

# 10

# Where's the bus stop?

## Lesson 1

## Places in the community

### Classroom Materials/ Extra Practice



CD 5  
Tracks 28–52



Transparencies 10.1–10.9  
Vocabulary Cards Unit 10



MCA  
Unit 10



Workbook  
Unit 10



Interactive Practice  
Unit 10

### Unit Goals

- Identify places in the community
- Ask for and give directions
- Use *Between/Across from*
- Identify types of transportation
- Use a simple street map
- Read traffic signs
- Write about a dream job

### Getting Started

10 minutes

#### Books closed.

- Elicit vocabulary students may already know.  
Ask: *What are some places in your community that you know? Where do you buy your food? Where do you go to see a doctor? Where do your children go to school? What other places are important?*
- Repeat students' answers for the class to repeat.  
Write the words on the board.
- State the lesson objective: *We're learning the names of places in our community.*

### Presentation

15 minutes

#### A Look at the places....

- Show Transparency 10.1 or hold up your book. Point to the group of pictures and say: *Places in the community.*
- Play CD 5, Track 28. Point to each place. Students listen.
- Continue playing Track 28. Point to each place and have students repeat.

#### Books open.

- Play Track 28 again. Students listen and point to the places in their books.
- Continue playing Track 28. Students point as they listen and repeat.

#### Expansion: Vocabulary Practice for A

- Form pairs. Use the Vocabulary Cards for page 162. Student A points to a place. Student B says the word. Then students switch roles.

#### B Listen and read...

- Play CD 5, Track 29. Students listen and read.
- Continue playing Track 29. Ask students to listen and repeat as they read.

#### Expansion: Writing Practice for B

- Ask students to write the places in the word box that they go to. Have students compare their lists.

## Presentation

15 minutes

**C**  Listen and look at the map...

- Show Transparency 10.2 or have students look at their books.
- Play CD 5, Track 30. Students listen and look at the map.
- Continue playing Track 30. Students listen and point to the streets.
- Say each street and point to it on the transparency.

**D**  Listen. Listen and repeat.

- Show Transparency 10.2 or have students look at their books. Cover the dialog or have students cover the dialog in their books.
- Tell students to listen and find the places on the map. Play CD 5, Track 31. Check comprehension. Ask students to point to the places on Transparency 10.2 or in their books.
- Continue playing Track 31. Ask students to listen and repeat.
- Now show the dialog on Transparency 10.2 or have students read in their books. Play Track 31 again. Students listen and read silently.
- Continue playing Track 31. Students listen and repeat.

## Controlled Practice

15 minutes

**E** **PAIRS.** Practice the conversation.

- Model the conversation in Exercise D. Say the lines for Speaker A. Have the class say the lines of Speaker B chorally.
- Pairs practice the conversation two times. Have each student role-play Speakers A and B.
- Ask volunteers to role-play the conversation for the class.

**F** **PAIRS.** Look at the map...

- Show Transparency 10.2. Have students say where the ATM is on the map. Ask: *Is the ATM on the corner? What are the two streets?*
- Students make a new conversation. Walk around and help as needed.

**Expansion: Writing Practice for F**

- Have students write their new conversation. Then have volunteers role-play their conversation.

## Communicative Practice

5 minutes

**Show what you know!****GROUPS.** Take turns. Ask about...

- Say the sentences in the speech bubbles and have the class repeat.
- Students choose a place on the map and take turns asking and answering: *Is there a \_\_\_\_\_?*
- Circulate and assess students' ability to ask about and locate places on the map. If the class needs more practice, review pages 162 and 163.

**Critical Thinking Skill: Prioritizing**

• Set the context. Say: *Your group is moving to a town or city. You want to be near places in the community that are important to you. Write one list with five of these places. Put them in order of importance, with the first place being the most important.*

- Form cross-ability groups. Students can look at the vocabulary on page 162 and add other places they know. Walk around and help as needed. Remind students they are writing one list for their group.
- To finish this activity, have a volunteer from each group write the group's list on the board. Compare lists. Do any have a similar order?

## Extra Practice



Interactive Practice



Pages 110–111

**Getting Started**


5 minutes

 **Books closed.**

- Elicit vocabulary students may already know. Ask: *There are places in our community that help people. Your school is one. A hospital is another. What are more?* Give students the opportunity to answer without correcting their English.
- Repeat students' answers for the class to repeat. Write the words on the board.
- State the lesson objective: *We're learning more places in the community.*

**Presentation**

10 minutes

 **A Listen and point to the places...**

- Show Transparency 10.3 or hold up your book. Point to the group of pictures and say: *Places in the community, places that help people.*
- Play CD 5, Track 32. Point to each place. Students listen.
- Continue playing Track 32. Point to each place and have students repeat.

