LIRE
Language Interpretation through REading

Projekt współfinansowany
w ramach programu Unii Europejskiej
Erasmus+

CZYTAMY PO ANGIELSKU

Praca z uproszczonymi tekstami literackimi

PODRĘCZNIK METODYCZNY DLA NAUCZYCIELI SZKÓŁ PODSTAWOWYCH



Numer projektu: 2020-1-SK01-KA201-078332
Erasmus+; Akcja kluczowa 2, Partnerstwa strategiczne w edukacji szkolnej.

CZYTAMY PO ANGIELSKU

Praca z uproszczonymi tekstami literackimi

PODRĘCZNIK METODOLOGII DLA NAUCZYCIELI SZKÓŁ PODSTAWOWYCH

**Mgr. Michaela Sepešiová, PhD. • doc. PaedDr. Ivana Cimermanová, PhD.
prof. Zuzana Straková, PhD. • Mgr. Pavla Buchtová • PhDr. Alena Dobrovolná PhD.
Mgr. Lucie Podroužková, PhD. • Anna Domińska, MA • Paweł Scheffler, PhD.**

A. CZĘŚĆ TEORETYCZNA

A 1 ZNACZENIE CZYTANIA W PROCESIE NAUKI JĘZYKA ANGIELSKIEGO JAKO JĘZYKA OBCEGO (ROLA CZYTANIA W PROCESIE NAUCZANIA JĘZYKA ANGIELSKIEGO JAKO OBCEGO) 5

A 1.1 Czytanie w języku obcym 5
A 1.2 Czytanie jako wsparcie edukacji globalnej i społeczeństwa demokratycznego 8
A 1.3 Czytanie a rozwój samodzielności i umiejętności krytycznego myślenia 11
A 1.4 Znaczenie czytania jako elementu wspierającego rozwój społecznych, emocjonalnych i wspólnotowych cech edukacji 15
A 1.5 Programy czytelnicze i ich znaczenie w rozwoju kompetencji językowych 18
A 1.6 Nauczanie języka w przypadku ucznia z dysleksją 21

A 2 WŁĄCZANIE CZYTANIA DO PROGRAMU NAUCZANIA A MOTYWACJA 34

A 2.1 Kryteria wyboru 37
A 2.2 Proces wyboru 39
A 2.3 Motywacja i utrzymanie motywacji czytelników 39
A 2.4 Czas DEAR 41
A 2.5 Biblioteka w klasie 42
A 2.6 Czytanie czasopism i rozmowy o książkach 43
A 2.7 Praca projektowa 44
A 2.8 Rola nauczyciela 46
A 2.9 Ewaluacja i ocena 47

A 3 WDRAŻANIE PROGRAMÓW CZYTANIA EKSTENSYWNEGO: CELE, NARZĘDZIA I TECHNIKI 50

A 3.1 Wyznaczanie celów w programach czytania ekstensywnego 50
A 3.2 Lektury uproszczone (ang. *Graded readers*) jako narzędzia wdrażania czytania ekstensywnego 52
A 3.3 Czynności przed czytaniem, podczas czytania i po przeczytaniu tekstu w trakcie zajęć z czytania 54
A 3.3.1 Etap przed czytaniem 54
A 3.3.2 Faza czytania 55
A 3.3.3 Faza po czytaniu 56
A 3.4 Przydatne źródła dotyczące tematyki czytania dostępne w internecie 57

B. CZĘŚĆ PRAKTYCZNA

B 1 JAK PRACOWAĆ Z UPROSZCZONYMI KSIĄŻKAMI 60

B 2 GRADED READERS
B 2.1 Granny Fixit and The Pirate 65
B 2.2 Sophie´s Dream 95
B 2.3 PB3 and Coco the Clown 121
B 2.4 Anne of Green Gables 149
B 2.5 In Search of Missing Friends 171
B 2.6 Polyanna 197
B 2.7 Harry and the Electrical Problem 221
B 2.8 Harry and the Egyptian Tomb 253
B 2.9 The Jungle Book Tomb 279
B 2.10 Egghead 307
B 2.11 Enjoy New York 343
B 2.12 The Treasure Island 373

B 3 KLUCZ DO PLANÓW LEKCJI I DODATKOWYCH ZAJĘĆ 383

B 4 DODATKI 421

A 1 ZNACZENIE CZYTANIA W PROCESIE NAUKI JĘZYKA ANGIELSKIEGO JAKO JĘZYKA OBCEGO (ROLA CZYTANIA W PROCESIE NAUCZANIA JĘZYKA ANGIELSKIEGO JAKO OBCEGO)

1.1 Czytanie w języku obcym

Osiągnięcie umiejętności efektywnego czytania w języku obcym kosztuje wiele wysiłku, ale jest kluczowe w procesie nauki języka i chociaż wymaga wytężonej pracy, przynosi ogromną satysfakcję. **Ekspozycja** na język docelowy jest jednym z głównych warunków, który są konieczne aby **przyswoić dany język**, a **czytanie** wydaje się idealnym sposobem, żeby taką ekspozycję zapewnić. Proces czytania i zanurzenia się w tekście wymaga czasu, a jak wiadomo szkoły wciąż walczą z ograniczeniami czasowymi w ramach procesu nauczania. W związku z tym, rozwój umiejętności czytania w szkołach często ogranicza się do wąskich ram i ograniczonych tekstów dotyczących danej tematyki. Nauczyciele starają się zaakceptować fakt, że czytanki zawarte w podręcznikach są wystarczającym źródłem pomocy w nauce języka obcego, ponieważ, najzwyczajniej w świecie, podczas godzin lekcyjnych brakuje przestrzeni na czytanie jako takie.

Próby zdefiniowania **czytania jako procesu** przez ostatnie dziesięciolecia ulegały zmianom, począwszy od rozumienia czytania jako pasywnego procesu zdobywania informacji, poprzez rozumienie czytania jako aktywnego, czy nawet interaktywnego procesu (np. Grabe, 1988; Hudson, 2007). Istnieje kilka definicji czytania. Powszechnie czytanie definiowane jest jako **receptywny proces językowy**. Brumfit (1982, s. 3) twierdzi, że „czytanie to niezwykle kompleksowa aktywność, która jest kompilacją zdolności percepcyjnych, lingwistycznych i kognitywistycznych".

Ludzie czytają w celu **uzyskania konkretnych informacji** (czytanie jako doświadczenie, czytanie dla nauki itd.), które rozumiemy tutaj jako **czytanie intensywne**. **Czytanie dla przyjemności**, natomiast, nazywane również **czytaniem ekstensywnym**, często zostaje **wykluczone z procesu nauczania**. To zrozumiałe, ponieważ dla nauczycieli dość trudnym zadaniem jest znalezienie odpowiedniego czasu i przestrzeni na czytanie jako rozrywkę. Nauczyciele, którzy pracują na bazie podręcznika, najczęściej mają do czynienia z krótkimi tekstami, po przeczytaniu których mogą szybko skontrolować, czy uczeń przeczytał tekst ze zrozumieniem oraz czy mają wystarczająco dużo czasu na przejście do ćwiczeń, które wykonuje się na bazie przeczytanego tekstu, a także czy na podstawie fragmentu danego tekstu mogą ćwiczyć kolejne umiejętności i podkompetencje językowe.

Czytanie ekstensywne to aktywność, podczas której uczniowie czytają ogromne ilości tekstu, które są dla **nich przyjemne i łatwe w odbiorze**, a równocześnie przynoszą pożytek. Uczniowie nie muszą w trakcie czytania skupiać się na uczeniu się języka, ponieważ głównym celem jest sama **radość z czytania**. Jak zauważa Day (2011, s. 10), uczniowie „czytają dla zrozumienia całości kontekstu, w celu uzyskania informacji, oraz dla samej przyjemności i rozrywki ". Chociaż wielu naukowców (np. Geva & Ramirez, 2015; Cunningham & Sta-

novich, 2003; Krashen 2007; 2013) zwraca uwagę na wagę wpływu ekstensywnego czytania na rozwój języka, wiedzy ogólnej oraz samodzielności w procesie nauczania, wydaje się jednak, że szkolna rzeczywistość nie jest w stanie zauważyć tych prostych faktów. Nauczyciele uznają za wystarczające teksty zawarte w podręcznikach oraz działania wykonywane po przeczytaniu ich, koncentrujące się na kontroli nabytej umiejętności czytania ze zrozumieniem. Prawdą jest, że umiejętność czytania ze zrozumieniem można trenować podczas intensywnego czytania krótkich tekstów, jednak taki sposób czytania nie pozwala na **zanurzenie się w tekście** i realizację koncepcji samodzielnego czytania. Mimo to **samodzielne czytanie jako systematyczna aktywność** czy **program czytania** w ramach nauki języków obcych nie są powszechne. Niewielu nauczycieli umożliwia uczniom czytanie samodzielne np. 20 – 30 minut podczas lekcji (Geva i Ramirez, ibid. s. 84). Jednym słowem, nie jest to praktyka powszechna i wydaje się, że nauczyciele preferują bezpośrednie nauczanie języka, zamiast aktywności oswajających język w sposób niebezpośredni, jak robi to czytanie.

Krashen (2013, s. 10) oprócz terminu czytanie ekstensywne używa również terminów **długoterminowe czytanie po cichu** albo **czytanie na podstawie własnego wyboru**, opisując w ten sposób aktywność, podczas której uczniowie spędzają czas na dowolnie wybranej lekturze, ale w ramach czasu spędzanego w szkole. „Mogą czytać cokolwiek, na co mają ochotę (w granicach rozsądku) bez narzucanych im wymagań, albo z delikatnym wskazaniem na zadania po przeczytaniu tekstu, takie jak napisanie referatu o książce, ale bez obowiązku oceniania." Chociaż Krashen jest jednym z najbardziej uznawanych zwolenników czytania ekstensywnego, podobne poglądy na proces nauczania pojawiają się u wielu specjalistów, którzy zgodnie twierdzą, że z szerszej perspektywy wdrażanie czytania ekstensywnego do procesu nauczania ma pozytywny wpływ na to, czego i jak uczy się student, i to na wielu płaszczyznach. **Czytanie ekstensywne** umożliwia uczniom pracę z materiałem w swoim **własnym tempie**, bez niepotrzebnego strachu, który zazwyczaj obecny jest podczas ćwiczenia innych zdolności receptywnych podczas lekcji, takich jak aktywności stymulujące proces nauczania bądź czytanie krótkich tekstów w podręcznikach. Oczywiście czytanie ekstensywne wymaga **wystarczająco dużo czasu, organizacji oraz sprzyjających warunków, aby** uczniowie nie skupiali się jedynie na wynikach, których się od nich oczekuje, ale również, aby byli w stanie czerpać przyjemność z samego procesu uczenia się. **Wydawać by się mogło, że radość i sens czytania są tutaj kluczowe, dlatego warto w nie zaangażować uczniów.**

Zanurzenie się w języku docelowym ma wielki wpływ na rozwój kompetencji językowych i podkompetencji każdego z uczniów. Rozszerzenie zasobu słownictwa jest naturalną częścią tego procesu, co potwierdza wiele wyników badań longitudinalnych / podłużnych (np.. Elley i Magubhai, 1983; Straková i Cimermanová, 2012; Schallert i Lee, 2016; Suk, 2017 i wiele innych).

Nauczyciele oczekują od uczniów, że ci opanują szeroką paletę różnych sposobów czytania, a następnie będą je rozwijać i wykorzystywać w procesie czytania. Mówimy tutaj między innymi o:

- **skimmingu** – w tym przypadku celem jest znalezienie myśli przewodniej, zrozumienie sensu ogólnego, przy czym oczy szybko "przelatują" przez tekst bez zastanawiania się i głębszego studiowania szczegółów, bądź
- **scanningu** – w przypadku tej techniki celem jest znalezienie konkretnej informacji oraz w miarę szybkie czytanie bez natychmiastowego przyswajania wszystkich, nie zawsze istotnych, treści.

Uczniowie powinni również ćwiczyć następujące techniki pomagające w doskonaleniu procesu czytania:

- **antycypacja i predykcja** – czytelnicy przewidują, czego dotyczyć będzie dany tekst, natychmiastowo uruchamiają wcześniej nabytą wiedzę i doświadczenie, tego typu predykcja budzi w nich równocześnie ciekawość i zainteresowanie, ponieważ sami muszą przekonać się, czy ich przewidywania sprawdziły się,
- **domyślanie się z kontekstu** – na podstawie wskazówek dostarczonych przez tekst czytelnik stwarza rozumowe i logiczne połączenia,
- **dedukcja** – czytelnik wykorzystuje wyłapane z tekstu motywy, aby dowiedzieć się, czego autor nie ujął bezpośrednio- czasami opisuje się ten sposób czytania jako „czytanie między wierszami",
- **użycie słów kluczowych** – pomaga czytelnikowi odgadnąć tzw. wewnętrzną strukturę tekstu. Odpowiednio dobrane słowa kluczowe i umiejętność czytelnika odnalezienia ich w tekście doprowadzają go do zrozumienia całej struktury tekstu.

