

## Worksheet 1: Emergencies

### Using the worksheet

- This worksheet practises emergency words: *fire, flood, emergency services, police car, police officer, fire engine, firefighter, ambulance, paramedic*.
- Students choose words from the box to match with and label the pictures.
- Students then read the definitions and match them with the correct words.

**KEY:** Activity 1: **2** emergency services, **3** paramedic, **4** ambulance, **5** police officer, **6** police car, **7** fire engine, **8** firefighter, **9** fire; Activity 2: **2f, 3e, 4b, 5c, 6a**

**Optional follow-up activity:** Demonstrate how to play Find new words (see Introduction). Write *emergency services* on the board and ask students to work in pairs and use the letters to make new words, e.g. *rice, men, yes*. The pair of students who can find the most new words wins. Ask students to choose another word or phrase from the unit and write it on the board for the class to play again.

## Worksheet 2: My birthday in the park

### Using the worksheet

- This worksheet practises writing statements and negative sentences in the past continuous.
- Students read the text and use the picture to help them complete it.
- Students then find the mistakes in the sentences and correct them.

**KEY:** Activity 1: **1** was eating, **3** was reading, **4** were playing football, **5** was drinking, **6** were fishing/sitting; Activity 2: **2** Susie wasn't playing tennis. She was reading (a book). **3** Mum wasn't singing. She was drinking (lemonade). **4** Grandfather wasn't dancing. He was eating an ice cream / sitting / fishing (next to the river). **5** Max and Sam weren't flying a kite. They were playing football. **6** Dad wasn't swimming. He was fishing/sitting (next to the river).

**Optional follow-up activity:** Demonstrate how to play Freeze (see Introduction). Make some space in the classroom. Ask one student to come to the front of the class and turn round to face the board. The other students each secretly think of an activity and a mime for it. They then mime their activity until the student at the front says *Freeze!* The other students must stop their mimes immediately and stay completely still in that position. The student at the board turns round and tries to guess what each student was doing, e.g. *Were you playing tennis?* They are only allowed one guess for each student and get a point for each correct guess.

## Worksheet 3: What were you doing?

### Using the worksheet

- This worksheet practises past continuous questions, short answers and statements.
- Students use the words from the box to complete the questions.
- Students then match the answers with the correct questions. They can then read the questions and answers with a partner to check their work.
- Students number the pictures based on the questions and answers.

**KEY:** Activity 1: **2e** she, **3a** playing, **4f** doing, **5c** Was, **6d** they; Activity 2: First row (from left to right): **2, 3, 6**; Second row (from left to right): **5, 4, (1)**

**Optional follow-up activity:** Ask *What were you doing at six o'clock yesterday?* Invite students to give suggestions. Write all the activities on the board. Do a class survey to find out the most popular activities.

## Worksheet 4: Stay safe!

### Using the worksheet

- This worksheet encourages students to think about keeping safe during floods, using key *Think and learn* vocabulary.
- In pairs, students cut out their cards. They read them and write *True* or *False* on the back of each card. Check answers.
- Ask students *Why is it a bad idea to swim or walk through flood water? (Because we don't know what's in the water. / Flood water can move very fast.)* Ask students *Why isn't it safe to drink flood water? (Because it isn't clean.)*
- Students place their cards in a pile, with the numbered statements facing upwards. They take turns to play the game, using coloured paper clips as counters.
- Students take turns to take a card, read it and say *True* or *False*. They turn it over to check their answer. If they were correct, they move their counter forward one space.
- Once all the cards are used, they can be reshuffled and reused. The first student to get to the end, wins.

**KEY:** Activity 1: **1** True, **2** True, **3** True, **4** False, **5** True, **6** True, **7** False, **8** False, **9** False, **10** False, **11** True, **12** True

**Optional follow-up activity:** Students do some research on the Internet and write two or three cards of their own, with true or false facts about floods. They add these to the game and play again.

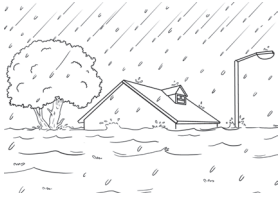
Name: .....

Class: .....

### 1 Look and write the words.

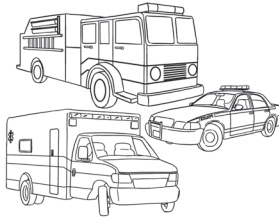
fire fire engine ~~flood~~ police officer emergency services  
paramedic ambulance police car firefighter

1



flood

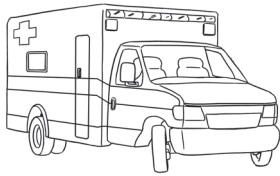
2



3



4



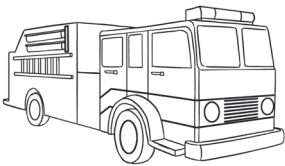
5



6



7



8



9



### 2 Match the sentences with the words.

- 1 A police officer drives this.
- 2 This is red and hot. It can hurt you.
- 3 You can take sick people to hospital in this.
- 4 These people help with fires in our houses.
- 5 If it rains a lot, you get this in the streets and rivers.
- 6 Firefighters drive this.

