

Lesson Plan



Trains take people on holiday, and to their jobs. There are fast trains and old trains. There are trains that carry cars and coal.

CEFR Level A1
YLE Movers
Text type: nonfiction
Word count: 197
Lexile measure: 280L

Lesson objectives

Vocabulary focus

Trains: *coal, goods, passenger, steam, subway*

Adjectives: *fast, great, new, old*

Verbs: *carry, enjoy, go, help, look, love, see, take, travel*

General: *car, down, holiday, house, job, people, road, under, up*

Grammar focus

Adjectives

Compound nouns

Reading skills

Finding information in a text

Cross-curricular connections

Art (making a poster)

Music (song)

Resources

Reader

Activity Book

Flashcard download 1–9

Audio download (UK/US) tracks 1, 4

Timing: 40–60 minutes

This is to be used as a general guide and will depend on group size, the pace of learning, and the children's language ability.

We would suggest 10 minutes for **Before reading**, 20 minutes for **During reading**, and 10 minutes for **After reading**. Additional time can be used for further activities.

Lesson plan

Before reading

Show children the cover of the Reader, but hide most of the picture. Ask: *What is this?* Gradually reveal more of the picture until one of the children recognizes the train.

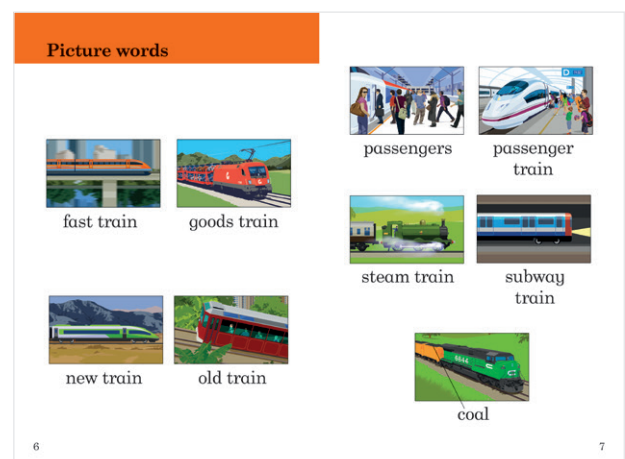
Show the whole picture on the cover, and ask:

What can you see? What color is it? Where is it? What kind of train is it? What types of train do you know? Do you like traveling on a train?

Ask the children to look at Reader pages 6–7, and introduce the vocabulary to them. Ask questions using the adjectives, for example:

What color is this train? Which one is the fast train? Which one is the goods train?

Describe one of the trains, and ask the children to identify which one it is. For example, say: *It's green and white* and elicit *It's the new train*.



During reading

Read out or play the recording of the text (Audio track 1). Ask the children to follow in their books. Every few pages, stop and ask questions to check the children's understanding.

Encourage them to find information in the text. For example, after Reader pages 22–23, ask: *Where is the train taking people?* The children should try to give complete answers.



Read out or play the story again. Ask questions to practice adjectives and compound nouns, such as *goods train*. For example, ask:

Which train is this? Which trains can you see here? What color is this train? Is it old or new? Which trains do you like?



After reading

Divide the children into teams, then ask them about specific pages. For example, on Reader pages 8–9, ask: *Is the steam train*

going up or down? Give a point for each correct answer. The team with the most points wins.

Describe something on a page, then ask the children to say which page it is on. For example, say: *This old train is a steam train* and elicit *The steam train is on page 17*. Ask the children to continue the activity in pairs.

The children can do the following activities to focus on adjectives and compound nouns:

- Reader activities: 1, 2, 3, 5, 6, 8, 9, 11, 14, 15
- Activity Book activities: 2, 8, 10, 11, 12 (Audio track 3)

Play the song (Audio track 4) on Activity Book page 16. Ask the children to follow in their books and join in. Then get the children to make up actions for each verse. Play the song again, and encourage the children to do their actions and join in with the song.

Differentiation

Extra support

Do Reader activity 15 out loud with all the children first, then ask them to repeat the activity in pairs.

Extension

Fast-finishers can do Reader activity 19, then make a poster about their favorite train and write about it. Ask them to present their finished poster to the other children.