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# LET'S READ IN ENGLISH

## Using Graded Readers

### TOOLKIT FOR TEACHERS OF ENGLISH



MUNI



RAABE

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TOOLKIT FOR TEACHERS OF ENGLISH



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# A1 THE IMPORTANCE OF READING IN TEFL (WHAT IS READING IN TEFL)

## 1.1 Reading in a foreign language

Reading and learning how to read efficiently in a foreign language seems to be a challenging yet crucial mission where hard work and joy take the lead interchangeably. **Exposure** to the target language provides one of the critical conditions for **language acquisition**, and **reading** seems to be a perfect match for this. However, reading and immersing into a text takes time, and school education constantly competes with time limits. Thus, reading development has been pushed into the frameworks of limited texts usually focused on specific themes. Teachers try hard to believe that textbook reading is sufficient for their learners since there is no space for more reading in the classroom.

Approaches to defining **reading as a process** have changed over the last few decades from seeing reading as a passive process of receiving information to understanding reading as an active and even interactive process (e.g., Grabe, 1988; Hudson, 2007). There are several definitions of what reading is. In general, it is defined as a **receptive language process**. Brumfit (1982, p. 3) states that „reading is an extremely complex activity involving a combination of perceptual, linguistic and cognitive abilities.“

People can read to **receive some information** (reading for survival, reading for learning, etc.) here understood as **intensive reading** or **reading for pleasure**. It is especially reading for pleasure, often addressed as **extensive reading**, that is **frequently missing as a part of educational context**. There might be a fair reason behind it since teachers might find it problematic to create space and time for reading for pleasure. Teachers, whose primary practice focuses on textbook-related work, would mainly work with shorter texts to check comprehension after reading, cover post-reading material, and connect the passage to develop other language skills or subskills.

**Extensive reading**, however, is an approach where learners read large quantities of texts that are **easily digestible and manageable** for them so that they can enjoy the act. They do not need to focus on language learning gains since the main aim is to **enjoy the moment of reading**. As Day (2011, p. 10) states, the learners „read for overall meaning, information, and pleasure and enjoyment“. Although the critical importance of extensive reading for language and general knowledge development as well as for the support of independence has been stressed by many researchers (e.g., Geva and Ramirez, 2015; Cunningham and Stanovich, 2003; Krashen, 2007; 2013), the school reality does not seem to listen to these pleas. Teachers rely on textbook texts and subsequent activities focusing on reading comprehension checks. While we might agree that reading skills can be trained through intensive and short reading passages, the **elements of immersion** into the text and independent reading management cannot be covered by these practices. However, **independent reading as a regular activity** within foreign language instruction or a **reading programme** is not common. Seeing teachers who allow the learners to read each school day independently, e.g., 20 to 30 minutes in the classroom, would be rare (Geva and Ramirez, *ibid.* p. 84). It simply is not a common practice since teachers seem to appreciate a focused language practice more than indirect language acquisition through reading.

Krashen (2013, p.10) uses, besides the term extensive reading, also terms like **sustained silent reading** or **self-selected reading** for the practice where learners are involved in in-school free reading. They „can read whatever they want to read (within reason), and there is little or no accountability in book reports or grades“. Although he is one of the most widely recognised proponents of extensive reading, similar ideas resonate across the field in agreement that the application of extensive reading in long term periods has a positive effect on the learner's gains on many levels. **Extensive reading** practices allow the learner to work through the material at their **own pace** without the unnecessary anxiety, which is usually connected to practising the other receptive skills – e.g., classroom listening activities or reading short textbook texts. This, however, requires **sufficient time, appropriate organisation, and a safe environment** so that learners do not focus only on the expected outcomes but also manage to enjoy the act of reading. **The pleasure and meaningfulness of the reading act seem to be key factors in engaging learners in the act of reading.**

**Immersion into the target language** has a profound effect on the development of individual language skills and sub-skills. The enlargement of the word stock is a natural part of this process as has been supported by many research outcomes of longitudinal studies (e.g., Elley and Magubhai, 1983; Straková and Cimermanová, 2012; Schallert and Lee, 2016; Suk, 2017 and others).

Teachers expect that their learners will gain and develop **a wide range of reading techniques** that they can apply while reading, such as, e.g.,

- **skimming** – where the aim is to discover the main idea, to get the gist of it, the eye runs quickly, without pausing to study the details – or
- **scanning** – where the aim is to find a particular piece of information, reasonably fast reading with an instant rejection of all irrelevant data.

There are, however, other techniques that their learners need to practise to succeed in the reading process. These are

- **anticipation and prediction** – when readers predict what the text is going to be about, they immediately activate their prior knowledge and experience, and this prediction also stirs curiosity, making learners interested in checking whether their predictions were right or wrong,
- **contextual guessing** – where the reader makes sensible and understandable connections based on the indications provided by the passage,
- **making inferences** – when the reader uses clues from the text to figure out what the author does not express explicitly – this is sometimes referred to as reading „between the lines“,
- **using keywords** – which can help the reader discover the so-called internal structure of the text. Properly chosen keywords and the ability of the reader to find them in the text can guide the reader in making sense of the text structure.

When we teach reading to younger learners, we need to think about certain specificities. The main aim that we need to focus on at this level can be derived from the Common European Framework of Reference (CEFR), which suggests activities and necessary strategies and proposes illustrative scales against which the learner's progress can be measured. For reading as a receptive skill, it means that learners should be able to understand concise, simple texts, a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required. They should understand short, simple messages on postcards, recognise familiar

names, words and very basic phrases on simple notices in the most common everyday situations. They should get an idea of the content of simpler informational material and short, simple descriptions, especially if there is visual support. They should also be able to follow short, simple written directions (e.g., to go from X to Y).

Considering that we work with young learners, it is necessary to involve in training such materials which would make progress not only possible but also motivating and enjoyable for children. Children's books, literature and stories are highly suitable since their content is close to the child's world. Immersing into a story makes it possible for a child to acquire the foreign language the same way as in their first language. It allows the absorption of words and chunks of the language, which they might start using only later when they get to the production stage. If they miss these opportunities at the acquisition stage, their production, later on, will be somewhat limited.

When beginning reading with young learners, we need to make them aware of specific language features connected to reading. This means we should focus on:

- **noticing the differences** between the first and the foreign language,
- **phonics** – learning how to pronounce specific phonemes, word cards are new,
- **reading new words** with visual support (pictures help to remind the child how the words should be pronounced), and
- **letter recognition**.

When learners become acquainted with the words and texts in the target language, we can start with developing real reading skills, i.e. reading comprehension. At this level, teachers should focus on:

- giving children enough space for reading (e.g., in a **reading programme**), and
- developing **reading strategies** (in a variety of reading activities).

By reading strategies, we understand such strategies which enable learners to be efficient readers. For young learners, this means that they should understand the main idea of a text supported by pictures, use quick reading strategies – skimming and scanning, guess unknown words from the context and guess the content of the text with the help of **keywords**.

Reading development in a lesson needs to have a clear structure in the same way as listening skills development since both are receptive skills and both are used for receiving some information. Learners need to be prepared well for the reception, and at the same time, there should be a clear purpose in carrying out this activity. For that reason, it is important to stage the lesson in a similar way as in teaching listening.

## 1.2 Reading for advancing global education and citizenship

Understanding globalisation and the need to respond to current processes, especially for the younger generation, are necessary these days. Many scholars from different areas of the education sphere (e.g. Starkey, 2017; Bakhtiari, 2011; Maguire, 2002) state that global problems influence us. The terms **global education** and **global citizenship** have become a part of our daily lives and education. In this light, learning a foreign language should be transformed and reflect these processes. The document Global education outline (2019) deals with issues connected with the **influence of globalisation on education**. It presents various



approaches and concepts on how these terms should be brought into formal and informal education. An online dictionary Encyclopedia.com defines the term global education (GE) as “an interdisciplinary approach to learning concepts and skills necessary to function in a world that is increasingly interconnected and multicultural “.

Similarly, the connection of GE and teaching is understood as an idea that “foster participative civic engagement in finding solutions to common challenges” (Global education document, 2019, p.7). As can be seen from the definitions mentioned above, GE aims to influence personality, form attitudes, values, and opinions, and provide new perspectives in understanding world changes. It affects **sensitivity to the world’s problems**, facilitates **understanding of social, environmental, economic, and political processes globally**, develops **critical thinking** and shapes **global-civic attitudes**. **Global citizenship** as another key notion can be seen as “encouraging young people to develop the knowledge, skills and values they need to engage with the world. And it’s about the belief that we can all make a difference” (Oxfam, <https://www.oxfam.org.uk/education/who-we-are/what-is-global-citizenship/>). In the research, Hunt (2012, p. 9) found that GE at the primary level was “strongly linked to awareness of other cultures and diversity and developing learners as socially-aware, responsible global citizens”.

The primary learning outcome should foster “globally competent people who can appreciate different cultures, embrace other perspectives and be successful and responsible global citizens “(Global education: Definition, Purpose & History, online). Global education aims to **influence personality**, especially in **non-cognitive development**. Within global education, primary goals are considered affective and psychomotor ones. The emphasis is mainly on higher-order thinking skills, such as **analysis, synthesis, evaluation, and creativity**.

Young learners are **receptive, empathetic, and open to new knowledge** (see more, e.g., Nunan, 2011). The subject of the English language and its flexible character offers enormous possibilities for the incorporation of global issues. **Developing basic foreign language skills** is possible on **any global topic**, and **reading** provides many opportunities as it can be integrated into global education and vice versa. When considering this connection, teachers can think of books or literary texts dealing with poverty, human rights, sustainable development, multiculturalism, responsible shopping, children’s rights, or environmental issues. Providing a purpose for reading also increases learner engagement. Teachers should make reading meaningful by giving a clear purpose, high-interest topics, and choice of diverse texts.

When defining the content and topics, it is necessary to respond to current challenges in the world. Therefore, they can be flexibly supplemented and modified. Suitable thematic units and topics can be adapted as you can see below.

THEMATIC UNIT	TOPIC
environment	climate change; waste; recycle-reuse-reduce; environmental migration (older pupils); use of natural resources; alternative energy sources
human rights	children’s rights and responsibilities; civil rights and responsibilities; gender equality
cooperation	poverty; health; nutrition problems; war conflicts; humanitarian aids
multiculturalism	stereotypes; racism; intolerance

THEMATIC UNIT	TOPIC
globalisation	poverty; world trade; sustainability

**Table 1:** Source (<https://www.globallearningni.com/resources/concepts-and-themes> and Global education guidelines, 2019, pp. 88-89)

From a didactic point of view, the direct experience with a literary text dealing with GE and reality can play an important role. When teachers decide to bring GE into the classes, they can follow specific **strategies** (adapted from Global Education: Teaching Tools & Strategies, online)

- **a challenge to find connections** – it is not difficult to comment on the text but find connections between past and present, between cultures, talking about similarities and differences can be demanding,
- **connect local to global** – when reading, e.g., Dickens' A Christmas Carol, about a low-income family, make learners think about poverty, food shortage and let them suggest some solutions; involve them actively in suitable school or local initiatives,
- **bring more real life into the classroom** – working with authentic texts (e.g., newspapers, magazines, leaflets, promotional materials – home and abroad) allows learners to compare and experience different cultures, and
- **make current topics real** – transform and make these topics close and age-appropriate. For example, the global warning can be presented via books about polar bears (see more Svoboda, 2018) or something that can be found in their surroundings.

Based on a suitable text, learners can be involved in specific actions through such teaching methods as various projects, didactic games, discussions, role-plays, critical thinking development activities or situational techniques (e.g., Haapen, 2013; more ideas in Global education outline 2019, pp. 73-103). It is appropriate to use interactive, experiential and creative methods, e.g., action learning Kolb's learning cycle (Welskop, 2013; Global education Document 2019, p. 74), which is learning implemented based on solving real problems taken from everyday life. To foster knowledge and perception of global issues, teachers should use **suitable books** or **literary texts** that can influence learners' understanding, such as

*This Is How We Do It: One Day in the Lives of Seven Kids from around the World*

*A Ticket Around the World*

*All are Welcome*

*People* (for more ideas <http://bambinoswithoutborders.com/childrens-books-to-foster-global-awareness/>)

*Marwan's Journey* (for more ideas <https://www.theclassroombookshelf.com/2018/05/global-literature-to-teach-global-understanding/>).

All suitable methods and techniques are most effective in connection with **cooperative teaching**. Modern trends in education respecting global issues consist of **active and independent work of learners**. By working this way, learners can

- compare their experience and choose the most optimal solution,
- cooperate with others in solving tasks,

- form opinion, argue and accept the opinion of others,
- understand the importance of cooperation,
- tolerate other people,
- show solidarity with people, in difficult life situations and conditions (compare e.g., Diakiw, 1990; Globálne vzdelávanie v slovenských školách, n.d.).

Here some practical ideas show how the global citizenship method can be linked with reading (adapted from English and Global Citizenship, 2015)

- show alternative perspectives through works written by different authors,
- use diaries to explore the lives of other people and learners' ones, e.g., a graded reader from a Teen Eli Readers, Dear Diary, A Collection of the world's best diaries,
- compare texts about the same global issue, such as food, water or education, from a various perspective,
- research traditional stories from different cultures, and compare moral,
- use a wide range of texts to stimulate learners' imaginations.

### 1.3 Reading for developing autonomy and critical thinking

When dealing with the changing world, teachers should be aware that **learners must be ready for constant changes**. Djudin (2017), in his article, states that one of the crucial objectives of teaching is to prepare learners "how to learn and develop a repertoire of thinking processes to solve a problem" (ibid, p.124) and "the metacognitive strategies will be a critical ingredient to successful learning" (ibid, p.124). Hardy-Gould (2013, online) understands **learner autonomy** as an idea "when students take control and responsibility for their learning, both in terms of what they learn and how they learn it. It takes as its starting point the idea that students are capable of self-direction and can develop an independent, proactive approach to their studies".

It is essential to define the difference between **cognition** and **metacognition**. Cognition includes thinking processes of people connected with their daily lives," such as memory, learning, problem-solving, evaluation, reasoning and decision making" (Differencebetween.com, 2014). Metacognition can be characterised as "thinking about thinking" (Djudin, 2017, p.125). It helps "complete a given task well through planning, monitoring, evaluating and comprehending" (Differencebetween.com, 2014). There are many approaches to how **learners' autonomy** can be identified. It is a **self-regulatory process** or "skills of reflection and analysis that enable us to plan, monitor and evaluate our learning" (Little, n.d.).

Foreign language learning and teaching focus on mastering the target language. Learner's autonomy in foreign language learning, as Little (n.d) suggests, "is always constrained by what the learner can do in the target language". Oxford (1990) assigns **metacognitive learning strategies** to **indirect strategies** that facilitate learners monitoring and controlling learning. She (ibid) understands focusing, planning and self-evaluating of own learning as metacognitive learning strategies. They allow learners to work **more effectively** with the **language**. If learners know **metacognitive strategies** and can use them appropriately, they become more independent and autonomous (see more, e.g., in Hardan's article on Language learning strategies, 2013).

If teachers want to develop **reading with comprehension**, they can follow various models,

and there are many metacognitive strategies. Miller (2017) in the study mentioned different models of metacognitive reading strategies. One of them is **the model of Reading Strategy** by Mokhtari and Sheorey (2001) (in Miller, 2017), concentrating on three categories of **metacognitive reading strategies**. The instrument (Sheorey and Mokhtari, 2002 in Miller, 2017) called the Survey of Reading Strategies deals with three metacognitive strategy groups; global, problem solving, and support strategies. **Global metacognitive strategies** are

- “overall view of the text before reading,
- guessing the text content before reading,
- having a purpose in mind,
- checking understanding during reading,
- deciding what to ignore in text,
- analysing and evaluating the information in the text” (Mokhtari and Sheorey 2002 in Miller 2017, p. 23).

**Problem-solving strategies** are connected with the text understanding during the reading phase and are

- “rereading to ameliorate comprehension,
- making a guess on the unfamiliar vocabulary based on context clues,
- reading slowly to understand and evaluate what is being read” (ibid, p. 23).

**Support strategies** are

- “translating from L2 into L1,
- paraphrasing to understand better,
- underlining information to remind important point,
- asking questions to monitor responses for understanding” (ibid, p. 23).

Kopčíková (2019), in her study, describes the same model and provides more activities. Global reading strategies are:

- setting a purpose for reading,
- activating prior knowledge,
- checking whether text content fits the purpose,
- predicting what text is about, confirming predictions,
- previewing text for content,
- skimming to note text characteristics,
- using text structure,
- making decisions concerning what to read closely,
- using context clues,
- using other textual features to enhance reading comprehension (2019, p. 39).

**Problem-solving strategies** are

- adjusting reading speed,
- reading slowly and carefully,
- guessing the meaning of unknown words,
- rereading the text, paying close attention to reading,
- pausing to reflect on reading,
- visualising information read,
- reading text out loud (2019, p. 39).



**Support strategies** are

- using dictionaries,
- highlighting and taking notes while reading,
- paraphrasing text information,
- revisiting a previously read story,
- asking self questions,
- using reference materials as aids,
- underlining text information,
- discussing reading with others,
- writing summaries of reading (ibid, p. 39).

By practising and applying metacognitive strategies, learners become good, autonomous readers. They would be able to work with any text. Learners need to

- develop a **deeper understanding of the text** – use different methods to acquire knowledge, identify problem areas, choose the right ways to solve problems,
- **solve tasks requiring higher-order thinking skills** – focus on the requirement for learners to express their opinion, use tasks such as “Explain in more detail and argue” – activities in small groups are very suitable,
- **connect topics in school tasks with real-life problems** – to lead learners to use them in their personal lives (compare, e.g., Chicks, 2013).

As claimed by Çakıcı (2017, p. 73), “traditional method of teaching reading where the students activate their background knowledge about a text topic, review relevant vocabulary, read the text, and answer comprehension question will not elicit the kinds of behaviors that distinguish effective readers”.

The most important feature of **critical thinking** is **understanding any information in the broadest possible context**. It means that one thing can be viewed from different angles. Simply put, it is **the ability not to believe the first impression of any information**. Stanford Encyclopaedia of Philosophy (2018) defines critical thinking “as differing conceptions of the same basic concept: careful thinking directed to a goal”. Critical thinking and critical reading are processes focusing on **questioning**. Learners can form various questions about the information they read and search for the answers. The following questions are examples teachers and learners can work with when talking about “a logical, reasoned perspective”.

- What is happening? – collecting the essential information and begin to think,
- Why is it important? – asking why it is essential and whether or not to agree,
- What don't I see? Is there anything important missing?
- How do I know? – asking where the information came from and how it was constructed,
- Who is saying it? What is/was the position of the writer?
- Are there any other ideas or possibilities?” (adapted from <https://courses.lumenlearning.com/basicreadingandwriting/chapter/outcome-critical-thinking/>).

**Problem-solving** within reading development can be helpful if learners are organised and aware of strategies and steps. These can be:

STRATEGIES	ACTION
Define the problem	Identify the problem Provide as many supporting details as possible Provide examples Organise the information logically
Identify available solutions	Use logic to identify your most important goals Identify facts Compare and contrast possible solutions
Select your solution	Use gathered facts and relevant evidence Support and defend solutions considered valid Defend your solution

**Table 2:** (source: Student Success-Thinking Critically In Class and Online, 2016 In <https://courses.lumenlearning.com/basicreadingandwriting/chapter/outcome-critical-thinking/>)

Teachers should help their learners to become critical readers. Here you can find some suggested steps:

STEP	HINTS
become part of the writer's audience	make it easier to get at the author's purpose; speak about the author and the text; put it into historical context; read introductions and notes
read with an open mind	seek knowledge; do not "rewrite"; read what is on the page; develop ideas, and reflect on the text
reflect the title	obvious, but the title may provide clues to the writer's attitude, goals, personal experience
read slowly	learners make more connections within the text
use the dictionary and other appropriate references	look a word up that is not clear or difficult to define or guess from the context
make notes	underline and highlight; write down ideas in an exercise book; it helps learner's memory in many ways, making a link that is unclear in the text
keep a reading journal	recording responses and thoughts regularly and in a more permanent place (reading and writing skills will improve).

**Table 3:** (source: Critical Reading: What is Critical Reading, and why do I need to do it?, <https://www.csuohio.edu/writing-center/critical-reading-what-critical-reading-and-why-do-i-need-to-do-it>)

## 1.4 Reading for social, emotional and collaborative learning

**Social and emotional learning** provides the basis for safe and successful learning. The Collaborative for Academic, Social, and Emotional Learning institution (CASEL) (<https://readingwithrelevance.org/social-emotional-learning>) sees SEL “as the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions”. It increases learners’ ability to succeed in life, school and career. **Social and emotional learning is becoming increasingly important because many children and teenagers have behavioural problems** (e.g., Horowitz and Graf, 2019). They cannot manage their emotions, are not empathetic, and cannot follow the rules or solve problems. Such learners are often a source of conflict, disharmony and do not have healthy relationships. Bringing literature can be helpful. **The book describes various events that learners often encounter and cannot cope with:** the situation when one of the parents is in the hospital; a sick father or mother or any close relative/friend; the arrival of a new sibling; ridicule from a classmate, and bullying; the first meeting with death; moving a close friend; struggling with fear; the first trip without parents; first love failure; divorce or getting to know new neighbours. **Reading about these situations helps learners in their current life and prepares them for what they may encounter in the future.** Here you can find helpful tips for books <https://www.thepathway2success.com/100-read-alouds-to-teach-social-emotional-learning-skills/> when focusing on social and emotional learning.

A connection between reading and social and emotional growth helps develop key competencies (see, e.g., Jones and Bouffard, 2012). These are five competencies as Weissberg (2016) suggests:

- **Self-confidence** is about understanding one’s emotions, personal goals, or values. It also allows the child to think about strengths and weaknesses, think positively, and be self-sufficient. Self-confidence requires recognising how thoughts, feelings and actions are connected.
- **The ability to control oneself** requires skills and attitudes that help control emotions and behaviour, such as coping with stress and controlling outside stimuli.
- **Social awareness** includes understanding others, being empathetic, and sympathising with people from different cultures or backgrounds. Learners understand the norms of behaviour and realise the importance of family, school, and community.
- **Relationship skills** are about healthy and valuable relationships and include clear communication, active listening, collaboration, rejecting inappropriate social pressure, and seeking help when needed.
- **Responsible decision making** deals with making effective decisions about behaviour or social interactions in different situations.

We can put together reading and social and emotional learning by

- **providing various reading materials** – show different experiences, cultures, beliefs, perspectives allowing better perception,
- **spending time reading aloud** – a vital part of developing language and reading skills,
- **questioning** – use questions to find out about characters’ emotions and feelings,
- **reading with a peer** – read a book with a classmate/mate or act out the events in a story to understand it more deeply, discuss readers’ different reactions,

- **reading, reading and reading** – read anything, e.g., graded readers, comic books, graphic novels, books, packages; read at school, at home; read any time (Levi, 2020).

**Collaborative learning** involves learners working together as partners or in small groups on clearly defined tasks, requiring active participation. Learners with mixed skills can work together, and also as readers can learn from each other. Collaborative teaching has been successful in teaching reading comprehension strategies in subject areas and curriculum teaching. It has been shown (e.g., Teaching Reading in Europe: Contexts, Policies and Practices, 2011) **to improve learning outcomes, increase motivation in learning, and save time on assignments**. The effectiveness of educational practices supporting collaborative learning can be defined as learning by working in small groups to understand new information or creating a joint product. Learners of different skill levels benefit from learning together, which can positively affect **readers with difficulty**. This type of collaboration with classmates can give **problematic readers a new active role**. Besides, it has been found to **help integrate learners with disabilities and learning difficulties** into regular classes (Klingner et al., 1998). The method of group work is characterised by the work of learners in groups (two – up to six members), which arise by dividing them into groups according to different aspects, for example, interest, type of activity, the complexity of tasks, random or intentional division according to any rules. The whole group's activities support the individual's results, and the entire group benefits from its members' work.

Klinger and Vaugh (n.d.) in Reading Rockets (<https://www.readingrockets.org/article/using-collaborative-strategic-reading>) present collaborative reading strategy, and they discuss **four strategies**:

<b>preview the text</b>	pre-reading	to learn as much about the passage as they can in a short time limit (2-3 minutes), to activate their background knowledge about the topic to help them make predictions about what they will learn
<b>click and clunk</b>	while-reading	to monitor their reading comprehension to identify when they have breakdowns in understanding click means understanding as the reader proceeds smoothly through the text. When a learner comes to a word, concept, or idea that does not make sense, clunks
<b>get the gist</b>	while-reading	to teach students to re-state in their own words the most important point to identify the most important person, place, or thing in the paragraph they have just read
<b>wrap up</b>	post-reading	to formulate questions and answers about what they have learned and to review key ideas to improve learners' knowledge, understanding, and memory of what was read

**Table 4:** Collaborative reading strategies

More on collaborative strategic reading:

<https://www.edutopia.org/discussion/collaborative-strategic-reading-csr-comprehension-strategy-enhance-content-area-learning>



More on collaborative learning:

<https://www.valamis.com/hub/collaborative-learning>

<https://teaching.cornell.edu/resource/examples-collaborative-learning-or-group-work-activities>

Learners who are long-term members of a group where **they feel supported and accepted by classmates** have not many disciplinary problems. Their behaviour becomes responsible, and higher learning outcomes can be realised. Center for Teaching Innovations (<https://teaching.cornell.edu/resource/examples-collaborative-learning-or-group-work-activities>) offers activities that teachers can use. Goodmacher and Kajiura (n.d.), in the article Collaborative and Communicative reading, present attractive **pair reading activities**, e.g., read to discuss, formulate comprehension questions about the text and answer them, group contests, create own tasks based on text. They concluded that “Collaborative reading techniques motivate students, help students to understand their mistakes, allow students to teach and learn from each other, and help develop critical thinking. Reading classes should allow for open-ended exercises that involve oral and written communication (ibid)”.

### 1.5 Reading programmes and their importance in language development

Reading programmes offer a **systematic approach to developing reading** throughout the school year. They can provide the space for including extensive reading into a year plan or even create the space for **a combination of extensive and intensive reading practice** in an eclectic approach. In this way, learners can regularly be exposed to the target language through meaningful practice.

Since **reading in a foreign language within formal schooling is often limited to textbooks**, there is a **lack of opportunities to immerse into the target language**. This immersion creates opportunities to transfer reading strategies that learners have mastered in their native language and apply them in the new language. **Textbooks**, whether at the primary or secondary level, **contain texts that are too limited as to the length and are usually too focused on the language practice and strictly unit-topic oriented**. Moreover, textbooks have another hindrance that can influence learners’ motivation and willingness to read.

**Reading programmes**, on the other hand, **bring new material** to the classroom, which can **stimulate learners’ interests** and **internal suitable motivation** because it is something different from the monotony of textbooks, however good they may be, and they perceive it as a break from the routine. However, what seems to be crucial is to design the reading programme appropriately to **the learners’ age, interests, and language proficiency**.

Starting the reading programme at the primary level and ongoing continuation to higher levels seems to be the suitable precondition for learners’ successful acceptance of the programme. Young learners are naturally inclined to accept and carry out activities that teachers ask them to do. A reading programme which starts at this level can be an **exciting activity** for them. When they get used to the fact that **reading programmes are a natural part** of every school year, even as young teenagers, they do not tend to question the existence of such programmes in higher grades. Instead of questioning asking why reading something extra, they are inclined to have more to say in book selection.