Podczas nauczania umiejętności czytania młodszych uczniów, musimy pamiętać o pewnej konkretnej specyfice. Główne cele i założenia, które mogą być pomocne na tym etapie nauki, znajdziemy w Europejskim Systemie Opisu Kształcenia Językowego (CEFR, SERR). System ten poleca konkretne ćwiczenia i strategie oraz proponuje przykładowe skale, na podstawie których możemy sprawdzać postępy danego ucznia. Dla czytania rozumianego jako zdolność receptywna oznacza to, że uczniowie powinni rozumieć krótkie, nieskomplikowane formy tekstowe, fraza po frazie, podchwycić znajome nazwy, słowa i podstawowe wyrażenia i w zależności od potrzeb przeczytać je ponownie. Powinni rozumieć również słowa i krótkie proste wiadomości na pocztówkach, rozpoznawać znajome nazwy, słowa i najbardziej podstawowe wyrażenie na najprostszych komunikatach dotyczących życia codziennego. Powinni rozumieć treść prostego materiału informacyjnego i krótkiego, nieskomplikowanego opisu, zwłaszcza, kiedy do dyspozycji mają również wsparcie w postaci ilustracji. Powinni również potrafić wykonywać proste, krótkie zadania pisemne. (np. Jak dostać się z punktu A do punktu B).

Podczas pracy z młodszymi uczniami należy pamiętać, że do ćwiczeń musimy wybrać takie materiały, które nie tylko umożliwią ich progres, ale będą dla dzieci motywujące i zabawne. Na takie materiały świetnie nadają się książki dla dzieci, literatura dziecięca i opowieści, ponieważ ich zawartość jest bliska dziecięcemu światu. W momencie, kiedy dzieci zanurzą się w jakąś historię, oswoją sobie język obcy na takiej samej zasadzie jak język ojczysty. Umożliwia im to absorbowanie słów i większych obszarów językowych, których być może zaczną używać później, dopiero w momencie, kiedy osiągną fazę produktywną. Jeśli te możliwości zostaną w fazie oswajania języka niewykorzystane, ich późniejsza kreatywność będzie w jakimś stopniu ograniczona.

Kiedy zaczynamy czytanie z młodszymi uczniami, musimy zaznajomić ich ze specyficzną formą języka, związaną z samym procesem czytania. Oznacza to, że skupiamy się na:

- **zauważaniu różnic** między językiem obcym a językiem ojczystym;
- **fonetycznej stronie języka (phonics)** – uczymy się wymowy poszczególnych fonemów;
- **łączeniu słów i ilustracji** (ilustracje są już rozpoznawalne, karteczki ze słowami są nowe);
- **czytaniu nowych słów ze** wsparciem ilustracji (obrazki pomagają przypomnieć dziecku, jak wymawiać dane słowa);
- **rozpoznawaniu liter.**

Kiedy uczniowie zapoznają się już ze słownictwem i tekstami w języku obcym, możemy rozpocząć wdrażanie procesu faktycznych umiejętności czytelniczych, t. j. zdolności czytania ze zrozumieniem. Na tym poziomie nauczyciele powinni skupić się na poniższych kwestiach:

- umożliwienie dzieciom wystarczającej przestrzeni na czytanie (np. w **ramach programu czytelniczego**);
- rozwój **czytelniczych strategii** (poprzez różnorodne ćwiczenia czytelnicze).

Strategie czytelnicze to strategie, dzięki którym uczniowie stają się efektywnymi czytelnikami. W przypadku młodych uczniów oznacza to, że powinni zrozumieć główną myśl tekstu wspartego ilustracjami, powinni wykorzystywać szybkie strategie czytelnicze – skimming i scanning, być w stanie wydedukować znaczenie nieznanych słów na podstawie czytania z kontekstu oraz odgadnąć obszar tekstu za pomocą **słów kluczowych**.

Rozwój czytania w ramach zajęć lekcyjnych, tak jak rozwój zdolności słuchania musi posiadać wyraźną strukturę, ponieważ w obydwu przypadkach chodzi o zdolności receptywne, które wykorzystuje się podczas przyjmowania informacji. Uczniowie muszą być dobrze przygotowani do recepcji a równocześnie powinni mieć jasno wyznaczony cel i rozumieć, dlaczego uczestniczą w danej aktywności. Dlatego tak ważnym jest, aby godzina lekcyjna zorganizowana była w podobny sposób, w jaki uczy się słuchania ze zrozumieniem.

1.2 Czytanie jako wsparcie edukacji globalnej i społeczeństwa demokratycznego

W dzisiejszych czasach niezwykle istotnym jest, aby młodsza generacja zrozumiała czym jest globalizacja i umiała szybko reagować na dziejące się procesy społeczne. Wielu naukowców z różnych dziedzin nauki (np. Starkey, 2017; Bakhtiari, 2011; Maguire, 2002) uważa, że problemy globalne mają wpływ na życie każdego z nas. Terminy **edukacja globalna** oraz **społeczeństwo globalne** stały się częścią naszej codzienności i weszły w obieg nauczania. W tym duchu zmianom powinno ulec również nauczanie języka obcego, w którym powyższe procesy powinny wyraźnie rezonować. Dokument Przegląd edukacji globalnej (Global education outline, 2019) zajmuje się problematyką związaną z **wpływem globalizacji na nauczanie**. Przedstawia różne podejścia i koncepcje dotyczące tego, jak tego typu terminy powinny być wdrażane do formalnego i nieformalnego systemu nauczania. Strona internetowa Encyclopedia.com definiuje termin edukacji globalnej (GE) jako „interdyscyplinarne podejście do koncepcji nauczania i umiejętności potrzebnych do prawidłowego funkcjonowania w świecie, który opiera się na coraz większych wzajemnych powiązaniach i jest coraz bardziej multikulturowy".

Połączenie edukacji globalnej i całego systemu nauczania rozumiane jest również jako plan, który „wspiera partycypację obywatelską przy równoczesnym szukaniu rozwiązań jak sprostać wyzwaniom, które stawia społeczeństwo "(Dokument edukacja globalna, Global education document, 2019, s. 7). Jak wynika z wyżej wymienionych definicji, edukacja globalna ma za cel wpływać na osobowość, opiniotwórczość, wartości i poglądy oraz otwierać nowe perspektywy potrzebne do zrozumienia zmian zachodzących w świecie. Wpływa na **wrażliwość na problemy świata**, pomaga **zrozumieć społeczne, środowiskowe, gospodarcze i polityczne procesy na poziomie globalnym**, rozwija **krytyczne myślenie i** kształtuje **globalne postawy obywatelskie. Społeczeństwo globalne to** kolejne kluczowe pojęcie, które możemy rozumieć jako „motywowanie ludzi młodych w rozwijaniu ich wiedzy, kompetencji i war-

tości skierowanych na zaangażowanie w problemy tego świata. Wynika to z przeświadczenia, że my wszyscy jesteśmy w stanie coś tutaj zmienić"(Oxfam,https://www.oxfam.org.uk/education/who-we-are/what-is-global-citizenship/). Badanie Hunta (2012, s. 9) dowiodło, że edukacja globalna podczas nauczania pierwszego stopnia była „ściśle związana z wiedzą dotyczącą innych kultur i ich różnorodności a kształceniem uczniów na społecznie świadomych i odpowiedzialnych obywateli globalnego świata ".

Wynikiem edukacji na poziomie nauczania początkowego miało być wsparcie „globalnie kompetentnych ludzi, którzy są w stanie docenić znaczenie innych kultur, przyjąć ich perspektywę oraz stać się świadomymi i w pełni wartościowymi, odpowiedzialnymi obywatelami globalnego świata. "(Global education: Definition, Purpose & History, online). Celem edukacji globalnej jest **kształtowanie postaw**, zwłaszcza w gałęzi **rozwoju nie kognitywnego**. W ramach edukacji globalnej za czołowe cele uważa się cele afektywne i psychomotoryczne. Dotychczas kładziono nacisk przede wszystkim na wyższe zdolności kognitywistyczne, takie jak **analiza, synteza, ewaluacja i kreatywność**.

Młodsi uczniowie są **spostrzegawczy, empatyczni i otwarci na nowe wiadomości** (więcej informacji u Nunan, 2011). Przedmiot języka angielskiego i jego elastyczny charakter oferują wiele możliwości, w jaki sposób do procesu nauczania można wdrożyć tematykę globalną. **Rozwój podstawowych kompetencji w języku obcym** można rozwijać w ramach **jakiejkolwiek problematyki globalnej**, a **czytanie** umożliwia wiele możliwości do wdrażania ucznia do procesu edukacji globalnej i odwrotnie. Jeśli nauczyciel planuje zastosować te połączenia, może dokonać wyboru z książek i tekstów literatury, które dotyczą biedy, ludzkich praw, zrównoważonego rozwoju, multikulturalizmu, konsumpcji odpowiedzialnej, praw dziecka czy problemów środowiska naturalnego. Wyjaśnienie celu czytania również wpływa na zaangażowanie ucznia. Nauczyciele powinni dbać o to, aby czytane teksty miały sens t. j. miały jasny cel, oraz zawierały te najbardziej interesujące tematy, a przy tym pozostawały różnorodne.

Podczas definiowania obszaru i tematyki ważne jest reagowanie na współczesne wyzwania tego świata. Dzięki temu teksty mogą być dowolnie dopełniane bądź modyfikowane. Odpowiednie fragmenty tekstu i tematy mogą być opracowywane w następujący sposób:

BLOK TEMATYCZNY	TEMAT
Środowisko	Zmiany klimatyczne, śmieci; recycling – ponowne wykorzystywanie surowców– minimalizacja zanieczyszczenia; migracje ((starsi uczniowie) wykorzystanie naturalnych źródeł energii; alternatywne źródłą energii
Prawa człowieka	Prawa i obowiązki dzieci; prawa i obowiązki obywatelskie; równouprawnienie
Współpraca	ubóstwo; zdrowie; problemy z żywieniem; konflikty wojenne; pomoc humanitarna
Wielokulturowość	stereotypy; rasizm; nietolerancja
Globalizacja	ubóstwo; rynek światowy, handel międzynarodowy; zrównoważony rozwój

Tabela 1 (źródło: https://www.globallearningni.com/resources/concepts-and-themes oraz Podręcznik edukacji globalnej, Global education guidelines, 2019, s. 88 – 89)

W momencie kiedy nauczyciel decyduje się na wprowadzenie edukacji globalnej do systemu nauczania, może postępować według konkretnych **strategii** (zatwierdzonych przez Edukacja globalna: pomoce dydaktyczne oraz strategie, online):

- **wyzwanie poszukiwań systemu połączeń** – problemu nie stanowi opowiedzenie o danym tekście, ale trudniejszym może być znalezienie związków przyczynowo- skutkowych między przeszłością a współczesnością, połączeń między kulturami, rozmowa o cechach wspólnych i różnicach;
- **połączenie lokalnego z globalnym** – podczas czytania dzieła, w którym poruszany jest temat biednej rodziny, np. "Opowieść wigilijna" Ch. Dickensa, zachęćcie uczniów, żeby zastanowili się nad problemem ubóstwa, braku żywności i poproście ich, aby zaproponowali jakieś rozwiązania, zaangażujcie ich do zaplanowanych szkolnych albo miejscowych inicjatyw,
- **omawianie tematów dotyczących życia codziennego** – praca z autentycznymi tekstami (np. wiadomości, czasopisma, ulotki, materiały propagacyjne – z kraju i z zagranicy) pozwólcie uczniom na porównywanie i odkrywanie różnych kultur,
- **łączenie tematyki codzienności z realnymi problemami dzieci** – konkretne zagadnienia przenieście na tematykę bliską dzieciom, odpowiednią do ich wieku i zainteresowań. Na przykład temat ocieplenia klimatu można zaprezentować za pośrednictwem książek chociażby o niedźwiedziach polarnych (więcej u Svoboda, 2018) lub za pośrednictwem przykładów dostępnych w okolicy i naturalnym środowisku uczniów

Na podstawie odpowiedniego tekstu możecie zachęcić uczniów do konkretnych działań za pomocą metod dydaktycznych, takich jak różnego rodzaju projekty, gry dydaktyczne, dyskusje, odgrywanie scenek, aktywności wspierające myślenie krytyczne, bądź techniki sytuacyjne (np. Haapen, 2013; więcej pomysłów znajdziecie w Przeglądzie edukacji globalnej, Global education outline, 2019, s. 73 – 103). Poleca się używanie różnego rodzaju interaktywnych, zabawowych i twórczych metod, np,. pełen akcji cykl nauczania Kolboya (Welskop, 2013; Dokument edukacja globalna, Global education Document 2019, s. 74). Chodzi o system nauczania implementowany na podstawie działań związanych z realnymi problemami wychodzącymi z życia codziennego. Do odpowiedniego wsparcia rozwoju wiedzy i zainteresowań uczniów problemami globalnymi uczniowie powinni używać **odpowiednich książek** oraz **tekstów literatury** które mogą mieć wpływ na **zrozumienie** danych zagadnień, np.:

My to robimy tak: Dzień z życia siedmiu dzieci na świecie,

Bilet dookoła świata

Wszyscy są mile widziani

*Ludzie (*więcej pomysłów na: http://bambinoswithoutborders.com/childrens-books-to-foster-global-awareness/)

*Podróż Marwana (*więcej pomysłów na: https://www.theclassroombookshelf.com/2018/05/global-literature-to-teach-global-understanding/).

