

Dracula



This **lesson plan** is centred around *Dracula* from Level Three of the Usborne English Readers series. It is suitable for students on level B1 of the CEFR framework.



BEFORE READING

- Show your students the cover of the book whilst covering the title with your hand. Can they guess which story you will be reading? (If they need a clue, tell them to look at the man's mouth...and his teeth!)
- Once you have revealed the story, ask the children to tell you everything they already know about vampires. Ask them to name any books, films or TV programmes they have seen that include vampires.
- Introduce them to the important words in the story:
 - **Count** (n) a type of lord who is almost as important as a prince.
 - **Professor** (n) a university teacher with special knowledge of a particular subject.
 - **Vampire** (n) a monster that was once human, and can now live for hundreds of years by drinking other people's blood.
 - **Stake** (n) a piece of wood, cut to a point at one end.
 - **Hypnotize** (v) when you hypnotize someone, they seem to be asleep but they can move, answer you and do what you say.

DURING READING

- Read the story or play the recording (using the QR code at the beginning of the book) of pages 3-5 to your students. After you have finished, ask them some questions about the extract you have just read, such as 'Does the hotel owner's wife like Dracula?', 'How do you think Jonathan feels when he reaches the castle?' and 'Why do you think Jonathan has found Dracula a house near London?'.
- If your students don't have their own copies of the book, do pause to show them the illustrations as you read, or show them while the audio is playing.
- Repeat this process after every few pages of the book to test your students' comprehension of the story and encourage them to make a note of new vocabulary.

AFTER READING

- Put the pictures and extracts from [page 42](#) on the board and ask your students to put them in the right order. Encourage everyone in the class to participate until they are all correct.
- Afterwards, put your students into pairs and ask them to complete the rest of the activities at the back of the book (page 42-45). You can download [black and white](#) or [colour](#) copies of these activities from our website.
- If you run out of time in class, ask your students to complete the tasks as homework.

