



# DO YOU KNOW?

Lesson Plan  
Level 3

## ELECTRIC WORLD

CEFR A1+ Level

YLE Movers

### LESSON OBJECTIVES

#### Vocabulary

- People: astronaut, electrician
- Electricity: battery, cable, circuit (board), coil, copper, electron, electronics, magnet, nail, pin, plug, power line, power station, pylon, socket, transistor, turbine, wire, zinc
- Household objects: kettle, light bulb, light switch, microwave, toaster
- Verbs: pull, touch, turn
- Adverbs: easily, slowly
- General: dangerous, device, eel, firefly, glasses, helmet, lightning, metal, nature, safety, shoes, sound, wheelchair

#### Grammar

- Questions with *How?* and *Why?*

#### Skills

- Reading: for specific information, linking ideas, vocabulary development
- Writing: simple sentences about items related to electricity, electric cars
- Listening: for gist, for specific information
- Speaking: asking and answering questions about electricity, describing, explaining, presenting information

#### Resources

- Do You Know? Electric World 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 of the atom. Explain that it contains electrons – very tiny pieces of matter which create electricity when they move.
- Read out the title. Ask: *What do you think this book is about?* Establish that it is about electricity and its importance in the world.
- Ask: *What electronic items do you use every day?* Encourage pupils to think of items and make a list. Ask pupils which they would miss most if it disappeared from their lives.
- 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 things we can touch?*
- Ask pupils to find the pages in the book relating to the pictures. For example, the magnet is on page 11. Have a race to see who can find the correct page 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. Focus on questions with *How?* and *Why?* For example: *How does a circuit board work? Why is electricity dangerous?*



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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.
- Talk more about electricity with pupils.  
*Ask: What's the most interesting thing you've learned from this book? What electronic devices would you like to have in the future?*
- Divide pupils into Teams A and B. Each team writes down five questions for the other team to answer. Each question should begin with *How?* or *Why?* For example:  
*How can we use wind to make electricity?*  
*Why don't we have sockets near the bath?*  
Award points for correct questions and answers. If time allows, continue the game using other question words.
- 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

Choose some key items in the book and check pupils' understanding, for example, *battery*. Help pupils make up simple sentences, for example: *A battery holds electricity and can make a toy move.*

### Extension

Fast finishers can look online and find out the advantages and disadvantages of the electric car, or another electronic device. They can draw a picture and write sentences, and present their information to the class.