

### Lesson Plan



Scuderia Ferrari is one of the great names in motor racing. Find out all about their most famous races and victories.

CEFR Level A2

YLE Flyers

Text type: nonfiction

Word count: 1,315

Lexile measure: 720L

## Lesson objectives

### Vocabulary focus

Adjectives: *amazing, exciting, lucky, terrible, top, wrong*

Cars: *engine, tire, turbo*

Names: *Constructors' Championship, Drivers' World Championship, Formula 1, Grand Prix*

Racing: *champion, championship, finishing line, lap, motor racing, place, racetrack, success, team, victory*

Verbs: *celebrate, change, cross, die, drive, race, slow down, wave, win*

### Grammar focus

Adjectives (including superlatives)

### Reading skills

Categorizing

### Cross-curricular connections

History (motor racing)

IT (online research)

Science (racing cars)

### Resources

Reader

Activity Book

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

Flashcard download 1–8

### 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

Hide most of the cover of the Reader but show a small part of the car leading the race. Ask: *What is this?* Reveal the picture gradually until one of the children recognizes that these are racing cars. Reveal the title and read it out. Explain that Scuderia Ferrari is the racing section of Ferrari, a very famous Italian car company.

Point to the prancing horse in the top left of the picture and say: *This is Ferrari's logo*. Explain the meaning of logo, and say that companies use logos so that people can recognize that company easily. Ask the children to tell you about any other logos they know of car companies or other companies. 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: *How many chapters are there? Which chapter is about Schumacher?* Point out the dates in the chapter headings, and ask: *What happened in 1981? Where did this race take place?* Point to one of the drivers on page 5, and ask the children to find a page or pages

in the Reader with information about him. For example, Enzo Ferrari appears as a young man on page 6, and later as a 90-year-old man on page 33.

Contents		Characters		
Characters	5			
CHAPTER ONE	Mille Miglia 1948: The first victory			
CHAPTER TWO	Silverstone 1951: Success in Formula 1			
CHAPTER THREE	Dagtona 1967: On top in the USA			
CHAPTER FOUR	Monza 1975: A double victory in Italy			
CHAPTER FIVE	Monaco 1981: A victory at Monte Carlo			
CHAPTER SIX	Imola 1983: A victory for Villeneuve			
CHAPTER SEVEN	Monza 1988: Remembering Enzo			
CHAPTER EIGHT	Suzuka 2000: Champions after 21 years			
CHAPTER NINE	Suzuka 2003: Schumacher makes it six			
CHAPTER TEN	Interlagos 2007: The success goes on			
Activities	50			
Projects	61			
Glossary	63			

**During reading**

Read out or play the recordings of Chapters 1–5 (Audio track 1) and ask the children to follow in their Reader. After each chapter, stop and ask questions to check the children’s understanding about the different races. Focus on the aspects of a race which differentiate it from the other races. For example, after reading Chapter 5, ask: *Why is the Monaco Grand Prix different from other races? Why did people say that Ferrari couldn’t win it?*



Read out or play the recording of Chapters 6–10 (Audio track 1) and continue asking questions to help the children understand the information. Use the pictures to stimulate their interest and excitement. For example, focus on the picture of Michael Schumacher on page 41, and ask: *Who is this? Which country is he from? How is he feeling?* Elicit that he is very happy and excited, and establish

it is because he has just won the World Championship.



Display some superlative adjectives (*biggest, fastest, best, most exciting, greatest*) and ask the children to find them in the Reader. Ask questions to focus on the superlatives: *Which race is the most exciting? Which racing driver do you like best?*

**After reading**

Display the names of the races in random order, and ask the children to help you categorize them according to the year they happened. Without looking at their books, ask the children to look at the pictures of the drivers on page 5, and categorize them according to the races they won.

Divide the children into two teams, A and B. Give each team a Flashcard of a driver. Ask the teams to tell you some facts about the driver and award points for each fact. For example, for Gilles Villeneuve, for three points they can say (1) he was from Canada (2) he won the race at Monaco in 1981 (3) he died in a racing accident in 1982.

Talk more about motor racing with the children. Ask: *Do you think motor racing is exciting? Would you like to be a racing driver? Why/why not?*

The children can do the following activities to focus on information about races and drivers.

- Reader activities: 3 (Audio track 2), 4, 5, 8, 9, 10, 11 (Audio track 3), 12, 14, 17, 18

## Differentiation

### Extra support

Display two columns. Write “Races” at the top of one column, and “Drivers” at the top of the other. Ask the children to look through the book again, and list the names of famous races and drivers in the appropriate column.

### Extension

Fast-finishers can do online research about a famous sportsperson from their country or another country. They can give biographical details and list their achievements. Then, they can present the information to the other children.