When we look at Chall's **model of developmental reading stages** (1983, pp. 10-24) and consider her detailed introspection into reading skill development, it can provide us with helpful insight into what kind of reading programme we can use at various levels of proficiency. Chall (ibid.) highlights the difference between what is at the lower level of proficiency addressed as „**learning to read**“ and, on the other hand, „**reading to learn**“ at the higher levels of schooling. She breaks down the development into:

- stage 1: **Initial reading, or decoding** – where the main aims are to learn a set of letters, associating these with the corresponding parts of spoken words and interiorisation of cognitive knowledge about reading, such as what the letters are for.
- stage 2: **Confirmation and fluency** – where learners focus on word recognition and reading familiar stories. They develop fluency and speed through practice and become more confident in reading. The first two stages create the „learning to read“ part of reading skill development.

This stage creates conditions for the initial reading programme. Learners at the **primary level** can **start with reading books consisting of pictures and single words, word phrases, simple sentences**, or even short texts backed with visual support. Getting a reading habit and gaining confidence in reading should equip learners for a more profound reading experience in higher proficiency levels.

- stage 3: **Reading for learning** – learners at this stage start reading to learn something new – knowledge, information, thoughts and experiences. The main aims are the development and growth of background knowledge, vocabulary, and cognitive abilities, which are still limited. Learners work with a wide range of materials and texts.
- stages 4 and 5 cover higher secondary and tertiary levels where readers may focus on the ability to handle the text with selective attention and with a clear awareness of the purpose of reading (Chall, 1983, pp. 10-24).

Suppose teachers already manage to install a reading programme at the primary level in their teaching. In that case, it will be easier for the learners to continue with reading at higher levels. The most important aspect is **creating a reading habit and understanding that reading is a natural part of our lives**. Some learners see reading as an extra burden since they are not used to this kind of activity from their mother tongue, and they might lack family support in developing this habit. It will be thus **crucial and critical to select appropriate reading material to stimulate their curiosity, interests** and yet to **balance the proficiency level** so that they maintain reading the books they have chosen.

Krashen's (1982) explanation of what is suitable for the learners while reading was expressed by the term **comprehensible input**, meaning that while there is something new in the text, the learners can still cling to a lot of the ‚known‘ and manage to get the message. In other words, it is **a level slightly above the learner's proficiency level**. If the texts are too complicated for learners, they will feel discouraged and might resign from completing the task. The same can happen if the text is too easy or unchallenging for the learners. Geva and Ramírez (2015, pp. 84-85) use a three-group classification of texts:

- independent,
- instructional,
- frustration level.

The independent texts will allow learners to **master the text without any external help**, and they would be able to read the text with more than 90% accuracy, and they would understand

at least 95% of words. They suggest that this type of reading is suitable for **out-of-class tasks**. The instructional text consists of reading material that learners can read but **need some help with the instructions**. This **scaffolded reading** is a type of reading that would be suitable for classroom activities where the **teacher can offer support via pre-/while-/post-reading activities** to all learners and at the same time individual support to learners in need to prevent them falling into frustration. The frustration level text is a material where learners **would get lost, would not be able to follow the ideas smoothly and would require constant intervention**. This kind of materials should be avoided since they cannot induce a positive attitude in the learner towards the text and consequently towards reading in general.

Therefore, **reading material** for this level seems to be **crucial**. A good source for reading could be **simplified readers or graded readers** offered by all major publishing houses, which cover both fiction and non-fiction texts. Younger learners will naturally tend to incline more to **fiction books** since they feel more attached to them and are used to the stories from earlier days. **Non-fiction books** can be interesting for them initially, while it may be more challenging for the teacher to keep their motivation high towards the end of the book. On the other hand, fiction usually saves the solution of problematic situations for the end of the book, so the readers are naturally encouraged to continue.

Learners at the lower secondary level (10+) have more opportunities to read to learn new things and enjoy reading. Suppose we want them „read to learn“. In that case, we will expect the learners to **demonstrate cognitive skills such as predicting, breaking down the text into details and then synthesising the text, summarising, inferring from the text, drawing conclusions, identifying key arguments, and supporting details, connecting prior knowledge with new facts, providing an evaluation of what was read**, etc. All these **higher-order thinking skills** will necessarily be related to the use of other **language skills** or even for the development of **global skills**. Learners can be asked to express their opinions, respond to the teacher's questions, present their ideas based on the text read, write about the text, or create new texts. Moreover, even **metacognitive skills** start playing their role at this level. Learners will be making more decisions by themselves in selecting appropriate reading strategies and evaluating whether the required outcomes have been reached.

Reading programmes can also be designed so that there would be **a meaningful combination of extensive reading and reading to learn**. Activities connected to the text read can offer the additional practice of these skills, and they can be perceived as more meaningful by learners. **Language practice**, however, should include several elements to involve learners in meaningful and active experience, e.g.,

- **creative** elements – to personalise their outcomes,
- **fun** elements – to lower their affective filter,
- **reflection** – to become aware of their own language progress.

**Tasks**, which are appropriate for this kind of language practice usually allow for creative outcomes, are **open-ended and personalised**, which means that learners focus their attention on contexts which are close to them, which they know from experience and which they consider important and meaningful (Lojová et al. 2011, p.23). Such creative and personalised outcomes have a greater potential to remain in the learner's memory. You can find more on reading programmes in the subchapter entitled DEAR time.

## 1.6 Language teaching and a dyslexic learner

Foreign language learning is an integral and compulsory part of education in many countries. Learning a foreign language for learners encumbered by a **learning disability** can be a frustrating, discomforting and burdensome experience, especially if they are integrated in the intact, mainstream classes. Even though there is a group of scholars claiming that dyslexic learners should not study a foreign language, there are also opinions that „many at-risk learners can benefit from the study of a foreign language in the appropriate learning environment“ (IDA, 2010). Crombie (1999) assesses the inclusion of dyslexic learners into language learning very positively; she points out that „true inclusion in the modern languages classroom is about much more than having a presence and being exposed to another language. It is about feeling accepted and involved in a worthwhile learning experience whatever the level that can be achieved“.

**Dyslexia** can be defined as a language learning disability; some authors prefer using the term **learning difference**. Generally, it refers to reading problems, but learners usually experience difficulties with spelling, pronouncing words and writing. Dyslexia is a specific learning disability that has a **neurological origin**, and it is a chronic, **lifelong condition**. Speaking about the symptoms that are connected with language, learning we can mention that e.g., **dyslexic children are late-talking, have problems telling the rhyming words, reverse letters and numbers (especially p and b, w and m, 3 and 5), alter or leave out word parts, have a problem to breaking words into their components, discriminate sounds within a word, i.e. phonological processing (d-o-g)**. There are also other than language (non-linguistic) symptoms that can be observed, as e.g., confusion with before and after, left vs right **confusion, difficulty remembering and following directions, difficulty with motor skills and organisation, attention**. Many dyslexic children show problems with **handwriting, processing speed, working memory**. The problems mentioned above may result in secondary consequences as reduced reading experience what can slow down the growth of vocabulary and affect background knowledge.

Ranaldi (2003, p. 16) summarises some of the areas that highlight the types of problems experienced in reading associated with dyslexia:

- hesitant and laboured reading, especially reading out loud,
- confusing letters such as b-d, m-n, p-d, u-n and those that sound similarly,
- omitting or adding extra words,
- reading at a reasonable rate, but with a low level of comprehension,
- failure to recognise familiar words,
- missing a line or reading the same line twice,
- losing the place or using a finger or a marker to keep the place,
- double reading (silent reading first and then aloud),
- difficulty in pinpointing the main idea in a passage,
- misunderstanding of complicated questions, though knowing the answer,
- finding difficulty in using dictionaries, directories and encyclopaedias.

**Teachers are expected to accommodate their teaching, requirements, and examination conditions to the individual needs; however, they are not systematically trained to identify specific learning needs, work with dyslexic learners, accommodate their teaching, which techniques, and strategies to use.** Even though there is a plethora of literature about dyslexia, there is still not enough literature on the methodology of teaching foreign languages to learners with dyslexia.



### Principles of accommodations in foreign language teaching

**Reading and writing difficulties** along with the associated problems such as short working memory and problems with automaticity in language have a strong influence on their language learning. **Classroom accommodations are essential for dyslexic learners.** Susan Barton (2013) highlights that teacher has to avoid humiliating this child by e.g., accidental revealing their weakness to their friends. She suggests teachers **should not ask dyslexic learners to read out loud in class**; or have them **write on the board** as they have **spelling problems**. Barton (ibid) adds that one type of accommodations is that teachers should allow dyslexic learners listen to textbooks on audio (as/if they cannot read and write at the grade level yet). Instead of written test the child should be allowed to do oral testing; essays should be graded on content and the spelling should be ignored. Barton (ibid) points out that such accommodations cost no money and do not „require changing the curriculum. They just require an awareness by the teacher that these are necessary“.

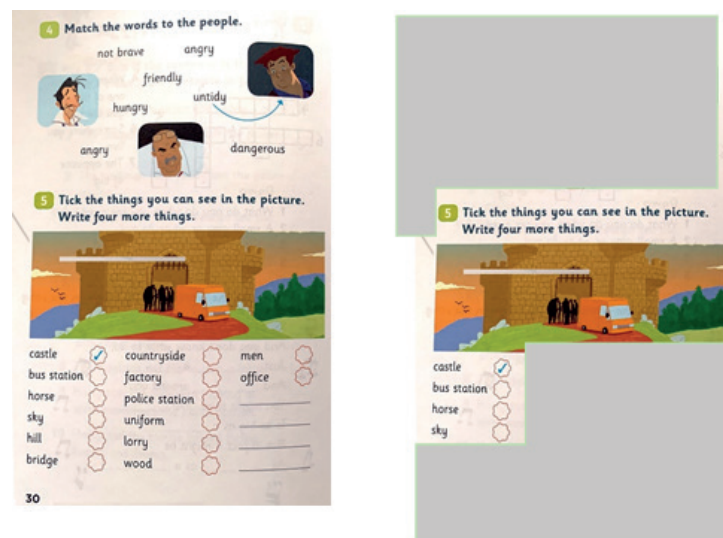
There are **many tips or pieces of advice how to assist or help learners to enhance their learning**; the most frequently mentioned are:

- suggest and allow them to use pens with erasable ink or pencils – this means they can delete/erase the incorrect or not well-written text without crossing it and delivering messy writing,
- allow enough time to process question or task before answering,
- do not ask dyslexic learners to read aloud in front of the whole class,
- make sure the instructions/assignments are clear and appropriate, meet a particular learner's needs, and learners understand what they are expected to do,
- if it is possible, have a peer buddy – a classmate who can help the dyslexic learner (who e.g., can sit next to him/her),
- avoid gap-filling activities, do not grade the spelling activities,
- model exam/test-taking strategies,
- use different learning channels simultaneously,
- use e.g., colours or symbols along with the names of things, this would help them to work more quickly and get organised more effectively as reading letters might be substituted by „reading“ colours or symbols,
- concerning different activities, you may also use colours to support learning,
- make sure your writing on board is well-spaced,
- you may use different chalks for different lines in case there is a lot of information.

Wanzek and Vaughn (2007) indicate a plethora of studies which present positive reading outcomes, especially if learners are instructed in the small group sizes (e.g., one on one, small groups). Nijakovska et al. (2013) propose a set of ways of accommodating learners with dyslexia in the foreign language classrooms as e.g., **lesson organisation, material simplification, individual and multisensory approach**. The authors suggest that teachers use explicit teaching procedures (such as demonstrations, guided practice, and corrective feedback). To make sure learners understand the instructions it is important to **repeat directions** and in different ways as well as **check understanding**. It is also suggested to **use step-by-step instructions, break them down into subsets, and present a small amount of work** that prevents learners from becoming discouraged by the amount of work. Similarly, teachers can reduce the amount of work – e.g., to complete only half of the activity, or they can work only with the specific section, etc. Schneider and Crombie (2003, p.17) stress **the importance of metacognition** and suggest applying a **discovery learning** process. This makes

learners **independent learners**. Dyslexic learners „cannot succeed without this component; the explicit use of mnemonics is helpful“. They highlight that by teaching metalinguistic strategies, the teacher allows dyslexic learners to understand and learn the foreign language in **multi-sensory ways** using such **compensatory strategies** that are effective in their case.

Teachers often create their own materials to support education. They try to make them graphically attractive using different fonts, decorations, pictures. With dyslexic learners, we should, however, not to crowd the page, **block out extraneous stimuli** (sometimes if you cannot make it simple, you can suggest learners using a blank sheet of paper to cover distracting stimuli), use large print, „dyslexia-friendly“ fonts (e.g., Comic Sans, Century Gothic, Open Dyslexic) and **highlight essential information**. The advantage of teacher-made materials is that these can fully reflect learners' needs. The teacher can **design hierarchical worksheets** where tasks are arranged from easiest to hardest.



**Figure 1:** Sample how to minimise distractors in the text – 2 pieces of paper can be used to help learners to focus on what should be read

Dyslexic learners often have problems with writing, and thus, teachers may reduce copying by including information or activities on handouts or worksheets; they can also provide a glossary in content areas and/or outline/copy of the lecture. Dyslexic learners need additional practice activities. Teachers can also recommend some software programmes, self-correcting materials, and additional worksheets.

## Extensive Reading and Dyslexic Learner

Extensive reading can be demanding but also challenging for a dyslexic learner. We have to be very **careful in selecting the text** but also **the strategies applied in reading activities**. Sometimes children are afraid of loud reading in a class and prefer silent reading, or so-called paired (also known as a partner) reading.

It has been already mentioned that **teaching in small groups or one-to-one is very effective**. In a class, placing learners close to the teacher can help e.g., to limit distracting factors (sounds, objects, etc.) as we can in some way „close“ the space among the teacher, learners and board. If learners are seated close to the teacher, he they can constantly monitor their progress. In

**paired reading**, which can be used in a class or at home, learners are paired, and they usually read the text aloud simultaneously or one reads the text (e.g., a page) and the other starts where the first stops. The paired reading aims to develop reading fluency. Learners are also trained in different strategies to build reading fluency. A teacher has to be very careful and sensitive in creating the pairs. In **shared reading**, a learner shares reading with the teacher and/or parents. This interaction enables them to go through the books they may not be able to read on their own. Usually, it starts with the discussion about the book – its cover, title, predicting the content, discussion about the author(s) and illustrator(s). During reading it is important to keep learners motivated, check understanding and lead them to predict. It is also useful to do post-reading activities after reading. It helps the learner to understand and leads him to think about the content and language used. It also helps them to develop reading strategies as e.g., where to look and what to focus on, how to interconnect background knowledge and the content, encourages predicting. **Parent reading** is quite common in, e.g. Ireland. Parents, creating and presenting a safe environment for a child, can help build fluency. Reading begins at home what is a natural and safe environment for children. Parents may read the books they loved in their childhood and share reading and their reading experience with their children. In some schools, parents write feedback on how their children progress in home reading and what they have read together. This is important information for a teacher and possible in-class discussions. Shaywitz and Shaywitz (2020) suggest using texts which are meant to be performed orally (e.g., poetry and plays), which helps a child perceive reading out loud natural.

Books for children are usually supported by a lot of **visuals** to enhance understanding. Teachers may also consider using **graphic novels** that allow learners to be **attentive and creative readers**. Even though there is little or no text, actually learners read the pictures and read/create the story, and at the same time, they develop the habit of reading and later when they learn some **compensatory techniques and strategies**, they are motivated to overcome linguistic barriers as they have experienced the joy of reading. The samples below are from Shaun Tan's social novel *The Arrival* and Raymond Briggs' story for children *Snowman*.



**Figure 2:** Sample pages from the graphic novels:  
Shaun Tan: *The Arrival*, Raymond Briggs: *The Snowman*

**Graded readers** are used in EFL classes to expose learners to the target language, improve proficiency and general knowledge, and develop motivation and habit of reading. Graded readers are levelled usually within series (based on the number of words used, headwords

counts). There are graded readers for different age groups (these can be adaptations of literary works and books written specifically for the EFL learners).



Figure 3: Sample of the graded readers

The **special editions of dyslexia-friendly books** for children are published, and these can also be used in language teaching. Here, a teacher must be careful as those are not adapted for foreign language teaching. See the sample below. Special editions of books prepared for learners with dyslexia can be also found at different websites, see e.g., <http://www.quickreads.org.uk/resources>. The books are supplemented with the Learning with Quick Reads methodological support downloadable from their website. As far as we know, there are no special graded readers for EFL dyslexic learners.



Figure 4: Sample of the book for dyslexic readers

There are **special teaching aids** available for dyslexic learners. Using **assistive tools** and **special educational software** might be useful to enhance the process of language teaching and learning. It is also one of the ways how to accommodate teaching. Dealing with reading, we can mention **reading pens** that have scanning capabilities with different possibilities as e.g., to enlarge the font to make it easier to read and read the text aloud, which is a useful tool for learners with reading problems. Here, we can also mention **text-to-speech software** that is very useful and might be used by both teachers and learners. Various (mobile) applications that can be used to support (language) learning are available free-of-charge. Different books even though written for native learners and readers can be also used by foreign language learners. There is usually **a little text and a lot of visual support**. The Spy Sam Reading Series is series of 3 books that start with a few words on a page, gradually developing an interesting story for children. The reader can touch the screen-objects on the screen that are interactive.





**Figure 5:** Screen from the book The Spy Sam Reading Series (iPad)

We should **carefully select the tasks and modify the activities**. It is equally important to teach different strategies effective with different tasks, activities. Some examples are:

- **multiple choice or matching tasks** – start with the elimination of definitely incorrect choices,
- **in short paragraph responses**, learners can use highlighters to mark the keywords and,
- **gap-filling activities** – the part of speech can be considered ,position in a sentence, tense, plural/singular, etc.).

Presley (2002, In: Schneider and Crombie, 2003, p. 69) suggests with regard to dyslexic learners' language processing difficulties "to avoid cloze procedure tasks whenever possible. Even in their native language, these learners rely heavily on context clues". He also points out that „matching activities may be difficult and unfair, because their poor visual perceptual short-term memory is over-challenged by the specific eye-movement task required to match the combined word or sentence parts,. The **timing** must also be considered, in case of need it should be extended. In some cases, the consideration of using **technical devices** and **supplementary materials** (e.g., dictionaries, additional papers for experimentations with spelling, brainstorming, etc.) can be considered. Reid and Green (2011, p.77) suggest that one of the useful strategies to ensure dyslexic learners' success is to provide a variety of options for them to demonstrate their competence. They introduce activities such as **investigation in groups, making posters, brainstorming, videoing, drama and role-play, fieldwork and enquiring, cartoons and comic strips, debating, computer work, drawing a pictures**. These activities are usually excellent for dyslexic children because they require active participation and do not necessitate much reading. Only a few key instructions may be required to get them started (ibid). There are methods and strategies that are beneficial not only to dyslexic learners but also to the rest of class. As an example we can mention the **KWL reading method**. The main aim of the KWL reading method is to guide a reader to understanding. The KWL stands for what we Know, what we Want to know, what we Learned. In the first stage, readers should think about the topic, to brainstorm what they already know about the topic. In the second stage, readers should formulate the questions what they want to learn about the topic (the questions should be ordered by importance). This is usually done based on the book cover, table of contents, pictures etc. In the last stage, readers should evaluate what they have learned, whether they can answer their question.

What we have to be aware of is that all materials that are for dyslexic learners can be used with the intact learners, but not all materials that are for intact learners are appropriate for the dyslectic ones.



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## A2 INCORPORATING READING INTO THE CURRICULUM AND MOTIVATION

Although one of the four key language skills, reading is often neglected in the English language classroom but also across the curriculum as such. This may have a number of reasons. One of those is the frequent skepticism of teachers who argue that their pupils do not like reading and do not read at all, and that there is little time in the curriculum for extra activities such as extensive reading projects.

Both of these assertions are misconceptions. **Research shows that children and young adults score above average in the number of books read per year;** however, they have different reading choices and habits from what school, and by extension the society, impose on them. The real problem then, lies in the way literature has been canonized and institutionalized for the purposes of education rather than in the pupils' actual motivations and interests.

Most teachers view reading as complementary to teaching a language, not as a priority value. However, **reading literacy indeed is a priority value for the twenty-first-century learning**, as evidenced both in the CEFR (Common European Framework of Reference for Languages) and in PISA (The Programme for International Student Assessment), the latter of which assesses scholastic performance in mathematics, science and reading literacy. This alone suggests that **reading is interdisciplinary in nature and by extension, essential across education spheres.**

Modern textbooks and modern examinations do attempt to address this trend. Reading in textbooks is no longer confined to grammar and vocabulary tasks and comprehension questions only but extends them into attitude questions, reflections, and critical thinking points. Some textbooks, like *Story Central* for example, are even constructed around stories. This demonstrates an important shift in understanding reading in the EFL classroom and beyond. **Earlier, the prevalent aspect of reading in a foreign language focused on retrieving facts and therefore, skimming and scanning were dominant reading strategies.** If the text for reading were fiction or poetry, it mostly served, apart from mining target language patterns out of it, to acquaint the pupils with a classic author or, at best, as a discussion prompt. There has now been a realization that stories are a versatile vehicle for cross-curricular and broader educational goals, such as CLIL (Content and Language Integrated Learning), and for promoting Social and Emotional Learning (SEL).

The following information from Cambridge English exams demonstrates **how reading literacy impacts other language skills, in this case writing.** The first comes from Cambridge Pre A1 Starters:

Three pictures which tell a story. Each picture has one or two questions. Children have to look at the pictures and write the answer to each question. They only have to write one word for each answer.

This one is taken from Cambridge A2 Key for Schools:

Write a short story of 35 words or more based on three picture prompts.

The following example is one of two writing options in Cambridge B2 First for Schools. To complete the task successfully, reading experience and critical reading and thinking skills are needed:

*Books review wanted*

Have you read a book in which the main character behaved in a surprising way? Write us a review of the book, explaining what the main character did and why it was surprising. Tell us whether or not you would recommend this book to other people. The reviews will be published in the magazine.

Finally, these instructions for one of the writing tasks in Cambridge Proficiency demonstrate that the student is expected not only to read and write advanced texts but also evaluate and compare them:

Write an essay summarising and evaluating the key points from both texts. Use your own words throughout as far as possible, and include your own ideas in your answers.

It is then evident that the Cambridge exams presume an increasingly proficient reading competency and scaffold their writing tasks accordingly. This shows that **reading is** not a static concept but an **evolving skill** that needs to be coached, targeted and nurtured.

The above also proves that despite being classified as a receptive skill, reading is by no means passive. On the contrary, it is a **pro-active process** that requires the pupils' engagement and concentration. Compared to speaking, for example, active reading is manifested in very different, i. e. less obvious and less external, ways. As silent reading is primarily an internal, intimate and therefore, largely autonomous process, it may seem difficult to monitor synchronously. Teachers often shy away from sustained reading in class because to them, a silent class may connote inactive class and the opposite of a communicative one, in which learners demonstrate their activity very visibly. For this reason, methods such as DEAR time (Drop Everything and Read) where teacher models reading as an activity and process are so effective.

**Reading literacy** not only feeds into other kinds of literacies but is also a **very flexible tool for linking on-site, face-to-face classes with remote learning, school life and outside-of-school life of the pupils and, last but not least, formal education with life-long learning.** Life-long learning is a key element in the pupils' career success and individual fulfilment, sense of achievement, empowerment and self-worth. It is therefore no surprise that in countries like Finland and Denmark, which score high in a broad range of assessment tests and comparative studies, reading has been made a pivot of the education process.

Practice shows, often to the surprise of the very teachers who carry them out, that reading lessons are nearly always successful even if employed occasionally. Nevertheless, in order to minimize risks in the process of integrating reading into the curriculum, the teacher (school) must scaffold it carefully. Pupils may like a reading-oriented lesson as a welcome distraction from a textbook routine; however, when it comes to a long-term, sustained and sustainable reading habit, the teacher needs to begin by developing and strengthening the **pupils' reading and related skills first. Educators have realized that the ability of stringing letters together does not equate to mastering efficient reading. As a rule too, pupils' weak reading skills in their mother tongue will impact their ability to read in a foreign language.** The teacher needs to provide a lot of support, possibly even in the pupils' mother tongue, before the pupils

emerge as fully autonomous readers. In other words, the teacher needs to scaffold. **Scaffolding is a process in which the teacher provides support to pupils in order to help them achieve a goal, a skill or concept they would not have been able to master independently.** The teacher's support gradually and intentionally "fades" in correspondence with the growing independence of the pupil. (For more information on scaffolding, see e.g. Wood, Bruner and Ross (1976) or Benson (1997).)

It should also be borne in mind that **reading** is not, by large, an instantaneous, product-centred activity. It **requires time, patience, vision, and long-term planning.** It also requires the **teacher's good awareness of their pupils as individuals.** This does not mean knowing what your pupils' hobbies or even preferred reading genres are, although this helps, too. Usually, the teacher processes this information by averaging it out and then searches for the reading material that would best match the outcome. This is certainly not wrong and may produce an inspiring and enjoyable lesson. However, it does not stretch the learners' autonomy and responsibility for their own learning process. In other words, it does not give them voice and choice.

Before discussing approaches, methods and concrete activities that integrate reading into the classroom and the curriculum, let us demonstrate **how reading should NOT be done.** One such scenario is that the teacher asks pupils to open the textbook, find a text that the children are new to, and then proceeds by **calling them out one by one to read a sentence each.** This can work well for enthusiastic readers, within a small class and a very safe and friendly classroom atmosphere. But in general, as reading for understanding this is a very inefficient approach chiefly because the pupils will only focus on reading out loud, not on content. For practicing pronunciation and intonation reading from an unknown text is far too challenging. Last but not least, for introverts and pupils with special learning differences it will prove to be an extremely stressful and alienating experience.

Another frequent approach to reading in the EFL class is **read and translate.** Translation, in fact, combines a set of complex and demanding skills. As a result, the reading process is slow, with many hesitations, halts, and false starts, it is time-consuming and by its end, most learners are completely disengaged.

The teacher therefore should think carefully about their aims, i. e. what exactly they want to achieve via implementing reading in the lesson, and then **select the most suitable approach** to reading. This may be one of the following:

**Read-aloud** "is an instructional practice where teachers, parents, and caregivers **read** texts **aloud** to children" (Reading Aloud).

Similar to read-alouds and also frequently practised with preschoolers, **shared reading** means the teacher and the pupils read a book together, often seated in a circle or semi-circle. The teacher "explicitly models the skills of proficient readers" (Shared Reading) and engages the pupils in the act of reading interactively (e.g. asking prediction questions, asking about the pictures and eliciting vocabulary (see the Practical part of the Toolkit or e.g. Reading Rockets samples). For both read-alouds and shared reading the so-called big books, i.e. books in an enlarged format, are very suitable.

If you would like the pupils to read aloud in the class, chorus or paired reading are an option. For **chorus reading**, having the whole class read out loud at the same time might feel a little

slavish, so it is good to introduce a role or a fun concept (e.g. by splitting the class into groups for the dialogue, having “a battle” between the teacher and the class, or introducing different moods into the reading). **Paired reading** works best if the pupils take turns in reading to each other but the whole class are reading at the same time.

**Guided reading** is “an instructional practice or approach where teachers support a small group of students to read a text independently” (Guided Reading). This strategy allows the learners to read materials suited to their individual needs (for more information, please refer to the Practical part of the Toolkit).

**Independent reading** is “children’s reading of text — such as books, magazines, and newspapers — on their own, with minimal to no assistance from adults” (Independent Reading). This, however, means silent reading, which allows children to read at their own pace and explore various reading strategies.

## 2.1 Selection criteria

When deciding what books to offer to the learners it is a good idea for the teacher to go back to their childhood years and remember how they, as children, were choosing what to read. Very often these criteria included seemingly shallow features such as **how thick or thin the book is, the size of the letters, attractiveness of the cover, illustrations, and the complexity and length of the sentences**. However, from the point of view of the young learner these are all important things.