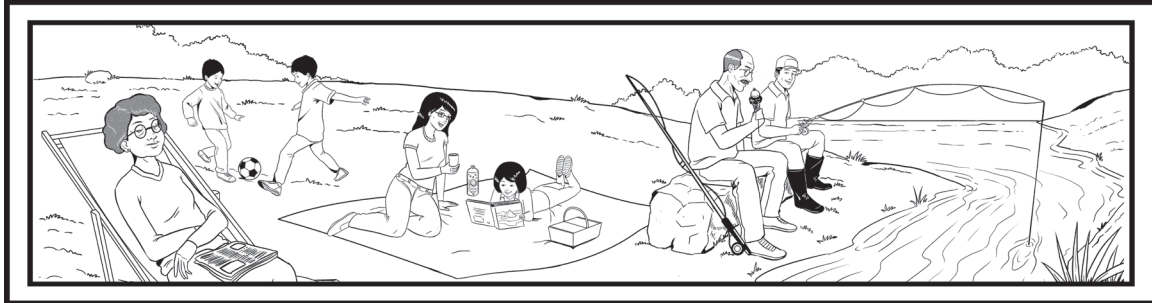
- a fire engine
- b firefighters
- c flood
- d police car
- e ambulance
- f fire

**Vocabulary: Emergencies**

Name: .....

Class: .....

## 1 Look and complete. What were the family doing?



Yesterday was a beautiful day. It was my birthday. My family went for a picnic in the park.

When I took this photograph, my grandmother (1) was sleeping and my grandfather

(2) \_\_\_\_\_ chocolate ice cream. He loves it!

My sister, Susie, (3) \_\_\_\_\_ a book. She reads every day! My brothers, Max

and Sam, (4) \_\_\_\_\_. They want to be famous football players when they are

older. My mum (5) \_\_\_\_\_ lemonade and my dad and my grandfather

(6) \_\_\_\_\_ next to the river. My dad was fishing but he never catches any fish!

## 2 Correct the sentences.

1 Grandmother was eating a sandwich.

Grandmother wasn't eating a sandwich. She was sleeping.

2 Susie was playing tennis.

\_\_\_\_\_

3 Mum was singing.

\_\_\_\_\_

4 Grandfather was dancing.

\_\_\_\_\_

5 Max and Sam were flying a kite.

\_\_\_\_\_

6 Dad was swimming.

\_\_\_\_\_

Language focus 1: Past continuous

Name: .....

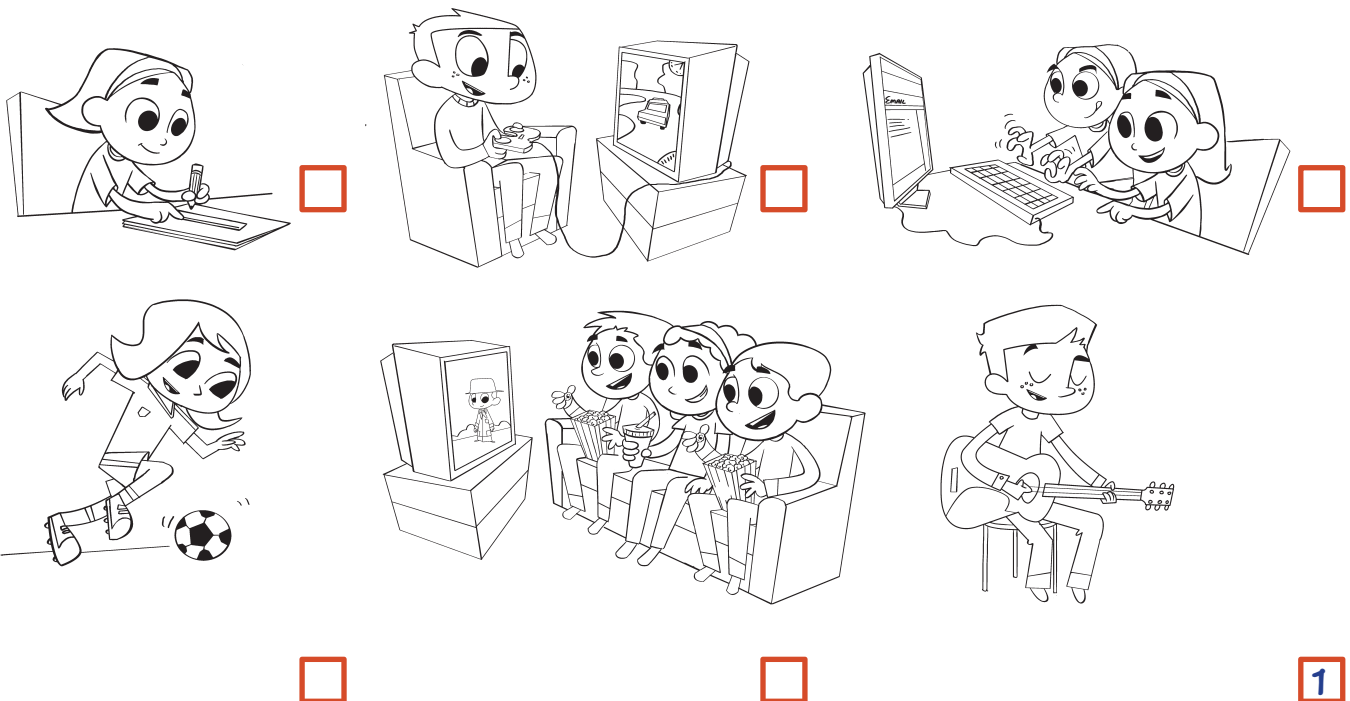
Class: .....

