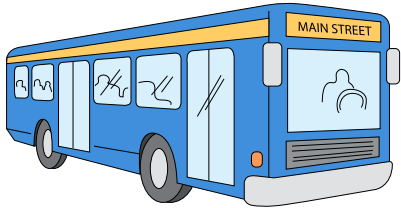
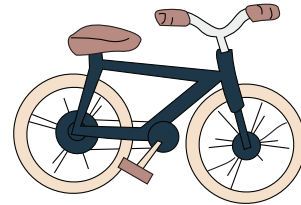


# Vocabulary

How do these people get to school?



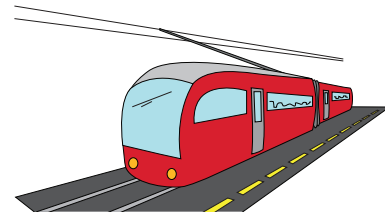
1



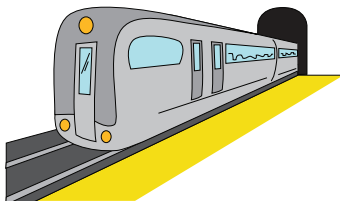
2



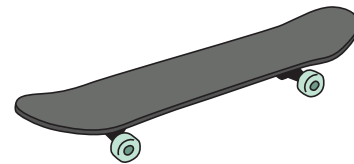
3



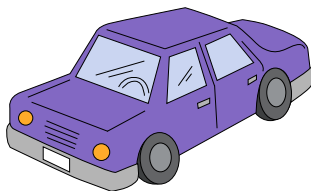
4



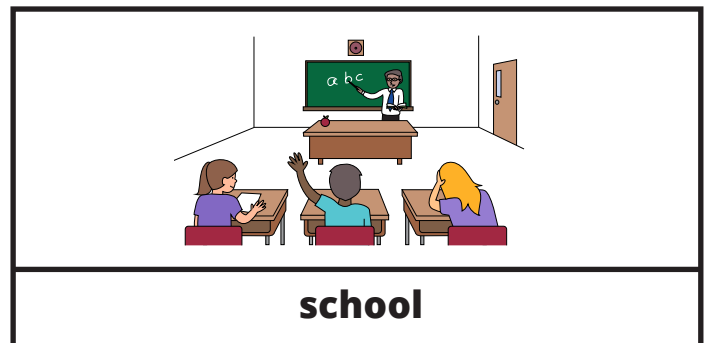
5



6

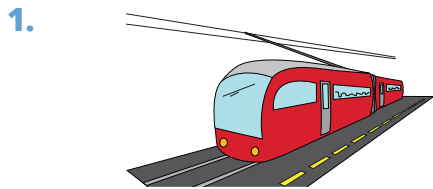


7



# Target Structure

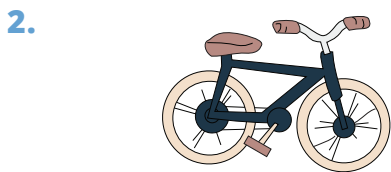
Using today's target structure, write one question and one answer for each image below.



(he, school)

Q: *How does he get to school?* \_\_\_\_\_

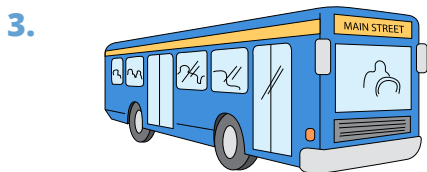
A: *He takes the train.* \_\_\_\_\_



(you, school)

Q: \_\_\_\_\_

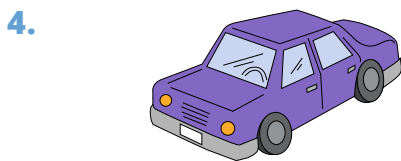
A: \_\_\_\_\_



(they, school)

Q: \_\_\_\_\_

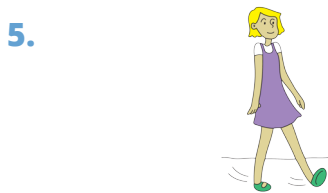
A: \_\_\_\_\_



(he, school)

