



DO YOU KNOW?

Lesson Plan

Level 4

VIDEO GAMES

CEFR A2 Level

YLE Flyers

LESSON OBJECTIVES

Vocabulary

- Video games: adventure, augmented reality, puzzle, sandbox, sport, virtual reality, 3D
- Computers: cartridge, console, control (n), glove, headset, personal computer (PC), screen
- People: actor, artist, character, designer, e-athlete, gamer, superhero
- Verbs: download, touch
- Adjectives: alone, electronic
- General: arcade, choice, coin, design, exercise (n), flight simulator, graphics, island, online, rule, skill, team

Grammar

- Zero conditionals

Skills

- Reading: finding the main ideas in sentences and paragraphs, linking ideas, sequencing, vocabulary development
- Writing: linking ideas, writing questions about video games, explaining
- Listening: for gist, for specific information, for details
- Speaking: asking and answering questions, describing, explaining about things related to video games, expressing opinions about video games

Resources

- Do You Know? Video Games 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 part of the cover picture but hide the title. Ask: *Can you guess what this book is about?* Gradually reveal the rest of the picture. When pupils have guessed the topic, reveal the title and read it out.
- Ask: *Have you ever played video games? Do you enjoy them? What kind of games do you like?*
- Ask pupils to choose a picture they find interesting. Ask: *What do you want to know about this?* Encourage them to write down 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. Ask: *Which pictures show types of video games?* Ask pupils to find the pages in the book relating to the pictures. For example, *virtual reality* (page 24).

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. Ask pupils to identify sentences with zero conditionals. Help them make up sentences of their own, for example: *If you want to learn to fly, you can use a flight simulator.*



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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?*
- Talk about the benefits and drawbacks of video games. Ask: *Can video games sometimes cause problems for people? What kind of problems can they cause?*
- Divide pupils into Teams A and B. Display a vocabulary item to each team in turn, for example, *graphics*. The team should explain its meaning. Award points for explanations, and extra points for correct grammar.
- 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

Display some sentences about video games. Ask pupils if they are true or false, and if they are false, to correct them. For example: *You can only play video games on your mobile phone. All video games have rules.*

Extension

Fast finishers can design a questionnaire for their classmates about playing video games. They can include questions like: *How much time do you spend playing video games? What are your favourite games?*