

7 Off we go!

Worksheet 1: Transport

Using the worksheet

- This worksheet practises transport words: *helicopter, lorry, bus, boat, scooter, skateboard, motorbike, taxi, ship* and revises *street, park, sea* and *sky*.
- Use the pictures to teach/check *street, sea, park* and *sky*. Students work individually or in pairs. They look at the large picture and write the transport words in the correct column.
- Students add other transport words to the chart, then compare their charts.

KEY: Activity 1: **Street:** lorry, taxi, motorbike; **Park:** skateboard, scooter; **Sea:** ship, boat; **Sky:** helicopter; Activity 2: Possible answers: **Street:** car; **Park:** bike, go-kart; **Sea:** submarine; **Sky:** plane

Optional follow-up activity: Spell out one of the transport words. Pause after each letter, e.g. *h e l i c o p t e r*. Students put up their hand when they know the word. Notice who puts up their hand first, but don't ask for the answer. Once you have finished spelling the word, you can then ask the first student to say the word and spell it. If they are right, they take the next turn.

Worksheet 2: I'd like to ...

Using the worksheet

- This worksheet practises *I'd like to ...*
- Go through the forms of the verb to show students that they are the same, e.g. *I/You/He/She/We/They would like to + infinitive*.
- Check the meaning of *pet*. Students read and write *t* for true or *f* for false.
- Students write three true sentences about themselves.
- Students work in small groups and read out their sentences.

KEY: Activity 1: **2** f, **3** t, **4** t, **5** f, **6** t; Activity 2: Possible answers: **2** I'd like to have a swimming pool. **3** I'd like to have a pet cat. **4** I'd like to drive a lorry.

Optional follow-up activity: Say *I'd* and encourage a volunteer to say *like*. Continue the sentence by saying *to* and elicit a verb from the volunteer, e.g. *drive*. Say the next word, e.g. *a* and get the volunteer to finish by saying, e.g. *car*. Say the complete sentence (*I'd like to drive a car*). Students play the game in pairs, taking turns to say a word. Make sure that they take turns starting the sentence.

Worksheet 3: ... ing

Using the worksheet

- This worksheet practises questions and answers with the present continuous.
- Students read and choose the correct answer.
- Students draw pictures to illustrate the text, then act out the dialogues.

KEY: Activity 1: **2b**, **3b**, **4a**, **5a**, **6b**; Activity 2: Drawings of: **2** boy playing computer games, **3** someone doing homework, **4** two or more people watching TV, **5** two or more people cooking lunch, **6** girl brushing teeth

Optional follow-up activity: Demonstrate how to play Musical statues (see Introduction). Blindfold a volunteer and write an action on the board, e.g. *You're playing tennis*. Students act out the action while you play some music. Stop the music. Students freeze. Clean the board and remove the blindfold. The volunteer must guess what the class are doing. If any students move during this process, they are out.

Worksheet 4: Land, air or water?

Using the worksheet

- This worksheet practises key *Think and learn* vocabulary for transport.
- Students work in pairs to label the pictures using *on land, in the air* or *on water*.
- Next, they cut out the cards and place them in a pile face down on the desk.
- Each student takes a card. Tell them to imagine that the card they have shows how they go to school every day.
- Have students move around the classroom asking each other how they go to school. For example, A: *Do you go to school on land / in the air / on water?* B: *Yes, I do. / No, I don't.*
- Tell students to find two students for each way of going to school and to write the names in their chart.

KEY: Activity 1: **2** on land, **3** on land, **4** on water, **5** in the air, **6** in the air, **7** on water, **8** on land; Activity 2: Students' own answers.

Optional follow-up activity: Ask students to imagine they can use any form of transport to go on holiday, go to school, and visit another country. They draw which forms of transport they chose for each and present their ideas to the class.