Wszystkie odpowiednio dobrane metody i techniki są najbardziej efektywne podczas **nauczania kooperatywnego**. Nowoczesne trendy w nauczaniu, biorące pod uwagę tematykę globalną, kładą nacisk na **aktywną i samodzielną pracę ucznia**. Podczas takiej pracy uczniowie mogą:

- porównywać swoje doświadczenia i wybierać optymalne rozwiązania,
- współpracować podczas rozwiązywania zadań z innymi,
- formułować poglądy, bronić ich argumentami i akceptować poglądy innych,

- zrozumieć, że współpraca jest ważna,
- uczyć się tolerancji w stosunku do innych,
- okazać solidarność wobec innych ludzi w ciężkich sytuacjach życiowych bądź warunkach życia (porównaj np. Diakiw, 1990; Edukacja globalna w słowackich szkołach, n. d.).

Kilka z niżej przedstawionych przykładów pokazuje, jak łatwo można połączyć metodę wychowania społeczeństwa globalnego z czytaniem (pomysły zaczerpnięto z Język angielski a społeczeństwo globalne, English and Global Citizenship, 2015):

- prezentujcie alternatywne spojrzenia w dziełach różnych autorów,
- wykorzystujcie dzienniki, aby dowiedzieć się o życiu innych ludzi, oraz dzienniki uczniów, np. Lekturę uproszczoną z cyklu Teen Eli Readers, Dear Diary, A Collection of the world's best diaries,
- porównujcie teksty dotyczące tego samego problemu globalnego, np. pożywienia, wody, albo edukacji przedstawiane z różnych punktów widzenia,
- wyszukujcie tradycyjne historie z różnych kultur i porównujcie główne założenia i morały z nich wypływające
- używajcie szerokiej skali tekstów, aby stymulować wyobraźnię uczniów.

1.3 Czytanie a rozwój samodzielności i umiejętności krytycznego myślenia

W nieustannie zmieniającym się świecie nauczyciel powinien pamiętać o tym, że **uczniowie muszą być przygotowani do ciągłych zmian**. Djudin (2017) w swoim artykule pisze, że jednym z kluczowych celów nauczania jest przygotowanie uczniów na to „jak się uczyć i w jaki sposób poszerzać swój repertuar procesów myślenia potrzebny do rozwiązania danego problemu" (ibid., s. 124) podkreśla również, że „strategie metakognitywne będą ważną częścią zakończonego sukcesem procesu nauczania" (ibid., s. 124). Według Hardy-Goulda (2013) o **autonomii ucznia** możemy mówić wtedy, „kiedy uczeń bierze kontrolę i odpowiedzialność za swój proces uczenia się, nie tylko za to, czego się nauczył, ale również tego, jak się uczy. Punktem wyjścia jest pogląd, że uczniowie są zdolni do własnego, niezależnego ukierunkowania myśli i wytworzenia samodzielnego, proaktywnego podejścia do swojego systemu uczenia się ."

Należy zdefiniować różnicę między **poznaniem** a **metapoznaniem**. Poznanie zawiera procesy myślenia, które dotyczą życia codziennego, „jak ćwiczyć pamięć, nauka, rozwiązywanie problemów, ocena, dedukcja i podejmowanie decyzji" (Differencebetween.com, 2014). Metapoznanie można charakteryzować jako „myślenie o myśleniu" (Djudin, 2017, s. 125). Metapoznanie pomaga „dobrze spełnić wyznaczone zadania dzięki metodzie planowania, monitorowania, podejmowaniu ocenie i zrozumieniu" (Differencebetween.com, 2014). Istnieje wiele metod identyfikowania **autonomii ucznia**. Jest to jednak **proces samoregulujący się**, czy też „zdolność podejmowania refleksji i analizy, dzięki którym możemy planować, monitorować i oceniać efekty samokształcenia" (Little, n.d.).

Uczenie i nauczanie języka obcego jako główny cel zakładają nauczenie się języka docelowego. Autonomia ucznia w procesie uczenia się języka obcego jak twierdzi Little (n. d.) , „jest zawsze ograniczona tym, jakie umiejętności w języku obcym uczeń już osiągnął". Oxford (1990) charakteryzuje **strategie metakognitywnego uczenia poprzez strategie pośrednie**, które pomagają uczniom monitorować i usystematyzować uczenie się. Rozumie umiejęt-

ność koncentrowania się, planowanie oraz samodzielnej oceny samokształcenia jako (ibid.) metapoznawczą strategię uczenia. Umożliwia ona uczniom pracę z językiem w sposób bardziej **efektywny**. Jeśli studenci znają **strategie metapoznawcze** i wiedzą, w jaki wypracowany sposób je wykorzystywać, stają się bardziej samodzielni i zyskują większą autonomię (więcej info w artykule Hardanova o Stategiach uczenia języka, Language learning strategies, 2013).

Jeśli nauczyciele chcą rozwijać umiejętność **czytania ze zrozumieniem** muszą postępować według różnych modeli i metapoznawczych strategii. Miller (2017) w swoim studium mówi o różnych modelach metapoznawczych strategii czytelniczych. Jednym z takich modeli jest **model strategii czytelniczej** autorstwa Mokhtari i Sheorey (2001) (In: Miller, 2017), który dotyczy trzech kategorii **metakognitywnych strategii czytelniczych**. Narzędzie (Sheorey i Mokhtari, 2002 v Miller, 2017) pod nazwą Badania strategii czytelniczych zajmuje się trzema grupami metakognitywnej strategii; strategiami globalnymi, strategiami rozwiązywania problemów oraz strategiami pomocniczymi. **Globalne metody kognitywistyczne to:**

- „całościowy wgląd w tekst przed czytaniem, ,
- typowanie obszaru tekstu przed czytaniem,
- myślenie o celu czytania,
- kontrola czytania ze zrozumieniem podczas czytania,
- podjęcie decyzji o tym, co w tekście należy ignorować,
- analiza i ocena informacji zawartych w tekście " (Mokhtari i Sheorey, 2002, In Miller, 2017, s. 23).

Strategie rozwiązywania problemów są połączone ze zrozumieniem tekstu podczas fazy czytania, a przede wszystkim należą do nich:

- powtórne czytanie dla lepszego zrozumienia,
- domyślanie się znaczenia nieznanych słów na podstawie kontekstu
- czytanie powoli w celu zrozumienia oraz ocena czytanego tekstu"(ibid., s. 23).

Strategie wspierające to:

- „tłumaczenie z języka obcego na język ojczysty,
- parafrazowanie w celu lepszego zrozumienia,
- podkreślanie informacji w celu przypomnienia sobie ważnych punktów w tekście,
- zadawanie pytań w celu obserwacji reakcji dzięki której wiemy, czy zadane pytanie było zrozumiałe" (ibid., s. 23).

Kopčíková (2019) w swoim studium opisuje ten sam model oraz wprowadza do niego więcej aktywności. Globalne strategie czytelnicze to:

- ustalenie celu czytania,
- aktywowanie wiadomości zdobytych już wcześniej,
- kontrola, czy objętość tekstu odpowiada celom czytanego tekstu,
- predykcja, o czym jest tekst, potwierdzenie predykcji,
- przejrzenie tekstu w celu zapoznania się z tematyką,
- skimming w celu zaznaczenia charakterystycznych stron tekstu,
- wykorzystanie struktury tekstu,
- podjęcie decyzji o tym, co należy czytać z uwagą,
- wykorzystywanie kontekstu (jako pomocy),
- wykorzystywanie kolejnych funkcji tekstu w celu podniesienia jakości czytania tekstu ze zrozumieniem (2019, s. 39).

Strategie rozwiązywania problemów to:

- regulacja szybkości czytania
- czytanie powoli i ze zrozumieniem
- wyszukiwanie znaczenia niezrozumiałych wyrazów
- powtórne czytanie tekstu, ze szczególnym uwzględnieniem koncentracji podczas czytania,
- zatrzymywanie się w celu zastanowienia nad czytanym tekstem,
- wizualizacja przeczytanych informacji,
- czytanie tekstu na głos (2019, s. 39).

Strategie wspierające to:

- używanie słowników
- podkreślanie i robienie notatek podczas czytania
- parafrazowanie informacji zawartych w tekście,
- wracanie do przeczytanej historii,
- zadawanie własnych pytań,
- wykorzystanie materiałów referencyjnych jako pomocy,
- podkreślanie informacji w tekście,
- dyskusja o przeczytanym tekście z innymi
- pisanie krótkich podsumowań dotyczących przeczytanego tekstu (ibid., s. 39).

Poprzez ćwiczenie oraz stosowanie metakognitywnych strategii uczniowie mają szansę stać się dobrymi, autonomicznymi czytelnikami. Nauczą się jak pracować z różnymi rodzajami tekstów. Uczniowie jednak muszą:

- Oswoić się z **dogłębnym zrozumieniem tekstu** – wykorzystajcie różne metody do uzyskania wiadomości, identyfikujcie zakresy problematyczne oraz wybierajcie właściwe sposoby rozwiązywania problemów,
- **Rozwiązywać zadania, które wymagają wyższych funkcji kognitywnych** – skupcie się na zadaniu, w którym uczniowie mają szansę wyrazić swoje poglądy, wykorzystajcie zadania typu „wyjaśnijcie bardziej szczegółowo, znajdźcie jakieś argumenty" – bardzo dobra jest praca w małych grupach,
- **Połączyć tematy zawarte w zadaniach z podręczników z problemami w życiu realnym** – starajcie się pokierować uczniów tak, aby używali tych metod w życiu osobistym (porównajcie np. z Chicks, 2013).

Jak pisze Çakıcı (2017, s. 73), „tradycyjny sposób uczenia się czytania, w którym uczniowie aktywują swoje podstawowe wiadomości dotyczące tematycznego zakresu danego tekstu, powtarzają odpowiedni zasób słów, czytają tekst i odpowiadają na pytania ze zrozumieniem, nie przyczynia się do rozwoju strategii charakterystycznych dla efektywnych czytelników".

Najważniejszą oznaką **myślenia krytycznego** jest **zrozumienie wszelkiego rodzaju informacji w jak najszerszym kontekście**. Oznacza to, że na jedno zagadnienie można spoglądać z wielu punktów widzenia. Mówiąc prościej, to **zdolność nie ulegania pierwszemu wrażeniu**. Encyklopedia filozofii ze Standfordu (Stanford Encyclopaedia of Philosophy, 2018) definiuje myślenie krytyczne jako „różnorakie rozumienie tego samego konceptu: wnikliwe myślenie skierowane na konkretny cel". Myślenie krytyczne i czytanie krytyczne to procesy, które zajmują się **poddawaniem pod wątpliwość**. Uczniowie potrafią wytworzyć różnego rodzaju pytania dotyczące informacji, którą przeczytali, oraz szukają na nie różnych odpowie-

dzi. Wynikające z poprzednich pytania służą jako przykłady, na których mogą pracować nie tylko uczniowie, ale również nauczyciele, jeśli w logiczny sposób chcą zrozumieć pewne okoliczności, zjawiska i wydarzenia."

- Co się dzieje? – Zbiór podstawowych informacji i początek myślenia.
- Dlaczego jest to ważne? – Pytać, dlaczego jest to ważne i czy uczeń popiera dane postawy czy nie.
- Czego nie widać? Czy brakuje tu czegoś ważnego?
- Skąd to wiem? – Zapytać, skąd pochodzi dana informacja i w jaki sposób ją wytworzono.
- Kto mówi? Jaka jest/była pozycja autora?
- Czy są tam innego rodzaju pomysły albo możliwości?" (na podstawie https://courses.lumenlearning.com/basicreadingandwriting/chapter/outcome-critical-thinking/)

Umiejętność rozwiązywania problemów może być pomocna w rozwoju czytania jeśli uczniowie są zorganizowani oraz zaznajomieni ze strategiami i krokami postępowania. Wyróżniamy trzy przykłady strategii:

STRATEGIE	KROK
Zdefiniujcie problem	Identyfikujcie problem zaproponujcie jak najwięcej detali wspomagających Podajcie przykłady Uporządkujcie informacje w sposób logiczny
Wyszukujcie dostępne rozwiązania	Wykorzystujcie logikę do identyfikacji swoich najważniejszych celów Odróżniajcie fakty Porównujcie możliwe rozwiązania
Wybierzcie swoje rozwiązanie	Wykorzystujcie zebrane fakty oraz istotne materiały Wspierajcie i odkrywajcie rozwiązania, które uważacie za inteligentne Brońcie swoich wyborów

Tabela 2 (źródło: Student Success-Thinking Critically In Class and Online, 2016 In https://courses.lumenlearning.com/basicreadingandwriting/chapter/outcome-critical-thinking/)

Nauczyciele powinni pomagać swoim uczniom, aby ci mogli stać się krytycznymi czytelnikami. Poniżej zamieszczamy kilka proponowanych kroków.

