



DO YOU KNOW?

Lesson Plan

Level 4

HIGH SPEED

CEFR A2 Level

YLE Flyers

LESSON OBJECTIVES

Vocabulary

- High speed transport: bullet train, hyperloop, maglev, rocket
- Nature: beak, claw, (peregrine) falcon
- Technology: engine, hinge, hypersonic, magnet, pod, sonic boom, tracks, tube
- Verbs: float, measure, melt, test
- General: air, beak, claw, land, lightning, company, design (n), gravity, metal, model, pilot, racetrack, shape, speed, speed limit

Grammar

- Zero conditionals

Skills

- Reading: for specific information, connecting ideas between sentences, identifying linking words, inferring
- Writing: describing, linking ideas
- Listening: for specific information, for details, predicting
- Speaking: talking about high speed transport, analysing, expressing opinions, presenting information

Resources

- Do You Know? High Speed 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: *What can you see?* and elicit *a train*. Explain that this is a bullet train and it is very fast. Read out the title and ask: *Can you guess what the book will be about?* Establish that it will be about things that travel fast.
- Draw or display a bird like a falcon. Point to its beak, and ask: *How is this the same as the nose of the train?*
- Ask pupils to choose a picture they find interesting. Ask: *What do you want to know about this [car]?* Help them to write one or two questions.
- 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. Choose a picture and ask pupils to find the information in the book about it, for example, *beak* (pages 12–13).

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!* activity on page 7.
- Continue with the audio recording to the end of the book. As you read, ask questions to give practice with linking words, for example: *What happens to your body on a rollercoaster?*



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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.
- Refer to the questions pupils wrote down in the Before Reading section.
Ask: Did you find the answers?
- Divide pupils into teams. A pupil in Team A chooses an item for Team B to guess, for example, Concorde. Team B asks questions which can only be answered by *yes* or *no*. For example: *Is it a bird?* After guessing correctly, a pupil in Team B chooses an item.
- 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 13, and set as homework.

DIFFERENTIATION

Extra support

Display some phrases and ask pupils to find who or what they refer to, for example: *The fastest person on land* (Andy Green). Alternatively, make statements with false information and get pupils to correct them.

Extension

Fast finishers can look online and find out more information about the most exciting kind of high speed transport. They can draw a picture, write a short description, and present their information to the class.