

# 4

# Around town

## Worksheet 1: Where are they?

### Using the worksheet

- This worksheet practises town vocabulary: *map, bank, bus station, tower, library, market square, sports centre, supermarket* and revises the letters of the alphabet.
- Students work individually or in pairs. They count forwards and backwards along the alphabet to find the places in the town.
- Students then use the words to write the names of Clara's family members in the appropriate places in the town.

**KEY:** Activity 1: **2** bus station, **3** tower, **4** library, **5** market square, **6** sports centre, **7** supermarket, **8** map; Activity 2: **2** Richard, **3** Sophia, **4** John, **5** Mike, **6** William, **7** Clara and Oliver, **8** Ann

**Optional follow-up activity:** In pairs, students play Noughts and crosses (see Introduction). They draw a 3 x 3 grid and write a town word in each of the nine squares (words from the worksheet and from the unit in the Student's Book). They prepare five 'counters' each by cutting out five small squares of paper and colouring them in – one colour for 'noughts'  and another colour for 'crosses' . They then take it in turns to place a counter on a square as they read the word. The winner is the first player to place three counters in a vertical, horizontal or diagonal row.

## Worksheet 2: Where are the things in town?

### Using the worksheet

- This worksheet practises prepositions: *opposite, above, near, below, next to, between, in* and *in front of*. It also revises town vocabulary.
- Students work individually or in pairs. They read the four sentences in the grid, decide what is being described, and number the boxes and write the words in the grid accordingly.
- Students work out the missing numbers by getting each row and column of the grid to add up to 20. They then write the names of the places and things in town in the grid. (They don't need to write sentences in the grid.) Check that students know the word *butterfly*.
- Students write sentences for the numbers which aren't in the grid (0, 1, 5 and 12).

Activity 1:

the boy 7		
the map 2		the market square 10
		the park 6

Activity 2:

the boy 7	the bank 9	the café 4	= 20
the map 2	the tower 8	the market square 10	= 20
the butterfly 11	the sports centre 3	the park 6	= 20
= 20	= 20	= 20	

Activity 3: Possible answers:

- It's next to the tower. (the library)
- It's near the bank. (the supermarket)
- It's between the sports centre and the park. (the cinema)

**Optional follow-up activity:** Students draw a man, a woman, a boy, a girl and a dog on their map on the worksheet, without showing their partner. They then compare maps to spot the differences, e.g. *There's a man in the market square on my map, but on your map he's in front of the café.*

## Worksheet 3: Where are you going and why?

### Using the worksheet

- This worksheet practises *be going to* + infinitive of purpose.
- Students work individually or in pairs. They make sentences using *a going to* start and a 'purpose' ending and match them with the pictures.
- Students can then work individually, in pairs or in small groups. Using one worksheet and dice or spinner (see Introduction) between them, and one counter each, students take turns to throw the dice or spin the spinner twice. They use the first throw/spin to move down the *going to* line and the second to move down the 'purpose' line. They combine the two phrases they land on to write a sentence. If the sentence makes sense, they put a tick . If it doesn't, they put a cross . When students get to the end of a line, they move back up the line in the opposite direction. Students continue to move up and down the lines to form new sentences.

**KEY:** Activity 1: (from left to right) **4a, 2c, 1d**

**Optional follow-up activity:** In groups, Student A reads the beginning of a sentence. The rest take turns to choose an ending. Student A chooses the best ending. The student whose ending was chosen begins the next sentence.

## Worksheet 4: Why is it tall?

### Using the worksheet

- This worksheet uses key *Think and learn* vocabulary to reinforce and expand students' awareness of tall buildings and their uses.

- Students read the texts and complete the gaps with words from the box.
- Then they draw another tall building they know in the empty box. They label their building and write three sentences about it and why it's tall.
- They present their work to the class.
- Then they quiz each other on the buildings on their worksheets and their uses, e.g. A: *Why is Tower Bridge tall?* B: *It's tall so that big boats can pass under it.*

**KEY:** 1 Scientists, 2 rainforest, 3 water, 4 views, 5 mummies, 6 rooms, 7 bridge, 8 opens, 9 radio, 10 top

**Optional follow-up activity:** Students take turns to say incorrect sentences about each building for their partners to correct. For example, A: *You can study the weather from Tower Bridge.* B: *No, you can study the weather from the Amazon Tower.*

# 4

# Worksheet 1

## Where are they?

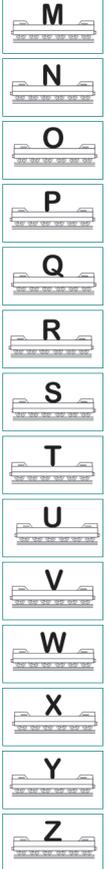
Name: .....

Class: .....