 **Books open.**

- Play Track 32 again. Students listen and point to the places in their books.
- Continue playing Track 32. Students point as they listen and repeat.

 **B Listen and read...**

- Play CD 5, Track 33. Students listen and read.
- Continue playing Track 33. Ask students to listen and repeat as they read.

**Controlled Practice**

10 minutes

 **C PAIRS. Point to a place...**

- Student A points to a place in Exercise A. Student B says the word. Then students switch roles.

 **Expansion: Writing Practice for C**

- Form pairs. Use the Vocabulary Cards for page 164. Student A points to a place. Student B writes the word. Then students switch roles.

## Presentation

25 minutes

**D**  Listen. Listen and repeat.

- Show Transparency 10.4 or have students look at their books. Cover the dialog or have students cover the dialog in their books.
- Elicit information about the picture. Tell students to hold up their YES or NO cards to answer. Point and ask: *Is this City Hall? Is City Hall between the police station and the DMV? Is City Hall across from the library?*
- Play CD 5, Track 34. Students listen. Pause the CD. Ask the comprehension questions again.
- Continue playing Track 34. Ask students to listen and repeat.
- Now show the dialog on Transparency 10.4 or have students read in their books. Play Track 34 again. Students listen and read silently.
- Continue playing Track 34. Students listen and repeat.

**E** Read the sentences.

- Use Transparency 10.4 or have students look at the chart in their books. Cover the dialog on the transparency or have students cover the dialog in their books.
- Say each sentence in the chart and have students read silently. Say each sentence again and have the class repeat.
- Point to the first sentence on the left side of the chart. Circle *between*. Then point to the police station and the DMV on the map to show that City Hall is between them.
- Then point to the park to show that City Hall is across from the park. Circle *across from* in the right side of the chart.
- Point to the second sentence on the left side of the chart. Circle *between*. Then point to the park and the library on the map to show that the post office is between them.
- Then point to the DMV to show that post office is across from the DMV. Circle *across from* in the right side of the chart.
- Show Transparency 10.4 with the dialog or have students look at the dialog in Exercise D in their books. Ask a volunteer to underline the words *between* and *across from*.

## Controlled Practice

5 minutes

**F** Look at the map in Exercise D...

- Write item 1 on the board. Point to the word *between*. Ask students to say what places are on each side of the DMV. Write the answer on the board. Say the sentence and have the class repeat.
- Have students compare answers with a partner.
- Have volunteers write their sentences on the board. Make any necessary corrections.

## Communicative Practice

5 minutes

**Show what you know!****GROUPS.** Look at the map...

- Say the sentences in the speech bubbles and have the class repeat.
- Model the activity. Choose a place on the map and ask: *Where is the \_\_\_\_\_?* Students answer.
- Circulate and assess students' ability to ask about and locate places on the map. If the class needs more practice, review pages 164 and 165.

**Critical Thinking Skill: Constructing**

- Have students review the places on pages 162 and 164.
- Form small groups. Describe the activity: Students will construct a new town or small city. They will draw a simple map showing places studied in this unit.
- Have students look at Exercise D and draw a similar map. Tell students to make sure places are between and across from other places.
- Ask students to walk around and look at their classmates' maps. Encourage students to talk about the places on their maps using *between* and *across from*.

**Extra Practice**

Interactive Practice



Pages 92–93



Pages 112–113

**Getting Started**

5 minutes

 **Books closed.**

- Elicit vocabulary students may already know. Ask: *How do you get to school? Do you walk? Do you take the bus?* Give students the opportunity to answer without correcting their English.
- Repeat students' answers for the class to repeat. Write the words on the board.
- State the lesson objective: *We're learning about different kinds of transportation.*

**Presentation**

10 minutes

 **A Look at the types of transportation...**

- Show Transparency 10.5 or hold up your book. Point to the groups of pictures and say: *Types of transportation.*
- Play CD 5, Track 35. Point to each picture. Students listen.
- Continue playing Track 35. Point to each picture and have students repeat.

 **Books open.**

- Play Track 35 again. Students listen and point to the types of transportation in their books.
- Continue playing Track 35. Students point as they listen and repeat.

