

# LET'S TALK! ENGLISH



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# LET'S TALK! ENGLISH **ELEMENTARY** LEVEL **A2**

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# LET'S TALK ENGLISH

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# LET'S TALK ENGLISH

The **LET'S TALK! ENGLISH** is partitioned into five (5) different courses, corresponding to levels A1, A2, B1, B2 and C1 of the Common European Framework of Reference (CEFR) for languages as described below:

LEVEL		DESCRIPTION
BASIC	A1 Beginner	<ul style="list-style-type: none"> <li>Can understand everyday expressions and very basic phrases</li> <li>Can introduce themselves and answer personal questions</li> <li>Can interact in a simple way with others</li> </ul>
	A2 Elementary	<ul style="list-style-type: none"> <li>Can understand sentences and frequently used expressions</li> <li>Can communicate in simple and routine tasks</li> <li>Can describe in simple terms aspects of their background</li> </ul>
INDEPENDENT	B1 Intermediate	<ul style="list-style-type: none"> <li>Can understand topics concerning family, work, school, etc.</li> <li>Can deal with most situations that arise while traveling</li> <li>Can describe experiences, events, dreams, hopes &amp; ambitions</li> </ul>
	B2 Upper Intermediate	<ul style="list-style-type: none"> <li>Can understand main ideas on both concrete &amp; abstract topics</li> <li>Can interact with a degree of fluency and spontaneity</li> <li>Can produce clear detailed text on a wide array of subjects</li> </ul>
PROFICIENT	C1 Advanced	<ul style="list-style-type: none"> <li>Can understand a wide range of demanding clauses</li> <li>Can express ideas fluently and spontaneously</li> <li>Can use language effectively, socially &amp; professionally</li> </ul>
	C2 Proficiency	<ul style="list-style-type: none"> <li>Can understand with ease virtually everything heard or read</li> <li>Can summarize information and reconstruct arguments</li> <li>Can express themselves very fluently and precisely</li> </ul>

## SMARTCLASS+

**LET'S TALK! ENGLISH** is designed to be used in conjunction with the **SmartClass+** language lab platform. The majority of activities presented herein require the use of the **SmartClass+ Live Activities Dashboard (LAD)** for classwork and/or the use of the **SmartClass+ Media Activities Dashboard (MAD)** for self-study work. The icons shown below are used to indicate which dashboard should be used with each activity.



# LET'S TALK ENGLISH

## CONTENT

## VOCABULARY

## GRAMMAR

### CHAPTER 1 - AT HOME

1	Describe your house.	Rooms and Location	Prepositions of Place Review of Open-ended Questions
2	What's in your home?	Appliances and Furniture	Present Continuous of Regular Verbs There is/There are
3	Let's help at home!	Chores and Frequency	Adverbs of Frequency Present Continuous of Irregular Verbs

### CHAPTER 2 - FOOD & DRINK

1	Let's make a meal!	Food and Meals	Some vs. Any Basic Intensifiers (enough, so, too)
2	Go to the grocery store.	Grocery Shopping	Verbs of Preference + Gerund Countable vs. Uncountable Nouns
3	Do you want to go out to eat?	In a Restaurant	Polite Requests using <b>could</b> Review of <b>would like</b>

### CHAPTER 3 - TRAVEL

1	Have fun outdoors.	Outdoor Activities	Past Simple of <b>to be</b> Questions in Past Simple of <b>to be</b>
2	Let's travel!	Travel	Past Simple Questions in Past Simple
3	Explore the natural world.	Natural World	Past Simple of Irregular Verbs Past Simple of More Irregular Verbs

# LET'S TALK! ENGLISH

## ELEMENTARY LEVEL A2

### CONTENT

### VOCABULARY

### GRAMMAR

## CHAPTER 4 - AROUND TOWN

1 Explore the city.

In the City

Past Continuous  
Coordinating Conjunctions

2 How do I get there?

Directions

Imperatives (+, -)  
Prepositions of Movement

3 Let's take the bus!

Getting Around Town

Imperatives (Let us/Let's)  
Adverbs

## CHAPTER 5 - HEALTH & WELLNESS

1 What hurts?

Body Parts and Injuries

Reflexive Pronouns  
Past Participles as Adjectives

2 Let's go to the doctor!

Going to the Doctor

Indefinite Pronouns  
The verbs **should** and **ought**

3 Is it an emergency?

It's an Emergency

Present Perfect  
Indirect Objects

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1 What profession will you choose?

Professions

Future Tense  
Present Continuous for Future

2 Let's go to work!

In the Workplace

1st Conditional  
Review of Contractions

3 It's a technological world.

Technology

Gerunds  
Infinitives



# LET'S TALK! ENGLISH

Welcome to **Milwaukee, Wisconsin** (USA)!

Throughout this book you will follow 4 students as they discuss topics relevant to each chapter. These students live in the Milwaukee, Wisconsin area and are excited to be a part of your English learning experience.



My name is **Jack Jones**. I am 19 years old and come from Sussex, Wisconsin where I was born and raised. I go to the University of Wisconsin - Oshkosh to study business. In my free time, I enjoy working on cars and being with my friends or family.



My name is **Connor Olsen**. I am 20 years old. I come from Milwaukee, Wisconsin. I study German and business at the University of Wisconsin-Madison. When I am not studying or working, I am playing sports. Baseball and ice hockey are my favorites. I also love to travel.



Hi! My name is **Grace Parker**. I'm 19 years old and live in Madison, Wisconsin. I'm studying pharmacy at the University of Wisconsin - Madison. In my free time, I enjoy hanging out with my friends & family, reading, cooking, baking and spending time outdoors.



Hi! My name is **Skylar Campbell**, and I am 18 years old. I was born and still live in Milwaukee, Wisconsin. I go to the University of Wisconsin-Milwaukee, where I am pursuing a career as a Speech - Language Pathologist. In my free time, I love to meditate and do yoga, read books, take hikes outside and go thrift shopping!



# 4

## CHAPTER FOUR AROUND TOWN



### LEARNING OBJECTIVES

I will be able to...

- discuss places using the past continuous.
- use coordinating conjunctions.
- give and follow directions using imperatives.
- discuss getting around town using prepositions of movement.
- use adverbs to describe verbs.



### VOCABULARY

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Directions .....	4-19
Getting Around Town .....	4-35



### GRAMMAR

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Imperatives (+ , -) .....	4-24
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### LET'S TALK!

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# 4

## INTRO

## SECTION 1

## SECTION 2

## SECTION 3

## LET'S TALK!

## REVIEW & ASSESSMENT

# UNITED STATES OF AMERICA CULTURE IN THE U.S.A.

## WISCONSIN



MADISON

**Abbreviation:** WI

**Nickname:** The Badger State

**Capital City:** Madison

**Other Major Cities:** Appleton, Green Bay, Milwaukee, Racine, Wisconsin Dells

**Population:** 5.795 million (2017)

**Area:** 65,498 mi<sup>2</sup> (square miles)

**Flag:**



**State Song:** On, Wisconsin!

**State Bird:** American Robin

**State Flower:** Wood Violet



**Known For:** Apostle Islands National Lakeshore

Capitol Square

Historic Third Ward

Harley-Davidson Museum

Devil's Lake State Park

House on the Rock

Milwaukee Art Museum

Noah's Ark Water Park

Milwaukee County Zoo

Green Bay Packers (Cheeseheads)

Cave of the Mounds

Holy Hill National Shrine of Mary

Summerfest

Breweries (beer)

Cheese (cheese curds)



## INTERNET SEARCH: (in your language)

1. There are many state parks in Wisconsin. Research them and choose one. Share five things that you can do at this state park.
2. Summerfest is the nation's largest music festival and takes place in Milwaukee, Wisconsin. Look up this year's musical lineup. Talk about what types of bands/singers are playing. Do you listen to any of them? Which concert would you like to see?



# VOCABULARY



# 4

## SECTION 1 VOCABULARY: In the City

Places in the City			Other Words and Phrases	
the bank	the fire department;	the police station	busy	the road;
the bookstore;	the fire station	the post office	to close	the street
the bookshop	the gas station	the swimming pool;	closed (adjective)	the roundabout
the building	the hospital	the pool	downtown	to run / ran
the church;	the hotel		the gas	the sign
the cathedral	the museum		the map	the stop sign
the college;	the neighborhood		noisy	the street sign
the university	the park;		to open	the stamp
	the playground		open (adjective)	

## SECTION 2 VOCABULARY: Directions

Giving and Receiving Directions			Prepositions of Movement
to ask for directions	How do I get to...?	straight (ahead)	across (from)
to be lost	left	the traffic light;	around
the block	to go left	the stop light	into
the bridge	to take a left	to turn	over
the corner	on the left side	until	past
to cross	right	Which way should/do I go?	through
to drive / drove	to go right		to
to give directions	to take a right		
to the east	on the right side		
north			
south			
west			

### Prepositions of Place

at  
in  
on

## SECTION 3 VOCABULARY: Getting Around Town

Modes of Transportation	Nouns		Verbs	Adverbs
the bus	the bus station	the subway stop	to break down / broke	carefully
the car	the bus stop	the traffic	to enter	quickly
the subway	the entrance	the train station	to exit	slowly
the taxi	the exit	the train stop	to get off / got	
the train	the parking garage		to get on	
	the parking lot		to look out	
	the price		to park	
	the subway station		to walk	

# 4

INTRO

**SECTION 1**

SECTION 2

SECTION 3

LET'S TALK!

REVIEW & ASSESSMENT

## VOCABULARY



### IN THE CITY



#### ACTIVITY 4.1.1 - **SPEAK**

##### **MAD** Open Recording

Record yourself saying as much as possible about the Section 1 Vocabulary picture. What words or phrases do you know? What do you see? What is happening in the picture?

**TEACHER NOTE:** After students complete the activity in the **MAD**, discuss the image as a class using the **LAD Presentation Mode**.



#### ACTIVITY 4.1.2 - **LISTEN & SPEAK**

##### **MAD** Segmented Recording

Section 1 Vocabulary Pronunciation



#### ACTIVITY 4.1.3 - **SPEAK**

##### **MAD** Pronunciation

Pronounce sentences using Section 1 Vocabulary.

1. The apartment building is very quiet.
2. I need to stop at the gas station.
3. The cathedral is so beautiful.
4. Do you want to go to the art museum?
5. The bank is next to the cathedral.
6. Where is the police station?
7. I went running in the park.
8. The bookshop opens at 9.
9. The hospital is near the post office.
10. The playground is busy.

# VOCABULARY



# 4

## ACTIVITIES



### ACTIVITY 4.1.4 - WRITE

#### MAD Letter Jumble

Spell vocabulary words from Section 1.

- |                         |                        |                       |                        |
|-------------------------|------------------------|-----------------------|------------------------|
| 1. <b>the bookstore</b> | 2. <b>the market</b>   | 3. <b>street sign</b> | 4. <b>the building</b> |
| 5. <b>downtown</b>      | 6. <b>the hospital</b> | 7. <b>the church</b>  | 8. <b>the city</b>     |



### ACTIVITY 4.1.5 - READ

#### MAD Text Match

Match each vocabulary word with the correct description.

- |   |                         |
|---|-------------------------|
| 1. You sleep here when you are on vacation. | <b>the hotel</b>        |
| 2. Kids play here.                          | <b>the playground</b>   |
| 3. This is where your money is.             | <b>the bank</b>         |
| 4. People drive cars on this.               | <b>the street</b>       |
| 5. You use this to see the whole city.      | <b>the map</b>          |
| 6. You swim here in the summer.             | <b>the pool</b>         |
| 7. You go here if you are sick.             | <b>the hospital</b>     |
| 8. There are many houses here.              | <b>the neighborhood</b> |
| 9. You go here to buy something to read.    | <b>the bookshop</b>     |
| 10. Many of these are in one building.      | <b>the apartment</b>    |



### CULTURAL NOTE

#### Getting a Driver's License

Look at a map of the United States and see how big the country is. People often need to travel long distances to go to work, school, shopping, etc. While there are some local buses and trains to use in some cities, the lack of public transportation means that many people need to drive every day to get to where they need to go. In the U.S., you can drive a car as young as age 16.

