



# Unit 1

## *The Story*

The Morton family move from their home in New Jersey, America to London in England. Karen is happy to go, but Wyatt is not.

## *Themes*

Moving house | Leaving friends and traveling

## *Grammar*

Present Simple, Prepositions of Place

## *Activity sheets*

- 1 Moving and Travel #
- 2 Leaving friends #
- 3 Travelling 1 #
- 4 Booking a Trip
- 5 Writing a Letter
- 6 Countries and Facts

## *Extra Resources in Smartboard Area*

Why are you sad | A word order exercise  
Talking about travelling | Video  
Booking a Trip to Scandinavia | A vocabulary flip card exercise  
Booking a Trip to Scandinavia Translation | A vocabulary translation exercise  
Present Simple | Grammar video  
Present Simple Use | Grammar video  
Prepositions of Place | Grammar video

# Activity sheets with a resource or resources that need preparation. This is usually printing, cutting out and possibly laminating. Activities that have resources that can be optionally printed are not indicated.

Note: Information provided on this cover page is for both the online material as well as these activity sheets. Themes and grammar topics may be found in either online or offline material and sometimes in both. Grammar is not always explicitly taught.

# 1 Moving and Travel

## *Primary Lesson Aim*

To get students familiar with present simple sentence structure.

## *Secondary Aim*

To learn about moving and travel.

## *Pre class preparation*

Print and cut out sentences and possibly laminate them. There are enough sentences for 30 students. If you have more you may wish to make some more of your own or print some twice.

## *Student preparation*

Students should have completed at least 50% of Breakthrough (A1) Unit 1.

## Warming up (10 minutes)

### *Resource: None*

Ask who has ever:

- moved house
- been to another country
- flown in an airplane

## Activity 1 (15 minutes)

*Resource: A1\_1\_1\_A1 P*

Print the activity sheet and cut out the sentences. Cut the sentences in half at the point indicated. Mix the sentences and give each student a half sentence.

Instruct the students to approach each other and ask them to read their part of the sentence.

Note: insist that they do not show each other the sentence. You can try to get them to memorize it and then put it in their pockets.

Once they have found a partner who they think has the matching part of the sentence, they should go to the front of the class and write their complete sentence on the black / white / smart board and then sit down.

You can do this several times redistributing the sentences.

After the activity go through the sentences that are written on the board. Check they are correct and check students understand the meaning of the words and complete sentences. You may (or may not) wish to look at the grammatical forms. All sentences are in the present simple except one which also contains the present continuous.

Leave the sentences visible during the writing activity.

## Activity 2 (20 minutes)

*Resource: None*

Tell students to write a story about a boy or girl that moves from America to England. Tell them to make use of the sentences on the board. Of course they can also use their own sentences. Tell them to describe what happens and also to tell how the boy or girl feels about moving house.

Monitor and help students as they are working.

## 2 Leaving friends

### *Primary Lesson Aim*

To practice describing things. The theme of most of the pictures has a connection with friends, family and travel. The story line in the unit describes how Wyatt and Karen have to leave friends in America when they move to England. Wyatt finds this difficult while Karen is excited at the prospect.

### *Secondary Lesson Aim*

Practice prepositions of place.

### *Pre class preparation*

Print pictures. If you have 30 students, you will need 15 pictures. You can use the same picture for more than one student. You can also use your own pictures. We have provided 10 pictures. Students will need paper (preferably A4) to draw on.

### *Student preparation*

Students should have completed at least 50% of Breakthrough (A1) Unit 1.

## Warming up (10 minutes)

*Resource: none*

**Pre teach / revise:** Left, right, top, bottom, above, below, beside, bigger, smaller, the same size as

You can do this on a (smart)board by drawing a rectangle and placing points in it and then asking students to tell you where the point is in relation to a point in the center. Be sure to write the words on the (smart)board so the students can see them.

## Activity 1 (15 minutes)

*Resource: A1\_1\_2\_A1 P*

Don't let students see this picture! Tell your students to take out a pen and paper. Tell them to draw on the paper what you describe. It helps to get them started so they know how big the drawing should be and if it is portrait or landscape. Speaking clearly and repeating where necessary, describe the picture. Monitor the students checking that they understand and have time to draw. Discourage students from copying each other.

Once you have finished, look at each student's drawing and give feedback.



## Activity 2 (20 minutes)

*Resource: A1\_1\_2\_A1 P*

Tell students that it is now their turn. Get the students in pairs so that they are facing each other. Assign one student to be the teller and the other to be the drawer. The drawer must not look at the picture and the teller must do their best to keep the drawer from seeing it. Then hand out the pictures to the tellers, one picture to each teller.

Repeat the activity so that the teller becomes the drawer. You may do this for as long as the students are interested and you have pictures.

## 5 Writing a letter

### *Primary Lesson Aim*

Talking about how to write a letter to somebody.

### *Secondary Lesson Aim*

Using the present simple and present continuous to give information.

### *Pre class preparation*

Have the Smartboard resource *A1\_1\_5\_A1 SB* ready to use.

### *Student preparation*

Students should have completed at least 50% of Breakthrough (A1) Unit 1.

## Warming up (10 minutes)

### *Resource: none*

Ask students if they write letters or emails very often. Ask the class what are some differences between writing and sending a letter and writing and sending an email.

## Activity (20 to 25 minutes)

### *Resource A1\_1\_5\_A1 SB*

Put the students in pairs. Show them the Smartboard Resource, Moving to London. Go over the images in the picture boxes to make sure students recognize the famous London landmarks and symbols.

First box upper right-hand corner: telephone box, lamp post/light post, red double-decker bus, black taxi.

Second box upper left-hand corner: Tower Bridge and a guard.

Lower right-hand corner: the London Eye.

Bottom middle box: Big Ben (The Westminster clock tower) and the Houses of Parliament.

Lower left-hand box: London streets, row housing, rainy weather, lamp posts/light posts.

Once finished, have students look at the instructions below the picture. They must use the instructions to write a letter telling their friend about the move to London. You can also suggest the following points:

- What day they are leaving?
- Are they taking their pet(s)?
- Where are they living in London? i.e. a house, apartment or flat
- Who is going to London with them?

Once students have completed their letters, they should swap them with their neighbors. Get feedback from the neighbors about the letters.

## Round up (10 minutes)

### *Resource: none*

Find out who has moved in the class. Find out where they moved from and where they moved to. If there isn't anybody in the class who has moved, then ask students where they'd like to move and why?

Resource: A1\_1\_2\_A1 P

 Printable | Images to be distributed

*Plane flying low over house*



*Two men walking down a road*



*Unloading a truck*



*Watching planes*





*Boy in an airplane*



*Girl sitting in trunk of car*



*Going on holiday*



*Buying shoes*



*Getting on a school bus*



*Family cleaning*

