

NOVELS – Pre-reading activities (Plan 1)

AGE GROUP, LEVEL:	Young adults, teenagers, and intermediate+
AIMS:	to stimulate students' interest in intensive reading to encourage students to infer and to make interpretations of the overall meaning of the text to acquaint students with filling in order forms for books and looking for books in a catalogue/library
SKILL FOCUS:	integrated skills, creative writing
TIME:	90 minutes
CLASS SIZE:	15/20-30
CLASS INTERACTION:	group work
MATERIALS:	different kinds of catalogues, especially literature catalogues, worksheets (see Appendix 1)

NOTE: Pupils usually have to study a number of writers, thus the activities and additional materials (in all the three plans) can be adapted to any novels, short stories, fables, children stories in a literature selection, and to any level of study. They can be also used in any combination, as well as separate activities and games to supplement lessons about books (e.g. 'Books' in *English, My Love* – 9th form), and in teacher training sessions on teaching reading/literature.

PROCEDURE

TASK 1

Students will have to:

Variant 1 Match titles to contents. Some groups of pupils receive titles of books, and an equal number of groups receive the contents of books. They have to write a brief description (approx. 50 words) expressing what the book is about. They read out the sentences and decide on how to match contents to titles. The same procedure is used for the other variants.

Variant 2 Match titles to contents and to the beginning sentences of novels.

Variant 3 Match titles to book presentations/blurbs (cut out from catalogues).

Variant 4 Match covers to book presentations (pictures of book covers and text cut out from catalogues).

Variant 5 Jigsaw reading: scramble the sentences of two book presentations; make several texts of this kind; ask students to unscramble them and match with titles/covers.

TASK 2

Variant 1 Use cut-out pictures of book covers from different types of catalogues. Ask pupils to guess what kind of books they are (e.g. scientific, reference etc), then to classify and arrange them in rows as if on book shelves. Give them the book presentations to check if they arranged the books correctly.

Variant 2 Give students a list of topics for their assignments. Use catalogues of literary criticism and ask them to choose the reference books that might provide them with the necessary information for their papers, and to justify their choices (1-2arguments).

Variant 3 Give students a list of topics for their assignments. Ask them go to the library and make a list of reference books they might need, then they justify their choices in the classroom (1-2arguments).

TASK 3

a. Use cut-out pictures of book covers and ask students to decide on a book to order. Students will give three reasons for their choice.

b. Photocopy order forms. Students will have to fill them in to order the book they chose or to order an inspection copy.

c. Show them the books, if possible, or ask them to read book reviews/catalogue presentations.

d. Ask students to comment on the following proverbs: *Don't judge a book by its cover. Appearances are deceptive.*

TASK 4

a. Pair work: students have to match imaginary names of authors to imaginary titles (see **Worksheet 1**).

b. Group work: each group will choose an imaginary title to write blurbs/short presentations of the books. (50-100 words).

c. Blurbs/presentations are read aloud.

FEEDBACK

Play some music by Mozart. Students will write down the first ten words that come to their mind related to the activities they just did. For the next class they have to write a short letter to the teacher about the lesson using those words.