B1 – LESSON 2 (ARE YOU A BOOKWORM?)

Level: B1   **Time**: 40-50 minutes

Lesson focus: It is the second out of a five-hour-long lesson course. In this class, students discuss the importance of reading and understanding everyday texts. They then contrast it with their general reading habits and talk about the criteria that help them choose the next book to read. Students read two short book reviews and discuss how book reviews impact their book choices. The class ends with students thinking of their top three books of all time and a roleplay in which they try to convince their partner to read one of their favourite books.

Materials:
- Are you a Bookworm? - presentation
- Book Reviews by *Brief Book Reviews*

Learning objectives:
- to talk about reading habits
- to talk about how reading habits changed over time
- to read and compare two book reviews
- to find out if you are a bookworm

Structure:

1. Warm-up (6 mins)
Students work as a group and discuss how often they read without paying attention. Ask to think of a few examples of texts that are read daily. Show pictures of different texts and match them with their names. Discuss the importance of understanding such texts.

Answers: 1 - instructions, 2 - labels, 3 - newspaper, 4 - recipe, 5 - notes.

2. Discussion (7 mins)
Students work in pairs and discuss their reading habits. Ask students to report on their partners (questions 1-3).
Continue this activity with question 4. Students think of two advantages and two disadvantages of reading printed material as opposed to digital.

Example answers:
advantages - a full reading experience (smell, touch, etc.), doesn't need to be charged, can be read anywhere
disadvantages - expensive, takes space, can't be read without the light, can't change the font, too big to carry around

3. Group discussion (7 mins)
Look at the tile and analyse it. Do students agree that we shouldn't judge a book by its cover? Continue with the rest of the task which is based on PET/FCE speaking part 3. Tell students that they have three minutes to decide the most important criteria behind choosing a book to read. Finish the activity by checking the criteria chosen by each group. Before moving on, focus on book reviews. With a show of hands check how many people read and write book reviews. Elicit why students do/don't do that.

4. Reading + discussion (6 mins)
Read two short book reviews. Explain any new words as needed. Decide which of the two books is better and why. Ask if students heard about any of them and if they would like to read them.

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5. Group discussion (6 mins)

Ask if students had a favourite book when they were younger and compare it with their current favourite read. Is there any book that has changed their lives? If yes, which one and how?

Proceed by giving some individual time. Students make a list of their top 3 favourite books. Elicit the answers and discuss why students enjoy them.

6. Roleplay (8 mins)

Present the roles to the students. Student A describes their reading needs and talks about the books that they enjoy reading. Based on the needs, student B goes over his top 3 reading list and picks a book they think would be a good fit for their partner. Swap the roles. Monitor the activity and provide speaking feedback at the end of it.

7. Group discussion (7 mins)

Finish the class by discussing the final questions about books and reading habits.

8. Error correction (3 mins)

Provide students with speaking feedback.