

## Given up on reading? Elif Shafak on why we still need novels

### Level 2: Intermediate

**Article summary:** This article discusses why we still need novels.

**Time:** 60 minutes

**Skills:** Reading, Speaking, Writing

**Language focus:** Collocations

**Materials needed:** One copy of the worksheet per student

#### 1. Warmer

- a. This activity aims to get students thinking about the purpose of long pieces of literature. Ask students to work in pairs to discuss the questions. Get feedback from one or two pairs on what they discussed.

#### 2. Key words

- a. Ask students to work individually or in pairs to find the words in the article and then complete the definitions. Allow a few minutes for students to check answers in pairs or groups before checking answers with the whole class.

**Key:**

1. *Instant gratification*
2. *publisher*
3. *shrink*
4. *Emotional intelligence*
5. *in-depth*
6. *Storytelling*
7. *numb*
8. *miraculously*
9. *literary*
10. *Rediscover*
11. *Resilience*
12. *Wisdom*
13. *predates*
14. *Greedy*
15. *Insight*
16. *Instant*
17. *The long form*

- b. Ask students to work individually or in pairs to complete the sentences using words from the previous activity in the correct form. Encourage students to read the complete sentences to you when they give answers, so you can check their pronunciation of the key words.

**Key:**

1. *emotional intelligence*
2. *instant gratification*
3. *literary*
4. *insight*
5. *publisher*
6. *predate*
7. *wisdom*
8. *miraculously*
9. *the long form*
10. *numb*
11. *resilience*
12. *in-depth*
13. *shrink*
14. *greedy*
15. *storytelling*
16. *rediscover*
17. *instant*

#### 3. Comprehension check

- a. Students can work individually or in pairs to do this activity. Encourage students to underline the section in the article where they found the answer, and where possible, to identify why each of the other options is incorrect according to the article.

**Key:**

1. *b*
2. *a*
3. *a*
4. *c*
5. *b*
6. *c*
7. *a*

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#### 4. Key language

- a. Students work individually to complete the matching activity. Explain to students that these phrases are common expressions in English in which the words go together. It is better to learn such phrases in context and memorise these words together.

**Key:**

1. b
2. e
3. d
4. a
5. c
6. f

- b. Students now complete the sentences with the phrases from task a. They can do this activity individually or in pairs.

**Key:**

1. *embark on a journey*
2. *come and go*
3. *be a walking mess*
4. *push back on something*
5. *know something in their gut*
6. *the tides of history*

#### 5. Discussion

- a. Students discuss the questions in pairs or groups. Ask them to justify their opinions, referring to their own experiences whenever possible.

#### 6. In your own words

- a. The aim of this task is to get students to reflect on the theme of this lesson. Have students work alone. Remind them they can use the last paragraphs of the article where the author makes a similar argument about the Epic of Gilgamesh. Where possible, encourage students to use the vocabulary from the lesson.
- b. Students work in pairs and exchange their essays. Encourage them to give each other feedback. Have a class discussion on the topic.