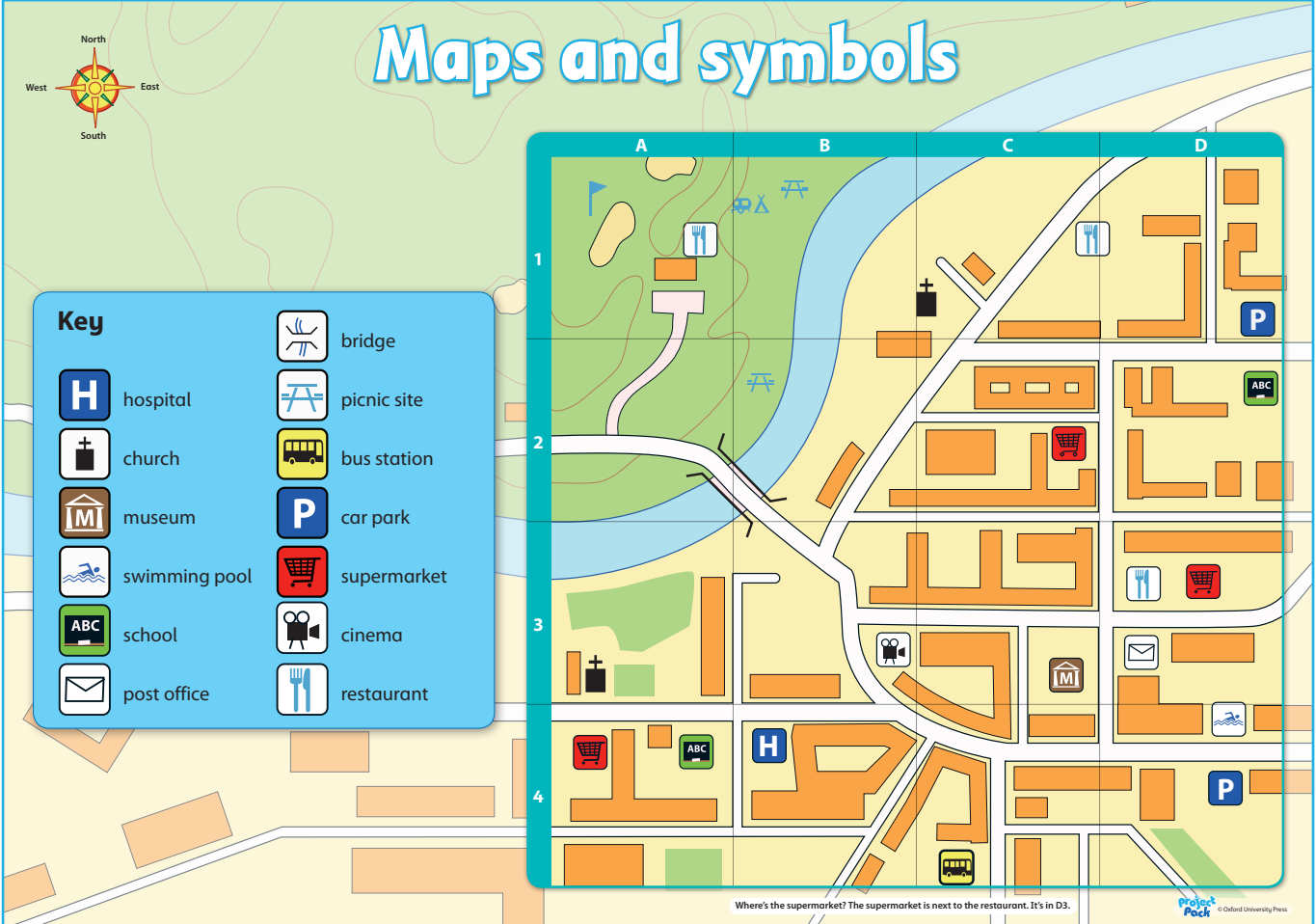


Maps and symbols

Project notes



It's recommended that this project is taught over 2–3 lessons, depending on your timetable. The project stages are listed in order, and can be split up to suit your teaching situation. You may wish to introduce each session with a simple warmer activity based around the project poster, and – should you want to extend the project further – you will find ideas for additional activities and games at the end of these notes.

