

## Worksheet 1: At the train station

### Using the worksheet

- This worksheet practises train station words: *station, platform, ticket office, suitcase, train driver, escalator, stairs, rucksack, a cup of coffee, a cup of tea*.
- Students complete the words with the missing vowels, then match them with the pictures.
- Students then read and complete the sentences using the words from the box.

**KEY:** Activity 1: **2b** escalator, **3e** a cup of tea, **4f** train driver, **5a** rucksack, **6d** ticket office; Activity 2: **2** return, **3** cup of coffee, **4** platform, **5** suitcase, **6** stairs

**Optional follow-up activity:** Demonstrate how to play a Spelling bee game (see Introduction). Divide the class into two teams. Make a list of an equal number of words from the unit. Say a word, e.g. *escalator*, and ask a student from one team to spell it out loud or write it on the board. If the spelling is correct, the student scores two points for their team. If they are incorrect, a volunteer from the other team can correct the spelling and score a point. Continue, alternating between teams, until all the words have been spelled correctly.

## Worksheet 2: at / in / on

### Using the worksheet

- This worksheet practises the prepositions *at, in* and *on*.
- Students put the words in order to make questions.
- Students then write short answers to the questions.

**KEY:** Activity 1: **2** When do you usually get up? **3** When do you usually go to the cinema? **4** Do you watch TV on Saturdays? **5** What is the weather like in April? **6** Do you do your homework on Sundays?; Activity 2: Possible answers: **2** At seven o'clock. **3** After school on Friday. **4** No, I don't. **5** It's sunny and warm. **6** Yes, I do.

**Optional follow-up activity:** Students work in pairs. They take turns to say one word each to make a whole sentence, including either *in, on* or *at*, e.g. Student A says *I*, Student B continues with *sometimes*, Student A says *play*. They continue until the sentence is complete, e.g. *I sometimes play with my friends in the evening*.

## Worksheet 3: He was eating a sandwich when ... !

### Using the worksheet

- This worksheet practises the past continuous and past simple.

- Students work in small groups. Give each group a dice or spinner (see Introduction) and some counters. Each student in the group puts their counter on *Start*. Students take turns to throw the dice or spin the spinner. The student with the highest score in each group starts. After each throw or spin, the students move their counter the appropriate number of spaces. They then have to make a sentence to describe the picture on that space and add a surprise event, e.g. (space 1) *He was swimming in the sea when he saw a shark*.
- If their sentence is correct, the student stays on that space. If their sentence is incorrect, they go back two spaces (or to *Start* if they are on spaces 1 or 2) and wait for their next turn.

**Optional follow-up activity:** Students work in pairs. They choose one of the pictures from the game and use it to make a short news story, e.g. *This morning in Florida a boy was swimming in the sea when he saw a shark. He shouted for help and swam quickly to the beach. His friends were waiting for him on the sand. They told him to look back at the sea and then the boy saw that the 'shark' was a child's boat. They all laughed*. Students can report their 'news' to another pair or to the whole class.

## Worksheet 4: Let's do a travel survey

### Using the worksheet

- This worksheet practises key *Think and learn* vocabulary for travel.
- Students work in pairs. They read the six questions and add two more questions of their own (one question each).
- Pairs practise asking and answering the questions.
- Next, pairs look at the bar chart and add two more types of transport.
- Then pairs walk around the class and ask 16 different students a question each from Activity 1. (They ask each of the eight questions twice.) Students use colouring pencils to colour cells on the bar chart as they get answers. If a student takes a kind of transport that is not in the chart, they colour the 'other' column.
- Once pairs have completed their surveys, they talk as a class about all the different types of transport that students use. How many different types of eco-friendly transport are used?
- Finally, students complete the speech bubbles.

**KEY:** Activities 1 and 2: Students' own answers.

**Optional follow-up activity:** Students work in groups to invent an eco-friendly form of transport that can be used for long-distance travel. They explain how it works and why it is good.

Name: .....

Class: .....

## 1 Complete the words. Then match them with the pictures.

1 station

2 \_sc\_l\_t\_r

3 \_c\_p \_f t\_\_

4 tr\_\_n dr\_v\_r

5 r\_cks\_ck

6 t\_ck\_t \_ff\_c\_

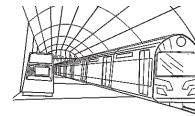
a



b



c



d



e



f



## 2 Read and complete the sentences.

stairs cup of coffee suitcase platform ~~station~~ return

- The train station is next to the park.
- Can I have a \_\_\_\_\_ ticket to London?
- I don't want a cup of tea, thanks. Can I have a \_\_\_\_\_?
- Which \_\_\_\_\_ is it for the train to London?
- Dad! Can you carry my \_\_\_\_\_, please? I'm tired.
- Don't run down the \_\_\_\_\_! Walk.

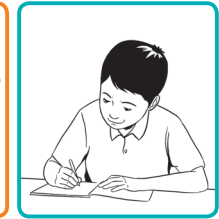
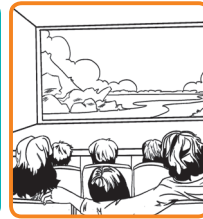
Vocabulary: At the train station

Name: .....

Class: .....

1

Put the words in order to make questions.



1 swimming / the / in / friends / go / Do / your / summer / ?

