

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

Level 1: Elementary

Article summary: This article discusses why novels are still important.

Time: 60 minutes

Skills: Reading, Speaking, Writing

Language focus: Comparative and superlative adjectives

Materials needed: One copy of the worksheet per student

1. Warmer

- a. This activity aims to get students thinking about the importance of novels and reading. 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. *journey*
2. *publisher*
3. *emotional intelligence*
4. *numb*
5. *main*
6. *consumption*
7. *wise*
8. *come and go*
9. *drop*
10. *reconnect*
11. *storytelling*
12. *wisdom*

- 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.

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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. *a*
2. *a*
3. *a*
4. *b*
5. *c*

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4. Key language

- a. Students work individually to find and underline the forms of the words in the article. Remind students to check the spelling of the words.

Key:

wise – wiser, wisdom

angry – angry

selfish – selfish

kind – kinder

greedy – greedy

slow – slow

- b. Students now complete the sentences with the correct form of the adjectives. Remind them to use comparative or superlative forms. Review how to form the structures if necessary. They can do this activity individually or in pairs.

Key:

1. *wisest*

2. *angrier*

3. *more selfish*

4. *kindest*

5. *greedier*

6. *slowest*

7. *wiser*

8. *angrier*

9. *more selfish*

10. *kindest*

11. *greediest*

12. *slower*

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 importance of classical stories and reuse the key vocabulary and language from the lesson. Where possible, encourage students to use them in the context of books.
- b. Students share their lists with the class. Give students the opportunity to hold a discussion. Try to arrive at a top-two list for the whole class.