The first encounter with the book can influence the whole reading experience. If a child repeatedly chooses a book which is not appropriate for them, it might negatively influence their attitude to reading as such. In these cases, it is necessary for the teacher to help the young readers pick the book which will bring them a satisfactory and fulfilling reading experience. Of course, the above- mentioned criteria are not the only ones that will help the teacher during the decision process. It is certainly ideal to find books which will suit the majority of the learners in the class but **in case of extensive reading there are possibilities to meet the needs of individual children because not everyone will read the same book**.

Lazar (1993, pp. 52-53) introduces several **areas that are important to think about when choosing the right text for reading**. The first area includes **age, emotional and intellectual maturity and the learners’ interests and hobbies**. The learners’ **cultural background** is another aspect to consider – with young learners we should assess how it fits into the children’s current knowledge of the world. Another important factor is the **language level**. With young learners whose level is usually between A0+ to A1 (beginner level) it is very often believed that reading in a foreign language is still too difficult for them. This assumption is challenged by Bassnet and Grundy (1993, p. 110) who claim that “it is an eye-opening experience to sit down and make a list of all the things beginners and advanced learners can do equally well.”

**If the teacher decides to use simplified readers, then it is easy to have a look at the level which is always indicated together with the number of words. If they decide to use an authentic reading material, then the level of the language should be slightly above the level of the learner.** This ensures that they still understand the story and what is more, they will acquire some new language.

Other factors mentioned by Lazar (1993, pp. 54-55) applicable to young learners are availability of texts, length **of the text, its exploitability and its correspondence with the syllabus**. Availability has been discussed above; the length of the text depends not only on the age and level of the learners but also on the time which the teacher wants the pupils to spend on reading in class and at home. The teacher should also consider if only a part of the text can be read, or whether to choose an abridged text and how much background information will have to be provided to make the text understandable for the learners. By exploitability Lazar means what kind of tasks and activities can be designed based on the text and if there are other sources that can be used to support the text, such as videos, film, and a theatre play. Finally, to link the text to the syllabus Lazar recommends looking at the thematic links, at vocabulary, grammar or discourse.

Collie and Slater (1987, pp. 3-7) “**recommend valuable authentic material**” which provides the learners with cultural and language enrichment and involves them personally. Similarly to Lazar they explain that “the **criteria of suitability** clearly depend on each particular group of students, their needs, interests, cultural background and language level” (p. 6). They believe that, apart from the assessment of the language level, it is necessary to choose books which correlate with the learners’ life experience, emotions and dreams.

## **2.2 Selection process**

If we want to motivate the learners to read, it is advisable to **involve them in the selection process**. There are many ways to do so. For example, **children can be asked to bring their favourite books to school**. These can be books in their mother tongue or books in English. The books might be displayed in the classroom and children can look at what books are read by their peers. They can also discuss the books in small groups. This also gives the teacher a more precise idea of what genres their learners like and what topics they are interested in. Then some books for the school or classroom library can be chosen based on these findings. With older learners “questionnaires on tastes and interests” can be used or, if the teacher wants all the class to read the same book, then they can prepare “a brief summary of three or four possibilities, perhaps with shorter extracts from the text, and let them choose the one they find the most appealing” (Collie and Slater, 1987, p. 7).

Another possibility is to **bring a few books to the lesson**. First the children only look at the books and try to choose those the cover of which is the most attractive. They can discuss and try to predict what the book is about, who it is for, whether the book is sad, funny, adventurous, etc. Then they form groups around the books they have chosen and leaf through them trying to find out if their predictions were correct. If they like the book and feel like reading it, they prepare a short presentation in which they want to make other learners interested. If the book does not fulfill their expectations, then they can join another group or pick another book. The presentations can have different forms (radio advertisement, poster, interview with an author, dramatization of a short extract etc.). After the presentations the pupils can vote for the book(s) they would like to read.



## 2.3 Motivating readers and sustaining motivation

“Research consistently emphasizes that there is nothing more likely to increase student motivation than a teacher who shows passion for what they do in the classroom” (Torner, 2017, p. 98), which is doubly true about reading and passion for literature. If **teachers show enthusiasm for books and children often see them with a book in their hands**, there is a great chance that this will raise their interest and curiosity. Introducing children to the world of stories, tales, legends, fables, poems and other literary genres will unlock a universe in which they will encounter new characters, live through new experiences, learn about new things, and accept new values. They will compare their life stories with those of the literary heroes.

The strength of the learners’ motivation “will be a factor in determining how seriously they approach the work, how much time they set aside for it, how hard they push themselves” (Scrivener, 2005, p. 64). **When the teacher serves as a role model**, it might arouse or increase the learners’ intrinsic motivation. Many young learners are naturally motivated by their curiosity which is inborn and in fact makes us learn new things. This type of motivation should be constantly cultivated and should not be replaced by external rewards such as grades, the vision of tests, or with younger learners – sweets. **Intrinsic motivation comes from the learner or from the texts and tasks that are set for reading.** Here it is good to mention Thorner’s (2017, p. 9) idea of reward which comes from “an event, an activity or situation” and “the sense of pleasure or satisfaction” the learners get from them.

When reading in class, either during independent reading or intensive reading, it is easier for the teacher to **sustain the learners’ motivation with the help of different pre- and while-reading activities**. Motivation for extensive reading might be a bit more difficult from the very beginning. The habit of reading outside school has to be built up especially with those children who do not read regularly even in their mother tongue. Colie and Slater (1987, p. 36) explain that one way it can be gradually developed is reading longer texts that will be divided in sections. Some sections will be read in the lessons and some will be set for home reading. This might help develop extensive reading habits. The question is which parts of the text should be read in the lessons and which at home. The authors claim that it depends on the level of the class, their motivation and interests and also on some other factors, such as “the difficulty of the book, or [...] any particular passage in it”. These factors will then influence the length of the text that can be “comfortably read at home” (p. 37). To make **home reading** easier for the learners the **teacher can prepare different worksheets** that will help the learners, support them or lead them through the text. Also, the learners themselves can prepare some activities for each other such as quizzes, vocabulary activities, true-false statements, multiple choice exercises etc. This helps support the learners’ autonomy. “An array of enjoyable student-centred activities is particularly important when working with students who are not literature specialists and who may not as yet have developed a wish to read literature in the target language on their own initiative” (Colie and Slater, 1987, p. 8).

**Motivating the learners to read already starts with selecting books.** Apart from the suggestions given in this subchapter teachers can **also ask for help from librarians** who can give them advice about the books that are most commonly borrowed by students of different ages. It is also a good idea to “seek books that encourage readers to enter the experience and perspective of others, including all fiction genres: horror stories, fantasy, science fiction, or

romance. [...] Comic books can motivate less proficient readers with colorful and creative artwork” (Motivating Adolescent Reluctant Readers).

Increasing motivation and arousing interest is just the first step to successful reading experience. Sometimes it happens that the learners’ initial enthusiasm fades. Teachers should observe their classes and individual learners very carefully and if they notice **lack of focus**, they have to intervene and help. The form of intervention will depend on the **reason for declining motivation** and the number of learners who lose motivation. If the cause is in the **level of language**, then it is necessary to prepare activities that will make further reading easier (usually they are vocabulary or grammar activities). If the lack of interest is caused by **lack of understanding due to e. g. cultural content**, then the teacher should provide some background information or prepare activities through which the learners learn the facts which are necessary for understanding the text. Students can also be involved in activities such as “role play, improvisation, creative writing, discussions, questionnaires, visuals” (Collie and Slater, 1987, p. 8). Other interesting ways of sustaining motivation are suggested by Scrivener (2005, p. 190), e. g. keeping a character’s diary, interviewing a character, drawing a picture of a selected scene and then comparing the pictures, making a map of a story (or a chapter).

**Cooperation among the learners** is another way to keep them active and interested. When working in groups they can support each other by providing different expertise and views. Making reading a part of project work gives it another dimension and encourages the learners to continue reading.

## **2.4 DEAR time**

Since the research emphasized the multiple benefits of extensive reading, many schools started incorporating this type of reading into their school curriculum. They offer reading programs such as **DEAR time (Drop Everything and Read)**, FVR (Free Voluntary Reading), USSR (Uninterrupted Sustained Silent Reading), WEB (We Enjoy Books), and FUR (Free Uninterrupted Reading). Although the approaches have been labelled with different names, they share similar features: children read for pleasure, silently and without interruption.

The method that is widespread in the USA and becoming increasingly popular also in schools in other countries is DEAR time. According to Deborah Foertsch, a primary school teacher promoting extensive reading in her classes, children learn best “in a community of learners; in a safe environment; when learning is student-centered, with hands, minds, and hearts engaged” (Foertsch, as cited in Sierra-Perry, 1996, p. 19). All these can be easily accomplished through DEAR time: **pupils read in a community of other readers** (pupils and teachers); **in a safe and pleasant environment** (they are not required to take tests); they choose books they want to read and thus engage both their minds and hearts. They also have the opportunity **to reflect on what they have read and receive support from the teacher**. This approach encourages pupils to become efficient readers and, consequently, lifelong readers and learners.

Before introducing DEAR time into the class, **teachers first need to secure access to books** and create a stimulating, literacy-rich environment. During DEAR time, pupils select books they want to read. The ideal way to provide books is by **setting up a classroom library** that is equipped with a variety of books and magazines that satisfy pupils’ interests and conform to their reading levels. Books can also be displayed all around the classroom: on shelves,

in baskets on the windowsills, the carpet or the teacher's desk. Pupils are thus virtually surrounded by books. To provide comfortable places for reading, reading rugs, beanbags and pillows can be used.

Teachers also need to **acquaint pupils with DEAR time and its rules**. They will explain that pupils will read books of their own choice. If they find the book too difficult to read or if they do not like the story, they can stop reading and choose another book. Pupils must select the books before DEAR time begins.

The teacher sets a **fixed time for DEAR time sessions** in her classes. The first sessions can start with 5 or 10 minutes and be gradually extended to 15 or 20 minutes. Typically, DEAR time is practiced every day, either at the beginning or the end of the class. If it is not possible to offer it every day, it should be done at least twice a week. This regularity helps turn reading into a habit.

The actual DEAR time is the time when everyone in the class literally drops everything and reads. The teacher announces the beginning of DEAR time, with young learners she can for example ring the jingle bell or use a short chanting rhyme. Pupils get books they want to read and find a comfortable place to read. They can either take books from the classroom library or bring a book from home. The teacher reads too, as she serves as an example to learners, modelling the reading process. Everyone in the class spends a designated time on silent reading, not being interrupted by anyone until the teacher announces the end of DEAR time. **Pupils are encouraged to continue reading in their free time**, either at school or they can take books home.

When the DEAR time runs for about two weeks and most of the pupils finish reading at least one book, they are ready to talk about the books or express their opinions in writing. Teachers can start introducing short book chat activities and reading journals. Learners thus have the opportunity to talk about the books, recommend them to others and learn to reflect on what they have read.

## 2.5 Classroom library

Research shows that children who grow up in a literacy rich environment, that means in a family with a home library and parents and other family members reading on a regular basis, tend to develop good reading habits. On the other hand, children without easy access to books read poorly or not at all. Classroom libraries, hand in hand with extensive reading programmes, can compensate for this lack of stimulation by making books available nearly any time and to everyone in the class.

A classroom library should include a wide variety of texts to satisfy diverse reading interests and reading levels of the pupils. There are research-based guidelines for equipping a classroom library.

- It is recommended to have at least 7 books per pupil but ideally it is 20 books and more per one pupil. Though this applies to books in learners' native languages, roughly the same numbers are recommended also for books in foreign languages, i.e. at least 5 books per pupil.
- Reading material should cover a variety of reading levels to satisfy the needs of both reluctant and proficient readers.

- New books should be added regularly.
- Both fiction and nonfiction should be included. Some librarians and educators recommend up to one half of the reading material to be nonfiction.
- The collection should consist of a wide variety of formats and genres, such as novels, encyclopedias, graphic novels, graded readers, comics, magazines, biographies, animal stories, fantasy, adventure, school stories, romance, fairy tales, and dealing with a wide range of topics that pupils may find interesting.

To help pupils find the books they might enjoy reading, the library should be organized effectively. The most common way to organize books is by themes, reading levels, authors, genres, or series. These categories can be combined, for example sorting out the books according to themes and using labels with colour codes to indicate the reading level. New arrivals and books teachers want to recommend can be displayed face-out. It is a good idea to involve children when deciding upon the check-in system and classroom library rules.

## **2.6 Reading Journals and Book Chats**

Extensive reading provides learners with topics and ideas that can be further explored in reading journals or in informal conversations in the classroom, thus **building on their writing and speaking skills**. Reading journals and book chats give learners a **chance to reflect** on the books they have read, to share their ideas about the topics they encountered and to relate stories to their own experience. Pupils learn to summarize, express their opinions and also listen to and accept the opinions of others. Moreover, by **keeping a record of their reading**, pupils keep track of what they read and how many books they have read and teachers can monitor the pupils' work and their progress in time.

It is crucial teachers introduce the concept of reading journals thoroughly so that pupils understand what they are supposed to write and what the purpose of their writing is. As there are **many types of reading journals**, teachers can start with short, less demanding responses, and later on introduce more complex approaches stimulating critical thinking. Once pupils are acquainted with a great variety of written responses to books, they can choose the format that suits them best.

### **Reading journals ideas**

- **Creating story maps:** Teacher introduces some basic story elements, such as book title, author, the main character, setting, genre. Pupils use graphic organizers to gather relevant information about the book they read.
- **Creating character maps:** Pupils explore the main character of the story, his/her name, friends, family, physical appearance and personality traits. More experienced readers can also state what they like and dislike about the character.
- **Book selfies:** Pupils think about the story they read, its tone, main topics, setting, crucial moments in the story. Then they take a selfie, using appropriate facial expression, body posture and props to convey the atmosphere and main points about the story.
- **Keywords:** Pupils describe the book in 5 hashtags. In this way they learn to characterize the book using keywords.

- **Writing prompts:** To encourage pupils to write, teachers can offer them a set of questions or sentence starters. Pupils choose one and start writing. It is better if these writing prompts encourage learners to be analytical, pro-active and creative:  
I liked the book because ...  
I disliked the book because ...  
I liked (the name of the main character) because ...  
What is the conflict in the book? How is it solved? How would you solve this conflict?  
The most important word (sentence) in the story is ... because ...  
Write a letter to the character you don't like. Write down what you think about them and their behaviour.  
Have you changed your mind about anything after reading the book?
- **Quotes:** Pupils copy some quotes they find important, amusing or shocking into their reading journal. Then they add their thoughts and understanding about the meaning and significance of the chosen parts of the texts.
- **Exit ticket:** This prompt can be used when reading non-fiction. Pupils list three things they learned, two things they found interesting and one question they still have about the topic.
- **Reading logs:** Pupils record their reading activity by writing down information after each reading: the date (of reading), book title, how many pages they read, how many minutes they spent reading, new words they encountered, their evaluation of the book (using emoticons or ranking the book with stars).
- **Writing a poem:** Pupils write an acrostic poem, which is a poem in which the first letter of each line spells a word or a message. They can use the name of the main character of the book to write a poem that describes this character.
- **Re-writing the story:** Pupils rewrite part of the story they read in the voice of a minor character. This activity allows learners to think about the point of view and how the stories can change depending on who is telling them.

## Book chats ideas

- Pupils work in pairs. The task is to introduce the book they have read recently. The teacher specifies what kind of information about the book should be given, e.g. the title of the book, one sentence summary, the reason why pupils liked or disliked the book. Pupils are given a few minutes to write down notes. Then they talk in pairs, each introducing the book they read. After that, pupils switch partners and introduce the book again, this time without the written notes.
- Each pupil prepares a set of questions about the book. Pupils work in pairs, taking turns asking and answering questions about the books.
- Pupils draw an illustration for the book they read. In pairs, they talk about the book, its main topics and ideas, while referring to the illustration they created.

## 2.7 Project work

Every teacher has probably experienced classes in which they have had both regular and occasional readers as well as children who never read books. Such classes constitute a heterogeneous group of learners with rich reading experience on the one side and pupils with zero reading experience on the other. This might present a real challenge once the teacher wants to work with reading. Apart from activities and techniques listed above through which



even non-readers might become at least slightly interested and motivated, a good solution can be organizing reading as project work. This helps learners cooperate and motivate each other in groups where the tasks can be differentiated and tailor-made to each learner's abilities, interests and needs.

What exactly is project work? It is “work which focuses on completing a task. Project work normally involves a lot of resources – time, people and materials – and learners practise a range of skills and language systems.” (Project Work, n.p.)

The big advantage of reading programmes is **combining intensive and extensive reading** during which the learners cooperate, help and support each other. Reading is a part of the process while the **final product can be e. g. dramatization of the story or its segment, a poster which gives some basic information about a book, a comic book retelling the story, a video showing e. g. the life of one of the book characters, or a documentary about the place where the story is set.** Apart from reading, every learner in the group focuses on tasks that they are good at, e. g. drawing, summarizing, retelling, writing a scenario and preparing props. For a demonstration of much of the above see, for example, Ms. Venti's Class. (Ms. Venti's Class, n.d.)

It is necessary to prepare the project work well, and also the teacher has to be a good classroom manager. An indisputable advantage of project work is that the learners are given some independence in planning and working on their tasks. The teacher is there to help if needed and withdraws when the work goes well. Another positive feature of this type of work is a **possibility** (sometimes even necessity) **to apply a cross-curricular approach** and involve teachers of other subjects and their expertise in the project. At the same time, the pupils dip into different areas of knowledge during the process. As pooling ideas is one of the benefits of project work, it is mostly organized as group work.

As Zormanová (2012) points out, in project work learners utilize their individual skills and abilities. The learners assume responsibility for the project outcome, make independent decisions, work critically with different sources, solve problems, and apply and build on their knowledge and skills. They also practice their organizational skills, learn to plan, control, and evaluate their work, cultivate cooperation within their group, work on their communicative skills, learn to respect each other's opinions and last but not least, develop creativity, activity and imagination. (Zormanová, 2012, n. p.)

Most project-based learning is **based either around a topic** (our town, climate change, life cycle of plants) **or a story**. But most topics, too, work best if they are constructed as a narrative. This is well evidenced in contemporary textbooks, too, which contain a story with each unit to introduce a concept. Projects can be **one-off or ongoing**. Many alternative schools champion projects as a way of integrating and amalgamate learning across the curriculum. In fact, project work is essential for cross-curricular learning. Furthermore, project work allows combining many methods and strategies that each student simply must find something that they enjoy doing. Here are some outcomes of one lower secondary project on *The Canterbury Tales* which paralleled the quest of the pilgrims, aiming to help pupils learn about the Middle Ages. The pupils:

- created their own costumes and sewed a satchel,
- attempted to decode Middle English text,
- learned a medieval dance,

- played a medieval board game,
- engaged in map making. (Hronová)

Admittedly, many schools are not ready yet to open up the curriculum for long-term projects. Still, even teachers in traditional schools are able to assign a week per term or one day a week for a project work and/or use it as an alternative assessment.

What makes reading projects particularly appealing to pupils is the fact that **reading functions as an event and happens in social context**. For a class of reluctant readers, a reading project is a particularly good way of making reading visible without imposition, and dosing and differentiating it.

## 2.8 The role of a teacher

Teachers perform a wide variety of roles during their work in the classroom. These include all kinds of situations in which teachers guide learners through the whole teaching process up to the cases in which the teacher becomes an observer rather than the central figure. The previous subchapters address the concept of scaffolding, which begins by providing a high degree of support during the initial encounters with reading and is gradually reduced until the child is able to read for themselves. To put it simply, the **teacher equips** the young reader **with** not only **knowledge of the language** but also with **skills, techniques and strategies** which are necessary for the reading process, from making qualified reading choices to understanding and interpreting the message of the text.

At the very beginning the teacher needs to organize the class and engage learners in the tasks, which also includes **giving clear instructions**. Likewise, **providing feedback** at the end of the activity (Harmer, 2012, p. 146) is essential and functions not only as a summary and review but also as motivation to further reading. In this context, the teacher may act as a tutor who gives learners “personal advice and information”(ibid.).“ According to Harmer, “it is helpful to **organise tutorial sessions** while the rest of the class is working on a different task. If we can tutor a few individual students in a lesson, we can, over a period of time, see all of them individually” (ibid.) Such a group or individual tutoring might be beneficial especially for the pupils with special educational needs who usually need more guidance and support.

As mentioned above, the teacher as an avid reader is a crucial motivational element in fostering reading in the EFL classroom. **Classroom discussions**, which function as a follow-up to both intensive and extensive reading are even more instrumental to sparking the learners’ genuine interest in reading. The learners want to ‘belong’ and be able to participate on the peer level. In these discussions the main job of the teacher is to help “students practice in learning to formulate, develop, and extend their responses” (Beach et al., 2006, p. 87). The learners also learn “how to interact with their peers in a collaborative manner” (ibid.). During these discussions teachers adopt the role of a facilitator in which they initiate, prompt, channel and encourage the learners to “further elaborate on their responses” (ibid. p. 89). Teachers might also act as participants, but they should be careful to not dominate the discussion.

## 2.9 Evaluation and Assessment

When students read, be it in the classroom or at home, the ability to understand what they read has to be checked and evaluated by teachers. It is usually done by answering a series of questions about the content of their reading or other activities such as putting pictures or sentences which summarize the text in the right order. It is essential to determine whether students can actually follow what they read. Ellis and McRae (1991, p.10) call this stage 'monitoring', which means "checking that a certain amount of reading has been understood. Monitoring should, however, become less teacher-controlled as extensive reading develops in a class and as students become familiar with the strategies and techniques of self-monitoring."

However, teachers need to evaluate not only comprehension but also other phases of the reading process, especially if reading becomes a regular activity for the learners. During intensive reading we can provide the learners with immediate feedback and we can evaluate the way they respond to the text or to the tasks. However, with extensive reading it might be more difficult. What to evaluate? Which parts and phases? And here comes an even more important question – how to evaluate.

We should always bear some basic principles of evaluation in mind. The most essential criterion for evaluating reading will certainly be its motivational character. This means that **evaluation should never be felt as criticism but more as help and support**. It should contain some information for the learner as to how to do better next time. It should be done on a regular basis and give the learners an opportunity to see their progress. Last but not least, it should not only be the teacher who evaluates the learners during the process of reading. The learners should be led to **self-evaluation or peer-evaluation**, which can have many forms and depends on what part of the process or activities connected with reading we want to evaluate.

We would like to discourage teachers from evaluating by grades (or least, by bad grades) but rather use alternative forms of evaluation or self-evaluation such as portfolios, in which the learners can reflect on what they read, what they learned, what they were thinking about and what conclusions they came to. Reading journals can also serve as a sort of portfolio. Teachers need to explain the concept and provide some suggestions and examples but emphasize that the journal belongs to the individual learner who are free to create and shape its content the way they choose. It ensues from the above that the reading journal should not be graded or corrected by the teacher. Rather, it can serve as a stimulus for discussion, as evidence of the learner's progress and as a means of detecting language areas that the learners should work on. At the same time, it can act as a rich source of information for the teacher about the interests of their learners, their views and opinions, their fears and joys. If the teacher feels like commenting on the portfolio, it can be done via sticky notes or a small comment in pencil (never a red pen correction). During discussion periods the learners can talk about their journal and the teacher can join individual groups and give comments.

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## A3 IMPLEMENTING EXTENSIVE READING PROGRAMMES: GOALS, TOOLS AND TECHNIQUES

### 3.1 Setting goals in extensive reading programmes

Extensive reading can be implemented in **two different ways**. In most cases, the goal of extensive reading programmes is to provide opportunities for learners **to read large quantities of texts for pleasure** in a foreign language. As Day and Bamford (1998: 5) put it, “an extensive reading approach aims to get learners reading in the second language and liking it.” Through reading in this way learners are generally supposed to become more fluent readers and to consolidate the language that they already know. The language acquisition that takes place as a result of this process is mostly incidental, that is, happens as a by-product of learners being engaged in reading for enjoyment. The main teacher role in this case should be to encourage learners to read books in a foreign language: “the teacher is a role model of a reader for learners” (Day and Bamford 1998: 8). Teachers should also create conditions in which learners will enjoy the process of reading and they may monitor learners’ progress. All this may ultimately lead to incidental acquisition of different aspects of the foreign language by learners, the most prominent of which is likely to be vocabulary. Therefore, as Scrivener (2005, p. 189) warns, in this approach teachers should “be careful about integrating comprehension checks, tests and exercises” into their teaching. He advises teachers to “let learners read, enjoy and move on, rather than read and then have to do lots of exercises afterwards.”

**The second way** in which extensive reading is sometimes employed is when **texts are used for language study** in addition to being read extensively by learners. ([http://robwaring.org/er/ER\\_info/ER\\_ways.htm](http://robwaring.org/er/ER_info/ER_ways.htm)) In this case, learners are engaged in follow-up activities aimed at providing further practice of the language encountered by learners in the texts they read and also at expanding that language. The table below, adapted from Waring (2021), presents the main options that teachers have when implementing extensive reading in the two ways that have just been described.

AIM	TO ENJOY READING		FOR LANGUAGE STUDY		
Style	Self-selected reading	Group-reading for comprehension and discussion	Self-study reading with language exercises	Group-reading	Group reading with language exercises
Best use	Fun individual reading of a story	Fun shared class reading and discussing a story	Individual reading and language work	Whole class reading and language work	Whole class reading and lots of language work

AIM	TO ENJOY READING		FOR LANGUAGE STUDY		
<b>How?</b>	Silent reading in class or at home	Reading the same book led by the teacher. Discussion and comprehension activities	Learners read each reader and do the exercises	Learners read each reader. Teachers go over it	Learners work through the same reader. Teachers go over it with exercises
<b>Where?</b>	Class/out of class/home	Class	Out-of-class	Class	Class/out-of-class/home
<b>Features</b>	Own pace Own ability level Self-selection of books	Teacher selection of books Good for discussion and comprehension	Read each story and check comprehension Practice the grammar and vocabulary	Teacher selects reader Good for understanding and class language work	Read each story and check comprehension carefully Practice the grammar and vocabulary
<b>Class time needed per week</b>	10-15 minutes to exchange readers, to discuss the reading and assessment (if necessary)	5 minutes at the end of a class 2-3 times a week	Assign out-of-class work Need time to check homework	As needed	As needed
<b>Assessment choices</b>	Informal Reader tests	Informal Reader tests	Progress tests Level tests	Reader tests Level tests	Progress tests Reader tests Level Tests
<b>Materials needed</b>	Library of graded readers to learners to choose from	Library of graded readers – learners read the same texts	All the readers at each level	Learners have all the same readers	Learners have all the same reader

**Table 5**

### 3.2 Graded readers as tools for implementing extensive reading

For extensive reading to occur, learners need to be familiar with 95-98% of the running words in a text (Nation 2005, p. 12), that is, learners may be unfamiliar with no more than five (and preferably no more than two) words in every 100 running words. This means that in many or most cases **learners will need to read simplified texts, for example graded readers**, rather than original unsimplified material in a foreign language. To read novels written for English teenagers, one needs to have a vocabulary size of over 2000 words (Nation 2005, p. 12), and to read novels written for adults it is necessary to know more than 4000 words. As Day and Bamford (1998: 55) point out, for learners who do not have an adequate vocabulary size, exposure to an authentic text is likely to result in focus on the linguistic code rather than meaning, in a decrease in confidence, and in associating reading with difficulty.

Ultimately, limiting less advanced learners' exposure to authentic texts will rob them of "the most important source of the reading materials they need to become fluent readers." (Day and Bamford 1998: 55-56). In a similar vein, Nation and Waring (2020, p. 5) comment that "[a] text which is too difficult will mean that students are reading in study mode because they are focused on the language items rather than the content or the story."

