT UP

Ask the pupils to look at the first frame. Elicit ideas of why the first map might be the wrong shape (*It's too old and inaccurate.*).

FAST FINISHERS

Use a real compass to let the pupils find which direction north is in the classroom.

SOLUTIONS

1 a. 1; b. 1

WORK TOGETHER 9

Work together

A floor plan

Think first

You are going to design the floor plan of a new school. In groups, think of the areas and the different rooms that your dream school will have.



Materials: paper, pencil, colouring materials, ruler, A3-coloured card, glue stick, scissors.

Steps

- 1 Each group member decides which part of the school they are going to work on (classroom, toilets, dining hall and library).
- 2 Design your room, drawing the floor plan and adding any important details. Think about these things to include:
 - Size and scale. How big or small will it be?
 - Furniture. Will there be desks, chairs or shelves?
 - Doors and windows. Where will the door be? How many windows will it have?
- 3 As a group, prepare a blank school floor plan and answer the questions to help you decide where each room should go.
 - a. Where is the north in your school floor plan? Which rooms should get most sunlight?
 - b. What is the best location for the toilets?
 - c. Does any room need to be bigger or smaller?
 - d. Is there room for the corridors?

Useful language

The toilets should be ...
... should / shouldn't be
bigger / smaller than ...



Evaluate your cooperative learning.

9

SUMMARY

Pupils will use the *Teammates consult* technique to help them develop their thinking and reasoning skills. As a group, pupils will discuss their ideas, each forming and explaining their own conclusions, while keeping their pencils in the middle of their desks. Once they have finished the discussion, they take their pencils and start working on the question or task. Finally, they share their work.

LANGUAGE

- Vocabulary: parts of a school
- Prepositions: behind, in front, opposite, next to
- Comparatives
- Language for suggesting ideas: I think ..., This should / shouldn't ..., Why don't we ...?, How about ...?

MATERIALS

Paper, pencil, colouring materials, ruler, A3-coloured card, glue stick, scissors.

GETTING STARTED

- Talk about the class you are all in, how big it is, how the tables and chairs are displayed, where the teacher's desk is, etc. Ask the pupils if they like how things are displayed and if they changed things from one place to another. If you have time, you can discuss with the whole class if they prefer sitting in rows, in groups or in circles, etc., and encourage them to justify their answers.
- Brainstorm ideas for an ideal school with the pupils. Allow them to be as creative and imaginative as they like at this stage.

STEP BY STEP

PAGE 9

- **Step 1.** Divide the class into working groups of four. Each member of the group chooses or is allocated a part of the school to work on. This can be done by choosing slips of folded paper with the names of the parts of the school written on each.

- **Step 2.** Each pupil works on their plan individually, thinking about all the main points and features their section requires, and following the pointers in the book. Make sure they have all the materials they need on hand and a clear surface to work on.
- **Step 3.** At this stage, they should combine their ideas to make the new plan using the ideas from their individual work. It is important that they look at the listed questions which make them think about how they are going to prepare their work. Draw their attention to the Useful language box. Make sure they agree on a unified scale and orientation of the building as a whole. Finally, they present their school plan to the class.

WRAP IT UP

The final floor plans can form part of a wall display.

360° EVALUATION

Download, print and distribute the Cooperative learning evaluation for the pupils to complete.

10 LOOKING AT THE WORLD

SUMMARY

This double-page spread serves to compare and contrast the two forms of representing the Earth: maps and globes. Pupils will learn how globes represent the Earth in a more realistic way as a sphere. Pupils are given a basic introduction to the concepts of lines of latitude and longitude, the Equator, etc.

LANGUAGE

- Vocabulary: flat, horizontal, vertical, latitude, longitude, North / South Pole, Equator, Meridian, Northern / Southern / Eastern / Western Hemisphere, sphere, axis
- Prepositions: above, to, below, around, from, through, between
- Comparisons: better than
- Reason clauses: because

1.05 World maps

1.06 Globes

GETTING STARTED

- Introduce the main concepts dealt with on these two pages: maps and globes. Show the pupils a map or ask them to look at the picture of different maps on pages 6-7. Draw a circle on the board and write the word *map* in the centre to build up a concept map with words and phrases related to maps: *Maps show rivers and mountains. Some maps show roads. Some maps show countries, cities, towns, etc.* Then do the same with *globe*. There is an example of a globe on page 8.
- Indicate the initial question and elicit answers (*cartographer*).

STEP BY STEP

PAGES 10–11

- Ask the pupils to read the introduction to the section or ask a volunteer to read it out loud. Ask concept questions to check their understanding.
- Encourage the pupils to look at the map on page 10 and discuss how the imaginary lines divide the world map.

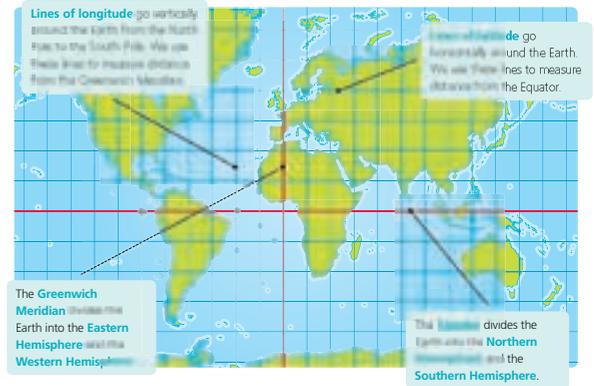
Looking at the world

What is the name of the person who makes maps?

World maps

We know what the Earth really looks like because we can take photos of it from aeroplanes and satellites. We use these photos to create maps and globes.

Maps show the Earth as flat. There are lots of imaginary lines on a world map which help us locate different places on the Earth's surface.



- 1 Where is there more land: in the Northern or in the Southern Hemisphere?
- 2 Name some countries that are in the Northern Hemisphere.
- 3 Look for some countries in the Southern Hemisphere. Which continent are they in?