KROK	TYPY
Stańcie się częścią publiczności autora	Ułatwijcie uczniom zrozumienie zamierzenia autora, rozmawiajcie o autorze i o tekście, umieśćcie tekst w kontekście historycznym, przeczytajcie wstęp i uwagi
Czytajcie z otwartą głową	Szukajcie informacji; nie „przepisujcie"; czytajcie to, co jest na stronie w książce; rozwijajcie pomysły i zastanawiajcie się nad tekstem
Zastanówcie się nad nazwą	Dzięki temu uczniowie wytworzą w ramach tekstu więcej połączeń
Czytajcie powoli	Wyszukujcie słowo, które nie jest dla was jasne, albo które trudno zdefiniować czy odgadnąć z kontekstu

KROK	TYPY
Używajcie słownika i innych pomocy dydaktycznych	Wyszukujcie słowo, które nie jest dla was jasne, albo które trudno zdefiniować czy odgadnąć z kontekstu
Róbcie notatki	Podkreślajcie i zaznaczajcie, zapiszcie swoje pomysły do zeszytu; w wielu przypadkach to pomaga uczniom w zapamiętywaniu i wytwarzaniu systemu połączeń, które w tekście mogą być niejasne
Prowadźcie czytelniczy dziennik	systematycznie notujcie swoje emocje i reakcje do jednego notatnika (dzięki temu poprawi się wasza zręczność czytelnicza i zręczność w pisaniu)

Tabela 3 (źródło: 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-do-it)

1.4 Znaczenie czytania jako elementu wspierającego rozwój społecznych, emocjonalnych i wspólnotowych cech edukacji

Nauka społeczno-emocjonalna jest podstawą bezpiecznego i udanego procesu nauczania. Instytucja CASEL (The Collaborative for Academic, Social, and Emotional Learning, https://readingwithrelevance.org/social-emotional-learning) rozumie społeczną i emocjonalną edukację (SEL) „jako proces, dzięki któremu większość młodych i dorosłych ludzi uzyskuje i wdraża w życie wiedzę, umiejętności i poglądy niezbędne do rozwoju dojrzałej społecznie tożsamości, umiejętność panowania nad emocjami oraz osiąga swoje cele osobiste i wspólnotowe, czuje i okazuje empatię wobec innych, tworzy i pielęgnuje wzajemne relacje oparte na wsparciu, oraz potrafi podejmować odpowiedzialne decyzje z uszanowaniem woli innych". **Nauka społeczno-emocjonalna** zwiększa umiejętności uczniów w udanym wejściu w dorosłe życie, pomaga również w szkole oraz we wspinaniu się po szczeblach kariery. **Rozwój społecznych i emocjonalnych cech nauczania jest w dzisiejszych czasach niezwykle ważny, ponieważ wiele dzieci i nastolatków ma problemy z zachowaniem** (np. Horowitz i Graf, 2019). Nie potrafią panować nad swoimi emocjami, brakuje im empatii i nie potrafią dostosowywać się do zasad oraz rozwiązywać problemów. Tego typu zachowania u uczniów są źródłem konfliktów, dezorganizacji i uniemożliwiają tworzenie się normalnych relacji. W takich sytuacjach niezwykle pomocna jest specjalna literatura, którą nauczyciel może dostarczyć uczniom podczas zajęć. **Książka opisuje różnego rodzaju wydarzenia, z którymi uczniowie często się spotykają i przy których nie są w stanie panować nad swoimi emocjami:** np. jeden z rodziców znajduje się w szpitalu, chory ojciec lub matka lub inny bliski członek rodziny/ przyjaciel, na świecie pojawia się nowy członek rodziny, uczniowie wyśmiewają kogoś lub szykanują go, pierwsze spotkanie ze śmiercią, przeprowadzka bliskiego przyjaciela, walka ze strachem, pierwszy wyjazd bez rodziców, pierwsze rozczarowanie w miłości, rozwód albo poznanie nowych przyjaciół. **Czytanie o tych sytuacjach pomaga uczniom zrozumieć trudności z którymi spotykają się w życiu codziennym i przygotowuje ich na to, co może spotkać ich w przyszłości.** Pod poniższym linkiem znajdziecie pomocne przykłady książek https://www.thepathway2success.com/100-read-alouds-to-teach-social-emotional-learning-skills/ when focusing on social and emotional learning.

Powiązanie czytania ze społecznym i emocjonalnym rozwojem pomaga dzieciom rozwijać kluczowe kompetencje (popatrz np. Jones i Bouffard, 2012). Weissberg wyróżnia pięć poniższych kompetencji (2016):

- **Wiara w siebie samego** czyli rozumienie swoich własnych emocji, celów osobistych i wartości. Umożliwia dzieciom również zastanowienie się nad silniejszymi i słabszymi stronami emocji, pozytywnym myśleniem oraz tym, jak znaleźć w sobie odwagę. Dzięki zaufaniu sobie samemu można łatwo dowiedzieć się, jak bardzo powiązane są ze sobą myśli, uczucia i czyny.
- **Umiejętność panowania nad sobą** wymaga postaw, które pomagają kontrolować emocje i zachowania, czy to panowanie nad stresem, czy odporność na wpływy z zewnątrz.
- **Świadomość społeczna** oznacza zrozumienie innych, bycie empatycznym oraz bycie solidarnym wobec ludzi z innych kultur i warstw społecznych. Uczniowie rozumieją, jakie są normy zachowań i uświadamiają sobie, jak ważna jest rodzina, szkoła i społeczność.
- **Zdolność budowania relacji** oznacza zdrowe i pełnowartościowe relacje, zalicza się do nich również jasna komunikacja, aktywne słuchanie, współpraca, odrzucanie niebezpiecznych nacisków społecznych, a w przypadku zaistniałej potrzeby również szukanie pomocy.
- **Odpowiedzialne podejmowanie decyzji** oznacza podejmowanie efektywnych decyzji dotyczących zachowania oraz interakcji społecznej w różnych sytuacjach (Weissberg, 2016).

Czytanie jako wsparcie edukacji społecznej i emocjonalnej możemy wspierać w następujący sposób:

- **oferujemy różnego rodzaju materiały do czytania** – pokazujemy różne doświadczenia, kultury, poglądy, opinie, które pomagają w lepszej percepcji,
- **spędzamy czas na czytaniu na głos** – to bardzo ważny element rozwoju kompetencji językowych i czytelniczych,
- **pytamy** – wykorzystujemy pytania, aby dowiedzieć się o emocjach i uczuciach danych bohaterów literackich,
- **czytamy z rówieśnikami** – czytajcie książki z kolegą z klasy/przyjacielem albo czytajcie z podziałem na role, żeby jeszcze lepiej je zrozumieć, dyskutujcie o różnych reakcjach czytelników,
- **czytamy, czytamy i czytamy** – czytajcie dla samego czytania, np. nieskomplikowane artykuły, komiksy, powieści graficzne, książki, e-książki; czytajcie w szkole, w domu; czytajcie kiedykolwiek i gdziekolwiek (Levi, 2020).

Wspólne uczenie się angażuje uczniów do współpracy w parach albo małych grupach z jasno wytyczonymi celami, które wymagają aktywnego uczestnictwa. Uczniowie z różnymi umiejętnościami mogą pracować razem i mogą uczyć się jeden od drugiego, również jako czytelnicy. Wspólne uczenie odniosło swój sukces w różnych strategiach nauki czytania ze zrozumieniem na różnych przedmiotach i w ramach realizacji różnych programów nauczania. Dowiedziono, (np. Uczenie czytania w Europe: konteksty, zasady i wskazówki, Teaching Reading in Europe: Contexts, Policies and Practices, 2011), **że wspólne uczenie ma wpływ na lepsze wyniki w nauce, zwiększa motywację do uczenia i zostawia przestrzeń na wykonywanie zadań**. Efektywność tego typu procesów w nauczaniu, które wspierają wspólne działanie, możemy zdefiniować jako uczenie poprzez pracę w małych grupach, tak, aby lepiej przyswajać nowe informacje, albo w celu stworzenia jakiegoś wspólnego produktu. Uczniowie o różnym poziomie zaawansowania otrzymują na podstawie wspólnego uczenia się jedynie profity, co ma pozytywny wpływ na **czytelników z zaburzeniami percepcji w**

trakcie czytania. Ten typ współpracy z uczniami umożliwia **problematycznym czytelnikom aktywne włączenie się do całego procesu uczenia się**. Dowiedziono, że wspólne uczenie się pomaga w **integracji uczniów z zaburzeniami w procesie nauczania i opóźnieniami rozwojowymi** w klasach integracyjnych (Klingner et al., 1998). Metodę pracy grupowej charakteryzuje praca uczniów w małych grupach (po dwóch aż do sześciu uczniów), t. j. rozdzielenie uczniów do grup według różnych kryteriów, np. zainteresowania, typy aktywności, kompleksowość wyznaczonych zadań, czy przypadkowe albo celowe klasyfikowanie według innych kategorii. Aktywność całej grupy ma pozytywny wpływ na wyniki jednostek i cała grupa dzięki temu korzysta z sukcesu pojedynczych uczniów.

Klinger i Vaugh (n. d.) na stronie internetowej Reading Rockets (https://www.readingrockets.org/article/using-collaborative-strategic-reading) prezentują strategię czytania w grupie i analizują cztery metody:

Wgląd w tekst	przed czytaniem	Uczniowie muszą dowiedzieć się o fragmencie tekstu jak najwięcej w jak najkrótszym czasie (2 – 3 minuty) Aktywować swoje podstawowe umiejętności i wiedzę o tematyce, która pomoże im zrozumieć, o czym za chwilę będą czytać.
Jasne i niejasne	podczas czytania	Śledzić ich uważność nad zrozumieniem tekstu i potrafić zidentyfikować, kiedy przestają rozumieć czytane treści Jasne oznacza, że czytelnik rozumie i płynnie czyta cały tekst. Niejasne oznacza, że uczeń zatrzyma się przy słowie, koncepcji albo myśli przewodniej, która nie będzie dla niego zrozumiała.
Zrozumieć główny sens	Podczas czytania	Nauczyć uczniów, w jaki sposób własnymi słowami wskazać najważniejszy punkt w tekście. Identyfikować najważniejszą postać, miejsce, kwestię w akapicie, który przed chwilą przeczytali.
Podsumowanie	po czytaniu	Sformułować pytania i odpowiedzi o tym, czego właśnie się dowiedzieli, oraz podsumować najważniejsze myśli przewodnie. Poszerzyć wiedzę uczniów, umiejętności zrozumienia i zapamiętywania przeczytanego tekstu.

Tabela 4

Więcej o czytaniu w grupie znajdziecie na:

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

Więcej o edukacji opartej na czytaniu w grupie znajdziecie na:

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

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

Uczniowie, którzy przez dłuższy okres są przewodniczącymi grupy, w której **czują wsparcie i są akceptowani przez kolegów**, w późniejszym czasie nie mają tak wielu problemów z dyscypliną. Ich zachowanie opiera się na odpowiedzialności i dzięki temu mogą osiągać lepsze wyniki w nauce. Centrum innowacji w edukacji, Center for Teaching Innovations (https://teaching.cornell.edu/resource/examples-collaborative-learning-or-group-work-activities) oferuje różnego rodzaju zajęcia, które mogą być wykorzystane przez uczniów. Goodmacher i Kajiura (n.d.) w artykule Czytanie wspólne i komunikacyjne prezentują ćwiczenia **i zadania z czytaniem w parach**, np. czytanie przygotowujące do późniejszej dyskusji, umiejętności stawiania pytań wynikających ze zrozumienia przeczytanego tekstu oraz od-

powiedzi na nie, konkursy w grupach czy tworzenie własnych zadań, które oparte są na przeczytanym tekście. Autorzy doszli do wniosku, że „techniki czytania w grupie motywują uczniów, pomagają im zrozumieć własne błędy, umożliwiają im uczenie się jeden od drugiego, pomagają w rozwoju myślenia krytycznego. Zajęcia z czytania powinny stwarzać przestrzeń na ćwiczenia z zadaniami otwartymi, do których zalicza się ustną i pisemną komunikację" (ibid.).

1.5 Programy czytelnicze i ich znaczenie w rozwoju kompetencji językowych

Programy czytelnicze umożliwiają **systematyczny rozwój czytania** podczas całego roku szkolnego. Oferują przestrzeń na czytanie ekstensywne, wprowadzają czytanie do rocznego planu nauczania, mogą nawet stwarzać przestrzeń na **łączenie metod** ekstensywnego **i intensywnego czytania** dzięki elastycznemu podejściu. Dzięki temu uczniowie mogą być w systematycznym kontakcie z językiem docelowym za pośrednictwem odpowiednich metod.

