

# SOCIAL SCIENCE

## Land transport.

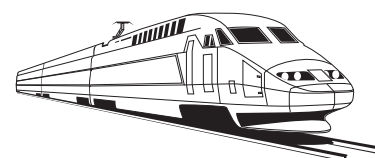
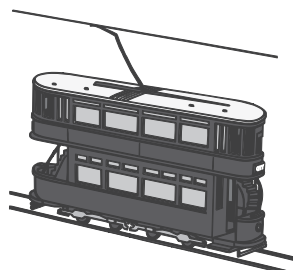
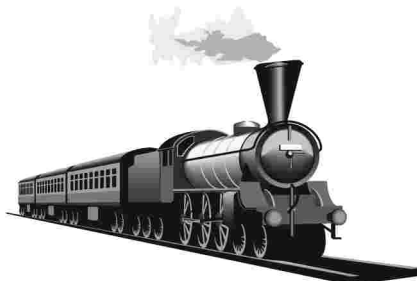
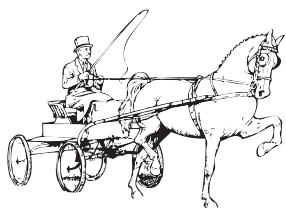
### 1 Match.

a high-speed train

b tram

c steam train

d horse cart



1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

### 2 Complete the sentences.

1 A bus has got many wheels. It has got an engine. It can carry many people.

2 A tram has got many \_\_\_\_\_. It has got an \_\_\_\_\_.

It can carry many \_\_\_\_\_.

3 A steam train \_\_\_\_\_.

It has got \_\_\_\_\_. It can \_\_\_\_\_ many \_\_\_\_\_.

4 A horse cart \_\_\_\_\_ two or four \_\_\_\_\_.

It \_\_\_\_\_ an engine. It can \_\_\_\_\_ two to four \_\_\_\_\_.

### 3 Complete and order the sentences.



a The car was invented in the \_\_\_\_\_.

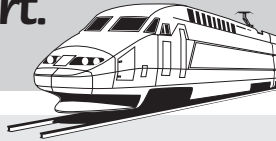
b The high-speed train was invented in the \_\_\_\_\_.

c The wheel was invented \_\_\_\_\_.

d The horse cart was invented \_\_\_\_\_.

e The steam train was invented in the \_\_\_\_\_.

## Land transport.



### Aim

- To study the characteristics and history of different means of land transport.

### Language focus

**Key vocabulary:** *high-speed train, tram, steam train, horse cart, wheels, engine, invent/invented, engine.*

**Key language:** *A bus has got many wheels. It has got an engine. It can carry many people. The car was invented in the 1880s.*

### Materials

- Worksheet.

## Warm-up

- Tell the pupils how you travel to different places and ask them how they travel, eg, *I come to school by car. How do you come to school? Continue with I go to the beach by ... I go to the cinema by ... etc.*
- Ask the pupils to find pictures of different means of transport. Encourage the pupils to say if they are *water, land* or *air* transport.
- Elicit means of transport from the pupils and write them on the board. Be sure to include the following: *car, bicycle, train, plane, helicopter, boat, bus.*
- Draw a table with three columns on the board. Ask the pupils how we can divide the different means of transport into groups. Elicit possible answers (big and small, with/without wheels, with/without engine, etc). Explain that *some means of transport travel by air, some by water and some by land.* Write *air, water* and *land* at the top of the columns. Ask the pupils to copy the table and write the names of the different means of transport in the appropriate columns in their notebooks.

### Extension activity

Draw a car on the board slowly. Encourage the pupils to guess what it is as you draw it. Invite some pupils to draw pictures of other means of transport on the board while the class tries to guess what they are.

## Completing the Worksheet

### Activity 1

- Write the names of the means of transport in Activity 1 on the board. Ask the pupils questions about them, eg, *High-speed trains. How many wheels have they got? Have they got an engine? Is the engine small or big? Are trains bigger than cars or smaller? Do they travel by air?* Continue with *trams, steam trains* and *horse carts.*
- Explain that *most means of land transport have got wheels. The wheel was invented about 5,000 years ago. People used the wheel to move heavy things from one place to another. Then people used the wheel to travel.*
- Ask the pupils to match the words to the pictures.

**Answers:** 1-d; 2-c; 3-b; 4-a

### Activity 2

- Write all the names of the means of transport in Activities 1 and 2 on the board (the same as for Activity 1, plus *bus*). Describe one of them and encourage the pupils to guess which one it is. Include information about the wheels, engine and how many people it can carry, eg, *It has got many wheels. It has got an engine. It can carry many people.* (high-speed train) Write on the board *It has got \_\_\_\_\_ wheels. It has got/hasn't got an engine. It can carry \_\_\_\_\_ people.* Describe some more means of land transport in the same way.
- Ask the pupils to complete the sentences.

**Answers:** 2-wheels/engine/people; 3-has got many wheels/an engine/carry/people; 4-has got/wheels/hasn't got/carry/people

### Activity 3

- Write the names of various means of land transport on the board (include some new ones), eg, *car, motorbike, bicycle, high-speed train, bus, tram, steam train, horse cart.*
- Draw a timeline on the board. Write *past* on the left and *now* on the right. Explain that *some of these means of transport were invented a long time ago. Some were invented*

*more recently. Some are old and some are modern.*

- Read the sentences in Activity 3 with the class. Make sure the pupils understand the meaning of *was invented* and explain that *in the 1880s* means between 1880 and 1889. Encourage the pupils to guess the answers. They shouldn't write anything at this stage. Get feedback and check answers .
- Ask the pupils to complete the sentences and then order them from the oldest to the most modern means of transport. Encourage the pupils to read the sentences out loud.

**Answers:** a-1880s; b-1960s; c-5,000 years ago; d-a long time ago; e-1820s

**c-1; d-2; e-3; a-4; b-5**

### Extension activities

- The pupils draw pictures of the different means of transport in Activity 3 in their notebooks, from the oldest to the most modern.
- The pupils can do a project about different means of land transport.