Learning outcomes

- Identify and say where places are in a town
- Understand the use of grid lines and grid references and use them to locate places on a map
- Discuss using maps to find your way in a town
- Participate in the song *Lost in town*
- Make a map of your own town

Key language

hospital, church, museum, swimming pool, school, post office, bridge, picnic site, bus station, car park, supermarket, cinema, restaurant; next to, opposite, between, behind, in front of; Where's the (supermarket)? The (supermarket) is (next to) the (restaurant). It's in (D3).

Key Competences

- Linguistic competence
- Social and civic competence
- Learning to learn
- Digital competence
- Sense of initiative and entrepreneurship
- Cultural awareness and expression
- Mathematical competence and basic competences in science and technology

Materials

- Maps and symbols poster
- Maps and symbols Worksheet 1
- Maps and symbols Worksheet 2
- Coloured pens or pencils
- Large sheets of blank paper
- Rulers
- Some street maps of your town and / or online maps and map apps

1 Presentation – Maps and symbols

Introduce the topic

- Bring in some maps of your town or city (these can be found at local tourist information centres) and give them to students to look at in small groups.

TEACHING TIP: Alternatively, you could open a digital map of your town on your interactive whiteboard.

- Ask the class if they have seen maps like these before. Ask where they saw them, what they looked like, and how they were being used.
- Establish with the class that we use maps to locate places and to help us find our way around.

Look at the poster 27

- Display the Maps and symbols poster. Point to the big map and explain that this is a map of a town. We use symbols on a map to represent places in town.
- Point to the 'H' symbol on the map and ask students if they can guess what it represents (hospital). Ask about the other symbols in the same way, supplying the English word for any suggestions that students make in L1.
- Draw their attention to the key. Play track 27 for students to listen to and repeat each word. Point to the relevant symbols as they do so.

hospital, church, museum, swimming pool, school, post office, bridge, picnic site, bus station, car park, supermarket, cinema, restaurant

- Call out places in the town and invite students to come up to the poster and find the symbols on the map.
- Ask them questions to elicit answers using *there is* and *there are*, e.g. *How many churches are there?* (There are two churches); *How many cinemas are there?* (There is one cinema.)

Review prepositions of place

- Review the prepositions *next to*, *opposite*, *between*, *behind* and *in front of*. Invite different students to the front of the class and tell them to position themselves in certain places around the classroom, using the prepositions, e.g. *stand in front of the white board*; *stand between two desks*.
- Put students in pairs. Have them take turns asking and answering questions about the places on the map. Encourage them to ask *Where's (the supermarket)?* and to answer using the prepositions of place.

2 Practice

Complete Maps and symbols Worksheet 1

1 Complete the key.

- Give out Maps and symbols Worksheet 1. Ask students to write the place names next to each symbol to create a key for the map. Explain that they will complete the empty box in the key later.

TEACHING TIP: Students may need support writing the places, so you could allow them to refer back to the poster, or write the place names on the board for them to copy.

ANSWERS

Row 1: picnic site, post office, hospital

Row 2: school, swimming pool, cinema

Row 3: church, museum, bus station

Row 4: car park, supermarket

2 Look at the map and complete the sentences.

- Read the words in the word pool. Then ask students to complete the sentences. They will need to use each of the words or phrases in the word pool once. When they have finished, let them check their answers with a partner.

ANSWERS

1 behind 2 between 3 in front of 4 next to
5 opposite

3 Draw a restaurant on the map and add it to the key. Ask and answer with a partner.

- Tell students to draw a restaurant symbol on the map. They should then add the symbol and label to their key. In pairs, students should ask and answer questions to find out where their partner's restaurant is, and mark it on their own map.

TEACHING TIP: Encourage students to draw the restaurant in a position where they can describe it in relation to something else on the map.

