

Lesson plans

The following are a choice of lesson plans that teachers can use in class with their students. The plans have been written with three different reading levels in mind, and a fourth plan has been provided specifically for teaching non-fiction readers.

Many of the suggested activities for both fiction and non-fiction readers can be used at other levels. Note that the Before-, During- and After-reading questions provided in the reader (which ideally should be used in class to generate discussion) have been written with the relevant level – and level of difficulty – in mind. It is good for you to do the same if you create your own comprehension questions. Keep all questions and expected answers simple at the early levels, and build up to more critical-thinking, open-ended discussions at the higher levels.

The teaching time allocated for each lesson plan assumes that reading will take place in class rather than at home, although for higher levels the latter option is usually preferred. You should decide beforehand how long students will spend studying a particular reader, and whether you want to cover it in one lesson or as a series of episodes over the course of a term.



Lesson plan 1

Suitable for fiction readers at Starter level to Level 2

The following lesson is based on *The Hound of the Baskervilles* at Starter level, but you can apply its approach to any reader from Starter level to Level 2, and many of the suggested activities can be used at higher levels.

Teaching time: 1 hour

1 Before reading

- Draw a picture of a pipe on the whiteboard. Then ask the students to guess who they are going to read about. Try to elicit *Sherlock Holmes*. Then nominate a student to write down everything the class knows about Sherlock Holmes. For example, *He is a detective, He lives in Baker Street, London with Dr Watson, He smokes a pipe, He is very intelligent.*
- Next, put or draw a picture of a large, angry dog on the whiteboard. Ask the students to try and guess which Sherlock Holmes story they are going to read and try to elicit *The Hound of the Baskervilles*.
- Go through the Before-reading questions 1–3 on page 12 with the students, and then ask them to complete questions 4 and 5 in pairs before checking their answers as a class.

(Note, for readers at Levels 1 and 2, you can also ask students to read the Note about the story and ask them questions about the life of the author and the background to the story).

Extra Before-reading suggestions

- Copy and cut out up to six of the main illustrations. Ask the students to predict the order that they will occur. Then get them to check their order when they have finished reading the book.

2 Reading the story

- Read the story or play the recording for pages 15–18 to the students (for Levels 1 and 2, read or play them Chapter one). Stop and check their understanding of the story so far. Ask questions like *Where are Sherlock Holmes and Doctor Watson? Where does Doctor Mortimer live? What lives near Baskerville Hall?* You can also use the During-reading questions on page 52 to help check students' understanding as they read.
- Then point to the illustrations and, where possible, check the students' understanding of any new vocabulary. For example, on pages 27 or 33, point to the moor and ask, *What is this?* Then point to Baskerville Hall and ask *What is the name of this house?*
- Repeat this process for the rest of the story, reading two or three pages (or a chapter) at a time before checking students' understanding of new words and comprehension, and keeping a note of any new vocabulary.

3 After reading

- Sit the students in a circle and ask them to discuss the After-reading questions on pages 53. Try to encourage all of the students to take part.
- Then put the students in pairs and ask them to work through the Exercises on pages 54–59, or, if time is tight, ask them to complete them for homework. Check their answers as a class, explaining any points that are not clear.

4 Extension

- Ask the students to choose one or two of the Project work tasks on page 60 and complete it for homework.
- Copy some pages of the book and cover up the text in the speech bubbles. Put the students in pairs and ask them to fill in the speech bubbles. How much can they remember? Then ask them to check their answers.

Extra extension activities

- Ask the students to act out part of the story in small groups, giving them different roles (including a role of narrator). Then ask them to perform their play in front of the class.
- Give the students pictures of the characters and their description on separate cards. The students must match the picture to the description.
- Ask students to practise simple *Wh-* questions of their own. Sit them in a circle and encourage them to ask and answer questions. For example, *Why does Watson go to Baskerville Hall?* (Answer: *Because he is helping Dr Mortimer*) or *Why does Mr Stapleton kill Charles Baskerville?* (Answer: *Because he wants the Baskerville's money*).



