

## Lesson Plan



The world has many great buildings. Find out about the tallest skyscrapers, longest bridges, and strongest statues.

CEFR Level A1+  
YLE Movers  
Text type: nonfiction  
Word count: 671  
Lexile measure: 580L

## Lesson objectives

### Vocabulary focus

Buildings: *bridge, cage, dam, skyscraper, statue, tower, wall*

Materials: *concrete, metal, rope, stone*

Adjectives: *beautiful, big, great, heavy, long, old, small, strong, tall, thick, thin*

General: *lean, move, suspension, supports*

### Grammar focus

Adjectives

### Reading skills

Making comparisons

### Cross-curricular connections

Art (poster about a great building)

Geography (countries)

History (old buildings)

Mathematics (measurements)

Music (song)

Science (buildings, materials)

### Resources

World map or globe

Reader

Flashcard download 1–10

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

Show the children the front cover of the Reader and read out the title. Point to the tall building in the picture and say: *This is a great building. It's very tall.* Then ask:

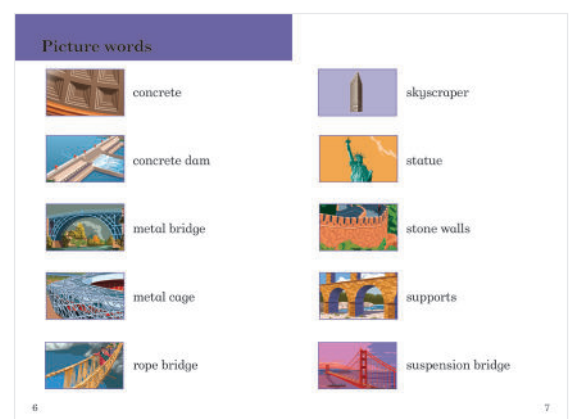
*Do you know this building? What is its name? Where is it?*

If they don't know, tell them it is the Burj Khalifa in the United Arab Emirates, and show them where it is on a world map or globe.

Do the same with the picture on the back cover (the Empire State Building, USA). Then ask:

*What other great buildings do you know?*

Ask the children to look at Reader pages 6–7, and introduce the vocabulary.



## During reading

Read out the text or play the recording (Audio track 1) on pages 8–9 and ask the children to follow in their Reader. Pause, and ask them if they know any of the buildings on the map.



Continue to read out the text or play the recording. After every few pages, stop and ask questions to check the children's understanding, for example: *How old is the Great Wall of China? Why does the Leaning Tower of Pisa lean?*



Read out the text or play the recording again. This time, ask the children questions that encourage them to focus on the adjectives, for example:

*Is the Great Pyramid old or new? Are skyscrapers tall or short? Are the walls in skyscrapers thick or thin? What can make bridges strong? Why do people use concrete and metal to make dams?*

Ask questions with comparative and superlative adjectives from the text to get the children to make comparisons, for example: *Is the Empire State Building taller than the Burj Khalifa? Which tower is the tallest?*

## After reading

Divide the children into teams, and do a quiz to check their memory and understanding. Give a point for each correct answer, and the team with the most points wins. Describe a building from the Reader, and ask the children to say which one it is, for example:

*This building is tall and it has a strong metal cage. This building has a beautiful concrete roof.*

Ask questions about the buildings too, for example:

*How old is Stonehenge? Is Stonehenge older than the Great Wall of China? Where is the longest bridge in the world?*

The children can do the following activities to focus on adjectives and comparatives: 2, 3, 5, 7, 8, 14.

To finish the lesson, play the song (Audio track 4) on page 63 and ask the children to join in. Then ask them to answer the question at the end of the song: *Which is your favorite great building of all?*

## Differentiation

### Extra support

To help the children with the quiz, let them look through the Reader to find the information.

### Extension

Fast finishers can search for some of the buildings on the internet to find photos and more information about them. Then they can make a poster about their favorite great building. The finished posters can be displayed on the wall.