3 Presentation – Co-ordinates

Look at the poster

- Display the Maps and symbols poster and focus the students' attention on the co-ordinates (the numbers and letters) running down the side and across the top of the map. Explain that they help us locate different places or landmarks on the map.
- Explain how to locate places using grid references. Give an example, e.g. *The hospital is in B4*. Trace the coordinates with your finger on the map until you get to B4, then point to the 'H' symbol and say *hospital*. Repeat with different symbols and encourage students to name the place represented by each one.
- Invite students to come up to the poster in pairs and follow the same procedure: one child reads out the co-ordinates and the other finds the corresponding place by tracing his or her finger along the grid, and then names the map symbol.
- Ask *Where's the (museum)?* Invite students to find the object and say the co-ordinates. Repeat several times.

Sing *Lost in town* 28–29

- Tell students they are going to listen to and sing a song.
- Listen to the song once. Ask them which places in town were mentioned (the swimming pool and the bus station) and which grid co-ordinates they heard (A1, B2, C3).
- Listen several times, and encourage students to sing along. If they're keen, suggest that they make up their own actions to go along with the words.

Is it here? Is it there?

Where's the swimming pool? Where, oh where?

I don't know. I don't know.

Is it on the map? I don't know.

(Chorus)

A1, B2, C3 ... Let's see.

Can you help me? Can you help me?

I'm lost in town. I'm lost in town.

Can you help me? Can you help me?

I'm lost in town. I'm lost in town.

Is it here? Is it there?
Where's the bus station? Where, oh where?
I don't know. I don't know.
Is it on the map? I don't know.
(Chorus)

TEACHING TIP: You could play the karaoke version of the song (track 29) and encourage students to sing about some of the other places in town that you've been discussing.

4 Practice

Complete Maps and symbols Worksheet 2

1 Ask, find and draw.

- In advance, prepare Maps and symbols Worksheet 2 by cutting it in half along the dotted line.

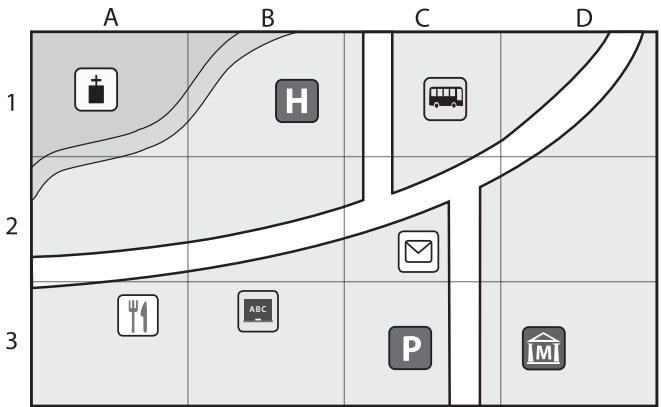
TEACHING TIP: If your school has a guillotine, you should be able to cut the worksheets in half very quickly. Alternatively, you could cover one half of the worksheet and photocopy it, then cover the other half and photocopy it again, so that each of the photocopied sheets only shows one half of the worksheet.

- Put the students in pairs. Make sure each child in the pair has a different half of the worksheet (one should have the section labelled Student A and the other the section labelled Student B).
- Explain to the students that they have to ask and answer questions with their partner to find the missing places on their map, shown in the word pool. They must not show their half of the map to their partner.
- Make sure each student knows which places they have to find and draw. Model an exchange in front of the class with a volunteer, so that students are clear about how they should structure their questions and answers, e.g. *Where's the church?* *The church is in A1.*
- When all the pairs have completed their maps, they can compare them with their partner. Their maps should look the same.

TEACHING TIP: Pair up stronger students with less confident ones to help and support the latter.

- Fast finishers can draw more symbols on their maps and continue playing.

ANSWERS



Finished map: church in A1, restaurant in A3, hospital in B1, school in B3, bus station in C1, post office in C2, car park in C3, museum in D3.

5 Collaboration and consolidation

Project: Make a map

- Tell students that they are going to work in groups to make a map of the area around their school or their home.
- Provide each group with blank paper and rulers and show them how to draw a grid, demonstrating on the board. Students should then draw their own grid and label the co-ordinates.
- Before they start adding places to their map, encourage them to decide in their groups which area of their town they would like to show and which places they will include. They should also plan how they will go about creating their map, and how they will divide up the tasks involved.
- Suggest to students that they draw the main roads they know in the area first. After that, they can draw symbols for the places they want to show, e.g. the school. Alternatively, they might decide to make these out of coloured paper.
- Students should include a key on their map, showing all the symbols they have used. They could use the key on the Maps and symbols poster as a model.
- When all the groups have finished, ask volunteers to present their map to the class. Encourage them to use co-ordinates or prepositions of place to talk about the places they've included, e.g. *There's a (swimming pool) in (B2). It's next to the school.* Alternatively, display the maps on the walls and allow students to ask and answer questions about the maps.

