



DO YOU KNOW?

Lesson Plan
Level 2

IN THE AIR

CEFR A1 Level

YLE Movers

LESSON OBJECTIVES

Vocabulary

- Flying machines: airship, drone, glider, hang-glider, helicopter, rocket
- Machine parts: fuel, (jet) engine, propeller, rotor, wing
- People: pilot, scientist
- Verbs: blow, find out, float, glide, leave, move, spin, use
- General: air, burner, experiment, fire, firework(s), forward, metre, mission, parachute, poster, remote control, space, spacecraft, squirrel, string, top (n), wingsuit

Grammar

- Present simple questions

Skills

- Reading: for specific information, vocabulary development
- Writing: simple sentences, describing how flying machines work
- Listening: for gist, for specific information
- Speaking: asking and answering questions about flying machines, explaining, expressing opinions

Resources

- Do You Know? In the Air 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 title. Ask: *What can you see?* and elicit *a plane*. Ask: *Where is it?* and establish that it is in the air. Read out the title.
- Ask: *Have you ever been on a plane? Where did you go? Did you like it?*
- Show pupils some pictures of things in the air and ask if they can name them, for example, *a balloon*. Ask: *Which things have wings?*
- 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. Ask: *Which pictures show people/things/clouds?* Ask pupils to close their books. Mime the verbs and ask them to guess the meanings. 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, ask questions in the present simple to check understanding, for example: *How does a balloon move?* Pause to complete the *Think!* activities.
- Continue with the audio recording to the end of the book. Encourage pupils to ask questions about the machines, for example: *Where does a rocket fly?*



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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.
- Divide pupils into Teams A and B. Team A chooses one of the machines for Team B to guess. Team B makes up questions using the present simple. For example: *Does it have wings? Is it big or small? Can people travel in it?* Award points for correct guesses, and extra points for correct grammar.
- Talk about the machines in the book. Ask: *Which is your favourite? Why?*
- Work through some or all of the activities on the reading worksheets.
- Choose one or more of the *Find Out!* activities, or the projects, and set as homework.

DIFFERENTIATION

Extra support

Ask pupils to help you list the different machines in the book. Talk about them, then help pupils write sentences to differentiate between them, for example: *This has/doesn't have propellers/wings.*

Extension

Fast finishers can look online and find information about the first plane. They can write sentences about who built it, when and where it flew, and how long for, and present their information to the class.