

Lesson Plan: World Book Day

Objective: To engage students in interactive activities centred around books and reading, enhancing their English language skills in preparation for the FCE B2 exam, while celebrating World Book Day.

Materials: A copy of the students' handout for each student.

Duration: 2 class periods (60 minutes each).

Activity Breakdown:

Day 1:

1. Book Reflection and Creative Expression (10 minutes)

-Students reflect on a recent book they've read, choosing a significant scene or moment to illustrate or describe in a short dialogue or excerpt.

-Students swap their creations with a partner, guessing the title of each other's chosen book.

2. Emoji Book Title Challenge (10 minutes)

-Present the emoji clues for book titles. Students work in pairs to guess the titles based on the hints provided. Discuss the answers as a class.

3. Introduction to Book Idioms (20 minutes)

-Introduce and explain book-related idioms. Students match idioms with their meanings and create illustrations or doodles representing each idiom.

4. Story Writing Using Idioms (20 minutes)

-Using the idioms learned, students write a short story starting with the given story starter about Emily in Leafville.

-Upon completion, students swap stories with a partner to check for correct usage of idioms.

Day 2:

1. World Book Day Article Gap-Fill (20 minutes)

-Students read an article about World Book Day with sentences removed. They choose the correct sentence from options A-G to complete the article. Discuss the correct answers and the reasons behind them.

-Upon completion, students swap stories with a partner to check for correct usage of idioms.

2. Role-Play Dialogue Creation (10 minutes)

-In pairs, students select a conversation starter and create a one-minute dialogue using the prompt. They are encouraged to incorporate the idioms and expressions discussed earlier.

-Pairs perform their dialogues for the class.



3. FCE Speaking Part 3 practice (10 minutes)

-Students practice speaking part 3 of the FCE speaking exam using the prompt given in the students' handout.

4. Harnessing ChatGPT for Creative Writing (10 minutes)

-Introduce the task of crafting a dialogue between two literary figures discussing the challenges of engaging modern readers. Explain the 5-step rule for creating prompts for ChatGPT.

-Students work in pairs to formulate their prompts and submit them to ChatGPT. They review the responses and prepare to perform the dialogue in front of the class.

Homework

-Assign students to write a book review for the school's English-language newsletter. Provide guidelines for the review's structure, content, and language.

-Encourage students to use ChatGPT as a writing assistant for drafting and refining their reviews.

Assessment:

-Evaluate students based on participation, creativity in the drawing and writing tasks, the accuracy of idiom usage, and the effectiveness of their speaking performances.



NAME

Book Review



Briefly summarize the book

Info

Title

Author

Genre

Rating

PLOT



CHARACTERS



ENGAGING



Literary elements



THEMES

SETTING

MAIN CHARACTER

OTHER CHARACTERS

MOOD

tone

Keys

The worst

The best

Recommendation



Would you recommend the book?
Why?





- Read a book that was published in the year you were born
- Read a book that has been turned into a movie or TV show
- Read a book that has won a Pulitzer Prize
- Read a book that was banned or challenged in your country
- Read a book that is set on a different continent than the one you live on
- Read a book that is part of a series
- Read a book recommended by a friend or family member
- Read a book that has been adapted into a play
- Read a book that was written before you were born
- Read a book that is set in a place you have never been to
- Read a book that has won a Nobel Prize in literature
- Read a book that is a memoir or biography
- Read a book that is a classic of the literary canon
- Read a book that is a work of non-fiction
- Read a book that has been translated into your native language
- Read a book that has been on your to-read list for a long time
- Read a book that is set in a different cultural context than your own
- Read a book that is recommended by a book club or reading group
- Read a book that is a debut novel
- Read a book that is a collection of short stories or essays



Answer key

Exercise 1: Students' own answers

Exercise 2:

-  The Life of Pi
-  Don Quixote
-  Moby Dick
-  Harry Potter
-  Game of Thrones
-  Sherlock Holmes

Exercise 3: Students' own answers

Exercise 4:

-First Gap: D. On this day, the globe unites in a shared narrative, celebrating the timeless art of storytelling and the role of books as windows to innumerable worlds. (Introduces the global celebration of World Book Day.)

-Second Gap: E. Books, in their silent eloquence, invite us to explore landscapes both familiar and foreign, sparking curiosity and fostering empathy with every word read. (Highlights the role of books in expanding our understanding and empathy.)

-Third Gap: A. This initiative has turned pages in countless lives, illustrating the transformative power of books, akin to a pivotal chapter in a grand narrative. (Describes the impact of World Book Day initiatives on promoting reading and literacy.)

-Fourth Gap: G. Such endeavors underscore the urgency of ensuring that the joy of reading is a universal tale, accessible to all, regardless of background or circumstance. (Emphasizes the importance of universal access to books and reading.)

-Fifth Gap: F. Moreover, the digital era has ushered in new chapters for the written word, transforming traditional narratives and how we connect with stories. (Reflects on the evolution of reading in the digital age.)

-Sixth Gap: C. Their tales, etched in the annals of literature, continue to inspire, challenge, and entertain, serving as timeless companions on our life's journey. (Wraps up the article by reinforcing the timeless value of books.)

Exercise 5: 1.f, 2. a, 3. d, 4. e, 5. b, 6. c

Exercise 6: Students' own answers

Exercise 7: Students' own answers

Exercise 8: Students' own answers

