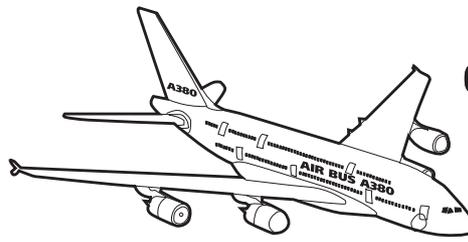


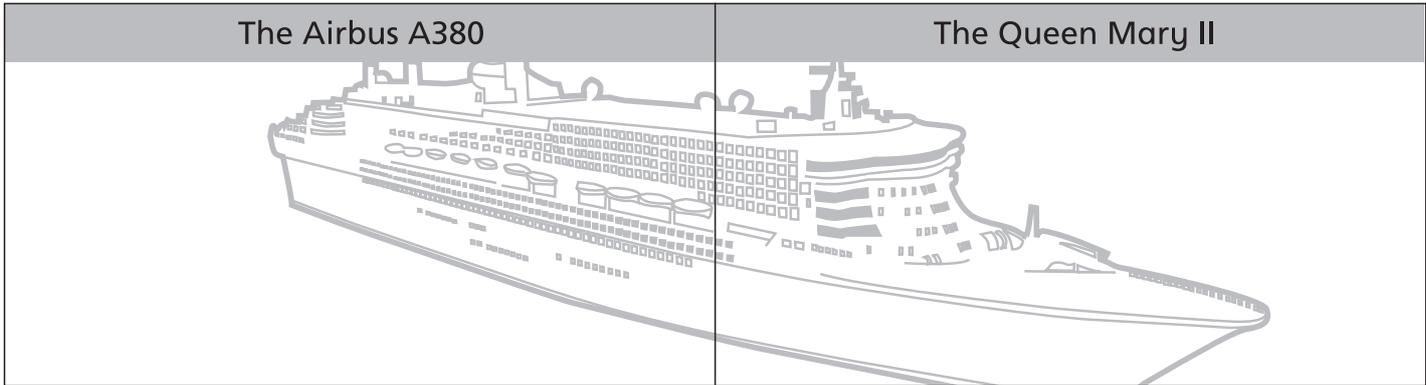
# SOCIAL SCIENCE

## Air and water transport.



### 1 Write.

five swimming pools	computer centre with 21 computers	10 restaurants
maximum speed: 955 km/hour	maximum speed: 56 km/hour	73 metres long
345 metres long	853 passengers	2.620 passengers
weight: 148.000 tonnes	play area for children	weight: 286 tonnes



### 2 Complete.

- The Airbus A380 can carry 853 \_\_\_\_\_.
- The Airbus A380 can travel at \_\_\_\_\_ km/hour.
- The Airbus A380 is \_\_\_\_\_ long.
- The Airbus A380 weighs 286 \_\_\_\_\_.
- The Queen Mary II weighs \_\_\_\_\_ tonnes.
- The Queen Mary II can carry \_\_\_\_\_ passengers.
- The Queen Mary II is 345 metres \_\_\_\_\_.
- The Queen Mary II can travel at 56 \_\_\_\_\_.

### 3 Answer. The Airbus A380 or the Queen Mary II?

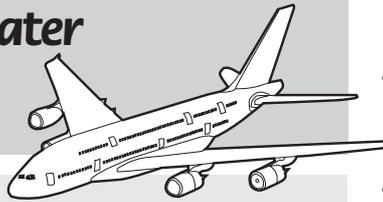


- Which is heavier? \_\_\_\_\_
- Which is longer? \_\_\_\_\_
- Which is faster? \_\_\_\_\_

### 4 True or false?

- |  |  |
|--|--|
| 1 Planes, helicopters and hot-air ballons travel by air. _____ | 4 Planes have got wheels. _____                |
| 2 Boats have got wings. _____                                  | 5 Boats, canoes and rafts travel by air. _____ |
| 3 Seaplanes can land on water. _____                           | 6 Boats and planes carry people. _____         |

## Air and water transport.



### Aim

- To study similarities and differences between air and water transport.

### Language focus

**Key vocabulary:** *plane, boat, speed, long, weight, travel, passenger, helicopter, hot-air balloon, seaplane, canoe, raft.*

**Key language:** *The Queen Mary II has got five swimming pools. The Airbus A380 is 73 metres long. The Queen Mary II is heavier than the Airbus A380. Planes travel by air.*

### Materials

- Worksheet.
- (Optional) Pictures of early planes and boats. Pictures of big, modern planes (such as the Airbus A380) and boats (such as the Queen Mary II).

