

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

Level 3: Advanced

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

Time: 60 minutes

Skills: Reading, Vocabulary, Speaking

Language focus: Collocations

Materials needed: One copy of the worksheet per student

8. *prolong*
9. *Shrink*
10. *Prophecy*
11. *Vulnerability*
12. *Jingoism*
13. *perish*
14. *Restless*
15. *Predate*
16. *Flood*
17. *attain*
18. *in-depth*

1. Warmer

- a. This activity aims to get students thinking about the classical literary works mentioned in the article. Let students do the matching activity on their own and provide the answer key on the board.

Key:

1. *The Odyssey* – d
2. *Hamlet* – a
3. *Epic of Gilgamesh* – b
4. *Moby Dick* – c

- b. 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. *Certainty*
2. *Resilience*
3. *numb*
4. *Grief*
5. *emotional intelligence*
6. *Ration*
7. *insight*

- 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. *in-depth*
2. *vulnerability*
3. *predate*
4. *ration*
5. *insight(s)*
6. *prolong*
7. *flood*
8. *perishes*
9. *resilience*
10. *prophecy*
11. *numb*
12. *jingoism*
13. *shrinks*
14. *attain*
15. *emotional intelligence*
16. *certainty*
17. *grief*
18. *ration*

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.

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Key:

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

4. Key language

- a. Students work individually to complete the table. Ask them to first cover the definitions *a-j* so that they don't use them or get confused. Have them focus on the first three columns of the table. Then have them match the definitions and check the answers. Use students' L1 translations to draw their attention to the importance of collocations and memorising whole phrases. For example, in English we always use the verb *cast* with the word *spell*, but in students' own language another verb, e.g. *thrown* may be used. Remind them that this is often a source of errors and memorising whole phrases helps to eliminate them. If you want your class to practise these sentences further, you can ask students to write sentences with them in English and then translate them to their first language to see how these idiomatic phrases and collocations change.

Key:

cast a spell – h
attention span – g
instant gratification – b
no small miracle – d
be a walking mess – e
know something in your gut – a
come and go – c
crumble to dust – f
tides of history – i

- b. Ask students to work individually or in pairs to find the phrases in the article and then match the words.

Key:

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

- c. Give students a set time to fill the sentences. Allow a few minutes for students to check answers in pairs or groups before checking answers with the whole class.

Key:

1. *push back on*
2. *is burdened by, embark on*
3. *appetite for*
4. *push back on*
5. *bound to*
6. *write down*

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 topic of this lesson and produce a presentation that will help them practice the lesson vocabulary. Encourage students to use the prompts to plan their presentation. Remind them that they don't have to read out the question during their presentation. It is better if it follows the answers. The questions are there only to help them organise their speech. Monitor closely to know if any of the students chose a book with sensitive or controversial topics. You may need to include a disclaimer before their presentation.
- b. Students can present either in groups or in front of the whole class.