



## Learning through literature

### SELF STUDY

If students are working alone, note that 1, 3c, 4a, 4b and the REFLECT ON IT box all have open answers. If possible, give self-study students the opportunity to show you their answers and work, or to exchange their answers and work with other students.

### Before watching

**1** This exercise takes an initial look at the theme of the poem that the speakers in the video talk about: differences between people. Doing it should help students to follow what the speakers say. Before students write their sentences, go through the language they will need to use in each area by getting students to call out some examples. Write these on the board and give any language support they might need. When checking answers, ask students to compare their sentences in pairs and then invite some students to tell the class one or two things their partner told them. Finally, draw a conclusion: that even between such close people as family members, there can be big differences.

### While watching

### VIDEO SKILLS: Understanding people talking about a poem

This focus is designed to give further support in understanding the speakers. Talking about a poem is a specific thing to do, and students need to know what language they will hear. Make sure they understand all the words and expressions.

**2a** **93 VIDEO SKILLS** Ask students to read through the video skills box before doing this exercise. Before checking answers ask students to compare what they have written in pairs so they can discuss what they heard and tweak their answers if they need to. Recognising the fact that Dylan talks about a line in the poem is challenging, so be prepared to play Dylan's contribution again if necessary so students hear him say: *I think that's why he says 'many Indians are just like me'.*

### Answers

	Reece	Charlotte	Dylan	Megan
The title	✓			
The message	✓	✓	✓	✓
A line in the poem			✓	✓

**2b** **93** Make it clear that the sentences in the exercise don't reflect the exact words that the speakers say; they paraphrase them. Also point out that in some cases, two speakers say the same thing, though in different words.

### Answers

**1** Dylan **2** Reece, Charlotte **3** Megan **4** Reece, Megan

**3a** **93** Students try and recall who says the sentences before watching again to check. Make sure students listen carefully for the underlined words when they check their answers.

### Answers

**1** c **2** a **3** d **4** b

**3b** Students could write the definitions in pairs or small groups.

### Suggested answers

unique = special, not the same as anyone else

variety = the fact that there are different types of the same thing

spice = something you put in food to make it taste better

stereotype = a strong but simple idea about what a particular type of person is like

human = all people are humans

**3c** Discuss what each statement in 3a really means before asking which one is closest to their own opinion. Students should feel free to disagree with the sentences if they don't think they're true or completely true.

### After watching

**4a** This exercise develops the life skill by getting students to see that they can learn something from any form of literature, not just from poetry. When students have noted their ideas, discuss this as a class. Help students to see what they could learn from the things on their lists, even if the students themselves didn't feel there was anything to learn from it. The message should be that all literature explores problems that come up in daily life and gets us to see things from other people's perspectives.

**4b SKILLS 4 LIFE** This activity extends the life skill by getting students to write a poem that teaches others something about their country or region. Doing this should help students to understand why people write literature – to explore common issues and themes and help themselves and other people to understand them. They might find this intimidating at first, but encourage them to look again at the two poems in the Life skills lesson. Point out that the poems are quite simple and that you don't expect them to write great literature, but just to express their ideas in the form of verse. They can use either of these poems as a model for their own poem. Students could do the activity in pairs if this would make them feel more confident, and the poem they write could be as long or short as they want it to be.

### REFLECT ON IT



The idea here is to encourage students to express their honest feelings about poetry. They should feel free to like or dislike it, or have any other opinion about it, but make sure they try and explain why.