*many people can they carry? Have they got restaurants / swimming pools ...?*

- Explain that *the Airbus A380 is a very big plane and the Queen Mary II is a very big boat.* Show them some pictures if possible.
- Ask the pupils to read the information in Activity 1 and guess which information is about the Airbus A380 and which is about the Queen Mary II. Do one or two examples on the board. Encourage the pupils to write the information in the boxes. Get feedback from the class and write the correct answers on the board.

### Answers:

The Airbus A380	The Queen Mary II
maximum speed: 955 km/hour 73 metres long 853 passengers weight: 286 tonnes	five swimming pools maximum speed: 56 km/hour 345 metres long computer centre with 21 computers 10 restaurants 2,620 passengers weight: 148.000 tonnes play area for children

## Warm-up

- Tell the pupils about your most recent holiday. Tell them where you went, how you travelled and what you did, eg, *Last summer I went to England. I travelled by plane. I visited my family and friends. I was in England for three weeks. The weather was good, it was sunny and warm. It didn't rain. And you? Where did you go?* Find out how the pupils travelled. Ask the class *How many people travelled by car?* Encourage them to put their hands up. Write on the board *(12) pupils travelled by car last summer.* Continue with other means of transport such as plane, train, boat and bus.

## Completing the Worksheet

### Activity 1

- Invite a pupil to draw a big plane on the board. Ask the class if they like planes. Invite another pupil to draw a big boat on the board. Ask them if they like boats. Elicit information about planes and boats by asking questions such as *Which is bigger? Which is faster? How*

### Activity 2

- Ask the pupils *Which do you prefer, the Airbus A380 or the Queen Mary II?* Ask them to put their hands up and write on the board how many prefer the plane and how many prefer the boat, eg, *Nine pupils prefer the Airbus A380.*
- Pupils complete the sentences in Activity 2, using the information from Activity 1.

**Answers:** 1-passengers; 2-955; 3-73 metres; 4-tonnes; 5-148,000; 6-2,620; 7-long; 8-km/hour

### Activity 3

- Draw a football pitch on the board and explain that *a football pitch is between 90 and 120 metres long.* Draw the Airbus A380 and the Queen Mary II on the board. *The Airbus A380 is nearly as long as a football pitch. The Queen Mary II is three times longer than a football pitch.*
- Write *fast, long* and *heavy* on the board. Ask the pupils *Which is longer, the Airbus A380 or the Queen Mary II? The Queen Mary II is longer than the Airbus A380.* Continue with *heavier* and *faster.*
- Pupils answer the questions in Activity 3.

**Answers:** 1-The Queen Mary II is heavier than the Airbus A380. 2-The Queen Mary II is longer than the Airbus A380. 3-The Airbus A380 is faster than the Queen Mary II.

### Extension activity

Elicit other means of transport, eg, car, helicopter, bicycle, bus, train, sailing boat, seaplane, etc. Encourage the pupils to make comparative sentences using *heavier, faster and longer*, eg, *Helicopters are heavier than bicycles. Write on the board \_\_\_\_\_ are (heavier / faster / longer) than \_\_\_\_\_.* Arrange the pupils in small groups and ask them to write as many sentences as possible in five minutes. The pupils count their sentences. Get feedback from the groups.

### Activity 4

- Talk about the differences between early planes and boats and modern planes and boats. *The first planes and boats were very small and simple. Today planes and boats are big and use very modern technology.* Talk about different types of planes and boats (seaplanes, helicopters, sailing boats, canoes, rafts, etc) and the differences between them. Show the pupils some pictures if possible.
- Make some true/false sentences about planes and boats. Encourage the pupils to say

whether your sentences are true or false and correct the false sentences, eg, *Planes travel by water.* (F) *Planes travel by air.* (T). *Boats have got wheels.* (F) *Big planes can carry 400 or 500 passengers.* (T). *Planes have got wheels.* (T).

- The pupils read the sentences in Activity 4 and write T (true) or F (false). Help with vocabulary if necessary and check answers with the class.

**Answers:** 1-T; 2-F; 3-T; 4-T; 5-F; 6-T

### Extension activity

Pupils cut out pictures of different means of transport from magazines or draw their own pictures. Then they paste them in their notebooks or on a separate piece of paper and write sentences about them.

### Extension activity

NB This activity requires pupils to be familiar with the superlative form of adjectives.

Ask the pupils to name as many different means of transport as possible and write them on the board. Encourage the pupils to find the fastest, slowest, heaviest, longest, biggest ... means of transport. Ask them questions such as *Which is the fastest?* Elicit complete sentences, eg, *Planes are the fastest.*