I Want To Be You

Summary-based Activities
1 Scrambled word cloze

Read the summary of Chapters One to Three of *I Want To Be You* below. Choose one of the words from the box to write in each space. The first one has been done as an example.

most anything cousins together different her likes call lots match helps

Holly and Rosie are (0) cousins. They have the same birthday and go to the same school but they are very (1) different. Rosie is pretty and rich. She has (2) lots of friends and is the captain of the school basketball team. Holly is shy and (3) baking cakes but she hates basketball.

After she misses a penalty in the basketball (4) Holly is very upset. She only feels better when she gets a phone (5) from Ben. Ben is the (6) popular boy in school and Holly likes him a lot. Ben asks (7) to go to the fair with him.

Rosie and Holly go shopping (8) and then Rosie (9) Holly get ready for her date. Holly doesn’t think she looks nice but she doesn’t say (10) to Rosie.
Holly and Rosie are **cousins**. They have the same birthday and go to the same school but they are very **different**. Rosie is pretty and rich. She has **many** of friends and is the captain of the school basketball team. Holly is shy and **likes** baking cakes but she hates basketball.

After she misses a penalty in the basketball **match** Holly is very upset. She only feels better when she gets a phone **call** from Ben. Ben is the **most** popular boy in school and Holly likes him a lot. Ben asks **her** to go to the fair with him.

Rosie and Holly go shopping **together**, and then Rosie **lets** Holly get ready for her date. Holly doesn’t think she looks nice but she doesn’t say **anything** to Rosie.

Holly and Rosie are (0) **sisters**. They have the same birthday and go to the same school but they are very (1) **same**. Rosie is pretty and rich. She has (2) **lots** of friends and is the captain of the school basketball team. Holly is shy and (3) **hates** baking cakes but she hates basketball.

After she misses a penalty in the basketball (4) **court** Holly is very upset. She only feels better when she gets a phone (5) **message** from Ben. Ben is the (6) **best** popular boy in school and Holly likes him a lot. Ben asks (7) **her** to go to the fair with him.

Rosie and Holly go shopping (8) **alone**, and then Rosie (9) **helps** Holly get ready for her date. Holly doesn’t think she looks nice but she doesn’t say (10) **nothing** to Rosie.
**Open cloze**

Complete the summary of Chapters One to Three of *I Want To Be You* below. Write ONE word for each space. The first one has been done for an example.

Holly and Rosie are cousins. They have the same birthday and go to the same school but they are very different. Rosie is pretty and rich. She has lots of friends and is the captain of the school basketball team. Holly is shy and hates baking cakes but she loves basketball.

After she misses a penalty in the basketball match Holly is very upset. She only feels better when she gets a phone call from Ben. Ben is the most popular boy in school and Holly likes him a lot. Ben asks her to go to the fair with him.

Rosie and Holly go shopping together, and then Rosie helps Holly get ready for her date. Holly doesn’t think she looks nice but she doesn’t say anything to Rosie.

**Put the sentences in order**

The sentences A-J of the summary of Chapters One to Three of *I Want To Be You* below are in the wrong order. Put them in the right order and number them 1-10.

A □ Rosie is pretty and rich. She has lots of friends and is the captain of the school basketball team.
B □ Ben asks her to go to the fair with him.
C □ They have the same birthday and go to the same school but they are very different.
D □ Holly and Rosie are cousins.
E □ She only feels better when she gets a phone call from Ben.
F □ Ben is the most popular boy in school and Holly likes him a lot.
G □ Rosie and Holly go shopping together, and then Rosie helps Holly get ready for her date.
H □ Holly is shy and likes baking cakes but she hates basketball.
I □ Holly doesn’t think she looks nice but she doesn’t say anything to Rosie.
J □ After she misses a penalty in the basketball match Holly is very upset.
7 Correct the mistakes!

This is an oral activity, so do not give the students any photocopies. Tell them the following instructions (or similar):

“I am going to tell you a summary of Chapters One to Three, but I am going to make some mistakes in the summary. When you hear a mistake please call out the right word or words.”