Q: \_\_\_\_\_

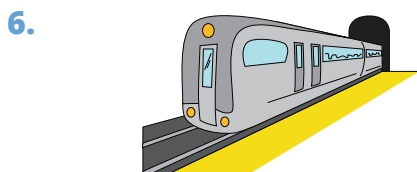
A: \_\_\_\_\_



(she, school)

Q: \_\_\_\_\_

A: \_\_\_\_\_



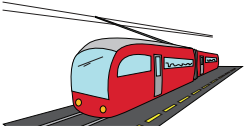

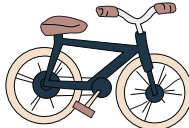

(we, school)

Q: \_\_\_\_\_

A: \_\_\_\_\_

## Work in Pairs – Partner A

Find out how all these people get to school.  
Ask your partner about the missing information.

Ali	Amy	Fred	Dave
			
Meg	Sara	Janey	Jack
			

## Now Work Alone

After you've finished the pair work above,  
try answering the questions below on your own.

1. How does Sara get to school?

---

2. How \_\_\_\_\_ Jack \_\_\_\_\_ to school?

---

3. \_\_\_\_\_ Fred \_\_\_\_\_ ?

---

4. How does \_\_\_\_\_ get to school?

*She rides her skateboard.*

---

5. Does Janey ride her bike to school?


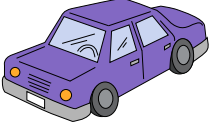
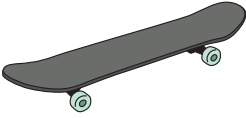
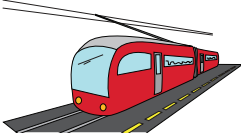
---

6. How do you get to school?

---

## Work in Pairs – Partner B

Find out how all these people get to school.  
Ask your partner about the missing information.

<p>Ali</p>	<p>Amy</p> 	<p>Fred</p>	<p>Dave</p> 
<p>Meg</p> 	<p>Sara</p>	<p>Janey</p> 	<p>Jack</p>

## Now Work Alone

After you've finished the pair work above,  
try answering the questions below on your own.

1. How does Sara get to school?

---

2. How \_\_\_\_\_ Jack \_\_\_\_\_ to school?

---

3. \_\_\_\_\_ Fred \_\_\_\_\_ ?

---

4. How does \_\_\_\_\_ get to school?

*She rides her skateboard.*

---

5. Does Janey ride her bike to school?

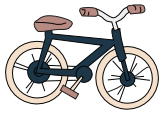
---

6. How do you get to school?

---

# Listening

Listen to your teacher describe how these students got to school.  
Draw a line from their name to the correct form of transportation.



**Ben**

**Bill**

**Jill**

**Jen**

**Drew**

**Lou**

Now write four sentences from your answers above.  
Example: *Ben takes the train to school.*

---



---



---



---

# Group Work

Find out how some of the students in your class get to school.  
Write their names on the left, and then check the appropriate boxes.

Name	train	bus	bike	skate-board	walk	subway	drive	other
<b>Total</b>								

## Review and Fun

### A. Unscramble the Sentences

Unscramble the phrases and sentences below.

1. do how school get to you?

---

2. bus I take the.

---

3. bike I my ride.

---

4. drives mother my me.

---

5. take train the I.

---

### B. Complete the Sentences

Fill in the blanks to complete the sentences below.

1. I \_\_\_\_\_ the train to school.

2. I \_\_\_\_\_ my bike to school.

3. My mother \_\_\_\_\_ me to school.

4. I \_\_\_\_\_ to school.

5. \_\_\_\_\_ do you \_\_\_\_\_ to school?

6. How \_\_\_\_\_ Meg get to school?

### C. Word Search

Find your answers from Part B in the word search below.

t	h	j	i	g	o	h
d	r	i	v	e	s	o
o	r	i	w	t	y	y
e	w	i	d	o	e	e
s	t	a	k	e	h	k
t	h	e	l	o	k	a
p	o	g	d	k	w	t

## Teachers' Notes

### Aim

The aim is for students to learn how to express how they get places using the simple present.