To prepare for the driver's test, you first need to learn the rules of the road by taking a driver's education class. Your instructor teaches you how to be a safe driver. Then, you can take a written test to earn your learner's permit (or driving permit). The test can cost between \$30 and \$100. Each state is different. Some states allow you to take this test at age 14. Other states say 15 or 15 ½. A few states do not allow you to learn how to drive until the age of 16.

So, you passed your learner's permit test? Great - time to start driving! You can practice driving "behind-the-wheel" with your teacher or an adult in the car. In some states, you may need between 30 and 50 hours of driving practice (including driving at night) before you can get your driver's license. At age 16 and with enough driving practice, you can finally take your driver's test to get your license!



# 4

INTRO

SECTION 1

SECTION 2

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LET'S TALK!

REVIEW & ASSESSMENT

## VOCABULARY



### ACTIVITIES



#### ACTIVITY 4.1.6 - READ

##### MAD Image Match

Match each vocabulary word with the correct image.



the apartment



the museum



the playground



the church



the map



the gas station



busy



the roundabout



the hospital



the neighborhood



#### ACTIVITY 4.1.7 - READ & WRITE

##### MAD Question and Answer

Answer each question about places in your neighborhood using complete sentences.

1. Which cafe is the best? Why is it the best?
2. What is the name of a nearby college or university?
3. Do you have a lot of parks?
4. Do any of the parks have a playground?
5. What is the name of a hotel in your neighborhood?
6. How many gas stations are there?
7. Is there a hospital near your home?
8. What kind of museum is in your neighborhood?

# VOCABULARY



# 4

## ACTIVITIES



### CULTURAL NOTE

#### Gas and Petrol Station

When your gas tank is near empty in a car, it's time to visit a gas station (also referred to as a petrol station in England). If you're on a highway, there might be signs that show if there is a gas station near the exit. Otherwise, you might have to search for the nearest station before your car runs out of fuel.

You can pay with a credit card at the pump, or go inside to pay with cash or credit card before you fill up your vehicle. Some locations are service stations. This means they might have people who pump gas for you. At all gas stations you can purchase drinks, food, or other common supplies needed when traveling. You can also use the toilets for free if you are buying gas or food.

The price of gas is dependent upon the price of oil, as well as local taxes. During peak travel seasons or holidays, gas can be more expensive. If you are trying to get the best price for gas, there are mobile apps that show the prices of nearby stations in order to find the cheapest price per gallon.



### ACTIVITY 4.1.8 - LISTEN & SPEAK

#### MAD Segmented Recording

Listen to each question. Then, use the image to respond in the pauses provided using complete sentences.

For example: **You hear:** Where did you call for help?

**You say:** I called the police station.

#### Answers:

1. Where did you stay on your vacation?
2. Where did you go for a walk?
3. Where did you go to get gas for your car?
4. Where did you go to take out money?
5. Where did you go to eat?
6. Where did you learn to read?

I stayed at the Holiday Hotel.  
 I went for a walk in Sunset Park.  
 I went for gas at Sinclair gas station.  
 I took out money at Wisconsin State Bank.  
 I went to eat at Cafe Lulu.  
 I learned to read at Whitman School.





## GRAMMAR



## LET'S BREAK IT DOWN!

## PAST CONTINUOUS

The past continuous is often used to give background information for a story so people understand what you are describing. For example: It **was raining**. I **was running** downtown.

You can use the past continuous to talk about events that were in progress at a certain time. For example: At nine o'clock yesterday morning, I **was driving** to the bank.

## POSITIVE STATEMENTS

I	was	verb + <b>ing</b>
You	were	
He / She / It	was	
We / They	were	

For example: I **was going** to the cathedral.

They **were buying** books at the bookshop.

## NEGATIVE STATEMENTS

I	was not (wasn't)	verb + <b>ing</b>
You	were not (weren't)	
He / She / It	was not (wasn't)	
We / They	were not (weren't)	

For example: It **was not raining** yesterday.

We **weren't playing** in the street.

## QUESTIONS

Was	I	verb + <b>ing</b> ?
Were	you	
Was	he / she / it	
Were	we / they	

For example: Where **were you stopping** for gas?

Was she **getting** money from the bank?

## REMINDER: Spelling Rules

1. If a verb ends in **-e**, then remove the **-e** before adding the **-ing**.

For example: close → clos**ing**      drive → driv**ing**

2. If a verb ends in one vowel and one consonant, then you **double the consonant** (except when the consonant is a **w** or **y**).

For example: get → get**tting**      mow → mow**ing**      play → play**ing**

## GRAMMAR



## 4

## ACTIVITIES



## ACTIVITY 4.1.9 - READ

**MAD** Multiple Choice

Look at the picture, and read the statements. Then, decide if each statement is **true** or **false**.



1. An older woman was walking her dog.
2. A woman was riding her bike in the street.
3. One man was looking at the map.
4. The man in the green shirt was going into the cafe.
5. One car was driving on the street.
6. The man in the yellow shirt was talking on the phone.
7. The woman was shopping in the bookstore.
8. The man in the orange shirt was talking to the man in the dark blue shirt.
9. The white car was stopping at the stop sign.
10. The man in the purple shirt was walking in the street.

- |                |                 |
|----------------|-----------------|
| <b>A. True</b> | B. False        |
| <b>A. True</b> | B. False        |
| A. True        | <b>B. False</b> |
| A. True        | <b>B. False</b> |
| A. True        | <b>B. False</b> |
| <b>A. True</b> | B. False        |
| <b>A. True</b> | B. False        |
| A. True        | <b>B. False</b> |
| <b>A. True</b> | B. False        |
| A. True        | <b>B. False</b> |

# 4

## GRAMMAR



### ACTIVITIES



#### CULTURAL NOTE

**Drivers and pedestrians** share the responsibility of keeping themselves and others safe on the road. A crosswalk is a place for pedestrians to cross the road. On a basic level, there are four kinds of crosswalks: marked and unmarked, controlled and uncontrolled. Marked crosswalks are usually white or yellow, while unmarked crosswalks are implied crosswalks at any street corner.

The rules of who can walk or drive first may depend on what kind of crosswalk it is. In some cases, pedestrians always have the right-of-way. On other streets, pedestrians may have to yield to vehicles based on street lights or traffic.

Some crosswalks have timers near them, so you can see how much time remains before vehicles have the right-of-way. For people with vision impairment, some cities have installed machines that beep and alert them when to walk. Regardless of what type of crosswalk you find, use caution when crossing a road and be aware of your surroundings.



#### ACTIVITY 4.1.10 - READ

##### MAD Text Match

Match two parts to form a complete sentence.

- |                                 |   |
|---------------------------------|---|
| 1. My family and I were singing | F. in church yesterday.                 |
| 2. I was playing                | D. at the park with my friends.         |
| 3. My dad was buying            | B. a present at the bookshop.           |
| 4. We were staying              | H. at a hotel during our vacation.      |
| 5. My mom was looking           | A. for a quiet neighborhood to live in. |
| 6. The museum was selling       | E. beautiful art.                       |
| 7. The bank was closing         | C. early on Saturday.                   |
| 8. My sister was meeting        | G. friends at a restaurant downtown.    |

## GRAMMAR



## 4

## ACTIVITIES



## ACTIVITY 4.1.11 - WRITE

**MAD** Question and Answer

Type a sentence in the **past continuous** using the subject and verb given. *Add something to complete each sentence.*

For example: **You see:** I / dance

1. my sister and I / play

2. I / run

3. my family / barbecue

4. Susan / take pictures

5. the plane / arrive

6. Mark and Eric / follow

7. we / stop

8. I / travel

**You type:** I was dancing in the rain.

My sister and I were playing...

I was running...

My family was barbecuing...

Susan was taking pictures...

The plane was arriving...

Mark and Eric were following...

We were stopping...

I was traveling...



## ACTIVITY 4.1.12 - SPEAK

**MAD** Open Recording

Say at least 6 past continuous sentences using the image.





# 4

INTRO

SECTION 1

SECTION 2

SECTION 3

LET'S TALK!

REVIEW & ASSESSMENT

## GRAMMAR



### ACTIVITIES



#### CULTURAL NOTE

##### Religion in the U.S.

The United States of America is known as a “melting pot”, because it is made up of many people with different cultures, backgrounds, and religions. The first people who lived on the land, which is now the United States of America, were Native Americans. As Europeans and others moved to America, they brought with them their own cultures, beliefs and religions. Today, there is a high percentage of people in the U.S. who identify as Christians, however there are also many people who practice Judaism, Hinduism, Islam, or Buddhism. There are others who do not practice any religion at all. When you drive through different cities in the U.S., you will see many churches, temples, mosques, synagogues, and other religious buildings. The U.S. government protects the right for people to have “freedom of religion,” meaning people are able to practice whichever religion they choose.

### LET'S BREAK IT DOWN!

#### COORDINATING CONJUNCTIONS

Coordinating conjunctions connect words, phrases, or clauses that are independent or equal.

A comma is **always placed before** the **coordinating conjunction**.

Coordinating Conjunction	Meaning	Example
and	in addition to	We are going to the museum, <b>and</b> then we are going for ice cream.
but	connects two different things that express a contrast	I enjoy living in the country, <b>but</b> she enjoys living in the city.
or	demonstrates a choice between two things	Would you like to go to the playground, <b>or</b> do you want to swim at the pool?
so	demonstrates the result of something	I needed money, <b>so</b> I went to the bank.

**LANGUAGE TIP:** “For” is also a **coordinating conjunction**. It means “because,” but it is rarely used.

## GRAMMAR



## 4

## ACTIVITIES



## ACTIVITY 4.1.13 - READ

**MAD** Multiple Choice

Choose the conjunction that best completes each sentence.

- I had to get gas, \_\_\_\_\_ I stopped at the gas station.  
A. and      B. or      C. but      **D. so**
- I needed a new book, \_\_\_\_\_ I went to the bookstore.  
A. and      B. or      C. but      **D. so**
- A big city is busy, \_\_\_\_\_ it can often be noisy.  
**A. and**      B. or      C. but      D. so
- I need to put money in the bank, \_\_\_\_\_ it is closed.  
A. and      B. or      **C. but**      D. so
- Do you want to go to a restaurant, \_\_\_\_\_ would you prefer to cook at home?  
A. and      **B. or**      C. but      D. so
- I have to go to the post office and the library, \_\_\_\_\_ I don't have enough time.  
A. and      B. or      **C. but**      D. so
- On weekends, I go downtown to shop, \_\_\_\_\_ then I listen to music in the park.  
**A. and**      B. or      C. but      D. so
- I would love to go to the pool, \_\_\_\_\_ we can ride a boat on the lake.  
A. and      **B. or**      C. but      D. so



## ACTIVITY 4.1.14 - READ

**MAD** Text Match

Match two parts to form a complete sentence.

- |   |   |
|---|---|
| 1. We would like to go to the bookstore,    | <b>D. but we have to go grocery shopping first.</b> |
| 2. I do not have any more stamps,           | <b>B. so I ran to the gas station.</b>              |
| 3. The bank is not far away,                | <b>H. so I am going to walk there.</b>              |
| 4. Is the police station near,              | <b>A. or is it far from here?</b>                   |
| 5. It is hot and sunny today,               | <b>E. but the swimming pool is closed.</b>          |
| 6. Do you need to stop at the gas station,  | <b>G. so you can buy some gas?</b>                  |
| 7. Is your neighborhood noisy,              | <b>C. or do you find it quiet?</b>                  |
| 8. Many families are going to church today, | <b>F. for it is Sunday.</b>                         |

# 4

## GRAMMAR



### ACTIVITIES



#### ACTIVITY 4.1.15 - READ & WRITE

##### **MAD** Fill-in-the-Blanks

Use the word bank to fill in each blank with the correct coordinating conjunction.

but

or

and

so

and

so

but

or

I have a busy day today. There are many places I have to go. It is Sunday, **[so]** I am going to church with my family. I need to go to the post office, **[but]** it is closed on Sundays. I also need to stop at the gas station. It is my friend's birthday on Friday. He enjoys reading, **[so]** I am going to the bookstore. I will buy him a book, **[and]** I will also look for a magazine. He likes music, **[and]** he is a fan of cars. Therefore, I am going to buy him a book about music, **[or]** I'm going to take him to a car show. Finally, I was going to meet my friends at the swimming pool, **[but]** it is going to rain later. We decided to see a movie instead. There is a comedy at 4 p.m., **[or]** we can see an action movie at 5 p.m.



