

Lesson Plan



There are lots of cars. Some are big, some are small, some are old, some are fast! Which cars do you like?

CEFR Level Pre-A1

YLE Starters

Text type: nonfiction

Word count: 138

Lexile measure: 200L

Lesson objectives

Vocabulary focus

Cars: *car, driver, electric, gas, racing*

Adjectives: *big, black, blue, fast, gray, green, long, old, orange, purple, red, slow, small, special, white, yellow*

General: *family, people, person, snow, water*

Grammar focus

Adjectives

Reading skills

Finding information in a text

Cross-curricular connections

Art (drawing a car)

Mathematics (numbers)

Music (song)

Science (gas and electric cars)

Resources

Reader

Flashcard download 1–13

Audio download (UK/US) tracks 1, 4

Timing: 40–60 minutes

This is to be used as a general guide and will depend on group size, the pace of learning, and the children's language ability.

We would suggest 10 minutes for **Before reading**, 20 minutes for **During reading** and 10 minutes for **After reading**. Additional time can be used for further activities.

Lesson plan

Before reading

Hide most of the cover of the Reader, but show the children a small part of one of the cars and ask: *What is this?* Gradually reveal more of the picture until one of the children recognizes a car.

Show the whole picture on the cover and ask:

What can you see? How many cars are there?

What color are they? Has your family got a car? What color is it? Is it big or small?

Ask the children to look at Reader pages 6–7 and introduce the vocabulary to them. You may need to give more information about gas and electric cars at this level. Ask questions using the adjectives, for example: *What color is the fast/special/family car?*

Then describe one of the cars and ask the children to say which one it is, for example:

It's green and big. (It's the special car.)

It's white and it's a car for lots of people. (It's the family car.)



During reading

Read out the text or play the recording (Audio track 1). Ask the children to follow in their Reader. After every few pages, ask questions to check the children's understanding, for example:

Pages 8–9: *What does the racing driver love?*

Pages 14–15: *Is the blue car for lots of people?*

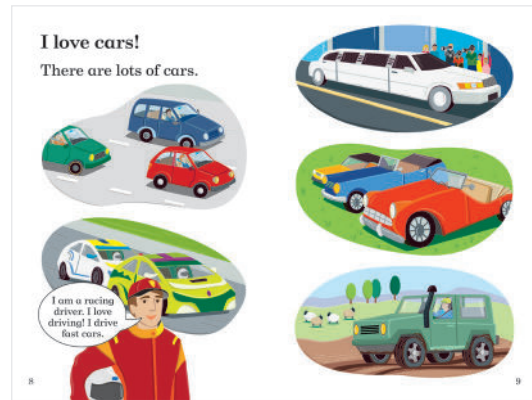
Pages 18–19: *What can some special cars do?*

Pages 24–25: *Who drives very fast cars?*

Go through the text again and ask questions to practice adjectives and numbers, for example:

Are these cars old or new? How many very fast cars can you see? What color are they?

Do you like very fast cars?



The children can do the following activities to focus on adjectives: 1, 2, 4, 7, 8, 10, 13, 16.

To finish the lesson, play the song (Audio track 4) on page 47 and ask the children to listen and follow in their book. Then ask the children to practice mimicking the sound effects in the song. Play the song again and encourage the children to join in, at least with the sound effects.

Differentiation

Extra support

Display the Flashcards, so that the children can refer to the words for some of the key vocabulary items when doing the Reader activities.

Extension

Fast finishers can draw their favorite car and write about it. The finished pictures can be displayed on the wall.

After reading

Divide the children into teams and do a quiz to check their understanding. Give a point for each correct answer. The team with the most points wins.

For example, display the Flashcards one at a time, covering the word with your hands. Ask: *What is it?* Encourage the children to answer with: *It's a ...*

You can also ask the children about specific pages, for example:

Pages 8–9: *What color are the fast cars? What color is the very long car? How many old cars are there? How many people are in the special car? Who drives fast cars?*