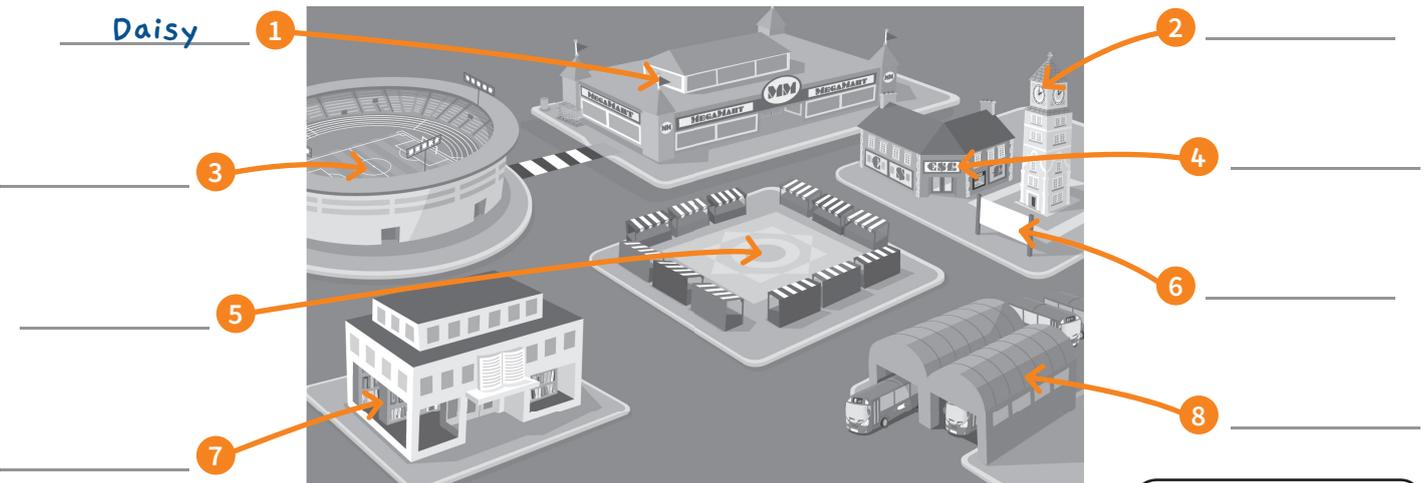
### 1 Write the places in town.



- John is here. Count 2 from the start. Go back 1. Go forward 13. Go back 3. B A N K
- Ann is here. Count 2 from the start. Go forward 19. Go back 2. Stay where you are. Go forward 1. Go back 19. Go forward 19. Go back 11. Go forward 6. Go back 1.  
\_\_\_\_\_
- Richard is here. Count 20 from the start. Go back 5. Go forward 8. Go back 18. Go forward 13. \_\_\_\_\_
- Clara and Oliver are here. Count 12 from the start. Go back 3. Go back 7. Go forward 16. Go back 17. Go forward 17. Go forward 7. \_\_\_\_\_
- Mike is here. Count 13 from the start. Go back 12. Go forward 17. Go back 7. Go back 6. Go forward 15. Go back 1. Go back 2. Go forward 4. Go back 20. Go forward 17. Go back 13. \_\_\_\_\_
- Sophia is here. Count 19 from the start. Go back 3. Go back 1. Go forward 3. Go forward 2. Go back 1. Go back 16. Go forward 2. Go forward 9. Go forward 6. Go back 2. Go back 13. \_\_\_\_\_
- Daisy is here. Count 19 from the start. Go forward 2. Go back 5. Go back 11. Go forward 13. Go back 5. Go back 12. Go forward 17. Go back 7. Go back 6. Go forward 15. \_\_\_\_\_
- William is here. Count 13 from the start. Go back 12. Go forward 15. \_\_\_\_\_