Ze względu na to, że **w ramach edukacji formalnej rozwój czytania w języku obcym ogranicza się często do podręcznika, brakuje wystarczająco dużo czasu na nauczenie się języka docelowego**. Wnikliwe zanurzenie się w tekst daje szansę na wykorzystanie rozmaitych strategii czytelniczych, które uczniowie opanowali już w swoim języku ojczystym, a które mogą aplikować do języka obcego. **Podręczniki**, czy to w szkole podstawowej czy w szkole średniej, **zawierają teksty, które są bardzo ograniczone ze względu na swoją długość, z reguły zanadto skupiają się na ćwiczeniach językowych, oraz restrykcyjnie trzymają się tematu danej lekcji**, co może demotywować ucznia do dalszego czytania.

Programy czytelnicze zaś dostarczają do klasy nowy materiał, co może wpłynąć na **wzrost zainteresowania i wewnętrzną motywację uczniów**, ponieważ jest to coś zupełnie przeciwnego do treści monotonnych podręczników – nawet jeśli są to podręczniki na wysokim poziomie, uczniowie takie nowe teksty będą odbierać jako wyrwanie z rutyny. Jednakże, bardzo ważnym jest dostosowanie programu czytelniczego do **wieku uczniów, ich zainteresowań i znajomości języka**.

Wdrażanie programu czytelniczego najlepiej rozpocząć w szkole podstawowej i kontynuować na kolejnych szczeblach nauczania – uczniowie włączeni do tego typu programu otrzymują gwarancję sukcesu. Młodsi uczniowie w sposób naturalny mają tendencję do akceptowania i wykonywania zadań, które stawiają przed nimi nauczyciele. Program czytelniczy, który zostanie wdrożony już w szkole podstawowej, może być dla dzieci **bardzo atrakcyjnym ćwiczeniem**. Kiedy przywykną do tego, że **programy czytelnicze są naturalną częścią** systemu szkolnictwa w trakcie roku szkolnego, nie mają potem tendencji poddawania pod wątpliwość istnienia tego typu programów, nawet jako nastolatkowie na starszych rocznikach. Zamiast kwestionowania sensu czytania czegoś "dodatkowego" z większą ochotą wyrażają opinie na temat wyboru lektur.

Kiedy przyjrzymy się **modelowi rozwojowych stadiów czytania** Chall (1983, s. 10 – 24) i weźmiemy pod uwagę jej szczegółowy wgląd w rozwój zdolności czytelniczych, uzyskamy cenne spojrzenie na to, jaki rodzaj programu czytelniczego możemy wykorzystać dla tych samych poziomów znajomości języka. Chall (ibid.) zwraca uwagę na różnicę między tym, co na niższym poziomie zaawansowania językowego określa się jako **„uczenie się czytania"**,

a tym, co na wyższych poziomach nazywane jest „uczeniem się poprzez czytanie". Rozwój umiejętności rozróżnia w następujący sposób:

- Faza 1: **czytanie wstępne albo dekodowanie** – w tej fazie najważniejszym celem jest nauczenie się alfabetu, nabycie umiejętności łączenia liter z odpowiednimi częściami wypowiadanych słów oraz uzewnętrznienie kognitywnej wiedzy o czytaniu, np. do czego służą dane litery.
- Faza 2: **potwierdzenie i płynność** – w tej fazie uczniowie skupiają się na rozpoznawaniu słów oraz czytaniu historii, które są im już znane. Poprzez ćwiczenia rozwijają swoją płynność i szybkość oraz stają się bardziej pewni w czytaniu. Pierwsze dwie fazy tworzą "wdrażanie do czytania" w procesie rozwoju tej umiejętności.

Ta faza stwarza warunki dla wdrożenia pierwszego programu czytelniczego. Uczniowie **pierwszego stopnia** mogą **zacząć czytać książki, które zawierają obrazki i pojedyncze słowa, frazy, czy proste zdania** czy nawet krótkie teksty, do których dołączone jest również wsparcie w postaci ilustracji. Nabycie nawyku czytania i samoświadomości w czytaniu powinno przygotować uczniów na intensywniejsze wrażenia czytelnicze, kiedy znajdą się na wyższym poziomie znajomości języka.

- Faza 3: **nauka poprzez czytanie** – w tej fazie uczniowie zaczynają czytać po to, aby nauczyć się i dowiedzieć czegoś nowego – wiedza, informacje, poglądy i przeżycia. Głównym celem jest rozwój i rozwijanie podstawowych wiadomości, zasobu słownictwa, oraz umiejętności kognitywnych, które wciąż jeszcze są ograniczone. Uczniowie pracują przy użyciu szerokiej palety materiałów i tekstów.
- Fazy 4 i 5 dotyczą nauczania w szkołach średnich i na wyższych uczelniach, gdzie czytelnicy mogą skupiać się na zdolności pracy z tekstem i rozdysponowaniem swojej uwagi oraz jasnym wskazaniem celu czytania (Chall, 1983, s. 10 – 24).

Zakładając, że nauczyciele wprowadzają program czytelniczy już na poziomie szkoły podstawowej, najlepszym rozwiązaniem dla uczniów będzie kontynuacja czytania podczas kolejnych stopni nauczania, również na poziomie akademickim- dzięki przyzwyczajeniu do czytania nie powinni mieć z tym problemu. Najważniejszym aspektem jest **stworzenie nawyków czytelniczych i zrozumienie, że czytanie jest naturalną częścią naszego życia**. Niektórzy uczniowie traktują czytanie jako kolejny obowiązek, ponieważ nie są przyzwyczajeni do tego typu ćwiczeń, nawet w swoim języku ojczystym- być może w tworzeniu tego typu nawyku brakuje tutaj roli, jaką odgrywa rodzina. Dlatego niezwykle ważnym jest **wybranie odpowiedniego materiału do czytania, który wzbudzi w uczniach ich ciekawość i będzie wspierać ich zainteresowania**, a równocześnie **wyrówna poziom ich zdolności językowych**, aby mogli kontynuować czytanie książek, które sobie wybrali.

Określenie odpowiedniego poziomu tekstu dla uczniów Krashen (1982) zawarł we frazie **comprehensible input**. Oznacza to, że chociaż w tekście znajdują się nowe treści, uczniowie wciąż są w stanie trzymać się tego, co jest im dobrze "znane" i potrafią zrozumieć sens tekstu. Innym słowem, to **poziom odrobinę wyższy od tego, na którym znajdują się konkretni uczniowie**. Jeśli teksty dla uczniów są zbyt skomplikowane, zniechęca ich to i mogą zrezygnować zanim skończą swoje zadanie. To samo może stać się, gdy tekst dla uczniów jest zbyt łatwy, albo za mało wymagający. Geva i Ramírez (2015, s. 84 – 85) klasyfikują teksty do trzech grup:

- niezależne,
- szkoleniowe,
- wywołujące frustracje.

Niezależne teksty umożliwiają uczniom opanowanie tekstu **bez jakiejkolwiek pomocy z zewnątrz, uczniowie** są w stanie czytać tekst z ponad 90 % zrozumieniem przy czym rozumieją minimum 95 % słów. Autorzy twierdzą, że ten typ czytania jest odpowiedni **do zadań poza zajęciowych**. Test szkoleniowy to taki typ tekstu, w którym uczniowie potrafią czytać, ale **potrzebują konkretnej pomocy przy zadaniach**. Tego typu **czytanie wspierające (scaffolding)** świetnie nadaje się na ćwiczenia w ramach klasy, gdzie **nauczyciel jest w stanie zaoferować pomoc wszystkim uczniom dzięki ćwiczeniom wykonanym jeszcze przed czytaniem, podczas czytania**, oraz po zakończeniu czytania, a równocześnie jest w stanie zaoferować pomoc indywidualną tym uczniom, którzy jej potrzebują, aby w ten sposób uniknąć ich frustracji. Tekst na poziomie frustracji to materiał, w którym **uczniowie się gubią, nie są w stanie płynnie podążać za myślami co wymaga ciągłej pomocy ze strony nauczyciela**. Dlatego należy unikać tego typu materiałów, ponieważ nie są w stanie wywołać u uczniów pozytywnego stosunku do tekstu- a co za tym idzie, do czytania w ogóle.

W związku z powyższym, dobór **materiału do czytania w zależności od poziomu ucznia** jest **kluczowy**. Dobrym źródłem mogą być **lektury / książki uproszczone** (simplified readers albo graded readers), które posiadają w swojej ofercie wszystkie większe wydawnictwa i które również zawierają literaturę piękną, czy nawet literaturę faktu. Młodych uczniów w sposób naturalny ciągnie bardziej w stronę **literatury pięknej**, tego typu książki są im bliskie, a z lat poprzednich przyzwyczajeni są do opowiadanych historii. **Literatura faktu** może być na początku dla nich interesująca, chociaż dla nauczyciela może być może trudniejszym jest utrzymanie motywacji czytelniczej na tym samym poziomie aż do końca książki. Tymczasem, literatura piękna najczęściej zostawia sobie rozwiązanie najbardziej problematycznych sytuacji na sam koniec, co naturalnie ciągnie czytelnika do tego, aby nie porzucać czytania.

Uczniowie klas młodszych (10+) powinni mieć więcej możliwości czytania nie tylko po to, aby zdobywać nową wiedzę, albo też dla samej radości czytania. Powiedzmy, że chcemy, aby „uczyli się poprzez czytanie". W tym wypadku należy oczekiwać od uczniów, **aby pokazywali swoje zdolności kognitywne, takie jak predykcja, rozbiór tekstu na szczegóły oraz następnie jego synteza, podsumowanie, dedukcja z tekstu, sformułowanie zakończeń, identyfikacja kluczowych argumentów oraz szczegółów pomagających w zrozumieniu tekstu, łączenie wcześniej nabytej wiedzy z nowymi faktami, ocena tego, co przeczytali**, itd. Wszystkie tego typu wyższe **funkcje kognitywne** będą, rzecz jasna, związane z wykorzystaniem kolejnych **zdolności językowych** czy wręcz z rozwojem **umiejętności globalnych**. Uczniów możecie poprosić o to, aby wyrazili swój pogląd dotyczący przeczytanego tekstu, odpowiedzieli na pytania nauczyciela, zaprezentowali swoje wrażenie na podstawie przeczytanego tekstu, aby napisali o tekście lub stworzyli nowe teksty. Na tym poziomie rolę odgrywają również **metakognitywne umiejętności**. Podczas wyboru odpowiednich strategii czytelniczych uczniowie będą dokonywać więcej samodzielnych decyzji oraz oceniać, czy osiągnęli upragnione cele.

Programy czytelnicze można zaplanować w ten sposób, aby tworzyły **sensowną kombinację czytania ekstensywnego skierowanego na jeden cel- nauka**. Ćwiczenia, które nawiązują do przeczytanego tekstu, mogą pomagać w kolejnych sprawdzianach umiejętności, a uczniowie mogą odbierać je jako bardziej istotne.

Ćwiczenie języka powinno jednak zawierać kilka elementów, które wciągną uczniów do sensownego ale również pełnego wrażeń działania.:

- **twórcze** elementy – aby identyfikować się z zakończeniem

- **rozrywkowe** elementy – aby obniżyć poziom stresu,
- **refleksja** – aby zrozumieć swój własny rozwój w znajomości języka obcego.

Zadania które są odpowiednie dla tego typu ćwiczeń językowych, zazwyczaj umożliwiają twórcze zakończenia, są **otwarte i personalizowane**, t. j. uczniowie skupiają swoją uwagę na kontekstach, które są im bliskie, które znają z własnego doświadczenia i które uważają za ważne i potrzebne (Lojová et al. 2011, s. 23). Takie twórcze i spersonalizowane zakończenia mają większy wpływ i potencjał zapisania się w pamięci ucznia. O programach czytelniczych powiemy więcej w rozdziale 2.4 pod nazwą DEAR.

1.6 Nauczanie języka w przypadku ucznia z dysleksją

W wielu krajach nauka języka obcego jest integralną i obowiązkową częścią edukacji. Nauka języka obcego dla uczniów z **zaburzeniami zdolności uczenia się** może być frustrującym, bardzo niekomfortowym i obciążającym doświadczeniem, zwłaszcza kiedy nauka przebiega w zwyczajnych, niezintegrowanych klasach. Nawet jeśli pewna grupa badaczy twierdzi, że uczniowie z dysleksją nie powinni uczyć się języka obcego, istnieją też poglądy, według których „wielu uczniów z problemami przy odpowiednich warunkach uczenia może jedynie zyskiwać na nauce języka obcego" (IDA, 2010). Crombie (1999) ocenia włączanie uczniów z dysleksją do nauki języka obcego niezwykle pozytywnie; zwraca uwagę na to, że „w rzeczywistości uczestnictwo w nauce języków obcych daje o wiele więcej, niż jedynie bycie obecnym na zajęciach i konfrontowanie się z językiem obcym. Chodzi o poczucie akceptacji i przynależności do wartościowego systemu edukacji bez względu na to, jaki poziom znajomości języka uczeń osiągnie".

