

Ideas kit for follow-up activities

Work in a group

- What is the most interesting section in the text? What made it special for you? Discuss and compare your experiences.
- Find the section that was most interesting to you in a version written in a language you do not speak: What familiar words can you find there? What meanings can you guess?
- **Drama exercise:** Choose a section and act it out as a play . Use various languages. Performers may take their lines from different language versions and make it a multilingual performance.

Writing tasks

- Continue the story in the language of your choice.
- Exchange different endings for this story in your groups. Write them down in the languages of your choice and present them orally to the rest of the class in the language of schooling.

Discuss the reading process

- Have a fresh look at the questions related to certain sections of the story:
 - What kind of reading and comprehension do they require?
 - What questions were hard to answer? Why? Which were easiest? Why?
 - What questions provoked the best discussions? Why?
 - Give an example of a question that:
 - focuses on the key idea in the section?
 - requires reading between the lines?
 - requires use of world knowledge?
 - What vocabulary should be taught before or during the reading of the text? From the vocabulary taught prior to reading the text, can students guess what the text is about?

Look into the background information

- Who could be the author of the story? How old? Man or woman? When do you think it was written? Why?
- What would you like to know about the author or background to the story? List 3–5 questions and try to find the answers using the internet.
 - Visit the author's website at <http://brianaldiss.co.uk>
 - What search words do you need to find the pieces of information you have in mind?