Then read out the summary, making deliberate mistakes. As an example, in the version of the summary below there are 10 mistakes to read out, all written in italics.

As a quick reminder to you, the correct version is given immediately afterwards in brackets.

Holly and Rosie are sisters (cousins). They have different birthdays (the same birthday) and go to the same church (school) but they are very different. Rosie is pretty and poor (rich). She has lots of friends and is the captain of the school basketball team. Holly is shy and likes baking bread (cakes) but she hates basketball.

After she misses a penalty in the football (basketball) match Holly is very upset. She only feels worse (better) when she gets a phone call from Ben. Ben is the most popular boy in school and Holly likes him a lot. Ben asks her to go to the cinema (fair) with him.

Rosie and Holly go to the fair (shopping together), and then Rosie helps Holly get ready for her date. Holly thinks (doesn’t think) she looks nice but she doesn’t say anything to Rosie.

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8 Rub out

On the board / the interactive whiteboard, copy a short paragraph from the summary. Gradually, rub out individual words and even two- and three-word phrases. Begin by rubbing out some of the important content words. After each time you rub out some words get the whole class to read out the text, supplying the missing words from their memory.

Eventually, when all the words on the board have been rubbed out, the class will — amazingly! — remember all the text. The text used for the rub out activity need not taken from the summary. You could use a dramatic part of the story, for example.

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9 Dictogloss

Sit the students in groups of two to five. Make sure that each student has pen and paper. Tell them that you are going to read out a summary twice, and that they may note down key words or short phrases. Read the text once at normal speed, pause for a minute, then read it again. Tell the students to work together in their groups and use their notes to write a text which is grammatically and lexically correct but which doesn’t have to be the same as the original: the aim of their writing is to produce a correct text, not to show they have perfect memories!

Five minutes should be enough. Then students compare their written texts with each others’. This can be done by reading aloud, but it is better if the texts are passed around or stuck on a wall (or compared in electronic form). Groups should try to point out any errors in the texts of other groups.

Finally, show or give the students the original text; ask them to identify any differences with their own texts, and ask them if they think the differences are important.
Summary

Holly and Rosie are cousins. They have the same birthday and go to the same school but they are very different. Rosie is pretty and rich. She has lots of friends and is the captain of the school basketball team. Holly is shy and likes baking cakes but she hates basketball. After she misses a penalty in the basketball match Holly is very upset. She only feels better when she gets a phone call from Ben. Ben is the most popular boy in school and Holly likes him a lot. Ben asks her to go to the fair with him.

Rosie and Holly go shopping together, and then Rosie helps Holly get ready for her date. Holly doesn’t think she looks nice but she doesn’t say anything to Rosie.

KEY

1, 2, 3 & 5: 1 different 2 lots 3 likes 4 match 5 call 6 most 7 her 8 together 9 helps 10 anything
4: 1A 2A 3C 4B 5B 6A 7A 8C 9B 10C
6: 1D 2C 3A 4H 5J 6E 7F 8B 9G 10I
Scrambled word cloze with distractors (i)

Read the summary of Chapters Four to Six of I Want To Be You below. Fill each space with a word from the box. There are five words you do not need to use. The first one has been done as an example.

about and at come comes her herself then there to waits

When Holly gets to the fair, she (0) waits and waits but Ben doesn’t (1) . Holly feels very bad when she sees Rosie and her friends. They all laugh (2) her, her silly clothes (3) horrible makeup and Holly realises it was a big joke.

An old woman asks (4) if she wants to make a wish. Holly wants to become Rosie. The wish (5) true!

At first Holly enjoys being her cousin. But (6) she sees Ben. Ben is very angry with Rosie. Holly goes (7) Rosie’s home but there is no one (8) .

The next day is Rosie and Holly’s birthday but ‘Rosie’ has no one to celebrate it with. Holly is now sorry (9) her wish and wants to be (10) again.
When Holly gets to the fair, she **waits** and waits but Ben doesn’t **come**.