Graded readers are available from many different publishing houses which offer fiction, non-fiction, biographies and also other genres. The books are either simplifications of pieces written for native readers or original texts written specifically for language learners. As Nation (2005, p. 17) says, there are at present numerous high quality graded readers for learners, so they are no longer just "watered-down versions of richer original texts". Most importantly for learners, their design facilitates fluent reading and vocabulary acquisition as graded readers contain few low frequency words and the high frequency words they include are frequently repeated. Waring (2021) describes graded readers as "a bridge to the eventual reading of authentic reading materials" and illustrates the progress that learners make with 'the victorious circle of the good reader' ([http://www.robwaring.org/er/ER\\_info/How\\_to\\_do\\_ER.htm](http://www.robwaring.org/er/ER_info/How_to_do_ER.htm)):

**Graded readers cover a range of levels**, often starting at 100-200 headwords. A headword, like a dictionary entry, groups together word forms with a similar meaning, for example, *use, uses, used, useful*, etc. In addition to headword levels, publishers often provide references to a corresponding Common European Framework of Reference for Languages (CEFR) level. For example, a 200 headword level corresponds to the A1 level. Teachers who would like to test their learners' vocabulary knowledge can use a number of reliable tests which are freely available on the Internet (see section 3.4. Useful Internet resources)

Extensive reading can result in substantial vocabulary gains; however, teachers need to be aware that for this to be achieved learners need to be involved in reading a large number of texts for a long period of time. Incidental vocabulary learning is as not as effective as deliberate learning (Nation 2003, p. 138) and thus a considerable amount of time needs to be invested in it. Nation (2005, p. 16) makes the following **recommendations concerning the implementation of extensive reading**:

1. Learners should read at least 15-20 graded readers in a year. This provides enough repetition of the relevant vocabulary. Repetitive encounters are crucial for new words to be learnt: as research into incidental vocabulary learning shows (Waring and Nation, 2004, p. 103), the likelihood of a word being learnt after one meeting is only 15%. A word needs to be met at least six times for it to be remembered, with less advanced learners needing more encounters than more advanced ones. Further, as Waring and Nation (2004, p. 104) also point out, without repetition words are likely to be forgotten: in one study if a word was encountered fewer than eight times during reading it was forgotten after three months.
2. Learners should read at least five books at a level before moving to books at the next level. This should introduce learners to most of the vocabulary at a given level.
3. Learners should read more books at the later levels than the earlier, as vocabulary at earlier levels also occurs frequently at later levels.
4. Direct study of new vocabulary may be necessary at earlier levels as learners may be faced with more unknown words at these levels.

As for example Nation (2005, p. 13) says, "in an extensive reading programme reading should be the main activity and other activities should occupy only a very small proportion

of the time.” The main task of the teacher is to **encourage learners to read and to monitor the process**. There are a number of ways teachers can do this (Harmer, 2007; Nation 2005; Scrivener, 2005).

1. **Setting up a library:** ideally, this should provide a wide selection of reading material for learners to choose from. Harmer (2007, p. 284) suggests that teachers should try to persuade school authorities to provide funding. Books should be coded for level and genre, teachers should also keep track of them and develop a simple signing-out system. If possible, book displays should be arranged in classrooms to show different genres, levels, books that have won learners’ awards. Awards can also be given to learners for the amount of reading that they do.
2. **Promoting reading by setting an example:** teachers should present reading as an enjoyable and worthwhile activity, for example by telling learners about the books that they themselves have read or are reading.
3. **Organizing a reading programme:** teachers should indicate to learners how many books they are expected to read over a certain period. It should be made clear that they are free to choose the books they want to read and also that they can consult the teacher and other learners about it. Every few weeks part of a lesson can be devoted to a question and answer session concerning the books being read in a given period. Classroom time can also be set aside to quiet reading. Learners can vote on the most popular book in the library, with labels stuck to the front of the winning books.

As Nation (2005, p. 15) points out, an extensive reading programme will always be only one of the elements of a language course. A language course, apart from components aimed at incidental learning from meaning-focused input, like the extensive reading component, should contain other strands which can support the development of extensive reading. One way in which teachers can support learners in developing extensive reading skills is through training in reading faster. This kind of training involves learners in repeated timed reading of simple, finely tuned texts which do not contain any unfamiliar vocabulary or grammatical structures. Learners also need to answer comprehension questions about the texts that they read. Both the speed of reading and comprehension scores should be recorded on graphs so that learners can monitor their progress. The aim should be the ability to read 300-400 words per minute.

Nation (2005, p. 15) also suggests that teachers engage learners in some vocabulary activities which can increase the effectiveness of the vocabulary acquisition process. These activities should not, however, dominate the reading programme and turn it into intensive vocabulary instruction.

### 3.3 Pre-reading, while-reading and post-reading activities in a reading lesson

#### 3.3.1 Pre-reading stage

Purpose of pre-reading lead in or pre-reading stage, which Chamot & O’Malley (1994, p. 300) call the preparation phase, is the **stage during which learners’ prior knowledge about the theme of the story is elicited**. Learners are given opportunities to activate their schema as part of an individual, group and whole class activity, expressing or sharing their opinions and knowledge about issues which are related to what they are going to read about. Group

work and whole class interaction can also enable learners to gain applicable knowledge from their peers. Teachers can also use visuals, realia, audio-visual materials or dramatic readings (Hughes & Williams 2000, p.18) in order to arouse learners' interest in the theme, recall their knowledge or pre-teach background knowledge about the topic. (Chamot & O'Malley 1994, p. 300). At this stage it is also helpful to become familiar with some key lexical items without which readers are unlikely to get the gist of the story or understand important information. Chamot and O'Malley (1994, p. 300) suggest that readers "become familiar only with essential vocabulary, leaving some unfamiliar vocabulary to encounter for learners in context when they read the text." (1994, p. 300). This way learners have a chance to practise reading strategies. Readers can also become familiar with some comprehension checking tasks in order to predict the content of the graded reader or even select their attention when engaging in the reading process. In this stage learners can also be pre-taught some reading strategies that will assist them in comprehending the text.

### Examples of pre-reading activities:

#### Learners can:

- be presented with a picture or the cover of the book to encourage predictions about the topic or issues raised in the text,
- be encouraged to guess what they are going to read about on the basis of a few words or phrases from the text,
- asked to look at the headlines or captions before they read the whole thing (Harmer 2007, p. 206),
- be asked a few questions which relate to issues raised in the text,
- listen to a story which is read or told by a teacher or a parent or provided on a CD Rom (Hughes & Williams 2000, p. 17),
- participate with words or actions as they listen to the story,
- watch the video of the story in English or their native language before they read the book themselves (Hughes & Williams 2000, p. 17),
- participate in a lesson which is related to the plot or theme or even based on a short passage of the graded reader in order to enhance learners' general knowledge, introduce key concepts and lexical items or even practise some strategies helping learners to guess the meaning of unknown vocabulary,
- go over the text and select a small number of words (say five or six) to pay special attention to while reading. This is supposed to be a consciousness-raising activity, one which will make learners focus on selected words,
- be asked to predict lexical items and/or tenses which they think will appear in the text. A teacher can later compile the final list of words and/or grammatical structures and ask learners to pay special attention to them when reading the text in the while-reading stage.

The teacher can select the most appropriate activities depending on how the graded reader is going to be used: i.e. in class or at home.

### 3.3.2 While-reading stage

Purpose of while-reading of this stage is **to allow learners to read the text and become familiar with its content**. To sustain learners' interest in reading, especially in the case of



young learners, who can easily become distracted, Hughes & Williams (2000, p. 17) propose that readers are given a clear task which gives them a purpose in reading.

### While-reading activities:

#### Learners can:

- listen to the CD while following the text in the book, (Hughes & Williams 2000, p. 17),
- read only a small passage from the book, for example, one page in order to find the answer to a specific question provided by the teacher,
- read out a passage from a book in the classroom: learners try to predict what happened before, who the characters are, what might happen later,
- skim or scan the last page or pages of the book in order to find out if they were right about the ending they predicted,
- read selected pages or sections of the book to find out if their predictions were right,
- read selected pages to find key words or examples of language (Hughes & Williams 2000, p. 17),
- read sections or pages of the book to find out if their predictions from the pre-reading activity were right (Hughes & Williams 2000, p. 18),
- read sections or pages to find out answers to self-selected while reading activities,
- read selected parts of the book in order to guess the meaning of a given lexical item.

### 3.3.3 Post-reading stage

In the post-reading stage, learners **are encouraged to reflect upon what they have read**, how the events relate to their own personal experience and evaluate their reading skills. (Chamot & O'Malley 1994, p. 301). They can, for example, complete comprehension exercises at the end of the chapter or a book in order to find out to what extent they have understood the plot. In self-reflecting or thinking about answers to open questions, they can be encouraged to think critically about the storyline, its characters, events presented and/or whether they understand the author's attitude towards the characters, etc. They can also complete their reading record sheet. Such activities, if structured in groups, give learners a chance to rehearse the skill of talking about the book they have become familiar with, share their opinions and learn from each other. This kind of engagement can contribute to the increase of learners' confidence, especially if other members of the team hold similar opinions.

During activities which focus on reflection, there are no right or wrong answers (Chamot & O'Malley 1994, p. 301). When supervising such activities, the teacher should focus on the content rather than the form of learners' utterances. Global errors, the ones which make an utterance incomprehensible, can be gently modelled, but not corrected overtly so that this kind of 'discussion', whether conducted in the target language or in learners' mother tongue, resembles a real life situation rather than another practice activity done in a classroom setting.

In this stage learners can be emboldened to apply their ideas, reflections and skills which they have acquired to new contexts. They can use their imagination and express themselves by focusing on more creative tasks or decide to read the story to their siblings, teachers, parents or other learners at school. (Hughes & Williams 2000, p. 18)

**Examples of post-reading activities:**

**Learners can:** (based on Hughes & Williams 2000, pp. 18 – 19)

- make a list of new words which occur repeatedly in the text for subsequent study. According to Nation (2005, p. 15), this could be followed by a learner later presenting one word that attracted his/her attention, that is, explaining its meaning and describing any other interesting features, for example how it is used in a sentence,
- complete the post-reading activities which are at the end of the book or at the end of each chapter,
- talk about the book, in groups consisting of learners who have read the same book. Teachers can structure such group discussions by providing a set of discussion questions,
- make a poster on their favourite characters, the part learners' enjoyed best or their opinion about the book, draw a picture of their favourite part and label it,
- write 'new' words from the book either in their personal dictionary or complete a dictionary attached to the book,
- make their own mini-books of the story, draw pictures and label them. Learners can be encouraged to change parts of the story,
- write an own version of the story,
- dramatize the plot or a given passage of the book,
- complete a reading record for the book which learners have read (Hughes & Williams 2000, p. 18 – 19),
- interview one of the characters or the author,
- interview other readers by means of a survey,
- write a review of the book,
- write a letter to one of the characters.

Finally, as an after-reading activity Nation (2005, p. 16) recommends that learners spend a few minutes reflecting on some of the words they encountered in the text, perhaps going over the relevant passages.

### 3.4 Useful reading-related Internet resources

Rob Waring's website: information concerning extensive reading, listening and vocabulary; publications and presentations on extensive reading, collection of graded readers

<http://robwaring.org/index.html>

Paul Nation's website: publications on extensive reading and vocabulary learning; graded readers, vocabulary lists and tests

<https://www.wgtn.ac.nz/lals/resources/paul-nations-resources>

The Extensive Reading Foundation: website co-founded by Dr. Richard R. Day and Julian Bamford. Contains information on different graded readers series, guidelines on implementing extensive reading, free reading material

<http://erfoundation.org/wordpress/>

Extensive Reading Central: free reading and listening texts

<https://www.er-central.com/>

Wikipedia in simple English: contains many texts written with English vocabulary restricted to 850 words

[https://simple.wikipedia.org/wiki/Main\\_Page](https://simple.wikipedia.org/wiki/Main_Page)

Online vocabulary tests:

Paul Nation's Vocabulary Size Test: measures total vocabulary size, covering 20 000 word families

<https://my.vocabularysize.com/>

LexTALe: quick and simple vocabulary test for advanced learners of English. It correlates with measures of general proficiency:

LexTALe score	CERF level
80%-100%	C1 and C2
60%-80%	B2
below 59%	B1 and lower

**Table 6:** Source <http://www.lextale.com/>

Lextutor: collection of various vocabulary tests

<https://www.lextutor.ca/tests/>

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## B1 HOW TO WORK WITH GRADED READERS IN FLT

Graded readers are books for young learners of foreign languages to help them improve their reading skills. The selection of graded readers is suitable both for young learners and adults. When choosing a particular graded reader, we need to consider several aspects. These can be learners with learning disorders (dyslexia), learners' needs and expectations (learners might not be used to reading in a class), and many other factors that might influence the experience of reading a text.

### SOME IDEAS ON HOW TO WORK WITH GRADED READERS

- **Project work** – both homework and in-class.
- **DEAR TIME** – “drop everything and read time.”  
Reading is an exercise which should be promoted and encouraged in all ages by both teachers and parents. The idea behind DEAR is to find time at any time of the week and read a book the learner wants.
- **Home reading** – a meaningful, enjoyable, and effective way of encouraging learners to read. This method helps learners increase their vocabulary, critically evaluate various types of texts, and stimulate the mind.
- **Extracurricular reading** – is not part of the usual school course. This involves such activities as establishing book clubs, creating literary blogs or platforms to recommend readers favourite books, or sharing readers' experiences with their reading texts (analysing short excerpts, providing short reviews). Learners develop communication skills through interaction with other learners and become independent, which ultimately encourages learners' confidence.
- **Flipped classroom** – learners reverse the traditional way of acquiring knowledge by reading the text (s) beforehand and subsequently engaging in activities in a classroom. Thus learners gain deeper insight into the content and meaning of the text.

## STRATEGIES

### Types of reading

- **Shared reading** – this strategy involves reading texts in groups when both both a teacher and learners read the text. Such a method enables learners to read effectively and fluently and focus on phonological differences. Shared reading enables learners to go through the books they may not be able to read independently.
- **Modelled reading** – learners listen to a teacher who reads aloud a text, and learners listen to her/him. They are encouraged to become involved in the reading activity by following the text with their eyes as the teacher reads the text and focuses on those essential aspects of the text that are crucial in understanding it. It allows teachers to choose a particular pace and draw attention to the rhythm, pronunciation, and literary devices in the text's foreground.



Learners develop an appreciation and an understanding of literature and the skills required. Such practice improves learners' imagination.

- **Silent reading** – this practice involves reading for yourself. Learners take their time to go over the text, which helps them understand it more effectively. They have time to process the information and even re-read the text.

In short,

- 1) silent reading is a complex set of skills.
- 2) it is more than recognising and understanding isolated words. It requires one to think, feel and imagine.
- 3) while one reads silently, his eyes do not sweep across the print line smoothly and steadily but move in jerks from one point to another.
- 4) the defects at the physical level can be remedied by repeated instruction and careful supervision.
- 5) silent reading helps to consolidate different skills acquired in that language, e.g. vocabulary, spelling, pronunciation, meaning, structure, punctuation etc.
- 6) the earlier we train our learners to read silently, the better they become. As soon as the learners understand the basic structure of the languages, we should start giving them practice in silent reading (<https://www.tetsuccesskey.com/2015/01/types-of-reading-ctet.html>).

- **Sustained silent reading** – this form of recreational reading is realised in schools. It promotes learners' love of and for reading.
- **Skimming** – by moving quickly through a text, readers get the main idea, skipping the details.
- **Scanning** aims to find a particular piece of information, paying no attention to all irrelevant data.
- **Critical reading** – readers read the text slowly and carefully, with open minds. Readers focus on reading between the lines of linguistic communication (who is text addressed, who is the sender – the author of the text, etc.).

It involves being actively engaged in what you read by: first developing a clear understanding of the author's ideas, then questioning and evaluating the arguments and evidence provided to support those arguments, and finally forming your own opinions. This way requires that learners develop skills that are not necessary for more passive forms of taking in information (<https://www.esc.edu/online-writing-center/resources/critical-reading-writing/general-reading/critical-reading/>).

- **Guided reading** is “an instructional practice or approach where teachers support a small group of learners to read a text independently” (Literacy Teaching Toolkit).

It is a type of independent reading utilising which learners get the meaning of the text while applying the reading strategies they are familiar with.

- **Extensive reading** is reading for pleasure as it involves reading longer and easier texts with the purpose of developing speed and fluency. This type of reading is suitable for all levels – from beginner to more advanced ones. The advantage of this reading is the improvement of reading comprehension.
- **Intensive reading** – this type of reading involves short pieces of exciting texts and takes a shorter time than extensive reading. Therefore, readers are careful when reading texts and read slowly, allowing readers to develop their reading skills.

### **Cognitive strategies of effective readers**

- **Repetition** – intentionally using a word/words or a phrase/phrases two or more times in a speech or written work (<https://literarydevices.net/repetition/>).
- **Activating** – to activate prior knowledge of the topic; background knowledge can help us better process new information and build upon what we already know (<https://www.sadlier.com/school/ela-blog/reading-strategy-activating-prior-knowledge>).
- **Monitoring-clarifying** – a reader should ask whether the text makes sense to them and then applies various strategic processes to make the text clearer (<https://www.theedadvocate.org/edupedia/content/what-is-monitoring-clarifying/>).
- **Questioning** – help the reader to understand what is being read. Readers are actively involved in reading, and they check their understanding of what they are reading. They have a purpose for reading.
- **Searching-selecting** – readers seek for a variety of sources to choose appropriate information to answer questions, define words, explain unknown facts, solve problems, or gather information ([https://www.gltech.org/site/handlers/filedownload.ashx?moduleinstanceid=684&dataid=3945&FileName=Reading\\_Strategies\\_-\\_ENGLISH\\_-\\_2018-2019.pdf](https://www.gltech.org/site/handlers/filedownload.ashx?moduleinstanceid=684&dataid=3945&FileName=Reading_Strategies_-_ENGLISH_-_2018-2019.pdf)).
- **Summarising** – rephrasing the text using own words and ideas.

### **Vocabulary strategies**

- **Semantic maps** – the strategy of putting ideas (words, phrases) connected with the central topic together in a visual form. It allows learners to explore their knowledge of words.
- **Creating a picture** – readers draw a picture of the word/phrase they see and which represents its meaning.
- **Emotions and senses** – readers take their time to evoke as many feelings connected with the word/phrase. This strategy helps readers identify the mood of the story or poem.
- **Grouping words** – readers are encouraged to group terms into a given category (e.g. concrete versus abstract; positive versus negative, etc.).
- **Sketching** – creating small sketches enables readers to remember the word in the context and gives them a sense of the word.

## POSSIBLE OUTCOMES BASED ON READING

### Written outcomes

- **chapter, paragraph summary**
- **describing a character**
- **mini-research**
- **e-genres:**
  - ✓ email message – request detailed information the reader is interested in a text,
  - ✓ social media posting – narrate the events,
  - ✓ text message,
  - ✓ Tweet – share an opinion about a book they have just seen,
  - ✓ discussion board contribution – persuade readers to agree with your point of view on a topic,
  - ✓ Blog – describe something that impressed you in a book ( adapted from Thaine, 2015. E-genres and the relevance of writing).

### Spoken outcomes

- **Prediction based on the cover** – learners predict what the book is going to be about according to the cover of the book.
- **Prediction based on the title** – learners evaluate the title of the book and make assumptions about the book.
- **Eliciting based on the characters** – through characters and their pictures/sketches, learners guess the types of characters, their setting, time, and cultural, social, and language aspects.
- **Eliciting the story** – learners anticipate future events in the story.

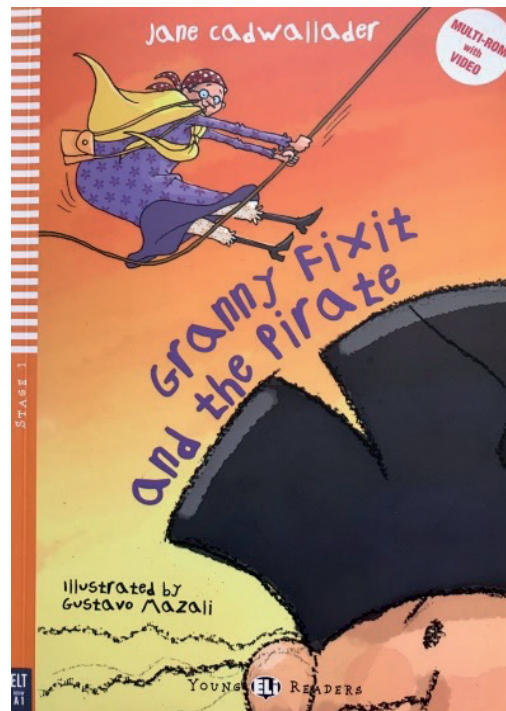
## ACTIVITY TIME

The timing of activities provided in each lesson plan is only tentative. It can alter when the teacher uses lesson plans with a particular group, in a real-life situation. No group of learners is alike. They differ in terms of their language level, dynamic, and pace of work, among other things. Therefore, it is up to each teacher to work out more adequate timing of each activity considering their knowledge of a given group of pupils. In order to estimate the approximate time an activity is likely to last, inexperienced teachers are advised to check how long it takes them to complete the task and then double the time. This should give teachers an idea of how much time learners will need and how many extra, optional activities teachers can plan for the post-reading stage.

If teachers decide to focus on practising the strategy of skimming (including checking predictions) and scanning, it must be remembered that learners should be provided with a limited period of time when asked to find answers to comprehension questions. Time constraints, which should be known to learners before starting a task, discourage them from reading a passage intensively, focusing on every word. The tasks that aim at practising skimming should take less time than those focusing on scanning. When learners read a text extensively, a strict time frame is not necessary for pleasure.

# Granny Fixit and the Pirate

Author: Jane Cadwallader



**CEFR level:** Below A1, 100 headwords (Starters)

**Suggested age:** 9-10 yrs

**Topics:** Adventure, Empathy, Charity

**Language structures:** Verb tenses and patterns - Positive, negative, question, positive imperative forms and short answer forms including contractions: Present Simple (except negative questions), Present Continuous with present meaning (except negative questions), can/can't for ability, requests and permission have got for possession, Let's, Sentence types - Simple one-clause sentences, Two clauses joined with and, but or or, Direct speech + noun/pronoun + say/ask

**CLIL:** maths, music, geography, literature

## Table of contents:

6 lesson plans

5 appendices

1 worksheet

Bank of extra activities (10 activities)

All the pictures in the activity sheets or appendices are black and white. If you prefer printing a colour version, go to Chapter B4 on our webpage: [www.projectlire.com](http://www.projectlire.com)



## INTRODUCTION

Stories have power. Therefore, the teachers need not be afraid of reading to the class even if they have no voice training or dramatic talents. Just as with pupils, motivation is key for teachers. If you like the story, if you enjoy reading and you want to share that joy with the pupils and if you believe stories are important for language education and beyond, the reading activity will always work, even if not perfect. The important thing to remember is that not only you but the class as well need to get used to the activity of reading together. Do not be discouraged by the fact that some children might not be able to concentrate. This really depends on whether they are read to at home, on their dispositions as well as special learning differences. It is also much harder to be calm and peaceful in the noisy school environment. Further, children spend most of their time at school sitting down, which results in body strain. Squirming then is fine. The rest is habit.

### Here are some tips to developing the reading routine in the classroom:

1. **Environment:** decide if you want to create a special reading space within the classroom, and how you want to set it up. If you have no extra space or carpet, it can just be a different seating arrangement, e. g. a semi-circle.
2. **Transition-to-reading ritual:** especially with younger learners, transition chants are extremely useful. They signal the beginning of a new activity and provide some time during which the pupils can move to a different part of the classroom or arrange seats and can mentally prepare for reading. Most modern textbooks offer transition chants.

Here is one example suitable for very young learners (the teacher chants and demonstrates gestures):

*Open, shut, open, shut,* (opening and closing hands)

*Give a little clap.* (clap)

*Open, shut, open, shut,* (opening and closing hands)

*Put them in your lap.* (lay hands in your lap)

Here is another simple chant from Little Bugs I:

*One, two, three,*

*Here is a story for you and me.*

It is true that non-native English teachers might feel handicapped in reading aloud. It is a language practice for them, too. Here are some **general tips**:

1. Decide how you want to hold the book during the reading. It is much easier if the pupils have their own copies but that is often not the case. If you only have one copy, you can:
  - a) Hold the book up and read along. This makes a lot of sense with picture books because illustrations help children understand. The problem is that sometimes it is difficult for all children to see the book. For this purpose, the so-called big books are produced. Textbook publishers also offer the so-called story boards. The challenge for the teacher when reading with the book facing the pupils is that it is difficult to see the text and look at the children at the same time. The teacher must practice reading the story prior to the reading in class so that they are familiar with the text. During the class reading, they need to switch from the page to the class and back. This needs some getting used to and is only suitable for shorter texts.
  - b) Show the page to the pupils, read the page and then show it again. This is definitely easier for the teacher but more demanding on the pupils. It may also be difficult to keep them on the track of the story.
  - c) Have the book on the OHP or in a digital form on the screen. The advantage of this approach is that all children will be able to see and follow the story easily. Some of the human element

and intimacy may be gone though, and the teacher might struggle to keep the pupils' balanced attention to the visual aspect of the book and the language input.

- d) If you are not confident enough to read yourself, you can play the story on a CD or search for a read-aloud on YouTube. However, the YouTube material needs to be reviewed critically. Some of the read-alouds are not good quality even if done by native speakers. You as a teacher can often do a much better job. However, the YouTube videos may serve as practice for you.

2. Review the vocabulary and the language structures. Decide which ones are new for the pupils and to what extent they can infer the meaning from the story. Please remember that especially the younger but often also older pupils encounter unfamiliar words in their mother tongue, too, and they are not robots who seize to operate the moment they encounter an unknown command. Teach yourself and the pupils that it is natural to meet concepts which are new.

However, it is advisable to select items that are central to the story and that you do want the pupils to understand, or even acquire. In that case, decide on the strategy of highlighting the word. This may be done by e.g.

- a) Slowing down and emphasizing the word;
- b) Slowing down, emphasizing the word and pointing to the picture;
- c) Slowing down, emphasizing the word and miming it;
- d) Slowing down, emphasizing the word and asking the pupils to echo it (shared reading).

Once you have done that several times, you can:

- e) Pause and wait for pupils to supply the word;
- f) Invite the pupils to point to the right picture;
- g) Invite the pupils to mime the word.

3. Practice reading the story. It is essential that you get the right pronunciation of all the words. Even some teachers have fossilized errors so even if you don't intend to use the CD (if any), listen to it to compare to your own reading. Alternatively, google a read-aloud if available.

In reading aloud:

- a) Make sure you enunciate and speak loudly and slowly enough for the children to follow.
- b) Maintain eye contact. This is important not only in order to monitor the class but also carries an important message that the story is for them.
- c) Allow enough time for the children to "read" the pictures, too.
- d) Repeat patiently and calmly if the children ask.

It is absolutely crucial to stay calm even if unexpected situations arise. It may be that some pupils will express their frustration at not understanding the entire story. This is not your fault. Remember that most education operates around punishing children for not knowing, either with a bad mark or a reproach, or both.

It may happen that the pupils will comment on the story. This is fine as long as the comments are not mean. It may also happen that the pupils will echo what you are reading. If it is disruptive, you may use signals to tell the pupil to listen instead. It may also happen that a pupil will sprawl on the carpet and/not pay attention. All of these situations are challenging and require negotiation and emphasis on routines and rules.

Part of the challenge can be removed by involving the pupils not only in the process of reading but also in the selection. Take the pupils on board to empower them. They can help select books, assess them in terms of language level and interest, and they can share in reading them with you. Ask the pupils to help you. By doing that you empower them and the task will become their own. That is the best step to them becoming readers, too.