10

- Provide pupils with time to look at the picture of the globe on page 11 and ask them to find the lines of latitude, longitude, the Equator and the Greenwich Meridian.

Activity 1

Ask the pupils to study the map on page 10 before they raise their hands to answer.

Activity 2

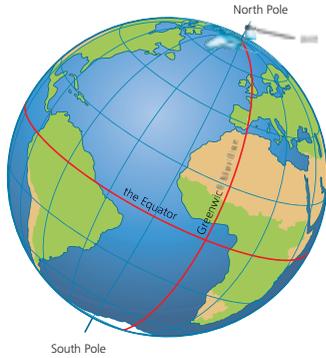
Tell the pupils to point to the Equator on their maps and say what it divides the Earth into. Explain that all the countries above the Equator are in the Northern Hemisphere and all the countries below the Equator are in the Southern Hemisphere. Elicit where Spain is (Northern Hemisphere). Encourage them to use a political world map to check their answers.

Activity 3

Indicate just the part of the map below the Equator. Point out that there are far fewer countries in this section of the map. Elicit the names of the continents and ask them to name some countries in the Southern Hemisphere.

Globes

Globes show the Earth as a sphere. They represent the Earth as it really is. Globes also show how the Earth is tilted on its **axis**. The Earth's axis goes through the North Pole and the South Pole. Globes are more realistic than maps. They show the correct shape, size and distances of land and water on the Earth, but in smaller proportions.



Meridian Line, Greenwich (London)

4 🗺️ Make a list of the countries the Equator passes through.

5 🗺️ Which ocean do the Greenwich Meridian and the Equator cross at?

6 🗺️ Do most people use maps or GPS to get to places? What are the advantages of it?

Useful language

... are better than ...
because ...

11

Activity 4

Elicit names of countries. Generate as many names as you can before showing the pupils a map to check their answers. You can extend the activity by asking to identify the continents where the countries they say are located in.

Activity 5

Elicit the names of some of the world's seas and oceans. Then, encourage the pupils to name where the two lines cross.

Activity 6

- Ask the pupils where they can find different types of maps, plans of buildings, etc.
- Pupils should discuss their answers in pairs before sharing with the class. Draw their attention to the Useful language box as a reference for their replies.

WRAP IT UP

Ask the pupils the last time they have used a map or a GPS. Elicit ideas and discuss which one is easier to use and which one they like best.

FAST FINISHERS

To explore the differences between a map and a globe, the pupils can try to wrap an orange with a sheet of paper. Then, they can peel it and try to flatten the peel into a rectangular shape.

SOLUTIONS

- 1** In the Northern Hemisphere
- 2** Pupils' own answers
- 3** Pupils' own answers
- 4** Ecuador, Colombia, Brazil, São Tomé and Príncipe, Gabon, Republic of the Congo, Democratic Republic of Congo, Uganda, Kenya, Somalia, Maldives, Indonesia and Kiribati
- 5** The Atlantic Ocean
- 6** Pupils' own answers

12 PARTS OF A MAP

SUMMARY

This page focuses on the different parts of a map including the compass rose, scale, symbols and key.

LANGUAGE

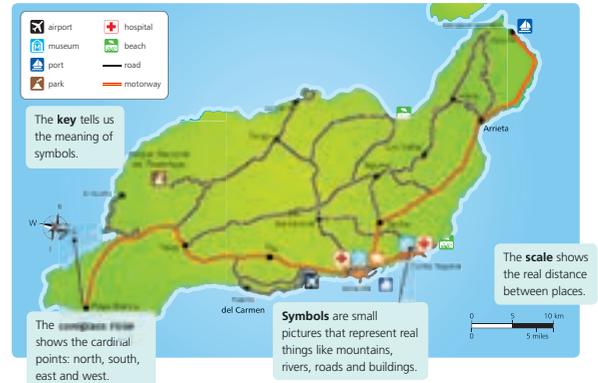
- Vocabulary: compass rose, cardinal points, scale, symbols, key, distance
- Affirmative and negative short answers: Yes, it does / No, it doesn't; Yes, they do / No, they don't
- Purpose clauses: We use a ... to ...

1.07 Parts of a map

Parts of a map

What are maps used for?
Think of different types
of maps.

Maps are tools that show us different places on Earth. Each part of a map provides important information. Look at this map of Lanzarote and learn how to read it.



- 1 Which archipelago is Lanzarote part of?
- 2 Use a ruler. What is the real distance of 1.5 centimetres on the map?
- 3 What do these symbols represent?



Project tips

A compass has a magnetic needle that always points north.



12

GETTING STARTED

- Play 'Hangman' to review key vocabulary from the previous pages.
- Indicate the initial question and elicit answers. (*Maps are used to find out where we are going. There are physical maps, political maps, tourist maps, climate maps, road maps, etc.*). Extend by asking when they last used a map, why they used it and where they were going to.

STEP BY STEP

PAGE 12

- Ask the pupils to read the introduction to the section.
- Focus on the map of Lanzarote. Elicit ideas about what the island is like. Ask questions about how big it could be, what the weather could be like, how many people live there, etc.
- Discuss the map with the class and check to see if they understand all the parts of the map.

Activity 1

Elicit answers and, if possible, ask the pupils to find the Canary Islands on a political map.

Activity 2

Ask the pupils to use their rulers to check the distances between various points on the map.

Activity 3

- Pupils can work individually or in pairs. Then, tell them to think of more symbols they can see in towns / cities and draw them in their notebooks.
- Remind the pupils that the Project tips box points out important information they will need for the Term 1 project.

WRAP IT UP

In pairs, they can talk about where places are, using the cardinal points (*Mirador del Rio is in the north of the island.*).

