GRADED READERS

WHITE FANG

JACK LONDON



Teacher's Book

LEVEL 2

mm publications

SUGGESTED PRE-READING ACTIVITIES

It is advisable to get the students interested in the story and arouse their curiosity about the characters and places involved before they actually start reading it. For this purpose, you will need to spend one lesson doing some pre-reading activities. You can select the activities that suit you best from the ideas presented below.

- Write the title of the story on the board. Ask the students some general questions about the title and encourage them to make hypotheses about it, e.g.
  - What is a fang?
  - Whose name do you think White Fang is?
  - What do you think happens in the story?
- Have the students look at the cover of the reader and ask them some general questions about it, e.g.
  - Who is the dog on the cover?
  - Where is he?
  - What can you see around him?
  - What is he doing?
- Photocopy some of the illustrations in the Reader and remove the text and page numbers. Ask the students to describe them, guess what is happening and put them in the correct order. You can ask the students questions about each picture similar to the ones presented in the previous activity in order to help them.

It would be more effective to have students do these activities in pairs or small groups. It is important to remember that at this stage you should not confirm or reject any of the students' hypotheses nor reveal what actually happens in the story.

For teachers' inspection ONLY

SUGGESTED LESSON PLAN

If you decide to deal with one chapter in each lesson, you can follow the procedure described below. In this case, it is estimated that you will need about ninety minutes for each lesson. If classroom time is scarce, you can have students do most of the reading and activities at home.

Before reading each chapter

1 At the beginning of each lesson revise the previous chapter and check the exercises which you have assigned for homework, except for the prediction exercise. If you feel that certain points have not been sufficiently covered, ask the students additional questions. Then, ask them to give you a summary of the chapter and/or act it out.

2 Ask the students to guess what will happen in the chapter they are about to read. Select from the ideas presented below the ones that suit you best.

- Have the students give you their answers to the questions in the prediction exercise in the previous chapter.
- Ask the students to look at the illustrations of the chapter they are going to read and describe them. You may also ask them questions in order to help them, e.g.
  - What do you see in this picture?
  - Where do the events take place?
  - What is happening?

  Afterwards, they should be encouraged to guess what will happen in the chapter.
- Give the students a few key words found in the chapter and the names of the characters that appear in it and ask them to predict what will happen.

A. Answer the following questions.

1 Why was the wolf pack following Henry and Bill?

_____

_____

2 Why did Henry try not to sleep at night after Bill's death?

_____

_____

3 How many cubs did the she-wolf have and how many survived?

_____

_____

4 What happened when Grey Beaver tried to pet the grey cub?

_____

_____

5 Why did Grey Beaver name the grey cub 'White Fang'?

_____

_____

B. Are the sentences True or False? Write T for True and F for False in the boxes.

1 Bill fired a shot at the she-wolf and killed her. ☐
2 Henry didn't have any more bullets. ☐
3 It was hard for the wolf pack to find food. ☐
4 One-Eye and the she-wolf attacked the Indian camp. ☐
5 The grey cub was afraid when he first saw the Indians. ☐

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C. Complete the sentences using the words in the box.

wandered allowed tripped chased relieved

1 I _____ around for about one hour trying to find the shop I was looking for.
2 Sandy _____ and fell down the stairs.
3 Can you believe that our cat _____ that dog away?
4 Brandon was _____ when he got his test marks and saw that he had passed.
5 I'm not _____ to go to the cinema because I haven't finished my homework.

D. Choose a, b or c to complete the sentences.

1 I _____ just in time! Otherwise I would have hit that car.
a. started b. stopped c. went

2 Be careful with that knife. It's very _____.
a. sharp b. wide c. hard

3 My brother had an accident, but luckily he wasn't _____.
a. brave b. hurt c. angry

4 As they were walking, they heard a strange sound in the _____.
a. space b. tribe c. distance

5 Frank was so exhausted that he _____ in the bus.
a. fell asleep b. felt relieved c. settled down