Contents

	The authors and series editor				1
	Foreword				3
	Introduction				5
	Activity	**Level**	**Time** (minutes)	**Aims**	
1	**Starting points**				
1.1	**Opening lines**	Pre-intermediate and above	30	To sensitize students to differences between prose and poetry; to provide opportunities for genuine discussion about language features.	11
1.2	**Sources**	Intermediate and above	Approx 30	To help students use linguistic clues to identify text-types.	13
1.3	**Poetry or prose?**	Lower-intermediate and above	30	To sensitize students to the effect of layout on how we interpret a text.	15
1.4	**Split exchanges**	All levels	30	To give practice in textual coherence and cohesion; to provide material for semi-spontaneous spoken interactions.	17
1.5	**Split poem**	Intermediate and above	30	To develop close attention to the words and connections in a poetic text.	20
1.6	**Speculation**	Pre-intermediate and above	40	To sensitize students to appropriate vocabulary choice.	21
1.7	**Personal choice**	Pre-intermediate and above	30	To stimulate discussion focused on the purposes a poem might be put to; to give incidental practice with conditionals.	23
1.8	**Authors' comments**	Intermediate and above	Approx 20	To develop sensitivity to vocabulary selection; to offer practice of adverbials.	25
1.9	**Street literature**	Lower-intermediate and above	60	To make students aware of the ways in which life shares many literary techniques with literature; to set up themes for discussion.	27

	Activity	Level	Time (minutes)	Aims	
2	**Contrast and comparison**				
2.1	**Contrasting themes**	Pre-intermediate and above	60	To practise accurate listening and recall; to stimulate discussion based on careful noticing of similarities and differences; to pave the way for more extended activities involving comparison and contrast.	**31**
2.2	**Prose and poetry: themes**	Intermediate and above	1 class hour	To compare the treatment of similar themes or ideas in prose and poetry; to focus on question forms.	**34**
2.3	**Matching texts**	Lower-intermediate and above	60	To encourage close reading for comparative purposes; to develop discussion drawing on themes close to students' own experience.	**36**
2.4	**Past and present**	Intermediate and above	1 class hour	To develop close critical reading of texts from different historical periods; to focus on comparison of language and attitudes from different periods.	**38**
2.5	**Character sketches**	Intermediate and above	60	To compare what is actually said in the text with the interpretations we make from it; to encourage speculation; to give practice in the language of physical description.	**40**
2.6	**Formal and informal language**	Intermediate and above	60	To focus on register, i.e. how language changes in different social and specialist contexts. To move to the general issue of why it is important to distinguish between formal and informal usage in everyday life.	**45**
2.7	**Shorter and longer texts**	Beginners and above, depending on choice of texts	30	To stimulate discussion by contrasting short texts with longer ones on similar to themes; develop the capacity to interpret texts which leave a lot unsaid.	**48**
2.8	**Combining texts: diary entries, letters, interviews, poetry and prose**	Intermediate and above	60	To link literature with other, often informal, modes of writing; to focus on a theme-related area of vocabulary; to provide thought-provoking material for discussion; to introduce themes which could be further developed in project work. (See Chapter 6.)	**50**

	Activity	Level	Time (minutes)	Aims	
3	**Creative adaptation and writing**				
3.1	**Prose into poem**	All levels	60	To focus attention on the way meaning is structured in texts; to give practice in 'chunking' for an aesthetic purpose; to generate discussion of meaning and the ways language is used to express it.	54
3.2	**Reducing a text**	Intermediate and above	60	To develop the ability to differentiate between essential information and supporting detail in texts; to develop a feel for the way lines in a poem link together.	57
3.3	**Mini-sagas**	Upper-intermediate and above	60	To give practice in extracting essential features of a story line; to develop the ability to rephrase in a limited number of words.	58
3.4	**Word arrays**	All levels depending on difficulty of texts	60	To offer practice in creatively reconstructing a text from its component words, thus drawing on the whole of the students' repertoire of words and structures.	61
3.5	**Screen adaptation**	Lower-intermediate and above	1 class hour + follow-up time	To stimulate visualization of a text; to engage students in a close reading of a text to develop a complex yet concrete interpretation of it.	62
3.6	**Mining a text**	Lower-intermediate and above	60	To focus attention on striking language used in a text; to offer a structure of support for creative writing.	66
3.7	**Working from model texts**	Lower-intermediate and above	60	To offer a structure of support for students to generate their own texts; to stimulate creative writing.	67
3.8	**Found poems**	All levels	60	To help students notice literary features in non-literary texts; to expose them to a variety of text types.	69
3.9	**Intralingual translation**	Advanced	60	To give practice in writing contemporary English as an intralingual translation of a historical text; to activate the full range of linguistic skills and sensitivity shared by students.	72
4	**Spoken texts**				
4.1	**Speaking in role**	All levels, depending on difficulty of texts	20–30 repeated	To encourage students to vary their pronunciation and expression by speaking lines in a particular way.	76

