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## 2.3 Genres and Titles

*Students consider literary genres and decide which genre some books in their library belong to.*

**Level:** Any

**Aims:** To allow students to review some prominent genres in literature; to give students a first chance to look through books in the class library.

**Preparation:** Make a copy of the Genres and Titles handout (Box 2.3) for each student. Familiarize yourself with the material in the handout so that you can introduce it to the class. Have a library of extensive reading books in the classroom, or bring in suitable books. Provide at least three times as many books as there are students.

**Procedure:**

1. Distribute the handout. Introduce the idea of *genre* and discuss together the various genres listed on the sheet. This can be done by going through the genres in order, giving and eliciting examples of each. Another approach is to give examples of books familiar to students and have them guess which genre they belong in.
2. Have students work in pairs. Each pair goes to the class library to quickly select five books, ideally from a variety of levels. The partners then look through each book together, checking the blurb, illustrations, and chapter headings. They record the genre each book belongs in, as well as the title and level.
3. To conclude, each pair introduces to the whole class the book that looks most interesting to both of them. The introductions should include title, level, and genre. The partners may also give their reasons for choosing that book, or why they think it belongs in that genre.

## *Organizing Extensive Reading*

**Tip:** In Procedure Step 2, students go in pairs to select five books. In large classes or if space is limited, ask one person in the pair to choose the books from the class library. Things can get crowded in the book area if everyone goes there at once.

**Extension:** Have a Title Treasure Hunt. Give the following directions to students:

1. Continue working with your partner. Choose two books from your list. Look again at the blurbs, illustrations, and chapter headings. Imagine what the books are about. If possible, make up a short summary for each story.
2. Return your books to the class book area.
3. Now join another pair and tell those students about one of your books while they try to find that book. Describe the story to them. Describe some of the illustrations or the cover. As the two students search for the book, give them hints and answer their questions. *But do not tell the title!*
4. When they have found the book, switch roles and find the book they chose.
5. Repeat two more times.

**Contributed by:** Ken Schmidt, Tohoku Bunka Gakuen University, Japan

*Ken writes:* "I use this activity right at the beginning of the reading program to get students thinking about what genres they enjoy and how to identify quickly the genre of an English book. It helps get the extensive reading program off to an enjoyable, positive start and puts the books into students' hands so they can begin finding interesting books to read."

**BOX 2.3 Genres and Titles**

*Here are some fiction and nonfiction genres:*

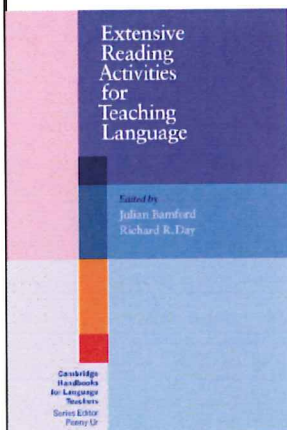
- |           |                 |                                 |
|-----------|-----------------|---------------------------------|
| adventure | western         | travel                          |
| disaster  | romance         | history                         |
| thriller  | science fiction | biography                       |
| suspense  | fantasy         | self-help                       |
| spy       | horror          | science and technology          |
| mystery   | ghost story     | current events/issues           |
| detective | human interest  | culture/international relations |
| crime     | humor           | children's literature           |

Work with a partner. Choose five different books. Read the blurbs and the chapter headings. Look at the illustrations. Decide which genre each book belongs in. Write down the title, level, and genre in the table below.

	Title	Level	Genre
1			
2			
3			
4			
5			

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