

3 Teacher's notes

Reinforcement worksheet 1

- Ask students to look at the map. Point out key places, like the river and the streets. Tell them that they are on *The High Street*, near the *bus stop*. Using the map, students read each dialog and circle the correct word.

Key: 2 past, 3 right, 4 first, 5 third.

- Optional follow-up activity:** Students practice giving directions to different places. They can use the map or the classroom. To turn your classroom into a "map," move tables and chairs to make "streets." Label some chairs with key places, e.g., *park*, *zoo*. A student stands at the board and asks for directions. Students tell him/her how to get to the place. The student "walks the route" around the classroom.

Reinforcement worksheet 2

- Students unscramble the letters to make words for things in the town, then put the correct word under each picture. Then they complete the clues to find the treasure.

Key: 1) (from left to right) supermarket, hospital, bank, train station, bus stop, cab, post office, theater, college, museum, castle, hotel, stadium, police station, restaurant, airport. 2) 1 school, 2 bank, 3 post office, 4 theater, 5 hotel, 6 museum. The treasure is in the **castle**.

- Optional follow-up activity:** Students write clues for each other like the ones in exercise 2, to guess different places in the town. Confident students could try to make their own "treasure hunt" as in the worksheet.

Extension worksheet 1

- Students complete the sentences 1 to 8 with the superlative. Then students read sentences a-h and match them to 1 to 8.

Key: 1) 3 largest, 4 smallest, 5 fastest, 6 most beautiful, 7 most interesting, 8 oldest. 2) b 1, c 4, d 3, e 7, f 2, g 6, h 5.

- Optional follow-up activity:** Students imagine the ugliest/biggest/smallest or most beautiful building in the world and write about it. They can draw a picture too and present this to each other in small groups.

Extension worksheet 2

- Students listen to the children's directions and use colors to draw their routes home from school. Then students write directions to Katy's house.

Key: 1) (audioscript): **Sally** (example black line): I leave school, turn left and go down Blue Street. I cross The High Street and Low Road and go straight ahead. I live across from the fire station in the second house on the left. **Ben** (blue line): I go down Blue Street and turn left into The High Street. Then I turn right into Green Street. I live in a big building on the left.

Helen (red line): I go down Blue Street and turn left into The High Street. I take the second street on the right. It's called Red Street. I live on the corner of Red Street and Low Road, across from the movie theater.

Fred (green line): I walk down Blue Street and cross The High Street. I turn left into Low Road and then right at Green Street. I live across from the supermarket, the third house on the left.

Jim (brown line): I walk down Blue Street and turn left at The High Street. Then I take the first left and walk to the end of Green Street. I live in a boat on the River Eight.

2) Walk down Blue Street and turn left into The High Street. Then take the first right at Green Street. I live next to the Bookstore. (Other routes are possible.)

- Optional follow-up activity:** Students write directions from their school to their homes. If they live too far away, they can give directions to places closer to the school.

Song worksheet

- Students match the rhyming words and add them to the words of the song. Play the song to check their answers. Ask students to skim read the song, looking for places (e.g., *theater*) and check the pictures of places in the list that the singer visited to find the five places he didn't visit. Now they sing the song.

Key: 1) 2 d, 3 a, 4 e, 5 b. 2) See Student's Book, page 31.

4) He *didn't* visit the toy store, bank, swimming pool, library.

