



# DO YOU KNOW?

Lesson Plan

Level 4

## VIRUSES AND BACTERIA

CEFR A2 Level

YLE Flyers

### LESSON OBJECTIVES

#### Vocabulary

- Medical: bacteria, cell, disease, medicine, microscope, scientist, skin, virus, intestines, Penicillium, antibiotics, vaccine, hospital
- General: air
- Verbs: make, live, travel, move, fight, kill
- Adjectives: tiny, human, good
- Adverbs: quickly, easily

#### Grammar

- Present simple
- Present continuous
- Past simple

#### Skills

- Reading: for gist, for specific information, find the main idea in sentences and paragraphs, linking ideas
- Writing: linking a sequence, describing viruses and bacteria, linking ideas
- Listening: for gist, for specific information
- Speaking: describing, asking and answering questions about viruses and bacteria, linking cause and effect, presenting information

#### Resources

- Do You Know? Viruses and Bacteria 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 topic by asking pupils if they know what viruses and bacteria are. Ask: *Are they the same thing?*
- Show pupils the Contents page and explain its purpose, using L1 if necessary. Ask pupils which heading they're most interested in and to turn to that page.
- Show pupils the pictures on pages 4–5 and go over the vocabulary. Find out which words pupils are already familiar with.
- To check understanding of unfamiliar words, describe a picture and get pupils to guess which one. For example: *If something is really small you could describe it as. . .?*
- Hand out the reading activities sheet. Ask pupils to do activity 1. 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 'Look' question to check understanding.
- Continue to read or play the audio recording to page 15. Pause to ask the 'Think' question to check understanding. Ask: *How are viruses spread?*
- Ask pupils to work in pairs to do activity 2 on the reading worksheet, correcting as a class.
- Continue to read or play the audio recording to page 25. Pause to ask the 'Think' question to break up text and check understanding.
- Ask pupils to work in pairs to do activity 3 on the reading worksheet, correcting answers as a class.
- Continue to read or play the audio recording to page 29. Pause to ask the 'Think' question to check understanding.
- Continue to read or play the audio recording to the end of the book. Encourage pupils to summarize to check understanding. Ask: *What can we do if we get ill?*
- 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.
- Ask pupils to work in small groups to do activity 4 on the reading worksheet, correcting answers as a class.

### After reading

- Ask pupils to do the quiz on pages 30–31 of the book individually. Check their answers.
- Organize pupils into three groups and give each group one of the 'Find out!' activities on pages 13, 23 and 27. Ask one person from each group to present the information they learn to the rest of the class.
- Discuss the features that could be included in a school campaign to stop the spread of viruses and bacteria.
- Organize the class into pairs and ask them to complete one of the 'Project' tasks on page 11 or 17. Set as homework if time is short.
- As homework, ask pupils to research how penicillin was discovered.

## 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 an awareness poster about how to stop the spread of viruses and bacteria.