SOLUTIONS

- 1 The Canary Islands
- 2 Approximately seven and a half kilometres
- 3 a. information; b. hotel; c. train station; d. police station

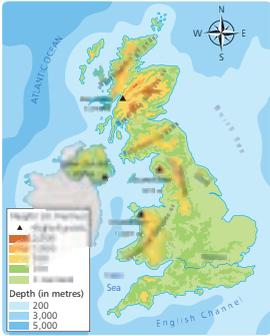
TYPES OF MAPS 13

Types of maps

There are many types of maps which all show you different information.

Physical maps

Physical maps show the location of important **natural features**, such as mountains, rivers and lakes. Different colours are used to show the elevation of land and the depth of water.



physical map of the United Kingdom



political map of the United Kingdom

Political maps

Political maps show land divided into different areas and **countries**. They also show the **capital cities** of countries and other important cities. Each colour shows the separate areas of land divided by **political borders**.

What do different colours on a physical map mean?

Useful language
The highest mountain is ...

1 Look at the maps of the United Kingdom.

- How many countries make up the UK? What are their capital cities?
- Which is the highest mountain in England?

2 Can you name the countries which border Spain?

SUMMARY

Pupils are introduced to a physical map and a political map. By comparing these two maps, they will understand that different types of maps can show different information about the same area.

LANGUAGE

- Vocabulary: physical map, political map, natural features, man-made features, country, capital city, political borders, elevation, height, depth
- Comparatives and superlatives: the highest, higher than, the lowest, lower than, the deepest, deeper than

1.08 Types of maps

1.09 Physical maps

1.10 Political maps

GETTING STARTED

- Tell the pupils to look at the maps and ask: *What place do these maps show? (The United Kingdom)*. Then explain that Ireland (in grey colour) is a country but it is not part of the United Kingdom, although it does form part of the British archipelago.
- Indicate the initial question and elicit answers (*water depth and elevation of land*).

STEP BY STEP

PAGE 13

Ask the pupils to read the introduction to the section. Elicit what kind of information the pupils think these two maps show us (*political map: countries, cities, capital cities; physical map: rivers, mountains*).

Activity 1

- Focus the pupils on the political map key and elicit the capital cities and the cities on the map.
- Pupils should be able to find the mountains on the physical map, but they will have to use the political map to find which country each mountain belongs to. Draw their attention to the Useful language box as a reference for their answers.

Activity 2

Elicit answers from the whole class. Use a political map to show the answers if possible.

WRAP IT UP

Find different types of maps of the United Kingdom on the internet to show the pupils. Many applications have maps which feature local information, landforms, or satellite images.

FAST FINISHERS

Ask the pupils to copy the outline of the UK from the physical map and add more rivers and mountains.

SOLUTIONS

- 1 a.** England (London), Scotland (Edinburgh) Wales (Cardiff) and Northern Ireland (Belfast); **b.** Scafell Pike – 978 metres
- 2** France, Portugal, Morocco, Andorra and United Kingdom

14 MAPS OF LOCAL AREAS

SUMMARY

This double-page spread help the pupils review keys and symbols, while looking at a street map that is divided into squares. Pupils will practise using the letters and numbers presented on the grid to acquire new map-reading skills.

Pupils will also have the opportunity to practise giving directions using a street map and a metro map.

LANGUAGE

- Vocabulary: street map, square, symbol, key, coordinate
- Questions: How do I get from ... to ...?
- Giving directions: turn left / right, go straight on, go past, it is on the left / right. It is the first / second stop, Take the ... line and then take the ... line to ...station

1.11 Street maps

1.12 Going places

GETTING STARTED

- Revise map symbols by drawing a symbol on the board and asking the pupils to name what it represents. Then, you can invite volunteers to draw a symbol and ask the class to guess what it represents.
- Indicate the initial question and elicit answers (*Global Positioning System*). As an extension activity, ask the pupils if they know what a GPS uses to calculate a position on Earth (*a satellite*).

STEP BY STEP

PAGES 14–15

- Indicate the introductory text on page 14 and ask the pupils to read it. Tell them to find the places represented in the key. This could be done as a class activity or in pairs.
- Indicate the numbers and letters along the left-hand side and top of the map. Explain that together they make finding things on maps much easier. Point out that we say the letter first and then the number when we give a coordinate.

Maps of local areas

What do the letters GPS stand for?

Street maps

Street maps are maps of smaller areas, such as a town or a city. They show natural features, like forests and rivers, and man-made features, such as hospitals, roads and parks. You can use these maps to find directions to places you want to go to.



1 Look at the street map. What places can you find in these squares?

- a. A4 b. E5 c. B8 d. C1

2 Where can you go if ...

- ... you want to visit an exhibition? ... you break your leg?

3 Design symbols for a school, cinema and library.

14

- Indicate the introductory text on page 15 and the direction symbols on the right. Practise reading them out loud, focussing on pronunciation and intonation.

Activity 1

Ask the pupils to find A at the top left of the map and 4 along the top of the map. Where they meet is A4. They should look at the key to confirm what the symbol means.

Activity 2

Pupils should study the map before answering. Ask them to give you the coordinates of both points on the map.

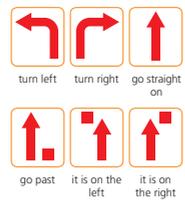
Activity 3

Study the symbols on the map and elicit the important features about them, such as a clear distinctive design, colours, etc. Ask the pupils to come up with their own ideas for a school, cinema and library.

Going places

Street maps can help you go from one place in town to another. A metro map helps you find your way around a large city by travelling underground.

4 Look at the street map. Ask your partner how to go from the supermarket to the bank.



5 Look at the metro map. How do you get from Queensway Station (red line) to Leicester Square (black line)?



Useful language

How do I get from the ... to the ...?
 Go straight on and turn left / right.
 It is on the left / right.
 Take the ... line. It is the first / second, etc., stop.
 Take the ... line to ... station and then take the ... line to ... station.