#### ACTIVITY 4.1.16 - WRITE

##### **MAD** Question and Answer

Type a sentence using Section 1 Vocabulary and the coordinating conjunction given.

1. and

2. but

3. or

4. so



#### ACTIVITY 4.1.17 - READ & SPEAK

##### **MAD** Open Recording

Read each sentence starter, and find the correct ending for the sentence. Then, say each complete sentence.

1. I was going to buy stamps at the post office,
2. We went to the playground,
3. He went shopping for a new magazine,
4. Call the police when it's an emergency,
5. We needed food for the road trip,
6. She wanted to buy a map,
7. We were really hungry after the long hike,
8. The hotel had a beautiful room,

**but it was closed.**

**and we played for many hours.**

**but he did not find one that he wanted.**

**or you can call the fire department.**

**so we went to the grocery store.**

**for she was new to the city.**

**so we went to a restaurant for lunch.**

**and there was a large swimming pool.**

## CONVERSATION



## 4

## ACTIVITIES

ACTIVITY 4.1.18 - **SPEAK: What were the people doing?****LAD** Pairing Activity

**TEACHER NOTE:** If you want to be able to listen to these conversations later, launch the recorder at the beginning of this activity and hit record. Print the worksheet from the A2 Resources Google Doc Folder, or download the A2StudentWorksheet.pdf.

First, decide who is going to be **Partner A** and who is going to be **Partner B**. Next, take turns asking what each person or set of people **were doing** at each place. Answer your partner with the clue provided for you on your worksheet.

For example:

If **Partner A** has "**David - fire station**", then **Partner A** asks, "What was David doing at the fire station?"

**Partner B** has "**David - to work**", so **Partner B** answers "David was working."

## PARTNER A WORKSHEET

Partner A - Questions to ask Partner B	Partner A - Answers to give Partner B
1. Ben - post office	6. <b>Susan - gas</b>
2. the kids - playground	7. <b>John - books</b>
3. you - bank	8. <b>Jennifer - art</b>
4. Debbie - the swimming pool	9. <b>Kevin - to hang out with a friend</b>
5. Emma - hospital	10. <b>Bryan and Mary - to be on vacation</b>

## PARTNER B WORKSHEET

Partner B - Answers to give Partner A	Partner B - Questions to ask Partner A
1. <b>Ben - stamps</b>	6. Susan - gas station
2. <b>the kids - to play</b>	7. John - bookstore
3. <b>I - to get money</b>	8. Jennifer - museum
4. <b>Debbie - to swim</b>	9. Kevin - apartment building
5. <b>Emma - to visit her grandmother</b>	10. Bryan and Mary - hotel



# 4

INTRO

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LET'S TALK!

REVIEW & ASSESSMENT

## CONVERSATION



### ACTIVITIES



#### ACTIVITY 4.1.19 - **SPEAK: What was happening around town?**

##### LAD Pairing Activity

**TEACHER NOTE:** If you want to be able to listen to these conversations later, launch the recorder at the beginning of this activity and hit record. Print the worksheet from the A2 Resources Google Doc Folder, or download the [A2StudentWorksheet.pdf](#).

Look at the map and take turns telling your partner what was happening. Use the past continuous and coordinating conjunctions. Count how many different sentences you can think of together. Use tallies: (|||| III). Take notes on 5 of the best sentences that you and your partner came up with.

**Ex:** The truck **was driving** on Top Street, **but** it had to be on King Street.

- 1.
- 2.
- 3.
- 4.
- 5.

**Total Sentences:**



## READING



## 4

## FLAT STANLEY GOES TO WISCONSIN

People like to share experiences about their lives and their travels. A project called “Flat Stanley” allows people to connect with one another from anywhere in the world. Flat Stanley is a paper man you send in the mail to a friend, family member, celebrity, politician, or anyone. Then, the person spends a couple of days with Flat Stanley and writes about their experiences together. Then, the person mails Flat Stanley back to the sender. Below is an example of Flat Stanley’s trip to Green Bay, Wisconsin.

We were waiting for Flat Stanley all day when he finally arrived. We saw the mailman from the post office arrive at our apartment building, so we ran downstairs. We took Stanley upstairs and showed him our apartment. While we were eating dinner, we decided to take Stanley on a tour of Green Bay the next day to show him all of the exciting places in our city.

The next morning, we ate breakfast and then took Stanley for a bike ride around our neighborhood. We stopped at the playground in the middle of our neighborhood to play for a half hour. Then we went home to give Stanley a tour of our town with mom and dad. We were driving downtown and drove past the bank and police station. After, we arrived at the National Railroad Museum. We got out and looked at all of the different trains. As we were walking, we took a lot of pictures! After our tour, we were really hot, so we decided to go swimming at the Resch Aquatic Center. It was very busy, but we had a great time. We were really tired after swimming, so we all went home to relax.

The second day, we went downtown for a Green Bay Packers football game. The football stadium was full of thousands of people. Every time the Green Bay Packers scored, it was very noisy because everyone was very excited and cheering. They won the game! We were driving back to our house after the game when we stopped for gas at the gas station. It was good that we stopped because there was a lot of traffic, and we all needed a break. When we finally got home, we were all sad that it was Stanley’s last night with us. We were talking about how much fun we had during his visit, but then it was time for bed. The following day we went to the post office and mailed Stanley back home to Miami, Florida.



Thank you for sending him to us. We can't wait for you to learn about his time in Green Bay. He is welcome to come back and visit anytime!

## READING



## ACTIVITIES



## ACTIVITY 4.1.20 - READ

**MAD** Multiple Choice

Choose the best answer for each question based on the reading.

- What is the main idea of the story?
  - People like to take trips around the world.
  - People like Flat Stanley because he can travel in the mail.
  - Green Bay, Wisconsin is a great place to visit.
  - Flat Stanley is a paper man who took a trip to Green Bay, Wisconsin.**
- Which place did Stanley visit first?
  - the post office
  - the apartment building**
  - the bank
  - the gas station
- Where is one place Flat Stanley did NOT visit in Green Bay?
  - a swimming pool
  - a museum
  - a fire station**
  - a football stadium
- Which coordinating conjunction would complete the following sentence? "We saw the mailman from the post office arrive at our apartment building, \_\_\_\_\_ we ran downstairs."
  - so**
  - but
  - and
  - or
- Which sentence from the story supports the idea that Flat Stanley helps people connect and learn about different places in the world?
  - "As we were walking, we took a lot of pictures!"
  - "Flat Stanley is a paper man you send in the mail to a friend, family member, celebrity, politician, or anyone."
  - "We can't wait for you to learn about his time in Green Bay."**
  - "We were talking about how much fun we had during his visit when it was time for bed."



## ACTIVITY 4.1.21 - READ &amp; SPEAK

**MAD** Open Recording

After reading about Flat Stanley's trip to Green Bay, Wisconsin, think about where you can take him in your town. Record yourself explaining where you would take Flat Stanley and why.

# VOCABULARY



# 4

## DIRECTIONS



### ACTIVITY 4.2.1 - SPEAK

#### **MAD** Open Recording

Record yourself saying as much as possible about the Section 2 Vocabulary picture. What words or phrases do you know? What do you see? What is happening in the picture?

**TEACHER NOTE:** After students complete the activity in the **MAD**, discuss the image as a class using the **LAD Presentation Mode**.



### ACTIVITY 4.2.2 - LISTEN & SPEAK

#### **MAD** Segmented Recording

Section 2 Vocabulary Pronunciation (Parts 1 and 2)



# 4

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## VOCABULARY



### ACTIVITIES



#### ACTIVITY 4.2.3 - SPEAK

##### MAD Pronunciation

Pronounce sentences using Section 2 Vocabulary.

1. How do I get to the swimming pool?
2. Should I go west or east on this street?
3. Go around the roundabout.
4. Walk to the corner and turn left.
5. Can you give me directions?
6. There are 4 traffic lights on Main Street.
7. Go straight for 5 blocks.
8. Drive over the bridge.
9. My friend and I are lost.
10. Don't cross the road.



#### ACTIVITY 4.2.4 - WRITE

##### MAD Letter Jumble

Spell vocabulary words from Section 2.

1. **straight ahead**
2. **the bridge**
3. **the street**
4. **to be located**
5. **the corner**
6. **the stop sign**
7. **north**
8. **around**








#### ACTIVITY 4.2.5 - READ & WRITE

##### MAD Fill-in-the-Blanks

A tourist is asking Shannon, a local, how to get somewhere. Fill in each blank with the correct vocabulary word based on each picture.

**Tourist:** How do I get to the  1 ?

**Shannon:** First, you need to go  2 for five blocks. Then, you turn  3 .

Drive  4 again. Go through the  5 but continue  6 . At the first  7 turn  8 .

The  9 is on the  10 side of the street.

**Answers:**

1. **[gas station]**
2. **[straight]**
3. **[left]**
4. **[straight]**
5. **[roundabout]**
6. **[straight]**
7. **[stop sign]**
8. **[right]**
9. **[gas station]**
10. **[left]**

# VOCABULARY



# 4

## ACTIVITIES



### ACTIVITY 4.2.6 - LISTEN

#### MAD Category Match

Listen as the people describe their neighborhoods. Place each vocabulary word under the person who used them in his/her description.

1. **Hi. My name is Caleb.** When you go out of my neighborhood, there is a traffic light on the corner. This light takes so long to turn green, so instead of going straight, I often just turn right to avoid it. There is a bus stop on that corner too, which was nice before I had my driver's license. I was able to go places easily without having to ask my parents or friends for a ride. Now that I have my driver's license, it is awesome that we have a gas station only a block away. My car has never run out of gas, thankfully. The post office is three blocks away, and our church is around the corner.
2. **Hi, my name is Adam.** I live in an awesome neighborhood in the heart of downtown. I have everything that I need extremely close by. From where I live, the bank is one block east, and my favorite restaurant is one block west. I am a student at the university, so I spend many hours studying in the library. It is about four blocks away, which is not too bad. I am studying to be a paramedic, and I have an internship at the fire department. The station is around the corner from my apartment, which is super convenient.
3. **Hello. I'm Cassandra.** The best part about where I live is that we are so close to a school. I have two little children, so we often go to the school playground to spend our days. On really hot days, we walk north a few blocks to the neighborhood swimming pool. The only other thing close by is the hospital, which is nice in case of an emergency. It gives me peace of mind having it so near.

Caleb	Adam	Cassandra
post office	downtown	playground
church	bank	swimming pool
gas station	fire department	hospital
bus stop	library	school
traffic light	restaurant	

## VOCABULARY



## ACTIVITIES



## LANGUAGE TIP

## Preposition "at"

The preposition of place **at** refers to a point of location.

For example:

I am waiting **at** the bus stop.

I am in Green Bay **at** the hotel.



## ACTIVITY 4.2.7 - READ

## MAD Text Match

Match two parts to form a complete sentence based on the image.

- |  |                  |
|--|------------------|
| 1. There is a stop sign                  | on 5th Street.   |
| 2. There is a running trail              | at the hotel.    |
| 3. There is a playground                 | at the school.   |
| 4. There is a taxi driving               | on River Road.   |
| 5. The green car is driving              | on Main Street.  |
| 6. The kids are riding their bikes       | on Country Road. |
| 7. The woman is walking the dog          | in the park.     |
| 8. The fire station is across the street | from the church. |



# VOCABULARY



# 4

## ACTIVITIES



### ACTIVITY 4.2.8 - SPEAK

#### MAD Continuous Recording

For each picture say a sentence that describes the person's location using **at**, **in**, or **on**.



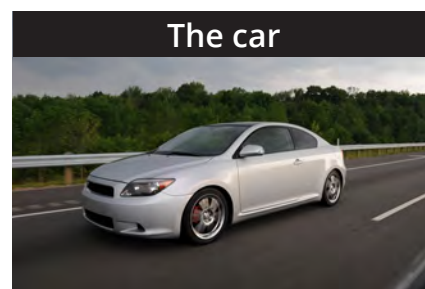
The kids

1



Sarah and Jacob

2



The car

3



Kim

4



The taxi

5



Paul

6

#### Possible answers:

1. The kids are in the pool.
2. Sarah and Jacob are at the park.
3. The car is on the street.
4. Kim is at the hospital.
5. The taxi is on the bridge.
6. Paul is in the bookstore.



