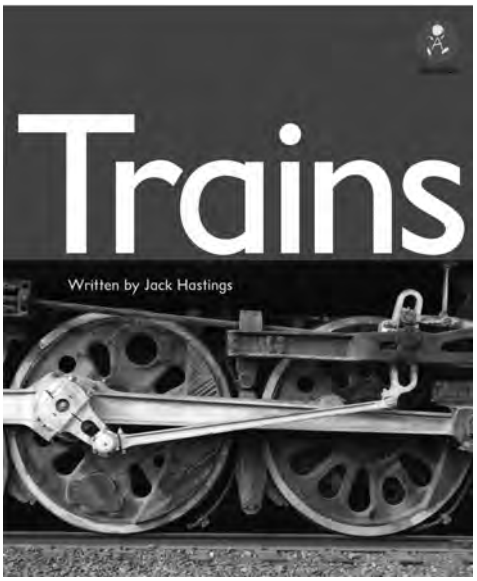
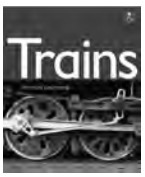


Trains

Topic: Trains
Curriculum link: SOSE
Text type: Report
Reading level: 21
Word count: 339
Vocabulary: attached, diesel, electric, engine, freight, Japanese, kilometres, maglev, magnetic, monorails, passenger
Possible literacy focus
Understanding the text at an interpretative level to compare local trains with the trains in the book.
Understanding the literal meaning of the text.
Summary
This book is about the history and development of trains and railways. It compares and contrasts the first trains with modern trains.

Task Card

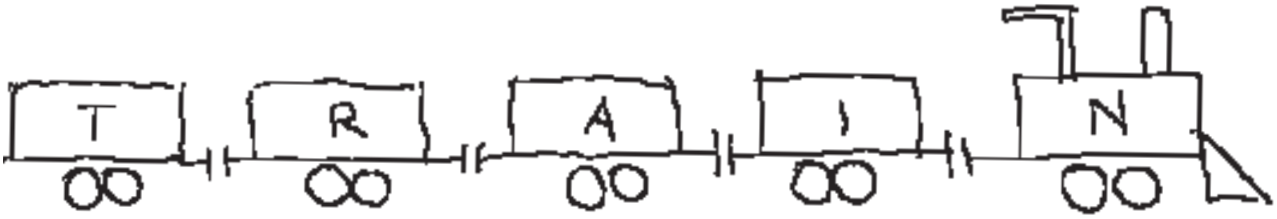
Design a train

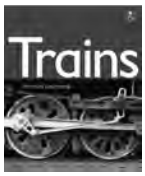


You will need:

cardboard, coloured paper, icy-pole sticks, small boxes, corks, pipe cleaners, scrap material, crepe paper, sticky tape, glue, scissors, pencils, felt-tip pens

1. Brainstorm some ideas for designing your own train and write them down.
2. Search for good materials to make each part of your train.
3. Create your train. Write a description of your train explaining its special features. Include some of the terms from the book.
4. Display your train in the classroom.



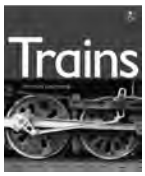


Name _____

Describing pictures

Look closely at the following two pictures.
Write a description of each train.

What is the same about each train? What is different?



Name _____

True or false?

Read these statements and write **true** or **false** beside each one.

The very first railways did not have trains. _____

All modern trains use magnets to power them. _____

The first steam engine to pull a passenger train was built nearly two hundred years ago. _____

Some trains have no wheels at all. _____

All monorails hang from their track. _____

One of the fastest trains in the world is the bullet train. _____

Freight trains only use diesel fuel. _____

All electric trains run underground through tunnels. _____

In many cities, passenger trains run on electricity. _____

When it is moving, a maglev train is actually floating in the air. _____

