

Left, right, straight on



Straight on.



Turn left.



Turn right.

1



2



PE

Listen, point and repeat.
Listen and play.

38

About
me!

Do you know
left from right?

I can say my address.

6 Lesson 5

1 Find and write.



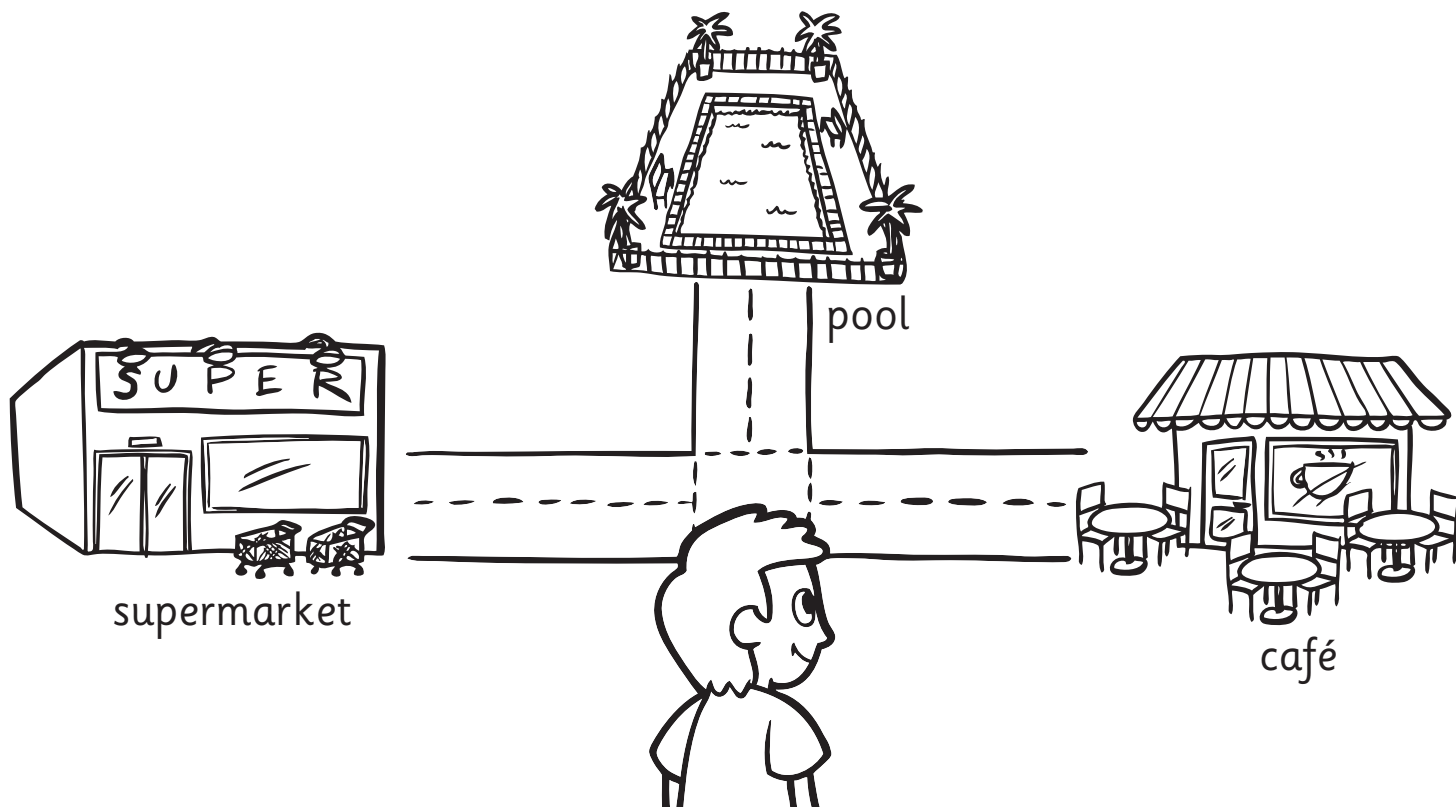
left



right



straight on



① Turn left! Go to the _____.

② Turn right! Go to the _____.

③ Straight on! Go to the _____.

Look at the picture and follow the directions. Find and write the places.

PE

1



37

Extra activities:

- Write the sentences from the lesson on the board. Give out the word cards to the children. Ask the children to read each word on the board. The child with the matching word card comes up to the front and puts it under the correct word each time. This activity will help the children focus on the words and it is less challenging for the children who are still finding it difficult to recognise or read the words.
- Write the words of one of the sentences on the board in a jumbled order. Ask volunteer children to come up to the front and put them in order. Ask the class to read the sentences together.