Lesson plan 2

Suitable for fiction readers at Levels 3 to 4

The following lesson is based on *Dracula* at Level 3, but you can apply its approach to any reader at Levels 3 and 4, and many of the suggested activities can be used at lower or higher levels.

Teaching time: 3 hours

1 Before reading

- Put or draw a picture of a vampire on the whiteboard. Ask the students what it is and try to elicit the word vampire. Put the students in groups. Ask them to write down everything they know about vampires. For example, *They don't like crosses or garlic, They drink blood, They don't like light, They can only die from wooden stake in the heart.* They could then take turns to report their list back to the class.
- Next, ask which famous vampires the students know and try to elicit *Dracula*. Then nominate a student to come to the board and write down anything the class knows about the story of *Dracula*.
- Finally, ask the students to answer questions 2, 3 and 4 from the Before-reading questions.

Extra Before-reading activities

- Ask the students to look at the New words on page 5, then close their books. Prompt them to remember a word by drawing a picture of it on the whiteboard. The students can either tell you the word or nominate somebody to write it beneath the picture.
- Ask the students to read the Note about the story. Then tell them to close their books. Ask them a series of quick questions about the author and the story. For example, *When/Where was Bram Stoker born? What is different about this book? (Answer: It is made of letters and diary pages), Where is Transylvania?*

2 Reading the story

- Choose some or all of the During-reading questions from page 70 for Chapters one and two. Write them on the board. Then read the text from Chapters one and two aloud, or play the recording. Ask students to raise their arms when they find the answers to the questions. Then ask them to write the answer on the board. The other students decide whether their answers are right or wrong.
- Follow up by asking students to work in pairs, encouraging them to ask and answer more questions about the chapters that they have read. Then ask them to predict what will happen in the next two chapters. Repeat this with Chapters three and four and onwards until you have finished the book.

3 After reading

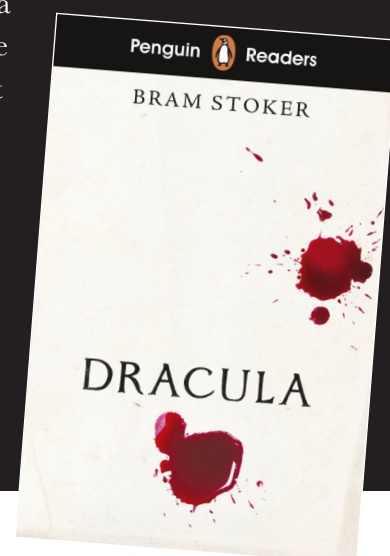
- Ask the students to discuss the After-reading questions either as a class or in small groups. Encourage all the students to take part in the discussion.
- Ask the students to close their books. Then write six definitions for new vocabulary from the glossary on page 78. For example, *When you have something wrong with your body, and you do not feel well* (make sure the definition does not include the word being defined!). The students work in groups and try to remember the correct word from the glossary (in this case, *illness*). The group that remembers the most words wins the game.
- Put the students in groups and show them the illustrations from the story in the wrong order. Ask them to put them in the order in which they appear. Then ask them to retell the key events of the story using the illustrations as their guide. When they have finished, ask them to open their books and check the order of the illustrations. Were they correct?

4 Extension

- Look at the Project work tasks on page 77 and ask the students to choose one or two tasks that appeal to them. Set them for homework.

Extra extension activities

- Put the students in small groups and ask them to write a play script for one of the chapters in the book. Give them roles (writer, director, etc.) Tell them that they can perform the play in front of the class the following week. Encourage them to bring in costumes and make-up.
- Put the students in groups of three. Tell them that they are a journalist, a camera operator and Doctor Van Helsing. They must interview Van Helsing “live” about the news that a young woman is being visited by a vampire. Tell them to ask Van Helsing what is happening and what he is doing to try and stop it.
- Ask the students to retell the story through a diary of one of the male characters.
- Put the students in groups. Ask them to choose one of the group to play Dracula and tell them that they are journalists. Then ask them to interview Dracula in a TV show. They must ask him about his life and why he does what he does (there can be a strong, comic element to this activity!).
- Tell the students that they are different characters from the story. Ask them to talk about their experience from their point of view.
- Give the students cards with the name of a character on it. Then tell them they are at a party. They must pretend to be that character. The other students must guess which character they are.