# Chapter 1

## *Granny Fixit and the Pirate*

Pages: 2-4

### Topic: Introducing Granny Fixit and the Pirate

#### Teaching objectives:

- to introduce a new book to class
- to motivate pupils to read and listen to the story
- to prepare pupils to read a book in English

#### Learning outcomes:

The pupils will be able to:

- predict what the story is going to be about
- learn some new vocabulary from the graded reader
- learn colours and numbers

**Interaction:** group work (GW), pair work (PW), individual work (IW), whole class (WCL)

**Materials:** a yellow bag, pictures from App. 1 – cards (cut and laminated), pictures (App. 2), DVD. If using the black and white copies, colour the pictures in advance.

**Note:** Pictures can be coloured by pupils at home or in the Art lesson. (For colour version – see the Note in the introduction).

### PROCEDURE

#### Lead-in (10 min)

#### Magic bag 1:

**WCL:** The teacher brings a yellow bag. S(he) starts with a dialogue like this: *Look what I've got! This is a bag. What colour is it? (yellow) Let's have a look what's inside.* The teacher takes out one of the parrots (cards – App. 1). *What's this?* If the pupils do not know the word, the teacher teaches them the word. *What's the parrot's colour?* The teacher takes out all the parrots from the bag asking about the colours (pink, blue, grey, purple, green).

The teacher chooses a volunteer who will take the parrots out of the bag and show them to the pupils who will practice the colours. If the children enjoy the activity, there can be several volunteers.

*Let's count the parrots.* Practicing numbers, the pupils can count from 1 to 5 several times and then back from 5 to 1.

#### Song:

**WCL – PW/GW:** Pupils will work in pairs or small groups. The teacher distributes the cards (App. 2) – one set per pair or group.

The teacher recites the lyrics of the song – page 13. It is good when s(he) learns the lyrics by heart so that s(he) can observe the pupils while reciting them. The pupils' task is to point at the parrot which will be in the poem. *I am going to read/tell a poem about parrots. Your task is to show the parrots which will be mentioned.* If necessary, the poem can be read more times.

The pupils work in the same pairs/small groups. *You will practice the colours and numbers.* The teacher shows the example with one of the pupils: *Please, show me a yellow parrot. Please, show me a red and grey parrot... etc.* Pupils take turns in giving the instructions, the teacher monitors.

*We are going to listen to a song about parrots. Listen carefully and put the parrots in the same order as they are mentioned in the song.* The teacher plays the song from the DVD (3:23-4:23) – the sound only. If necessary, the song can be played more times.

### **Magic bag 2:**

**WCL:** *Let's have a look in the magic bag again, there are some more things!* – the teacher takes out the card with a pirate hat and the one with a yellow adventure book.... *and look there's also a book!* The teacher shows the graded reader (Granny Fixit...) to the pupils. Then (s)he shows

them all the pictures that were in the bag again (pupils can say the words).

### **Pre-reading (18 min)**

#### **Prediction**

**GW:** The teacher puts the pictures on the magnetic board and tells the pupils to work in small groups (about 3 or 4): *All these words are in the book we are going to read. What do you think the book is about?*

The pupils first discuss in groups and then write their predictions (possibly in their mother tongue) on pieces of paper. They can also draw some pictures. Then the pieces are put in a box or an envelope and sealed as a 'time capsule'. After finishing the graded reader the pupils can compare their predictions with the story.

### **Reflection (2 min)**

The teacher can ask a few questions about the new words, or invite the pupils to remember the colours of the parrots and also can shortly discuss if they are looking forward to reading the graded reader.

### **NOTES**


# Chapter 1

## *The adventure starts*

Pages: 2-7

### Topic: The adventure starts

#### Teaching objectives:

- to allow immersion into the story
- to motivate pupils to start reading/listening to the story
- to support learning new vocabulary through listening and games

#### Learning outcomes:

The pupils will be able to:

- learn a rhyme and revise colours through a game
- demonstrate understanding the text by pointing to the pictures
- summarize the text with the help of the multiple choice exercise

**Interaction:** group work (GW), pair work (PW), individual work (IW), whole class (WCL)

**Materials:** graded readers *Granny Fixit and the Pirate*, DVD, Worksheet 1 (WS1)

### PROCEDURE

#### Lead-in (10 min)

##### Game:

**WCL:** The teacher teaches the pupils a short rhyme: *Parrots, parrots everywhere, flying flying here and there!*

Then tells the pupils that they are going to play a game. *We are going to play a game of Pirates and parrots. One pupil will be the Pirate who needs a parrot. S(he) would stand on one side of the room, the other pupils will be parrots and will stand on the other side of the room. The Pirate will say: Parrots, parrots everywhere, flying flying here and there. Red parrots can fly!*

The pupils spread their hands/wings and start flying across the room. They have to get to the other part of the room but those who are not wearing anything red can be caught by the Pirate. The one who is caught becomes the new Pirate. *Now, let's go back to our seats and let's calm down. Let's breathe in and out ten times and let's count it together.* (This serves as a calm-down time because after the introductory game the pupils will probably get a bit wild.)

#### Pre-reading (5 min)

**WCL:** The teacher puts the pictures from the magic back on the magnetic board again and



reminds the pupils of the words. *We know that these things will be in the story. Let's say what they are: parrots (revise the colours and the numbers), pirate hat and a yellow book.*

### While-reading (15 min)

**WCL:** *Now we are going to start reading the story.* The teacher reads the beginning of the story (p. 2-6) or plays the part from the DVD (up to 1:44). The teacher explains the meaning of Granny Fixit's surname. *Why do you think her name is Fixit?* Eliciting ideas.

*How come that after opening the book the children appear on the sea in a pirate boat?* (Because the book is a magic adventure book. – It will probably be necessary to explain the meaning of adventure). The teacher reads the part once more (if played from the DVD, then the sound only).

*Listen to the beginning of the story once more, take the books and show the pictures while listening.* If the teacher sees that the class does not understand everything essential, they can show the pictures

together with the pupils and then read the text for the third time – this time the pupils will show the pictures without prompting.

### Post-reading (10 min)

The teacher can summarize the story with the pupils asking simple questions:

*What do Jill and Ahmed have to write? Where are they going? Who is in the library? What do they borrow? Where does the book take them?*

Then the pupils do Worksheet 1 (WS1). (The hidden word is PIRATE).

**WCL:** Each group performs their situation; other pupils try to describe it/guess the situation.

### Reflection (5 min)

The teacher asks the pupils which part of the lesson they enjoyed most and which new words they remember and if they are looking forward to reading the next part. Was there anything they did not like? Why?

## NOTES

## Chapter 3

# Helping Pirate Bill

Pages: 8-10

### Topic: Helping Pirate Bill

#### Teaching objectives:

- to allow immersion into the story
- to motivate pupils to try reading on their own
- to enrich vocabulary: a treasure island, a treasure, a hat

#### Learning outcomes:

The pupils will be able to:

- read a short piece of text
- understand the main idea of the text

**Interaction:** group work (GW), pair work (PW), individual work (IW), whole class (WCL)

**Materials:** graded readers *Granny Fixit and the Pirate*, DVD, pictures (App.3 and App. 4)

## PROCEDURE

### Lead-in (10 min)

**WCL:** The teacher tells the pupils that they are going to read the next part of the story:

*First, let's remember what happened in the first part: Jill and Ahmed are going to write ... (the teacher lets pupils finish a story). Jill and Ahmed are going to the ... (library). They borrow Granny Fixit's ... (yellow adventure book). When they open the book, they are on the ... (sea).*

**PW:** The teacher asks the pupils to open the graded readers on pages 6 and 7 and in pairs to say as many things as they can see in the picture.

**WCL:** Eliciting answers. The teacher corrects the information in the book.

### Pre-reading (5 min)

**WCL:** The teacher asks the pupils to look at page 8: *What can you see? The Pirate is sad, can you guess why? And what is the pirate's name? Can you find it in the book?* Pupils will try to read the text on page 8. If necessary teacher helps them find the answer in Bill's speech bubble. The teacher can show a picture of a pirate's treasure to teach the word (App. 3).

### While-reading (15 min)

**WCL:** The teacher slowly reads page 8. The teacher invites the pupils to read the page again

and then chooses a volunteer who will read the pirate's bubble. All the pupils then will react by Jill and Ahmed's bubble. The page can be read more times, the second time another pupil can read the first sentence on the page (the narrator) and another pupil can then read the pirate's bubble on page 9. This is a short try of dramatization of the text.

**WCL:** The teacher reads page 9 with the help of the pupils. (S)he has the yellow bag ready on the desk and a green parrot in it. While reading the text, (s)he shows the objects and lets the pupils say the words. The teacher reads the last sentence on page 9 once more: *Granny Fixit says something to the parrot. What do you think Granny told the parrot?* Eliciting.

The teacher reads page 10. (S)he mimes 'pointing' to explain the word and shows a picture of treasure island (App. 4).

#### Post-reading (10 min)

**PW:** Running dictation: The teacher places pictures from App. 4 on the walls of the classrooms (if possible, the pictures can be also outside the classroom (e.g. in the corridor or on the yard).

The pupils work in pairs, each pair needs a pen and a piece of paper. One of the pupils is a runner, the other is a writer. If they wish, they can change roles after the fourth picture. The teacher dictates the words (in the same order as they are in the Appendix 4). The runners quickly find the picture, run back to the writers and dictate them the letter in the picture. If they find the right words, they will get the hidden sentence – WELL DONE. To avoid 'crowds' at each picture, the teacher can distribute two sets of cards. To ensure that the activity is not too noisy, the teacher can instruct the pupils to be silent and to whisper the letters to their partners (not to give hints to other pairs).

**Calm down time:** to calm the pupils down, they can do the 'breathing exercise' (see Lesson plan 2).

#### Reflection (5min)

**WCL:** The teacher asks the pupils what new information they learned what new words they learned and what part of the lesson they liked most.

#### NOTES

# Chapter 4

## Granny's help

Pages: 11-19

### Topic: Granny's help

#### Teaching objectives:

- to allow immersion into the story
- to motivate pupils to discover another part of Granny Fixit and the Pirate
- discuss the issue of helping others

#### Learning outcomes:

The pupils will be able to:

- recall the previous text and answer the teacher's questions about it
- silently read small pieces of the text and find some information there
- revise colours and numbers
- practice *there is / there are* and the verb *to have*
- make a pirate hat

**Interaction:** group work (GW), pair work (PW), individual work (IW), whole class (WCL)

**Materials:** graded readers Granny Fixit and the Pirate, instructions for making a pirate hat (App. 5) + the material

### PROCEDURE

#### Lead-in (10 min)

**WCL:** The teacher helps the pupils recall the previous parts of the story:

*Where are Jill and Ahmed now?* (on a pirate boat) *Who is there on a pirate boat?* (pirate Bill) *Why is the pirate sad?* (He has no parrot, no treasure and no pirate hat.) *What do Bill and the children see from the boat?* (a parrot and a treasure island)

#### Pre-reading (25 min) (p.11)

The teacher asks the pupils to look at page 11:

**WCL:** *What do you think Granny Fixit is doing?*

If the pupils cannot recognize Granny Fixit's activity, the teacher asks them to try to read the text on the page. They should be able to find the answer. Then the teacher asks: *Would you like to help Granny Fixit to make a hat for Bill?*

**IW:** The pupils are given material and instructions how to make a pirate hat. (See Appendix 5.) When the pupils finish making hats, they can put them on and the teacher asks them to go back on page 8: *Why is pirate Bill sad on page 8?* (He does not have a pirate hat or a parrot or a box with treasure.) *Is it still true? Can you say what the pirate has now?*

**PW:** *Imagine you are pirate Bill and say what you have.* Pupils prepare the sentence in pairs: *I am pirate Bill and I have a hat and a parrot but I don't have a box with a treasure.* If this would be too difficult for the pupils, the teacher can prepare a gapped sentence on the board: *I am ..... and I have ..... and ..... but I ..... have a .....*

Pupils can come to the board and finish the sentence.

### While-reading (8 min) (pp. 12 and 13)

**WCL:** The teacher introduces the next part: *After making a pirate hat, Granny Fixit is really tired.* The teacher reads page 12. When s(he) finishes reading (s)he asks the pupils to check the number of parrots: *Can you count the parrots in the picture? How many are they?* The pupils count the parrots silently and say the number. Some of them will probably make a mistake that is why the teacher asks the class to count out loud.

The teacher reads a rhyme on page 13. (S)he shows them a wardrobe and a chair: *Look! There's a purple parrot on the wardrobe! Point at the parrot! Look, there's a green parrot on the chair! Point at the parrot!* The teacher reads the rhyme again and asks the pupils to point at the parrots when reading. It is good to read the rhyme several times and ask the pupils to try to read along.

### Post-reading (3 min)

**WCL:** When the teacher sees that the pupils are more confident, (s)he can either sing the song for them or play it from the DVD. If there is enough space in the classroom, the pupils can slowly run around and wave hands like flying parrots. Some of them will certainly start to sing along, since the melody is very catchy.

### Reflection (4 min)

**WCL:** The teacher asks the pupils what they liked in the part that was read in the lesson, which words they have learnt, which they would like to remember. *What new information about our heroes do we have now?* (For the change the pupils can first discuss it in pairs and only then tell the teacher.)

### NOTES




# Chapter 5

## *Where are the parrots?*

Pages: 14-19

### Topic: Where are the parrots?

#### Teaching objectives:

- to allow immersion into the story
- to help pupils to experience the part of the story (help Granny find the parrots)
- to learn/practice preposition in a natural way

#### Learning outcomes:

The pupils will be able to:

- learn/practice prepositions of place
- revise numbers and colours
- sing a song about parrots

**Interaction:** group work (GW), pair work (PW), individual work (IW), whole class (WCL)

**Materials:** graded readers *Granny Fixit and the Pirate*, DVD, cards with parrots (App. 1), blu-tack

### PROCEDURE

#### Lead-in (5 min)

**WCL:** The teacher asks the pupils if they remember the song from the last lesson. *What was it about? What colour are the parrots? Where are they?*

The pupils sing a song once or twice.

#### Pre-reading (5 min)

The teacher asks the pupils to open the graded readers on page 14. *Look at the page 14. What is Granny doing? How many parrots are there on the page? What colours are they?* (quick revision).

#### While-reading (30 min)

**WCL:** The teacher reads pages 14, 15 and 16 and accompanies reading with movements or gestures where possible (e.g. *wakes up, looks for the parrots, looks under, in ...*)

#### Practicing prepositions:

**WCL:** The teacher presents prepositions of places, taking one card with a parrot. (S)he puts the card on different places reporting about the parrot's positions: *The parrot is under the desk. The parrot is behind the whiteboard. etc.* Once the pupils start remembering the prepositions, the teacher lets the pupils say the sentences.

It is possible to draw simple drawings of pieces of furniture on the whiteboard and stick the parrots with blu-tack to the drawings to show the prepositions. The teacher can write the prepositions next to the drawings.

**GW:** The pupils can also practice in small groups, one of the pupils will put the parrot on different places and the rest of the group can say where the parrot is.

**PW:** The teacher asks the pupils to work in pairs and say where the parrots are in the pictures on pages 15-17. *Can you find all the parrots?* Checking with the whole class. *Well done! Let's sing the song!* This time the lyrics are a bit different, so the teacher reads them first and then the class sing the song.

**Page 18 and 19:** The teacher reads page 18: *Where are the parrots? And where are Jill, Ahmed and Pirate Bill? Will they find the treasure? Remember? This is the last thing Bill does not have!*

The pupils read page 19. *Is there a treasure on the island?*

### Post-reading (3min)

*Let's quickly summarize what happened in the next part of the story.* The teacher shows pictures on pages 14-19 and lets the pupils tell what happened. If it is too difficult for them to make sentences, the teacher can give the pupils prompts: *The parrots are ...* (mimes flying waving hands). *Granny cannot ...* (find the parrots) etc.

### Reflection (2 min)

The teacher asks the pupils which part of the lesson was most interesting/difficult/funny for them and why.

## NOTES

## Chapter 6

### *Values, making people happy*

Pages: 20-27

#### Topic: Values, making people happy

#### Teaching objectives:

- to allow immersion into the story
- to finish reading the story
- to understand the story played on DVD

#### Learning outcomes:

The pupils will be able to:

- revise prepositions of place
- revise numbers and colours
- sing the whole song about parrots
- tell the ending of the story with the help of the pictures in the graded reader

**Interaction:** group work (GW), pair work (PW), individual work (IW), whole class (WCL)

**Materials:** graded readers Granny Fixit and the Pirate, DVD

## PROCEDURE

### Pre-reading (5 min)

**WCL:** The teacher asks the pupils if they remember the song from the last lesson. *What was it about? What colour are the parrots?*

The pupils sing a song – the strophes from pages 13 and 17.

*Do you remember if Jill, Ahmed and pirate Bill found a treasure?* If the pupils do not remember, they can check on page 19. (*What does Bill say? There's no treasure here!*)

The teacher asks the pupils to look at pages 20 and 21. *Is pirate Bill sad? Why is he happy?*

### While-reading (30 min)

**WCL:** The teacher reads the first four lines on page 20. If the pupils know the numbers, they can count together with the teacher. *Are there really twenty parrots in the picture? Can you help me to count them?* The class counts the parrots.

The teacher reads the last strophe of the 'parrot song'. Then sings it to the pupils (or plays it from the DVD). The class can sing along.

**Page 22:** The teacher reads the text, and then asks: *Why is everybody happy? They do not have the treasure! How did Granny help the pirate? And*

*the children? Do they know about Granny's help?*  
Here the discussion will probably have to be in pupils' mother tongue.

**Page 23:** The story slowly comes to an end. The teacher reads the page. *What do you think will happen when the Granny puts the yellow book to the bag?*

**Pages 24-27:** Look at pages 24-27 and try to tell the ending of the story. The pupils will prepare the ending in pairs. Volunteers can tell the rest of the story; others can add some missing information. If this would be too difficult, the teacher can give the pupils some prompts.

### Reflection (2 min)

The teacher asks the pupils which part of the graded reader was most interesting/difficult/funny for them and why, if they liked the story, if it was difficult for them to understand. And finally praises the pupils for being able to read the whole book in English. If there is time, the pupils can draw an emoticon and express how much they liked the book (page 32), or they can do it for homework.

### Post-reading (12 min)

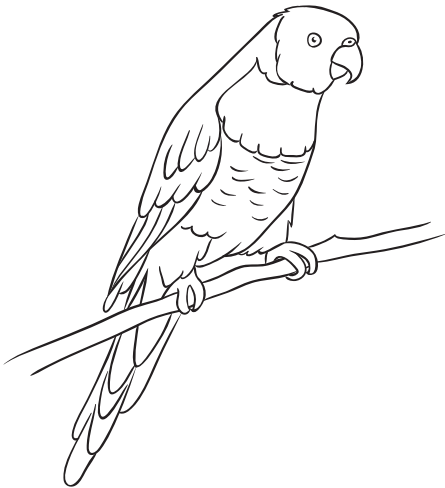
The teacher plays the whole story from the DVD. When there are songs, the pupils can sing along.

### NOTES

- 1) Some of the games in the lesson plans need space and can be a bit noisy. If there are not conditions for that, they can be replaced by some calmer activities from the section 'Bank of extra activities'.
- 2) There are a few more activities that can be done after reading the whole graded reader or sometime between the reading lessons. Some are found at the back of the graded reader itself and some are in the part called Bank of extra activities. The activities in the graded reader can also be used for homework.

## APPENDIX 1

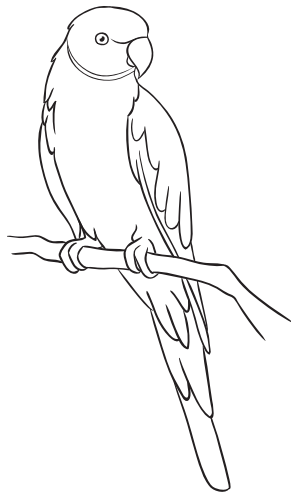
PINK



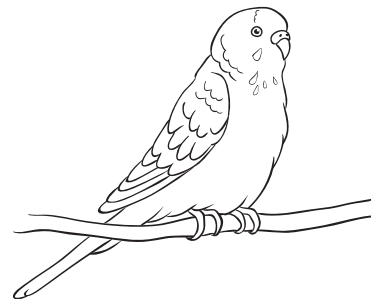
BLUE



GREY



PURPLE



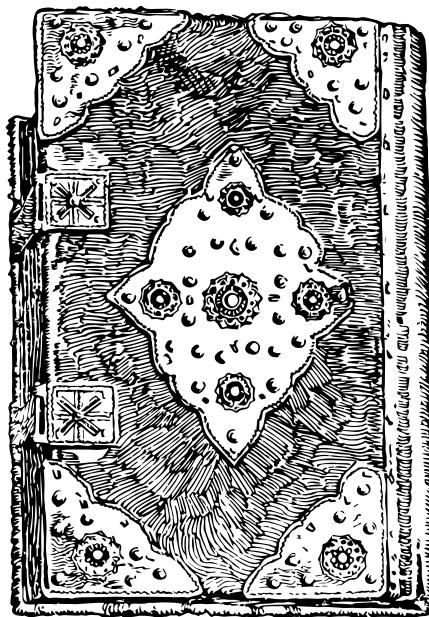
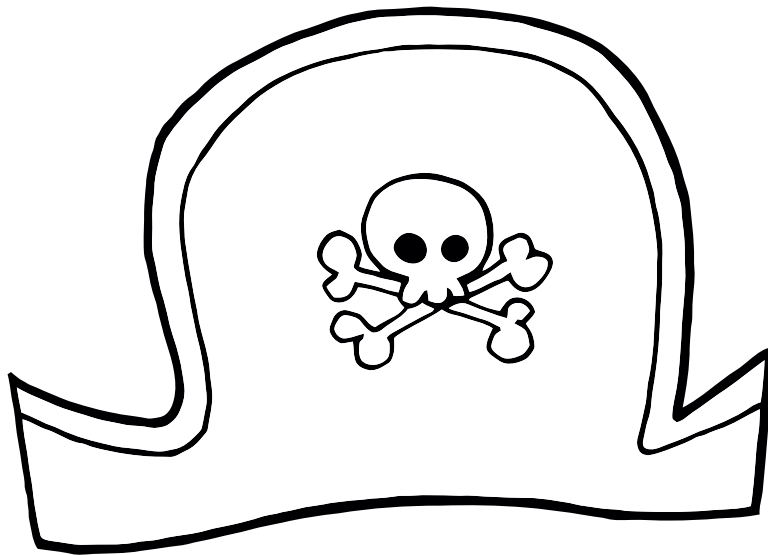
GREEN





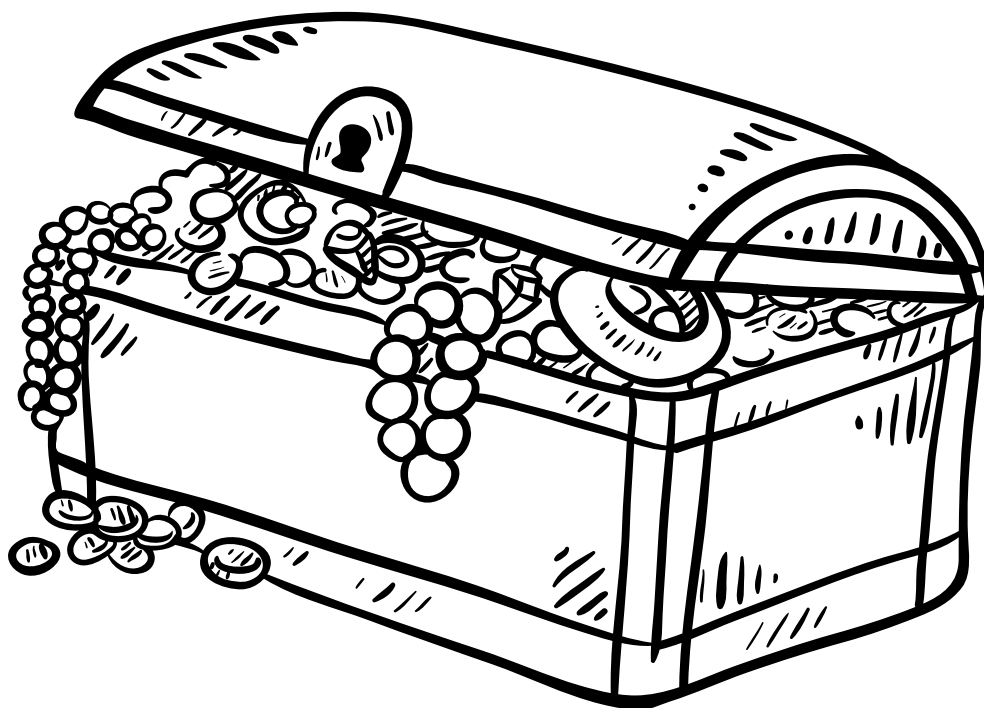
## APPENDIX 2

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## APPENDIX 3: A PIRATE'S TREASURE

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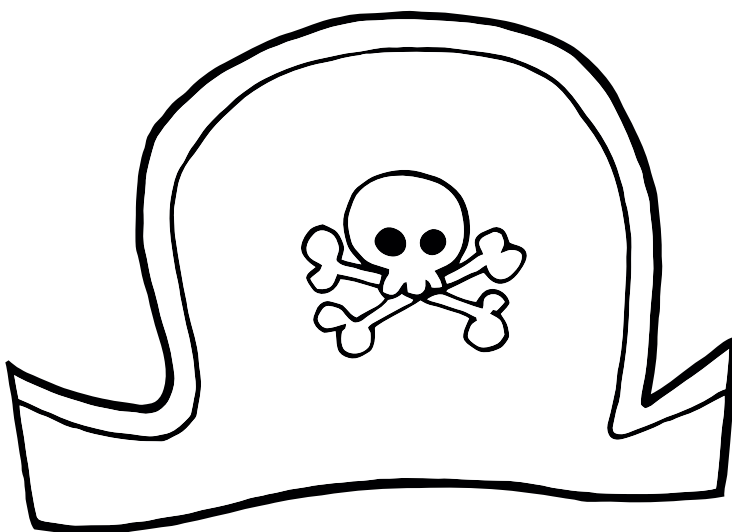
## APPENDIX 4: TREASURE ISLAND

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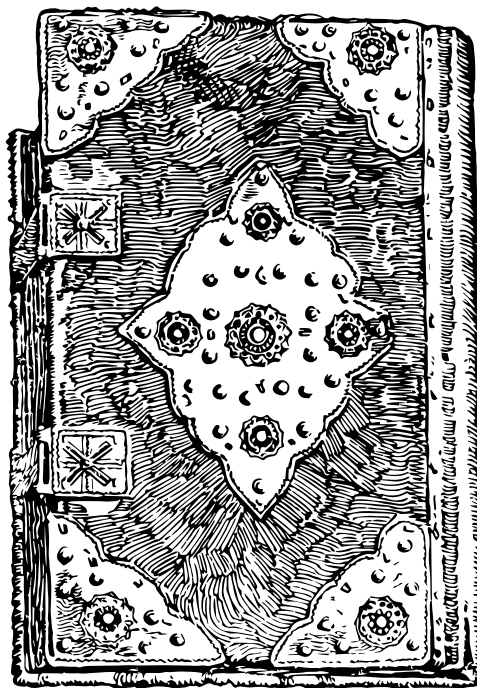


