

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 4 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>Gulliver's Travels</i>	<i>Anne of Green Gables</i>	<i>Poetry</i>	<i>The Time Machine</i>
AUTHOR	Jonathan Swift	Lucy Maud Montgomery	Ella Wheeler Wilcox	H. G. Wells
STUDENT'S BOOK UNIT TIE-IN	1, 2 & 3	4, 5 & 6	7, 8 & 9	10, 11 & 12
VOCABULARY	Adjectives to describe uncomfortable feelings; groups of people	Ways of speaking; love and relationships	Cheering someone up; life's ups and downs	Geographical features
THINK VALUES	Learning from other cultures	Doing good; Learning from other people	Learning to see things from a different perspective	Human activity and the natural world
SKILLS + CULTURE	Nomadic people; different cultures	Being imaginative	Life and how to live it	Real humans; undiscovered world; discovering new species

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 4. 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 4 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 experience.

In context

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 reuse new vocabulary in sentences that relate closely to the time that the text was written. The sentences provide 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 summarising, analysing characters, the use of symbolism and creating suspense.

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 characterisation, literary genres (e.g. gothic novels), short stories or authorial style (e.g. wit). 'A' worksheets ask students to further explore these concepts with a follow-up exercise.