Lesson plan 3

Suitable for fiction readers at Levels 5 to 7

The following lesson is based on *Wuthering Heights* at Level 5, but you can apply its approach to any reader from Levels 5 to 7, and many of the suggested activities can be used at lower levels.

Teaching time: 3 hours

1 Before reading

- For an adaptation, start by asking the students what they know about its author. For example, in the case of *Wuthering Heights*, ask *Who were the Brontë sisters?* and try to elicit that there were three of them: *Anne, Emily and Charlotte*. Ask for as many facts as possible that your students can give you about the author of the book. Where did he or she come from? What other books did he or she write? Ask them to read the back cover of *Wuthering Heights* and then tell you what the book is about.
- Put the students in groups and ask them to read the Note about the story, looking up any new vocabulary in the glossary at the back of the book or in their dictionaries. Then tell them to close their books and ask what important information they have learned about the story they are about to read. For example, *Class was important in Britain during the nineteenth century and rich families lived in big houses that had large gardens and had a housekeeper to look after them. Servants usually lived in the house too. After women married, their money belonged to their husband. Sometimes rich men owned more than one house that they would rent to a tenant. The tenant paid the landlord rent for a number of months or years. This was called a tenancy.* Then put the students into groups and ask them to work through the Before-reading questions on page 5.

Extra Before-reading activities

- Put students into groups and give them the chapter titles in *Wuthering Heights*. Ask them to put them in order and then try to predict what will happen in the story.
- Play the students the audio recording of a key scene from the story. For example, when Catherine grabs Lockwood's hand through the broken window. Because there is so little dialogue in this scene, and what does occur is relatively simple, you could even show them the original scene from one of the many films made of *Wuthering Heights*. Ask the students questions about what they think is happening in the scene.

2 Reading the story

- After reading two or three chapters, either in class or at home, use the relevant During-reading questions to check the students' understanding of the story so far and to stimulate discussion. You can do this as a class or in groups. The main thing here is to concentrate on the story rather than any grammar or vocabulary points. You may want to add your own recap questions to those in the reader. In the case of *Wuthering Heights*, you could ask questions like: *Heathcliff has come back after three years. How has he changed?* or *Why has Catherine married Linton and not Heathcliff?*

- At certain points during their reading, put the students into groups and ask them to review the story so far, making notes on what has happened. Then ask them what they think will happen next.
- The structure of *Wuthering Heights* is quite complicated as it starts with what is nearly the chronological end of the story. Ask the students to keep a timeline of the story as it develops and then try and order the events in linear form when they have finished.

3 After reading

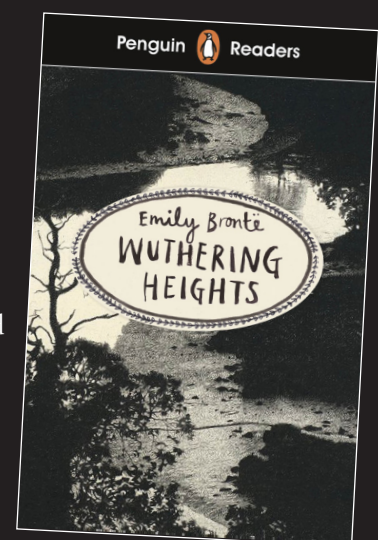
- When the students have finished the reader, ask them to work in pairs and, without looking at their books, list any new vocabulary that they have learned. The pair with the longest list wins. Then ask the students to work through the After-reading questions either as a class or in groups.
- Ask the students what they felt were the main themes of the story and how they felt about the central characters. Did they feel sorry for Heathcliff?