#### CULTURAL NOTE

##### Family Cars

In the U.S. it is not common for people to walk to places unless they live in the city. Neighborhoods and suburbs are far from supermarkets, post offices, etc. For this reason, people are highly dependent on cars and other forms of transportation to get from one place to the next. Most families have two or more cars depending on how many kids they have that can drive.



# 4

## GRAMMAR



### LET'S BREAK IT DOWN!

#### IMPERATIVES (+, -) GIVING COMMANDS

The imperative form is used to give instructions, orders, and warnings.

A subject is not used when giving orders. The infinitive form of the verb is used (without 'to'). To create the negative form of the imperative tense, simply add **don't** in front of the infinitive form (without 'to').

##### Positive Form (+)

Take a left.  
Go straight for five blocks.

##### Negative Form (-)

Don't cross the street yet!  
Don't go through the stop sign!

Written instructions on signs often use **do not**, instead of **don't**.  
For example: **Do not** enter.



#### ACTIVITY 4.2.9 - WRITE

##### MAD Fill-in-the-Blanks

Type an affirmative and then a negative command using the words given.

For example: to drive / faster

[Drive faster.]

[Don't drive faster.]

1. to ask / for directions

[Ask for directions.]

[Don't ask for directions.]

2. to give / the money

[Give the money.]

[Don't give the money.]

3. to turn / the corner

[Turn the corner.]

[Don't turn the corner.]

4. to cross / the road

[Cross the road.]

[Don't cross the road.]

5. to open / the door

[Open the door.]

[Don't open the door.]



#### ACTIVITY 4.2.10 - WRITE

##### MAD Word Jumble

Put each affirmative and negative command in the correct word order.

1. Don't turn left at the traffic light.

5. Do not cross the street here.

2. Always look at the street signs.

6. Don't get lost downtown.

3. Ask for directions at the gas station.

7. Go north for three blocks.

4. Walk straight ahead and take the second left.

8. Don't close the window.

## GRAMMAR



## 4

## ACTIVITIES



## ACTIVITY 4.2.11 - READ &amp; WRITE

**MAD** Fill-in-the-Blanks

Rewrite each question as a command. *Be careful with capitalization and punctuation.*

For example: **You see:** Can you not turn here?

**You type:** [Don't turn here.]

1. Can you close the door?

[Close the door.]

2. Can you go to the store?

[Go to the store.]

3. Can you not be late?

[Don't be late.]

4. Can you play at the park?

[Play at the park.]

5. Can you write the directions?

[Write the directions.]

6. Can you not drive so fast?

[Don't drive so fast.]



## ACTIVITY 4.2.12 - READ &amp; WRITE

**MAD** Fill-in-the-Blanks

Use the word bank to complete the directions from **the gas station** to **the cafe**.

**TEACHER NOTE:** The word "facing" will help as your students are trying to find their way around with a map. "Facing" means which direction you are looking, so which way is your "face" pointed in order to go in a certain direction.

go straight	turn	turn right	take
start	drive	drive	turn left

1. [Start] at the gas station facing north.
2. [Turn right] on Jackson Street.
3. [Go straight] for two blocks.
4. [Take] a right on 3rd Street.
5. [Drive] to the end of the block.
6. [Turn left] on Main Street.
7. [Turn] right on 4th Street.
8. [Drive] half a block and the cafe is on the left.



## GRAMMAR



## ACTIVITIES



## ACTIVITY 4.2.13 - READ

**MAD** Sentence Jumble

Look at the path the student needs to take to get from **home** to the **post office**.

Put the imperative directions in the correct order. (Use image from 4.2.12.)

**Start at home.**

**Walk out the door and face east. Then, turn left on 1st Street.**

**Follow 1st Street north to Main Street.**

**Turn right on Main Street.**

**Go straight ahead and turn left on 2nd Street.**

**Continue north until Jackson Street.**

**Turn right on this street and go straight.**

**The post office is on the corner on the right side of the street.**



## ACTIVITY 4.2.14 - READ

**MAD** Text Match

Read the instructions and follow the map (image from 4.2.12). Start each time at the place it tells you. Match the name of the starting point with the name of the building at the ending point.

1. **Hospital:** **Hotel**

Start at the hospital facing south.

Turn right on Main Street. Walk west and turn right on 2nd Street. Go half a block and the building is on the left side of the street.

2. **Bank:** **Cafe**

Start at the bank facing south. Turn left on Jackson Street. Take the first right on 3rd Street. Go straight ahead and face east on Main Street. Then, turn right on 4th Street and the building is on the left side.

3. **Gas station:** **Cinema**

Start at the gas station facing north.

Turn left on Jackson Street. Turn left again on 1st Street. Go straight until you get to Main Street and turn left. Walk east for a block and a half. The building is on the right.

4. **Fire department:** **Park**

Start at the fire station facing south.

Turn left on Main Street. Then, turn left on 1st Street. Walk a block and turn right on Jackson Street. Walk straight ahead for two blocks and turn right on 3rd Street. Walk south and turn right on Main Street. The place is on the right side of the street.

## GRAMMAR



## 4

## ACTIVITIES



## ACTIVITY 4.2.15 - LISTEN &amp; WRITE

**MAD** Fill-in-the-Blanks

Listen to the following people give directions from one place to another. Start at **home** facing east each time. Fill in each blank with the name of the building where the directions take you. (Use image from 4.2.12.)

## 1. the [hospital]

Go left on 1st Street. Take a right on Main Street. Go straight until 4th Street. Look to your left and the building is on the corner.

## 2. the [supermarket]

Turn left on 1st Street. Go right on Main Street. Go straight until 2nd Street. Turn left and go straight for a block. Turn left on Jackson Street. Walk straight and the building is on the right side of the street.

## 3. the [church]

Take a left on 1st Street. Go straight until the second street and turn right. Go straight for three blocks and the building is on the right side of the street.

## 4. the [bank]

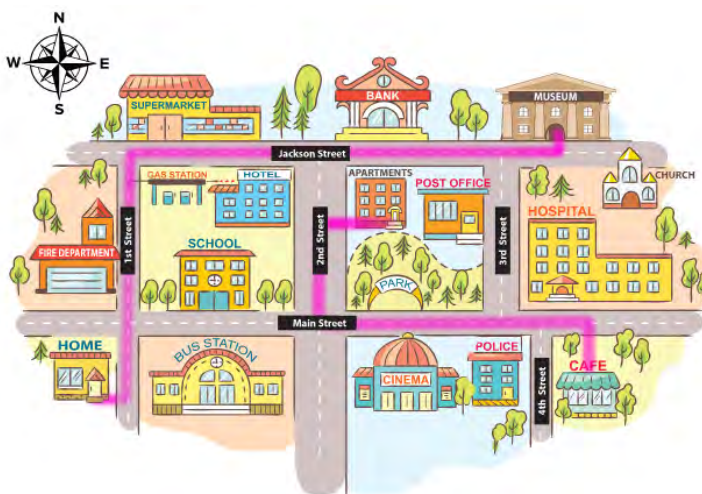
Go left on 1st Street. Go right on Main Street. Then, turn left on 2nd Street. Take a right on Jackson. The building is on the left side.



## ACTIVITY 4.2.16 - SPEAK

**MAD** Continuous Recording

Follow along as the person on the map goes to two different buildings. As the person walks from one place to the next, say the correct directions.



## GRAMMAR



## LET'S BREAK IT DOWN!

## PREPOSITIONS OF MOVEMENT

Some prepositions are used to show movement from one place to another.



Preposition of Movement	Examples
1. <b>across</b> *	Go <b>across</b> the street to the post office.
2. <b>around</b>	There is a cafe <b>around</b> the corner from the museum.
3. <b>into</b>	My mom is walking <b>into</b> the supermarket.
4. <b>over</b>	The taxi is driving <b>over</b> the river.
5. <b>past</b>	The woman is walking <b>past</b> the cafe.
6. <b>through</b>	The man is biking <b>through</b> the neighborhood.
7. <b>to</b>	The bus is going <b>to</b> the school.

\*The preposition **across** can be followed by the preposition **from** when you are talking about two locations. In this case, it is a preposition of location, not movement. For example: The post office is **across from** the apartment buildings.



## GRAMMAR



## 4

## ACTIVITIES



## ACTIVITY 4.2.17 - READ

**MAD** Multiple Choice

Look at the image. Then, choose the preposition that best completes each sentence.

- The woman is walking her dog \_\_\_\_\_ the hospital.  
A. over                      B. through                      **C. past**
- The orange car is driving \_\_\_\_\_ the neighborhood.  
**A. around**                      B. across from                      C. over
- The supermarket is \_\_\_\_\_ the tennis courts.  
**A. across from**                      B. to                      C. through
- The man is going \_\_\_\_\_ the supermarket.  
A. past                      **B. into**                      C. around
- The woman and child are going \_\_\_\_\_ school.  
A. over                      B. past                      **C. to**
- The man in the blue shirt is walking \_\_\_\_\_ the police car.  
**A. past**                      B. to                      C. through
- The child is biking \_\_\_\_\_ the neighborhood.  
A. to                      B. across from                      **C. through**
- The man is running \_\_\_\_\_ the street.  
A. across from                      **B. across**                      C. around



# 4

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LET'S TALK!

REVIEW & ASSESSMENT

## GRAMMAR



### ACTIVITIES



#### ACTIVITY 4.2.18 - LISTEN & READ

##### **MAD** Multiple Choice

Listen to each statement, and look at the image. Then, decide if they are **true** or **false**.

1. The school is around the corner from my house.  
 A. **True**                      B. False
2. The police station is across the street from the bank.  
 A. **True**                      B. False
3. The kid is biking past the church.  
 A. True                      B. **False**
4. The people are going into the church.  
 A. True                      B. **False**
5. The green car is driving through the neighborhood.  
 A. True                      B. **False**
6. The man and woman are walking to the bank.  
 A. **True**                      B. False



## GRAMMAR



## 4

## ACTIVITIES



## ACTIVITY 4.2.19 - LISTEN, READ, &amp; WRITE

**MAD** Fill-in-the-Blanks

Listen to the person describe a recent vacation. Fill in each blank with the correct missing preposition.

This is where we stayed [**on**] vacation last year. It was awesome. The hotels were [**across from**] the beach. The pool was [**next to**] our hotel. We went [**into**] the pool or the ocean every day. I love walking [**through**] the sand [**on**] the beach. The restaurants were [**past**] the pool and [**around**] the corner. Everything was so close that we could walk everywhere. We never had to use a taxi or a bus. The bridge went [**across**] the small part of the ocean, which is called a bay. We walked [**over**] it one day. It took about 1 hour, but it was such a beautiful day that we did not care. It was such a fun and relaxing vacation.



## ACTIVITY 4.2.20 - SPEAK

**MAD** Open Recording

Look at the image, and describe the relationship of the two places/things using a preposition of movement or place.

1. plane / air

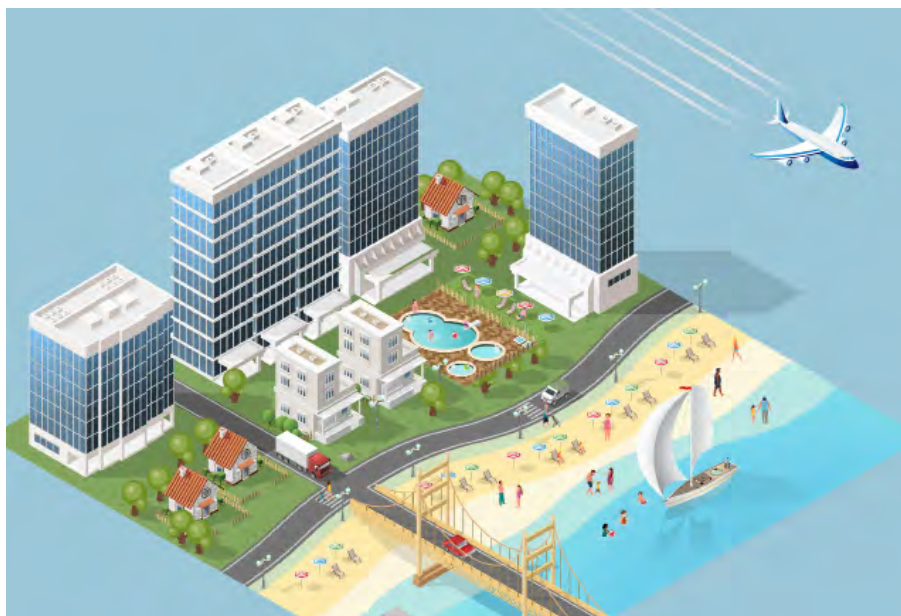
2. boat / people

3. car / bridge

4. buildings / houses

5. hotels / ocean

6. people / water





# 4

INTRO

SECTION 1

**SECTION 2**

SECTION 3

LET'S TALK!