**APPENDIX 4: RUNNING DICTATION**

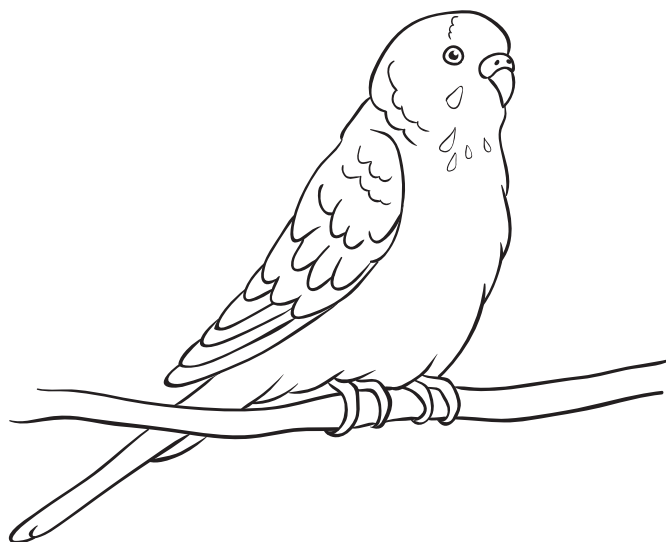
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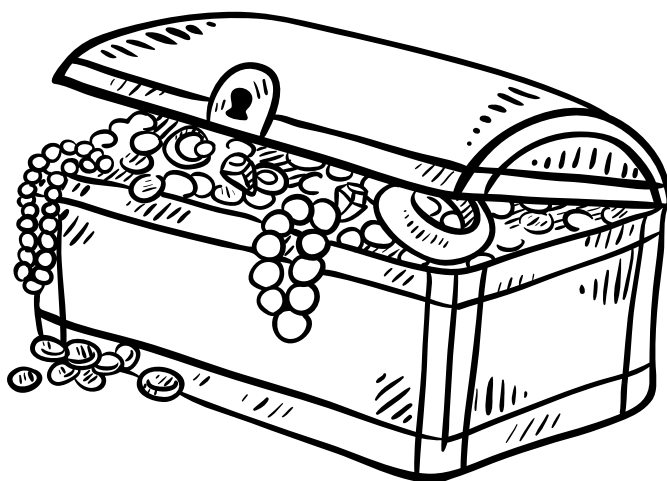
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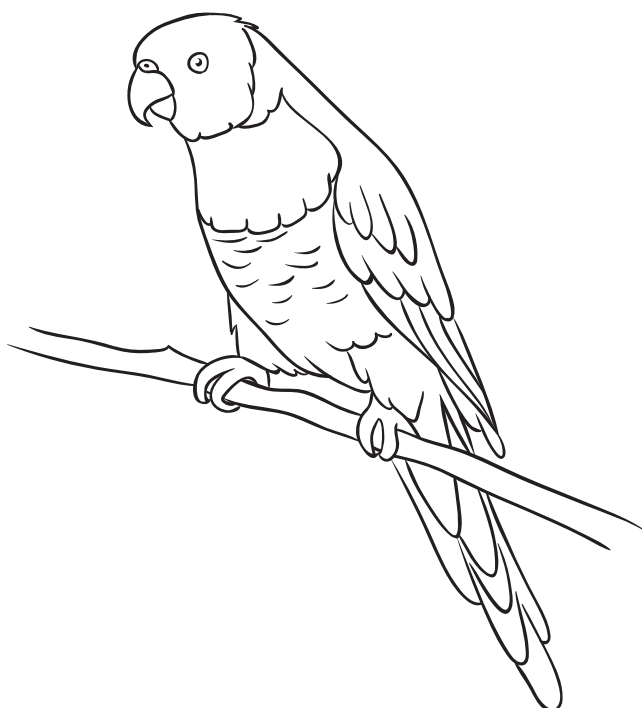
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N



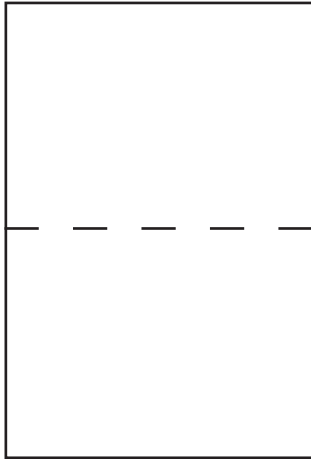
E



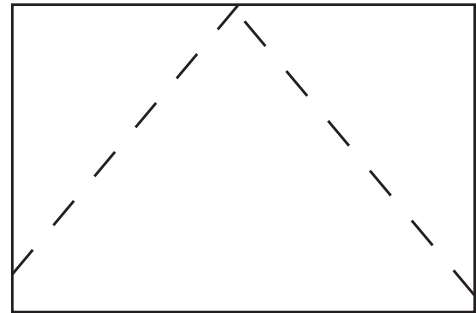
## APPENDIX 5: HOW TO MAKE A PIRATE HAT

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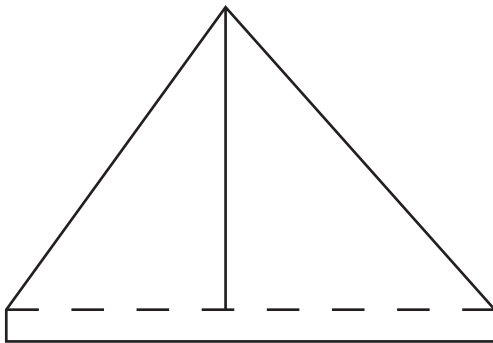
a)



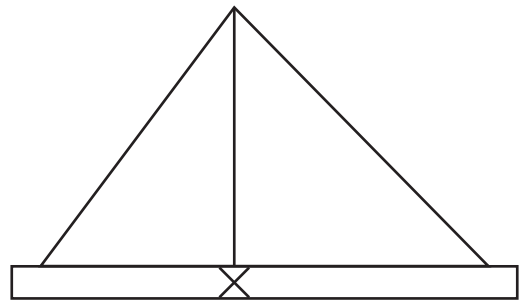
b)



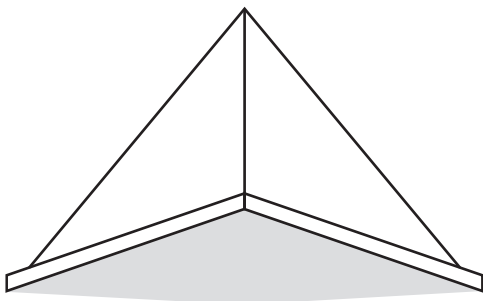
c)



d)



e)



f)



Source and the instructions:

<https://www.birthdayinabox.com/pages/pirate-party-crafts-pirate-hat-craft>

## TASK 1: SUMMARY OF PART 1

---

Choose the correct answer and circle the letter. Can you find the hidden word?

1. Jill and Ahmed have to write a story about:

- O) their family
- P) an adventure
- Q) their school

2. Ahmed and Jill are going to:

- I) the library
- J) school
- K) cinema

3. Granny Fixit has:

- Q) a boat
- R) a bag
- S) a parrot

4. The bag is:

- A) small and yellow
- B) big and black
- C) small and blue

5. What is there in the back?

- R) a big yellow exercise book
- S) a big yellow textbook
- T) a big yellow adventure book

6. The book takes Jill and Ahmed:

- C) to a plane
- D) to a bus
- E) to a boat

## ACTIVITY 1: WRITING AN ADVENTURE STORY (any chapter)

**Aims:** The pupils will:

- work collaboratively
- practice writing fiction
- get familiar with some elements of fiction: setting and character

**Time:** 30 – 45 minutes

**Materials:** two containers/bowls for slips of paper

### PROCEDURE:

Ask the pupils if they like adventure stories and which adventure stories they know. Encourage them to think about different types of adventures and different forms/media: graded readers, books, movies, PC games.

Explain the meaning of the setting (when and where the story happens) and the literary character. Ask pupils what is the setting of some adventure stories they know. Who are the characters in adventure stories? Are all the characters only good or only bad? As pupils talk about the stories, their settings and characters, write down some interesting places and characters they mentioned on slips of papers.

Divide pupils into groups of 3 or 4. Tell them that they are going to write their own adventure story but they will have to follow some rules. Put slips of paper assigning the setting into one container, the ones with characters into the other one. Pupils will draw one slip of paper that indicates the place of their adventure; and one slip of paper with a literary character. They need to use the place as the main setting for their adventure and the character as the main hero/heroine or villain in the story.

The choice of setting (it is better to write down what pupils mentioned in the discussion): mountain, castle, jungle, river, ship, the sea, attic, New York, sky, the planet of Mars, school

The choice of characters: pirate, granny, knight, archaeologist, bear, rabbit, dancer, spy, detective, alien, astronaut.

## ACTIVITY 2: GAMES WITH CARDS (App. 1-4)

The size of the cards can be adjusted and used for a number of activities and games. E.g.:

- **Pairs** (also known as Memory Game).
- **Grab the card:** Groups of three or four. The teacher instructs the pupils which cards they are supposed to put on the desk (they can either work with pictures or with words). They put the cards face up. The teacher reads an extract from the graded reader (or plays the recording). Once the word appears in the text which the pupils have on their cards they try to grab the card as quickly as possible (try to be quicker than the partners in the group). The player with the most cards is the winner. Alternatively all cards can be used and the groups can compete with one another. The aim for each group is to collect only those cards with the words (or pictures) which appeared in the text.

### ACTIVITY 3: CHARITY (follow-up activity)

1. An opening: *Why is Granny Fixit called „Fixit“? What does „fix it“ mean? What can you fix? Have you ever fixed something? What can you fix?*  
NOTE: It is likely the pupils will not be able to say everything in English but it is important to allow them to express themselves, even if it is in their mother tongue.
2. *What does Granny fix in the story?* The pupils should try to remember and then check in the story. It should be evident that by fixing things Granny is helping.
3. *Why is Granny helping the children?* (possible answer: Because they don't know how to write a story).

Why is Granny helping the pirate? (possible answer: Because he is sad.)

Linking to Citizenship:

1. Do you like to help? Who do you help? Why is it good to help?
2. Research: 1. Find one organization which helps children/people. 2. Find one organization which helps animals.
3. Jam Board poster and presentation: each pair or group prepares a poster in Jam Board and a mini-presentation (2-3 sentences / name of the organization and what they do)

### ACTIVITY 4: GAME WHERE IS THE PARROT?

**Aim:** to practice 'there is, there are' and prepositions. To practice colours (Alternative 2 and 3)

**Alternative 1:** pupils will cut a paper parrot and will get a copy with a picture of Grandma's room. The teacher will say sentences e.g. The parrot is on the table. The parrot is under the sofa. Etc. Pupils place their parrots in the right places in the picture. Then they work in pairs and they take turns in giving the instructions.

**Alternative 2:** pupils will get black and white copies of the picture of Grandma's room.

Picture dictation: The teacher says sentences such as: *There is a brown parrot behind the armchair, or The parrot on the bookcase is blue*, etc. The pupils will colour the parrots according to the teacher's instructions.

**Alternative 3:** pupils will work in pairs (A and B), they will get black and white copies of the picture of Grandma's room, divided in two parts - A and B. Pupils A will colour the parrots in part A, pupils B in part B. They do not show each other their pictures. Then they describe each other the colours and the positions of the parrots, the other pupil colour the parrots in the other half of the picture. In the end they compare and check the pictures.

### ACTIVITY 5: I SPY WITH MY LITTLE I

This warm-up activity practices colours, classroom objects, furniture and prepositions of place.

The teacher says: *I spy with my little eye ... Something blue on my desk. What is it?* The pupils look and answer: A pencil.

The teacher continues to link colours to objects and prepositions. For example:

*I spy with my little eye something green on the windowsill. (flowers)*

*I spy with my little eye something black on the door. (handle).*

If confident, the game can be passed from the teacher to the pupils. The pupil who spotted and named the object first starts a new game.

**Variation as a TPR:** If the pupils do not have enough vocabulary to name the objects, they can go and get or go and touch or just point to the object.

### ACTIVITY 6: COME OVER HERE (pre-reading)

This is a fast game based on moving around and responding to teacher's cues. It serves as a lead-in to or a revision of pets.

The teacher walks over a place in the classroom and says: *Come over here who has a pet.* The pupils who have a pet join her. The teacher then moves to a different place in the classroom and says: *Come over here who has more than one pet.* Again, the pupils who this applies to join her.

The game continues but should be very short (max. 5 times in total): *Come over here who likes dogs. Come over here who likes cats. Come over here who likes parrots.*

The teacher needs to be careful to offer options where no one has a feeling of being left out, e.g.: *Come over here who likes animals. Come over here who would like to have a pet or more pets.*



## ACTIVITY 7: CHANTING THE SONGS

There are three songs/poems in the story. The lyrics are very similar, only the names of the colours change. As the teacher does shared reading, she can read the poem and then encourage pupils to read along with her. She helps them by pointing at parrots with corresponding colours.

*Look at the parrots!*

*White and blue*

*Black and yellow*

*Pink ones too.*

*Parrots parrots everywhere*

*Flying flying*

*Here and there.*

Once the pupils are familiar with the poem, it can be used as an energizing (stretching) activity in the classroom. The teacher starts chanting the poem, the pupils join her, when the colours are mentioned, the pupils who are wearing those colours jump high. The pupils “fly” around the classroom while chanting the last lines.

## ACTIVITY 8: CHANGE PLACES WHO

**Time:** 10 minutes

**Aims:** The pupils will use movement to learn the names for pets.

Pupils put chairs into a circle with their backs inside the circle. There is one chair less, so one pupil has to stand, the others are sitting. The teacher says: *Change places who has a dog*. The pupils who have dogs as pets need to change places, the pupil who was standing tries to get the seat. The teacher continues with naming different kinds of pets (Change places who has a cat/ a hamster/ a guinea pig/ a parrot/ a budgie/ fish/ a rabbit).

When the pupils get familiar with the game and learn the names of the pets, they can give the instructions themselves. The pupil without a chair says: *Change places who has a cat*. As pupils change places, the one giving the instruction tries to get the seat. The pupil who does not manage to find the seat in time gives the next instruction.

## NOTES

# Anne of Green Gables

Author: Lucy Maud Montgomery



**CEFR level:** A1, 600 headwords (Movers)

**Suggested age:** 12-14 yrs

**Topics:** Home, School, Family, Friendship, Nature, Colours, Clothing

**Language structures:** simple present: states and habits, present continuous: actions in progress, past simple: finished actions, future forms: present, continuous, going to, will, can: ability, could: ability, must: obligation, have to: necessity, will: offers, predictions, adjectives, prepositions (place, time), pronouns, question words, relative clauses, there is/there are, verbs + infinitive/ing, when clauses tags

**CLIL:** Nature, Geography (Canada)

## Table of contents:

5 lesson plans

5 worksheets

Bank of extra activities (6 activities)

# Chapter 1

## *Anne Arrives at Green Gables*

Pages: 10-12

### Topic: Introducing Anne and Green Gables

#### Teaching objectives:

- to introduce a new book to class
- to motivate learners to learn about Anne and her life
- to prepare pupils how to read independently

#### Learning outcomes:

The pupils will be able to:

- identify the author and the illustrator of the book
- recognize and describe main characters of the book
- identify strategies of independent reading which support reading and understanding

**Interaction:** group work (GW), pair work (PW), individual work (IW), whole class (WCL)

**Materials:** graded readers Anne of the Green Gables, Worksheet 1 (WS1), dictionaries (paper/electronic)

### PROCEDURE

#### Lead-in (15 min)

**PW – WCL:** The teacher writes a quote *“Tomorrow is a new day with no mistakes in it... yet.”* on the board and asks pupils to reflect on it for a minute on their own and then talk for a minute to their partner. After that, the class discusses the quote. *What does it mean? How can we connect to this sentence?*

**WCL – GW:** The teacher pins a picture of Anne on the board (or uses projector) and explains that this girl is an author of this quote. The teacher introduces her name – Anne Shirley – and asks pupils whether they have heard/read a book/seen a movie about her. Then the teacher gives out the Worksheets 1 (WS1), Task 1 (T1) and ask pupils to work in groups and use internet/

smart phones to fill in the web quest (*alternative:* in case of no access to the Internet the teacher can print out some pages from the internet encyclopaedias and ask pupils to find the information there).

Depending how much pupils know about the story from their first language the teacher can ask questions to guess/remember, e.g.: *What does/could it mean Green Gables? How old is Anne? What do you think her life is like? ...*

#### Pre-reading (5 min)

**WCL:** Then the teacher writes the word “orphan” on the board and asks pupils to find the meaning in the dictionaries (paper/online). A short discussion can be held about how someone

can become an orphan, what kind of life they can have. What kind of life orphans had at the beginning of 20<sup>th</sup> century and today? Any difference? The teacher can ask whether pupils know other stories where orphans are main characters (e.g. Harry Potter, Oliver Twist, Jane Eyre, Snow White, Cinderella...) and compare their lives.

The teacher points to this word again and explains that Anne is an orphan, and they are going to meet her in the first chapter which is called Anne Arrives at Green Gables. What can it mean? Why is she going there? How can she feel at that moment? The teacher directs the pupils to the WS1 T2 and asks them to write down what they think.

#### While-reading (10 min)

**IW:** The teacher gives out the books and pupils get ready to start reading. Before reading the teacher instructs pupils that they will read silently and if they come across a word, they do not understand but can guess its meaning, they can underline it with a pencil but should continue reading. If they come across a word/phrase they do not understand, cannot guess the meaning and feel the need to know what it means they can grab a dictionary (paper/online) a look it up. The pupils are supposed to read pages 10-12.

The teacher can invite pupils to sit in a relaxed way (as much as the class allows) and enjoy the reading. The teacher should not interfere, monitor, or check upon the pupils' work. The teacher can start reading the book (or a book of her/his own) as well.

#### Post-reading (10 min)

**IW:** After reading the passage the pupils are allocated a role. Their task is to write what happened on the day Anne arrived at Green Gables. They write three sentences, and the teacher assigns a perspective to each pupils. They can use WS 1 T3 and they can circle the picture of the character they were assigned.

**GW:** When they are ready, the teacher groups pupils according to their roles and create three groups: Anne group, Marilla group and Matthew group. Pupils can share their entries and together choose 3 entries they will read to the class. However, they should make 1 entry untrue.

**WCL:** Groups read their recollections of what happened on that day, and they should discover which act did not happen or which situation is untrue.

The teacher then asks pupils what they think is going to happen next in the story. The teacher can offer three alternatives:

- Marilla and Matthew will return Anne to the orphanage
- Anne will stay and will help Marilla and Matthew
- Anne will move to the neighbour's house because she needs a girl in that house.

#### Reflection (5 min)

The teacher asks pupils how easy or difficult it was for them to read independently. They can discuss what problems they faced, how they solved them, how easy or difficult it was for them to use the dictionaries, to guess the meaning, etc. The teacher should highlight that the book is always the most difficult at the beginning before the reader dives into the plot and gets easier and easier as they make progress.

#### NOTES


# Chapter 1

## *Anne Arrives at Green Gables*

Pages: 14-16

**Topic:** Marilla and Matthew decide what to do

**Teaching objectives:**

- to allow immersion into the story
- to motivate learners to continue reading about Ann and her life
- to support independent reading

**Learning outcomes:**

The pupils will be able to:

- immerse into uninterrupted sustained silent reading
- support themselves in case of need with a dictionary
- read and understand the main idea of the story
- infer the ideas from the text

**Interaction:** group work (GW), pair work (PW), individual work (IW), whole class (WCL)

**Materials:** graded readers Ann of the Green Gables, Worksheet 2 (WS2), dictionaries (paper/electronic)

### PROCEDURE

#### Lead-in (5 min)

**PW – WCL:** The teacher starts the lesson with a short warm up, saying a few sentences about the story and asking pupils to respond: True! False! We don't know!

The teacher can come up with sentences such as:

- *Anne arrives at Green Gables on Sunday. (DK)*
- *Matthew and Marilla go to meet her. (F)*
- *Marilla is happy when Anne arrives. (F)*
- *Matthew needs some help on the farm. (T)*
- *Anne has a lot of imagination. (T)*

#### Pre-reading (5 min)

The teacher invites pupils to recall in which situation they have abandoned Anne and reminds them of the predictions about the upcoming events. The teacher encourages the pupils to dive into the story straight away reminding them they should read silently, without translating the text and without using the dictionary unless it becomes absolutely necessary. They can find a comfortable place in the classroom or at least try to sit as comfortably as possible.

The teacher encourages the pupils to skim quickly the previous pages in order to get into the story.



### While-reading (10 min)

While pupils are reading the teacher tries to avoid any action connected to checking upon pupils' work. The best would be to join pupils in reading.

### Post-reading (10 min)

After pupils finish reading the teacher gives out WS2 and asks pupils to work in pairs on T1 (Task 1). After a few minutes, the teacher asks the pairs to join another pair and compare their answers. The teacher then holds a brief discussion in which pupils compare similarities and differences in their answers.

### Follow-up (10 min)

**PW – GW:** The teacher directs the attention of pupils to T2 on the same WS2 and asks them to

sort the verbs from the chapter into two groups. They should write them in the past tense. The activity is timed so the pupils need to be quick. After 3 minutes they compare their answers with another pair and then as a group they try to build 1 sentence about the chapter using these verbs. The challenge is to use as many verbs in one sentence as they possibly can to keep in meaningful.

### Reflection (5 min)

The teacher asks pupils how easy or difficult it was for them to read this part of the book. They can discuss whether they remembered any words from the previous chapter. The teacher can ask about unknown words or words they looked up in the dictionary and ask each pupils to choose three words to remember from the chapter.

## NOTES

## Chapter 2

### *Anne Finds a Friend (part 1)*

Pages: 20-24, up to line 11

#### Topic: How to apologise

##### Teaching objectives:

- to allow immersion into the story
- to motivate learners to continue reading about Ann and her life
- to support creative writing
- to enrich vocabulary – adjectives of behaviour and feelings

##### Learning outcomes:

The pupils will be able to:

- immerse into uninterrupted sustained silent reading
- support themselves in case of need with a dictionary
- read and understand the main idea of the story
- guess the meaning of unknown words
- express their ideas through creative writing
- express how people in the story felt using adjectives

**Interaction:** group work (GW), pair work (PW), individual work (IW), whole class (WCL)

**Materials:** graded readers Ann of the Green Gables, Worksheet 3 (WS3), dictionaries (paper/electronic)

## PROCEDURE

### Lead-in (10 min)

Since pupils have already got acquainted with the main characters the lesson can start with a brief recollection. Pupils can look at T1 in their WS3 and decide what the main characters

are like. They can use the pairs of adjectives (opposites). This lead-in activity can be done as a quick WCL activity. The teacher can brainstorm the names of characters that appeared in the first chapter and write them on the board:

Anne

Matthew

Marilla

Rachel

Mrs Spencer

Mrs Blewett

After that the teacher can ask pupils what they think how these characters felt in the chapter one. The pupils could describe any moment from chapter one and should also give a reason for their opinion. They can use the book to refresh their memories. The teacher can give one or two examples e.g, Anne ***felt excited*** (*this can be recorded on the board*) when she met Matthew because she wanted to have a family .... Matthew ***felt surprised*** (*this can be recorded on the board as well*) when he saw a girl because they wanted a boy.....Rachel ***felt curious*** when she saw Matthew in his buggy because Matthew never goes out..... etc.

#### While-reading (10 min) (up to p. 24, line 11)

While pupils are reading the teacher tries to avoid any action connected to checking upon pupils' work. The best would be to join pupils in reading.

#### Post-reading (15 min)

The pupils finish reading and the teacher starts a discussion about the incident. *Was it a pleasant situation? Why? Have pupils ever been in a situation when they said something in a bad temper and had to apologise later? What do they think about the behaviour of the main characters? Which behaviour did they like and which they didn't? Why?*

The teacher asks pupils to look at WS3 T2 and individually work on the task. They can share their thoughts in pairs or in the whole class.

#### Follow-up (10 minutes)

**Free writing:** Pupils take a piece of paper (or they can use their exercise books). They write the title of the book and start their free writing about the story. The teacher needs to explain that free writing means writing what appears in our mind, there is no correct answer, nobody will correct it or give it a grade. They will just record their ideas about the story, the main characters, their feelings, about what the pupils have noticed in the story etc. This will probably be the first time

that pupils try free writing, so the teacher needs to get ready to possible feelings of discomfort and encourage pupils to write without focusing on the structure of the composition and without stopping. The main point is to record their thoughts.

#### Reflection (5 min)

The last 5 minutes of the lesson should be focused on the reflection about how they felt about reading as well as writing. It is important to ask about how they manage independent reading and what they do when they feel lost in the text.

The teacher should also ask about the writing experience and should get ready for a variety of feelings and responses. Not all pupils might fancy this kind of activity and they might not feel safe to express themselves at the beginning. However, they will soon realize that this activity does not endanger them (with a grade) and thus we should resist the temptation to award best compositions with a grade. The teacher can later invite pupils to even experiment with the format or design of their free writing. They can even share their ideas if they feel like.

#### NOTES


## Chapter 2

### *Anne Finds a Friend (part 2)*

Pages: 24 (line 12) - 27

#### Topic: Anne Finds a Friend

##### Teaching objectives:

- to allow immersion into the story
- to motivate learners to continue reading about Ann and her life
- to support critical thinking, evaluation, and reasoning

##### Learning outcomes:

The pupils will be able to:

- immerse into uninterrupted sustained silent reading
- support themselves in case of need with a dictionary
- read and understand the main idea of the passage
- guess the meaning of unknown words
- express their opinion and justify it
- evaluate whether a situation is positive or negative and give a reason

**Interaction:** group work (GW), pair work (PW), individual work (IW), whole class (WCL)

**Materials:** graded readers Ann of the Green Gables, Worksheet 4 (WS4), dictionaries (paper/electronic)

## PROCEDURE

#### Lead-in (5 minutes)

The teacher writes on the board Sunday school and asks pupils what kind of school they think it is. If pupils do not have any ideas, the teacher can explain that it is a school that teaches children about religion, and it usually happens before Sunday service. As a pre-reading activity the teacher can ask pupils to look at the picture in the book (p. 25). They can do some picture reading and predict what the episode is going to be about. The teacher can point to the title of the chapter and ask pupils to direct their predictions in this way.

#### Pre-reading (5 minutes)

The teacher asks pupils to look at the WS4 T1 and points to the word “strange”. This word has been explained on p. 10 as “*not normal*”. The teacher gives them a minute to think about and try to guess what can be “strange” in this new episode. Pupils can write their guesses into their worksheets.

#### While-reading (10 minutes) (up to p. 24, line 11)

While pupils are reading the teacher tries to avoid any action connected to checking upon pupils' work. The best would be to join pupils in reading.

### Post-reading (10 minues)

After the pupils finish reading the teacher can ask them how close they were in their predictions as the episode was going to develop. Then the teacher can ask if anyone managed to guess the phrase “a strange girl” and why Diane thought Anne was a strange girl. Then the teacher can personalize the activity by asking pupils whether they know some strange people in their environment – they do not need to name them but can explain why they think they are strange, what is strange about them (appearance, behaviour, etc.)

### Follow-up (10 minutes)

The teacher points to WS4 T2 and asks the pupils to think individually about the episode again and evaluate the events in the episode from the Anne's point of view, i. e., whether she thought they were positive, negative or neutral. They should write them into the circles in their worksheet. After 2-3 minutes the teacher asks

pupils to turn to a partner and compare their views. If they contradict, they need to present their arguments and decide where the event belongs to.

After 2 minutes each pair works with another pair, and they do the same – compare their decisions and agree on the events.

As the last steps groups present their results to the whole class.

### Reflection (5 minutes)

The teacher asks pupils what they liked in the episode, which words they have learnt, which they would like to remember. The teacher can reveal the title of the next chapter Anne Starts School and ask pupils whether it is going to be about the Sunday school or a regular school and whether they think there will be more positive or negative events and why.

