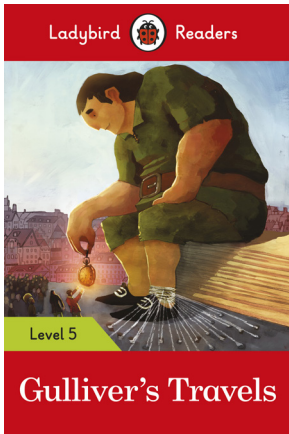


Lesson Plan



After a shipwreck, Gulliver finds himself on an island of tiny people with no way to get home.

CEFR Level A2

YLE Flyers

Text type: traditional tale

Word count: 1,498

Lexile measure: 600L

Lesson objectives

Vocabulary focus

Adjectives: *dangerous, frightened, huge, jealous, kind, thin, thirsty, tiny, upside down*

People: *emperor, guard, king, joker, queen, servant*

Verbs: *allow, amaze, attack, climb, die, reach, row, shoot, tie, wreck*

General: *adventure, arrow, bow, chain, danger, hedge, island, journey, language, platform, rope, sail, ship, shore, sting (n), storm, temple, wasp, wheel*

Grammar focus

Question words

Reading skills

Summarizing

Cross-curricular connections

History (ships, exploring in the past)

IT (online research)

Social studies (travel, different cultures)

Resources

Reader

Activity Book

Audio download (UK/US) tracks 1, 2, 3

Flashcard download 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

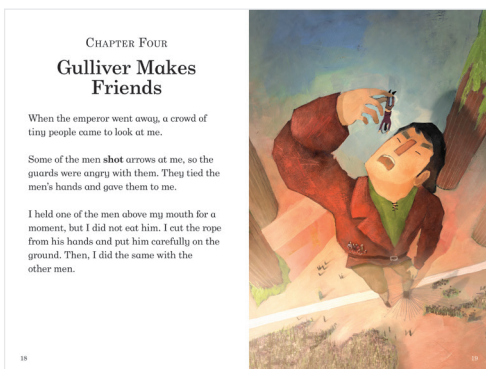
Show the children the cover of the Reader but hide the title. Point to the man and the tiny people on the left of the picture. Ask: *What is strange about this man and these people?* Elicit that the man is huge compared to the people, so either he must be a giant, or they are very tiny. Point to the man's clothes, and the houses, and ask: *Do you think this story happens in the past or the present?* Establish that it is in the past. Encourage the children to describe the man and ask: *What is in his hand? What do you think he is doing?* and establish that he is showing a watch to the tiny people. Tell the children to look quickly through the Reader. Ask: *What do you think this story is about? Is it about love/animals/the sea?* Establish that it is a story about adventure or travel. Reveal the title and introduce the man as Gulliver. Explain that the author, Jonathan Swift (1667–1745) wrote *Gulliver's Travels* at a time when there were no real novels, but people were very interested in travel narratives. It is his most famous book and describes the fictional adventures of Gulliver, a

ship's doctor, after his ship is wrecked at sea.

Read out or play the recordings of the Contents and Characters pages (Audio track 1) and ask the children to follow in their Reader. Ask questions, for example: *How many chapters are there? Which chapter is about a journey/an island?* Ask the children to look at the pictures of the characters on page 5. Ask: *Which picture goes with which chapter?* and help them to match the characters to the chapter headings. Ask: *Are Lilliput and Brobdingnag real places, do you think?* Establish that they are fictional.

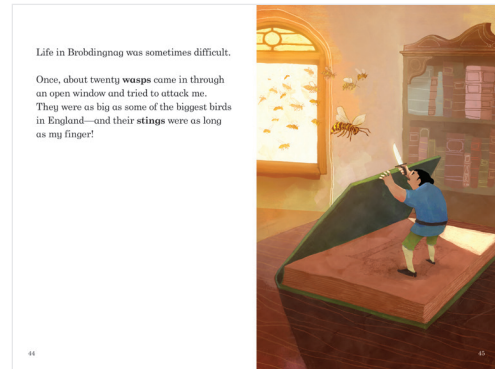
Contents		Characters	
Characters	5		
CHAPTER ONE	A Journey at Sea		
CHAPTER TWO	The Island of Tinian		
CHAPTER THREE	Gulliver Meets the Emperor		
CHAPTER FOUR	Gulliver Makes Friends		
CHAPTER FIVE	Lilliput		
CHAPTER SIX	Blefuscu		
CHAPTER SEVEN	Back to England		
CHAPTER EIGHT	Another Adventure		
CHAPTER NINE	The Country of Huge Men		
CHAPTER TEN	Brobdingnag		
CHAPTER ELEVEN	Home Again		
Activities	50		
Project	62		
Glossary	63		

Read out or play the recordings of Chapters 1–6 (Audio track 1) and ask the children to follow in their Reader. After each chapter, stop and ask the children to summarize what happened. Encourage them to use their own words as much as possible rather than just reading the text. Use the pictures as prompts to check the children's understanding. For example, after reading Chapter Four, show them the picture on page 19 and ask: *Why is Gulliver holding a tiny man? What happened next? Did he eat him? What did he do with him?*



During reading

Read out or play the recording of Chapters 7–11 (Audio track 1) and ask the children to follow in their books. Stop after each chapter and encourage the children to summarize what happened. Prompt them with different question words. For example, after reading Chapter 10, show them page 43 and ask: *Why is Gulliver in the milk? Who put him there? How is he feeling?* Show them the wasps in the picture on page 45 and ask: *What are these? Where did they come from?*



After reading

Divide the class into two teams. One team is the people of Lilliput and the other the people of Brobdingnag. Give each team the appropriate Flashcard. You are Gulliver. Tell the teams they are going to conduct an interview with you. Display a number of question words, and give teams time to prepare six questions. Encourage them to ask you about yourself, your family, and your country. For example: *What is your name? Where did you come from? How did you get here?* Award points for correct questions. Teams can make up more questions to ask about the other team's country. Award more points for correct questions and answers. Discuss *Gulliver's Travels* with the children. Which country would they most/least like to visit, Lilliput or Brobdingnag, and why? The children can do the following activities to focus on the main events in the story.

- Reader activities: 1, 2, 5 (Audio track 2), 8, 9, 10, 12, 14 (Audio track 3), 20, 21, 22

Differentiation

Extra support

Before the children do the Reader activities, display Flashcards 1–4 again. Ask the children to put them in the order in which they appear in the story. Draw two columns and write “Lilliput” at the top of one and “Brobdingnag” at the top of the other. Elicit information about the two countries, and write it in the appropriate column. For example, under Lilliput, write *tiny people* and under Brobdingnag, *huge people*. Under Lilliput, write *emperor* and under Brobdingnag, write *king* and *queen*.

Extension

Fast-finishers can do online research about a country they would like to visit. They can write some information about it, for example, its geography (mountains, forests, beaches, desert), its people, its language, its cities, and say why they would like to go there.