Aerodynamics ～ STEAM Education from Queensland

🏃 Warm up! ››
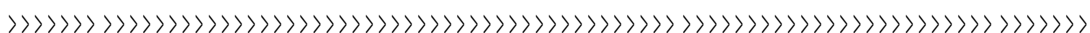
Check the important words and phrases used in the session and what they mean.
You can also use the read-aloud voice on the website to check your pronunciation.

☑ Words & Phrases	訳
☐ 1. inquiry	調査、研究
☐ 2. gravity	重力、引力
☐ 3. pull force	引く力
☐ 4. push force	押す力
☐ 5. investigate	～を調査する
☐ 6. lift	揚力
☐ 7. weight	重力
☐ 8. thrust	推力
☐ 9. drag	抗力
☐ 10. air particle	大気中微粒子
☐ 11. balloon	風船
☐ 12. blade	（プロペラなどの）羽根
☐ 13. paper clip	クリップ、紙ばさみ
☐ 14. diagram	図表
☐ 15. spin	回転
☐ 16. oppose	～に対抗する
☐ 17. reduce	～を減らす
☐ 18. increase	～を増やす
☐ 19. altitude	高度
☐ 20. flap	フラップ、下げ翼
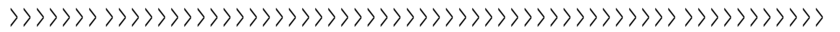
The following questions are based on the contents of the session. Watch the session and answer each question.

[1] Explain why things fall.

[2] Complete these sentences by writing appropriate words or phrases in the underlined spaces.

1. Our helicopter had a _____ fall because _____

   _____ .

2. Our helicopter had a ____ spin. Fast spin is good because it creates extra ____ that gives ___ to our helicopter.

[3] Explain why the helicopter falls slowly.

[4] **Complete these sentences by writing appropriate words or phrases in the underlined spaces.**

1. When we walked fast the tumblewing _____ altitude because _____

   _____ .

2. When we walked slowly the tumblewing _____ altitude because

   _____ .

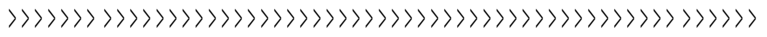**[5]** **Explain how to make something that falls as slow as possible.**

[6] **Looking at this session, what kind of attitude do you think is important for scientific research?**

Wrap up the session! >>>

[1] **The following is a summary of the session. Write down the appropriate words in the blanks in the passage. You may use the same words for several blanks.**

Everything on the (   ) which has (   ) falls because of

(   ). Gravity (   ) things towards the earth. However, we

can make things fall slowly by using (   ) (   ). Paper

helicopters with (   ) fall (   ), because the (   )

catch many air particles. The air particles cause the blades to (   )

and (   ) the helicopter. In the experiment with the (   ),

the (   ) can (   ) in the air for more than ten seconds. As

we walk with a (   ), the (   ) is hit by air particles and can

stay at a high (   ) for a long time.

[2] Write down what you learned in today's session.

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