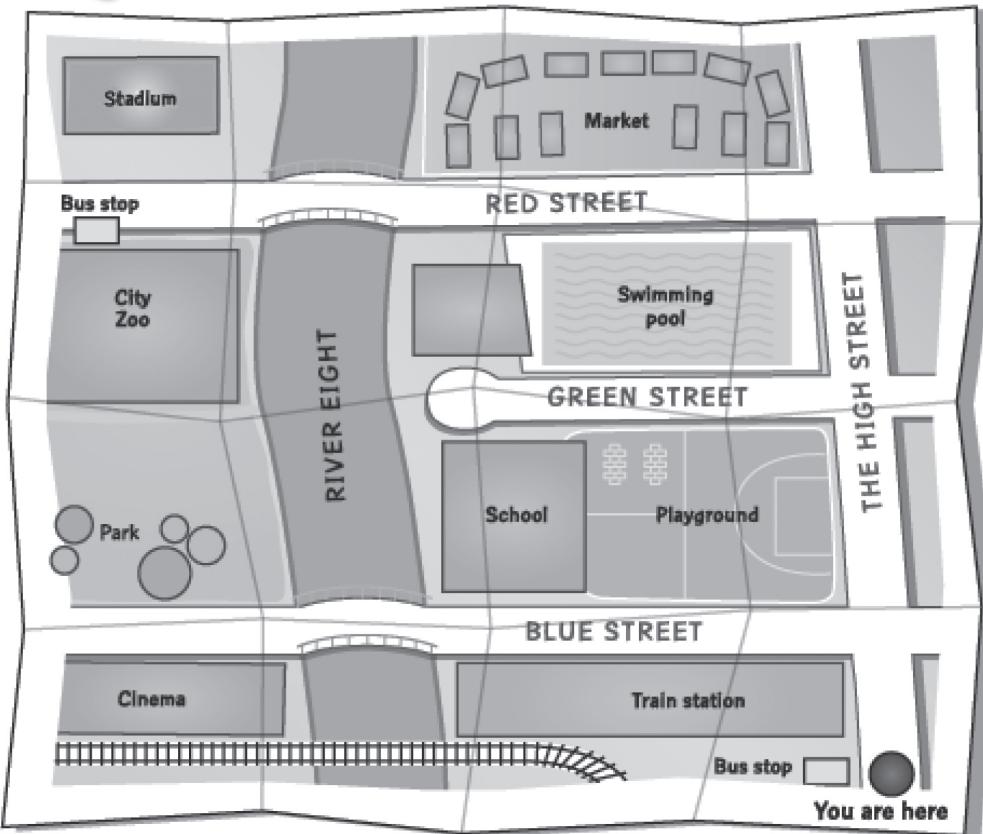
- Optional follow-up activity:** Draw two columns on the board. Label them *street/eat* and *late/eight*. Point out the different spelling of similar sounds. In small groups students think of more words that rhyme with *street/eat* and *late/eight*. They write them on the board. They earn points for each correct word. (Ideas: *street/eat* – feet, meat, seat, cheat, meet; *late/eight* – date, plate, ate.)

Topic worksheet

- Ask students if they can think of a castle in a movie or cartoon. Can they describe it and say who lives there? Pre-teach: *king*, *enemies*, *soldiers*, *holes*, *arrows*, *boiling oil*, *play tricks on*. Students read the text and underline three things they find interesting. They can use the labeled photograph to help them with vocabulary. Students then look at the words for parts of a castle. In class students talk about what they know about the parts of a castle and what they found interesting.

- Optional follow-up activity:** Students draw and label a "fantasy" castle they would like to live in. How is the castle protected from enemies? Students show and describe their castles to the class or display them on the walls.

Reinforcement worksheet 1



Find You are here on the map. Circle the correct words.

- 1 *Excuse me. Where's the playground?*

Go straight ahead and turn into Blue Street. The playground is on the corner.
It's across from / next to the train station.

- 2 *Excuse me. Where's the park?*

Go down the High Street. Take the first street on the left. Walk across / past the school. Cross the bridge and the park is on the right.

- 3 *Excuse me. Where's the swimming pool?*

Go down the High Street and turn left into Green Street. The swimming pool's on the right / left.

- 4 *Excuse me. Can you help me? Where's the movie theater?*

Go straight ahead and take the first / second street on the left. Walk past the train station and across the bridge. It's on the left.

