



# Around town

## Vocabulary 1

### Using the worksheet

- This worksheet provides practice of the day trip words: *car park, catch (a bus), city, drive (n), funfair, map, road, station, ticket, trip*. It also revises *bus stop*.
- Learners work in A/B pairs to complete the crossword.

**Key: Down:** 1 bus stop 2 drive 3 funfair  
5 ticket 9 road

**Across:** 4 station 6 catch 7 city 8 trip  
10 car park 11 map

### Optional follow-up activity (reinforcement):

Write the words on the board and play *Word swatting* in two teams. The first learner in each team has a rolled-up newspaper. Learners stand in lines in front of the board. Define one of the words. The two learners with swats run to the board and tap the word that you defined. The first to tap the correct word wins a point for their team. They give the swat to the next person and go to the back, and so on.

## Grammar 1

### Using the worksheet

- This worksheet provides practice of irregular verbs in the past simple: *ate, bought, brought, came, chose, drank, drove, fed, found, gave, got, had, hid, lost, made, put, rode, sat, saw, slept, stood, told, took, went, wore*.
- Learners first work in pairs with one worksheet. They cut out the verbs and put them into pairs.
- One learner takes the infinitives and puts them face down in a pile. The other takes the past forms and spreads them out face up in front of them. They turn over the infinitives one by one. The first learner to say and touch the correct past form takes the two cards. They continue until there are no more verb cards.

### Optional follow-up activity (reinforcement):

Learners play *Word ping pong* in two teams. Call out an infinitive form and throw a ball to one learner. He or she catches the ball and says the past form. He or she then says another infinitive form and throws the ball to someone in the other team who says the correct past form and another infinitive. Teams score points as in ping pong.

## Vocabulary 2

### Using the worksheet

- This worksheet provides practice of the core places in the city: *bus station, café, cinema, hospital, library, market, shopping centre, sports centre, square, supermarket, swimming pool*.

- Learners look at the pictures and write the place names on the signpost.

**Key:** 2 café 3 cinema 4 hospital 5 library  
6 market 7 shopping centre 8 sports centre  
9 square 10 supermarket 11 swimming pool

### Optional follow-up activity (extension):

Play a guessing game. Think of one of the places and ask *Where am I?* The learners ask questions, e.g. *Are you shopping? Are you swimming?* The learner who guesses where you are then chooses a place and asks *Where am I?*

## Grammar 2

### Using the worksheet

- This worksheet provides practice of talking about obligation using *have to / don't have to*.
- Learners each need a worksheet. Read the instructions and drill the questions for each of the pictures until all the learners are confident using them.
- Learners stand up and mingle around the class, asking and answering questions. They write names for each square and cross out the pictures.
- When one of the learners says *Bingo*, they all sit down and the winner checks their answers ... *has to make his/her bed. ... has to help in the kitchen*.

**Key:** Do you have to help (your parents) in the kitchen? Do you have to get up at six o'clock? Do you have to go to bed before nine o'clock? Do you have to clean the windows? Do you have to wear a white shirt to school? Do you have to eat lunch at school? Do you have to wash the plates (at home)?

### Optional follow-up activity (extension):

Learners use the pictures to write eight true sentences about themselves, e.g. *I don't have to help in the kitchen*.

## Skills 1: Reading

### Using the worksheet

- This activity requires learners to read a child's essay about their journey to school and understand specific information to complete the labels on a map of the journey and then to decide if sentences are true or false.
- For Activity 1, learners work on their own to read the essay and complete the map.
- For Activity 2, learners read the essay again and write *yes* or *no*.

Key: 1 2 Harriet's house 3 Supermarket  
4 café 5 library 6 school  
2 2 no 3 yes 4 yes 5 yes

### Optional follow-up activity (extension):

Learners read the essay again carefully. They stand up in a circle. Explain that you are going to say some sentences about the essay. If the sentence is true, they jump into the circle. If it is false, they jump outwards, e.g. *Isabella lives in the park.* F *Harriet lives near the park.* T

## Skills 2: Writing

### Using the worksheet

- In this activity learners draw a map and then write about their trips to school this morning.
- For Activity 1, ask learners to think about and draw picture maps for their journeys to school, e.g. *Draw your house. Now draw your school. How do you get there? Draw the roads. ... Imagine you are walking out of your house. Where do you go now?*
- For Activity 2, ask the questions around the class to check that everyone understands them. Learners read the questions and write their answers. They add drawings to their map so that it becomes a drawing of their journey this morning.
- For Activity 3, learners use their answers in Activity 2 to complete the text in the past.

