



# Unit 8

## Literature Matters

Reflect on the pleasures of reading: which was your favorite book of fiction and most rewarding reading (or listening) experience as a child and as an adolescent? What is your favorite text in English now? Why do you read literature, why not? Consider the images above to come up with statements such as this: 'To me, reading is like day-dreaming.' You may also want to draw alternative cartoons of your own. Then consider: what did you like and what did you dislike about dealing with literature at school?

STUDY QUESTION:  
BOOK PAGE 174

### Sample Student Answers

- **Favourite as a child:** Roald Dahl - *Fantastic Mr. Fox* and *The Hungry Crocodile*
- **Favourite as adolescent:** *Harry Potter* and *War of the Worlds*
- **Favourite now:** *Game of Thrones*, *Divergent* and *Rubin Rot*
- I read, because I enjoy immersing myself in other worlds, and stepping temporarily out of every-day life
- 'Reading books is the key to a better life'
- 'Books are the gateways to other dimensions'
- 'Literature is the best food for the imagination'
- At school, I found discussing literature boring rather than just enjoying it



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## Literature Matters

Discuss which competences the teacher-centered and analytical approach promotes.

STUDY QUESTION:  
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### Sample Student Answers

#### Teacher-centered and analytical approach:

- Raises awareness of forms and functions of language as well as specific literary forms - narrative patterns, imagery, etc.
- Promotes analytical competences whilst neglecting personal emotions, reactions, reader response, feelings
- Can enhance cognitive competences and taste through increased insight into the art of literature
- Remains distant from the reader, and focuses on textual features which can be identified and analyzed as 'objective' elements



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## Literature Matters

Discuss which competences approaches to individual reading processes promote and which they neglect.

STUDY QUESTION:  
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### Sample Student Answers

#### Individual reading processes

- *Promote* aesthetic reading: readers do not read the text to retrieve factual information but are engaged in the text, explore and experience the text and themselves
- Enable the appreciation of the text
- Brings up emotions, feelings, responses of the reader
- Helps to develop intercultural and transcultural competences
- *Neglect* the analytical approach to a text; the focus is more on readers and their ideas than the text itself



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## Literature Matters

Search for 'classical' fairy tales in English and discuss which of these would be of particular interest to beginners.

STUDY QUESTION:  
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### Sample Student Answers

#### Hänsel and Gretel

- Is a slightly longer tale, but simple and easy to follow
- Vivid imagery, idea of an edible house is very appealing to younger children
- Important topic of distrust in strangers – and trust in children's resourcefulness

#### Goldilocks and the Three Bears:

- Short and simple tale with simple vocabulary and pictures
- Socialization: serves as a warning not to use other people's things without permission

#### The Ugly Duckling:

- A much longer but very pleasant tale.
- Lots of beautiful imagery and detailed descriptions of the characters
- Tells a tale of the inequalities of the world, but also shows that being different is not a bad thing
- Introduces many different animals as well as social differences and problems that children may be facing



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## Literature Matters

Search the Internet for prizes for young adult literature, and discuss which of the award-winning texts from last or this year would be suited for intermediate learners (major booksellers offer the first few pages online as a preview).

STUDY QUESTION:  
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### Sample Student Answers

- **Young adult literature prizes:** The YA Book Prize, The Michael L. Printz Award for Excellence in Young Adult Literature, Newbery Medal, National Book Award for Young People's Literature, Edgar Allen Poe Award for Best Young Adult Novel
- **Winner of the National Book Award for Young People's Literature in 2014:** *Brown Girl Dreaming* by Jacqueline Woodson. Autobiographical coming-of-age story of a black girl in the turbulent era of the Civil Rights movement in short, memorable lines.
- **Winner of the Michael L. Printz Award for Excellence in Young Adult Literature in 2007:** *American born Chinese* by Gene Luen Yang. Graphic novel about a Chinese-American boy's struggle to find a balance between his Chinese heritage and modern US-American expectations and norms.
- **Winner of the National Book Award for Young People's Literature in 2016:** *March: Book 3* by John Lewis, Andrew Aydin, and Nate Powell. Graphic memoir of a young male activist organizing political protests against racial discrimination in the 1960s.



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Inform yourself about mandatory texts in the curriculum of your state, and compare these to the literary texts which you have read so far and find suitable for use in the EFL classroom. Check which of your favorite movies are book adaptations and discuss which of these would be attractive to students. What would be your teaching goals and preferred activities with the texts and movies of your choice?

STUDY QUESTION:  
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### Sample Student Answers

#### Mandatory texts: (Thuringia)

- *Holes, Lord of the Flies, Animal Farm, 1984, The Wave*

#### Book adaptations in movies:

- *Precious Stone Trilogy (Rubin Rot), Harry Potter, The Hunger Games, War of the Worlds, Lord of the Rings, Sherlock Holmes*
- All of these books and adaptations would be attractive to students, offering a range of genre
- Movie adaptations deepen learners' understanding of the reading material through comparison

- Movies give the characters faces and allows non-enthusiastic readers access to these materials

#### Teaching goals/activities:

- Writing summaries/reviews of the films to help general understanding
- Writing alternative endings/beginnings/chapters
- Creating new characters to write own short story based on one of the selected genres
- Re-writing part of a story in a different genre