### 2 Find the family. Write the names.



**Vocabulary: Towns**

# 4

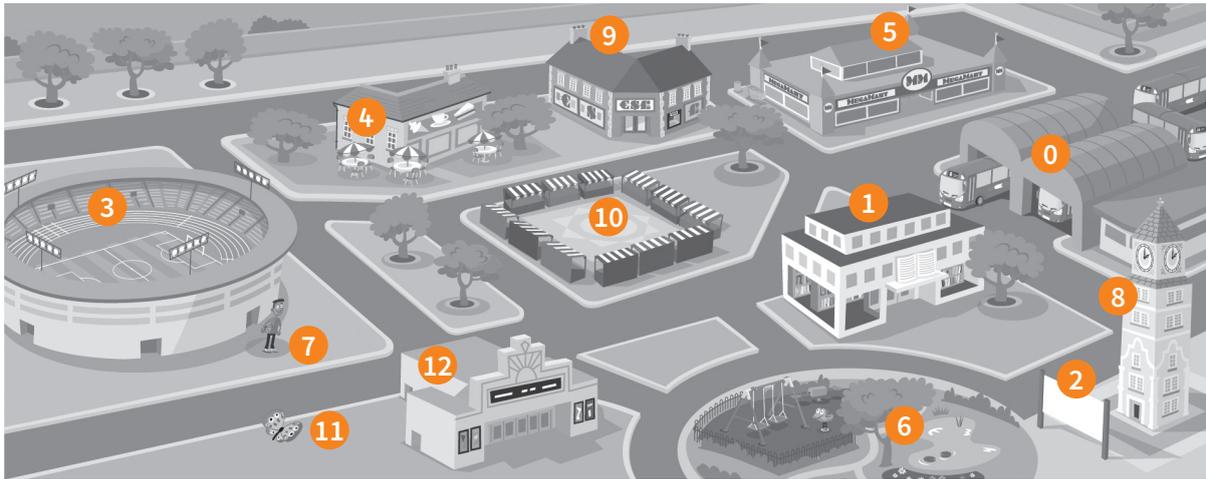
# Worksheet 2

Where are the things in town?

Name: .....

Class: .....

1 Read the sentences. Find the places. Write the numbers and words.



<p>He's in front of the sports centre.</p> <p><u>the boy</u> <input type="text" value="7"/></p>	<p><input type="text"/></p>	<p><input type="text"/></p>	= 20
<p>It's below the tower.</p> <p><input type="text"/></p>	<p><input type="text"/></p>	<p>It's between the supermarket and the cinema.</p> <p><input type="text"/></p>	= 20
<p><input type="text"/></p>	<p><input type="text"/></p>	<p>It's in front of the tower and the library.</p> <p><input type="text"/></p>	= 20
= 20	= 20	= 20	

2 → and ↓ = 20. Write the missing numbers and words.

3 Write sentences for the numbers you didn't use.

It's opposite the supermarket.

Language focus 1: Prepositions

# 4

# Worksheet 3

## Where are you going and why?

Name: .....

Class: .....

### 1 Look, read and match. Then write.



3b



- |                                    |                        |
|------------------------------------|------------------------|
| 1 She's going to the library       | a to play tennis.      |
| 2 He's going to the park           | b to buy some oranges. |
| 3 He's going to the market         | c to fly his kite.     |
| 4 She's going to the sports centre | d to get a book.       |

### 2 Play and write sentences. Then tick or cross .

I'm going to the clothes shop to buy a sweater. ✓  
I'm going to the swimming pool to buy some apples. ✗

I'm going to the clothes shop

I'm going to the library

I'm going to the sports centre

I'm going to the market

I'm going to my grandmother's

I'm going to my friend's house

I'm going to the swimming pool

I'm going to the bus station

to buy some apples.

to get a bus.

to get a book.

to help in the kitchen.

to buy a sweater.

to play badminton.

to watch a DVD.

to swim.

**Language focus 2: Be going to + infinitive of purpose**

# 4

# Worksheet 4

## Why is it tall?

Name: .....

Class: .....

**1** Read and complete. Write and draw one more. Then say.

bridge    mummies    opens    rooms    rainforest  
 scientists    radio    top    views    water

**Amazon Tower**



This tall building is in the middle of the Amazon.  
**(1)** \_\_\_\_\_ work here to study the weather, the climate and the rainforest. It is tall so that they can see the **(2)** \_\_\_\_\_ and to keep them safe from wild animals.

**Wroclaw Water Tower**



This building in Poland is 63 metres tall. It collected **(3)** \_\_\_\_\_ for the city. People could go to the top of the tower and see the beautiful **(4)** \_\_\_\_\_ of the mountains and the city below. Today the tower doesn't collect water.

**Pyramids of Egypt**



These buildings are in the desert. The four stone walls are triangles and the base is a square. There were **(5)** \_\_\_\_\_ inside the pyramids in secret **(6)** \_\_\_\_\_. Mummies are the bodies of pharaohs. The pyramids are big to make people remember these pharaohs.

**Tower Bridge**

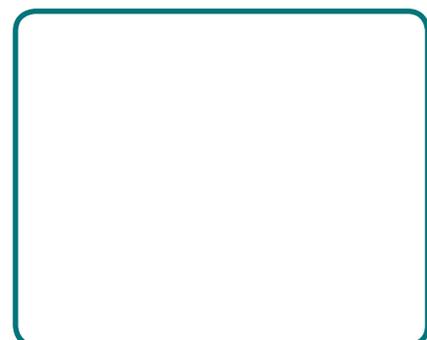


These two towers help people cross the Thames River in London. They have a **(7)** \_\_\_\_\_ between them so that people can walk, drive or ride their bikes across. Trains can cross the bridge too. It **(8)** \_\_\_\_\_ so that big boats can pass under it too.

**The Danube Tower**



This tower has a restaurant and a coffee shop. You can see the city of Vienna from it. It has also got antennas so that **(9)** \_\_\_\_\_ stations can work. You can climb 779 steps to reach the **(10)** \_\_\_\_\_ of the tower.



\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Geography: Tall buildings**