 **B Listen and read...**

- Play CD 5, Track 36. Students listen and read.
- Continue playing Track 36. Ask students to listen and repeat as they read.

 **Expansion: Writing Practice for B**

- Have students use words from the word box to write a list of the types of transportation they use.
- Model the activity. Ask an above-level student: *Do you walk? Do you drive? Do you carpool?* etc. Write the activities that the student says *Yes* to on the board as the student's list.
- Then have classmates compare lists. Ask volunteers to read their list to the class.

**Controlled Practice**

5 minutes

 **C PAIRS. Point to a picture...**

- Student A points to a picture in Exercise A. Student B says the word. Then students switch roles.

 **Expansion: Writing Practice for C**

- Form pairs. Use the Vocabulary Cards for page 166. Student A points to a card. Student B writes the word. Then students switch roles.

## Presentation

10 minutes

**D**  Listen. Listen and repeat.

- Show Transparency 10.6 or have students look at their books. Cover the dialog or have students cover the dialog in their books.
- Elicit information about the picture. Tell students to hold up their YES or NO cards to answer. Ask: *What do you think? Are they at the park? Do the two men know each other? Are they going to work? Are they going to school?*
- Play CD 5, Track 37. Students listen. Pause the CD. Ask the comprehension questions again.
- Continue playing Track 37. Ask students to listen and repeat.
- Now show the dialog on Transparency 10.6 or have students read in their books. Play Track 37 again. Students listen and read silently.
- Continue playing Track 37. Students listen and repeat.

## Controlled Practice

5 minutes

**E** Practice the conversation.

- Model the conversation in Exercise D. Say the lines for Speaker A. Have the class say the lines of Speaker B chorally.
- Pairs practice the conversation two times. Have each student role-play Speakers A and B.
- Ask volunteers to role-play the conversation for the class.

## Presentation

5 minutes

**F**  Listen and read the story.

- Play CD 5, Track 38. Students listen and read the story silently.
- Check comprehension. Ask: *When does Ed go to school? Where is Ed's school? How does Ed get to school?* Write the answers on the board.
- Play Track 38 again. Students listen and check the answers on the board.

## Controlled Practice

5 minutes

**G** Read the story again...

- Write item 1 on the board. Ask students to read the story. Model circling *Yes*.
- Have students compare answers with a partner.
- To correct this exercise, ask a volunteer to read the sentences. Tell students to hold up their YES or NO cards to answer.

## Communicative Practice

15 minutes

**Show what you know!****PAIRS.** Ask: *How do you get to...*

- Write the chart on the board. Model the activity. Ask a volunteer the questions: *How do you get to school? To the supermarket? To the post office?*
- Form cross-ability pairs. Tell students they can look at page 166 for help.

**CLASS.** Talk about your classmate.

- Say the sentences in the speech bubble and have the class repeat.
- Have the class look at the chart on the board. Use the volunteer's name to write example sentences like these: *[Name] walks to school. He/She walks to the supermarket. He/She takes the subway to the post office.*
- Ask volunteers to say their sentences to the class.

**Critical Thinking Skill: Decision Making**

- Set the context. Say: *What are some things to think about when buying a car? What are the advantages and disadvantages?*
- Form cross-ability groups. Say: *Decide if your group wants to buy a car or not. Give your reasons why or why not.*
- To finish this activity, have each group tell the class about their decision and their reasons.

**Extra Practice**

Interactive Practice



Pages 94–95



Pages 114–115

**Getting Started**

5 minutes

 **Books closed.**

- Elicit vocabulary students may already know. Turn around so that your back is to the class. Then hold up each hand and ask: *Which hand is this?* Walk in a straight line and ask: *Which direction am I walking in?*
- State the lesson objective: *We're learning to talk about directions.*

**Presentation**

10 minutes

**A**  **Listen to your teacher say...**


- Copy the three direction arrows on the board (without the words).
- Point to one arrow at a time. Students listen. Point and say: *Turn left. Go straight. Turn right.*
- Say and point to the direction arrows again. Students listen and repeat.

 **Books open.**

- Say each sentence. Have students listen and repeat.

**Controlled Practice**

15 minutes

**B**  **Listen. Check (✓) the directions you hear.**

- Write item 1 on the board. Read the answer choices and have the class repeat.
- Play CD 5, Track 39. Pause the CD after item 1. Ask students to answer and demonstrate checking the box. Continue playing Track 39.
- Have students compare their answers with a partner. Play Track 39 again and have students confirm their answers.

