<table>
<thead>
<tr>
<th>Name of resource:</th>
<th>Writing book reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Age group(s)</strong></td>
<td><strong>Subject(s)</strong></td>
</tr>
<tr>
<td>8 to 11, 12 to 14, 15 to 16, 17 to 18</td>
<td>English</td>
</tr>
<tr>
<td><strong>Topic</strong></td>
<td><strong>Language Level</strong></td>
</tr>
<tr>
<td>Non-fiction writing</td>
<td>Intermediate / Advanced</td>
</tr>
</tbody>
</table>

**Description of resource**

- List of key features of book review writing and a writing framework (Word)
- Set of book review writing key terms with definitions and examples (on PowerPoint)
- Two sets of games cards with key terms, definitions and examples (on PowerPoint) for book review writing (black & white or colour), each including a game board
- Set of photocopiable ‘key rings’ for discussion writing (PowerPoint)

**Preparation needed**

**You will need:**
- A copy of the list of key features of book review writing for each learner
- A print out of the set of book review writing key terms with definitions and examples for each group of learners, and for any learner needing additional support.
- One set of vocabulary games cards, one set of definitions games cards and one set of examples games cards (there are also black and white versions which would need to be printed on three different colours of paper)
- One copy of the game board
- A key ring for each learner who needs additional support
- It would also be useful to have example texts of book reviews

**You will need to:**
- Print and laminate the set of games cards (if you are using the black and white version, print onto three different colours of paper). Print two sets of each if you are using them for the pairs memory game.
- The slides with the game board will need printing as A4 slides, and then should be stuck together as it prints as two halves.
- Provide dice and counters
- Make the key ring by printing (as 2-to-a page handouts), cutting up, sticking together and laminating the PowerPoint, making a hole in the end of each one and stringing them together.
Curriculum objectives

- To understand the key features of book review writing
- To understand and learn the pronunciation, spelling and meaning of key vocabulary and terms relating to book review writing

Language / literacy objectives

<table>
<thead>
<tr>
<th>Functions</th>
<th>Structures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describing</td>
<td>Present tense: A key ingredient of book review writing is…,</td>
</tr>
<tr>
<td></td>
<td>Present tense: The book is…, the plot is…, the main character is…,</td>
</tr>
<tr>
<td></td>
<td>Past tense: The book was…, the plot was…, the characters were…,</td>
</tr>
<tr>
<td>Sequencing</td>
<td>On the first page…, after that…, later on…, towards the end…, when…, after…</td>
</tr>
<tr>
<td>Expressing opinion</td>
<td>Present tense: I think that…, I feel…, It is…, I like…, I dislike…,</td>
</tr>
<tr>
<td></td>
<td>Past tense: I thought that…, I felt…, It was…, I liked…, I disliked…, I enjoyed…</td>
</tr>
<tr>
<td>Justifying opinion</td>
<td>I think that…because/ as…</td>
</tr>
</tbody>
</table>

Vocabulary

- Non-fiction writing terms: genre, non-fiction, term, definition, example, key feature, key ingredient, structure, review.
- Key terms for book review writing: paragraph, opinion, background, plot, conclude, character, setting, pace, conjunction, orientate, adjective, author, genre, strengths, weaknesses, past tense, present tense
- Adjectives: believable, unconvincing, boring, unlikeable, weak, amazing, incredible
- Genres: horror, mystery, crime, ghost story, adventure, sci fi

This resource could be used:

- whole class (as a revision session)
- as differentiation within class
Ideas for using the resource

What to do

- This resource is intended to introduce or revise the non-fiction genre of book review writing.
- Game 1: In pairs or groups, spread out two sets of key terms cards face down and play a pairs memory game (Pelmanism).
- Game 2: In pairs or groups, spread out one set of key terms cards (blue) and one set of definitions cards (green). This time the cards can be face up. Players take turns to match the vocabulary cards to the correct definition cards. If the player matches correctly, they can keep the cards. If they make an incorrect match, they are placed back. (this game can be repeated with the orange examples cards)
- Game 3: Alternatively, using the game board, players take it in turns to throw the dice. Using either the key terms cards or the definitions cards or a mixture of both stacked in a pile face downwards, they pick the top card and look at it. If they can say the word on the card, or read the definition, and then give the key term, a definition and/or an example, they can move along the game board according to how many were thrown on the dice.
- Once learners are familiar with the terms for the book review writing genre, they can refer to the key ingredients information and find real examples in a provided text. They can initially be guided by an adult and then work independently.

Other ideas for making the best use of this resource

- Before using the resources you could introduce the new key vocabulary using the learners' first language ability, and bilingual dictionaries/ translation software. This could be done using the book review writing key terms with definitions and examples PowerPoint.
- This resource could be used with the other EAL Nexus non-fiction writing resources for revising different non-fiction writing genres. A selection of cards with key terms and definitions from different genres could be used and learners could be asked to organise them under the correct genre headings.
- The game board could have key vocabulary written on each square. If a player lands on the square, they should give a definition and/or example.
Possible extension activities

- Learners could add further vocabulary, definitions and examples from real texts read (there are blank cards provided for this purpose).

- The speaking and writing frames can be used for learners to plan and write in a particular genre.

- The photocopiable ‘key rings’ can be used to support independent writers when writing in different genres across the curriculum e.g. a book review of a historical biography in History. These key rings also contain graphic organisers for the genre. Writing should be modelled first by an adult.