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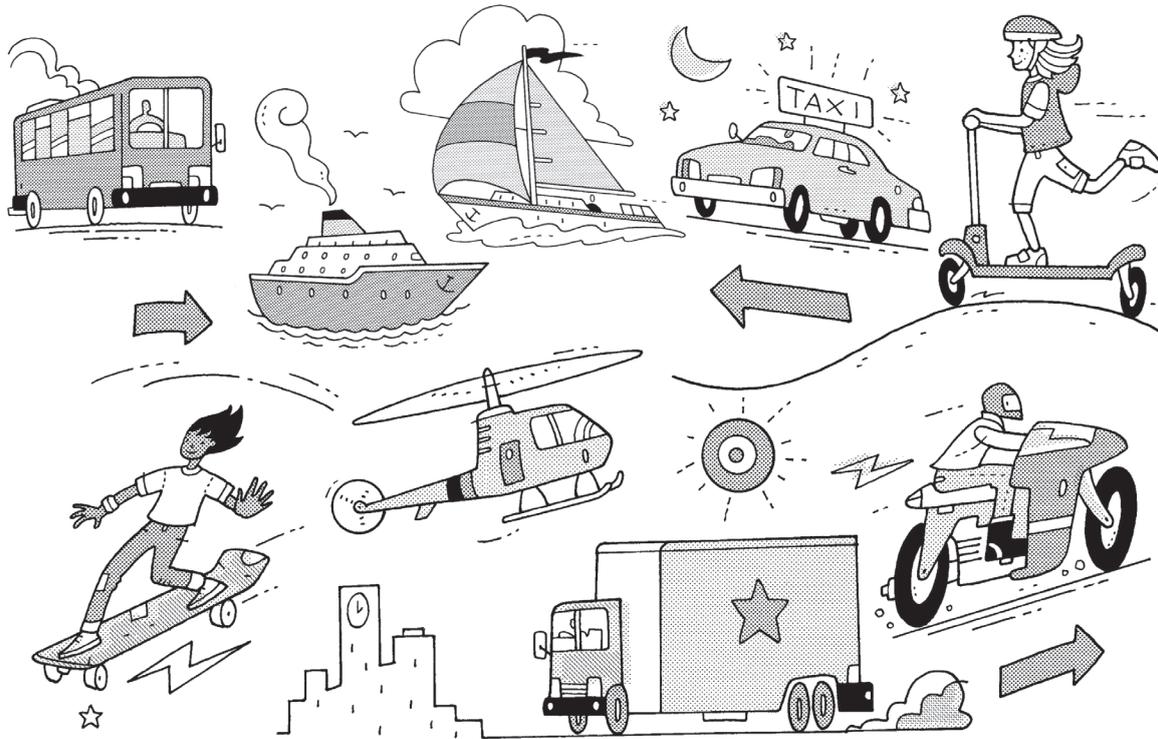
Worksheet 1

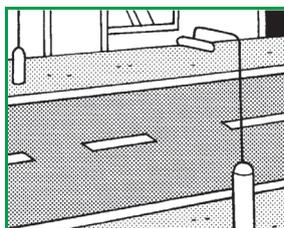
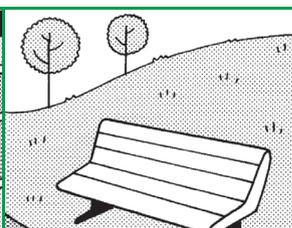
Transport

Name:

Class:

1 Look and write the transport words in the chart.



 street	 park	 sea	 sky
<p>bus</p> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>

2 Think of more transport words to write in the chart.

Vocabulary: Transport

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Worksheet 2

I'd like to ...

Name:

Class:

1 Read and write *t* (true) or *f* (false).

Robert		I'd like to drive a lorry and have a big house.
Joanna		I'd like to fly a helicopter and have a pet lizard.
Amy		I'd like to sail a boat and have a computer.
Bill		I'd like to ride a motorbike and have a pet dog.
Owen		I'd like to drive a car and have a big house.
Sarah		I'd like to fly a kite and have a skateboard.
Helen		I'd like to drive a car and have a computer.
Matthew		I'd like to ride a scooter and have a swimming pool.

- Robert and Owen would like to have a big house.
- Bill and Matthew would like to ride a motorbike.
- Joanna and Bill would like to have a pet.
- Sarah would like to have a skateboard.
- Helen, Owen and Robert would like to drive a car.
- Amy and Helen would like to have a computer.

2 What would you like to do? Write sentences.

1 *I'd like to fly a helicopter.*

2

3

4

Language focus 1: *I'd like to ...*

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Worksheet 3

... ing

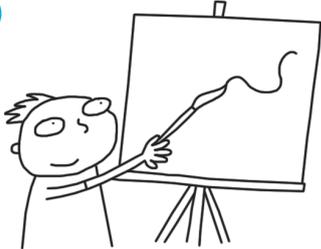
Name:

Class:

1 Read and circle the correct answer.

- 1 What are you doing?
 a I'm painting a picture. b I painting a picture.
- 2 Is he playing computer games?
 a Yes, she is. b Yes, he is.
- 3 Are you doing your homework?
 a Yes, I am doing. b Yes, I am.
- 4 Are they watching TV?
 a Yes, they are. b Yes, are they watching TV.
- 5 What are they doing?
 a They're cooking lunch. b They're cook lunch.
- 6 Is she having a shower?
 a No, she is. She's brushing her teeth. b No, she isn't. She's brushing her teeth.

2 Read again and draw pictures. Then act.

1 	2	3
4	5	6

Language focus 2: Questions and answers with verb + ing

Worksheet 4

Land, air or water?

Name:

Class:

1 Look and write *on land*, *in the air* or *on water*.

<p>1  </p> <p>on land</p>	<p>2 </p>	<p>3 </p>	<p>4 </p>
<p>5 </p>	<p>6 </p>	<p>7 </p>	<p>8 </p>

2 Ask your friends how they go to school. Write their names in the chart.

Find two friends who go to school ...	Names
on land	_____
in the air	_____
on water	_____

Geography: Transport