Activity 4

Tell the pupils to trace out the route on the map before they explain to their partner how to get from the supermarket to the bank. Choose other points for them to travel to and from using the map. Point to the Useful language box so the pupils can use the correct language for giving directions.

Activity 5

- Indicate the map of the London underground and ask how it is different from a street map.
- Look at the map together and ask the pupils to trace the journey on the map first before explaining the route to their partner. Ask them to choose two new points and role-play being lost in the underground.
- Draw their attention to the Useful language box as a reference for their answers.

WRAP IT UP

- Ask the pupils to think about their journey home from school and discuss who has the longest or the shortest journey.

- Find out more about the underground systems from the internet. The London underground is the oldest, but they may also be interested in finding out about others.

FAST FINISHERS

Play 'Battleships' to practise giving coordinates and to review vocabulary related to places in a town / city.

SOLUTIONS

- 1 a. museum; b. supermarket c. hospital; d. restaurant
- 2 Museum; Hospital
- 3 Pupils' own answers
- 4 Pupils' own answers
- 5 Take the red line west to Tottenham Court Road station, and then take the black line south to Leicester Square station.

16 THE SCALE OF A MAP

SUMMARY

This double-page spread introduces the concept of scale and provides the pupils with a greater understanding of how a large area is represented on a piece of paper. Pupils will also learn about common symbols used when mapping the inside of a building.

LANGUAGE

- Vocabulary: scale, reduced, detail, centimetre, metre, kilometre, floor plan
- Phrasal verbs: scale down
- There is / isn't a / an ..., There are some ..., There aren't any ..., The ... is ... metres from the ...
- Comparatives: smaller, larger, more, less

1.13 The scale of a map

1.14 Large-scale maps

1.15 Small-scale maps

1.16 Floor plans

GETTING STARTED

- Introduce tools for measuring distance. Show the pupils a ruler and ask how many centimetres there are on it. Then, show a metre stick and ask how many centimetres there are in a metre (100). Finally, ask how many metres there are in a kilometre (1,000). Help the pupils understand we use centimetres to measure very short distances, metres to measure medium distances and kilometres to measure long distances.
- Indicate the initial question and elicit answers (*No, they don't. They are scaled down.*).

STEP BY STEP

PAGES 16–17

- Ask the pupils to read the texts on page 16 and make sure they understand the concept of scaling down. Ask them to imagine what would happen if objects and places were represented in different scales on a map.
- All classrooms should have a floor plan showing the emergency escape route. Use this to introduce the ideas about floor plans. Ask the pupils why it is in the classroom and why it is important.

The scale of a map

Do maps show features in their real size?

A map shows a large area of land on a piece of paper or on a screen. Natural and man-made features are **scaled down** so they fit on the map.

All the different things on the map (roads, squares, parks, etc.) are reduced by the same amount. Not all maps have the same scale. The two maps below show the same place, but on different scales.

Large-scale maps



A large-scale map shows more details and features are larger. In this map, one centimetre equals 100 metres.

Small-scale maps



A small-scale map shows less details and features are smaller. In this map, one centimetre equals 500 metres.

1 What can you see on the small-scale map that you cannot see on the large-scale map?

2 Use the large-scale map and a ruler to find out the real distances between the following places:

- from the museum to the post office
- from the public toilets to the taxi station
- from the petrol station to the tourist information office.

3 Now use the small-scale map. Is the distance the same?

Useful language

The ... is ... metres from the ...

16

- Then ask the pupils what they would need if they had to find their way around a large building. Elicit ideas about the type of map they would need and whether it would have a large or small scale. Read the introductory text to check their ideas.
- Pupils should then study the two floor plans on page 17 in more detail and notice the difference in the scale used.

Activity 1

Ask the pupils to look at the two maps and elicit the differences.

Activity 2

Make sure all the pupils have a ruler before they start the activity. Draw their attention to the Useful language box as a reference for their answers.

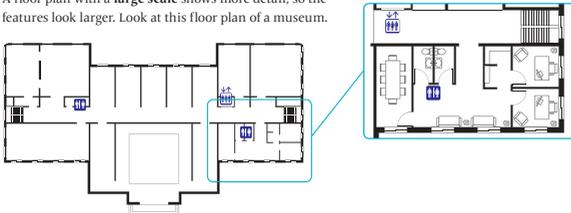
Activity 3

- Ask the pupils to repeat the process, and then compare their answers.
- Activities 2–3 could be done as group work, with one half of the class using the small-scale map and the other half, the large-scale map, and then comparing their answers.

Floor plans

A **floor plan** shows, from above, the location and size of the rooms in a building. You often find floor plans in museums, hospitals, shopping centres, airports, etc.

Like maps, floor plans use different scales. A floor plan with a **small scale** shows less detail, so the features look smaller. A floor plan with a **large scale** shows more detail, so the features look larger. Look at this floor plan of a museum.



Floor plans also use **symbols** to show things like stairs, lifts, furniture, windows and doors.



4 Look at the map above. Do the toilet doors open from right to left or from left to right? How do you know?

5 Draw a floor plan of your house on two different scales:
 • on a large scale to show only your bedroom
 • on a small scale to show the entire house

6 Compare your floor plan with your partner. How similar are they? How different is your bedroom?

Useful language

There is a / an ...

There are some ...

There isn't a / an ...

There aren't any ...

17

Activity 4

- Tell the pupils to look at the main floor plan above and the symbols, and ask how many public toilets (two) and lifts (one) there are. Continue asking similar questions about the large-scale map.
- Pupils should look at the map closely before answering. Use the classroom door to demonstrate the answer.

Activity 5

Make sure the pupils have the necessary tools before they begin and enough time to complete both plans. The plans should fit on two identical pieces of paper.

