

Module 5 Getting from A to B

1 Put the letters in the right order to make words connected with people travelling and forms of transport. If you need help, you can look at the vocabulary on page 42 again.

- | | | | |
|---------------|---------|-----------|------------|
| 1 bikotmroe | icatrrf | eroaaplne | iclbyce |
| m_____ | t_____ | a_____ | b_____ |
| 2 wdecrod | otcesor | uquee | ngasspeers |
| c_____ | s_____ | q_____ | p_____ |
| 3 hips | atrm | rrfey | otba |
| s_____ | t_____ | f_____ | b_____ |
| 4 dnergrounud | sbu | tainr | uwsaby |
| u_____ | b_____ | t_____ | s_____ |

2 Which word in each group is different and why?

3 Which of these forms of transport do you normally take? When and where do you go? Tell your partner.

4 Do you remember these expressions? Write the words in the spaces.

- | | |
|----------------------|-------|
| _____ a car | drive |
| _____ a bicycle | take |
| wait _____ a train | take |
| get _____ a train | to |
| get _____ a train | ride |
| fly _____ Atlanta | for |
| go _____ underground | to |
| _____ a train | on |
| _____ a bus | off |
| walk _____ work | by |

5 Which of these things do you do every week? Which do you never do? Tell your partner.

TEACHER'S NOTES:**Module 5 Getting from A to B**

This worksheet is designed to be used once students have completed pages 42–43.

- 1 Get students to reorder the letters to make words to do with people travelling or forms of transport. Refer students to the vocabulary on page 42 if they need help. Get brief feedback.**

1	motorbike	traffic	aeroplane	bicycle
2	crowded	scooter	queue	passengers
3	ship	tram	ferry	boat
4	underground	bus	train	subway

- 2 Get students to discuss in pairs which word could be different in each group.**

Possible answers:

- 1 traffic (the others are forms of transport)
- 2 scooter (the others all refer to people)
- 3 tram (the others are all forms of transport on water)
- 4 bus (the others are all to do with trains)

- 3 Students can discuss this in pairs or small groups. Monitor and take notes of errors and good language used.**

- 4 Ask students to fill the gaps with the appropriate words on the right and then to briefly compare their answers with a partner.**

drive a car
ride a bicycle
 wait **for** a train
 get **on** a train
 get **off** a train
 fly **to** Atlanta
 go **by** underground
take a train
take a bus
 walk **to** work

- 5 Students can discuss this in pairs or small groups. Monitor and take notes of errors and good language used. At the end of this activity you can correct errors heard during the class and praise students for any good language used.**