Holly feels very bad when she sees Rosie and her friends. They all laugh **at her**, her silly clothes **and** horrible makeup and Holly realises it was a big joke.

An old woman asks **herself** if she wants to make a wish. Holly wants to become Rosie. The wish **is true**!

At first Holly enjoys being her cousin. But **after** she sees Ben. Ben is very angry with Rosie. Holly goes **to** Rosie’s home but there is no one **there**.

The next day is Rosie and Holly’s birthday but ‘Rosie’ has no one to celebrate it with. Holly is now sorry **about** her wish and wants to be **herself** again.

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</table>
Open Cloze

Read the summary of Chapters Four to Six of *I Want To Be You* below. Write ONE word for each space. The first one has been done as an example.

When Holly gets to the fair, she \(0\) waits.. and waits but Ben doesn’t \(1\) ...........

Holly feels very bad when she sees Rosie and her friends. They all laugh \(2\) ............. her, her silly clothes \(3\) ............. horrible makeup and Holly realises it was a big joke.

An old woman asks \(4\) ............. if she wants to make a wish. Holly wants to become Rosie. The wish \(5\) ............. true!

At first Holly enjoys being her cousin. But \(6\) ............. she sees Ben.

Ben is very angry with Rosie. Holly goes \(7\) ............. Rosie’s home but there is no one \(8\) ............. .

The next day is Rosie and Holly’s birthday but ‘Rosie’ has no one to celebrate it with. Holly is now sorry \(9\) ............. her wish and wants to be \(10\) ............. again.

Put the sentences in order

The sentences A-I of the summary of Chapters Four to Six of *I Want To Be You* below are in the wrong order. Put them in the right order and number them 1-9.

A  ☐ Holly feels very bad when she sees Rosie and her friends.
B  ☐ At first Holly enjoys being her cousin. But then she sees Ben.
C  ☐ The next day is Rosie and Holly’s birthday but ‘Rosie’ has no one to celebrate it with.
D  ☐ Holly is now sorry about her wish and wants to be herself again.
E  ☐ When Holly gets to the fair, she waits and waits but Ben doesn’t come.
F  ☐ They all laugh at her, her silly clothes and horrible makeup and Holly realises it was a big joke.
G  ☐ Holly wants to become Rosie. The wish comes true!
H  ☐ Ben is very angry with Rosie. Holly goes to Rosie’s home but there is no one there.
I  ☐ An old woman asks her if she wants to make a wish.
7 Correct the mistakes!

This is an oral activity, so do not give the students any photocopies. Tell them the following instructions (or similar):

“I am going to tell you a summary of Chapters Four to Six of I Want To Be You, but I am going to make some mistakes in the summary. When you hear a mistake please call out the right word or words.”

Then read out the summary, making deliberate mistakes. As an example, in the version of the summary below there are 9 mistakes to read out, all written in italics.

As a quick reminder to you, the correct version is given immediately afterwards in brackets.

When Holly gets to the library (fair), she waits and waits but Rosie (Ben) doesn’t come.

Holly feels very bad when she sees Rosie and her parents (friends). They all laugh at her, her silly clothes and horrible makeup and Holly realises it was a big joke.

An old woman asks her if she wants to make some money (a wish). Holly wants to become Sarah (Rosie). The wish comes true!

At first Holly enjoys being her cousin. But then she phones (sees) Ben. Ben is very happy (angry) with Rosie. Holly goes to Rosie’s home but there is no one there.

The next day is Rosie and Holly’s birthday but ‘Rosie’ has lots of people (no one) to celebrate it with. Holly is now sorry about her wish and wants to be Rosie forever (herself again).

8 Rub out

On the board / the interactive whiteboard, copy a short paragraph from the summary. Gradually, rub out individual words and even two- and three-word phrases. Begin by rubbing out some of the important content words. After each time you rub out some words get the whole class to read out the text, supplying the missing words from their memory.

