

**Vocabulary:**

go straight, turn left, turn right, bridge, go over,

**Structure:**

How do I get to the \_\_\_\_\_?

Go \_\_\_\_\_.

Turn \_\_\_\_\_.

**Review**

1. Write the vocabulary from the previous lesson on the board.
2. Have students read the words on the board.
3. Write the structure from the previous lesson on the board.
4. Have students read the sentences on the board.
5. Have some students come to the front and practice using the vocabulary and structure in front of the class.

**A Listen, point and say.** 



1. Arrange the flashcards on the board, play audio and have students listen and repeat. Point to the flashcards along with the audio. Repeat several times.
2. Play audio again and have students listen, repeat and point to the pictures in their books.
3. Change the order of the flashcards, point to them individually and have students say the words, correct pronunciation when needed.

**Track 73** 

1. M: Go straight.
2. M: Turn left.
3. M: Turn right.
4. M: Bridge.
5. M: Go over.

**B 1. Listen and read.** 



1. Review the story from the previous lesson "Tony was buying the children ice cream..."
2. Now introduce the situation "The family is lost..."
3. Have students call out the objects and people they can see.
4. Have students listen and read.

**2. Listen and number.** 

1. Play audio and demonstrate the activity using the example.
2. Play audio and have students listen and number.
3. Play audio again and check answers as a whole class.

**3. Practice the structure.** 

1. Draw students' attention to the structure box.
2. Play audio and have students listen.
3. Play audio again and have students listen and repeat.

**Track 74 - 75** 

Narrator: The family is lost...

Narrator: Look at the pictures. Listen. There is one example.

1. Tony: Oh no! We're lost.

May: Ask that man.

Tony: Hello! How do I get to the lake?

Man: Hmm. Go straight.

Tony: Go straight. Thank you.

Narrator: Can you see number 1? This is an example. Now listen and number.

2. Tony: Hi. How do I get to the lake?

Girl: Oh, I know. Turn left.

Tony: Turn left. Ok, thanks.

3. (car stops) Hello!

Tony: How do I get to the lake?

Man: The lake? Oh yeah. Go over the bridge.

Tony: Go over the bridge. Are you sure?

Man: Yeah.

(sound of car running)

Bill: Yay. This is fun. Hey, look at Alfie! (sound of tail getting hooked)

Alfie: Ouch, help!!!!

**STRUCTURE**

How do I get to the lake?

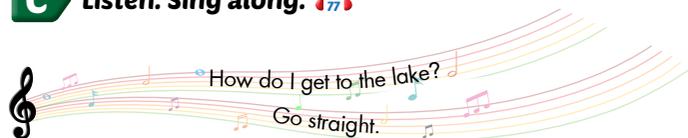
Go straight.

**Track 76** 

M: How do I get to the lake?

W: Go straight.

**C Listen. Sing along.** 



1. Play audio and have students listen.
2. Play audio and have students point to the pictures in part A.
3. Play audio and have students sing the song as the whole class.

**Track 77** 

*How do I get to the lake?* turn left, turn right, go over the bridge  
*Go straight.*

4. Divide class into two groups. Group A: sing the questions; group B: sing the answers.
5. Swap roles and repeat.

**Pronunciation tip** 

1. Focus attention on the example sentence, and briefly explain the focus.
2. Tell students they must listen and notice the pronunciation feature.
3. Play the audio once, and draw attention to the pronunciation feature.
4. Play the audio again. Have students listen and repeat with a focus on the feature.

**Track 78** 

*G: How do I get to the lake?*  
*B: How do I get to the lake?*  
*M: How do I get to the lake?*

**PRONUNCIATION TIP** 

"...do l..."  "...dwy..."

**D Put a tick (✓) in the box. Practice. Ask and answer.**

How do I get to the lake? Turn left.

1  Turn left. <input checked="" type="checkbox"/> Go straight. <input type="checkbox"/>	2  Turn left. <input type="checkbox"/> Go over the bridge. <input type="checkbox"/>	3  Go straight. <input type="checkbox"/> Turn right. <input type="checkbox"/>
4  Turn left. <input type="checkbox"/> Turn right. <input type="checkbox"/>	5  Go straight. <input type="checkbox"/> Turn right. <input type="checkbox"/>	6  Go straight. <input type="checkbox"/> Turn left. <input type="checkbox"/>

**Put a tick (✓) in the box.**

1. Have students call out the objects and people they can see.
2. Have students put a tick on the correct direction in each picture.

**Practice.**

3. T: I say "lake." You say, "How do I get to the lake?"  
 T: I say "park." You say, "How do I get to the park." OK?  
 T(to class): Lake.  
 Class: How do I get to the lake?  
 T(to class): Park  
 Class: How do I get to the park?

**Continue whole class/group/individual drills, with:**

- supermarket • bakery • sports shop • book shop

Split class into Group A and Group B.

T: I say "lake", "left".  
 Group A, you say "How do I get to the lake?"  
 Group B, you say, "Turn left."  
 T: I say "park", "straight".  
 Group A, you say, "How do I get to the park?"  
 Group B, you say, "Go straight." OK?  
 T(to class): Lake/left.  
 Group A: How do I get to the lake?  
 Group B: Turn left.  
 T(to class): Park/straight.

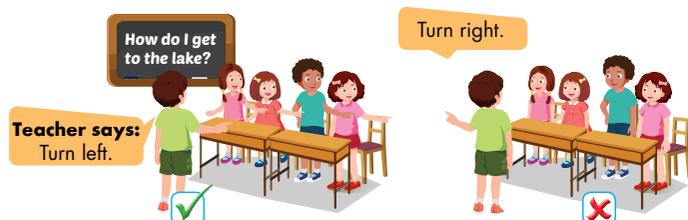
**Continue whole class/group/individual drills, with:**

- supermarket/right • bakery/left
- sports shop/straight • book shop/over the bridge

**Ask and answer.**

4. Demonstrate the activity using the pictures.
5. Divide students into pairs.
6. Have student A point to a picture and ask, "How do I get to \_\_\_\_\_?" and have student B answer "\_\_\_\_\_".
7. Swap roles and repeat for next pictures.
8. Afterwards, have some pairs demonstrate in front of the class.

**E Play the "Teacher says" game.**



1. Teach students actions that show the vocabulary for the lesson.
2. Have the class stand up. Write a question on the board eg. "How do I get to the lake?"
3. Play the role of "teacher", and give commands to the class.
4. Start some commands with the phrase "Teacher says turn left." and students turn and point left.
5. If the command starts with "Teacher says", students do the action.
6. If the command does not start with "Teacher says", students do not do the action.
7. Have students take turns to be "Teacher".