

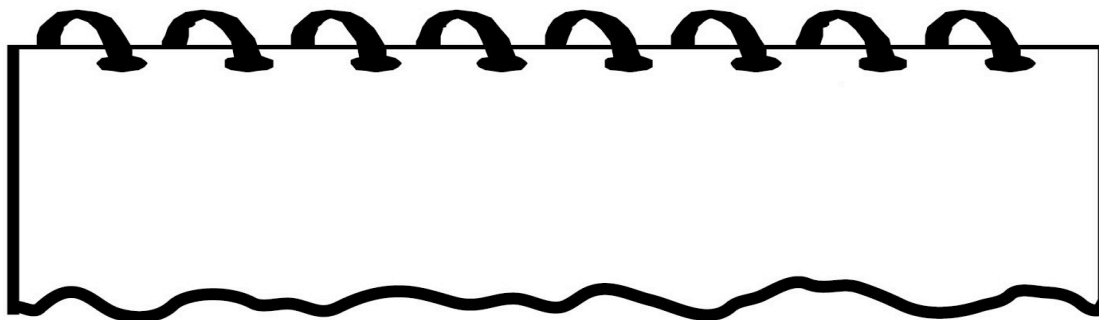
Total English

Upper Intermediate

Everlasting memories

- 1 You are going to go on the Internet to read about an adult that has some very clear memories of some books from her childhood. Log on to <http://books.guardian.co.uk/review/story/0,12084,981411,00.html> and then answer the following questions (from paragraphs 1-6).
 - 1 Did the reader actually read the fish book in paragraph one or just look at the pictures?
 - 2 How did the horrid memory of the 'fishy eye' come back to haunt the writer a few years later?
 - 3 Why did the writer particularly like the book about Kew Gardens?
 - 4 What do you think the reader means when she refers to 'knowing bits of the book off by heart'?
 - 5 What physical things does the author remember about the books?
 - 6 Did the writer have any wish to see the fish book later on as an adult?
 - 7 What is 'Book Sleuth'?
 - 8 Did the writer successfully find out about her childhood fish book and Kew Gardens book on 'Book Sleuth'?
 - 9 When other people have posted requests on 'Book Sleuth', what similarity with her own childhood memories of books does the writer notice?
- 2 Discuss in pairs.

The writer clearly remembers parts of two books from her childhood. How about you? Do you have any distinctive memories of the look, feel or pictures in a childhood book? Why?
- 3 Now read back through paragraphs 1-6 and find ten new words. Check their meaning in your monolingual dictionary, then write a short paragraph using the words.



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TEACHER'S NOTES:

Aim: to further explore the theme of memories (specifically relating to children's books) using the Internet. This webquest is designed to be used in conjunction with unit 5.

Time: 40 minutes

Materials: photocopies of the worksheet for each student

- 1 Make sure that students are on the correct website. Students can work alone or in pairs to answer all the questions. Monitor as they work as this is a vocabulary rich article. Reiterate that although the extract is long, they are only required to answer one/two questions on each paragraph of paragraphs 1-6 (excluding 4). Elicit answers from the students.

Answers: (correct at the time of going to press) 1 'as I was pottering through from picture to picture, ignoring the text,' she was looking at the pictures. 2 She saw a monkfish at a fish market in Chioggia a few years later which reminded her of the fish in the book. 3 because she'd actually been there and lived nearby and also because the book offered Kew as a gateway to a beguiling parallel world. 4 to know (sth) off by heart - to be able to recite words/ numbers without referring to any notes. 5 The weight of the fish book (too heavy to lift easily) and its thick, soft pages and the fading orange cloth of the Kew book. 6 No, she had 'no great desire' to revisit the fish book. 7 A web service where people can post descriptions of books they are trying to find, in the hope that someone out there will share the memory, and quite often they do. 8 Yes. 'my orange book about Kew, if anyone wants to know, is Keith Claire's *The Tree Wakers*, and the other is *Game Fishes of the World*'. 9 What has stuck in the writer's mind is sometimes a single line, a picture, or the physical appearance of the book itself, not any of the features which might have seemed important to parents, teachers, authors, publishers, or psychologists.

- 2 Get students to reflect back in pairs to their own childhood and whether they have a particular memory of a certain book. Encourage them to explain why/why not and get feedback from the pairs at the end.
- 3 Ask students to write down ten new words from the extract and check their definitions in their monolingual dictionaries. To consolidate the use of the vocabulary get the students to write short paragraphs using their words. Encourage students to exchange their papers in small groups and suggest they make a note of any other new words their group has used.