REVIEW & ASSESSMENT

## CONVERSATION



### ACTIVITIES



#### ACTIVITY 4.2.21 - **SPEAK: Which way should I go?**

##### LAD Pairing Activity

**TEACHER NOTE:** If you want to be able to listen to these conversations later, launch the recorder at the beginning of this activity and hit record. Print the worksheet from the A2 Resources Google Doc Folder, or download the A2StudentWorksheet.pdf.

Look at the map. Give your partner directions to follow to and from two places.



#### ACTIVITY 4.2.22 - **SPEAK: What is your neighborhood like?**

##### LAD Pairing Activity

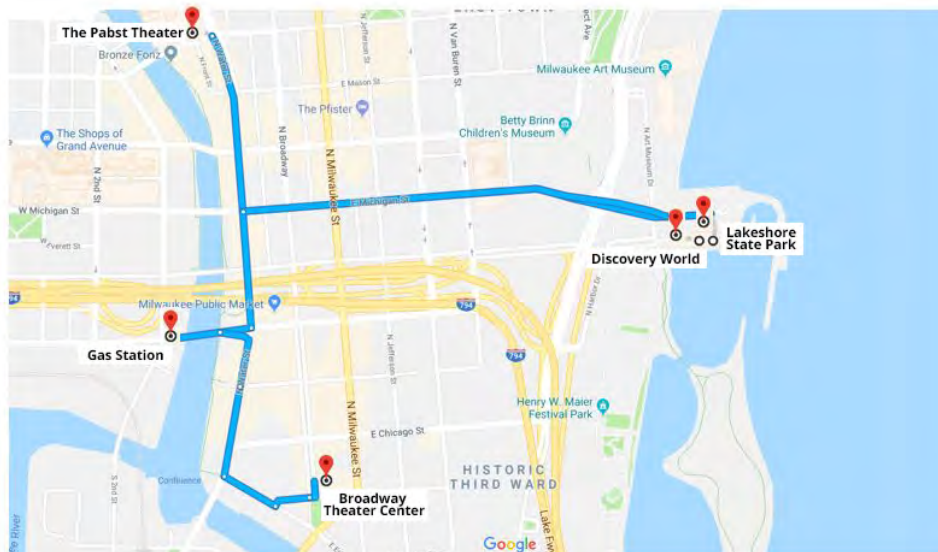
Tell your partner about your neighborhood. Describe what buildings are nearby and where they are located using prepositions of movement and location.

## READING



## 4

## TOUR OF DOWNTOWN MILWAUKEE



Recently, my husband and I visited Milwaukee. Every time we go, we stay at my aunt's house and never really travel far from the neighborhood. This time, we wanted to go downtown to see some different and exciting places. My aunt and uncle took our kids to the zoo for the day while we went exploring. We started at the Pabst Theater to see the historic building. It was so amazing to be in the old building where there were many famous concerts. It was beautiful! Then, we got into our car and drove to Discovery World, a center for technology and science. It also had an aquarium, which I was very excited about because I love to see all of the different animals that live in the ocean or in lakes. After, we traveled to Lakeshore State Park to have lunch and look at the beautiful water.

After lunch is where we had some problems. We traveled by car to the first three locations. We followed the directions as we went, but we got lost going to Broadway Theater Center from the park. To leave the park, we knew we had to go over the bridge and then turn right. When we reached the end of that road, we turned left and arrived at a traffic light. We didn't remember if we needed to go straight, turn right, or turn left. My husband asked me which way should we go, so I said to drive straight through the stop light. As we were driving, we realized we did not know where we were. We decided to stop and ask for directions. We drove to a gas station and parked in the parking lot. My husband went inside and asked a very nice man how to get to the Theater Center. He told my husband that we were very close, and we needed to make a left at the next corner after we leave the gas station. Then, continue straight for 6 blocks, and the theater will be on the right side of the street. We finally made it and had a great time walking through the older buildings, different shops, and art museums. After getting lost, we decided it was time to go home.

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## READING



### ACTIVITIES



#### ACTIVITY 4.2.23 - READ

##### **MAD** Sentence Jumble

Based on the reading, put the places in the correct order starting with the first place they visited and ending with the last place.

1. **Pabst Theater**
2. **Discovery World**
3. **Lakeshore State Park**
4. **Gas Station**
5. **Broadway Theater Center**



#### ACTIVITY 4.2.24 - READ & SPEAK

##### **MAD** Open Recording

In the reading, the husband and wife got lost driving from Lakeshore Park to the Broadway Theater Center. Tell about a time you or your family got lost driving somewhere.

Use the questions to help guide your response.

Where were you going?

Who were you with?

Did you ask for directions?

Did you use a map or GPS?

Did you arrive at your destination?

If yes, how late did you arrive?



# VOCABULARY



# 4

## GETTING AROUND TOWN



### ACTIVITY 4.3.1 - SPEAK

#### MAD Open Recording

Record yourself saying as much as possible about the Section 3 Vocabulary picture. What words or phrases do you know? What do you see? What is happening in the picture?

**TEACHER NOTE:** After students complete the activity in the MAD, discuss the image as a class using the LAD [Presentation Mode](#).



### ACTIVITY 4.3.2 - LISTEN & SPEAK

#### MAD Segmented Recording

Section 3 Vocabulary Pronunciation



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## VOCABULARY



### ACTIVITIES



#### ACTIVITY 4.3.3 - SPEAK

##### MAD Pronunciation

Pronounce sentences using Section 3 Vocabulary.

1. How do I get to the train station?
2. Where do I get on the bus?
3. Get off the subway carefully.
4. Look out for the cars.
5. The price is too expensive.
6. Is this the entrance to the parking garage?
7. Do you take a taxi or ride the bus to work?
8. I need to get there quickly.
9. Park in the east parking lot.
10. Can we walk to the subway station?



#### ACTIVITY 4.3.4 - WRITE

##### MAD Letter Jumble

Spell vocabulary words from Section 3.

1. underground
2. the bus
3. to get off
4. the boat
5. the train
6. the traffic
7. the bus stop
8. slowly



#### ACTIVITY 4.3.5 - READ

##### MAD Image Match

Match each vocabulary word with the correct image.

1.



the bus

2.



to get off

3.



the taxi

4.



the subway station

5.



the parking lot

6.



the train

# VOCABULARY



# 4

## ACTIVITIES



### ACTIVITY 4.3.5 - READ (Continued)

#### MAD Image Match



7. to get on



8. the bus stop



9. the parking garage



10. the traffic



### ACTIVITY 4.3.6 - READ & WRITE

#### MAD Fill-in-the-Blanks

Use the word bank to fill in each blank with the correct vocabulary word.

parking garage	exit	price	get off
car	traffic	walk	train

1. The [traffic] is awful. I am going to be late.
2. Don't enter here. It is the [exit].
3. Do you want to drive or [walk] to the museum?
4. The parking lot is full. We have to park in the [parking garage].
5. Carefully [get off] the subway.
6. What is the [price] of a bus ticket?
7. I am going to take a [train] to visit my aunt. It is a fun way to travel.
8. Where is your [car]? Did you park in the lot?

### GAME - CHAPTER 4 VOCABULARY REVIEW

#### Class activity



**GAME:** Bingo and/or Marker War (Find the explanation and playing sheet in the A2 Resources Google Doc Folder, or download the A2StudentGames.pdf.)

## VOCABULARY



## ACTIVITIES



## ACTIVITY 4.3.7 - WRITE

**MAD** Fill-in-the-Blanks

Use the words provided to type a complete sentence. Conjugate each verb in the past simple. *Be careful with capitalization and punctuation.*

For example: **You see:** The man / to walk / past the restaurant

**You type :** [The man walked past the restaurant.]

1. The kids / to get off / the bus  
[The kids got off the bus.]
2. The people / to park / the cars on the street  
[The people parked the cars on the street.]
3. The woman / to get on / the bus  
[The woman got on the bus.]
4. The people / to go / into the coffee shop  
[The people went into the coffee shop.]
5. The taxi / to turn / the corner  
[The taxi turned the corner.]
6. The man / to run / through the neighborhood  
[The man ran through the neighborhood.]
7. The black car / to stop / at the stop sign  
[The black car stopped at the stop sign.]
8. The person / to ride the bike / across the street  
[The person rode the bike across the street.]



## VOCABULARY



## 4

## ACTIVITIES



## ACTIVITY 4.3.8 - LISTEN &amp; SPEAK

**MAD** Segmented Recording

Listen to each sentence about the image (image from 4.3.7). All of the sentences are in the past simple. Say each one in the past continuous in the pauses provided.

For example: **You hear:** The man walked past the burger restaurant.

**You say:** The man was walking past the burger restaurant.

- |   |  |
|---|--|
| 1. The kids got off the bus.                | The kids were getting off the bus.             |
| 2. The taxi turned the corner.              | The taxi was turning the corner.               |
| 3. The woman got on the bus.                | The woman was getting on the bus.              |
| 4. The people went into the coffee shop.    | The people were going into the coffee shop.    |
| 5. The cars were parked on the street.      | The cars were parking on the street.           |
| 6. The man ran through the neighborhood.    | The man was running through the neighborhood.  |
| 7. The black car stopped at the stop sign.  | The black car was stopping at the stop sign.   |
| 8. The boy rode the bike across the street. | The boy was riding the bike across the street. |



## CULTURAL NOTE

**Taxi vs. Uber**

If you need a ride somewhere and do not have a car, you can call a taxi to drive you there. A taxi or cab will pick you up and take you where you need to go. Once you arrive at your destination, you pay the taxi driver for the ride with cash or a credit card. The cost of the ride comes from the time and distance between where you got in the car and where you got out, and you often will not know how much the taxi ride will cost until the end. In big cities and during busy travel times, the cost of the ride may be more expensive. Taxi drivers often work for a taxi company, drive special cars, and need a taxi driver's licenses to do their job.

Another form of transportation is to take a ride with Uber. Uber drivers are usually people who have other jobs during the day and choose to work for Uber in their free time. They also use their own personal cars to drive people around. To take a ride with Uber, you need to download the app on your cell phone and request a ride. You can see how much the ride will cost before you take the ride, and you pay for the Uber ride on the app. You can also see how far away the Uber driver is, or call the driver directly if you need to talk to him or her. Fun fact: Uber is also used as a verb in common English. "We uberred here" means "We took a ride with Uber here".

## GRAMMAR



## LET'S BREAK IT DOWN!

## IMPERATIVES (Let us / Let's)

**Let us/Let's** are the first person plural imperative.

**Let us** is only used in very formal situations.

Formal example: **Let us** ask for directions.

**Let's** is the short form, which is often used to make suggestions that include ourselves.

Common example: **Let's** take the subway downtown.

There are two negative forms of **let's**: **let's not** and **do not let us**. **Let's not** is far more common as it is informal. **Do not let us** is used in more formal situations such as political documents and speeches, and ceremonies.

Formal example: **Do not let us** forget what happened in the past.

Common example: **Let's not** take a taxi. Let's walk instead.



## ACTIVITY 4.3.9 - LISTEN &amp; READ

**MAD** Multiple Choice

Listen to the people talk. Then, choose the answer that best completes each imperative sentence.

- I don't want to eat at a restaurant. Let's go to a \_\_\_\_\_ instead.  
A. police station      **B. cafe**      C. post office
- We are lost. Let's ask for \_\_\_\_\_.  
A. directions      B. a map      **C. a map and directions**
- There is a lot of traffic today. Let's take the \_\_\_\_\_ instead.  
A. bus      **B. subway**      C. taxi
- I want to see a movie tonight. Let's go to the \_\_\_\_\_.  
A. post office      B. library      **C. cinema**
- I don't know what street we are on. Let's go look at the \_\_\_\_\_.  
**A. street sign**      B. stop sign      C. street light
- It's too noisy here. Let's go somewhere more \_\_\_\_\_.  
A. loud      B. busy      **C. quiet**
- It's too far to ride our bikes to the festival. Let's take our \_\_\_\_\_.  
**A. car**      B. airplane      C. dog
- The train broke down. Let's \_\_\_\_\_ the train and find the nearest subway stop.  
**A. get off**      B. get on      C. stop



## GRAMMAR



## 4

## ACTIVITIES



## ACTIVITY 4.3.10 - WRITE

**MAD** Word Jumble

Put each first person plural imperative in the correct word order.