Activity 6

Pupils should use the plans to explain the layout of their bedroom and house. Draw their attention to the Useful language box as a reference for their answers.

WRAP IT UP

Play 'Bingo', 'Hangman' or 'Taboo' to review vocabulary from pages 6–17.

FAST FINISHERS

In pairs, the pupils play a game of 'True or False' on the concepts studied on pages 16–17. Each pupil writes four sentences and then ask their partner. For example: *All maps have the same scale (False). Large-scale maps show more detail (True). A floor plan shows the location of places in a town (False).* Encourage the pupils to correct the statements that are false.

SOLUTIONS

1 Pupils' own answers

2 Pupils' own answers

3 Pupils' own answers

4 One opens from right to left and the other from left to right.

5 Pupils' own drawings

6 Pupils' own answers

18 OUR WORLD

SUMMARY

This double-page spread focuses on the importance of maps, both as a practical tool to help people find their way around, but also to understand more about the politics, geography, weather and even the history of different parts of the world. Pupils will revisit the information they have studied in the unit and explore the topics in greater depth.

LANGUAGE

- Vocabulary: country, continent, climate, weather, capital, flow
- Types of maps
- Question words: what, which, how
- Verbs + prepositions: depend on, look for, open up, run through

GETTING STARTED

Revise ideas about different types of maps and their uses. Use their answers to draw a mind map on the board to organise and clarify their ideas.

STEP BY STEP

PAGES 18–19

- Pupils read the introductory text on page 18 and use the information to check the ideas they came up with in the brainstorming activity.
- Indicate the three pictures and ask the pupils to identify the type of map they can see and the information they show.
- Focus the pupils' attention on maps a–c on page 19 and ask which type of map they can see (*a. street map, b. physical map, c. political map*).
- Tell the pupils that all three maps show the United Kingdom, although the first one only shows a small area of London. Provide them with time to examine each of the maps before answering the questions. Pupils can explore important landforms and rivers represented on the physical map and study the names of the countries that make up the UK, as well as their capital cities, using the political map.

Our world

The importance of maps

Maps are important because they provide you with lots of useful information. Depending on what you are looking for, you need to look at one map or another. There are road maps, weather maps, streets maps, political maps, physical maps, etc. Each type of map you know is a tool that can help you in any situation, from finding the nearest street to locating the nearest continent.



political map



weather map



climate map

- 1 Which countries are to the north of Spain? And to the west? Which continent is to the south of Spain?
- 2 How many countries make up the Iberian Peninsula?
- 3 Look at the climate map. Can you identify what the different colours represent?
- 4 Look at the climate map. Identify the climate of:
 - a. Madrid
 - b. Alicante
 - c. Sevilla

18

Activity 1

Pupils should study the big map carefully to identify the countries.

Activity 2

Pupils should focus on the big map to answer the question. Elicit ideas about the use of colour on the map to help them answer.

Activity 3

- Ask the pupils to look out of the window, if possible, or to remember the weather when they arrived at school that morning. Elicit some ideas about the symbols they could use to represent the weather and draw their suggestions on the board.
- Indicate the climate map in the book. Ask the pupils to identify the climate of different areas by looking at the key.

Activity 4

Indicate the climate map and elicit ideas about the different regions of Spain. Discuss the driest regions, the wettest, etc. Ask the pupils to pinpoint where they live and to see what the climate is like there. Then ask them to find the three locations on the map and identify the climate in those places.

Which map do you need?

Maps do not just help you find your way around your local area. They open up the world to you. You can learn a lot about other countries: how big they are, what countries they are next to, the names of their important cities and much more!

- 1 What is the capital city of England?
- 2 What is the highest mountain in Scotland?
- 3 Which country is to the north of England?
- 4 How do you get from Big Ben to Waterloo station?
- 5 Which river runs through London? Where can you cross it?
- 6 Name the sea the Thames River flows into.



- 5 Work with your partner. Ask questions 1–6 and answer them, using the correct maps.
- 6 Which map do you use if you want to go mountain climbing in Scotland? And if you want to know where London is located? Which map do you use to find the London Eye?

Activity 5

Pupils explore the maps and answer the questions. You may choose to do this activity together as a class or in teams as a competition. Give six index cards to each team. Allow them some time to read the questions and write the answers on the index cards. Then go through each question for the teams to show the index cards each time. Note down the score on the board.

Activity 6

Pupils need to use more than one map to answer the questions. Bring some real maps if possible to class or show them on the digital whiteboard.

WRAP IT UP

Ask the pupils if they think maps on paper will still exist in the future or if we will all be using digital maps. Elicit ideas about the advantages and disadvantages of both types.

FAST FINISHERS

Ask the pupils to draw a map of their autonomous community. Tell them to include the capital city and

the main cities, to draw symbols for today's weather, and signals to show the main hospital and a museum.

TEACHER TIPS

Create a vocabulary bag to keep track of new words from each unit. The bag, or an envelope, can be used to revise vocabulary throughout the unit.

SOLUTIONS

- 1 France and Andorra; Portugal; Africa
- 2 Three: Spain, Portugal and Andorra
- 3 The climate in different areas of Spain
- 4 a. continental; b. and c. Mediterranean
- 5 1. London; 2. Ben Nevis (1,344 metres); 3. Scotland; 4. Through Westminster Bridge; 5. River Thames (through Westminster Bridge); 6. North Sea
- 6 b; c; a

20 REVIEW

SUMMARY

This double-page spread offers the pupils the opportunity to organise what they've learnt in the unit by means of a concept map. Pupils review content by completing a set of autonomous review activities. They can also learn a new study skill: in this unit pupils can use maps on the internet to revise what they've learnt.

Pupils can undertake a simple End-of-unit test.

LANGUAGE

- Vocabulary related to computers: internet, browser, website, search bar, mouse
- Imperatives: open, search, type, zoom in / out, click

MATERIALS

Digital flashcards.