### New Vocabulary

**Verbs:**

take the bus, ride a bike, walk, take the train,  
take the subway, ride a skateboard, drive

**Nouns:**

school

### Target Structure

**Examples:**

How do you get to school? I walk to school.

How does she get to school? Her mother drives her to school.

How does he get to school? He rides his bike to school.

### Teaching the Class (before the handouts)

Put the flashcard of the girl walking and the flashcard of the school up on the board. Ask where she's going. Elicit the phrase, "She's going to school." Then put the picture of the bike up on the other end of the board with an arrow pointing to the school and ask, "How does she get to school?" Elicit the answer, "She rides her bike to school."

Ask a number of students in the class, "Do you ride your bike to school?" If they answer "no," ask the question, "How do you get to school?"

After you've asked the question a few times, show students the other flashcards, and ask how other people get to school (use different pronouns such as he, she, we, they, etc.). After you've gone through all the cards, go through them one more time, getting students to listen and repeat: "Ride my bike. I ride my bike to school." etc.

After you've gone over the vocabulary and target structures, hand out the worksheets. Write all of the new words and phrases on the board and have your students copy them down on page 1. They should write the new words below each image, and the new phrases on page 2.

### Work in Pairs

Have your students work in pairs to complete the information gap. They'll need to ask each other about how everyone gets to school. As a follow-up you could have students write full sentences about their findings, or have them make statements to the class.

### Now Work Alone

When they are finished the pair work, have your students try the follow-up activity to review their writing skills for this structure. (Make sure they are not doing the follow-up activity and pair work activity at the same time. These are meant to be done separately.)

### Listening

For this task you'll need to make your own statements about the people in the exercise. Have your students draw lines from the names to the correct form of transportation. As a follow-up, have your students write full sentences based on your statements.

### Group Work

Have your students walk around the class asking questions to complete the survey. As a follow-up, ask students to stand up and make statements about their findings or write full sentences in their notebooks.

# Answer Key

## Vocabulary

- 1. take the bus
- 2. ride a bike
- 3. walk
- 4. take the train
- 5. take the subway
- 6. ride a skateboard
- 7. drive / get a ride

## Target Structure

- 1. How does he get to school? He takes the train.
- 2. How do you get to school? I ride my bike to school.
- 3. How do they get to school? They take the bus to school.
- 4. How does he get to school?  
He drives to school. / He gets a ride to school.
- 5. How does she get to school? She walks to school.
- 6. How do we get to school? We take the subway to school.

## Work in Pairs

- Ali takes the train to school.
- Amy takes the subway to school.
- Fred takes the bus to school.
- Dave drives to school.
- Meg rides her skateboard to school.
- Sara rides her bike to school.
- Janey takes the train to school.
- Jack takes the bus to school.

## Now Work Alone

- 1. Sara rides her bike to school.
- 2. How does Jack get to school? Jack takes the bus to school.
- 3. How does Fred get to school? Fred takes the bus to school.
- 4. How does Meg get to school? She rides her skateboard.
- 5. No, she doesn't. She takes the train.
- 6. Individual answers.

## Listening

Answers will vary.

## Group Work

Answers will vary.

## Review and Fun

### A. UNSCRAMBLE THE SENTENCES

- 1. How do you get to school?
- 2. I take the bus.
- 3. I ride my bike.
- 4. My mother drives me.
- 5. I take the train.

### B. COMPLETE THE SENTENCES

- 1. take
- 2. ride
- 3. drives
- 4. walk
- 5. How, get
- 6. does

### C. WORD SEARCH

t	h	j	i	g	o	h
d	r	i	v	e	s	o
o	r	i	w	t	y	y
e	w	i	d	o	e	e
s	t	a	k	e	n	k
t	h	e	l	o	k	a
p	o	g	d	k	w	t