### Optional follow-up activity (extension):

Learners work in pairs to survey the whole class and produce bar graphs with their results. They make graphs to show the following information:

- means of transport
- time taken.

## mission Stage 1:

### Learners will write a trip review.

- Working individually, learners complete Stage 1 in the template with information about a trip they did with their family. They explain where they went, who they went with, what they did and what they saw, e.g. *I went to the centre of Barcelona on Saturday with my mum and my brother. We went there to buy a birthday present. We took the bus. We waited a long time at the bus stop. Then we bought the ticket on the bus.* Learners also draw a picture.

## mission Stage 2:

- Learners write some advice to other people doing the same trip, e.g. *We went to the ticket office to buy the tickets. You don't have to wait in the queue to get the bus ticket. You can buy the ticket from the green machines.*
- Then they talk to a friend and exchange pieces of advice.

## mission Stage 3:

- Learners write some safety advice, e.g. *You can wait on the pavement for the bus or use the pedestrian crossing to the car park. You mustn't run near the swimming pool.*

## Culture

### Using the worksheet

- For Activity 1, learners work in pairs or small groups to make a list of different ways to get to school, e.g. *by bike, by car, by bus, by school bus, by train, walk / on foot.* You could ask them which way they think is best.
- For Activity 2, learners look at the photos and talk about what they can see. Check *late, time, lucky.*
- Learners read the chat posts and write the number of the photos with each. Point out the countries that the children come from and talk about how similar to the learners' own school journeys they are.
- Talk about why the children in the photos travel to school in the way that they do. For Activity 3, learners read and complete the sentences, giving reasons.

Key: 2 2, 3, 1

3 1 Wei's mum drives him to school because they're often late. 2 Lewis goes to school by bike because it's near his house. 3 Maria goes to school by bus because it isn't near her home.

### Optional follow-up activity (extension):

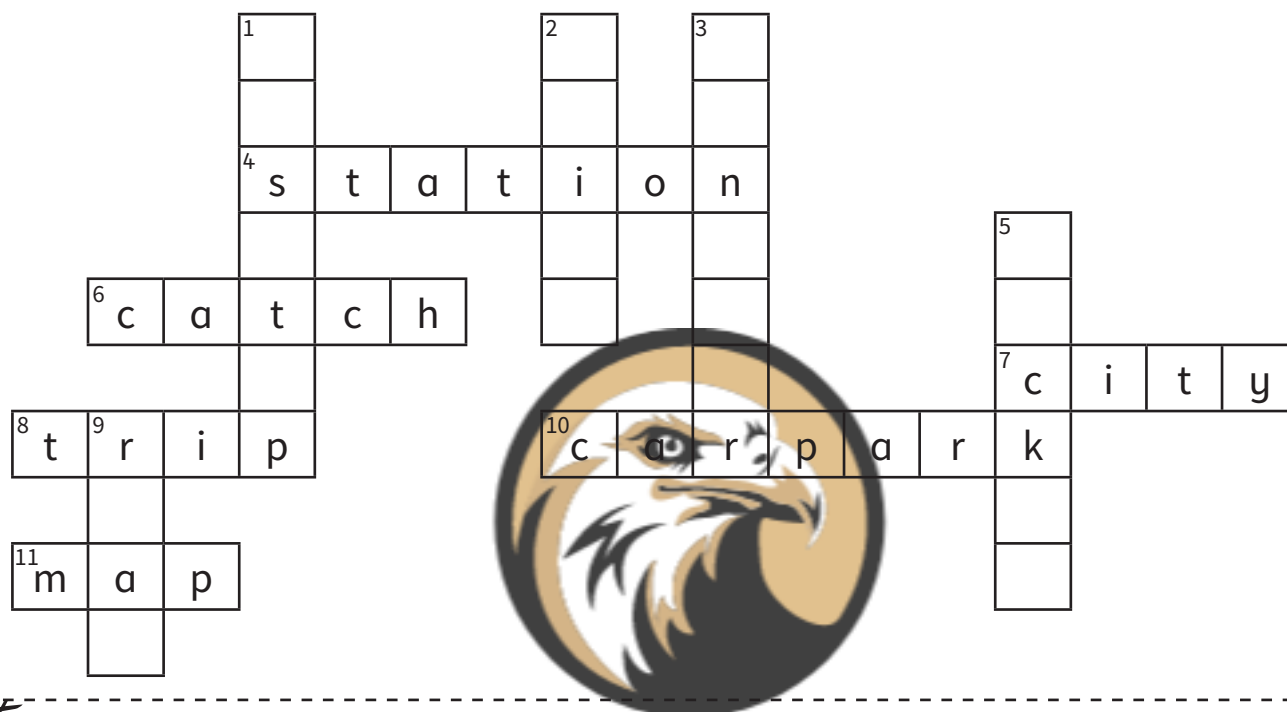
Learners write their own chat post answer about how they get to school and why.