GETTING STARTED

Play 'Taboo' or 'Hangman' to review the vocabulary from the unit. You can also use the picture from the opening pages 6–7 to revise the ideas and concepts in the unit.

STEP BY STEP

PAGES 20–21

Activity 1

- Remind the pupils that when we organise new information, it is easier to understand and remember it.
- Focus the pupils' attention on the concept map and ask them to tell you where the missing words go. Pupils should copy and complete the concept map in their notebooks.



REVIEW

1 Copy and complete in your notebook.



2 What type of information can you find in each map from activity 1?

3 Correct the following false sentences in your notebook.

- 1 Lines of longitude go horizontally around the Earth.
- 2 The Equator goes from the North Pole to the South Pole.
- 3 Greenwich Meridian divides the Earth into the Northern and the Southern Hemisphere.
- 4 Globes show the Earth as flat.

4 Pretend to be a cartographer. In your notebook, draw an imaginary island and add details. This list can help you.

- Add the capital city. Is it in the north? In the south?
- Add two main cities to your island. Where are they?
- Make sure there is more than one mountain and use colours to show their height.
- Use different colours to show water depth.
- Add symbols and the key to show what they represent.
- Do not forget the compass rose.
- Think about the scale you want to use.

20

Activity 2

Encourage the pupils to use complete sentences in their answers.

A physical map shows natural features, such as mountain ranges, rivers and lakes; A political map shows countries, capital cities and other cities, and borders. A street map shows an area of a place to help you find directions.

Activity 3

Encourage the pupils to correct the information in the sentences without looking in their books. After completing the activity, allow them to check their answers in the unit.

- a. Lines of latitude go horizontally around the world OR Lines of longitude go vertically around the world.
- b. The Equator divides the Earth into Northern and Southern Hemispheres OR The Greenwich Meridian divides the Earth into Western and Eastern Hemispheres.
- c. The Equator divides the Earth into Northern and Southern Hemispheres OR The Greenwich Meridian goes from the North Pole to the South Pole.
- d. Globes show the Earth as a sphere OR Maps show the Earth as flat.

5 Read the definitions and complete the words they refer to in your notebook.

- C.....: It shows the cardinal points on a map: north, south, east and west.
- S.....: This small image shows the real distance between two places.
- S.....: They are small pictures on a map that represent real places.
- K.....: It shows what the symbols used on a map represent.

6 In pairs, put the words in order to make questions. Test your partner.

Pupil A

- map / as / flat / a / does / the / show / Earth ?
- are / cardinal / the / points / what ?
- map / shows / which / features / natural ?
- is / what / floor / a / plan ?

Pupil B

- does / flat / a / globe / as / show / Earth / the ?
- is / where / Equator / the ?
- important / maps / why / are ?
- symbols / what / are / a / map / on ?

Study skills

Use maps on the internet.

- Open an internet browser and search for a map website.
- Type the name of a country, city, town or an address into the search bar.
- You can zoom in and zoom out to have a closer view or a general one.
- You can also choose a satellite view of the area.
- You can click and hold the mouse to move the map.



✓ What do you know now? Check your progress!

21

Activity 4

Make sure the pupils have all the materials they need and enough time to complete the map of the island. Show them images from the internet to give them ideas and encourage them to use the list in their notebooks.

Activity 5

You can play 'Hangman' on the board to guess the words.

a. compass rose; **b.** scale; **c.** symbols; **d.** key.

Activity 6

Pupils should write out the questions in their notebooks before using them to test their partners orally.

Pupil A

- Does a globe show the Earth as flat? (No, it doesn't.)
- What are the cardinal points? (North, south, east and west)
- Which map shows natural features? (Physical map)
- What is a floor plan? (It is an image that shows the location and size of the rooms in a building.)

Pupil B

- Does a globe show the Earth as flat? (No, it doesn't.)
- Where is the Equator? (It's an imaginary line that divides the Earth into two hemispheres.)
- Why are maps important? (They give us important information about places.)
- What are symbols on a map? (Small pictures that represent real things)

Study skills

If the pupils have access to individual laptops or computers in class time, use them. They should follow the instructions in the book to learn how to use a digital map and to explore its various features.

360° EVALUATION

Download, print and distribute the End-of-unit test. Compare the test at the end of the unit with the ones the pupils did at the beginning and during the unit. Ask: *What did you learn?* Elicit vocabulary and concepts for the unit.

UNIT 1**DIAGNOSTIC TEST**

Name: _____

Class: _____

1 Cross out the mistakes and write the correct word or words.

- a** Maps show the Earth as round. _____
- b** Globes show the Earth as flat. _____
- c** Maps show the correct proportions of the Earth. _____
- d** The Greenwich Meridian goes east to west. _____
- e** The Earth is tilted on its Equator. _____
- f** Spain is in the Southern Hemisphere. _____

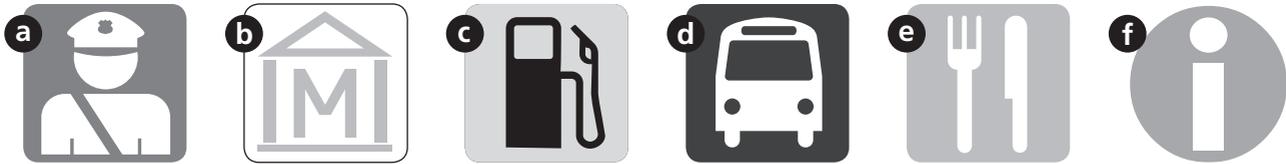
2 Circle the correct option.

- a** Lines of latitude / longitude go horizontally around the Earth.
- b** The Earth's axis / Equator goes through the North Pole and South Pole.
- c** The Earth's axis / Equator divides the Earth into the Northern Hemisphere and Southern Hemisphere.
- d** Lines of latitude / longitude go vertically around the Earth from the North Pole to the South Pole.
- e** We use lines of latitude / longitude to measure the distance from the Equator.

