



Edgar Allan Poe

Illustrations **Oriol Malet** / 160 pages / Book Series **Classic Tales**

Objectives

- To **enjoy reading and understanding the main ideas** of the stories in English.
- To **share knowledge and experiences** related to literary (and cinema) genres in order to base the stories of Poe on a solid foundation of expectation, interest and motivation.
- To encourage students to **predict and chart** the plot of a story as it unfolds.
- To give students the courage to **be aware of vocabulary** and to take responsibility for **expanding their knowledge**.
- To **work collaboratively to reconstruct a storyline**, using all four skills.

Word Bank

Key Vocabulary

Nouns: professions (sailor, tailor, undertaker, etc.); weather (breeze, hurricane, tempest, etc.); games (chess, gambling, joker, etc.)

Verbs: related to thinking - to analyse, to deduce; related to injuring - to strangle, to mutilate

Adjectives: scary and synonyms; character descriptions

Relative clauses: The shoemaker who had become an actor... The Greek name which reminded him... The planet whose spelling had changed...

Tips and Ideas

Before reading

- In a circle discussion, find out what things your students are afraid of - or get them to suggest the typical things people are scared of (spiders, darkness, etc.) if they seem unwilling to speak about their personal experiences.
- Encourage students to suggest the elements found in horror stories - suspense, mystery, strange atmosphere and peculiar characters. Do these stories usually have a happy ending?

During reading

- As the stories unfold check the students are following the plot by asking simple Yes/No questions and encourage them to ask questions too (let the others give their answers if they can, before you respond).
- Use a storyboard to help the students build up the plot (i.e. a series of squares where the main action can be recorded in pictorial or note form, plus characters, dialogue in speech bubbles and captions with time expressions (three years later; then; suddenly, etc.)

After reading

- Think, pair, share: group gives pondered feedback on the stories at lower and higher levels.
- Use the storyboard to elicit more details which can be added to aid a more general understanding within the group.
- Smaller groups use the information on the storyboard to retell key parts of the story.

Teacher support activities

Great Games: Poe Bingo

Bingo is a game that everyone knows, but just in case, elicit the rules from your students: what do you need to play? how do you play? how do you win? Explain that this game is a little different because their Bingo cards have sentences on them and you (or a volunteer from the group) will read out words – individually or in short sets – and the students have to cross the words off and try to complete whole sentences. When they have one sentence they can call out “House!” and when they have completed all three sentences they can call out “Bingo!”: If they are the first to do so, they are the winner.

Word Bag:

Your Bingo numbers will be the words and sentences in the Bingo cards below.

Bingo Cards:

William Wilson	went to a boys' school	in England.
Mademoiselle L'Espanaye	was found in	the chimney.
The vaults	were cold and dark	and full of bones.

Orange hair	was found in	Madame L'Espanaye's hand.
Montresor	took Fortunato into	the vaults.
Edgar Allan Poe	went to a boys' school	in England.

William Wilson	shared his birthday	with his double.
Fortunato was	walled up by	Montresor.
Madame L'Espanaye's body	was found in	the patio.

Fortunato was	interested in	tasting the wine.
Nobody knew	Madame L'Espanaye	very well.
Edgar Allan Poe	wrote	horror stories.

The ourang-outang	could climb	very well.
An unnamed narrator	wrote	the message in a bottle.
In Paris	nobody knew	who the murderer was.

An unnamed narrator	lived with Dupin	in Paris.
The ourang-outang	killed Madame and	Mademoiselle L'Espanaye.
Edgar Allan Poe	shared his birthday	with the William Wilsons.

CLIL Link: Genres in Writing

Horror or humour, fact or fiction

Take your class on a visit to the school library and get them to do a “Treasure Hunt” to see how many different types of publication they can find in 3 minutes.

Spread out their findings on a table and ask the students to categorise them – get them to decide on the categories, but these could include factual books (e.g. The Guinness Book of Records), magazines, reference books (e.g. encyclopaedias), autobiographies or biographies, and novels. Ask them what kinds of novels they have found. Elicit their ideas on novel (and film) genres.

Each group should then take one novel genre and see if they can further categorise the sorts of characters, plots and endings they expect to find, and the kind of grammar and vocabulary (formal / informal / colloquial) and style used.

Each group tries to mimic their genre by inventing a short tale using a storyboard (it could be written up later individually) and then presents their new horror/ sci-fi / detective / adventure story etc. to the class.