# 8 Vocabulary 1

**A Work with a partner. Ask and answer questions to complete the crossword.**

**B** What's 4 across?

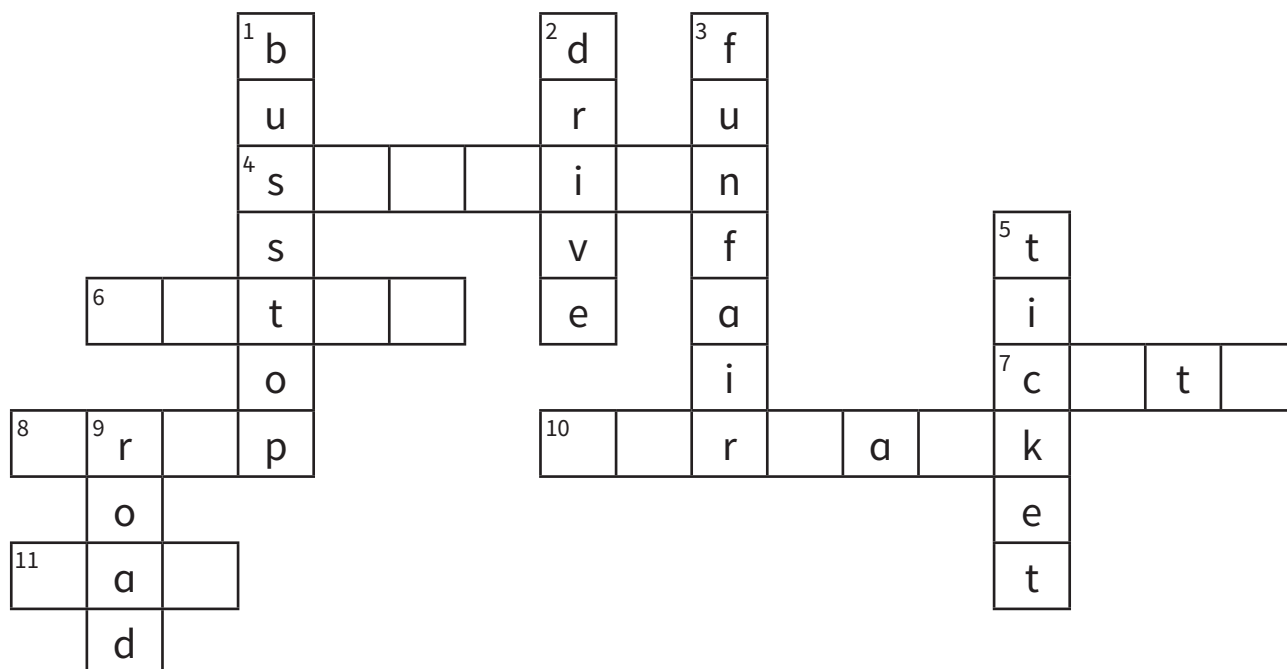
**A** You get on and get off a train there.



**B Work with a partner. Ask and answer questions to complete the crossword.**

**A** What's 1 down?

**B** You get on and get off a bus there.



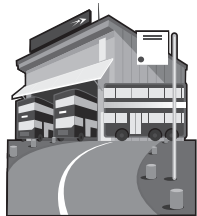
# 8 Grammar 1

Cut out and match.

