



## Transport

### Task 1: The First Airplane

#### Activity 1: Listening

Welcome to a practice listening for the GESE 5.

You are going to hear a talk about **the first airplane**. You will hear the talk twice. As you listen, write down some notes about what you hear, if you want to. I will ask you six questions on some facts about **the first airplane**. Are you ready?

#### Audio Script

The Wright brothers, Wilbur and Orvil, are **famous** for being the **inventors** of the airplane. They first were happy with the **success** of their **glider** in 1902 but in 1903, during the spring and summer, they **created** the **airplane**, **going down in history** for this **world changing invention** in the **world of transportation**. They were able to show this with the four short **flights** that they made on December 17th of that same year. The **plane** was made out of **wood** and **muslin**. The airplane is known as The Wright Flyer I and on it's forth flight **a gust of wind** made the plane **flip over**. It was **severely damaged** and couldn't be **flown** again. Before the damage, they were able to take a **photograph** of the first flight, which is often seen in text books. However, you can find The Wright Flyer I in the Smithsonian Institution in Washington, D.C.

Now I will ask you some questions. You only need to answer in a few words.

Now let's look at the questions again, but with the possible answers.

This is the end of the listening task.

1	When did the Wright brothers invent the airplane?	1903 / nineteen-oh-three
2	How many flights did they do?	4 / four
3	What materials were used to make the airplane?	wood / muslin
4	What damaged the airplane?	(a gust of) wind
5	What did they take in the first flight?	a photograph
6	Where can you find the Wright Flyer I?	in the Smithsonian Institution (in Washington, D.C.)

Marks: +\_ / +6

**Note:** The questions are concentrated so that the student learns how to understand form questions with “When did...?”, “How many...?”, “What...?”, “Who did...?” and “Where can...?” You must remind the student that “do” is an auxiliary verb at times and will at times not be able to translate into their language. The auxiliary verb is also known as a helping verb and this term may make the student understand better that the helping verb is helping the verb that comes after be grammatically correct in English. Also, when using can, since it is a modal verb, the preposition “to” can not be placed behind it.

Translations don’t always translate easily. This is when you must guide a student in the understanding of the translation. For example, if your student is Spanish, observe how the questions of “Who do...?” changes when translated.

Question 1: When did...? = ¿Cuándo era...?

Question 2: How many...? = ¿Cuántos...?

Question 3: What ...? = ¿Qué ...?

Question 4: What ...? = ¿Qué...?

Question 5: Who did...? = ¿Quién...?

Question 6: Where can ...? = ¿Dónde puede...?

You can also help the student understand question structures here. Some students understand structures better and others are more visual. So, it could be a good idea to colour code the different parts of grammar.

For example:

Red → Nouns

Green → Verbs

Blue → Adjectives

Orange → Adverbs

Purple → Prepositions / Articles

Pink → Pronouns

Yellow → Conjunctions

Brown → Interjections

Turquoise → Punctuation marks

**Question 1:**

When did the Right Brothers invent the airplane ?  
Interjections + auxiliary verb + article + noun + verb + article + noun ?



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- Have students write a list of specific vocabulary and phrases from listening Look at audio script for highlighted specific vocabulary and phrases.
- Have them write their own questions about New Years that later can be used in a speaking activity with another classmate.