1. **Let's not take a taxi tonight.**
2. **Let's turn left at the corner.**
3. **Let's park in the parking garage.**
4. **Let's not walk to the festival.**
5. **Let's use this entrance.**
6. **Let's take a right at the next stop light.**
7. **Let's not get lost this time.**
8. **Let's ask for directions.**



## ACTIVITY 4.3.11 - READ &amp; WRITE

**MAD** Fill-in-the-Blanks

Rewrite each imperative as a first person plural imperative. *Be careful with capitalization and punctuation.*

For example:

**You see:** Go to the bus stop.

**You type:** [**Let's go to the bus stop.**]

**You see:** Don't drive through the red light.

**You type:** [**Let's not drive through the red light.**]

1. Don't park on Main Street.
2. Go on vacation.
3. Get off the bus on Main Street.
4. Go to the front entrance.
5. Don't take a taxi.
6. Find a different parking lot.
7. Don't turn right at the stop light.
8. Exit here.

[**Let's not park on Main Street.**]

[**Let's go on vacation.**]

[**Let's get off the bus on Main Street.**]

[**Let's go to the front entrance.**]

[**Let's not take a taxi.**]

[**Let's find a different parking lot.**]

[**Let's not turn right at the stop light.**]

[**Let's exit here.**]

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### ACTIVITIES



#### ACTIVITY 4.3.12 - LISTEN & SPEAK

##### **MAD** Segmented Recording

Listen to each sentence, and respond in the pauses provided using a "Let's..." command.

For example: **You hear:** It's really hot today.

**You say:** Let's go to the swimming pool.

1. I am really hungry.
2. I am very tired.
3. My car doesn't work.
4. The parking lot is full.
5. I need cash.
6. I need to buy groceries.

**Possible answers:**

Let's go to the cafe.

Let's go home.

Let's take the bus.

Let's park in a parking garage.

Let's go to the bank.

Let's go to the supermarket.

### LET'S BREAK IT DOWN!

#### ADVERBS

Adverbs can be used to describe verbs. They describe **HOW** you do something.

For example: She walks **quickly**.

The traffic is moving **slowly**.

#### Formation of Adverbs

Rules	Examples
1. You can make many adverbs by adding <b>-ly</b> to an adjective.	quick → quick <b>ly</b> slow → slow <b>ly</b>
2. If the adjective ends in <b>y</b> , then replace the <b>y</b> with an <b>i</b> and add the <b>-ly</b> .	happy → happ <b>ily</b> noisy → nois <b>ily</b>
3. If the adjective ends in <b>ic</b> , then add <b>-ally</b> .	dramatic → dramatic <b>ally</b> romantic → romantic <b>ally</b>
4. If the adjective ends in <b>ble</b> , then the <b>e</b> becomes a <b>y</b> .	capable → capab <b>ly</b> responsible → responsib <b>ly</b>
5. There are some irregular adverbs and these simply have to be memorized.	early → early      fast → fast good → well      late → late hard → hard      straight → straight

## GRAMMAR



## 4

## LET'S BREAK IT DOWN!

## ADVERBS

## Position of Adverbs

Rules	Examples
1. The adverb usually goes after the verb it describes.	He sings <b>loudly</b> .
2. If the verb has a direct object without a preposition, the adverb should go after the object.	They cross the street <b>carefully</b> .
3. If the verb is followed by a preposition and an object, you can put the adverb in different places.	I <b>quickly</b> ran through the park. I ran <b>quickly</b> through the park. I ran through the park <b>quickly</b> .
<b>Exception:</b> Adverbs are not used to describe these verbs. (These verbs use adjectives.)	be                      smell seem                  sound look                  feel



## ACTIVITY 4.3.13 - READ

**MAD** Multiple Choice

Choose the correct adverb for each adjective.

- |                |                        |                         |                    |
|----------------|------------------------|-------------------------|--------------------|
| 1. interesting | A. interestingly       | <b>B. interestingly</b> | C. interestingly   |
| 2. new         | <b>A. newly</b>        | B. newally              | C. newly           |
| 3. dramatic    | <b>A. dramatically</b> | B. dramaticly           | C. dramatically    |
| 4. horrible    | A. horribly            | B. horribily            | <b>C. horribly</b> |
| 5. straight    | A. straightly          | <b>B. straight</b>      | C. straightly      |
| 6. artistic    | A. artistically        | <b>B. artistically</b>  | C. artisticy       |
| 7. quick       | A. quickly             | B. quickily             | <b>C. quickly</b>  |
| 8. careful     | <b>A. carefully</b>    | B. carefuly             | C. carefuly        |



## ACTIVITY 4.3.14 - WRITE

**MAD** Fill-in-the-BlanksRewrite each adjective as an adverb. For example: **You see:** quick

- |            |                    |                |                      |
|------------|--------------------|----------------|----------------------|
| 1. perfect | <b>[perfectly]</b> | 5. slow        | <b>[slowly]</b>      |
| 2. easy    | <b>[easily]</b>    | 6. sweet       | <b>[sweetly]</b>     |
| 3. sad     | <b>[sadly]</b>     | 7. happy       | <b>[happily]</b>     |
| 4. loose   | <b>[loosely]</b>   | 8. fashionable | <b>[fashionably]</b> |

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## GRAMMAR



### ACTIVITIES



#### ACTIVITY 4.3.15 - LISTEN

##### **MAD** Category Match

Three drivers are competing in a car race. Listen to the announcer describe the race. Then, place each phrase under the correct driver.

Good afternoon, and welcome to the annual Speedy Car Race! My name is Chip Hansen, and I will be your announcer this afternoon. It is a great day here at Speedway Race Track! There are three amazingly talented drivers getting ready to begin. Driver 1 is slowly heading to the starting line as the other two drivers are already in position. Now that all the drivers are at the line the race is ready to start in 3, 2, 1 and they're off! Driver 2 is quickly moving into first place, while Driver 3 is slowly making his way into second place. Driver 1 is carefully going into the turn. If he wants to get into second or first place, he needs to drive faster. Driver 2 is driving especially well today as he is still in first place. Wait! What's this? Driver 1 is suddenly in second place. Is he going to be able to stay in second? We are in the final lap now! The drivers are approaching the finish line. Driver 2 proudly crosses the finish line in first place. Driver 3 happily finishes in second place with Driver 1 only seconds behind him. Driver 1 sadly takes last place. What a race!

Driver 1	Driver 2	Driver 3
driving slowly to starting line	moving quickly into 1st	moving slowly into 2nd
turning carefully	driving especially well	finishes happily in 2nd
finishes sadly in 3rd	finishes proudly in 1st	



#### ACTIVITY 4.3.16 - READ & SPEAK

##### **MAD** Open Recording

Read each statement. Then, give each person a command telling him/her what you want him/her to do using an adverb.

**For example:** Your friend has a sad smile in the picture.  
Your friend is so dramatic.

1. Your friend is driving too fast.
2. Your brother is playing his music too loud.
3. Your sister is talking too quietly.
4. Your friend is texting while driving.
5. Your mom is wearing something outdated.

**Smile happily in the picture.**

**Don't act dramatically.**

**Possible Answers:**

**Drive slowly.**

**Don't play your music loudly.**

**Don't talk so quietly.**

**Drive more carefully.**

**Dress more fashionably.**

# CONVERSATION



# 4

## ACTIVITIES



### ACTIVITY 4.3.17 - SPEAK: Where should I go?

#### LAD Pairing Activity

**TEACHER NOTE:** If you want to be able to listen to these conversations later, launch the recorder at the beginning of this activity and hit record. Print the worksheet from the A2 Resources Google Doc Folder, or download the A2StudentWorksheet.pdf.

You are in a new city, and you do not know your way around. What do you do in the following situations? Ask your partner where you should go for each situation. Then ask where the building is located. Your partner gives you directions to the building or tells you where the building is located using prepositions. Write the names of the buildings on your map. Then, switch roles, so your partner asks the questions and you answer.

**For example:**

**Partner A** looks at his/her paper.

**Partner A** sees "You want to find a place to learn English."

**Partner A** says: "I want to learn English. Where should I go?"

**Partner B** looks at map and the buildings he/she has labeled. *Where is the place where someone learns English?*

**Correct Answer:** the school.

**Partner B** says: "You should go to the school."

**Partner A** writes down "**the school**" in the "Where should I go box".

Then, **Partner A** asks: "Where is the school on the map?"

**Partner B** says: "It is on the corner of West Road and 4th Street." **OR** "It is the 3rd building on the right on the last street of the map".

**Partner A** writes "**the school**" on his/her map now. (It is already there on the map, so you can see it as the example.)

#### **Partner A**

1. You want to find a place to park your car. Where do you go? **the parking garage**
2. You want to learn more about the history of the city. Where should you go? **the museum**
3. It is very hot out and you want to cool off. Where do you go? **the swimming pool**
4. You want to buy a travel book that has a city map. Where should you go? **the bookstore**
5. You do not feel well and need a doctor. Where should you go? **the hospital**
6. You want to take the train back home. Where do you go? **the train station**



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#### ACTIVITY 4.3.17 - **SPEAK: Where should I go? (Continued)**

##### **LAD** Pairing Activity

##### **Partner B**

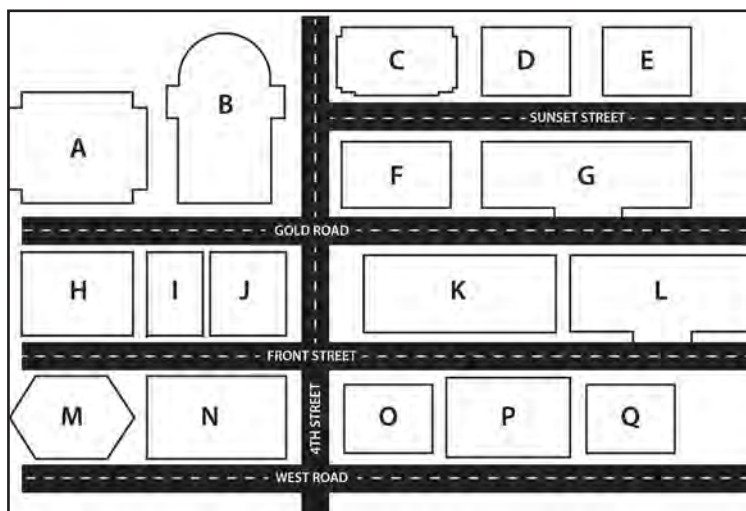
7. Someone took your bike! Where do you go? **the police station**
8. You want to buy a stamp so you can mail a postcard. Where do you go? **the post office**
9. You want to eat lunch in the park and sit on the swings. Which way do you go? **the playground**
10. You have tickets to a movie tonight. Where do you go? **the cinema**
11. You want to see some beautiful stained glass windows. Where do you go? **the cathedral**
12. It is evening, and you need to find a place to sleep. Where should you go? **the hotel**



#### ACTIVITY 4.3.18 - **WRITE: Where is it on the map?**

##### **LAD** Text Match

Match each building name with the correct letter on the map. This will tell the teacher if you and your partner communicated the information correctly.



##### Word Bank

A. Train station	J. Police station
B. Cathedral	K. Grocery store
C. Hotel	L. Theater
D. Cinema	M. Playground
E. Swimming pool	N. Museum
F. Gas station	O. School
G. Hospital	P. Fire department
H. Bookstore	Q. Parking garage
I. Post office	

# READING



# 4

## TRANSPORTATION IN A CITY

When traveling in a city, there are many different ways to get around. Choosing the best method of travel depends on many factors such as price and time. Let's take a look at a couple of different options and compare.

**You can drive your car.** This can be a great option if you are bringing a lot of items with you. You can easily put everything in your car and not have to worry about carrying or dropping things. It is also a great option if you are traveling long distances because you can be comfortable. Some negatives about driving a car are that you can spend a long time in traffic moving very slowly and you have to drive carefully. When you get to your location, finding parking is also very difficult. There can be many parking garages, but the price is normally expensive for a short period of time.