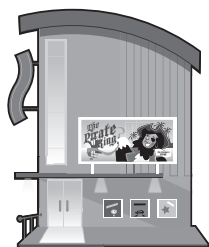
bring	buy	choose	come	drink
drive	eat	feed	find	get
give	go	have	hide	lose
make	put	ride	see	sit
sleep	stand	take	tell	wear
ate	bought	brought	came	chose
drank	drove	fed	found	gave
got	had	hid	lost	made
put	rode	sat	saw	slept
stood	told	took	went	wore

# 8 Vocabulary 2

Look and write.



1 bus  
station



3 c \_ \_ \_ \_ \_



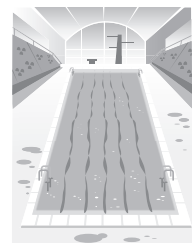
5 l \_ \_ \_ \_ \_



7 s \_ \_ \_ \_ \_  
c \_ \_ \_ \_ \_



9 s \_ \_ \_ \_ \_



11 s \_ \_ \_ \_ \_  
p \_ \_ \_ \_



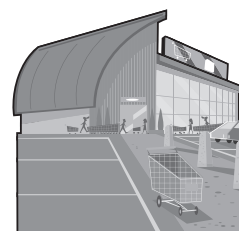
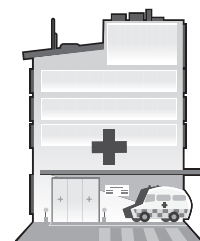
2 c \_ \_ \_ \_

4 h \_ \_ \_ \_ \_

6 m \_ \_ \_ \_ \_

8 s \_ \_ \_ \_ \_  
c \_ \_ \_ \_ \_

10 s \_ \_ \_ \_ \_





# Grammar 2

## Play *What do you have to do? Bingo.*

### Instructions

Ask questions to find out what your classmates have to do.


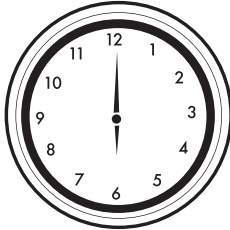


Do you have to make your bed?

Yes, I do.

No, I don't.

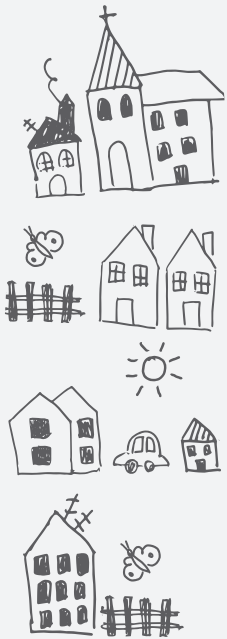
When someone answers *Yes*, write the name and cross out the picture.

You can only write each name once. When you have eight names, say *Bingo!*

<p><b>make</b></p> 	<p><b>help</b></p> 	<p><b>get up at ...</b></p> 	<p><b>go to bed before ...</b></p> 
<hr/>	<hr/>	<hr/>	<hr/>
<p><b>clean</b></p> 	<p><b>wear</b></p> 	<p><b>eat</b></p> 	<p><b>wash</b></p> 
<p><b>to school</b></p>	<p><b>at school</b></p>		
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# 8 Skills 1: Reading

