

## Lesson Plan



A Grand Prix race is very exciting! Learn all about practice, qualifying, pit stops, and more with the famous Scuderia Ferrari team.

CEFR Level A2  
 YLE Flyers  
 Text type: nonfiction  
 Word count: 1228  
 Lexile measure: 550L

## Lesson objectives

### Vocabulary focus

Adjectives: *big, boring, careful, difficult, exciting, heavy, important, long, slow, wide*

People: *driver, engineer, team*

Prepositions: *about, across, after, around, at, before, for, in, on, since, to, under, until*

Racing: *flag, Grand Prix, lap, overtake, pit stop, racetrack, trophy, winner*

General: *bicycle, champagne, corner, gas, information, practice, qualifying, second (n), study, tire, truck*

### Grammar focus

Present simple

Prepositions

### Reading skills

Vocabulary development

### Cross-curricular connections

IT (online research)

Music (song)

Science (car racing)

### Resources

Reader

Activity Book

Audio (UK/US) tracks 1, 2, 4

Flashcard download 1–9

### 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 a small part of the car. Ask: *What is this?* Reveal the picture gradually until one of the children recognises a car. Elicit or establish that this is a special type of car, a racing car. Ask: *Is a racing car the same as a normal car?* And establish the differences. Ask: *Can you guess the make of the car?* and establish that it is made by Ferrari, a very famous car company. Reveal the title, and read it out, and explain that Scuderia Ferrari is the racing section of Ferrari.

Point to the prancing horse logo in the top left of the picture and say: *This is Ferrari's logo.* Explain the meaning of logo, and say that companies use logos so that people can recognise that company easily. Ask the children to tell you any other famous company logos they know.

Ask the children to turn to the picture words on Reader pages 6–7 and make sure the children understand the meanings. Point to the picture of the pit stop and explain that this is a place where a car stops during a race for more gas, new tires or to make other changes.

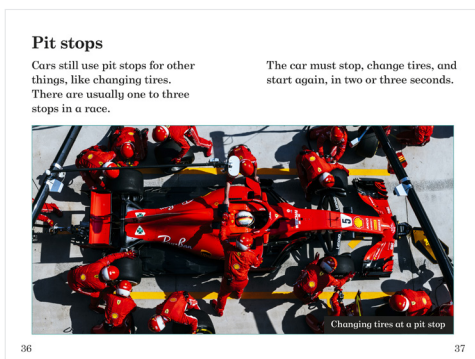
**During reading**

Read out or play the Audio recording of the text (track 1) and ask the children to follow in their books. After every section, stop and ask questions to check the children’s understanding of the information and any new vocabulary. For example, after Reader pages 10–11, ask: *How do the cars arrive at the racetrack? What do the drivers and engineers do? Why do they do this?* Encourage the children to respond using the present simple tense.

Read out or play the Audio recording of the text again. Make sure that the children understand what is happening before and during the race, as they are likely to find some of the vocabulary challenging. Stop after Reader pages 18–19 and ask: *Why is a qualifying lap necessary? Why is the qualifying lap so important? Why must the drivers be careful?*



Stop again after pages 36–37 to check the children’s understanding of pit stops. Ask: *What is a pit stop? What are pit stops used for? How long is a car in a pit stop for?*



Display some prepositions from the book, for example: *about, across, after, around, before, under*. Ask the children to find examples of the them and tell you the phrases they occur in, for example: *before the race, across the track*.

**After reading**

Organise a vocabulary quiz, either with the whole class or in two teams. Display a word from the book, but with the letters jumbled up. Ask a child from Team A to tell you the word, and spell it. Write the word as they spell it, and if correct, award points. If incorrect, ask a child from team B to spell the word.

Talk about racing with the children. Ask: *Would you like to be a racing driver? Why/why not? What is the most exciting/boring/dangerous part of racing?*

The children can do the following activities to practice vocabulary development.

- Reader activities: 1, 2, 5, 8, 16
- Activity Book activities: 1, 2, 3, 4 (Audio Track 2), 5, 12, 14

Play the song (Audio track 4) on Activity Book page 16 and encourage the children to listen and join in.

**Differentiation**

**Extra support**

Display Flashcards 1–10 one at a time, but with the words covered up. Help the children to tell you the word, and encourage them to find a place in the book where the picture appears.

**Extension**

Fast-finisners can go online to research another kind of race, for example, horse-racing, running, swimming. They can present it to the class.