- 5 *Excuse me. Can you help me? I'm looking for the zoo.*

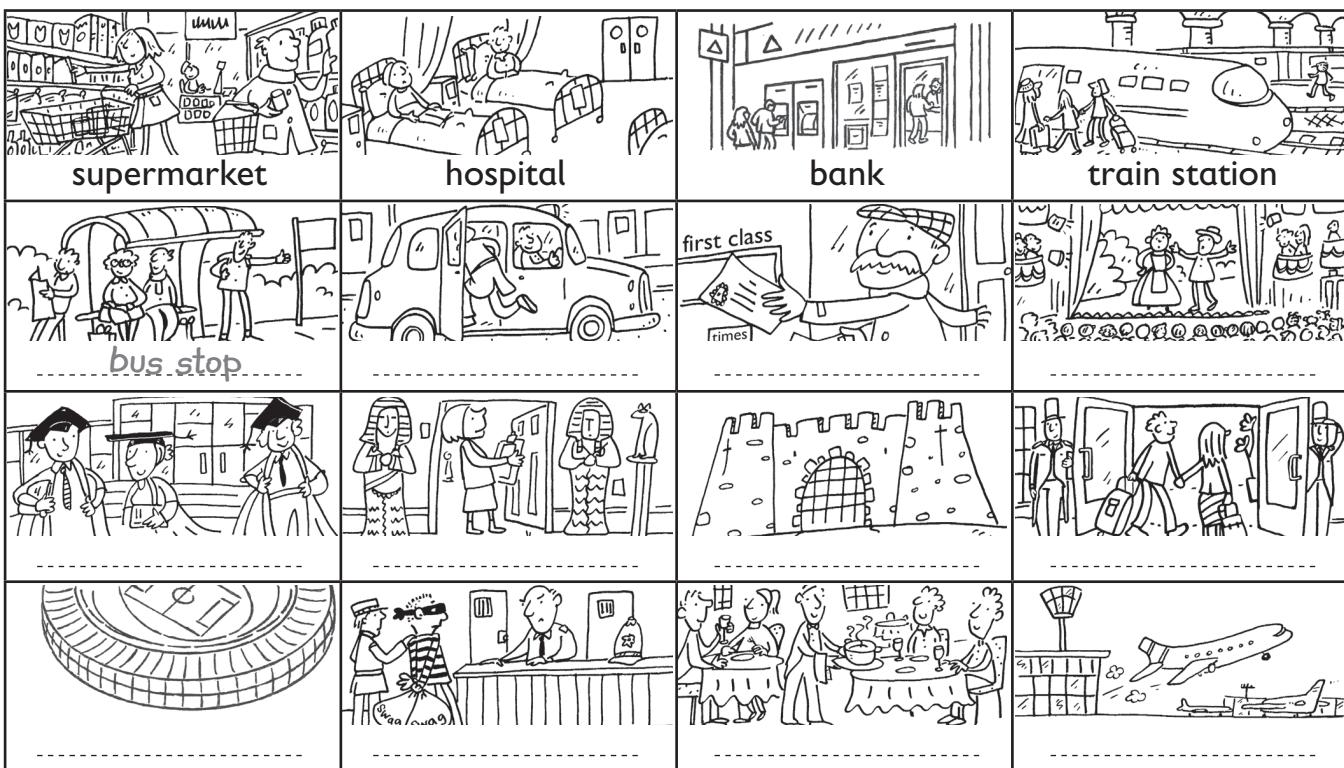
Go down the High Street. Take the second / third street on the left. Go past the swimming pool. Cross the river. It's on the left.

Reinforcement worksheet 2



1 Find the words and label the pictures.

sbu tops	bus stop	letho	-----
retrasuant	-----	iraropt	-----
acb	-----	tereath	-----
tasidum	-----	stop ffioe	-----
egcleol	-----	uumems	-----
csalet	-----	ocelpi atstino	-----



2 Some treasure is hidden in one of these places. Complete the answers to the clues to find out where it is!

- 1 People come here to learn. s c h o o l
- 2 We visit the _ □ _ to get money.
- 3 We go to the _ □ _ — — to buy stamps.
- 4 We go to the □ — — to watch plays.
- 5 When we are not at home, we often sleep in a _ — — □.
- 6 We go to a _ — □ _ to look at old things that tell us about history.