3 Write *political map*, *street map* or *physical map*.

- a** A _____ *street map* _____ is a map of a small area such as a town or city.
- b** A _____ shows an area of land divided into countries.
- c** A _____ shows different levels of elevation and bodies of water such as oceans, rivers and lakes.
- d** A _____ shows natural features, like rivers and forests, and man-made features, like hospitals and roads.
- e** A _____ shows the capital cities of countries.
- f** A _____ is used to find directions to different places.
- g** A _____ shows each country in a different colour.

4 Label the symbols used on street maps.



- f tourist information
- police station
- museum
- bus station
- restaurant
- petrol station

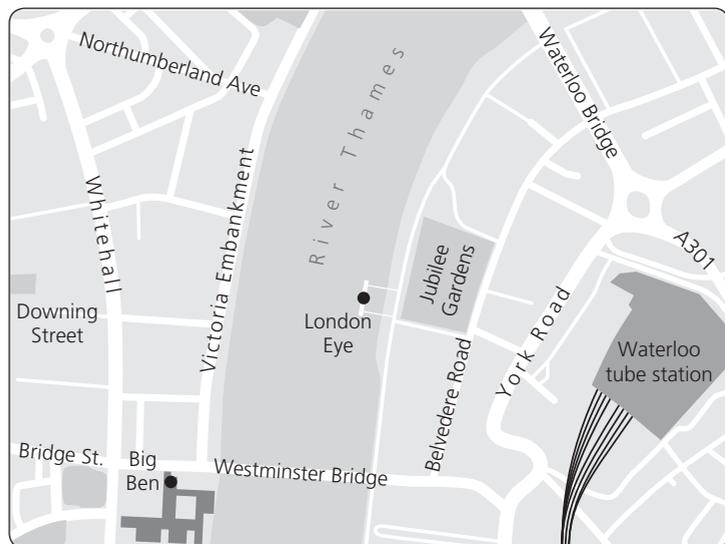
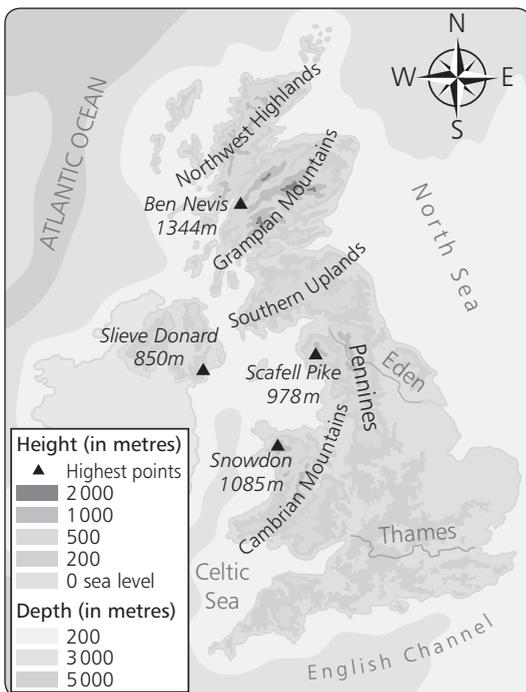
5 Look at the three different maps and answer the questions.

a What is the capital city of Scotland?

b What park is near the London Eye?

c Which river runs through London?

d What is the highest mountain in Wales?



UNIT 1**PUPIL'S SELF-EVALUATION**

Name: _____

Class: _____

What do you know about maps and the information they provide? Tick.

	I'm an expert!	I know some things, but I have some questions.	I have lots of questions!
Imaginary lines on world maps: lines of longitude and lines of latitude			
Cardinal points: location of places			
Representation of the Earth: globes and maps			
Elements and parts on a map: key, compass rose, symbols and the scale			
Physical maps and political maps			
How to read street maps			
Directions to go from one place to another			
The scale of a map: features and sizes			
Floor plans: location and sizes of the features.			

UNIT 1

COOPERATIVE LEARNING
EVALUATION

Name: _____

Class: _____

Evaluate your cooperative learning. Tick.