**C**  **Listen for the directions...**

- Have students read the word box. Then have students study the map. Say each street and have students point.
- Point out the red dot and the “You are here” arrow on the map. Tell students this is the starting point for each conversation they hear.
- Do item 1 with the class. Play CD 5, Track 40. Pause the audio and have students find the place.
- Continue playing Track 40. Students write the correct places on the map. Play the audio two or three times.
- Have students compare answers with a partner. Play Track 40 so that students can confirm their answers.

## Presentation

15 minutes

### Listen. Listen and repeat.

- Show Transparency 10.7 or have students look at their books. Cover the dialog or have students cover the dialog in their books.
- Elicit information about the picture. Tell students to hold up their YES or NO cards to answer. Ask: *Is the man pointing? Does the woman need directions? Are they on the street?*
- Play CD 5, Track 41. Students listen. Pause the CD. Ask the comprehension questions again.
- Continue playing Track 41. Ask students to listen and repeat.
- Now show the dialog on Transparency 10.7 or have students read in their books. Play Track 41 again. Students listen and read silently.
- Continue playing Track 41. Students listen and repeat.

## Controlled Practice

15 minutes

### Listen again...

- Play CD 5, Track 42. Students circle *Yes* or *No*.
- To review this exercise, ask a volunteer to read the sentences. Tell students to hold up their YES or NO cards to answer.

### **F PAIRS.** Practice the conversation.

- Model the conversation in Exercise D. Say the lines for Speaker A. Have the class say the lines of Speaker B chorally.
- Pairs practice the conversation two times. Have each student role-play Speakers A and B.
- Ask volunteers to role-play the conversation for the class.

### **G PAIRS.** Look at the maps...

- Tell students to look at the map for Conversation 1. Say: *Where is the starting point?* Students point to the red dot on Main Street. Ask: *What street is the police station on?* Tell students to point to the police station.
- Form cross-ability pairs to do Conversation 1. Student A points to the red dot and asks the question. Student B points to the police station and tells Student A how to get there. Then students switch roles and repeat the conversation.
- Tell students to look at the map for Conversation 2. Say: *Where is the starting point?* Students point to the red dot on Bank Street. Ask: *What street is the post office on?* Tell students to point to the post office.
- The same pairs do Conversation 2. Student A points to the red dot and asks the question. Student B points to the post office and tells Student A how to get there. Then students switch roles and repeat the conversation.
- Then ask volunteers to role-play one of their new conversations for the class.

### **Expansion: Writing Practice for G**

- Pairs write their new conversations.

#### Extra Practice



Interactive Practice



Pages 96–97



Pages 116–117



**Getting Started**


10 minutes

 **Books closed.**

- Elicit vocabulary students may already know. Say: *When you walk down the street or drive your car, you can see traffic signs. Ask: What traffic signs do you see?*
- Give students the opportunity to answer without correcting their English.
- Use the Vocabulary Cards for page 170. Put them picture-side up on a desk or table. Let students choose a card and show it if they need help explaining their ideas.
- Repeat students' answers for the class to repeat. Write the words on the board.
- State the lesson objective: *We're learning about traffic signs.*

**Presentation**

15 minutes

 **A Look at the traffic signs...**

- Show Transparency 10.8 or hold up your book. Point to the group of pictures and say: *Traffic signs.*
- Play CD 5, Track 43. Point to each traffic sign. Students listen.
- Continue playing Track 43. Point to each sign and have students repeat.

 **Books open.**

- Play Track 43 again. Students listen and point to the traffic signs in their books.
- Continue playing Track 43. Students point as they listen and repeat.

**B PAIRS. Point to a sign...**

- Student A points to a sign. Student B says the name of the sign. Then students switch roles.

**Controlled Practice**

35 minutes

**C**  **Listen. Write 1, 2, 3, 4, 5, 6...**

- Have students study the signs. Have volunteers say the names of the signs.
- Do item 1 with the class. Play CD 5, Track 44 and pause after item 1. Students point to the correct sign (c).
- Continue playing Track 44. Students write the numbers. You may want to play the audio two or three times.

**D PAIRS. Compare your answers.**

- Have students compare answers with a partner. Then write the answers on the board.
- Play Track 44 again so students can reconfirm their answers.

**E**  **Listen for the sign...**

- Do item 1 with the class. Play CD 5, Track 45 and pause after item 1. Ask students what they heard and have them circle *a*.
- Continue playing Track 45. Students listen and circle the answers. You may want to play the audio two or three times.
- Write the answers on the board. Play Track 45 again so students can reconfirm their answers.