## 1 Read and complete Isabella's map.

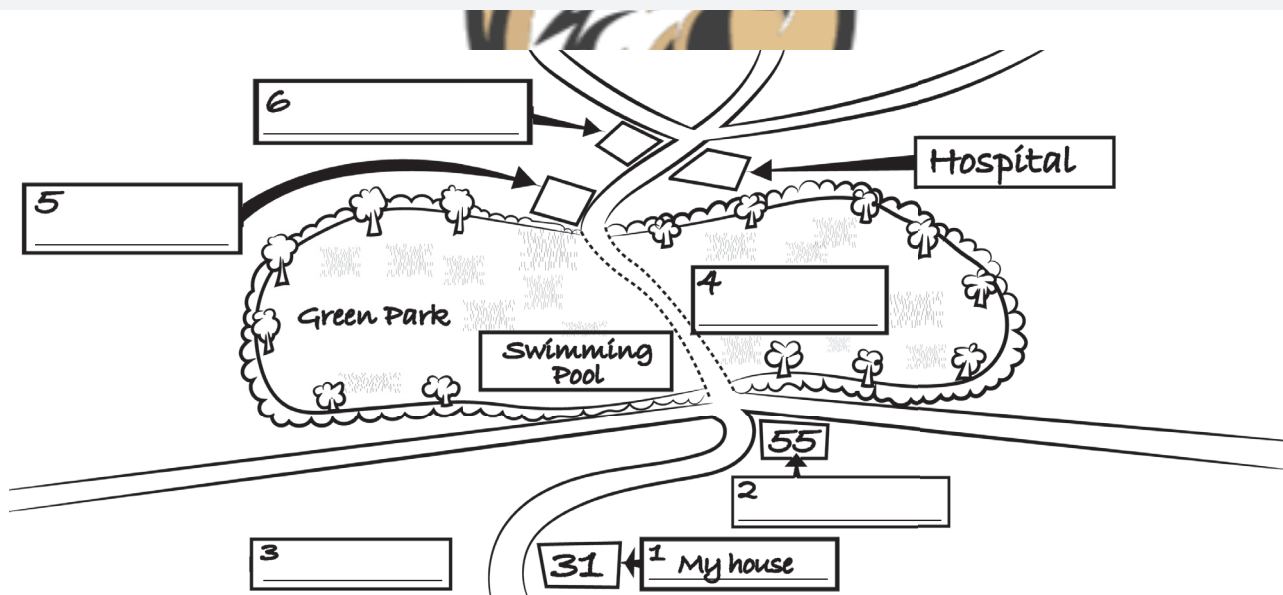


I walk to school with my friend, Harriet. She lives in my road. I live at number 31 and she lives at number 55. There's a supermarket opposite my house.

In the morning, I leave home at eight o'clock. It takes about 25 minutes to get to school.

Today it was sunny and it wasn't cold. We walked into Green Park. It's near Harriet's house. I saw the swimming pool. I go swimming there on Saturday mornings. There was a woman with a big, black dog near the pool. After that I saw the café. It's in the park. There was a cat on a table outside the café. We walked out of the park and I saw the library. I often go to the library with my mum after school.

Our school is on the same road as the library. It's opposite the hospital. We saw our friends near the door and we talked to them. Then it was time for lessons.



## 2 Read again and write *yes* or *no*.

- 1 Harriet's house is number 31. no
- 2 The walk to school is 30 minutes. \_\_\_\_\_
- 3 The weather today is good. \_\_\_\_\_
- 4 There was a cat in the park near the café. \_\_\_\_\_
- 5 The school is opposite the hospital. \_\_\_\_\_



# 8 Skills 2: Writing

**1** How do you get to school? Draw and label a map.



**2** Answer the questions. Then add to the map.

- 1 How did you go to school this morning? \_\_\_\_\_
- 2 How long did you take? \_\_\_\_\_
- 3 What was the weather like? \_\_\_\_\_
- 4 What did you see? Think of:
  - a person \_\_\_\_\_
  - an animal \_\_\_\_\_
  - a place \_\_\_\_\_

**3** Use your answers to write about your trip to school this morning.

This morning I \_\_\_\_\_ to school with \_\_\_\_\_.

I \_\_\_\_\_.

The weather was \_\_\_\_\_.

I saw \_\_\_\_\_.





- 1** Write about a trip. Draw a picture.
- 2** Help people who want to do the same trip.
- 3** Write how to be safe on this trip.

### **My trip review**

What I did on my trip:

What you have to do and don't have to do on this trip:

How to be safe on this trip:

# 8 Culture

## Going to school

- 1 Make a list in your notebook of ways to get to school.
- 2 How do they get to school? Read and match.

### How do you get to school?



My mum takes me and my brother to school by car. My dad wants me to walk to school or to ride my bike. He says it's better. My mum says that there isn't time in the morning! We have to leave the house at eight o'clock, but we are often late.

*Wei, Manchester, UK*

I live in a city called Wellington. It's a big city, but I'm lucky because my house is very near my school. I sometimes walk to school and I sometimes ride my bike. When I ride my bike, I have to wear a helmet. Lots of my friends go to school by bike too.

*Lewis, Wellington, New Zealand*

My school isn't near my home, so I have to get the bus. I like getting the school bus because my friends get it too. The bus stop is opposite my house. In the morning, we catch the bus at eight o'clock and we get to school at nine o'clock. On the bus we talk or we read. It's fun.

*Maria, Willows, USA*

### 2 Read again and complete.

- 1 Wei's mum drives him to school because \_\_\_\_\_.
- 2 Lewis \_\_\_\_\_ because \_\_\_\_\_.
- 3 Maria \_\_\_\_\_ because \_\_\_\_\_.