Eventually, when all the words on the board have been rubbed out, the class will — amazingly! — remember all the text. The text used for the rub out activity need not taken from the summary. You could use a dramatic part of the story, for example.

9 Dictogloss

Sit the students in groups of two to five. Make sure that each student has pen and paper. Tell them that you are going to read out a summary twice, and that they may note down key words or short phrases. Read the text once at normal speed, pause for a minute, then read it again. Tell the students to work together in their groups and use their notes to write a text which is grammatically and lexically correct but which doesn’t have to be the same as the original: the aim of their writing is to produce a correct text, not to show they have perfect memories!

Five minutes should be enough. Then students compare their written texts with each others’. This can be done by reading aloud, but it is better if the texts are passed around or stuck on a wall (or compared in electronic form). Groups should try to point out any errors in the texts of other groups.

Finally, show or give the students the original text; ask them to identify any differences with their own texts, and ask them if they think the differences are important.
Summary

When Holly gets to the fair, she waits and waits but Ben doesn’t come.

Holly feels very bad when she sees Rosie and her friends. They all laugh at her, her silly clothes and horrible makeup and Holly realises it was a big joke.

An old woman asks her if she wants to make a wish. Holly wants to become Rosie. The wish comes true!

At first Holly enjoys being her cousin. But then she sees Ben. Ben is very angry with Rosie. Holly goes to Rosie’s home but there is no one there.

The next day is Rosie and Holly’s birthday but ‘Rosie’ has no one to celebrate it with. Holly is now sorry about her wish and wants to be herself again.

Cut it down

Put the students in groups of two to five. Make sure that each group has a copy of the summary and a red pen/highlighter or access to computer. Tell them that they must cut 15 words from the summary: their shortened version must still be grammatically correct. They can change punctuation, but they mustn’t add any words. Next, ask students to cut another 15 words of the summary, and proceed as above. As a final challenge, ask the students to cut yet another 15 words.

Build it up

Put the students in groups of two to five. Make sure that each group has a copy of the summary and a red pen or access to computer. Tell them that they must add two details, which they must choose themselves, to the summary. Tell them that the details they add can be words, phrases or even sentences. Tell them they shouldn’t write fewer than five words, and that there is no upper limit, but they probably won’t need more than about 25 words.

When they have finished, they should compare their versions. It is better if the texts are stuck on a wall or passed around (or compared in electronic form). They should decide which are the most interesting added details, and why.

Rewrite it

Tell the students to rewrite the summary changing some of the information. They should use their imagination to add details — which can be words, phrases or sentences — and change some of the words and phrases that are already there. When they have finished, they should compare their shortened versions. It is better if the texts are stuck on a wall or passed around (or compared in electronic form). They should decide which are the best cuts, and why.
Chapters 7-9

1 Scrambled word cloze

Read the summary of Chapters Seven to Nine of *I Want To Be You* below. Choose one of the words from the box to write in each space. The first one has been done as an example.

| and | back | be | but | falls | for | her | in | she | that | to |

‘Rosie’ goes (0) ... to the fair. She wants (1) .......... find the old woman (2) .......... the fair is now (3) .......... London.

‘Rosie’ takes the train to London. She finds the fair (4) .......... the old woman. The old woman tells ‘Rosie’ (5) .......... she is sorry but (6) .......... can have only one wish. But then she says that the wish lasts (7) .......... two days only and ‘Rosie’ will soon (8) .......... Holly again.

Feeling happy, ‘Rosie’ takes the train back home. She is so tired that she (9) .......... asleep. When she opens her eyes she is in (10) .......... own bed and she is Holly again.

Rosie comes to see her. Rosie is different now. She will never be horrible to her cousin again.

