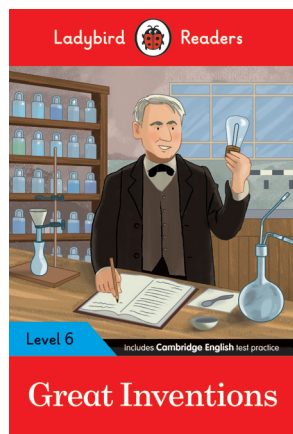


Lesson Plan



Can you imagine life before the internet, telephones, or the wheel? Great inventions can change the world!

CEFR Level A2+

YLE Flyers / KET

Text type: nonfiction

Word count: 2,000

Lexile measure: 760L

Lesson objectives

Vocabulary focus

Inventions: *airplane, airship, car, cart, cell phone, engine, internet, lightbulb, paper, computer, printing press, steam engine, telephone, vaccine, wheel*

People: *inventor, scientist*

Adjectives: *ancient, amazing, dangerous, electric, healthy, metal, modern, popular, real, rough, special*

Verbs: *chop, connect, control, copy, imagine, improve, introduce, invent, press, print, produce, recycle, share*

General: *amount, bamboo, can (n), candle, cloth, company, disease, electricity, environment, flight, ink, machine, model, poster, signal, skin, tool, voice, wind tunnel, wire*

Grammar focus

Past simple passive

Reading skills

Vocabulary development

Comparatives of adjectives

Cross-curricular connections

History (inventors)

IT (online research)

Science (inventions)

Social studies (how inventions have changed society)

Resources

Reader

Audio (UK/US) tracks 1–11

Flashcard download 1–10

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 and read the title. Explain that *invention* means something that nobody has made before, like a new tool or a machine. Point to the man.

Ask: *Who is this man?* and establish that he is an inventor. Make sure the children understand the difference between an inventor and an invention. Ask: *Can you guess what he has invented?* and teach or elicit that it is a lightbulb. Ask the children to help you list some other important inventions which they would like to read about in the book.

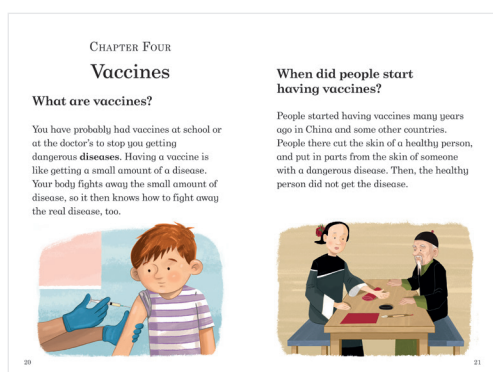
Read out or play the recording of the Contents page (Audio track 1) and ask the children to follow in their books. Ask questions about the

chapter headings, for example: *How many chapters are there? Which chapter is about the computer?* Refer the children back to the cover picture and ask them to find the pages in the book which are about the lightbulb, and tell you the page numbers and the name of the inventor. Go over the pictures of the inventions on page 5 and ask the children to match each one with the correct chapter.

Contents	Picture words
Picture words	5
INTRODUCTION	About Inventions 6
CHAPTER ONE	The Wheel 8
CHAPTER TWO	Paper 12
CHAPTER THREE	The Printing Press 16
CHAPTER FOUR	Vaccines 30
CHAPTER FIVE	The Telephone 24
CHAPTER SIX	The Lightbulb 28
CHAPTER SEVEN	The Car 32
CHAPTER EIGHT	The Airplane 36
CHAPTER NINE	The Computer 40
CHAPTER TEN	The Internet 44
Activities	48
Projects	60
Glossary	62

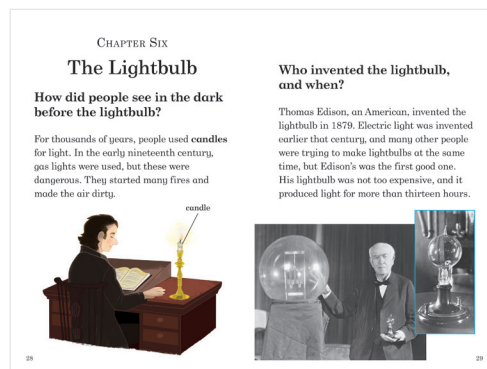
During reading

Read out or play the recording of the Introduction and Chapters 1–5 (Audio tracks 1–6), and ask the children to follow in their books. Do this chapter by chapter, as the children are likely to find the information and new vocabulary challenging. At the end of each chapter, stop and ask questions to check the children's understanding. For example, after Chapter 4, ask: *Why are vaccines important?*



Read out or play the recording of Chapters 6–10 (Audio tracks 7–11). Continue asking questions to help the children understand the information. From time to time, ask them to identify any verbs in the past simple passive. For example, in Chapter 6, they can find *were used* (p. 28) and *was invented* (p. 29). Help them differentiate

between the past simple “Thomas Edison, an American, invented the lightbulb . . .” and past simple passive “Electric light was invented . . .”



Display the adjectives *easy, good, light, fast, quick, cheap, early, slow, heavy, small*. Direct the children to the chapters which contain their comparatives and ask them to identify them. For example: *easier, better, lighter, faster* (Ch. 1); *quicker, cheaper* (Ch. 3); *earlier* (Ch. 6); *slower* (Ch. 7); *heavier* (Ch. 8); *smaller* (Ch. 9). Ask questions with comparatives, for example: *Were wheels with spokes slower or faster?* and elicit *faster*.

After reading

Divide the class into teams and organize a vocabulary quiz. Display a word from the Reader, for example, *disease*, and ask a child from Team A to tell you which invention it relates to (vaccine). Award points for correct answers, then for extra points, ask the child to spell the name of the invention. If the child spells it incorrectly, ask a child from Team B to spell it.

Talk more about inventions with the children. Ask: *Which invention do you think is the most important? Why?* Ask: *What other inventions do you know?* Refer back to the list of inventions you made with the class before reading, and see how many appeared in the Reader.

The children can do the following Reader activities to practice vocabulary development, the past simple passive and comparative of adjectives:

- 2, 3 (Audio track 2), 10, 13 (Audio track 7), 15, 16, 19, 21

Differentiation

Extra support

Before the children do the Reader activities, display Flashcards 1–10 one by one, but with the words covered up. Help the children to tell you the name of the invention, any other facts about it and why it is important to us today.

Extension

Fast finishers can choose another famous invention and do online research about it. They can find out who invented it, where and when it was invented and why it is important. Then they can present their information to the class.