



# DO YOU KNOW?

Lesson Plan

Level 1

## ROBOTS

CEFR Pre-A1 Level

YLE Starters

### LESSON OBJECTIVES

#### Vocabulary

- Technology: drone, machine, plastic, robot
- Games: chess, table tennis
- Space: Mars, planet
- Adjectives: round, tall
- Verbs: call (be called), plant
- General: arm, car, dance (n), dragon, fire, hospital, internet, nurse, pizza, plant, poster, shape, swimming pool, thing, wing

#### Grammar

- Present simple

#### Skills

- Reading: for specific information, categorizing types of robots
- Writing: simple descriptions of robots
- Listening: for specific information
- Speaking: talking about robots, describing robots, expressing opinions

#### Resources

- Do You Know? Robots 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

- Reveal part of the robot in the cover picture, but hide the rest and the title. Ask: *Can you guess what this book is about?* Gradually reveal the rest of the picture. Reveal the title and read it out.
- Ask: *Are robots interesting, do you think? What do you know about them?*
- Explain that there are many different types of robots. Show pupils some pictures in the book and ask: *Is this a person or a robot, do you think?*
- 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 person/machine/place?* Ask pupils to help you group some pictures together, for example, Mars, planet and space.

#### 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.
- Choose some pages and ask pupils to identify the verbs in the present simple tense. Make sure they understand why –s is added to the third person singular verb endings.



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- Continue with the audio recording to the end of the book. Ask questions to encourage pupils to answer in the present simple tense. For example: *Can robots play football? What do robots do in hospitals?*
- 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 pupils: *Which is the most interesting robot in the book, do you think? Would you like a robot friend? Why/why not?*
- Divide pupils into Teams A and B. Each team in turn chooses a robot in the book. The other team has to ask questions in order to guess which one it is. For example: *Is this robot big or small? What job can it do?* Award points for correct questions and answers.
- 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

Go over the vocabulary on pages 4–5 again. Ask pupils to help you make a list of the things that robots do, and the things they don't do. Make another list of the places mentioned in the book where robots work.

### Extension

Fast finishers can think of more jobs that robots can do, now or in the future. They can design a robot to do one of these jobs, and draw a picture and write simple sentences, then present their robot to the class.