## NOTES

# Chapter 3

## *Anne Starts School*

Pages: 30-37

### Topic: Anne Starts School

#### Teaching objectives:

- to allow immersion into the story
- to motivate learners to continue reading about Ann and her life
- to develop structured writing – supporting ideas with details
- to help pupils to express their opinions by sentence starters

#### Learning outcomes:

The pupils will be able to:

- immerse into uninterrupted sustained silent reading
- support themselves in case of need with a dictionary
- read and understand the main idea of the whole chapter
- present a structured outline of the story and support their ideas with details
- express their opinions

**Interaction:** group work (GW), pair work (PW), individual work (IW), whole class (WCL)

**Materials:** graded readers Ann of the Green Gables, Worksheet 5 (WS5), dictionaries (paper/electronic)

### PROCEDURE

#### Lead-in (5 minutes)

**WCL:** The teacher introduces a new chapter Anne Starts School. The lesson can start with a personal recollection of the day when they started the school so that they evoke the feelings they had on that day.

Then the teacher writes on the board a quote from the chapter: “I will never go to school again!” The teacher asks: *Who said it? Why? What could be the problem?* The pupils can look at the picture and try to anticipate the situation that caused Anne to make this decision.

#### While-reading (15 minutes)

**IW:** Pupils start reading the chapter. This time they are encouraged to read the whole chapter, so they need more time. However, most of vocabulary as well as the context is familiar so reading might be easier. The teacher can invite pupils to sit where they want in the class and make themselves as comfortable as possible. Even some soft music in the background can make this experience more relaxing.



**Post-reading** (15 minutes)

After pupils finish reading the teacher asks about the chapter and invites pupils to see the chapter divided into three parts. The teacher can brainstorm the names of the parts where there are separate problems e.g., brooch, school, tea party. In each of these sections there is a problematic situation that Anne is a part of. Pupils create three groups (the teacher can use a group-breaking code) and get WS5. Each group will focus on one situation. Their task is to discuss how they would formulate the problem in the given situation and what details they could include. They will put them into the Problem/Details box. They leave the “More details” box empty. They can work with the book. Each pupil is expected to fill in their worksheet.

After 5 minutes the teacher asks them to leave 1 worksheet (the most neatly written) on the desk and move to desks where a different group was working in a clockwise direction. They look into their classmates’ papers and discuss whether they stated the problem correctly and included enough details. If not, they can indicate the change or add details into the “More details” box (they can use a pen of different colour).

After 3 minutes they move again to another place with papers. They do the same – check the

(already checked) problem and add more details if they wish.

After 2 minutes they move again, this time to their own worksheets. They check the comments of their classmates and think of the solution (3 minutes). When they are ready, they can present their work to the whole class.

**Follow-up** (5 minutes)

The teacher can ask pupils what they think about Anne’s teacher’s behaviour. Pupils can use sentence starters from their worksheets T2. *Have they ever had a teacher who was not fair? Do they remember any situation when they were not treated fair? How did they feel? How did Anne feel? What can you do in similar situations?*

**Reflection** (5 minutes)

The teacher asks pupils how easy or difficult it was for them to read the whole chapter. *What did they find the most challenging? What could help them to do it with more ease next time?* The teacher can invite pupils to express whether they feel proud of themselves that they managed to read the entire chapter in such a short time.

**NOTES**


## TASK 1: WEB SEARCH: ANNE OF GREEN GABLES

What do you know about graded reader *Anne of Green Gables*?

Question	Your answer
Who is the author of the book?	
In which year was the book published?	
How old is the book?	
How many generations could read the book? (1 generation = circa 20 years) Do you think your parents/grandparents/great grandparents have read the book? Could they?	
Which country is the author from?	
Where does the story take place? In which town?	

## TASK 2

How does Anne feel before she arrives at Green Gables? Explain why you think so.  
You can use a dictionary.

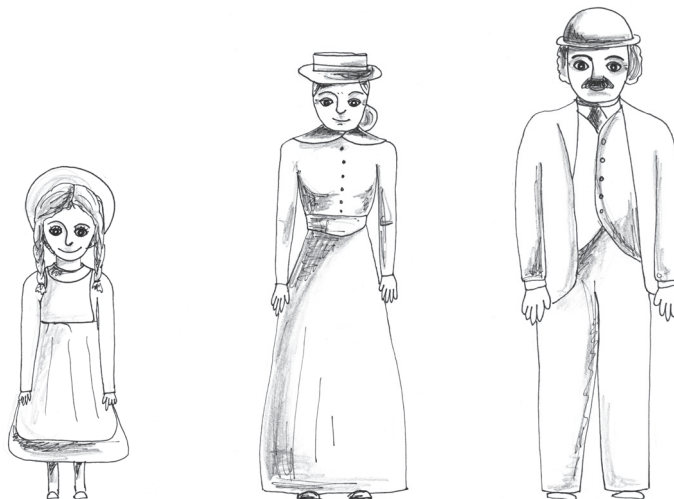


I think Anne feels \_\_\_\_\_ because \_\_\_\_\_.

### TASK 3: MY DIARY

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Write down 3 sentences about what happened during the day when Anne arrived at Green Gables.  
Write it from the perspective of Anne/Marilla/Matthew.



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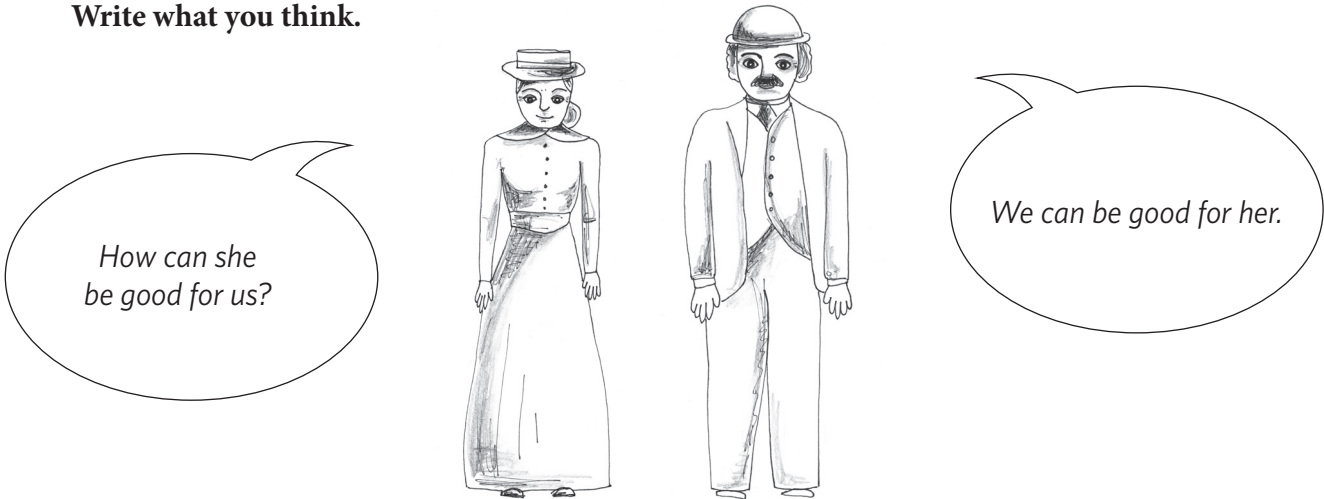
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TASK 1

Write what you think.



Marilla thinks that \_\_\_\_\_

Matthew thinks that \_\_\_\_\_

TASK 2

Sort the verbs from the story into two groups. Write them in the past tense.

REGULAR VERBS	VERBS FROM THE CHAPTER	IRREGULAR VERBS
<i>lived</i>	<div>live work go out arrive ask say think speak have talk decide chat enjoy see use listen reply wake up remember open have to come in want tell apologise know look</div>	<i>went out</i>

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## TASK 1

Look at the following adjectives and describe the main characters of the story:

*kind/unkind*

*chatty/quiet*

*serious/cheerful*

*sociable/reserved*

Anne

Marilla

Matthew

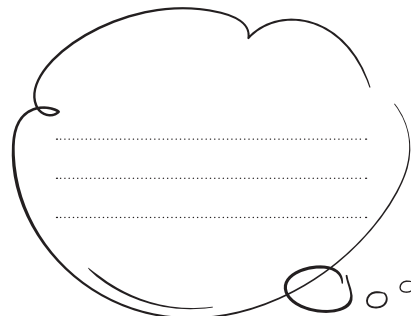
Rachel

## TASK 2

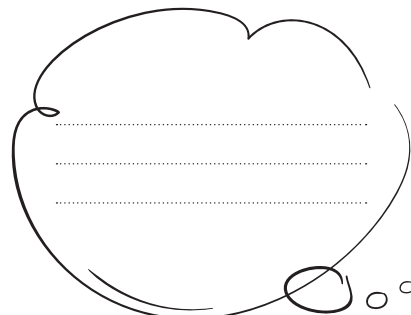
Read again what the main characters said in the story. Then imagine what the other person was thinking about while the main character was speaking.



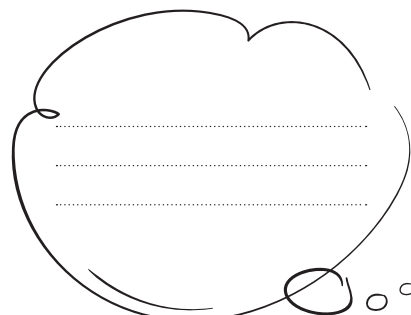
"You look very skinny and plain,  
... and with your red hair,  
... well, you look like a carrot." (p.21)



"You were very unkind to Anne....  
Don't forget, Anne doesn't know  
what's right and what's wrong.  
She needs to learn." (pp. 21-22)



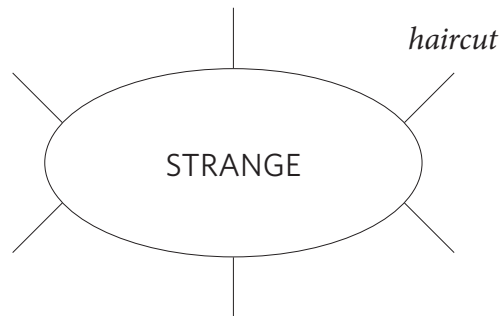
"It's better to say sorry to Rachel.  
You'll have to say sorry one day.  
Why not say sorry now?"



## TASK 1

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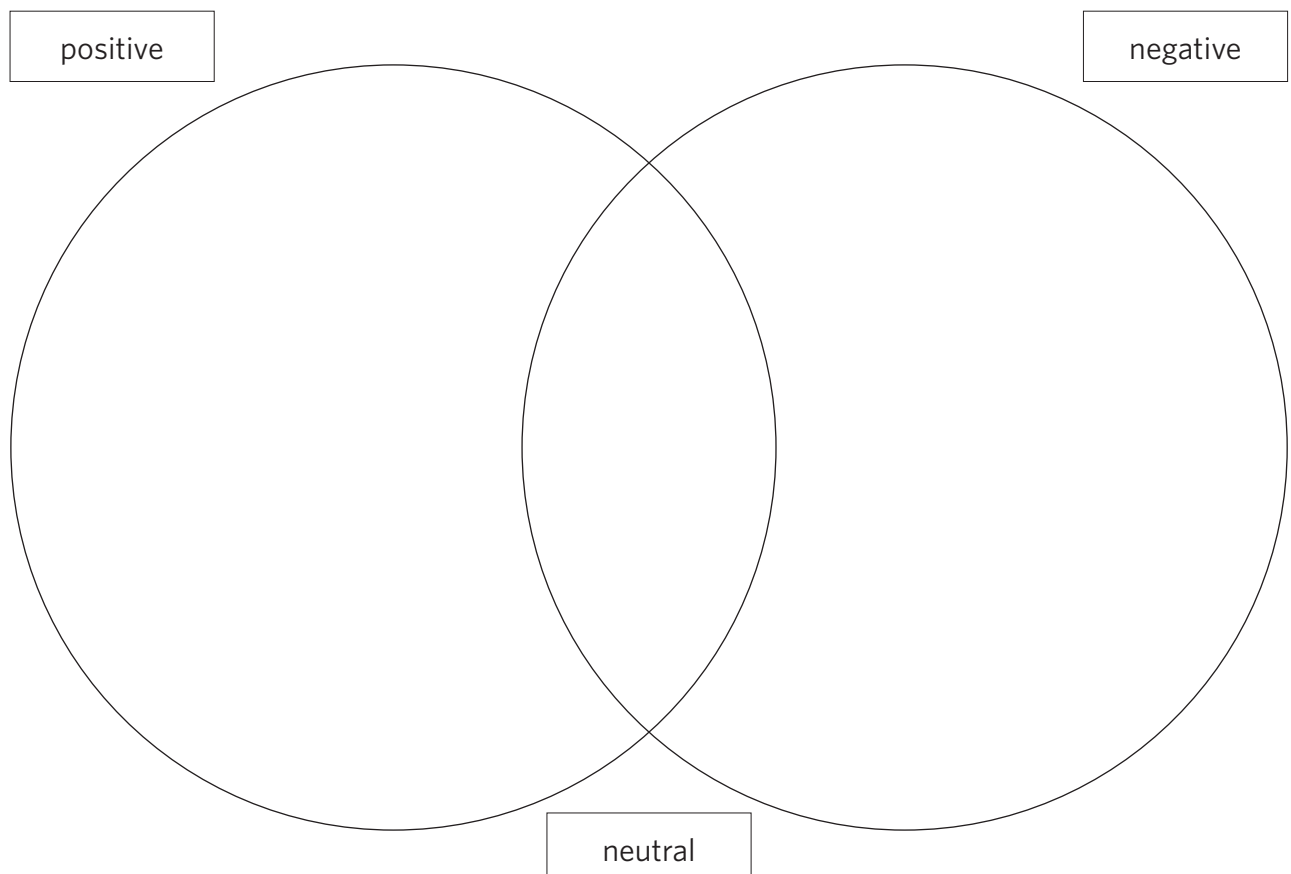
Write down anything that you think can be strange in the new episode.



## TASK 2

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Think about the episode and write down which things in this episode would Anne consider as “good or positive things” and which as “bad or negative things”. There are also some things which she would consider as neutral – neither bad nor good. They just happened. Write them down into these circles. Explain why you think so.





**TASK 1: WHAT IS THE PROBLEM IN THIS CHAPTER?**

---

Identify the problem and support it with some details. Then summarize the solution.

*Name of the chapter:*

*Problem:*

*Details:*

- 
- 

*More details:*

- 
- 
- 
- 

*Solution:*

**TASK 2**

---

**Sentence starters for opinions:**

*I think ...*

*In my opinion...*

*I believe ...*

*I like/don't like ...*

*I feel ...*

*I agree / disagree ...*

**ACTIVITY 1 (Chapter 1)**

Find 10 words from Chapter 1.

B	B	U	G	G	Y	M	L	D	O
A	K	E	P	R	M	G	F	A	R
P	T	L	I	E	U	A	R	H	P
R	S	T	R	A	N	G	E	J	H
A	D	N	U	F	K	F	C	A	A
Y	B	Z	K	O	I	R	K	A	N
E	Z	B	P	O	N	D	L	J	A
R	I	A	L	Z	D	A	E	Z	N
J	O	U	R	N	E	Y	S	I	N
D	A	P	O	L	O	G	I	S	E

**ACTIVITY 2 (Chapter 2)**

**ROLE PLAY.** Work with a partner and choose the role A or the role B. Read it and play it with a partner. If you are a boy, do not worry to play a woman's role. In the Shakespeare's time men always played roles of women.



**Role A**

**You are Marilla.**

You are angry. Rachel was very rude to Anne and made her angry. She said to Anne she was like a carrot. You think adults should not speak to children like this. Anne is from an orphanage and has to learn a lot of things. And how could she feel? You want to explain to Rachel that it was not nice of her. You think she should apologise to Anne.



**Role B**

**You are Rachel.**

You are furious. This little red-haired "brat" said she hated you! And Marilla wants to talk to you about it. However, she wants you to apologise to Anne! How can you apologise to this little brat when actually she offended you! What is Marilla saying? You don't believe your ears! That can't be true! Oh, how angry you are. How can Marilla know how to bring up children? She does not even have any children of her own. One must be strict with children! However, Marilla is your friend. You do not want to lose your friend. So, hm, what to say? How to find a solution to this situation?

**ACTIVITY 3 (Chapter 3)**

Anne and Diane promise to each other they will be BFF (best friends forever). If Anne and Diane had an Instagram, which caption from the following ones do you think they would choose? Give a reason.

*Friends till the end.*

*A special friend is one soul in two bodies.*

*Friends don't let friends do silly things alone.*

*Our friendship will never die.*

*Besides chocolate, you're my favourite.*

*Love is beautiful, friendship is better.*

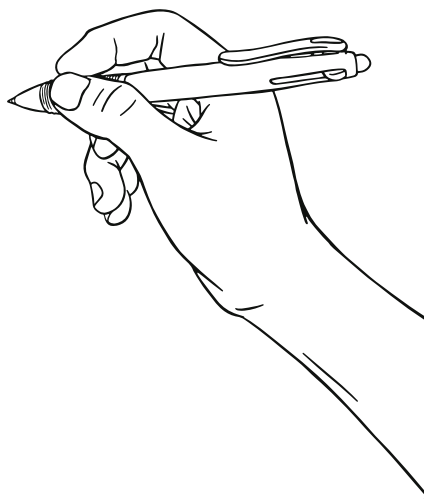
Do you have any suggestion for them? Create your own caption:

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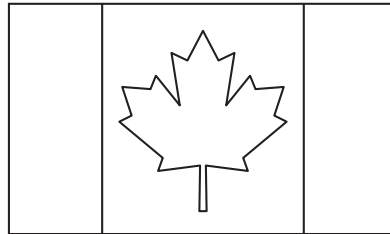
**ACTIVITY 4 (Chapter 3)**

**FREE WRITING:** This is one of many famous quotes of Anne. Read it. Think about it for a minute. Then start writing for 5 minutes without stopping. Don't stop under any circumstances. Just keep on writing, whatever comes to your mind.

**KEEP CALM  
and  
WRITE ON**

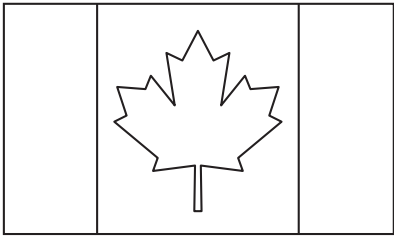


*"I am so happy to live in a world  
where there are Octobers.  
I don't want to live in a world where,  
after September, it's November."*

**ACTIVITY 5 (any chapter, beginning, ending)****CANADA QUIZ**

1. Which continent is Canada on?
  - a) Europe
  - b) Africa
  - c) North America
  - d) South America
2. How many official languages are used in Canada?
  - a) one
  - b) two
  - c) three
  - d) four
3. The Canadian flag has a tree leaf in the centre. Which tree?
  - a) elm
  - b) palm
  - c) maple
  - d) oak
4. Which animal is given an official status as an emblem of Canada?
  - a) the grizzly bear
  - b) the beaver
  - c) the moose
  - d) the bison
5. Which languages are official languages of Canada?
  - a) English
  - b) English and French
  - c) English, French and Spanish
  - d) English, Spanish, French and Russian
6. What is the capital city of Canada?
  - a) Calgary
  - b) Montreal
  - c) Ottawa
  - d) Toronto
7. When is the national day of Canada?
  - a) June, 1st
  - b) July, 1st
  - c) August, 1st
  - d) September, 1st
8. Which is one of the most famous tourist attractions in Canada?
  - a) pyramids in Giza
  - b) Machu Picchu
  - c) Niagara Falls
  - d) Taj Mahal
9. Native inhabitants of Canada, the Inuit, typically lived in:
  - a) blocks of flats
  - b) igloos
  - c) tree houses
  - d) straw houses
10. Canada is the \_\_\_\_\_ largest country in the world:
  - a) fifth
  - b) third
  - c) fourth
  - d) second

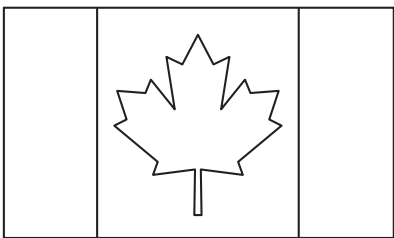
ACTIVITY 6 (any chapter, beginning, ending)



EVERYONE IN CANADA SAYS PLEASE AND THANK YOU. IT’S JUST COMMON COURTESY.  
THE ODD ONE OUT IS USUALLY THE PERSON WHO DOESN’T.

ODD ONE OUT ABOUT CANADA. Choose one option which does not go well with the others.

- |                  |              |                    |                 |
|------------------|--------------|--------------------|-----------------|
| 1. Toronto       | Vancouver    | Seattle            | Calgary         |
| 2. moose         | camel        | cougar             | black bear      |
| 3. Pacific Ocean | Arctic Ocean | Labrador Sea       | Indian Ocean    |
| 4. cricket       | ice hockey   | soccer             | basketball      |
| 5. Niagara Falls | Disney World | Toronto’s CN Tower | Rocky Mountains |



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- |                  |              |                    |                 |
|------------------|--------------|--------------------|-----------------|
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| 3. Pacific Ocean | Arctic Ocean | Labrador Sea       | Indian Ocean    |
| 4. cricket       | ice hockey   | soccer             | basketball      |
| 5. Niagara Falls | Disney World | Toronto’s CN Tower | Rocky Mountains |

Bank of extra activities



# Harry and the Egyptian Tomb

Author: Jane Cadwallader



CEFR: A2, 400 headwords, Flyers

Suggested age: 9-13 yrs

**Topics:** Adventure, Investigation, Treasure hunt, Ancient Egypt

**Language structures:** present simple, past simple and progressive, present perfect future *will* and *going to*, infinitive of purpose, conjunctions *and*, *but*, *so*, clauses with *before*, and *after*, prepositions: *through*, *down into*, looks/ sounds + adjectives

**CLIL:** maths, drama, history, geography (Egypt)

## Table of contents:

2 lesson plans

4 worksheets

Bank of extra activities (13 activities)

# *Harry and the Egyptian Tomb*

## Before reading the graded reader

**IDEAS:** Before the lesson, pupils can be asked to find information (also in their native language) about pyramids in general and the ones which are in Egypt. For example, where they are, who they were built for, who was Nefertari. Alternatively, pupils can learn about ancient Egypt as part of their history course.

### **Topic: The Tomb of Nefertari**

#### **Teaching objectives:**

- to activate pupils' general knowledge about the pyramids and the Valley of the Queens
- to revise and pre-teach key lexical items
- to enable pupils' to learn about the Tomb of Nefertari
- to provide opportunities for pupils to reflect
- to practise vocabulary and grammar (optional)
- to develop the skill of speaking (optional)

#### **Learning outcomes:**

The pupils will be able to:

- share their knowledge and learn about pyramids
- recognize the written form and understand the meaning of key lexical items
- answer comprehension questions about the Tomb of Nefertari
- express their opinions by linking new information to pupils' personal experience
- complete vocabulary and grammar exercises (optional)
- ask and answer questions about the Tomb of Nefertari (optional)

**Interaction:** group work (GW), pair work (PW), individual work (IW), whole class (WCL)

**Materials:** pictures of different pyramids including the ones which can be found in Egypt, a mummy, hieroglyphs, ancient Egyptian jewellery, gold coins, a map of Egypt and Luxor, Worksheets 1, 2, 3, 4 (WS1, WS2, WS3, WS4), (optional), Bank of extra activities: Activities 1, 2 or/and 3, Activities 5-11 (optional)

## PROCEDURE

### Pre-reading: (20 min)

**WCL:** The teacher shows pictures of different pyramids and elicits what they are called in English. Next, the teacher points the pyramid which people can see in Egypt asking *Where can you see such a pyramid?* After that, the teacher shows a map of Egypt and asks where the pyramids are in Egypt in order to elicit Giza and the Valley of the Queens. Later, the teacher asks *Why were pyramids built in the past? What were they built for? Who was buried inside the pyramids? What else was put inside the pyramids?* The teacher uses pictures of a tomb, a pharaoh, a mummy, old Egyptian jewellery and gold coins in order to elicit and introduce both the spoken and the written form of lexical items. Then, asks *Could anybody get inside? Was it easy to get inside? Why were there a lot of rooms?* The teacher shows a picture of hieroglyphs and asks *What language did ancient Egyptians use to write information?* The teacher writes the new word on the whiteboard.

The teacher tells pupils that they are going to read a text about the Tomb of Nefertari.

**WCL – PW:** The teacher gives out copies of Activity 2 and/or 3 and makes sure that pupils understand comprehension questions or true false statements. Pupils predict the answers in pairs.

### While-reading: (10 min)

**WCL – IW – PW:** The teacher gives out copies of Activity 1 and asks pupils to read the text in order to check their predictions to Activity 2 or 3. Pupils compare in pairs before they confirm their answers with the teacher.

### Post-reading: (15 min)

**WCL:** The teacher asks a few questions in order to encourage pupils to reflect, relate new information to pupils' personal experience. For example, *Have you ever seen the pyramids? Did you get inside any of the pyramid? Would you like to go to Egypt and see the pyramids? Are there any mummies and valuable things inside the pyramids nowadays? What do you think happened with the things which were once buried together with the mummies?*

Pupils practise new vocabulary (optional):  
Activities 8-12, WS1: T1, WS2: T1-4, WS3: T1.

Pupils practise grammar and speaking (optional):  
WS4: T1-4.

### NOTES


# *Harry and the Egyptian Tomb*

Pages: 2-3

**IDEAS:** This lesson can be the first one in a series of lessons which focus on in class reading if the teacher and pupils wish to continue reading graded reader Harry and the Egyptian Tomb as part of an English class. The materials which will allow the teacher to conduct subsequent lessons can be found in Bank of extra activities: Activity 12

## **Topic: Harry and the Egyptian Tomb – Some gold has been stolen**

### **Teaching objectives:**

- to practise skills allowing pupils to read independently
- to enable pupils to understand the reading passage
- to provide opportunities to reflect upon their reading skills
- to encourage cooperation
- to encourage in class or at home extensive reading

### **Learning outcomes:**

The pupils will be able to:

- express their predictions about the content of the reading passage and how the plot can develop
- answer reading comprehension questions
- become aware of what can facilitate comprehension and sustain the reader's motivation (while-reading)
- compare completed tasks in pairs and groups
- choose if they want to continue reading the book

**Interaction:** group work (GW), pair work (PW), individual work (IW), whole class (WCL)

**Materials:** graded readers Harry and the Egyptian Tomb, Worksheets 1 and 2 (WS1, WS2), (optional), Bank of extra activities: Activities 4 and 13, Activities: 5-11 (optional)

## PROCEDURE

### Pre-reading: (20 min)

**WCL:** The teacher distributes copies of graded reader and elicits from pupils the title and the author of the book. Next, points to pictures and elicits a *mummy* and a *tomb*. Later, the teacher points the picture of the man standing next to the mummy and asks pupils what they think his name is. Then, asks pupils if they can guess where the main plot of the book is set. Optionally, the teacher can also ask pupils to point to where there is information about the person who made the drawings in the book and the publisher. Then, the teacher asks pupils to open the book and shows them a picture dictionary. If necessary, the teacher clarifies the meaning of words in this section and then, asks pupils to read information in the top left corner to find out what the book is about.

**WCL – PW:** The teacher gives out copies of Activity 4 and makes sure pupils understand questions 1-7. Then, encourages them to speculate about the possible answers on the basis of the illustration which pupils can see on pages 2-3.

### While-reading: (10 min)

**IW:** Pupils read pages 2-3 of graded reader *Harry and the Egyptian Tomb* and find answers to questions 1-7, Activity 4.

