

HOW TO USE THE THINK LITERATURE WORKSHEETS

INTRODUCTION

Think presents an introduction to literature through graded literature worksheets. These worksheets present simplified literary extracts and help students take their first steps in independent reading in a foreign language. The aim is to foster in students an interest in great literature and a love of reading in general, as well as give them the confidence they need to read foreign language texts for their own pleasure. Students are also then encouraged to read the complete works in their own time.

LINK TO THE THINK SYLLABUS

Level 2 of *Think* presents four carefully selected texts, each in a separate worksheet (1–4), that tie in with the topics and language of the Student’s Book and Workbook. The worksheets are intended to be incorporated into lessons as and when the teacher feels it appropriate. As the worksheets get progressively more difficult following the syllabus of the course, it is advisable to use them in the order suggested below.

TITLE	<i>The Mill on the Floss</i>	<i>Twelve Years a Slave</i>	<i>The Strange Case of Dr Jekyll and Mr Hyde</i>	<i>Much Ado About Nothing</i>
AUTHOR	George Eliot	Solomon Northup	Robert Louis Stevenson	William Shakespeare
SB UNIT TIE-IN	1/2	3/5	8	12
VOCABULARY	School, verbs about thinking	Entertainment, music	Science	Discipline, deception, cheating; consequences and reasons
THINK VALUES	Human qualities, Learning for life	Following your dreams; Music and me	How science helps people	The importance of rules
SKILLS + CULTURE	Different types of school	Slavery; music festivals	The negative aspects of science	Rules Britannia

A and B versions

The worksheets (1–4) have been split and graded into ‘A’ and ‘B’ versions. The ‘A’ worksheets are for higher level learners and incorporate challenging vocabulary and exercises that require more advanced cognitive abilities. The ‘B’ worksheets adhere more strictly to the language levels and cognitive demands of *Think* level 2. Both versions focus on the same literary text and retain a lot of authentic language so as to preserve the style and atmosphere of the original work. In most cases the listening extract is a continuation of the reading extract.

FEATURES

There are various features in the Literature worksheets in level 2 that specifically develop Students’ understanding of the literature they are reading and the skills needed to analyse it.

Start thinking ...

A personalisation and communicative warm-up that focusses students on the main theme/s of the extract within the context of their own experiences.

In context

Accompanied by a photo or illustration, a summary box contextualises the extract before reading, helping students to place the text within the main plot and/or to establish the characters and setting. This can be expanded upon using the ‘About the author’ information in the Teacher’s Notes.

Read between the lines

Students are encouraged to interpret, analyse and infer fact and feeling from the text, put forward their ideas and opinions and support them with close reference to the extract.

Vocabulary

A glossary of unfamiliar words (highlighted in the main text) accompanies each extract to expand students’ vocabulary and to aid essential understanding. Follow-up questions ask students to re-use new vocabulary in sentences. In ‘A’ worksheets, these sentences relate closely to the time that the text was written, providing students with interesting historical facts and a deeper understanding of the context of the characters.

Writing skills

Students develop specific writing skills that are relevant to assessing and critiquing literary extracts and techniques such as character descriptions, describing a scene, the use of dialogue and creating plot.

THINK style / Did you know?

Introducing and focussing on one key literary aspect of the extract or the author, students are asked to think about things such as the use of pen names, literary genres (e.g. memoirs), themes, or authorial style (e.g. Shakespeare’s English). ‘A’ worksheets ask students to further explore these concepts with a follow-up exercise.