## 1 Complete the questions. Then match the questions and answers.

Was ~~were~~ they doing playing she

- 1 What were you doing yesterday at 7 o'clock? a Yes, he was.
- 2 Was \_\_\_\_\_ doing her homework? b I was playing the guitar.
- 3 Was he \_\_\_\_\_ a video game? c No, she wasn't. She doesn't play on Sundays.
- 4 What was he \_\_\_\_\_ at 6 o'clock? d Yes, they were. It was to their friends in Australia.
- 5 \_\_\_\_\_ she playing football? e Yes, she was. She was working very hard.
- 6 Were \_\_\_\_\_ writing an email? f He was watching a film with his friends.

## 2 Number the pictures.



Language focus 2: Past continuous questions

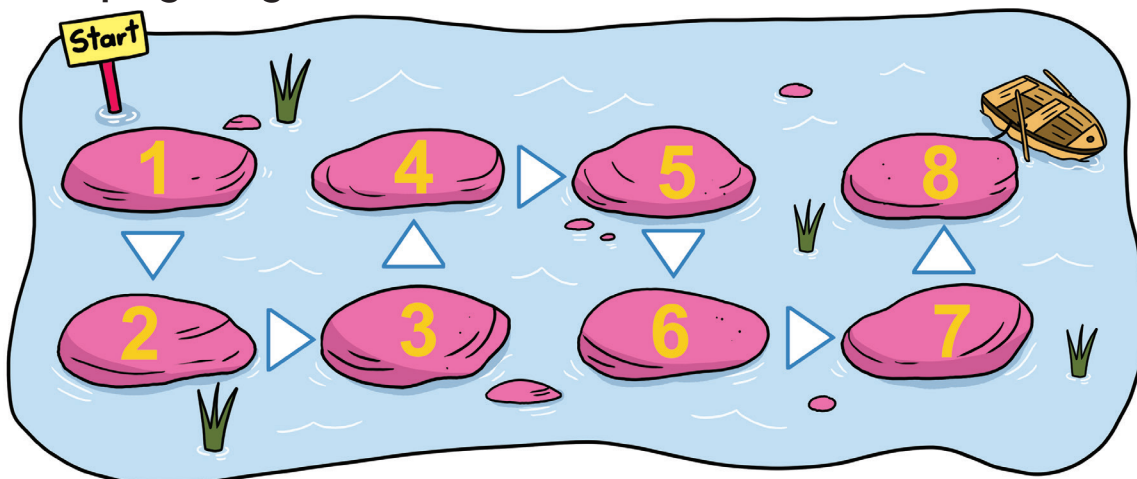
Name: .....

Class: .....

1 Read and write *True or False*.

1 Floods happen when there's a lot of rain.	5 When snow melts quickly, the water can go into rivers.	9 River banks flood when there is a little rain.
2 People can use satellites to find out when a flood is going to happen.	6 Floods can happen when big waves go over sea walls.	10 When flood water is high and fast, you can swim through it.
3 It's a good idea to have food and a torch when there's going to be a flood.	7 You can drink flood water.	11 Deserts can also have floods.
4 It's OK to walk through deep flood water.	8 Floods always happen very quickly.	12 Floods can be good for dry habitats.

## 2 Now play the game.



Environmental studies: Floods