	Activity	Level	Time (minutes)	Aims	
4.2	**Speech gym**	Elementary and above, depending on difficulty of texts	60	To warm up students' voices; to encourage greater fluency and variation of expression in oral reading.	77
4.3	**How should it sound?**	Lower-intermediate and above	60	To encourage close reading of dialogue or other texts for speaking aloud; to help students pay attention to features of stress, intonation, pausing and manner in texts; to give practice in the speaking of dramatic and other literary texts.	80
4.4	**Rehearsal time**	Intermediate and above	1 class hour minimum	To involve students in an in-depth exploration of a dramatic text; to give practice in varying styles of speaking an identical text.	82
4.5	**Tell me a story**	Elementary and above	60 or less with repetition	To develop listening skills; to help students develop the expressive retelling of a story unscripted from memory.	85
4.6	**Verbal tapestry**	Lower-intermediate above	60	To develop ensemble vocal work; to practise varying oral interpretations of and identical lines from a text.	86
4.7	**Stage directions**	Lower-intermediate and above	2 class hours	To develop a sense of how words in fictional texts might sound; to give practice in the oral interpretation of *dialogue; to give writing practice.*	88
4.8	**Dialogue voices**	Intermediate and above	60	To develop oral interpretative skills; to develop critical reading skills; to offer practice in varying ways of reading a text.	91
4.9	**Sounds and words**	Elementary and above	60	To engage students with the physical substance of words; to offer repetitive practice without tedium; to expand vocabulary.	94
4.10	**Orchestrating texts**	All levels	60	To offer opportunities for collaborative interpretation; to carry out intensive voice-work giving an inside view of a text; to give repetitive practice without tedium.	97
5	**Focus on language**				
5.1	**Vocabulary: improving understanding**	Lower-intermediate and above	30	To develop precision in the use of language,especially word-choice; to provide material which can also be used for self-testing.	101

	Activity	Level	Time (minutes)	Aims	
5.2	**Verbs: tenses and passive forms**	Pre-intermediate and above	15–20	To practise the use of tenses by working on authentic texts—not on textbook examples; to provide a useful warm-up activity for working on longer texts.	**103**
5.3	**Conditionals and 'if' clauses**	Intermediate and above	Flexible	To give practice in the use of conditionals and the various structures by which they are followed; to draw attention to the difference between full and short forms of the conditional, for example, *I would/I'd, You have/You've*, etc.	**104**
5.4	**Translation: frequent verbs**	Lower-intermediate and above Monolingual classes only	30–45	To draw attention to the strength and range of meaning of frequently used (Anglo-Saxon) verbs in English; to focus on the use of phrasal and prepositional verbs, and how they can best be translated.	**108**
5.5	**Translation: reverse translation**	Intermediate and above Monolingual classes only	30–45	To develop language precision and sensitivity to shades of meaning to reveal, through 'back' translation, how errors of understanding can occur to increase awareness of the often hidden differences between mother tongue and target language.	**111**
5.6	**Familiar expressions: imagery, metaphor, ready-made phrases**	Intermediate and above	30 + 45	To show how everyday language—including jargon, clichés, well worn metaphors—can also be deliberately used in literature to raise awareness of common collocations. Why do certain words usually go together, or 'attract the same partners'?	**113**
5.7	**Direct and indirect spoken language**	Intermediate and above	60	To explore the differences between direct and indirect ways of reporting speech; to focus on the difference between what is said and what is meant. How do we 'read between the lines'?; to open up a wider discussion of rendering speech in writing.	**118**
5.8	**Inside the character's head: free indirect speech**	Pre-intermediate and above	60	To explore the differences between direct and indirect questions; to give further practice in conditional forms and 'if' clauses; to introduce texts which could also be used later in Chapter 7 'Dealing with longer texts'.	**121**

	Activity	Level	Time (minutes)	Aims	
6	**Literature projects**				
6.1	**Our favourite writer**	Lower-intermediate and above	1 week minimum	To learn how to find information about a given author; to develop a sense of what is or is not relevant from a large quantity of information; to explore and appreciate better a sample of a writer's work.	127
6.2	**The Romantic Poets**	Lower-intermediate and above	1 week minimum	To familiarize students with the literature of a particular period, group of writers or region; to develop research skills involving processing of large amounts of text; to highlight writing skills.	129
6.3	**Focus on genre**	Intermediate and above	1 week minimum	To sensitize students to the features which distinguish one genre (type) of literature from another.	130
6.4	**Thematic projects**	Lower-intermediate and above	1 week minimum	To explore a theme through literary texts.	131
6.5	**How to teach a poem**	Upper-intermediate and above	2 weeks minimum	To come to a deeper understanding of a text by having to think about how to teach it to someone else.	133
7	**Dealing with longer texts**				
7.1	**Cover notes and book reviews**	Pre-intermediate and above	30	To consider what influences us in choosing a book to read. To stimulate discussion on personal preferences—likes and dislikes.	138
7.2	**Working into the story: summarizing sections**	Intermediate and above	30–45	To develop the skill of summarizing, and also of interpreting from clues in a short text; to encourage speculation and discussion (in English), based on the texts provided; to arouse interest in the novel or short story.	141
7.3	**Behind the story: writer's notes, and story lines**	Intermediate and above	60	To stimulate the imagination; to offer the students the chance of devising a storyline of their own, suggested by the author's notes; to give oral practice in recounting/describing a sequence of events in English, with particular emphasis on the use of tenses and time markers; to arouse interest in reading a longer work.	145

	Activity	Level	Time (minutes)	Aims	
7.4	**Read and discover**	Intermediate and above	1 class hour + 30 at intervals	To give structured support so that students can find their way through a complete novel; to develop prediction skills; to build confidence in students for reading longer works of fiction.	**149**
7.5	**From parts to the whole**	Intermediate and above	60 + 30 at intervals	To develop extensive reading skills; to help students find connections between parts of a complete text; to promote discussion skills.	**155**
7.6	**Varying the focus**	Upper-intermediate and above	1 class hour + 30 at intervals	To give students a deeper understanding of the elements which make up a story/ novel; to develop analytical and presentation skills.	**156**
	Further reading				**160**
	Index				**167**