



DO YOU KNOW?

Lesson Plan
Level 2

AT SEA

CEFR A1 Level

YLE Movers

LESSON OBJECTIVES

Vocabulary

- Things at sea: catamaran, cruise ship, hovercraft, rowing boat, sailboat, ship, speedboat, submarine, submersible, surfboard, windsurfer
- Parts of seacraft: cabin, engine, fin, hull, oar, propeller, rudder, sail, tank
- Verbs: float, move, spin, steer, study, work
- General: air, diver, diving suit, hour, kilometre, metre, moon, oil, platform, pipe, poster, shape, water-skiing, wave

Grammar

- Prepositions of place

Skills

- Reading: for specific information, vocabulary development
- Writing: simple descriptions of seacraft, comparing
- Listening: for gist, for specific information
- Speaking: talking about the sea and seacraft, comparing, explaining

Resources

- Do You Know? At Sea book
- Visit 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 read out the title. Ask: *What can you see?* and elicit *a boat*. Teach *sail* and explain that the wind is moving the sail.
- Ask more questions: *Have you been on a boat? Did you like it?* Show some of the seacraft in the book and ask: *Would you like to go on this? Why/why not?*
- 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.
- Go over the pictures and vocabulary on pages 4–5. Make statements and ask pupils to correct the false ones, for example: *The duck is floating in the air*. 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. After each section, stop and ask questions to check understanding, for example: *What does a sail/propeller/rudder do?* Pause to complete the *Look!* and *Think!* activities.
- Continue with the audio recording to the end of the book. Ask questions to practise prepositions of place: *above, across, in, on, under*. For example, ask: *Where does a hovercraft travel?* and elicit *above the sea*.



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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.
- Play a matching game. Display a part of a seacraft, for example, *oars*. Ask pupils to find the seacraft in the book which moves by *oars*. Repeat with *sail*, *engine* and other parts. Award points for correct answers.
- Talk about the sea. Ask: *What lives in the sea? Do you like the sea? Why/why not? What do people do in/by the sea?*
- Work through some or all of the activities on the reading worksheets.
- Choose one or more of the *Find Out!* activities, or the projects or activity on page 29, and set as homework.

DIFFERENTIATION

Extra support

Go over the different kinds of seacraft in the book. Talk about them and help pupils make sentences to differentiate between them, for example: *A catamaran has a sail, but a speedboat doesn't.*

Extension

Fast finishers can look online and find information about the *Titanic*, or another famous ship in history. They can make a poster and write sentences about it, and present their information to the class.