**LESSON PLAN**

Upper-Intermediate and Advanced Conversation

Veronika Sergeeva

**Topic: Books and Storytelling**

**Goal:** to enable students to express opinions about their readings and to discover new language registers.

**Objectives:**

1. To provide students with the necessary vocabulary to enable them to discuss literature and books, to write a review on the book, to tell stories;
2. To provide students with the opportunity to exchange and express different opinions and viewpoints on literature and its role.

**Content:**

1. **Warm-up (10 minutes):** Do you read any books besides the textbook? What is the last book you read for yourself? Did you like it?
2. **Discussion (10 minutes):**
	1. What kind of literature do you like? Why?
	2. Do you ever read light literature?
	3. Do you read poetry? Do you think poetry is not popular anymore?
3. **Activity 1 (5 minutes)**: Working in three groups of 3-4 people put these books in the order of their popularity in the world:
	1. Bible – 6 billion copies;
	2. Collection of Mao Zedong’s Citations - 900 million;
	3. “Lord of the Rings” by J.R.R. Tolkien – 100 million;
	4. “American Spelling Book” by Noah Webster – 100 million;
	5. Guinness Book of Records – 100 million;
4. **Activity 2 (20 minutes = 5 for explanation and vocabulary + 5 for writing + 10 for reading)**: Pick up a world known book and imagine that it has just been released last month. You can take any famous fairy tale like Cinderella for instance. Or, depending on the knowledge and on how sensitive/religious your students can be you can chose the Bible, explaining that the activity is roleplaying and not controversial topic. Role-play: in three groups of 2-3 people students should write a review on the book as on behalf of:
	1. Religious (those who think that the book is a revelation);
	2. Atheists (those who did not like it);
	3. Literary critics (those who pay attention to the story and the style)

NB! Some little vocabulary for book criticism is provided before the activity. Once the review is ready, students read it and promote it as a radio or TV review for the book. Each student in the group has to present at least one aspect of the review.

**Example vocabulary for the activity:**

* + 1. *a poignant ['pɔɪnjənt] chronicle* – a moving and sad description of a sequence of events;
		2. *a compelling tale* – a powerful story that keeps you interested;
		3. *a lugubrious [luː'guːbrɪəs] setting* – rather dark and gloomy setting/situation
		4. *a page turner* – very interesting and engaging story
		5. *an enigmatic tale* – mysterious story
		6. *macabre [mə'kɑːb(r)ə]* – often cruel or disgusting, concerned with death
		7. *chilling* – causing great fear
		8. *a breathtaking achievement* – an amazing achievement
		9. *wry humour* – humour in the face of a bad situation
		10. *evocative scenes* – scenes which arouse memories or images
1. **Discussion (5 minutes):**
	1. From what everybody had said, do you think the world would be significantly different without the Bible/fairy tales (or another book you have chosen)?
	2. The Bible can be perceived as just a collection of stories. Do you like to listen to, to read and/or to tell stories and tales like that? Did your parents tell you tales in your childhoods?
2. **Activity 3 (10 minutes):** Students work all together and create a story to scary a child or to lull him to sleep. They make up a sentence one after another with repeating the previous sentences.

**Teacher gives students some vocabulary for the activity:**

* 1. Once upon a time… : is the expression used to begin a fairy tale
	2. haunted castle : is a castle with ghosts and spirits
	3. werewolf : is a man who turned into a wolf during the night
	4. to cast a spell : is to enchant someone with a magic power
	5. to curse : an appeal or prayer for evil or misfortune to befall someone
	6. Happily ever after… : is the expression used at the end of a fairy tale when all ends well

**Follow up:** At the following lesson students will need to tell about how they spent their latest weekend in a fairy-tale style.

**Resources:** Handouts.

**Literature discussion (vocabulary):**

* + 1. fiction
		2. non-fiction
		3. science fiction
		4. detective story
		5. short stories
		6. fantasy
		7. diary
		8. memoires
		9. biography
		10. anthology

**Activity 1:**

1. Collection of Mao Zedong’s Citations
2. Bible
3. “American Spelling Book” by Noah Webster
4. “Lord of the Rings” by J.R.R. Tolkien
5. Guinness Book of Records

**Activity 2 (vocabulary):**

1. *a poignant chronicle* – a moving and sad description of a sequence of events;
2. *a compelling tale* – a powerful story that keeps you interested
3. *a lugubrious setting* – rather dark and gloomy setting/situation
4. *a page turner* – very interesting and engaging story
5. *an enigmatic tale* – mysterious story
6. *macabre* – often cruel or disgusting, concerned with death
7. *chilling* – causing great fear
8. *a breathtaking achievement* – an amazing achievement
9. *wry humour* – humour in the face of a bad situation
10. *evocative scenes* – scenes which arouse memories or images

**Activity 3 (vocabulary):**

1. Once upon a time… : is the expression used to begin a fairy tale
2. haunted castle : is a castle with ghosts and spirits
3. werewolf : is a man who turned into a wolf during the night
4. to cast a spell : is to enchant someone with a magic power
5. to curse : An appeal or prayer for evil or misfortune to befall someone
6. Happily ever after… : is the expression used at the end of a fairy tale when all ends well