**You can take the subway.** Many big cities have underground trains, or subways, that stop at different destinations to help people get where they need to go. The subways normally run very early in the morning to very late at night and stop many times. It is easy to get on a subway at any time of the day from many locations. The price is also only two or three dollars per ride and helps people save money. On the other hand, you must arrive at the right time to catch a subway. If the subway leaves at 11:10 and you arrive at 11:11, you missed your train. Then you may have to wait anywhere from 10 - 20 minutes for the next one. Also, subways can break down, and you might have to transfer to a different train or get stuck on the tracks and have to wait for help.

**You can take a public bus.** There are many bus stops on the street to get on or off. Also, there are different buses you can take depending on where you are and want to go. The price is also only three to five dollars every time you get on. Additionally, there are many seats and places to stand to fit a lot of people. On the down side, buses have to travel slowly in traffic, and it can take longer to get to your destination. If you want to get somewhere quickly, this is not a good option for you.



### ACTIVITY 4.3.19 - READ

#### MAD Category Match

After reading the article, match the correct positive or negative description with the type of transportation in the chart below.

Car	Subway	Bus
have space for your items	can get on easily	fits many people
good for long distances	not expensive	price is only \$3 to \$5
have to drive carefully	need to arrive on time	not great to travel quickly
expensive to park	might break down	



### ACTIVITY 4.3.20 - READ & SPEAK

#### MAD Open Recording

Record yourself explaining which type of transportation people can take in a city near you (car, subway or bus) and why.

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**LET'S TALK!**

REVIEW & ASSESSMENT

## LET'S TALK!



### VIDEO - LET'S GO DOWNTOWN!



#### LT 4.1 - LISTEN

(Available with or without captions)

#### **MAD** Viewing

Watch the chapter video.

Teachers, you can also launch this as a **LAD** activity and have all your students watch it at the same time.

**Jack:** Hey, Connor!

**Connor:** What's up?

**Jack:** I have 2 tickets to the museum tomorrow if you wanna\* come with.

**Connor:** Yeah, are you going downtown just for one museum or do you wanna maybe find something else to do afterward since we're driving all the way down there?

**Jack:** Of course, it's a big city. What are you thinking we can do?

**Connor:** Um, I don't know. There's a lot of things to do. We could go to the beach, we could play volleyball, go for a run, or rent a paddleboard. There also might be a baseball game at the stadium that we could catch later on?

**Jack:** I like your thinking. That's a good idea. Why don't you look for tickets and then get back to me.

**Connor:** Alright, sounds good. What time would you want to go?

**Jack:** Well, it opens up at 10 but I kinda\* wanna sleep in, so how about I come pick you up at noon? But I don't know where you live, so...

## LET'S TALK!



## VIDEO - LET'S GO DOWNTOWN!



## LT 4.1 - LISTEN (Continued)

(Available with or without captions)

**MAD** Viewing

**Connor:** Alright, well it's pretty simple. When you go out here, you take a left, and then go straight through 2 roundabouts. And at the end of the roundabouts, you go up the hill. Take a right, and it's at the end of the road on the left side of the street.

**Jack:** Okay, sweet. I think I got that.

**Connor:** It's pretty simple.

**Jack:** I'll see ya\* then, man.

**Connor:** Sounds good. I'll see ya later.

*(Jack drives to pick up Connor. Connor is waiting for Jack at the end of his driveway.)*

**Connor:** Hey!

**Jack:** Hey, man!

**Connor:** I got our tickets already, the game's at 3 o'clock at Miller Park Stadium if that's good for you.

**Jack:** Yeah, sweet, how much was the ticket?

**Connor:** It was cheap, dude, no worries, it's my treat.

**Jack:** Oh, okay. Let's go then.

**Connor:** Do you know where you're going?

**Jack:** I was hoping you knew.

**Connor:** I know. My brother went to the university down in Milwaukee, and I know where we're going. It's kind of right next to the museum, so just take the freeway down to Milwaukee.

**Jack:** Okay, I know how to get to Milwaukee. I don't know which exit to get off at though.

**Connor:** That's fine, we'll worry about it when we get there. I'll tell you.

**Jack:** Okay, sweet.

kinda\* - **Kinda** can be used in informal spoken language to replace **kind of**.

wanna\* - **Wanna** can be used in informal spoken language to replace **want to**.

ya\* - **Ya** can be used in informal spoken language to replace **you**.



# LET'S TALK!



## ACTIVITIES



## LT 4.2 - LISTEN & READ

## MAD Multiple Choice

Choose the best answer based on the chapter video.

- Jack has 2 tickets for the \_\_\_\_\_ tomorrow.  
A. zoo                                      B. movies                                      C. museum
- What does Jack want to do before he picks up Connor? Jack wants to...  
A. sleep in.                                      B. go on a run.                                      C. rent a paddleboard.
- How are Jack and Connor getting downtown?  
A. Jack will drive.  
B. Connor's brother will drive them.  
C. Jack and Connor will ride their bikes.
- Which directions are correct to get to Connor's house?  
A. Go straight. Take a right at the bottom of the hill. Drive straight through. His house is on the left side of the street.  
B. Turn left. Take another left at the roundabout. Go down the hill, and it's the house on the right side of the street.  
C. Take a left, and then go straight through 2 roundabouts. At the end of the roundabouts you go up the hill. Take a right, and it's at the end of the road on the left side of the street.
- What time are they meeting to go downtown?  
A. 12:00 p.m.                                      B. 10:00 a.m.                                      C. 3:00 p.m.
- What did Connor's brother do in Milwaukee?  
A. He worked at Miller Park Stadium.  
B. He went to the university downtown.  
C. He ran a half marathon in the city.

## LET'S TALK!



## 4

## ACTIVITIES



## LT 4.3 - LISTEN, READ, &amp; WRITE

**MAD** Fill-in-the-Blanks

Listen to the chapter video. Then, fill in each blank with the missing coordinating conjunction.

1. "Yeah, are you going downtown for just one museum, [**or**] do you wanna maybe find something else to do afterward?"
2. "Why don't you look for tickets, [**and**] then get back to me."
3. "I kinda wanna sleep in, [**so**] how about I come pick you up at noon?"
4. "Take a right, [**and**] it's at then end of the road on the left side of the street."
5. "My brother went to the university down in Milwaukee, [**and**] I know where we're going."
6. "It's kind of right next to the museum, [**so**] just take the freeway down to Milwaukee."



## LT 4.4 - LISTEN &amp; SPEAK

**MAD** Segmented Recording

Answer the questions about yourself related to the chapter video using complete sentences.

1. Do you like going to the museum? Why or why not?
2. What activities do you like to do in a city?

# 4

INTRO

SECTION 1

SECTION 2

SECTION 3

**LET'S TALK!**

REVIEW & ASSESSMENT

## LET'S TALK!



### INTERVIEWS - LET'S GO TO YOUR HOUSE!



#### LT 4.5 - LISTEN

##### **MAD** Viewing

Listen to the following students talk about themselves.

**Note:** The interview answers are unscripted responses to a question. You may notice some grammatical errors, so please keep in mind that these are authentic responses.



Jason



Jack



#### LT 4.6 - LISTEN, READ, & WRITE

##### **MAD** Fill-in-the-Blanks

Listen to the following students talk about themselves. Fill in each blank with the correct word that is missing. *The blanks may have more than one word. Use capitalization when needed.*

**Jason:** "To get to [**my house**], take a right onto Waukesha Avenue. [**Go**] straight until you get to Bonnie Lane. Take another [**right**], and my house is [**at**] the end of the street."

**Jack:** "Go [**straight**] until you hit the [**roundabout**]. Then take the [**second**] exit. Continue going straight until you [**turn right**] onto Hamilton Drive. Then, [**take**] another right onto Willow View Drive, and my house is on the left."

## LET'S TALK!



## ACTIVITIES

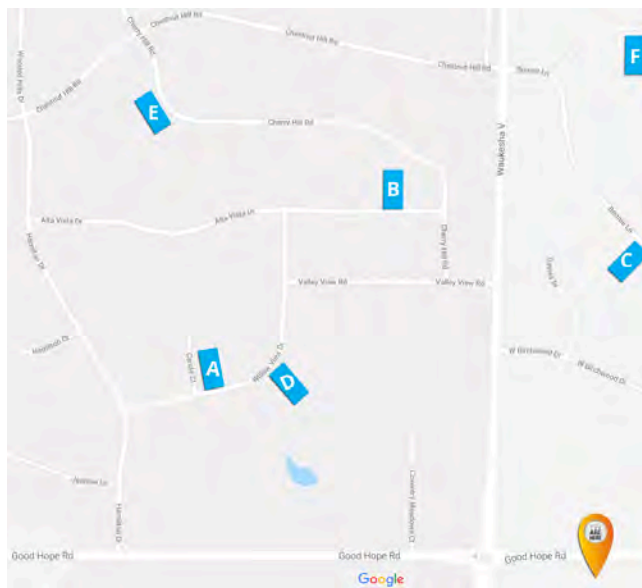


## LT 4.7 - LISTEN &amp; READ

**MAD** Multiple Choice

Listen to the students give directions to their homes. Then, choose the best answer for each question.

- What is the first direction Jason gives?
  - Go straight.
  - Take a left.
  - Turn right.**
  - Take the first exit in the roundabout.
- To get to Jack's house, after you exit the roundabout, what do you do next?
  - Turn left.
  - Go straight.**
  - Take a right.
  - Stop.
- Jason lives on \_\_\_\_\_.
  - Bonnie Lane**
  - Bonnie Road
  - Willow Tree Road
  - Willow View Drive
- Where is Jack's house?
  - on the right hand side
  - at the end of the street
  - on the corner
  - on the left side**
- Which is Jason's house?
  - House E
  - House C**
  - House B
  - House A
- Which is Jack's house?
  - House A**
  - House D
  - House B
  - House E





# 4

INTRO

SECTION 1

SECTION 2

SECTION 3

LET'S TALK!

REVIEW & ASSESSMENT

## REVIEW & ASSESSMENT



### REVIEW: SELF-EVALUATION

I CAN...	Additional Practice Review (R)	Refer to... (Page = P.)	How well do I understand the topic?		
1. discuss places using the past continuous.	R. 5, 8	Section 1 P. 4-8			
2. use coordinating conjunctions.	R. 5, 8	P. 4-12			
3. give and follow directions using imperatives.	R. 1, 2, 3, 5, 6, 7, 8	Section 2 P. 4-24 P. 4-40			
4. discuss getting around town using prepositions of movement.	R. 1, 5, 6, 7, 8	Section 3 P. 4-28			
5. use adverbs to describe verbs.	R. 3, 4, 5, 8	P. 4-42			



### R1 - LISTENING 1

#### MAD Text Match

Listen to each set of directions. Then, match where the person ends with where he starts.

#### 1. Police station - Ice cream shop

Start at the police station facing west. Turn left on 78th Street. At the stop sign turn right. Enter the roundabout and take the third exit. Drive straight and the place is across the street on the right.

#### 2. Fire station - School

Start at the fire station facing west. Go north on 78th Street. Then, turn left at the first traffic light. Drive straight and take your first right. Go around the roundabout and take the second street. The place is on the left side of the second exit.

#### 3. Hotel - Park

Exit the hotel on 77th Street. Turn right and go north. Drive around the roundabout, and take the second exit. Drive straight to the stop sign and turn left. Drive for half a block, and the place is on the right side.

#### 4. Supermarket - Hospital

Exit the parking lot of the supermarket on 76th Street. Turn left and go north. At the first traffic light turn right. Enter the roundabout and take the third exit. Go straight for a block and a half, and turn left into the parking lot. The place is straight ahead.



# REVIEW & ASSESSMENT



# 4

## REVIEW ACTIVITIES



### R2 - LISTENING 2

#### MAD Fill-in-the-Blanks

Listen to the following student talk about herself and the chapter topic. Fill in each blank with the correct word that is missing. *The blanks may have more than one word. Use capitalization when needed.*



**Emily:** "[To] get to my house, take the [first] exit in the [roundabout]. Go straight, and then turn left on Chestnut Hill Road. [Go] straight, and then [turn left] on Cherry Hill Road, and my house [is on] the right hand [side]."