4 Extension

- Once you have made sure that the students have understood what they have read so far, ask them if they noticed any new grammar structures in *Wuthering Heights* (make sure that you have already noted these). Review the grammar, then set them some exercises to practise them. Alternatively, or in addition, turn to the Exercises section for the relevant chapters and ask them to work through them alone or in pairs. You could also set these for homework. This is especially important if the students are preparing for exams, as some of the questions reflect question types used in exams.
- Finally, if time allows, set students a project from the Project work section for homework, either as individuals or in groups. At Levels 6 and 7, you might also want to set them one of the essay questions for homework.

Extra extension activities

- Give the students different adjectives describing characters in the book. The students have to match those adjectives to the characters. Then ask them to match the adjectives to other famous people whom they know.
- Ask the students to talk or write about what they think the surviving characters will do after the end of the story.
- Put students into groups and ask them which actors they would choose to play the characters in the books.
- Tell one of the students to choose a character from the story. Ask the other students to interview the character about their experience in the story. Then ask another student to play the role of a different character.
- Put the students into groups and ask them to choose part of the book that they enjoyed and write a screenplay. Tell them they must write in detail, including the words spoken, the scene descriptions and the stage directions. You could then encourage them to act out and even film their screenplay with costumes and make-up.



Lesson plan 4

Suitable for factual readers at all levels

The following lesson is based on *Plastic* at Level 1, but you can apply its approach to any factual reader.

Teaching time: 1 hour

(Note that teaching time will depend on the level of the reader.)

1 Before reading

- Ask the students what plastic is. Then ask them to look around the classroom and identify any plastic objects they can see. Then ask them which items will be used again, and which will be thrown away after one use (it may be useful to bring in a plastic coffee cup in case there is no other single-use plastic item around). Then explain the term “single-use plastic”. Ask them why single-use plastic is a bad thing.

Extra Before-reading activities

- Ask students to work in groups and tell them to use their dictionaries to make two lists of items. Good plastic (which helps us and does not harm our planet) and bad plastic (single-use plastic that can harm the environment). The group with the longest lists wins.

2 Reading the text

- Read the first two chapters aloud to the students, or play the audio recording. When you have finished, go back through the illustrations to check their understanding of any new vocabulary. For example, point at the straws on page 8 and ask *What are they?* or the game on page 12 and ask *What are these different plastics?* (Answer: *parkesine, celluloid*)
- Then go through the During-reading questions for Chapters one and two. Repeat this process for the remaining chapters. For higher-level readers, ask students to read the chapters for homework instead.

3 After reading

- Ask the students to look back through the text and check the good and bad plastic items listed by the author against the lists they created in the Before-reading part of the lesson. Ask them to write any items they missed on the board under the headings *Good plastic* and *Bad plastic*.
- Go through the After-reading questions with the group. Then ask *What is [their country] doing to stop people using plastic?* and follow it up by asking, *Can it do more to stop it? What can it do? What can you do?* to get a discussion going about plastic and how to reduce its use.

4 Extension

- Ask the students to ask each other the questions in task 1 of Project work (page 62). Then ask them to choose task 2 or 3 to do as homework.

Extra extension activities

- Divide the class into two teams. Ask each team to create ten questions about plastic that they have learned from the reader. Check through their questions to make sure they are sensible and have clear answers. Then have a class quiz, with teams asking questions in turn. The team that answers the most questions wins.
- For higher levels, put the students into two groups and organize a debate. One group thinks that plastic is a good thing and should be used more. The other thinks that it should be replaced with degradable material. Make sure that the students are given time to prepare their arguments.
- Ask the students to make a short TV documentary in the style of David Attenborough's programmes, presenting the damage that plastic has caused to the environment.
- Put the students into pairs and ask them to write a questionnaire about plastic use. Then ask them to visit other groups and ask their questions before writing down their results (they can then make these into diagrams, charts or graphs). Ask them to analyse and then present their findings to the class. This could then generate a class discussion.

