SPELLING PRACTICE 1
PLACES AROUND TOWN

Correctly spell the words below.
The first letter of each word is underlined.

1. What can you see at an (art gallery)?
2. What can you buy at a (yakebr)?
3. Who can you see at a (liincc)?
4. Where can you find a (scroskwal)?
5. What can you do at a (mgy)?
6. When do most people stay at a (heotl)?
7. What can you wash at a (alundtroma)?
8. What can you read at a (ibrraly)?
9. What can you see at a (oviem heťater)?
10. What kinds of things can you look at in a (sumem)?
11. Is there a (karp) near your home or school?
12. What can you buy at a (charmap)?
13. What can you do at a (tosp fojiec)?
14. What can you do on a (wsidekal)?
15. What can you buy at a (mupersarket)?
SPELLING PRACTICE 2
PLACES AROUND TOWN

- Listen and correctly spell the missing words below.

1. What can you see at an art gallery?
2. What can you buy at a ____________?
3. Who can you see at a ____________?
4. Where can you find a ____________?
5. What can you do at a ____________?
6. When do most people stay at a ____________?
7. What can you wash at a ____________?
8. What can you read at a ____________?
9. What can you see at a ____________?
10. What kinds of things can you look at in a ____________?
11. Is there a ____________ near your home or school?
12. What can you buy at a ____________?
13. What can you do at a ____________?
14. What can you do on a ____________?
15. What can you buy at a ____________?

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ANSWER KEY

1. art gallery
2. bakery
3. clinic
4. crosswalk
5. gym
6. hotel
7. laundromat
8. library
9. movie theater
10. museum
11. park
12. pharmacy
13. post office
14. sidewalk
15. supermarket

Thank you again,
Daniella! 😊

NOTES

Lead-in: Consider first having your learners complete the 15-item Word Bank gap-fill activity at www.allthingstopics.com (‘Places Around Town’ category) to ensure they are familiar with the vocabulary.

Spelling Practice 1: Consider helping your learners with difficult words by reading aloud the sentences, including the words in brackets.

Spelling Practice 2: Use ‘Spelling Practice 2’ as a stand-alone activity or consider using it as a follow-up activity to ‘Spelling Practice 1’. If used as a follow-up activity, make sure that your learners turn over their ‘Practice 1’ papers.

Speaking Practice: Have your learners form pairs and ask and answer the questions. Encourage the use of follow-up questions. For example, follow-up ‘What can you buy at a bakery?’ with ‘Is there a bakery near your home?’