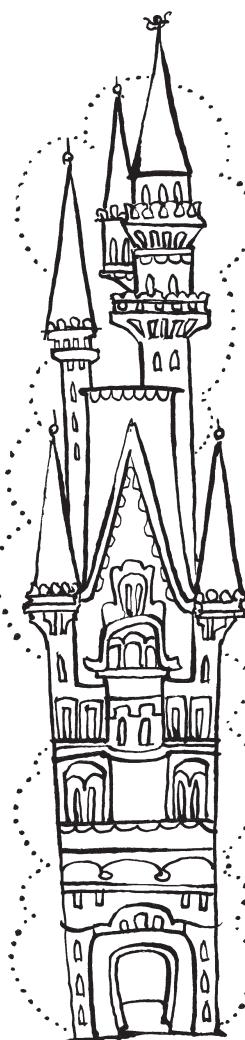
The treasure is in the c — — — !



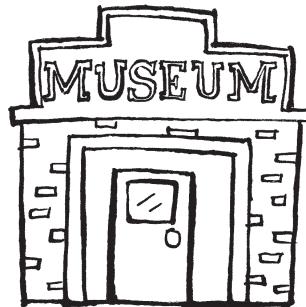
Extension worksheet 1



1 Use the words in parentheses to complete the sentences.



- 1 The world's *biggest* (big) train station is The Grand Central Terminal in New York, U.S.A.
- 2 The *most expensive* (expensive) cab ride in the world was a trip from London to Africa!
- 3 The *large* (large) palace in the world is owned by a very rich man, the Sultan of Brunei.
- 4 The world's *small* (small) museum is in the U.S.A.
- 5 The *fast* (fast) flight across the Atlantic Ocean took 1 hour, 54 minutes, 56.4 seconds.
- 6 One of the *beautiful* (beautiful) castles in the world is in Prague.
- 7 The world's *interesting* (interesting) hotel is the Ice Hotel in Sweden. It's very cold inside!
- 8 The *old* (old) stamp is called a Penny Black.



2 Find more information about sentences 1–8.

- a People first used it on their letters in 1840. 8
- b More than 550 trains use it every day.
- c It has only one room!
- d His home has 1,778 rooms and 257 bathrooms.
- e It has an ice theater and an ice church.
- f The passenger paid 62,908 U.S. dollars!
- g It is also the biggest castle in the world.
- h The pilots flew from New York to London.

Extension worksheet 2



- 1 Look at the map and listen to Sally. She is talking about how she gets home from school. Then listen to the other children. Draw how they get home in these colors. The first one has been done for you.

Sally → black

Fred → green

Ben → blue

Jim → brown

Helen → red

- 2

My house is on Green Street next to the bookstore.
Can you write how to get there from the school?



Katy



1 Match the rhyming words.

- | | |
|----------|---------|
| 1 hotel | a too |
| 2 day | b eight |
| 3 zoo | c tell |
| 4 street | d play |
| 5 late | e eat |

2 Complete the song with the rhyming words.

Theater, movies,
Restaurant and hotel,
Museum, castle,
A story to tell .

I went to London,
To have a nice day.
To go to a museum and
The theater for a .

I saw Tower Bridge,
And the castle, .
Walked in the park,
And went to the zoo.

I went to a restaurant,
On the corner of the street.
I sat outside and
I had something to .

I took a taxi,
Because it was .
My train was in the station.
It was half past eight.

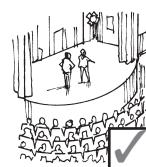
Theater, movies,
Restaurant and ,
Museum, castle,
A story to tell.

3

Listen and check your answers. Then sing the song.

