



DO YOU KNOW?

Lesson Plan
Level 2

PLASTIC

CEFR A1 Level

YLE Movers

LESSON OBJECTIVES

Vocabulary

- Materials: break down, crude oil, flexible, fuel, waste
- General: throw away, ground
- Adjectives: hard, soft
- Verbs: damage, heat, use

Grammar

- Present simple
- Present continuous

Skills

- Reading: for gist, for specific information, vocabulary development
- Writing: linking phrases in sentences, simple sentences, categorizing information about plastic
- Listening: for gist, for specific information
- Speaking: talking about plastic, asking and answering questions about plastic, explaining, presenting information

Resources

- Do You Know? Plastic 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

- To introduce the subject, ask pupils if they can think of one or two things made from plastic that they use every day.
- Show pupils the cover picture and ask what plastic item pupils can see.
- 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 pupils, without looking at their books, to guess the meanings. Award points for correct guesses.
- To check understanding of the adjectives, ask pupils if they can think of any synonyms for them. For example, hard: firm, solid, rigid, unbreakable, tough; soft: squashy, flexible, mushy, supple.
- Hand out the reading activities sheet. Ask pupils to do activities 1a and 1b. First check answers in pairs, then correct answers as a class.



DO YOU KNOW?

Lesson Plan

Level 2

PLASTIC

During reading

- Read or play the audio recording and ask pupils to follow the text in their books up to page 7. Pause to ask the 'Think' question to check understanding.
- Read or play the audio recording and ask pupils to follow the text in their books up to page 15. Pause to ask the 'Look' question to check understanding. Ask: *How many different colors of plastic can you see in your classroom?*
- Ask pupils to work in pairs to do activity 2 on the reading worksheet, correcting as a class.
- Read or play the audio recording and ask pupils to follow the text in their books up to page 17. Pause to ask the 'Think' question to check understanding. Challenge pupils to think of as many plastic things as they can in ten seconds.
- Ask pupils to work in small groups to do activity 3 on the reading worksheet, correcting as a class.
- Continue to read or play the audio recording to page 19. Pause to summarize or ask the 'Look' question to break up text and check understanding.
- Continue to read or play the audio recording to the end of the book. Encourage pupils to ask each other about the different places where plastic is found.
- Ask pupils to work in pairs to do activity 4 on the reading worksheet, correcting as a class.
- Organize the class 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. Show correct pronunciation during feedback.

After reading

- Ask pupils to do the quiz on pages 30–31 of the book individually. Check their answers.
- Ask pupils to work in pairs to complete activity 5 on the reading worksheet, correcting as a class.
- Organize pupils into pairs or small groups and ask them to complete some or all of the 'Find out!' activities on pages 9, 21 and 29. Ask one person from each group to present the information they learn to the rest of the class.
- Play a game where you ask pupils to name as many plastic things they can see in ten seconds. They could work in pairs or small groups and challenge each other, completing the task in the classroom, in the hall, in the playground, etc.
- Organize pupils into pairs and ask them to create a true or false quiz for each other, based on the facts they have learned in the book. They should then complete each other's quizzes.
- As homework, ask pupils to design something useful for the school playground made out of plastic.
- Organize the class into pairs and ask them to complete one of the 'Project' tasks on page 11 or 23. Set as homework if time is short.

DIFFERENTIATION

Extra support

- Mix pupils of different abilities when doing group work. Encourage pupils to draw and label answers rather than write full sentences. For all speaking activities you can show with a pupil or ask two stronger pupils to show the class.

Extension

Fast finishers can create a poster about the dangers of plastic waste.