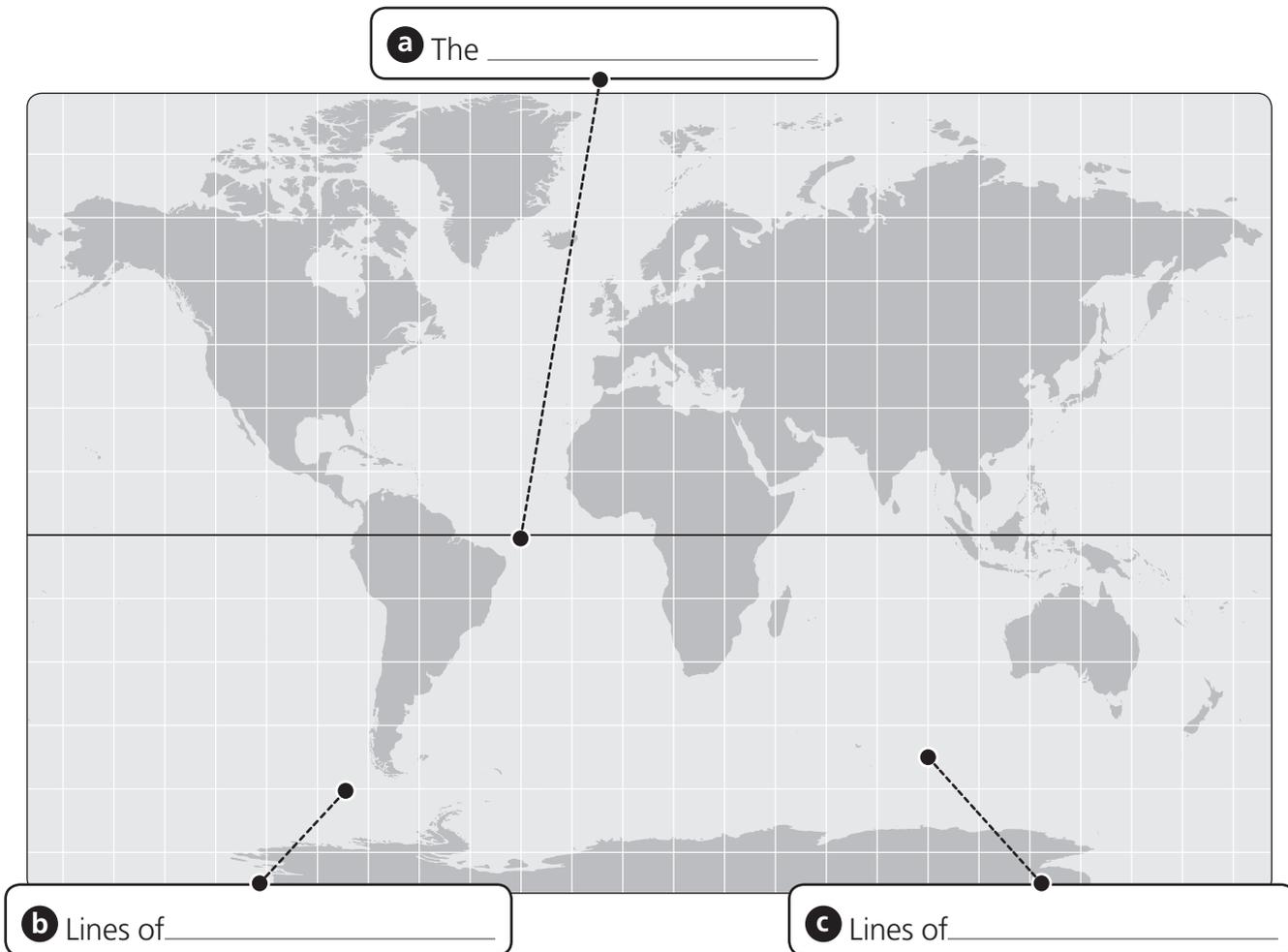
Self-evaluation

	Great work!	Good job!	I can do better next time!
I worked well with my group.			
I waited my turn to speak.			
I listened to the rest of the group members.			
I asked for help when I needed it.			

Group evaluation

	Great work!	Good job!	We can do better next time!
We all contributed to the project.			
We shared our ideas and listened to each other.			
We respected each other's opinions.			
We finished our task on time.			
We all helped to prepare the project.			
We solved any problems we had effectively.			
We all enjoyed working together.			

3 Label the map.



4 Complete the text about maps.

Equator Pole longitude Southern distance horizontally Northern latitude

The Equator is a line that goes _____ around the Earth. It divides the world into the Northern Hemisphere and the _____ Hemisphere. Europe is located in the _____ Hemisphere and _____ is located in the Southern Hemisphere. Lines of _____ go vertically around the Earth from the North _____ to the South Pole. Lines of _____ go horizontally around the Earth. We use these lines to measure _____ from the Equator.

5 Look at the map and answer the questions.



a Which places are in these squares?

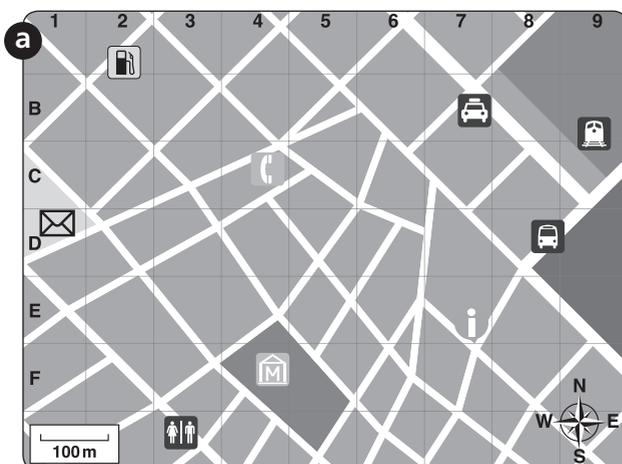
D2 car park E3 _____ A4 _____ E5 _____

b Which square is the university in? _____

c Which square is the bank in? _____

d Which square is the train station in? _____

6 Label the maps *small scale* or *large scale*.



Dear Parent / Carer,

In this unit, your child will begin by looking at the vibrant illustration related to maps and globes on the first two pages. This illustration will act as a tool to help your child brainstorm ideas and opinions on the subject matter and to assess their previous knowledge. Your child will then listen to and read the story about the course characters, Ana and Tom, who are on a school trip to the map museum. The story will be accompanied by audio and fun illustrations which will ease your child into the unit subject matter while encouraging curiosity and participation.

After the story, your child will move on to the *Work together* section in which they will use a cooperative learning technique to carry out a group experiment. Your child will learn about how to design a floor plan of a new school while also developing important teamwork and communication skills.

This unit on maps will expand on your child's previous knowledge of how the world on paper and on globes is interpreted. Your child will learn more about physical and political maps, and will be introduced to street maps of local areas.

Finally, the *Our world* page will encourage your child to reflect on the usefulness of maps, on the importance of choosing the right type of map, and on how maps can open up the world to them if they know how to read them.

Useful language tips throughout the unit will provide your child with language support to help them improve their oral skills.

Key vocabulary

- Map, globe, floor plan
- Equator, meridian, poles, axis, longitude, latitude, continents
- Key, scale, compass, symbol

Materials

- Paper, pencil, colouring materials, ruler, A3-coloured card, glue stick, scissors

Have fun and happy learning!

Best wishes,

Science teacher

Notes

A series of horizontal dashed lines for writing notes, spanning most of the page width.