**Extra Practice**

Interactive Practice



Pages 118–119

## Getting Started

5 minutes

 Books closed.

- Elicit students' ideas. Ask the class: *How many students work? What do you do? Do you like your job? What kinds of jobs do you want?*
- Repeat students' answers correctly and have the class repeat. Write the words on the board.
- State the lesson objective: *We're listening to Hong, a cook in a restaurant. Hong is talking about his dream job.*

## Presentation

15 minutes

**A CLASS.** Look at each picture...


- Show Transparency 10.9 or hold up your book. Point to each picture and ask: *What do you see?*
- Elicit information without correcting students' answers. If students have difficulty expressing an idea, try to say it for them.
- Write words or phrases on the board about the pictures.

 Books open.**B**  Listen to the story.

- Play CD 5, Track 46. Point to each picture on Transparency 10.9 or have students look at their books. Students listen.
- Check comprehension. Show Transparency 10.9 or hold up your book. Ask:
  1. *What is the man's name? What was his job in his country?*
  2. *What's Hong's job in the United States?*
  3. *What is Hong's dream?*
  4. *Why is Hong going to City Hall?*
  5. *Why is Hong going to the bank?*
  6. *What will Hong do soon?*
- Play Track 46 again. Ask students to listen and look at the pictures in their books.
- Check comprehension. Ask the questions above again. Say the answers and have the class repeat.

## Presentation

15 minutes

**C**  Listen again and read.

- Play CD 5, Track 47. Have students listen and read the story in their books.
- Ask students to identify any words they don't understand. Write the words on the board and encourage students to guess the meaning.

**Expansion: Reading Practice for C**

- Form cross-ability pairs. Students take turns reading the story out loud.

## Controlled Practice

15 minutes

**D** Read the story again...

- Write item 1 on the board and demonstrate circling *No* as the answer.
- To review answers, ask volunteers to read a sentence and say their answer.

**E** **GROUPS.** Read the questions...

- Model the discussion. Ask various students some questions about what they want to do and how they want to live: *What is your dream job? Do you want to be a doctor? A movie star? Do you want to have your own business? Do you want to be your own boss?*
- Write on the board the roles for the group:  
*Student 1: Read each question out loud.*  
*Student 2: Make sure each student talks.*  
*Student 3: Tell the class the group's answers.*
- Walk around and encourage each student to participate in the discussion.
- To finish the activity, ask each group to share its information.

**F** Write about your dream job...

- Model writing the sentences on the board. Use information about yourself or someone you know.
- Walk around the room and help as necessary.

**MULTILEVEL INSTRUCTION for F**

**Pre-level** Students copy Hong's story in Exercise C on a piece of paper.

**Above-level** Students write their own stories on a piece of paper about what they want to do or their dream business. Exercise C is the model.

## Communicative Practice

10 minutes

**G** **GROUPS.** Take turns. Read...

- Form cross-ability groups. Encourage above-level students to help as they share their information.

**Critical Thinking Skill: Decision Making**

- Set the context. Say: *Hong wants to start his new restaurant in three months. He told his boss that he will leave soon. His boss is unhappy. Hong is a good cook and the boss cannot find another good cook so fast. The boss offers Hong a lot of money if Hong agrees to stay for two more years. After two years he can leave. What do you think Hong should do?*
- Form cross-ability groups. One student writes the group's suggestions.
- To finish the activity, ask volunteers to share their group's ideas. Write the ideas on the board.

**Extra Practice**

Interactive Practice



Pages 98–99



Page 120

1

## THE SOUNDS OF A (BANK) AND I (LIBRARY)

## Language Note

The sounds of *a* (*bank*) and *i* (*library*) are vowel sounds. This *a* is a short sound. Open your mouth. Your tongue is behind the bottom teeth. Practice the sound with the word *bank*. This *i* is a long sound. Open your mouth. Close your mouth a little as the sound becomes *y*. Practice the sound with the word *library*.

**A** Read the words out loud...

- Have students work individually. Students point to each word and say it out loud softly two or three times.
- If you have demonstrated the information in the Language Note, you can have students look in a mirror to check placement of mouths and tongues. Walk around and provide help as needed.

**B**  Listen and repeat.

- Play CD 5, Track 48. Students listen and repeat to self-correct.
- Walk around and check students' pronunciation of *a*.
- Play the audio two or three times.