**PW – WCL:** Pupils discuss in pairs before confirming their answers with the teacher.

### Post-reading: (15 min)

**WCL:** The teacher asks pupils if they already have ideas who the thief or the thieves are and why they stole gold. Next, (s)he encourages them to predict how they think the story is going to develop *What do you think is going to happen next?*

**WCL:** Later, the teacher finds out whether it was easy or difficult for pupils to understand the passage, what helped them understand the text [*Suggested answer:* e.g. illustration] and what kept their motivation to read [*Suggested answers:* e.g. making predictions, looking for answers to comprehension questions, checking predictions].

**IW – GW:** Pupils complete Activity 13 and then, the teacher asks whether or not pupils would like to find out what is going to happen next in the story.

**Optional activities:** WS1, WS2:T1-4, Bank of extra activities: Activities 5-11

## NOTES


## TASK 1

---

Find 10 words. They are hidden horizontally (-), vertically (I) and diagonally (/ \).

H	I	E	R	O	G	L	Y	P	H
N	E	I	S	W	O	R	D	J	Q
B	I	R	S	A	R	A	H	B	F
P	T	E	X	C	T	Y	M	Q	L
Y	Z	W	C	Q	J	O	M	E	A
R	A	B	F	E	T	G	E	O	M
A	T	H	I	E	V	E	S	X	E
M	Q	P	H	A	R	A	O	H	Q
I	S	U	I	T	C	A	S	E	R
D	J	T	I	Z	Y	G	O	L	D

Copy the words.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

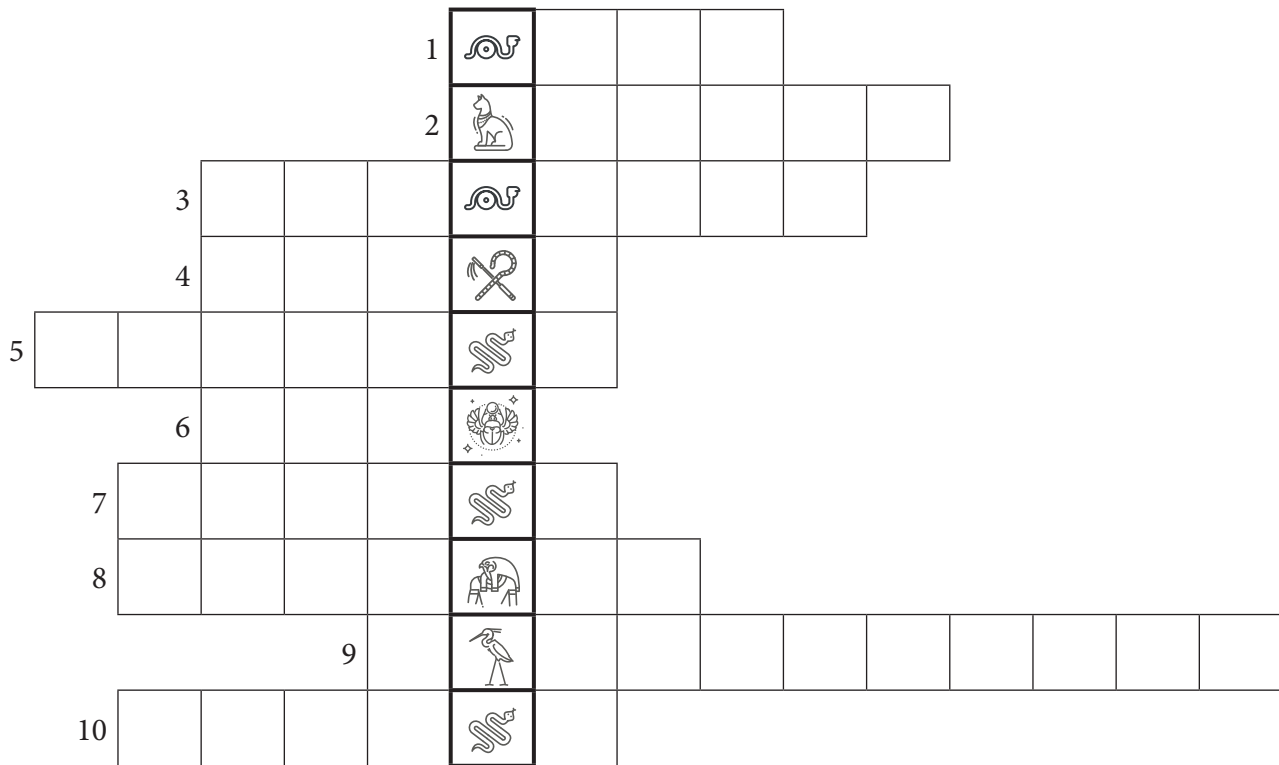
8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

## TASK 1

Use clues 1-10 to complete the crossword.










1. an underground room where Nefertari was buried
2. they are shiny and very sharp
3. Harry kept food in it
4. Professor Amenhotep is Chione's uncle. She is his ...
5. dead bodies which in ancient Egypt were preserved with special chemicals and wrapped in cloth to prevent them from decay
6. a metallic yellow mineral
7. streams of fire
8. people who steal things
9. formal writing system used in Ancient Egypt
10. long and thin animals with no legs



## TASK 2

*Fold the bottom part of this page*

**What do the hieroglyphs below mean? Use Task 1 to decode each one. Then, make a mini dictionary by writing an appropriate letter under each hieroglyph.**

## TASK 3











**Use seven letters from Task 2 in order to make a ten-letter word in English. Write the word by filling in each square with one letter.**

--	--	--	--	--	--	--	--	--	--

*Unfold the bottom part of this page to check if you have guessed the password correctly*

.....fold.....fold.....fold.....fold.....fold

**Here is another clue. Use Task 2 to help you translate the hieroglyphs.**

**Compare words from Task 2 and 3. If they are the same, you have guessed the password correctly. Bravo!**

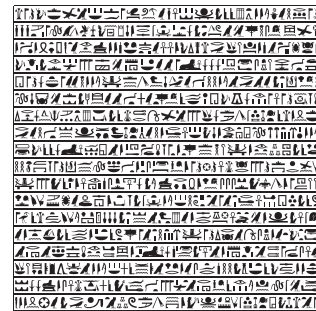
## TASK 4

**Complete the sentence with the password from Task 3.**

Emma and Harry are \_\_\_\_\_.

## TASK 1

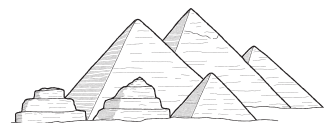
Label each picture with the correct word from the box.

*gold coins**a pharaoh**a tomb**jewellery**a pyramid**a mummy**hieroglyphs**a sphynx*

a) \_\_\_\_\_

b) \_\_\_\_\_

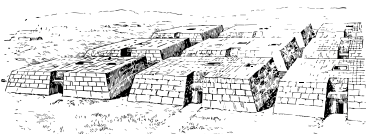
c) \_\_\_\_\_



d) \_\_\_\_\_

e) \_\_\_\_\_

f) \_\_\_\_\_



g) \_\_\_\_\_

h) \_\_\_\_\_

## TASK 1

Put the words in order to make a question.

1. Question: \_\_\_\_\_

[is / the tomb / of Nefertari / Where /?]

Answer: \_\_\_\_\_

2. Question: \_\_\_\_\_

[was / Who / Nefertari /?]

Answer: \_\_\_\_\_

3. Question: \_\_\_\_\_

[Why / a lot of / is there / inside / best Egyptian / art / her tomb /?]

Answer: \_\_\_\_\_

4. Question: \_\_\_\_\_

[difficult / it / to find / the mummy / Why / of Nefertari / is /?]

Answer: \_\_\_\_\_

5. Question: \_\_\_\_\_

[the hieroglyphs / Can / which / people / are in each room / read /?]

Answer: \_\_\_\_\_



## TASK 2

---

Imagine you are Professor Hobbs. A journalist wants to make an interview with you. Prepare answers to questions he or she is going to ask you. Write the answers to questions 1-5 from Task 1.

## TASK 3

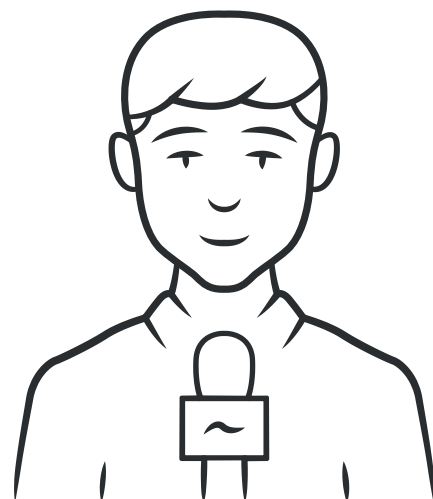
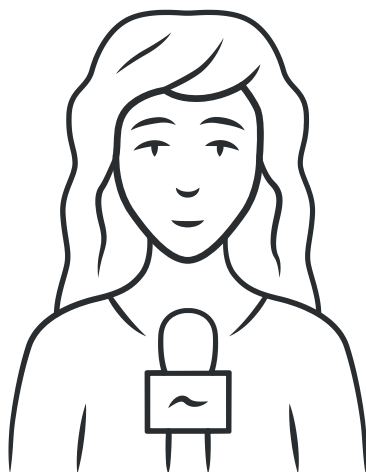
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You are PUPIL A, Profesor Hobbs who will be interviewed by a journalist. Answer his or her questions.

## TASK 4

---

You are PUPIL B, a journalist. Ask Professor Hobbs the questions from Task 1. You can add 1-2 own questions. Remember to take notes in order to write and article which will be published in a school newspaper.



**ACTIVITY 1 (lesson 1)****The Tomb of Nefertari**

This is Nefertari's tomb. It is in the Valley of the Queens together with other pyramids where the wives of pharaohs were buried in ancient times. Nefertari was the Chief wife of the pharaoh Ramses II so inside there is some of the best Egyptian art. There are a lot of rooms inside the pyramid and it is difficult to find the room with the mummy of Nefertari and things she liked, for example, jewellery, gold coins and other valuables, things which were worth money. There are a lot of hieroglyphs in each room, but not many people can read them.

**ACTIVITY 2 (lesson 1, an alternative to Activity 3)**

Read the text about the tomb of Nefertari and answer questions 1-5.

1. Where is the tomb of Nefertari?
2. Who was Nefertari?
3. Why is there a lot of best Egyptian art inside her tomb?
4. Why is it difficult to find the mummy of Nefertari?
5. Can people read hieroglyphs which are in each room?

**ACTIVITY 3 (lesson 1, an alternative to Activity 2, best to choose with mixed ability learners and with WS4: T1-4)**

Read the text about the tomb of Nefertari and decide if sentences 1-5 are true or false. Correct statements which are not true.

1. The tomb of Nefertari is in the Valley of the Pharaohs. *True/False*
2. She was the wife of Ramses II. *True/False*
3. Pharaoh did not love her but he wanted her tomb to look beautiful. *True/False*
4. It is easy to find the mummy of Nefertari so that people can take some souvenirs from the room where she is. *True/False*
5. It is easy to read hieroglyphs because everybody learns them at school. *True/False*

**ACTIVITY 4 (lesson 2)**

Read questions 1-7 and try to predict some answers by looking at the illustration on pages 2-3 of *Harry and the Egyptian Tomb*. Then, read pages 2-3 to check predictions.

1. Who is in the office with the Chief of Police?
2. Who is wearing glasses?
3. Why were Harry and Emma invited to the police office?
4. Who is the man in the photos?
5. Who will help Emma and Harry find stolen gold?
6. Where will Professor Amenhotep meet Harry and Emma?
7. Who has the ring with a sphinx?

**ACTIVITY 5 (any page after lesson 1)**

Match the halves to make a word.

- |          |          |
|----------|----------|
| 1. pha   | a) glyph |
| 2. go    | b) raoh  |
| 3. pyra  | c) mmy   |
| 4. hiero | d) mb    |
| 5. mu    | e) ld    |
| 6. to    | f) mid   |

**ACTIVITY 6 (any page after lesson 1)**

Put the letters in the correct order to make a word.

1. odgl – \_\_\_\_\_
2. arphoah – \_\_\_\_\_
3. mymum – \_\_\_\_\_
4. hsierhopgyl – \_\_\_\_\_
5. mbto – \_\_\_\_\_
6. ymarpdi – \_\_\_\_\_

**ACTIVITY 7 (any page after lesson 1)**

The words are written backwards. Write the letters in the correct order in the slots below.

dlog	hoarahp	ymmum	shpylgoreih	bmot	dimaryp

**ACTIVITY 8 (any page after lesson 1)**

Find a spelling mistake in each word 1-6. Write the word correctly.

1. piramyd – \_\_\_\_\_
2. tumb – \_\_\_\_\_
3. mummy – \_\_\_\_\_
4. golt – \_\_\_\_\_
5. faraoh – \_\_\_\_\_
6. hieroglyfs – \_\_\_\_\_

**ACTIVITY 9 (any page after lesson 1)**

Read the description and fill in the gaps with words from the box.

<i>mummy</i>	<i>difficult</i>	<i>wife</i>	<i>but</i>
<i>and</i>	<i>hieroglyphs</i>	<i>pharaoh</i>	
<i>pyramids</i>	<i>Egyptian</i>	<i>tomb</i>	

This is Nefertari's a) \_\_\_\_\_. It is in the Valley of the Queens together with other  
 b) \_\_\_\_\_ where the wives of pharaohs were buried in ancient times. Nefertari  
 was the Chief c) \_\_\_\_\_ of the d) \_\_\_\_\_ Ramses II so inside there  
 is some of the best e) \_\_\_\_\_ art. There are a lot of rooms inside the pyramid  
 and it is f) \_\_\_\_\_ to find the room with the g) \_\_\_\_\_ of Nefertari  
 h) \_\_\_\_\_ the things she liked, for example, jewellery, gold coins and other valuables,  
 things which were worth money. There are a lot of i) \_\_\_\_\_ in each room,  
 j) \_\_\_\_\_ not many people can read them.



### ACTIVITY 10 (any page after lesson 1, with a copy of Activity 1 for a teacher, an alternative to Activity 11)

**DICTATION:** Listen and fill in the gaps with the missing words.

This is Nefertari's \_\_\_\_\_. It is in the Valley of the Queens together with other \_\_\_\_\_ where the wives of pharaohs were buried in ancient times. Nefertari was the Chief \_\_\_\_\_ of the \_\_\_\_\_ Ramses II so inside there is some of the best \_\_\_\_\_ art. There are a lot of rooms inside the pyramid and it is \_\_\_\_\_ to find the room with the \_\_\_\_\_ of Nefertari \_\_\_\_\_ the things she liked, for example, jewellery, gold coins and other valuables, things which were worth money. There are a lot of \_\_\_\_\_ in each room, \_\_\_\_\_ not many people can read them.

### ACTIVITY 11 (any page after lesson 1, with a copy of Activity 1 for a teacher, an alternative to Activity 10, best to choose with mixed ability learners)

**DICTATION:** Listen and circle the word you hear.

This is Nefertari's **tomb/garden**. It is in the Valley of the Queens together with other pyramids where the wives of pharaohs were buried in ancient times. Nefertari was the Chief **sister/wife** of the **pharaoh/king** Ramses II so inside there is some of the best **Egyptian/French** art. There are a lot of rooms inside the **pyramid/tomb** and it is **difficult/easy** to find the room with the **mummy/friends** of Nefertari **and/but** the things she liked, for example, jewellery, gold coins and other valuables, things which were worth money. There are a lot of **swords/hieroglyphs** in each room **but/and** not many people can read them.

### ACTIVITY 12 (after lesson 2 or for pupils who wish to read graded reader Harry and the Egyptian Tomb on their own)

**IDEAS:** Each section below provides enough materials for a 45-minute lesson which focuses on developing reading skills and critical thinking. The teacher should decide how often pupils will reflect upon their motivation to continue reading the book. If pupils do not want to read the whole book as part of an English class, the remaining sections can be cut out and given out to pupils who wish to read graded reader Harry and the Egyptian Tomb on their own, during their free time. If this happens, the teacher can plan regular feedback sessions so that pupils can share their answers to Reflect questions and complete Activity 13.

**ACTIVITY 12: PAGES 4-5**

**TASK 1 (pre-reading):** Look at the illustration on pages 4-5 of graded reader **Harry and the Egyptian Tomb** and try to make predictions about possible answers to questions 1-3.

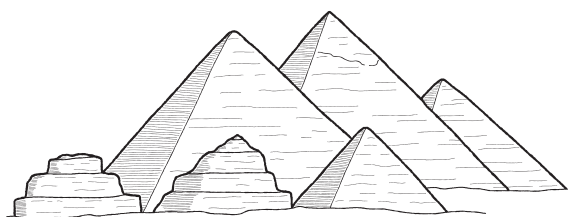
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**1. Where is Harry and Emma?**

- a) In the boat on the River Nile in Egypt.
- b) In the boat on the Vistula river in Poland.

**2. What can they see from the boat?**

- a) palm trees
- b) sand
- c) pyramids

**3. Who is the young girl talking to Emma and Harry?**

- a) Professor Amenhotep
- b) Professor Amenhotep's relative?

**TASK 2 (while-reading):** Read pages 4-5 of graded reader **Harry and the Egyptian Tomb** and confirm your predictions for questions 1-3 from Task 1.

---

**TASK 3 (while-reading):** Read pages 4-5 again and answer questions 1-3.

---

- 1. What did Emma and Harry visit when sailing through the desert?
- 2. Why did Chione, not Professor Amenhotep, meet Emma and Harry?
- 3. How can Chione help the two detectives?

**TASK 4 (post-reading):** Reflect. Answer questions 1-2.

---

- 1. What is the purpose of looking at illustrations before reading the passage?
- 2. Was it easier for you to understand the text after you looked at the illustration and made predictions about its content? Explain why/ why not.

**TASK 5 (post-reading):** Look at pages 4-5 again and find the following words: *pyramids, niece, geography, hieroglyphs and tomb*. What do these words mean in your language? If it is necessary, use a dictionary.

---

**IDEAS:** Make your own mini-dictionary. Write the new words adding cut out pictures or drawings to illustrate the meaning.

**TASK 6 (post-reading):** Find past forms of the following verbs: *go, speak, say, have*. Write them in your copybook.

---

#### ACTIVITY 12: PAGES: 6-7

**TASK 1 (pre-reading):** Look at illustrations on pages 6-7 of graded reader *Harry and the Egyptian Tomb* and try to make predictions about possible answers to questions 1-4.

---

1. Where are Chione, Emma and Harry?
2. What is there above the door?
3. Does Harry look happy?
4. What do you think Harry has in his suitcase?

**TASK 2 (while-reading):** Read the first three lines of the passage on page 6 and answer question 1 from Task 1.

---

**TASK 3 (while-reading):** Read the whole text on pages 6-7 and find answers to questions 1-3.

---

1. What do the hieroglyphs above the door say? Do they mean that visitors are welcome?
2. Does Harry think they can get into trouble if they go any further?
3. Does Harry say what he has in his suitcase?

**TASK 4 (post-reading):** Look at pages 6-7 again and find the following words: *snake, sword*. What do they mean in your language? Use a dictionary if it is necessary.

---

**IDEAS:** Make your own mini-dictionary. Write the new words adding cut out pictures or drawings to illustrate the meaning.

**TASK 5 (post-reading):** Find on pages 6-7 the words which mean:

---

a) *not safe* (page 6) \_\_\_\_\_

b) *spoke very quietly* (page 7) \_\_\_\_\_

### ACTIVITY 12: PAGES: 8-10

**TASK 1 (pre-reading):** Look at illustrations on pages 8-11 of *Harry and the Egyptian Tomb* and think of possible answers to questions 1-4.

---

1. What animal can you see in the stone below the hieroglyphs?
2. What animals will Emma, Chione and Harry have to fight if they enter the room?
3. Do Emma and Harry like snakes?
4. How did Chione fight the snakes?

**TASK 2 (while-reading):** Read pages 8-10 and confirm your predictions for questions 1-4 from Task 1.

---

**TASK 3 (while-reading):** Read pages 9-10 again and find answers to questions 1-4.

---

1. What do they have to do to open the door?
2. Were the snakes happy to see people?
3. Why were Emma and Harry standing behind Chione?
4. Could they look straight into the eyes of the snakes?

**TASK 4 (post-reading): Reflect. Answer questions 1-3.**

---

1. How would you feel if you were with Chione and the detectives? Choose ideas from a-i.  

a) afraid	b) frightened	c) I would run away	d) careful
e) I would not be afraid	f) curious	g) I would not feel safe	h) safe
i) I would be afraid but I would think of a plan to go through the room safely.			
2. How do you think Chione felt?
3. Why do you think Harry said 'I need a new job!' How did he feel in the room?

**ACTIVITY 12: PAGES: 12-14****TASK 1 (pre-reading): Look at illustrations on pages 12-14 of Harry and the Egyptian Tomb and try to make predictions about answers to questions 1-3.**

---

1. What will Emma, Harry and Chione have to fight to cross the next room?
2. What must they do to open the door?
3. How did they manage to go through the room safely?

**TASK 2 (while-reading): Read pages 12-14 of Harry and the Egyptian Tomb and confirm your predictions.**

---

**TASK 3 (while-reading): Read pages 12-14 again and answer questions 1-5.**

---

1. What do the hieroglyphs above the door say?
2. Why did Emma help to push the door open?
3. What was happening with the swords?
4. Was Harry optimistic or pessimistic about crossing the room?
5. Did the swords fall on the stones?

**TASK 4 (post-reading): Find in the text lexical items which mean:**

---

- a) *cross the room* (page 13)
- b) *look with great attention* (page 13)
- c) *Harry and Emma went behind Chione* (page 14)

**TASK 5 (post-reading): Find on pages 12-14 the following words: *ceiling, floor, on the right, on the left but not on them*. What do they mean in your native language? If it is necessary, use a dictionary.**

---

**IDEAS:** Make your own mini-dictionary. Write the new words adding cut out pictures or drawings to illustrate the meaning.

**TASK 6 (post-reading): Find the past form of the verbs a-c. Next, use each verb in the past form to write a sentence.**

---

- a) *come*: \_\_\_\_\_
- b) *watch*: \_\_\_\_\_
- c) *fall*: \_\_\_\_\_

Sentence 1:

---

Sentence 2:

---

Sentence 3:

---

**ACTIVITY 12: PAGES: 15-19**

**TASK 1 (pre-reading):** Look at illustrations on pages 15-19 of graded reader *Harry and the Egyptian Tomb* and try to make predictions about possible answers to questions 1-5.

---

1. What is in the 3rd room, behind the stone?
2. Who is helping to push the door open?
3. What is in Harry's suitcase?
4. Why are they eating?
5. Why is Harry holding his sandwich up to the flames?

**TASK 2 (while-reading):** Read pages 15-19 and confirm your predictions.

---

**TASK 3 (while-reading):** Read pages 15-19 again and answer questions 1-9.

---

1. What do they decide to do after the door is open?
2. What did they see in the room?
3. Why was Chione sad?
4. What food was there in Harry's suitcase?
5. What did Harry use to heat up his sandwich?
6. Why was Harry's sandwich still cold?
7. How did Chione feel when she learned about the fire?
8. What did Harry want to do first?
  - a) He wanted to walk through the room immediately.
  - b) He wanted to finish the snacks.
9. What did Emma think about Harry's idea?



**TASK 4 (post-reading): Reflect. Answer questions 1-3.**

1. Why do you think Harry took food with him?
2. What do you think of Harry's decision to eat something before they decide how to leave the room?
3. What would you do if you were with the detectives and Chione? Would you make a break to eat something or would you try to leave the room as soon as possible? Why?

**TASK 5 (post-reading): Find the past form of verbs a-f. Then, circle the verbs which have their past form regular.**

- a) *push* \_\_\_\_\_ b) *look* \_\_\_\_\_ c) *ask* \_\_\_\_\_  
 d) *open* \_\_\_\_\_ e) *give* \_\_\_\_\_ f) *hold* \_\_\_\_\_

**TASK 6 (post-reading): Look at the past form of regular verbs from Task 5 and decide whether „ed“ at the end of each verb is pronounced as:**

- a) /t/ \_\_\_\_\_  
 b) /d/ \_\_\_\_\_  
 c) /id/ \_\_\_\_\_

**TASK 7 (post-reading): Write in your copybooks seven sentences with the past form of the verbs from Task 5.****TASK 8 (post-reading): Look at page 18. Find the verb which means:**

- a) *to heat up* \_\_\_\_\_

**IDEAS:** Make your own mini-dictionary. Write the new words adding cut out pictures or drawings to illustrate the meaning.

**ACTIVITY 12: PAGES: 20-23**

**TASK 1 (pre-reading):** Look at illustrations on pages 20-23 of graded reader *Harry and the Egyptian Tomb* and make predictions about possible answers to questions 1-4.

---

1. Who is there in the 4th room?
2. What else is there on the floor apart from fire flames?
3. What did the mummy do?
4. What does the mummy have on the finger pointing at Harry, Emma and Chione?

**TASK 2 (while-reading):** Read pages 20-23 to confirm your predictions.

---

**TASK 3 (while-reading):** Read pages 20-23 again and answer questions 1-4.

---

1. What did Emma find in the room?
2. What did the two men do when they saw Chione, Harry and Emma?
3. Why didn't Chione and Emma run away when they heard the mummy say 'GO GO GOOOOOOOOOOOOOOOOOOOOOO'?
4. Why does Harry think the mummy is Professor Hobbs's sister?

**TASK 4 (post-reading):** Reflect. Answer questions 1-6.

---

1. How do you feel now when you know that the thief was in fact Professor Hobbs's sister?
2. Why do you think she pretended to be a mummy?
3. Why do you think the woman sat up, pointed to the door and said 'GO GO GOOOOOOOOOOOOOOOOOOOOOO'?
4. Do you think it was the first time she has stolen anything?
5. Why do you think she stole gold?
6. Who do you think the two men were?

**ACTIVITY 12: PAGES: 24-26****TASK 1 (pre-reading): Look at illustrations on pages 24-25 of Harry and the Egyptian Tomb and answer questions 1-3.**

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1. Who comes out of the tomb together with Harry, Emma and Chione?
2. Who is waiting for them?
3. Where is Chione? What is she doing?

**TASK 2 (while-reading): Read page 25 and confirm your answers to questions 1-3 from Task 1.**

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**TASK 3 (while-reading): Read pages 24-26 and answer questions 1-4.**

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1. Do Harry, Emma and Chione walk back the same way they came from?
2. Why are the Chief of Police, Professor Hobbs and Professor Amenhotep waiting in front of the entrance?
3. Did Harry and Emma find the stolen gold without any help?
4. Is Chione going to meet her uncle, Professor Amenhotep?

**TASK 4 (POST-READING): REFLECT. ANSWER QUESTIONS 1-4.**

This question should be deleted. It already appears in Task 4 (pages 20-23).

1. Why didn't Chione want to meet her uncle?
2. Do you think Professor Amenhotep really went to Cairo to see a dentist?
3. How do you think Professor Hobbs felt when she found out that her sister and two other men had stolen the gold?
4. Why do you think the thieves decided to hide the stolen gold in the tomb of Nefertari?

### ACTIVITY 13 (with Activity 12, after reading a given section of graded reader Harry and the Egyptian Tomb)

How do you like the story so far? Colour the stars to illustrate your opinion. You can also write some comments.

Harry and the Egyptian Tomb	Do I like the book?	My comments
Pages: 2-3	☆ ☆ ☆ ☆	
	☆ ☆ ☆ ☆	
Pages:		
Pages:		

*Inspired by Hughes A., Williams M. 2000. Penguin Young Readers Teacher's Guide to Using Stories in Class. Pearson. p. 10.*

How to colour the stars:

- ★ ★ ★ ★ I love the book.  
 ★ ★ ★ ☆ I like the book.  
 ★ ★ ☆ ☆ I don't know.  
 ★ ☆ ☆ ☆ I don't like the book.  
 ☆ ☆ ☆ ☆ I don't want to continue reading this book.



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