



# The magic cat

## Teacher's Notes

### How can we get back home?

**Age:** 6–8

**Level:** Beginner

**Length:** 45–60 minutes

**Language outcome:** Vocabulary for types of transport; talking about travelling using different types of transport, e.g. *How do you get to school? I get to school by bike. How does Sarah get to school? She walks.*

**Materials and preparation:**

- the 'How can we get back home?' video (played via onestopenglish or downloaded in advance of the lesson)
- the 'How can we get back home?' PowerPoint
- one copy of Worksheets 1–4 per student

### Procedure

**Before students enter the class**

Display slide 1 of the PowerPoint presentation (Puzzleberry, Jess and Tom) on your class screen so learners can see it as they walk in the room.

**Step 1: PowerPoint slides 1–7**

- Take a moment to explain to your students what you'll be doing today. Point to the first slide and either introduce, or reintroduce, Jess, Tom and Puzzleberry ('This is Jess' or 'Who is this? This is Jess'). Tell the class that today they're going to learn to talk about transport and how they get to school.
- Now, write the word 'TRANSPORT' in the middle of the board and elicit types of transport that students already know. Ask students individually for suggestions and write them on the board. Encourage students to use English, and when they struggle, invite other students to help them with the correct answer.
- Now show students slides 2–7 and ask them to say out loud the types of transport they can see on the slides. Did they already know the words? Were there any new ones? Can they think of any other types of transport? If so, write these words on the board too.
- Now, demonstrate the question and answer form for the class: 'How do you get to school?' 'I get to school by [transport word]'. With stronger students in the class, model the question and answer form several times. You may also like to include 'walk' here as a new word as many of the children will probably walk to school: 'How do you get to school?' 'I walk.'
- Repeat the modelling until students seem confident with the forms.
- Put students into pairs and have them ask and answer the question using different types of transport words. Encourage them to use the transport words from the board. Monitor the class and support when required.
- Finally, ask a few students to say aloud how their partner gets to school. Correct when necessary, but encourage students to feel confident to try by giving lots of praise and support.
- Note: In the video you will hear the answer form 'I take the/a [transport word]'. This is typically the American English response to the question 'How do you get to ...'. It is becoming common, however, in both British and American English speaking regions, although British English still more commonly uses 'I go by ...'.

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**Step 2: Slide 1, 'How can we get back home?' video**

- Tell students they are going to watch a video with Jess, Tom and Puzzleberry. Ask some pre-watching questions to encourage students to concentrate on what they're watching and listening to, for example, 'What do Tom and Jess want to do?' and 'How many different types of transport do they name?' You can ask in L1 if students need extra support.
- Play the video the whole way through. Watch as a class.
- Play the video again, this time stopping at 00:30. Ask students again, 'What do Jess and Tom want to do?' Elicit the answer: 'They want to get back home.'
- Play the rest of the video, and then ask the second question again: 'How many types of transport do they name?' Elicit the answer: 'Six.'







**Step 3: Slides 2–7, 'How can we get back home?' video**

- Go through PowerPoint slides 2–7 again. Ask your students to look at the slides and repeat the words. If students are very confident with the new vocabulary words, you may like to invite students to come to the board and write the words themselves, even removing the slides and asking students to see if they can spell them correctly.
- Play the video once more the whole way through. Encourage students to sing along this time. Students could also mime different actions as they hear the different transport words.
- Finally, ask individual students the question forms 'How do you get to school?' and 'How does he/she get to school?' You could request a verbal answer or encourage students to mime and ask other students in the class to guess. Encourage students to reply using the full sentences 'I get to school by [transport word]' and 'He/She gets to school by [transport word].'
- Continue around the class until everyone has had a turn.

**Step 4: Worksheet 1**

- Hand out Worksheet 1. Tell students to look at exercise 1. Students have to match the transport words with the pictures. Go through the example with the class to check understanding.
- Students can check answers in pairs.

**Key**

car	
bus	
train	
boat	
bike	
plane	

**Step 5: Worksheet 1**

- Next, ask students to look at exercise 2. Ask students to look at the transport words and find the matching words in the wordsearch. They must circle the words they find. Again, go through the example as a class to check understanding.
- Students can check answers in pairs.