Unit 6 Lesson 5

6 Lesson 5

Left, right, straight on

Straight on.

Turn left.

Turn right.

1

2

38

PE

Listen, point and repeat.
Listen and play.

About me!

Do you know left from right?

New language: *straight on, turn left, turn right*

Classroom language: *Open your books. Listen and point. Put up your left/right hand. Do you know left from right?*

Materials: CD, Lesson 5 flashcards

Warm up

- **07** Play the *What do you want to do today?* song. The children listen and sing along.
- **Game** Play *Point to the Star* word game (see Introduction page 26).
- Open a Pupil's Book at page 38 and show the children the icons for the lesson. Ask *What are we going to do today?* Elicit *listen and say, listen and play.*

PE

Introduce the new language.

- Ask a group of children to come up to the front of the class and pretend they are driving a car. Direct them using *turn right, turn left, straight on*. Prompt them to repeat and mime going in the direction. Display the flashcards. Repeat with other groups until everyone has had a turn. Prompt seated children to say the directions to the group at the front.

1

Listen, point and repeat.

- The children open their books at page 38. Display the Digibook page or hold up a Pupil's Book in front of the children. Point to the pictures and elicit the directions.
- Play the CD. The children point in their books and repeat. Point to the page in front of the children to demonstrate.



*Straight on.
Turn left.
Turn right.*

2

Listen and play.

- Play the CD. The children listen and follow the instructions.



*Straight on!
Turn left.
Stop!
Start again!
Straight on!*

Turn right.

Stop!

Start again!


[repeat]

About me!

About me!

- Ask each child if they know left and right, e.g. say *Put up your left/right arm*. Ask the children if they use/write with their left or right hand. (See Introduction page 25 for tips on how to discuss About me! topics.)

Extra activities:

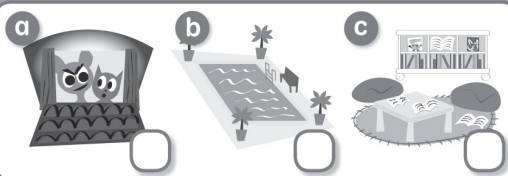
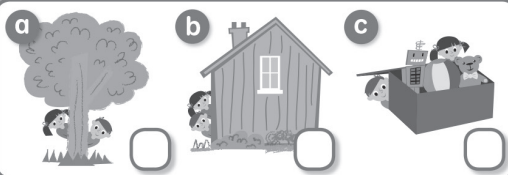
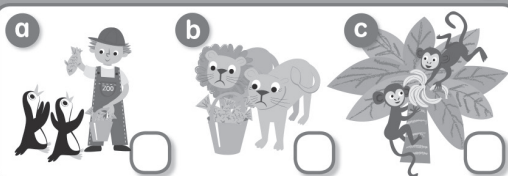
- You can practise directions in the classroom using toy cars/trucks. Give each child a toy car. Say directions and the children move their cars appropriately. You can practise in the playground using bikes or scooters or with the children running, crawling or jumping while following the directions.
-  Ask a volunteer or a group to wait outside the classroom. Hide Horsey puppet inside the classroom. The class direct the volunteers until they find Horsey.

Unit 6 Lesson 6

Review

6 Lesson 6

1



2



Listen and tick.
Listen, point and say.
Assess progress with
Teacher's Guide.

39

New language: review

Classroom language: *Listen and tick. Listen and say.*

Where are the penguins? Where are they hiding? Where is the cinema?

Materials: flashcards for Units 4–6, torch/laser pointer (optional), CD

Warm up

- Use the Digibook to display pictures from the last three units. Show them to the children in random order and ask them to call out the words as quickly as they can. Increase the speed for more fun. You can use the printed flashcards in the same way to quickly go through the vocabulary.
Optional: if you have the flashcards displayed on the wall, point to each one in random order using a torch or laser pointer. The children follow the light and call out the word. Do this in random directions for more fun.
- Open a Pupil's Book at page 39. Point to each icon and ask *What are we going to do today?* Elicit *listen and draw, listen and say*.

1

CD2-TRACK
15

Listen and tick.

- The children open their books at page 39. Play the CD for the first row. Ask the children to listen carefully and point to the correct picture. Show the children how to draw a tick in the box next to the picture. Repeat the CD if necessary. Repeat with the other rows.

CD2-TRACK
15

Narrator: *One*

Child 1: *Look. What are they?*

Child 2: *They're penguins!*

Child 1: *Do penguins eat bananas?*

Child 2: *No! They eat fish. Look!*

Narrator: *Two*

Child 1: *Where are they?*

Child 2: *I don't know! Are they behind the toy box?*

Child 1: *No!*

Child 2: *Are they next to the house?*

Child 1: *No!*

Child 2: *There! They're behind the tree!*