Dysleksję można zdefiniować jako zaburzenie w uczeniu się języka, niektórzy autorzy preferują jednak używanie terminu **różnorodność w uczeniu**. Ogólnie dotyczy to problemów z czytaniem, ale uczniowie z dysleksją mają również z reguły problemy z ortografią, wymową słów i pisaniem. Dysleksja jest specyficznym zaburzeniem w procesie uczenia, które ma **podłoże neurologiczne** przy czym zaburzenie to jest **chroniczne** i nie mija z czasem. Jeśli mówimy o symptomach, które są związane z procesem uczenia się języka, możemy wskazać następujące kwestie: **dzieci z dysleksją zaczynają później mówić, mają problem z wypowiadaniem słów, które się rymują, mylą cyfry i litery (zwłaszcza p i b, w i m, 3 i 5), zmieniają albo opuszczają części słów, mają problem z sylabizowaniem słów, rozróżnieniem głosek w ramach jednego słowa, np. opracowaniem fonologicznym** (d-o-g). Można zaobserwować również inne językowe i pozajęzykowe symptomy, np. **mieszanie słów takich jak się, przed, po, lewy, prawy, trudności w zapamiętywaniu oraz wykonywaniu ćwiczeń według konkretnych wskazówek, problemy motoryczne oraz problemy z koncentracją**. Wiele dzieci z dysleksją ma problemy z **ręcznym pisaniem, z tempem pracy oraz zapamiętywaniem zadań**. Wymienione powyżej problemy charakteryzują skutki wtórne, np. mniejsza satysfakcja z czytania, co może mieć wpływ na wolniejsze tempo w rozbudowywaniu zasobu słownictwa oraz wpływać na podstawowe umiejętności.

Ranaldi (2003, s. 16) podsumował niektóre obszary, które wskazują na typy problemów podczas czytania, które wynikają z dysleksji:

- Niepewne i sprawiające trudność czytanie, zwłaszcza podczas czytania na głos,
- Zamiana liter, np. b-d, m-n, p-d, u-n na te, które brzmią podobnie,
- Pomijanie, albo dodawanie dodatkowych słów,

- Czytanie z przeciętną szybkością, ale przy niskim poziomie zrozumienia treści,
- Problem z rozpoznaniem znajomych słów,
- Opuszczanie linijek bądź czytanie tej samej linijki dwukrotnie,
- Gubienie się w tekście, bądź wykorzystywanie palca lub pisaka w celu podążania za tekstem,
- Czytanie dublowane (czytanie po cichu a dopiero potem na głos),
- Problemy we wskazaniu, jaka była myśl przewodnia danego fragmentu,
- Problem ze zrozumieniem trudnych pytań, przy równoczesnej znajomości odpowiedzi,
- Problemy z używaniem słowników, książek adresowych czy encyklopedii.

Od nauczycieli oczekuje się, że dostosują tok nauczania, wymagania i warunki sprawdzania umiejętności do indywidualnych potrzeb uczniów; nie są jednak szkoleni w sposób systematyczny do tego, jak identyfikować specjalne potrzeby w procesie nauczania i jak pracować z uczniami z dysleksją. Chociaż istnieje sporo publikacji dotyczących dysleksji, wciąż brakuje literatury dotyczącej metodyki nauczania języków obcych u uczniów z problemem dysleksji.

Zasady dostosowania metod nauczania języka obcego

Trudności w czytaniu i pisaniu wraz z problemami towarzyszącymi u dyslektyka, takimi jak krótka pamięć operacyjna czy problemy z automatyzacją języka, mają wielki wpływ na uczenie się języka. **Dlatego wprowadzanie dostosowań jest niezbędne, gdy w klasie są uczniowie z dysleksją.** Susan Barton (2013) zwraca uwagę na to, że nauczyciel musi wystrzegać się poniżania takiego dziecka, na przykład poprzez przypadkowe wskazanie na jego słabości przed resztą dzieci. Proponuje, aby nauczyciele **nie wymuszali na uczniach z dysleksją czytania na głos w klasie** oraz aby nie zmuszali ich do **pisania na tablicy**, skoro mają problem z zasadami pisowni. Barton (ibid.) podaje również kolejny sposób umożliwiający wdrożenie takiego ucznia: nauczyciele powinni umożliwić uczniom z dysleksją słuchanie podręczników jak audiobooków (ponieważ/jeśli jeszcze nie potrafią pisać i czytać na poziomie swojego rocznika). Dziecko powinno mieć możliwość sprawdzianów ustnych, zamiast pisemnych testów; w esejach należałoby oceniać treść tekstu, natomiast ortografię i gramatykę należy ignorować. Barton (ibid.) zwraca uwagę, że tego typu dostosowania nie wymagają żadnych środków finansowych, oraz „nie wpływają na podstawy nauczania. Wymagają jedynie od nauczyciela świadomości, jak potrzebne jest tego typu podejście."

Istnieje **wiele wskazówek, jak pomóc uczniom z dysleksją i jak polepszyć ich warunki nauki**; najczęściej podaje się poniższe:

- zaproponujcie i pozwólcie uczniom używanie zmywalnych flamastrów i długopisów – w ten sposób mogą wymazać błędnie albo niewłaściwie zapisany tekst bez wykreślania i oddawania nie schludnego wypracowania,
- dajcie im wystarczająco dużo czasu, aby mogli pracować na pytaniem czy zadaniem zanim udzielą na nie odpowiedzi,
- nie wymagajcie od uczniów z dysleksją, żeby czytali na głos przed całą klasą,
- upewnijcie się, że instrukcje/zadania są jasne i dostosowane do poziomu, spełniają potrzeby konkretnego ucznia i uczeń rozumie, czego konkretnie się od niego wymaga,
- jeśli to możliwe, zaproponujcie uczniom z dysleksją pomoc kolegi z ławki – rówieśnika (np. może obok niego/niej siedzieć),
- unikajcie ćwiczeń uzupełniających, nie oceniajcie ćwiczeń pod kątem ortografii,

- poszerzcie system oceniania/pisania testów,
- używajcie w tym samym czasie różnych pomocy dydaktycznych,
- używajcie np. kolorów bądź symboli wraz z nazwami rzeczy, to pomoże uczniom pracować szybciej i efektywniej, dlatego czytanie liter może być zastąpione „czytaniem" kolorów i symboli,
- kolory można wykorzystywać również podczas innych ćwiczeń, tak aby uczniowie czuli większą satysfakcję z nauki
- na tablicy piszcie z wystarczającymi przerwami między wyrazami,
- jeśli znajduje się tam wiele informacji, możecie używać różnokolorowych kred dla poszczególnych linijek tekstu.

Wanzek i Vaughn (2007) wskazują, jak wiele badań pokazuje pozytywny wpływ takich działań, zwłaszcza działań w małych grupach (praca w dwójkach, praca w małych grupach). Nijakovska (2013) wskazuje również kilka sposobów na to, jak podczas zajęć z języków obcych traktować uczniów z dysleksją, np. **organizowanie zajęć, uproszczenie materiału, indywidualne i polisensoryczne podejście**. Autorzy proponują, aby nauczyciele wykorzystywali konkretne sposoby nauczania (np. tłumaczyli na przykładzie, powtarzalność ćwiczeń i odpowiednia ocenia działań uczniów). Aby uczniowie zrozumieli **zadania**, ważne jest aby **powtarzać** polecenia, w różny sposób, należy również **kontrolować**, **czy** uczniowie **wszystko zrozumieli**. Kolejnym polecanym krokiem jest dawanie dzieciom zadań **stopniowo, rozdzielanie zadań, tak aby każdy musiał wykonać mniej pracy, dzięki temu uczniowie nie będą zniechęcać się pod nawałem pracy**. Nauczyciele mogą również redukować ilość zadań, np. wykonując jedynie połowę ćwiczeń, albo pracując z konkretną ich częścią. Schneider i Crombie (2003, s. 17) zwracają uwagę na **znaczenie metakogniwistyki** i polecają wdrożenie w życie systemu „uczenia się poprzez odkrywanie". Dzięki temu uczniowie stają się **samodzielni**. Uczniowie z dysleksją „nie są w stanie odnieść sukcesu bez tego elementu; bezpośrednie wykorzystanie mnemonicznych pomocy dydaktycznych jest pomocne". Autorzy zwracają uwagę, że poprzez naukę przy wykorzystaniu metalingwistycznych strategii nauczyciel umożliwia uczniom z dysleksją zrozumienie i naukę języka obcego w **multisensoryczny sposób** używając takich **strategii kompensacyjnych**, które w ich przypadku będą efektywne.

Nauczyciele często tworzą własne materiały tak, aby wspomagać proces nauczania. Starają się również, aby były atrakcyjne wizualnie, używają różnych charakterów pisma, ilustracji, obrazków. W przypadku uczniów z dysleksją nie powinniśmy jednak zapełniać całej strony ćwiczenia, wręcz przeciwnie, powinniśmy **ukryć elementy, które będą takich uczniów rozpraszać** (czasami kiedy takiej planszy do nauki nie da się uprościć, możemy zaproponować uczniom, że czystą kartką papieru mogą zakrywać elementy, które ich rozpraszają), używać dużych liter, używać typów pisma "odpowiednich dla dyslektyków" (np. Comic Sans, Century Gothic, Open Dyslexic), **podkreślić najważniejsze informacje**. Plusem materiałów tworzonych przez nauczycieli jest to, że mogą w pełni reagować na potrzeby uczniów. Nauczyciel może **tworzyć listy zadań dla uczniów ze różnym stopniem trudności**, w których zadania są posegregowane od najłatwiejszych do najtrudniejszych.



Ilustracja 1 Przykład, w jaki sposób można likwidować elementy rozpraszające w tekście – dwie białe kartki możemy wykorzystać w taki sposób, który umożliwi uczniom skupienie się na tym, co mają czytać.

Uczniowie z dysleksją mają często problem z pisaniem. Nauczyciele mogą zapobiec nieustannemu przepisywaniu tekstów dzięki dostarczaniu dzieciom informacji bądź też zadań na wydrukowanych materiałach pomocniczych, albo spisach zadań. Mogą im również zaoferować słownik z omawianą tematyką lub/i wgląd/kopię scenariusza lekcji. Uczniowie z dysleksją potrzebują do ćwiczeń dodatkowych materiałów. Nauczyciele mogą polecić im konkretne programy komputerowe, materiały pomocnicze z autokorektą oraz inne scenariusze rozwiązań.

Czytanie ekstensywne w przypadku ucznia z dysleksją

Czytanie ekstensywne może stanowić dla ucznia z dysleksją problem, ale równocześnie może być dla niego wyzwaniem. Musimy być bardzo **ostrożni przy wyborze tekstów** oraz **strategii, które będziemy wykorzystywać podczas czytania**. Czasami dzieci wstydzą się czytać na głos przed klasą i wolą czytanie po cichu albo tzw. czytanie w parach.

Wspominaliśmy już, że **uczenie się w małych grupach albo w parach jest niezwykle skuteczne**. Jeśli umieścimy uczniów w pobliżu nauczyciela, pomoże to wyeliminować czynniki rozpraszające (dźwięki, przedmioty itd.), ponieważ poprzez takie ustawienie w jakiś sposób „zamykamy" przestrzeń między nauczycielem, uczniami i tablicą. Jeśli uczniowie siedzą blisko nauczyciela, ten może nieprzerwanie śledzić ich postępy. Podczas **czytania w parach**, które możemy wykorzystywać w ramach zajęć klasowych, ale również w domu, uczniowie w dwójkach czytają tekst wspólnie- na głos, albo z podziałem na role (jeden uczeń kończy a drugi ciągnie przerwany tekst). Celem ćwiczeń w parach jest rozwój płynnego czytania. Uczniowie kierowani są tak, aby uczyli się wykorzystywać różne strategie w procesie doskonalenia płynnego czytania. Nauczyciel jednak musi być bardzo ostrożny i wrażliwy na to, w jaki sposób dobierać pary. Podczas **wspólnego czytania** uczeń rozdziela blok tekstu do czytania z kolegą/rodzicem. Ten typ interakcji pozwala mu czytać książki, których być może nie byłby w stanie przeczytać sam. Z reguły czytanie powinno rozpocząć się od dyskusji o książce – jaką ma okładkę, nazwę, czego możemy spodziewać się po treści, dyskusją o autorze (autorach) oraz ilustratorach. Ważne jest, aby monitorować uczniów w tracie czytania i kontrolować, czy rozumieją przeczytane treści, oraz kierować ich tok myślenia na predyk-

cję. Pomocne mogą być również aktywne ćwiczenia po przeczytaniu książki. Nauczyciele powinni pomagać uczniom w zrozumieniu treści i języka zawartego w książce. Pomagają im również w rozwoju strategii czytelniczych, takich jak np. gdzie czego poszukiwać oraz na co zwracać uwagę, oraz w jaki sposób połączyć wiadomości podstawowe z treścią danej książki. **Czytanie z rodzicami** jest bardzo spopularyzowane w Irlandii. Rodzice, którzy stwarzają dzieciom warunki sprzyjające czytaniu, są bardzo pomocni w rozwoju płynnego czytania. Czytanie zaczyna się w domu, który jest dla dzieci ich naturalnym i bezpiecznym środowiskiem. Rodzice mogą czytać książki, które sami uwielbiali jako dzieci, mogą czytać z dziećmi z podziałem na role, a potem dyskutować o swoich wrażeniach. W niektórych szkołach rodzice piszą swoje uwagi o tym, jakie postępy zaobserwowali u swoich dzieci podczas czytania w domu oraz jakie postępy wspólnie poczynili. To bardzo ważna informacja zwrotna dla nauczyciela, która otwiera przestrzeń na dyskusję podczas godziny lekcyjnej. Shaywitz i Shaywitz i Shaywitz (2020) polecają wykorzystywanie tekstów, które kładą nacisk na komunikację werbalną (np. poezja i gry teatralne), co pomaga dzieciom odbierać czytanie na głos jako coś naturalnego.