**C** Read the words out loud...

- Have students work individually. Students point to each word and say it out loud softly two or three times.
- If you have demonstrated the information in the Language Note, you can have students look in a mirror to check placement of mouths and tongues. Walk around and provide help as needed.

**D**  Listen and repeat.

- Play CD 5, Track 49. Students listen and repeat to self-correct.
- Walk around and check students' pronunciation of *i*.
- Play the audio two or three times.

**E**  Listen. Write *a* or *i*...

- Explain that students will complete each word with *a* or *i*.
- Do the first two items with the class. Write on the board: 1. g\_\_s 2. r\_\_de. Say each word. Have a volunteer come up and write the correct letter.
- Play CD 5, Track 50. You may want to play the audio two times.
- Have students check their answers with a partner.

**F** DICTATION. PAIRS. Student A...

- Form cross-ability pairs.
- Model the activity with a higher-level student. Ask the student to say a word from Exercise A. Write it on the board. Ask the class to check your spelling.
- Encourage students to check spelling after each word.

**G** DICTATION. SAME PAIRS. Student B...

- Tell students to switch roles. Student B says the words from Exercise C. Student A writes the words.
- If necessary, model the activity again with a word from Exercise C.

**MULTILEVEL INSTRUCTION for F and G**

**Pre-level** Students copy the words in Exercises A and C on a piece of paper. Have a classmate check the spelling.

**Above-level** Students write five more words with *a* and *i*. They can use any words they know. Form pairs. Have students share their words. Check for the choice of words to make sure they match the same *a* and *i* sounds of these exercises.

## 2 VOCABULARY

**A**  Listen. Listen and repeat.

- Play CD 5, Track 51. Have students listen and read.
- Continue playing Track 51. Have students listen and repeat chorally.
- Check comprehension. Say each word in the word box. Have students give a definition or draw a picture on the board. You can also show Transparencies 10.1 and 10.3 and have students come up and point to the items.

**B** Complete the sentences...

- Form cross-ability pairs.
- To review this exercise, have pairs say the conversations. Make any necessary corrections.

**C** Write the type of transportation.

- Have students work individually.
- Have volunteers write the answers on the board.
- Then show Transparency 10.5 to review all types of transportation.

## 3 SPEAKING

## Your classmate asks...

- Have students read the situation and answer choices in their books.
- Say: *Circle the answer that completes the dialog.*
- Have students compare answers with a classmate.
- Ask a volunteer to write the correct answer on the board.

## CD-ROM Practice

 Go to the CD-ROM for more practice.

If your students need more practice with the vocabulary, grammar, and competencies in Unit 10, encourage them to review the activities on the CD-ROM. This review can also help students prepare for the final role play on the following Expand page.

## Extra Practice



Interactive Practice



Pages 100–101



Page 121

## 1

## GIVE DIRECTIONS TO PLACES

**Teaching Tip**

To prepare students for the activity, review direction words on pages 163, 165, and 168. Use visual hand signs to help students remember directions. Demonstrate *right*, *left*, and *straight* in front of the class using your hands. To demonstrate *right* and *left*, turn around so that your back is to the class. Have the class repeat the motions.

**A**  **Listen. A woman is giving directions.**

- Set the context. Say: *A woman is giving directions.* What are the directions?
- Play CD 5, Track 52. Have students listen. Write the answer on the board.
- Play Track 52 again. Have students check their answer with the answer on the board.

**B** **ROLE PLAY. PAIRS.**

- Tell students to point to the “You are here” arrow and red dot on the map. Say: *Start here for all directions.* Review the street names and the places on the map.
- Form cross-ability pairs.
- Walk around and help as needed. Encourage students to point to the places they are talking about. They can also use their finger to show which direction they are moving in.
- Ask various pairs to perform one of their conversations for the class.

## 2

## READ AND UNDERSTAND MAPS

**A** Look at the map...

- Have students point to the hospital, bank, parking lot, and park. Ask students to say the street names.

**B** Read the sentences...

- Draw the map in Exercise A on the board. Write the places and the blanks.
- Have students read the sentences.
- Do item 1 with the class. Have a volunteer come up to the board and point to the building that is the police station.
- Have students work individually.

**C** PAIRS. Compare answers.

- Have pairs compare answers.
- To review this exercise, have students come up and write the names of the other places on the map on the board.

## 3

## CONNECT

**For your Team Project...**

- Go to page T-xi for the general teaching notes for the projects.