2 Scrambled word cloze with distractors (i)

Read the summary of Chapters Seven to Nine of *I Want To Be You* below. Choose one of the words from the box to write in each space. There are five words you do not need to use. The first one has been done as an example.

| and | back | be | but | falls | for | have | her | in | our | she | so | that | to | which | with |

‘Rosie’ goes (0) ... to the fair. She wants (1) .......... find the old woman (2) .......... the fair is now (3) .......... London.

‘Rosie’ takes the train to London. She finds the fair (4) .......... the old woman. The old woman tells ‘Rosie’ (5) .......... she is sorry but (6) .......... can have only one wish. But then she says that the wish lasts (7) .......... two days only and ‘Rosie’ will soon (8) .......... Holly again.

Feeling happy, ‘Rosie’ takes the train back home. She is so tired that she (9) .......... asleep. When she opens her eyes she is in (10) .......... own bed and she is Holly again.

Rosie comes to see her. Rosie is different now. She will never be horrible to her cousin again.
Scrambled word cloze with distractors (ii)

Read the summary of Chapters Seven to Nine of *I Want To Be You* below. Choose one of the words from the box to write in each space. There are ten words you do not need to use. The first one has been done as an example.

and at back be but falls for from goes have her in on our she so that to we which with

'Rosie' goes (0) back to the fair. She wants (1) to find the old woman (2). The fair is now (3) London.

'Rosie' takes the train to London. She finds the fair (4) the old woman. The old woman tells 'Rosie' (5) she is sorry but (6) can have only one wish. But then she says that the wish lasts (7) two days only and 'Rosie' will soon (8) Holly again.

Feeling happy, 'Rosie' takes the train back home. She is so tired that she (9) asleep. When she opens her eyes she is in (10) her own bed and she is Holly again.

Rosie comes to see her. Rosie is different now. She will never be horrible to her cousin again.

Multiple choice cloze

Read the summary of Chapters Seven to Nine of *I Want To Be You* below. Choose the best word (A, B or C) for each space. The first one has been done as an example.

'Rosie' goes (0) back to the fair. She wants (1) to find the old woman (2). The fair is now (3) London.

'Rosie' takes the train to London. She finds the fair (4) the old woman. The old woman tells 'Rosie' (5) she is sorry but (6) can have only one wish. But then she says that the wish lasts (7) two days only and 'Rosie' will soon (8) Holly again.

Feeling happy, 'Rosie' takes the train back home. She is so tired that she (9) asleep. When she opens her eyes she is in (10) her own bed and she is Holly again.

Rosie comes to see her. Rosie is different now. She will never be horrible to her cousin again.
5 Open Cloze
Read the summary of Chapters Seven to Nine of *I Want To Be You* below. Write ONE word for each space. The first one has been done as an example.

‘Rosie’ goes (0) back to the fair. She wants (1) ............ find the old woman (2) ............. the fair is now (3) ............. London.
‘Rosie’ takes the train to London. She finds the fair (4) ............. the old woman. The old woman tells ‘Rosie’ (5) ............. she is sorry but (6) ............. can have only one wish. But then she says that the wish lasts (7) ............. two days only and ‘Rosie’ will soon (8) ............. Holly again.
Feeling happy, ‘Rosie’ takes the train back home. She is so tired that she (9) ............. asleep. When she opens her eyes she is in (10) ............. own bed and she is Holly again.
Rosie comes to see her. Rosie is different now. She will never be horrible to her cousin again.

6 Put the sentences in order
The sentences A-J of the summary of Chapters Seven to Nine of *I Want To Be You* below are in the wrong order. Put them in the right order and number them 1-10.

A ☐ She is so tired that she falls asleep.
B ☐ ‘Rosie’ takes the train to London.
C ☐ Rosie comes to see her. Rosie is different now.
D ☐ The old woman tells ‘Rosie’ that she is sorry but she can have only one wish.
E ☐ She will never be horrible to her cousin again.
F ☐ But then she says that the wish lasts for two days only and ‘Rosie’ will soon be Holly again.
G ☐ ‘Rosie’ goes back to the fair. She wants to find the old woman but the fair is now in London.
H ☐ Feeling happy, ‘Rosie’ takes the train back home.
I ☐ She finds the fair and the old woman.
J ☐ When she opens her eyes she is in her own bed and she is Holly again.
Correct the mistakes!

