



# DO YOU KNOW?

Lesson Plan  
Starter Level

## CITIES

CEFR Pre-A1 Level

YLE Starters

### LESSON OBJECTIVES

#### Vocabulary

- Cities: building, ground, people, school
- General: next to, safe
- Verbs: grow, travel, work, sleep, eat
- Adjectives: big, old, beautiful

#### Grammar

- Present simple
- Present continuous

#### Skills

- Reading: for gist, for specific information, vocabulary development
- Writing: basic sentences, describing cities
- Listening: for specific information
- Speaking: describing pictures, asking and answering questions about cities, presenting information

#### Resources

- Do You Know? Cities 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

- Introduce the subject. Ask pupils if they live in, or have ever visited, a city: *Do you live in a city? Have you been to a city? How big is/was the city?* etc.
- Show pupils the cover picture and ask pupils to name some of the things they can see, for example, buildings, water, boats, mountains, etc. Ask: *Would you like to go to this city?*
- Show pupils the pictures on pages 4–5 and go over the vocabulary. Ask: *Which picture shows a building?*
- Check/pre-teach the verbs by miming grow, sleep, eat, etc.
- To check understanding of all the new vocabulary, play a drawing game on the board where teams identify what you draw as quickly as possible. Alternatively, play bingo, where teams choose 6–8 pictures to copy from pages 4–5, cross them out as you say them, and say each word back to you when you check the answers.
- 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.



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### 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 second 'Think' question to check understanding. Ask: *What is your city called?*
- Continue to read or play the audio recording to page 15. Pause to summarize or ask the 'Look' question to break up text and check understanding.
- Ask pupils to work in small groups to do both parts of activity 2 on the reading worksheet, correcting answers as a class.
- Ask pupils to work in pairs to do activity 3 on the reading worksheet, correcting answers as a class.
- Read or play the audio recording and ask pupils to follow the text in their books up to page 29. Pause to ask the second 'Think' question to check understanding. Ask: *What sort of trees and flowers would you have in your green city?*
- Ask pupils to work independently to do activity 4 on the reading worksheet, correcting answers as a class.
- Continue to read or play the audio recording to the end of the book. Ask questions to check understanding. For example: *What can you do in a city?* *What animals can you see in a city?*
- 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 do activity 5 on the reading worksheet individually.
- Ask pupils what they do/would most like to do in a city.
- Organize pupils into pairs or small groups and ask them to complete one or two of the 'Find out!' tasks on pages 13, 17 and 23. They could create a fact file on the information they learn.
- Organize the class into pairs and ask them to complete one of the 'Project' tasks on pages 9, 19 or 27. You could choose pupils to present the information they find out to the rest of the class. Set as homework if time is short.
- As homework, ask pupils to design and draw their dream city.

## DIFFERENTIATION

### Extra support

- Mix pupils of different abilities when doing groupwork.
- 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 write a true or false quiz based on facts they have learned in the book. They could then give it to a partner or test the whole class!