Do your friends go swimming in the summer?

2 do / When / get / you / usually / up / ?

3 you / usually / do / When / go / the / cinema / to / ?

4 you / watch / Do / on / Saturdays / TV / ?

5 weather / like / What / the / is / in / April / ?

6 do / homework / Do / you / your / Sundays / on / ?

2

Answer the questions in Activity 1 so they are true for you.

1 Yes, they do.

2

3

4

5

6

Language focus 1: at / in / on

Name: .....

Class: .....

## 1 Play the game.

**Finish**

22  21  20 

16  17  18  19 

15  14  13  12 

8  9  10  11 

7  6  5  4 

**Start** 1  2  3 

Language focus 2: Past continuous and past simple

Name: .....

Class: .....

# 1 Read and write two more questions to ask your class.

**How do you travel to ...**

school?

your best friend's house?

go on holiday to another country?

go on holiday in your country?

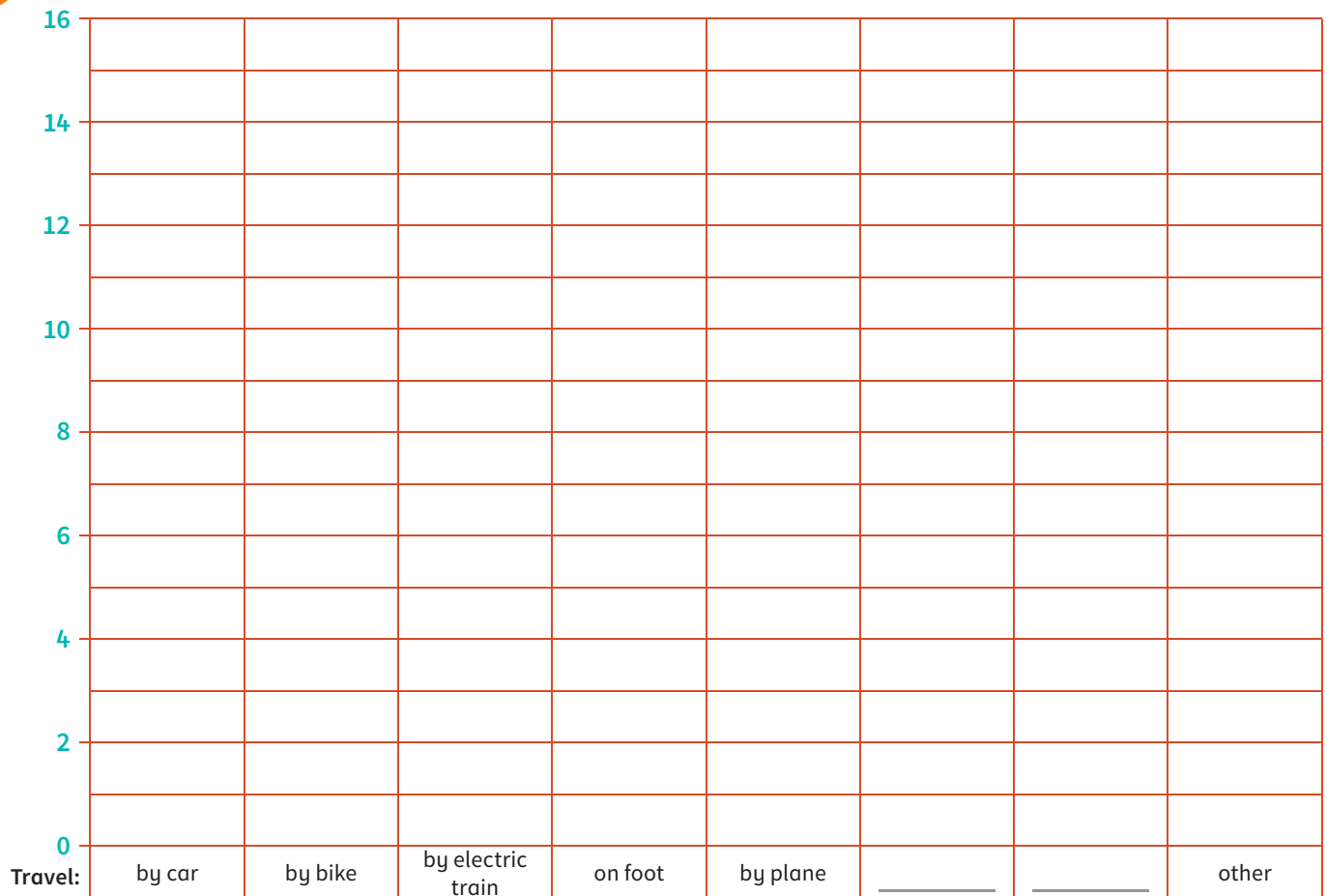
go shopping?

visit family members?

?

?

# 2 Now ask your class and complete the chart.



In our class, \_\_\_\_\_ students use eco-friendly forms of transport.

In our class, \_\_\_\_\_ students use cars, \_\_\_\_\_ students use bikes, \_\_\_\_\_ students use electric trains, \_\_\_\_\_ students travel on foot, \_\_\_\_\_ students travel by plane, \_\_\_\_\_ and \_\_\_\_\_.

**Geography: Ways to travel**