Książki dla dzieci z reguły mają bogatą **szatę graficzną**, aby dzieci mogły lepiej je rozumieć. Nauczyciele mogą również rozważyć wykorzystanie **powieści graficznych**, które pomagają uczniom stać się **uważnymi i kreatywnymi czytelnikami**. Chociaż nie zawierają wiele tekstu, czasem w ogóle go nie posiadają, uczniowie czytają obrazki i tworzą historie, równocześnie jednak budując w sobie nawyk czytania. Później, kiedy opanują niektóre z **kompensacyjnych nauk i strategii**, mają motywację do pokonywania barier językowych, ponieważ przeżyli już radość z czytania. Poniżej przedstawiono przykłady z powieści obyczajowej Przyjazd (The Arrival) autorstwa Shauna Tana oraz z historii dla dzieci Bałwan,(The Snowman) autorstwa Raymonda Briggsa.



Ilustracja 2 Przykłady szat graficznych
(Shaun Tan: Príchod, The Arrival, Raymond Briggs: Snehuliak, The Snowman)

Lektury uproszczone używane są powszechnie na zajęciach języka angielskiego jako języka obcego, w celu wystawienia uczniów na bezpośredni kontakt z językiem obcym. Dzięki takim tekstom uczniowie mają szansę poprawić jego znajomość, oraz nabyć nową wiedzę, przy równoczesnym rozwijaniu motywacji i nawyków czytelniczych. Lektury uproszczone z reguły są oznaczone stopniem trudności w ramach danej serii (wg ilości użytych słów, ilości haseł) oraz bywają skierowane do różnych, konkretnych grup wiekowych (lektury uproszczone mogą być również adaptacją wybranych dzieł literatury napisaną specjalnie dla uczniów języka angielskiego jako języka obcego).



Ilustracja 3 Przykłady lektur uproszczonych

Wydawane są również **edycje specjalne książek dla dzieci z dysleksją**, które również można wykorzystywać w procesie nauki języka obcego. W przypadku takich książek nauczyciel musi jednak uważać, ponieważ tego typu książki nie są przystosowane do nauki języka obcego, przykładem jest książka poniżej. Specjalne edycje dla uczniów z dysleksją można znaleźć na różnego rodzaju stronach internetowych, np. http://www.quickreads.org.uk/resources. Do książek dołączony jest również metodologiczny przewodnik pod nazwą Learning with Quick Reads, który można ściągnąć z ich strony internetowej. O ile nam wiadomo, nie istnieją żadne uproszczone książki dla uczniów z problemem dysleksji uczących się języka angielskiego jako języka obcego.



Ilustracja 4 Przykład z książki dla czytelników z dysleksją

Dla uczniów z dysleksją istnieją **specjalne pomoce dydaktyczne**. Wykorzystywanie **pomocy dydaktycznych i specjalnych programów edukacyjnych** pomaga w polepszeniu procesu nauczania i uczenia się języka obcego. To również jeden ze sposobów, jak dostosowywać edukację do potrzeb uczniów. Jeśli chodzi o czytanie, warto tutaj wspomnieć o **mówiących długopisach**, które mają zdolność skanowania, z wieloma funkcjami, np. zwiększenia wielkości czcionki albo czytanie tekstu na głos. To bardzo pożyteczne narzędzie pracy dla uczniów, którzy mają problem z czytaniem. Chcielibyśmy również wspomnieć o **programie transformującym tekst w dźwięk audio**, który może być niezwykle pomocny i wykorzystywany nie tylko przez nauczycieli, ale również uczniów. Do nauczania języka wykorzystywać można również wiele bezpłatnych aplikacji na telefon. Uczniowie uczący się języka angielskiego jako języka obcego mogą również wykorzystywać różnego rodzaju książki, które zostały napisane z myślą o uczniach i czytelnikach, dla których język angielski nie jest językiem ojczystym.

Zazwyczaj zawierają **mało tekstu i posiadają bogatą warstwę wizualną**. Szpieg Sam, The Spy Sam Reading Series to zbiór trzech książek, które zaczynają się kilkoma słowami na stronie, a stopniowo rozkręca się na ich łamach w interesującą dla dzieci historię. Czytelnik może dotykać obiektów na ekranie, obiekty są interaktywne.



Ilustracja 5 Ekran z planszą z książki Szpieg Sam, The Spy Sam Reading Series (iPad)

Ćwiczenia powinniśmy wybierać **starannie, a aktywność podczas ćwiczeń powinniśmy modyfikować**. Równocześnie bardzo istotne są strategie działające przy różnego rodzaju zadaniach i ćwiczeniach. Zamieszczamy kilka przykładów:

- **Ćwiczenia z większą ilością możliwości do wyboru albo ćwiczenia wspomagające zdolność łączenia** – zaczynamy od wyeliminowania odpowiedzi, które są błędne;
- **Krótkie odpowiedzi w ramach akapitu** – uczniowie mogą używać flamastrów, aby zaznaczyć słowa kluczowe;
- **Ćwiczenia na uzupełnianie** – rodzaj słów (uzupełnianie go w zdaniu) czasy gramatyczne, liczba mnoga/liczba pojedyncza).

Presley (2002, In: Schneider i Crombie, 2003, s. 69) ze względu na problemy z opracowaniem pomocy do nauki języka w przypadku dzieci z dysleksją proponuje „unikać zadań wymagających uzupełniania luk". Nawet w przypadku języka ojczystego uczniowie bardzo często polegają na wskazówkach zawartych w kontekście." Równocześnie podkreśla się, że „zadania dopasowywania słów do siebie mogą być dla nich trudne i niesprawiedliwe, ponieważ ich słabsza wizualna percepcja i krótkotrwała pamięć są przeciążone specyfiką danego zadania, przez co "oczy się męczą" podczas łączenia przerzuconych części zdania i słów". Ważnym jest również myślenie o **czasie potrzebnym do wykonania zadania**, który w ramach zaistniałych potrzeb powinien być przedłużony. W niektórych przypadkach można rozważać użycie **narzędzi technicznych i materiałów uzupełniających** (np. słowników, innych materiałów pozwalających eksperymentować z zasadami pisowni, brainstorming itd.). Reid i Green (2011, s. 77) twierdzą, że dobrą strategią, która zapewni sukces uczniów z dysleksją, jest zaoferowanie im wystarczająco dużo możliwości, w których mogą wykazać się swoimi zdolnościami. Autorzy zalecają aktywne ćwiczenia takie jak **wspólne znajdowanie rozwiązań w grupie, tworzenie plakatów, brainstorming, kręcenie krótkich filmików, zabawa w teatr, odgrywanie roli, praca w terenie i przeprowadzanie wywiadów, rysowanie komiksów, dyskusje, praca na komputerze, malowanie**. Tego typu aktywności są dla dzieci z dysleksją bezcenne, ponieważ wymagają aktywnej partycypacji bez uwzględnienia dominacji samego czytania. Wystarczy tylko kilka kluczowych zadań, aby zaczęli pracę (ibid.). Istnieją metody i strategie, które są przydatne nie tylko w przypadku uczniów z dysleksją, ale również reszty dzieci. Jako przykład możemy wspomnieć

metodę czytelniczą **KWL**. Głównym celem tej metody jest prowadzenie uwagi czytelnika na zrozumienie tekstu. **KWL** to skrót od wyrazu what we **K**now, what we **W**ant to know, what we **L**earned – co wiemy, czego chcemy się dowiedzieć, czego się nauczyliśmy. W pierwszej fazie czytelnicy powinni zastanowić się nad tematyką i dzięki burzy mózgów porozmawiać między sobą o tym, co już wiedzą na dany temat. W drugiej fazie czytelnicy powinni stworzyć pytania o to, w jaki sposób chcą dowiedzieć się czegoś na dany temat (pytania powinny być uporządkowane według stopnia ważności). Zazwyczaj pytania tworzy się na podstawie tego, czego się dowiedzieli, t.j. sprawdza się, czy uczniowie są w stanie odpowiedzieć na pytania, które przygotowali.

Musimy pamiętać o tym, że wszystkie materiały, które przygotowujemy dla uczniów z dysleksją, możemy wykorzystywać również podczas nauczania uczniów bez zaburzeń percepcji, ale nie wszystkie materiały odpowiednie dla takich uczniów będą odpowiednie dla uczniów z dysleksją.

BIBLIOGRAFIA

Bakhtiari, S. (2011). Globalization and Education: Challenges and Opportunities. *International Business & Economics Research Journal*, 5(2). doi: 10.19030/iber.v5i2.3461

Barton, S. (2013, September 01). Embracing dyslexia. A documentary. Production companies: Learning Foundations, RiSE Scholarship Foundation, York Educational Services. Prevzaté z Embracing Dyslexia

Brumfit, Ch. (1982). Problems and Principles in English Teaching. Oxford: Pergamon Press

Çakici, D. (2017). An overview of metacognitive strategies in reading comprehension skill. *The Journal of AcademicSocial Science Studies*, 57, 67-82. https://doi.org/10.9761/JASSS7074

Cárová, T. & Putalová, L. (Eds.). (2019). Globálne vzdelávanie v slovenských školách. Človek v ohrození, n.o. Pobrano z file:///C:/Users/user/AppData/Local/Temp/Glob%C3%A1lne%20vzdel%C3%A1vanie%20v%20slovensk%C3%BDch%20%C5%A1kol%C3%A1ch.pdf

Cervetti, G. N., Pardales, M. J., & Damico, J. S. (2001). A tale of differences: Comparing the traditions, perspectives, and educational goals of critical reading and critical literacy. *Reading Online*, 4(9). Pobrano z http://www.readingonline.org/articles/art_index.asp?HREF=/articles /cervetti/index.html.

Chall, J. S. (1983) *Stages of Reading Development*. New York: McGraw Hill.

Chick, N. (2013). Metacognition. Vanderbilt University Center for Teaching. Prevzaté z https://cft.vanderbilt.edu/guides-sub-pages/metacognition/.

Chigisheva, O. (2018). Functional literacy. Terminological Ambiguity in the Worldwide Educational Context. *Astra Salvensis – revista de istorie si cultura*. 6(Special). Pobrano z https://www.ceeol.com/search/article-detail?id=688129

Cimermanová, I. (2015). Teaching English as a foreign language to dyslexic learners. *Teaching Foreign Languages to Learners with Special Educational Needs*, 39-62. doi:10.17846/sen.2015.39-62

Critical Reading: What is Critical Reading, and why do I need to do it? Pobrano z https://www.csuohio.edu/writing-center/critical-reading-what-critical-reading-and-why-do-i-need-do-it

Crombie, M. (1999). *Foreign Language Learning and Dyslexia*. Pobrano z http://www.languageswithoutlimits.co.uk/Resources/Dxa1.pdf

Cunningham, A. E., Stanovich, K. E. (2003). Reading can make you smarter! *Principal*, 83, 34-39.

Diakiw, J. (1990). Children's Literature and Global Education: Understanding the Developing World. *The Reading Teacher*, 43(4), 296-300. Pobrano z http://www.jstor.org/stable/20200368

Difference Between Cognition and Metacognition. (2014). Pobrano z 17. 7. 2021 https://www.differencebetween.com/difference-between-cognition-and-vs-metacognition/

Djudin, T. (2017). Using Metacognitive Strategies to Improve Reading Comprehension and Solve a Word Problem. *Journal Of Education Teaching and Learning*, 2(1):124. doi: 10.26737/jetl.v2i1.151

EACEA P9 Eurydice. (2011). *Vyučovanie čítania v Európe:súvislosti, opatrenia a prax*. Brussels. doi:10.2797/66106

edWeb, (2019). Improving Social-Emotional and Reading Skills. Pobrano z https://home.edweb.net/improving-social-emotional-and-reading-skills/

Elley, W. B., Mangubhai, F. (1983). The effect of reading on second language learning. *Reading Research Quarterly*, 19 (1), 53-67.

