



# DO YOU KNOW?

Lesson Plan

Level 1

## TALL TOWERS

CEFR Pre-A1 Level

YLE Starters

### LESSON OBJECTIVES

#### Vocabulary

- Buildings: lighthouse, pagoda, skyscraper, tower
- Shapes: rectangle, triangle
- Adjectives: different, difficult, heavy, soft, strong, tall
- Verbs: build, find out, lean, need, think, use, work
- General: birdcage, city, cloud, country, design (n), floor, frame, internet, label (n), metal, metre, plant, poster, ride, story, swimming pool, thing

#### Grammar

- Present simple

#### Skills

- Reading: for specific information, categorizing
- Writing: simple descriptions of towers
- Listening: for specific information
- Speaking: talking about towers, describing, expressing opinions

#### Resources

- Do You Know? Tall Towers book
- Visit [www.ladybirdeducation.co.uk](http://www.ladybirdeducation.co.uk) for
  - Reading Activities
  - Video Activities
  - Audiobooks
  - Video clips

### LESSON PLAN

Timing: 40–60 minutes

Before reading: 10 minutes

During reading: 20 minutes

After reading: 10 minutes.

#### Before reading

- Show pupils the cover picture and title. Ask: *What can you see?* Elicit or teach *a city* (Hong Kong). Explain that the buildings are towers. Ask: *Are the towers tall or short?* Read out the title.
- Explain that there are different kinds of towers. Show some towers in the book and ask: *Do you know these towers? Which cities/countries are they in?*
- Show pupils the Contents page and explain its purpose, using L1 if necessary. Choose some headings, and ask pupils to find the pages they relate to. Have a race to see who can find them first.
- Show pupils the pictures on pages 4–5 and go over the vocabulary. Where possible, mime the meanings for pupils to guess. Award points for correct answers.

#### During reading

- Read out or play the audio recording up to page 17 and ask pupils to follow the text in their books. Pause to complete the *Think!* activities to check understanding.
- Focus on the text about Jenney on page 14. Ask pupils to identify the verbs in the present simple tense. Make sure they understand why *-s* is added to the third person singular verb endings.
- Continue with the audio recording to the end of the book. After each section, ask questions to give practice with the present simple. For example: *What tower helps boats at night?*



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- Divide pupils into pairs. Hand out the video worksheets. Check that pupils understand the tasks. Play the videos, pausing after each one to give pupils time to answer. Check their answers.

### After reading

- Ask pupils to do the quiz on pages 30–31 individually. Check their answers.
- Ask: *How many towers are in the book?* If you have a map of the world, display it. Ask pupils to help you find the countries where the towers are located. Ask: *Which tower is your favourite? Why?*
- Divide pupils into Teams A and B. Each team in turn chooses a tower. The other team has to make a sentence with a fact about that tower. Award points for correct facts and grammar.
- Work through some or all of the activities on the reading worksheets.
- Choose one or more of the *Find Out!* activities, or the project on page 29, and set as homework.

## DIFFERENTIATION

### Extra support

Go over the vocabulary items on pages 4–5 again and check understanding. Ask pupils to match each of the six adjectives with a tower in the book. For example, *strong* can describe the Tower of London (page 13).

### Extension

Fast finishers can look online and find information about a tower not mentioned in the book. They can make a poster with a picture and short description of their tower, and present their information to the class.