### R3 - GRAMMAR 1

#### MAD Fill-in-the-Blanks

Fill in each blank with either a conjunction (**and**, **but**, **or**, **so**) or a preposition of movement (**across**, **around**, **over**, **past**, **through**, **to**).

1. I am lost. I need to get a map, [and] then I will ask for directions.
2. The bridge goes [over] the river.
3. My car broke down, [so] I have to ride my bike [to] school.
4. I drove [past] a restaurant on my way to the movies.
5. I want to sleep late, [but] I have to go to church at 8 a.m.
6. Is the parking garage [around] the corner?
7. Let's go [into] the cafe for a cup of coffee.
8. Is the post office [across] the street?

## REVIEW &amp; ASSESSMENT



## REVIEW ACTIVITIES



## R4 - GRAMMAR 2

## MAD Image Match

Match each command with the correct image from the picture.



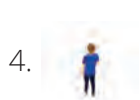
C. Don't hit the dog!



E. Look at the map.



A. Be on time!



H. Meet me for breakfast.



F. Look before you cross the street.



D. Don't park in front of the bookstore.



B. Cross the street at the crosswalk.



G. Ride carefully in the street.



## R5 - READING

## MAD Question and Answer

Read the passage about when Julia's friends came to visit. Then, answer each question using complete sentences.

Over the summer, my friends from college came to visit me at home. When they arrived, we decided to drive into town for a tour. I was very excited to show them where I live because it is very different from their towns. We do not have any buses, subways, or parking garages because it is so small. My friends live in big cities where they have bus stations, everyone moves quickly, and downtown is very noisy! We were driving straight into town when we passed the police station and the post office. Our town park was on the right side of the street. The park is really fun because you can play sports like baseball or basketball. My favorite thing at the park is the swimming pool for hot days. Then, we reached the stop light. If you turned left, you would continue through town. If you turned right, you would leave town. "Go left!" yelled my friends. As we drove straight down the road, we saw the gas station, the bank, and the local bookstore. The supermarket and the cathedral were across

# REVIEW & ASSESSMENT



# 4

## REVIEW ACTIVITIES



### R5 - READING (Continued)

#### MAD Question and Answer

the street. Our town is not very busy, so there wasn't any traffic. We drove through the whole town in under five minutes! As we were leaving town, my friends asked if there was anywhere else to visit. I told them about an ice cream shop outside of town where they used fresh milk from local cows. "Let's go get ice cream," said my friends, so we turned at the stop sign and drove straight there.

1. How is Julia's town different from her friends'?
2. What were the first two places they passed when driving into town?
3. What is located at the town park?
4. What was across the street?
5. How long did it take to drive through town?
6. Where did her friends want to go after they drove through town?

#### Possible Answers:

1. **Julia's town does not have any buses, subways, or parking garages.**
2. **They passed the police station and post office.**
3. **The swimming pool is at the town park.**
4. **The supermarket and cathedral were across the street.**
5. **It took less than five minutes to drive through town.**
6. **They wanted to go to the ice cream shop.**



### R6 - WRITING

#### MAD Open Text

Use the map to type directions from the **supermarket** to the **police station**.



### R7 - SPEAKING 1

#### MAD Open Recording

Use the map to give directions from the **playground** to the **hotel**.



### R8 - SPEAKING 2

#### MAD Open Recording

Describe each picture using new vocabulary that you learned from this chapter.





# REVIEW & ASSESSMENT



## ASSESSMENT



### PROJECT 1

(Optional: Refer to the Rubric Section.)

#### GOOGLE MAPS

Using Google Maps, have your students explore Milwaukee, WI with the “street view.” Use the **LAD Presentation Mode** or a projector to show the students how to use Google Maps street view when following directions. Take them from the Madison State Capitol to Camp Randall Stadium using the street view. They should look at the buildings and the people. Try to feel what it is like being in Madison.

They need to fill out the worksheet. Allow students to work alone or with a partner.



### PROJECT 2 (NOT IN LAB)

(Optional: Refer to the Rubric Section.)

#### SCHOOL SCAVANGER HUNT

Create a scavenger hunt throughout your school. Use the room numbers as “building addresses”. This takes a bit of planning but is so fun when you have your students walking quietly through the halls following your directions from “building to building”.

For example, you could use your classroom as the starting location and have the directions be something like this:

1. Start at the door of our classroom facing the hallway.
2. Turn to the right and walk for two “blocks”.  
(Pretend that there are blocks in the hallways and each hallway is a street.)
3. At the second block, turn left and continue straight for one block.
4. Then, turn right and walk for half a block.
5. The place is on the left hand side.



# REVIEW & ASSESSMENT



## ASSESSMENT



### LISTENING 1

#### MAD Text Match

Listen to each set of directions. Then, match where the person ends with where she starts.

#### 1. Supermarket - Apartment buildings

Leave the supermarket parking lot and go west on Park Road.

Go in the roundabout, and take the second exit.

Turn left at the traffic light, and the place is on the right.

#### 2. Hospital - Park

Exit the hospital and go north on 55th Street.

Go straight until the first stop light.

Then, turn left.

Enter the roundabout and take the first exit.

At the stop sign turn left.

Go straight and the place is on the right side.

#### 3. Gas station - Ice cream shop

Leave the gas station, and go north on 54th Street.

Turn right at the stop sign.

At the next stop sign, turn left.

Go north on 55th Street for two blocks.

The building is on the right past the supermarket.

#### 4. School - Bank

Leave the school and go south on 53rd Street.

Turn left at the stop light.

Go straight and in the roundabout, take the second exit.

Go straight through the stop sign, and the place is on the left side.



## REVIEW &amp; ASSESSMENT



## ASSESSMENT



## LISTENING 2

## MAD Fill-in-the-Blanks

Listen to the following student talk about herself and the chapter topic. Fill in each blank with the correct word that is missing. *The blanks may have more than one word.*

*Use capitalization when needed.*



Kaitlyn: “[To get to] my house, you will [go straight] on Good Hope Road and then take the second [exit] at the [roundabout]. Then, you will continue on Good Hope Road, and turn right [on] Hamilton Drive. Then, [turn right] on Willow View Drive, and my house will be on the right hand [side].”



## GRAMMAR 1

## MAD Fill-in-the-Blanks

Fill in each blank with either a conjunction (**and, but, or, so**) or a preposition of movement (**across, around, over, past, through, to**).

1. The taxi drives [through] the city looking for passengers.
2. Would you prefer to go to the pool [or] the park today?
3. I need to go [across] the street to the post office.
4. The parking garage is open, [so] I am going to park there.
5. The plane flew [over] the city.
6. Can we drive [to] the bank first?
7. Drive carefully when going [past] a school entrance.
8. Let's go downtown to see a movie [and] then eat at a restaurant.

# REVIEW & ASSESSMENT



# 4

## ASSESSMENT

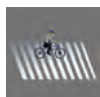


### GRAMMAR 2

#### MAD Image Match

Match each command with the correct image from the picture.

1.



C. Look before you cross  
cross the street.

2.



E. Get off the  
bus slowly.

3.



B. Stop at the red light.

4.



F. Drink lots  
of water.

5.



H. Don't hit the woman  
biking!

6.



A. Park in front of the cafe.

7.

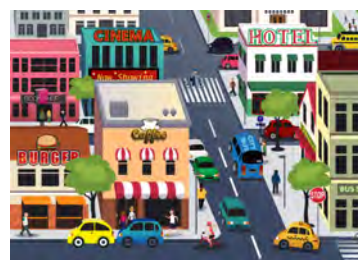


D. Stop at the blue sign  
for the passenger.

8.



G. Buy a book for dad's  
birthday.



### READING

#### MAD Question and Answer

Read the passage about a treasure hunt that Kyle went on. Then, answer each question using complete sentences.

I went to visit my cousins in Appleton, Wisconsin for a week during the summer. One of the best parts about my visit was the treasure hunt my aunt made for me and my cousins. A treasure hunt is a fun game. People get clues or notes and follow the directions to find a special treasure at the end of the game. The first clue was, "Take me to get to downtown." We knew right away that we needed to take a train. My aunt drove us to the train station, and we rode into the center of downtown. When we arrived, my aunt gave us the next clue, "I have many pages of information and stories in my store." We were all thinking hard when my cousin yelled, "The bookstore! Let's go!" We all were running for the door when my aunt told us, "Slow down! Walk carefully when we leave the train station." We turned left from the station and continued straight down the street for two blocks to the bookstore. We found the next clue with my older cousin who worked there. It said, "I have many stamps."

## REVIEW &amp; ASSESSMENT



## ASSESSMENT



## READING (Continued)

## MAD Question and Answer

We all knew right away that this was the post office. We exited the bookstore and went to the stop light. We had to cross the street, but needed to wait until it was safe. Finally, we arrived at the post office, and my aunt gave us an envelope with the next clue, but this one was different. It had directions to a final location instead of a clue to a place. It told us to go straight on North Mary Street, and then turn right to find our final destination. We quickly left the post office and followed the directions to arrive at Peabody Park. We went to our favorite place in the park to find my uncle with a picnic, yummy desserts, and different games for us to play. What a fun day!

1. What is a treasure hunt?
2. What was the location of the first clue?
3. What were the directions from the second location to the bookstore?
4. Who gave them the clue at the bookstore?
5. How was the final clue different from the other clues?
6. Where was the final destination, and what was the “treasure” waiting for them?

## Possible answers:

1. **A treasure hunt is a game where people get clues or notes and follow the directions to find a special treasure at the end of the game.**
2. **The location of the first clue was in the center of downtown.**
3. **They left the train station and turned left. Then, they continued straight for two blocks.**
4. **Kyle’s older cousin gave them the clue.**
5. **The final clue had directions to the final location instead of a clue.**
6. **The final destination was Peabody Park, where a picnic, desserts and different games were waiting for them.**



# REVIEW & ASSESSMENT



## ASSESSMENT



### WRITING

#### MAD Open Text

Use the map to type directions from the **apartments** to the **ice cream shop**.



### SPEAKING 1

#### MAD Open Recording

Use the map to give directions from the **school** to the **hospital**.



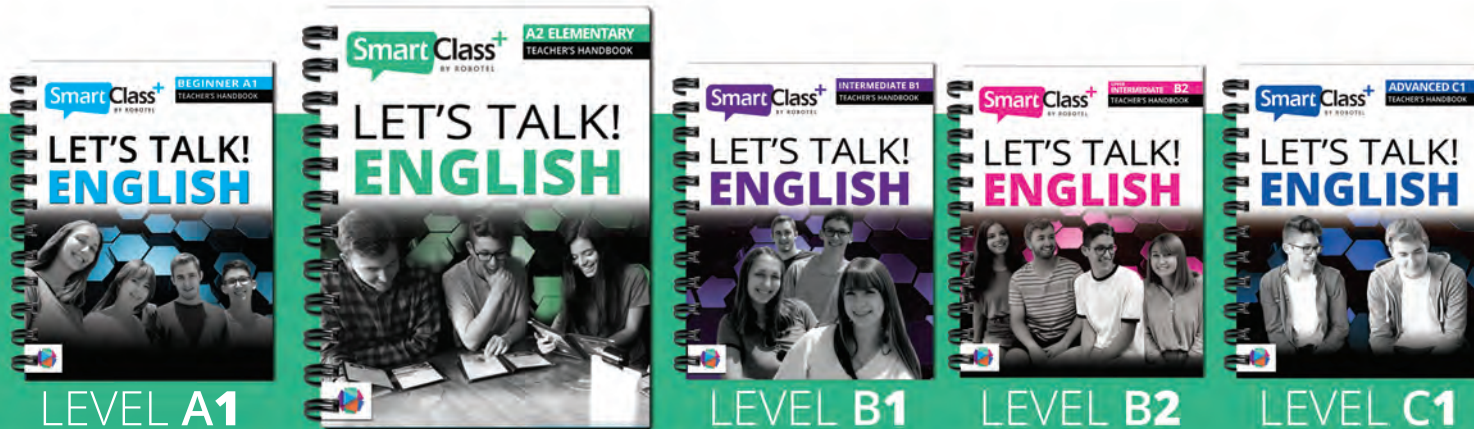
### SPEAKING 2

#### MAD Open Recording

Look at the vocabulary images from the beginning of each section. Describe **one** image using new vocabulary that you learned from this chapter.







# LET'S TALK! ENGLISH

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