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### Key

c	z	q	s	s	p	f	p
a	f	h	z	t	v	t	l
r	r	a	b	u	s	z	a
p	t	r	a	i	n	e	n
b	s	a	e	o	u	a	e
i	s	b	t	n	m	c	n
k	v	o	o	n	d	n	h
e	w	a	c	j	s	d	c
x	q	t	v	u	p	l	l

### Step 6: Worksheet 2

- Hand out Worksheet 2. Now, ask students to look at exercise 3. Can they name the missing transport words?
- Ask students to complete the sentences.
- Answers can be checked in pairs or as a class.

### Key

I get to school by bike.  
 She walks.  
 He gets to school by boat.

### Step 7: Worksheet 3

- Hand out Worksheet 3. This is a full class activity and students should be encouraged to stand up and move around the classroom, asking and answering the model question, 'How do you get to school?' and completing the class survey.
- Students should ask each of their classmates the question and write their names next to the type of transport they use. When they have asked everyone, they should add up the numbers for each type of transport.
- As students move around the classroom, monitor and provide support as necessary. Correct as appropriate.
- At the end of the activity, ask students to take their seats again and read out their findings. Which is the most popular type of transport to use to get to school?
- These surveys could also make a nice classroom display item.

### Step 8: Worksheet 4

- As an alternative or additional exercise, you can hand out Worksheet 4. This final exercise is a really fun activity to encourage creativity and allow students a little more freedom to use their own imagination.
- Students should think about, design and draw their very own new method of transport to get to school. The crazier the ideas, the better!
- Again, these could make a fun and colourful classroom display project when completed.
- Finally, congratulate the class on a great lesson!

### Homework / Extra activity: My magic cat passport

If you're following the whole series of song videos, ask students to complete the 'Transport' section of their passport, either in class or for homework.



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## How can we get back home?

### Transcript and lyrics

### Introduction

Puzzleberry: 'Are you OK?'  
Tom: 'Yes, but we miss home.'

### Song lyrics

How can we get back home today?  
How can we get back home?  
How can we get back home today?  
How can we get back home?

Take a car (car, car, car)  
Take a bus (bus, bus, bus)  
Take a train (train, train, train)  
Or maybe take a plane?

Take a boat (boat, boat, boat)  
Take a bike (bike, bike, bike)  
Take a train (train, train, train)  
Or maybe take a plane?

How can we get back home today?  
How can we get back home?  
How can we get back home today?  
How can we get back home?

Take a car (car, car, car)  
Take a bus (bus, bus, bus)  
Take a train (train, train, train)  
Or maybe take a plane?

Take a boat – How can we get back home today?  
Take a bike – How can we get back home?  
Take a train – How can we get back home today?  
Take a plane – How can we get back home?

Take a boat – How can we get back home today?  
Take a bike – How can we get back home?  
Take a train – How can we get back home today?  
Take a plane – How can we get back home?

### Ending

Puzzleberry: 'Did you forget?'  
Jess: 'What?'  
Puzzleberry: 'You just have to think. Think of home!'

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## Worksheet 1

### How can we get back home?

1 Match the transport words and pictures.



car

bus

train

boat

bike

plane

2 Look, find and circle.

~~boat~~

bike

train

car

plane

bus

c	z	q	s	s	p	f	p
a	f	h	z	t	v	t	l
r	r	a	b	u	s	z	a
p	t	r	a	i	n	e	n
b	s	a	e	o	u	a	e
i	s	b	t	n	m	c	n
k	v	o	o	n	d	n	h
e	w	a	c	j	s	d	c
x	q	t	v	u	p	l	l

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## Worksheet 2

### How can we get back home?

3 Look and complete.



How do you get to school?



I get to school by \_\_\_\_\_.



How does she get to school?



She \_\_\_\_\_.



How does he get to school?



He gets to school by \_\_\_\_\_.



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## Worksheet 3

### How can we get back home?

4 Ask, answer and complete.

### Class survey: How do you get to school?

Type of transport	Name	Total
		
		
		
		
		
		
		

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## Worksheet 4

### How can we get back home?

- 5 Draw a new type of transport to get to school. Is it a flying car? Is it a boat with wheels? Be creative!

My amazing \_\_\_\_\_ .