Assess the project

- In L1, talk about the maps the students have created. Ask them if they enjoyed the project, what they think they did well, and how they worked together in their groups.
- Ask the students to complete their Project review worksheet (p.113).

TEACHING TIP: You can now complete the Key Competences assessment grid (p.126) for each student. See p.115 for notes about the evaluation process.

Extension

Identify symbols on real maps

- Return to the real maps you showed the class at the beginning of the project. Ask them to find the key for each one and to identify any symbols they now know on the map, e.g. *church, museum, swimming pool.*

Research maps of other cities

- If students have access to computers or tablets, assign each pair a city from around the world to research on map websites or apps.
- Ask them to draw a section of a map of their assigned city and present it to the rest of the class. Encourage them to use prepositions of place and co-ordinates to describe the places they've drawn.

Maps and symbols

Worksheet 1

① Complete the key.



picnic site



② Look at the map and complete the sentences.



in front of between ~~behind~~ next to opposite

- The bus station is behind the museum.
- The school is _____ the cinema and the swimming pool.
- The car park is _____ the supermarket.
- The post office is _____ the hospital.
- The church is _____ the school.

③ Draw a restaurant on the map and add it to the key. Ask and answer with a partner.

Maps and symbols

Worksheet 2

Student A

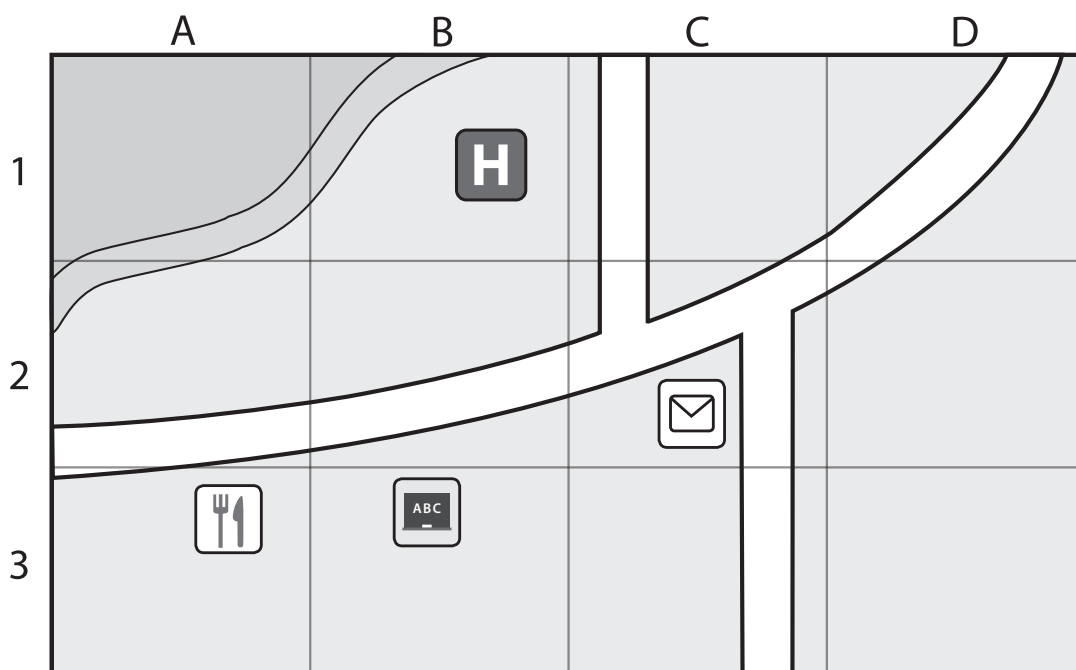
① Ask, find and draw.

church

bus station

car park

museum



Student B

① Ask, find and draw.

hospital

restaurant

school

post office

