



B2 - Rereading books as adults



Reading and Speaking

EXERCISE 1 THINK ABOUT AND WRITE DOWN THREE BOOKS YOU LOVED AND YOU HATED AS A CHILD OR A TEENAGER.



BOOKS YOU LOVED

- 1.....
- 2.....
- 3.....



BOOKS YOU HATED

- 1.....
- 2.....
- 3.....

WHY DID YOU LOVE / HATE THESE BOOKS?

HAVE YOU EVER REREAD ANY OF THEM AS AN ADULT?

DO YOU THINK THAT YOU COULD DISLIKE THE BOOKS YOU LOVED AND LOVE THE BOOKS YOU DISLIKED NOW?

EXERCISE 2 LOOK AT THE QUESTION BELOW AND IN GROUPS DISCUSS THE POINTS FOR OR AGAINST THIS POINT.

Is it worthwhile to reread books?

Group A: Discuss and write down the reasons *for* rereading books.

Group B: Discuss and write down the reasons *against* rereading books.

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....

SWAP THE GROUPS AND DECIDE WHETHER REREADING BOOKS IS WORTHWHILE OR A COMPLETE WASTE OF TIME.

EXERCISE 3 READ THE BLOG POST AND DECIDE WHETHER THE AUTHOR BELIEVES REREADING BOOKS IS WORTHWHILE.

1. _____

When you reread a book, you get to rediscover the story all over again. You might notice details and plot points that you missed the first time around. You might appreciate the writing style or pacing in a new way. Or you might be surprised by how much you've forgotten since the last time you read the book.

Adapted from [Jennielz](#).



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2. _____

As you grow and change as a person, your perspective on a story can change too. Rereading a book as an adult might give you new insights or resonate with you in a different way than when you first read it as a teenager. This can be particularly powerful with books that tackle complex themes or issues.

3. _____

Rereading a book can also help you connect with the characters and themes on a deeper level. By knowing how the story ends, you can pay closer attention to the nuances of the character's behaviour and motivations. You might also be able to see how certain themes or motifs recur throughout the book.

4. _____

Finally, rereading a book can be a source of comfort in times of stress or uncertainty. Familiar stories and characters can provide a sense of stability and security and can be a welcome escape from the challenges of everyday life.

Adapted from [Jennitely](#)

READ THE BLOG POST AGAIN AND THINK OF GOOD TITLES FOR EACH PARAGRAPH.

EXERCISE 4

MATCH THE QUOTES TO THE APPROPRIATE PARAGRAPHS.

A. During the global crisis, going back to a book from my childhood felt like finding an old friend. It brought back memories and a feeling of stability when times were tough.

B. After revisiting a book from my childhood, I had an 'aha' moment where I really understood why the main character did what they did. It made the story even more meaningful to me.

C. Rereading my childhood favourite gave me a new way of looking at the plot, like discovering a hidden side of a familiar story.

WHICH OF THE QUOTES DO YOU MOST AGREE WITH?
DO YOU DISAGREE WITH ANY OF THEM? WHY?



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EXERCISE 5 LOOK AT THE LIST OF YOUR LEAST FAVOURITE BOOKS.

1. Would you like to revisit any of them as an adult? Why (not)?
2. Do you think that your understanding of these books would be different now than it was when you first time read them?
3. Are there any other books you disliked that didn't make it to your list?

EXERCISE 6 DISCUSS WHETHER YOU AGREE OR DISAGREE WITH THE STATEMENTS BELOW.

1. Schools should enforce reading classics even if they may be too difficult for students to understand them.
2. Teachers should focus on showing students that reading books can be pleasant and not a necessity to pass exams.
3. Students should be involved in choosing books they read at school.
4. You should always read the books until the end, even if you don't enjoy them.

Teacher's notes

Exercise 1. Lead-in

8 mins

Students work individually and think of three books they used to love and hate as teenagers. Share the list and then put students into pairs and ask them to discuss the questions below. Monitor the activity and provide speaking feedback at the end of the task.

Exercise 2. Group and pair discussion

8 mins

As a group, read the question Is it worthwhile to reread books? Divide students into two groups. Group A thinks of the reasons supporting this question, and Group B thinks of the reasons against it. After groups finish brainstorming, mix students (one from group A and one from group B) and ask them to debate each other and decide whether it is worthwhile to reread books or not.

Exercise 3. Reading for gist and detail

6 mins

Say that you are going to read a blog post which discusses rereading books and its importance. Students read the text quickly and decide whether the author believes rereading books is worthwhile or not.

Answer: The writer agrees that rereading books is worthwhile as it helps you rediscover the book all over again, you may see it in a different light, you may connect with the characters on a deeper level and it can also provide comfort in times of stress and uncertainty.

After discussing all paragraphs, ask students to think of the best headings for each paragraph.

Suggested answers:

Paragraph 1: Rediscovering the story

Paragraph 2: Seeing the story from a new perspective

Paragraph 3: Connecting with characters and themes on a deeper level

Paragraph 4: Finding comfort in familiarity

Exercise 4. Group discussion 1

6 mins

Proceed by reading three quotes from different readers and the reasons why they like rereading books. Students match them to the paragraphs from exercise 3 and then discuss if any quote resonates with them.

Answers:

A - Paragraph 4

B - Paragraph 3

C - Paragraph 2

Exercise 5. Group discussion 2

6 mins

As a group, ask students to go back to the list of their least favourite books and discuss whether they would be willing to revisit any of them now, as adults. Discuss how their understanding of the world has changed over time and if they would like to add any other books to the list.

Exercise 6. Speaking practice 1

8 mins

Put students into pairs or small groups and ask them to read statements 1-4. Students discuss whether they agree or disagree with the statements and justify their answers.

Error correction

3 mins

Provide speaking feedback.