



DO YOU KNOW?

Lesson Plan
Level 3

ENGINEERING IN HISTORY

CEFR A1+ Level

YLE Movers

LESSON OBJECTIVES

Vocabulary

- Adjectives: flat, high, sticky, wide
- Buildings: aqueduct, arch, brick, channel, column, dome, keystone, pyramid
- Materials: gravel, rope, sand, stone, wood
- People: builder, engineer, soldier
- Shapes: square, trapezoid, triangle
- Verbs: build, cut, find out, keep, lift, pull, push
- General: catapult, crane, desert, fight (n), flour, kilometre, later, machine, metre, million, oven, race, sewer, wheel

Grammar

- Comparative and superlative adjectives

Skills

- Reading: for specific information, connecting ideas, inferring
- Writing: simple descriptions of buildings, comparing buildings/structures
- Speaking: asking and answering questions about buildings, describing, comparing, presenting information

Resources

- Do You Know? Engineering in History 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. Ask: *Do you know this wall?* Establish that it is the Great Wall of China, and that it is very old. Read out the title. Explain that the book is about great buildings/structures in the past.
- Show some buildings/structures in the book. Ask: *What do you want to know about this building?* Elicit questions and make a list, for example: *What's its name? How old is it?*
- 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/jobs?* Mime some of the words for pupils to guess without looking at their books.

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 to check understanding. Pause to complete the *Think!* activity on page 17.
- Continue with the audio recording to the end of the book. Focus on adjectives and their comparative and superlatives. For example, ask: *Who built the longest roads – the Greeks or the Romans?*



DO YOU KNOW?

Lesson Plan
Level 3

ENGINEERING IN HISTORY

- 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 buildings/structures are in the book?* If you have a map of the world, display it. Ask pupils to help you find the countries where the buildings are located.
- Refer to the questions pupils wrote down in the Before Reading section.
Ask: *Did you find the answers?*
- Describe a building in the book and ask pupils to guess what it is. Award points for correct answers. Divide them into two teams and have each team describe buildings for the other team to guess.
- Work through some or all of the activities on the reading worksheets.
- Choose one or more of the *Find Out!* activities, or projects, and set as homework.

DIFFERENTIATION

Extra support

Help pupils to make up sentences to compare buildings/structures in the book. For example: *Machu Picchu is a stone city but Stonehenge is a circle of stones. The biggest pyramid in the world is in Mexico.*

Extension

Fast finishers can choose a historical building in their own country, and look online to find out information about it. They can draw a picture and write sentences about it, and present their information to the class.