



# DO YOU KNOW?

Lesson Plan

Level 4

## MAKING CLEAN ENERGY

CEFR A2 Level

YLE Flyers

### LESSON OBJECTIVES

#### Vocabulary

- Clean energy: hydropower, nuclear power, solar panel, solar power
- Fossil fuels: coal, gas, oil
- Machines: blade, drill (n), turbine
- Verbs: burn, cover, melt
- General: air, atmosphere, atom, carbon dioxide, coral reef, dam, dirt, electricity, fact, fuel, heat (n), mine (n), nucleus, poster, power, tide

#### Grammar

- Modals: can/must

#### Skills

- Reading: finding the main idea in a sentence, connecting ideas, sequencing
- Writing: linking ideas, explaining
- Listening: for gist, for details, predicting
- Speaking: talking about energy forms, describing, explaining, expressing opinions, presenting information

#### Resources

- Do You Know? Making Clean Energy 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 ask: *What can you see?* Establish that these are wind turbines, machines which make clean energy from wind.
- Ask: *Have you seen wind turbines? Are there any near you? Are they big or small? Ask: Do you know any other sources of clean energy?* and elicit *the sun* and *water*.
- 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 picture shows a gas/ice/a forest? Which pictures show things we can/cannot touch?*
- Ask pupils to find the pages in the book relating to the pictures on pages 4–5. For example, the drill is on page 10. Have a race to see who can find the pages first.

#### 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!* and *Look!* activities.
- Continue with the audio recording to the end of the book. After each section, ask questions to check understanding. Focus on the difference between *can* (ability) and *must* (obligation). Ask: *How can we get more solar power?*



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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. Display an item to each team in turn, for example, *solar panel*. The team should tell you what it is, and explain how it is used. Award points for correct answers, and extra points for correct explanations and grammar.
- Talk about the different kinds of clean energy. Ask pupils which they think is the most useful. Ask: *How can we use more clean energy in the future? Why must we stop burning fossil fuels?*
- Work through some or all of the activities on the reading worksheets.
- Choose one or more of the *Find Out!* activities, or the projects on pages 15 and 21, and set as homework.

## DIFFERENTIATION

### Extra support

Draw a table with two columns. Write *Types of Clean Energy* at the top of one column, and *Fossil Fuels* at the top of the other. Ask pupils to help you complete the table with information from the book.

### Extension

Fast finishers can choose two kinds of clean energy power and compare them. They can write sentences explaining how they work, and say which they think is more useful, and present their information to the class.