

LESSON PLANS



Book Toks - Igniting Oracy Skills through Quick Book Reviews



GRADE LEVEL	A2 - B2
CLIL SUBJECT	Language, Literature
OBJECTIVE	• Students will improve their oracy skills by creating and delivering concise and engaging book reviews in the form of "Book Toks." • Students will learn to summarise books effectively, express their thoughts and emotions, and captivate an audience using a creative and dynamic video format. • Students will reflect on the importance of effective communication and its impact on capturing an audience's attention.
MATERIALS NEEDED	• Books or reading materials of varying genres and difficulty levels • Whiteboard or chart paper and Markers • Timer • Video recording device (optional)
LESSON DURATION	2 hours (plus reading of book)

LESSON PROCEDURE

1. INTRODUCTION (15 minutes)

- Begin the lesson by briefly introducing the concept of "Book Toks" and explaining that they are short video book reviews inspired by TikTok.
- Show a quick example of a Book Tok or a short book review from a social media platform, highlighting its brevity and creativity.
- Discuss the importance of effective communication and how it can make a book review more appealing and persuasive.

2. BOOK SELECTION AND PLANNING (30 minutes)

- Provide a selection of books or reading materials to the students. Encourage them to choose a book that interests them or allows them to express their enthusiasm.
- Alternatively, allow students who have recently read a book to use it for the activity.
- Instruct students to read their chosen book and take notes on important aspects such as the plot, main characters, favourite quotes, and their emotional reactions to the story.
- Students should start planning their Book Toks on paper, outlining the key points they want to include in their reviews.

3. CREATING BOOK TOKS (45 minutes)

- Explain to the students that their Book Toks should not exceed one minute in length.
- Emphasise the need for clarity and creativity to capture the audience's attention.
- Provide guidelines for the Book Tok creation process, such as including a brief book synopsis, key characters, memorable quotes, emotional reactions, and a compelling reason to recommend the book.
- Allow students time to create and rehearse their Book Toks.

4. PRACTICE SESSIONS AND SHOWCASE (15 minutes)

- Divide the students into small groups or pairs.
- Each student presents their Book Tok to their group, and the others provide constructive feedback to improve the presentation.
- Encourage students to focus on clarity, expression, and their ability to spark interest in the book.

CLOSURE	5. CONCLUSION AND REFLECTION (15 minutes) • Gather the students in a circle or around a screen/projector for the Book Tok Showcase. • One by one, have each student present their final Book Tok to the class. Optionally, record these presentations for later review and reflection. • After each presentation, encourage the class to offer positive feedback and ask questions about the book. • Lead a brief discussion on the experience of creating and delivering Book Toks. • Ask students about the challenges they faced, enjoyable aspects, and their thoughts on the effectiveness of the format. • Reflect on the significance of effective communication and its impact on captivating an audience. • Encourage students to continue developing their oracy skills and to share their Book Toks with others, possibly through a school platform or social media (with parental consent).
ASSESSMENT	Evaluate students based on their participation in discussions, the quality of their Book Toks, and their ability to effectively summarise and present their chosen books.
EXTENSION	If time allows, consider organising a "Book Toks Challenge" where students can compete to create the most captivating and innovative Book Toks.
NOTE	Depending on the size of the class and the time available, adjust the activities accordingly. If the class size is larger, you may need to allocate more time for the Book Tok Showcase or consider having it as homework for students to record and share their Book Toks online.

The Oracy Framework

By addressing these different aspects of the Oracy Framework, the lesson plan provides a well-rounded approach to developing students' oracy skills through Book Toks and book reviews.

See map below (fig.1)

Fig.1 Map of Voice 21 Cambridge Oracy Framework strands to each part of the lesson plan:

LESSON PLAN SECTION	Oracy Framework Areas
1. Introduction	• Physical: Engaging through examples and visual aids (e.g., showing Book Toks or short book reviews). • Linguistic: Introducing new concepts and vocabulary related to "Book Toks" and book reviews. • Cognitive: Encouraging students to think about the purpose of effective communication in book reviews and how it can capture an audience's attention.
2. Book Selection & Planning 3. Creating Book Tok 4. Practice Sessions & Showcase	• Linguistic: Encouraging students to read and comprehend the books, take notes, and plan their Book Toks, focusing on key points like the plot, characters, and emotional reactions. • Physical: Providing hands-on activities that involve writing and rehearsing Book Toks on paper before recording. • Cognitive: Encouraging critical thinking by asking students to consider why they recommend the book and how to convey their thoughts concisely in the one-minute format.
5. Conclusion & Reflection	• Linguistic: Engaging students in a discussion about their experiences creating and delivering Book Toks, enabling them to express their thoughts and reflections. • Social and Emotional: Encouraging positive feedback and constructive criticism from peers during the Book Tok Showcase, promoting a supportive and inclusive environment. • Cognitive: Reflecting on the significance of effective communication and how it influences the audience's interest and understanding.