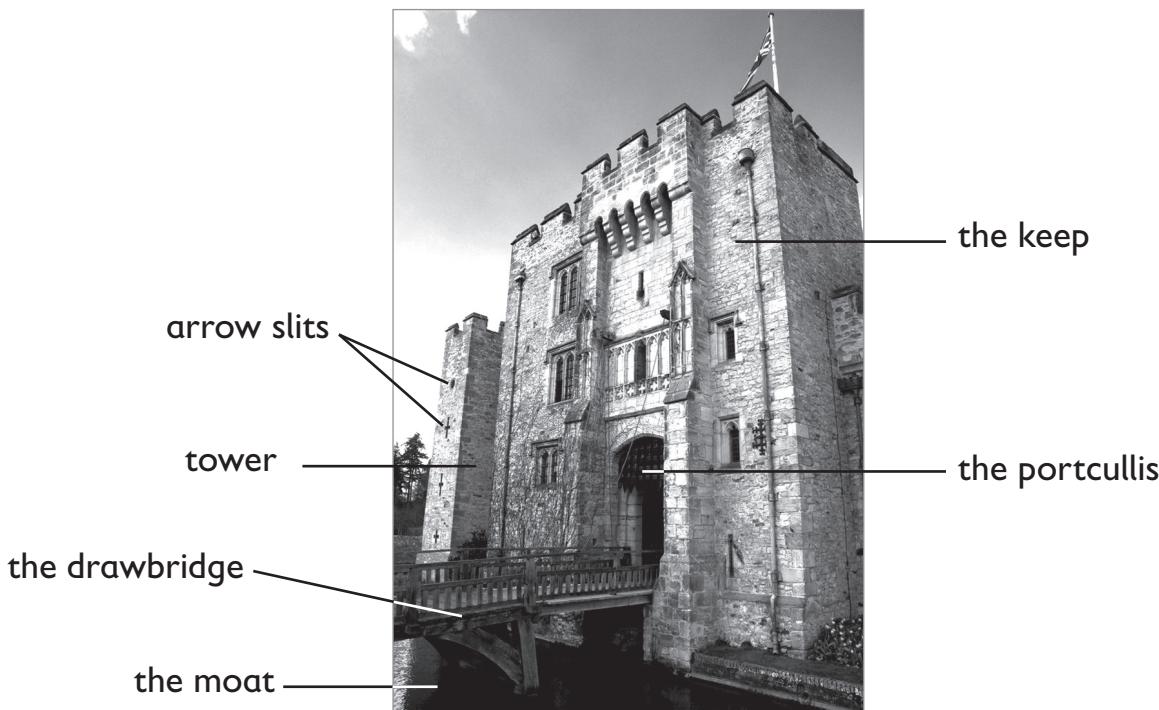
4

Look and check (✓) the places he visited. Which places didn't he visit?





1 Read about castles. Underline three interesting facts.



Hundreds of years ago, kings built castles to keep out their enemies. Sometimes thousands of soldiers lived inside the castle, usually in the **towers**. The king and his family usually lived in the **keep**.

Castles were strong. The walls were very thick and there were strong gates and a **portcullis** at the door. It was difficult for the enemy to break the gates and walls.

Castles were often on a hill. Why? First, it was difficult for enemies to climb the hill. Second, it was easy for the soldiers in the castle to see their enemies from far away. Many castles had water (**a moat**) around them.

A castle with a moat also had a **drawbridge**. If the enemy came close to the castle, the soldiers closed the drawbridge. Then their enemies could not cross the moat. Many people fell into the water. Then the soldiers sent arrows at the enemies from small holes in the towers (**arrow slits**).

If the enemies came into the castle, the soldiers played horrible tricks on them. For example, some castles had special floors that broke when the enemies came up the stairs. Castles also had **murder holes** (holes in the ceiling inside the keep). Soldiers waited at these places and threw boiling oil on their enemies.

2 What do you know about these parts of a castle?

towers, moat, drawbridge, keep, arrow slits, portcullis, murder holes