This is an oral activity, so do not give the students any photocopies. Tell them the following instructions (or similar):

“I am going to tell you a summary of Chapters Seven to Nine of *I Want To Be You*, but I am going to make some mistakes in the summary. When you hear a mistake please call out the right word or words.”

Then read out the summary, making deliberate mistakes. As an example, in the version of the summary below there are 8 mistakes to read out, all written in *italics*.

As a quick reminder to you, the correct version is given immediately afterwards in brackets.

‘Rosie’ goes back to the *school* *(fair)*. She wants to find the old woman but the fair is now in *Scotland* *(London)*.

‘Rosie’ takes the *plane* *(train)* to London. She finds the fair and the old woman. The old woman tells ‘Rosie’ that she is *glad* *(sorry)* but she can have only one wish. But then she says that the wish lasts for two *months* *(days)* only and ‘Rosie’ will soon be Holly again.

Feeling happy, ‘Rosie’ takes the train back home. She is so *happy* *(tired)* that she falls asleep. When she opens her eyes she is in *Rosie’s* house *(her own bed)* and she is Holly again.

Rosie comes to see her. Rosie is different now. She will never be *nice* *(horrible)* to her cousin again.

Rub out

On the board / the interactive whiteboard, copy a short paragraph from the summary. Gradually, rub out individual words and even two- and three-word phrases. Begin by rubbing out some of the important content words. After each time you rub out some words get the whole class to read out the text, supplying the missing words from their memory.

Eventually, when all the words on the board have been rubbed out, the class will — amazingly! — remember all the text. The text used for the rub out activity need not taken from the summary. You could use a dramatic part of the story, for example.

Dictogloss

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Five minutes should be enough. Then students compare their written texts with each others’. This can be done by reading aloud, but it is better if the texts are passed around or stuck on a wall (or compared in electronic form). Groups should try to point out any errors in the texts of other groups.

Finally, show or give the students the original text; ask them to identify any differences with their own texts, and ask them if they think the differences are important.
Summary

‘Rosie’ goes back to the fair. She wants to find the old woman but the fair is now in London.

‘Rosie’ takes the train to London. She finds the fair and the old woman. The old woman tells ‘Rosie’ that she is sorry but she can have only one wish. But then she says that the wish lasts for two days only and ‘Rosie’ will soon be Holly again.

Feeling happy, ‘Rosie’ takes the train back home. She is so tired that she falls asleep. When she opens her eyes she is in her own bed and she is Holly again.

Rosie comes to see her. Rosie is different now. She will never be horrible to her cousin again.

Cut it down

Put the students in groups of two to five. Make sure that each group has a copy of the summary and a red pen/highlighter or access to computer. Tell them that they must cut 15 words from the summary: their shortened version must still be grammatically correct. They can change punctuation, but they mustn’t add any words. Next, ask students to cut another 15 words of the summary, and proceed as above. As a final challenge, ask the students to cut yet another 15 words.

Build it up

Put the students in groups of two to five. Make sure that each group has a copy of the summary and a red pen or access to computer. Tell them that they must add two details, which they must choose themselves, to the summary. Tell them that the details they add can be words, phrases or even sentences. Tell them they shouldn’t write fewer than five words, and that there is no upper limit, but they probably won’t need more than about 25 words.

When they have finished, they should compare their versions. It is better if the texts are stuck on a wall or passed around (or compared in electronic form). They should decide which are the most interesting added details, and why.

Rewrite it

Tell the students to rewrite the summary changing some of the information. They should use their imagination to add details — which can be words, phrases or sentences — and change some of the words and phrases that are already there. When they have finished, they should compare their shortened versions. It is better if the texts are stuck on a wall or passed around (or compared in electronic form). They should decide which are the best cuts, and why.