NOVELS: While-reading activities (Plan 2)

AGE GROUP, LEVEL: Young adults, teenagers, and intermediate+

AIMS: - to stimulate students’ interest in the text by making predictions and by relating incidents in the novel to personal experience
- to encourage students to make interpretations of the overall meaning of the text
- students will be able to discuss features of style, characters, point of view, and cultural background

SKILL FOCUS: intensive reading, creative writing

TIME: 90 minutes

CLASS SIZE: 15/20-30

CLASS INTERACTION: group work

PROCEDURE

TASK 1

Students will have to:
Variant 1 Write down the title/name of the main character and what they know about the story/character (in case students do not know anything, they should make guesses about what they expect to read).
Variant 2 Give three adjectives that might suit the names of the characters in a novel.
Variant 3 Continue the story: Starting from the title and the first sentence in the novel, imagine what may happen in the novel (in 10 sentences).
Variant 4 Make a list of 10-20 words that you might expect to meet in the novel. (Keep track of them while reading it).
Variant 5 Write down 5-10 questions referring to your queries about the novel that you are going to read. (Keep track of them while reading it).

TASK 2

Students will have to:
a) After each chapter, discuss with partners/or think of what happened and predict what may happen next.
b) Stop reading at a critical moment and analyse the situation from your point of view. What would you have done in that situation?

TASK 3

Clues for text interpretation. Choose one page/one chapter in the book and photocopy it. Students will take notes on separate sheets of paper or will make comments on the margins while reading it. Then they will work in pairs to compare their notes/comments. In the end the whole class discuss their understanding and interpretation of text.

TASK 4

Students will have to:
a. Choose a character. Tell the story from his/her point of view. Analyse changes in style. Discuss devices used by writers in presenting characters.
b. Identify figures of speech. Ask students to rewrite a paragraph using synonyms or antonyms of 10-15 selected words. Discuss the effect of such changes, as well as style and devices used by the writer to create atmosphere and authentic characters.
c. Imagine one character is prosecuted. Work in groups – the judge, the jury, the prosecution and the defence – to analyse the characters’ actions in certain circumstances. Then discuss issues related to the society of those times versus contemporary society.
d. Identify elements related to the literary trend (e.g. realism), to culture and civilisation as they are reflected in a certain novel.

TASK 5

Students will have to:
Variant 1 Choose the favourite/best writer. Justify your choice. Make a list of top-ten writers.
Variant 3 Relate some situation from your point of view. What would you have done if you were that character?
Variant 4 Write down in a flow what you think about the novel/ in what way it impressed you.