Geva, E., Ramírez, G. (2015). *Focus on Reading*. Oxford University Press, ISBN 978-0-19-400312-4

Global Education : Definition, Purpose & History. Prevzaté z https://study.com/academy/lesson/global-education-definition-purpose-history.html

Goodmacher, G. & Kajiura, A. (2010). Collaborative and Communicative Reading. *Polyglossia*. 18. Pobrano z https://www.apu.ac.jp/rcaps/uploads/fckeditor/publications/polyglossia/Polyglossia_V18_Greg_Kajiura.pdf

Grabe, W. (1988). *Reading problems in EFL programs*. In: USIA Worldnet presents Dialogues. [electronic dialogue]. Washington.

Haapen, I. (2013). Three Methods of Enhancing Global Educational Awareness for Future Teachers. *Policy Future in Education*, 11(1). Pobrano z https://journals.sagepub.com/doi/pdf/10.2304/pfie.2013.11.1.13

Haardan, A. A., (2013). Language Leraning Strategies: A general Overview. *Procedia - Social and Behavioral Sciences* 106, 1712 – 1726. Pobrano z https://core.ac.uk/download/pdf/82653331.pdf

Hardy-Gould, J. (2013). Learner Autonomy. Pobrano z https://oupeltglobalblog.com/2013/01/29/learner-autonomy/

Hrdináková, L. (2005). Informačná gramotnosť a informačné vzdelávanie. *Informačné a komunikačné technológie vo vzdelávaní*. Bratislava: Stimul.

Horowitz, M. J. & Graf, N. (2019) Most U.S. Teens See Anxiety and Depression as a Major Problem Among Their Peers, Prevzaté z https://www.pewresearch.org/social-trends/2019/02/20/most-u-s-teens-see-anxiety-and-depression-as-a-major-problem-among-their-peers/

Hudson, T. (2007). *Teaching Second Language Reading*. Oxford: OUP, ISBN 978-0-19-442283-3

HUNT, F. (2012). (PDF) *Global Learning In Primary Schools In England: Practices And Impacts*. DERC Research Paper no 9. Pobrano z https://www.researchgate.net/publication/264379335_Global_Learning_In_Primary_Schools_In_England_Practices_And_Impacts.

IDA. (2012). *At-Risk Students and the Study of Foreign Language in School*. Pobrano z http://dyslexiahelp.umich.edu/sites/default/files/AtRiskStudentsForeignLanguage2012.pdf

Jones, S. M. & Bouffard, S. M. (2012). "Social and emotional learning in schools: From programs to strategies." *Social Policy Report*, 26(4), pp.1-33.

Levi, A. (2020). *How Daily Reading Can Help Social and Emotional Learning. Our Children*. Pobrano z https://ptaourchildren.org/daily-reading-helps-social-and-emotional-Learning/

Little, D. (n.d.). *Learner autonomy:drawing together the threads of self-assessment,goal-setting and reflection*. Pobrano z https://www.ecml.at/Portals/1/resources/Articles%20and%20publications%20on%20the%20ECML/Little_Learner%20autonomy.pdf

Lojová, G., Farkašová, E., Pčolinská, A. (2011). *Využívanie personalizácie vo vyučovaní anglického jazyka v primárnom vzdelávaní*. Bratislava: Z-F Lingua.

Klingner, J. K., Vaughn, S. & Schumm, J. S. (1998). Collaborative strategic reading during social studies in heterogeneous fourth-grade classrooms. *Elementary School Journal*, 99(1), pp. 3-22. doi : 10.1086/461914

Klinger, J. K. & Vaugh, S. (n.d.). *Using Collaborative Strategic Reading*. Pobrano z https://www.readingrockets.org/article/using-collaborative-strategic-reading

Kopčíková, M. (2019). O vzťahu medzi metakognitívnymi čitateľskými stratégiami a čítaním s porozumením v materinskom a cudzom jazyku. *O dieťati, jazyku, literatúre*. 7(1). Prešov: Vydavateľstvo Prešovskej univerzity v Prešove. s.36-49. ISSN 1339-3200

Kormos, J., & Smith, A. M. (2012). *Teaching languages to students with specific learning differences*. Bristol, UK: Multilingual Matters.

Levi, A., (2020). How Daily Reading Can Help Social and Emotional Learning. *Our Children. National PTA´S Unique Voices for Parents*. Pobrano z https://ptaourchildren.org/daily-reading-helps-social-and-emotional-learning/

Lumen. (n.d.) *Critical Thinking*. Pobrano z https://courses.lumenlearning.com/basicreadingandwriting/chapter/outcome-critical-thinking/

Klingner, J. K., Vaughn, S. & Schumm, J.S. (1998). Collaborative strategic reading during social studies in heterogeneous fourth-grade classrooms. *Elementary School Journal*, 99(1), pp. 3-22. doi : 10.1086/461914

Kormos, J., & Smith, A. M. (2012). *Teaching languages to students with specific learning differences*. Bristol, UK: Multilingual Matters.

Krashen, S. (1982) *Principles and Practice in Second language Acquisition*. Oxford: Pergamon Institute of English, 1982, ISBN 0-08-028628-3

Krashen, S. (2013). *The Compelling (and not just interesting) Hypothesis*. Available online: http://www.sdkrashen.com/content/articles/ the_compelling_input_hypothesis.pdf

Maguire, M. (2002) Globalisation, education policy and the teacher,International Studies in Sociology of Education, 12(3), pp. 261-276, doi: 10.1080/09620210200200093

Miller, G. (2017). Metacognitive Awareness and Reading Strategy use: Investigating the Intermediate Level ESL Students' Awareness of Metacognitive Reading Strategies. *Culminating Projects in English*. 115. Pobrano z https://repository.stcloudstate.edu/engl_etds/115

Mostafa, T. (2020). Do all students have equal opportunities to learn global and intercultural skills at school?", *PISA in Focus*, No. 109, OECD Publishing, Paris, Pobrano z https://doi.org/10.1787/2fdce668-en.

Nijakowska, J., Kormos, J., Hanusova, S., Jaroszewicz, B., Kálmos, B., Imrene Sarkadi, A., Smith, A. M., Szymańska-Czaplak, E. & Vojtkova, N. (2013). *DysTEFL – Dyslexia for teachers of English as a foreign language. Self-study course*. Pobrano z http://dystefl.eu

Nijakowska, J. (2010). Dyslexia in the Foreign Language Teaching Classroom. Bristol: Multilingual Matters.

North-South Centre of the Council of Europe in consultation with the Global Education Network. (2019). *Global Education Guidelines*. Lisbon: North-South Centre of the Council of Europe. Pobrano z https://rm.coe.int/prems-089719-global-education-guide-a4/1680973101

Nunan, D. (2011). *Teaching English to Young Learners*. Aneheim: Aneheim University Press

Oxfam. (n.d.). *What is Global Citezenship*. Pobrano z https://www.oxfam.org.uk/education/who-we-are/what-is-global-citizenship/

Oxford, R. (1990). *Language Learning Strategies*: What Every Teacher Should Know. New York: Newbury House Publishers.

Pike, G., & Selby, D. (2004). *Globální výchova*. Praha: Grada

Ramirez, E. (2202). Reading, Information Literacy, and Information Culture, White Paper prepared for UNESCO. Pobrano z http://www.nclis.gov/libinter/infolitconf&meet/papers/ramirez-fullpaper.pdf

Ranaldi, F. (2003). *Dyslexia and Design & Technology*. London: David Fulton Publishers.

Reading with Relevance, (n.d.). Pobrano z https://readingwithrelevance.org/social-emotional-learning

Reid, G., & Green, S. (2011). *100 ideas for supporting pupils with dyslexia*. London: Continuum.

Schallert, D. L., Lee, J. (2015). Exploring the Reading–Writing Connection: A Yearlong Classroom-Based Experimental Study of Middle School Students Developing Literacy in a New Language. In: Reading Research Quarterly, Volume 51, Issue 2 April/May/June 2016 pp. 143–164 doi: 10.1002/rrq.132

Sepešiová, M. (2016). Teaching Modes in Higher Education: Lectures & Seminars. In: Straková, Z. (ed.) 2016. *How to Teach in Higher Education: Selected Chaptes*. Prešovská univerzita v Prešove, pp.30-59. Pobrano z Dostupné na http://www.pulib.sk/web/kniznica/elpub/dokument/Strakova2

Schneider, E., & Crombie, M. (2003). *Dyslexia and modern foreign language learning*. London: Fulton.

Shaywitz, S., and Shaywitz, J. (2020). *Overcoming Dyslexia: A New and Complete Science Based Program for Reading Problems at Any Level*. Second edition. New York: Vintage. Knopf Doubleday Publishing Group

Singleton, C. (2009). *Intervention for Dyslexia. A review of published evidence on the impact of specialist dyslexia teaching*. Pobrano z http://www.thedyslexia-spldtrust.org.uk/medial/downloads/articles/13-intervention_for_dyslxia_research_report.pdf

Slavin, R. E., Lake, C., Davis, S. & Madden, N.A. (2009). Effective programs for struggling readers: A best evidence synthesis. Baltimore, MD: Johns Hopkins University, Center for Data-Driven Reform in Education. Pobrano z http://www.bestevidence.org/word/strug_read_Jun_02_2010.pdf

Slavin, R., Cheung, A., Groff, C. and Lake, C. (2008). Effective reading Programs for Middle and High Schools: A Best-Evidence Synthesis. *Reading Research Quarterly*, 43 (3) p290-322. Pobrano z https://eric.ed.gov/?id=EJ817089

Stanford Encyclopedia of Philosophy. (2018). *Critical Thinking*. Pobrano z https://plato.stanford.edu/entries/critical-thinking/#DefiCritThin

Starkey, H. (2017). Globalization and Education for Cosmopolitan Citizenship. In Banks, J.A. (Ed). (2017). Citizenship Education and Global Migration: Implications for Theory, Research, and Teaching. Washington, DC: American Educational Research Association. Pobrano z: https://discovery.ucl.ac.uk/id/eprint/1519800/1/Starkey_Globalization.pdf

Straková, Z., Cimermanová, I. (2012), Reading programmes for young learners: from principles to practice. IATEFL 2011 : Brighton conference selections : 45th international conference, Brighton, 15-19 April 2011, Canterbury : University of Kent, 2012, pp. 203-205

Student Success-Thinking Critically In Class and Online. (2016) . Pobrano z https://courses.lumenlearning.com/basicreadingandwriting/chapter/outcome-critical-thinking

Svoboda, M. (2018). *Children's books about climate change* (review). Pobrano z https://yaleclimateconnections.org/2018/08/childrens-books-about-climate-change/

Wanzek, J., & Vaughn, S. (2007). Research-based implications from extensive early reading interventions. *School Psychology Review*, 36(4), 541-561. doi:10.1080/02796015.2007.12087917

Weissberg, R., (2016). Why Social and Emotional Learning Is Essential for Students. Pobrano z https://www.edutopia.org/blog/why-sel-essential-for-students-weissberg-durlak-domitrovich-gullotta

Welskop, W. (2013). Action learning in education. In Evropské Pedagogické Fórum 2012, Pedagogical and psychological aspects of education, vol. II. doi: 10.13140/RG.2.1.4513.8006

A 2 WŁĄCZENIE CZYTANIA DO PROGRAMÓW NAUCZANIA I MOTYWACJA

Czytanie jest jedną z czterech kluczowych kompetencji językowych. Mimo to często sprowadzane jest na margines, nie tylko podczas zajęć z języka angielskiego, ale również w ramach całego programu nauczania. Przyczyn może być kilka – jedną z nich jest częsty sceptycyzm nauczycieli, którzy twierdzą, że uczniowie nie lubią czytać i wcale nie czytają, a także, że w ramach programu nauczania jest zbyt mało czasu na dodatkowe zajęcia, takie jak na przykład programy czytania ekstensywnego.

Oba te założenia są błędne. **Badania pokazują, że dzieci i młodzież czytają ponadprzeciętną ilość książek w ciągu roku.** Natomiast wybór książek oraz nawyki czytelnicze różnią się znacznie od narzucanych przez szkołę, a co za tym idzie, również społeczeństwo. Prawdziwy problem tkwi jednak w sposobie kanonizacji i instytucjonalizacji literatury, tymczasem należałoby kłaść nacisk na prawdziwą motywację i zainteresowania uczniów.

Większość nauczycieli traktuje czytanie jako dodatkowy element nauki języka obcego, a nie jako wartość pierwszorzędną. **Umiejętność czytania jest jednak w XXI wieku prawdziwą wartością w procesie nauczania**, jak pokazuje CEFR (Common European Framework of Reference for Languages, Europejski system opisu kształcenia językowego) oraz PISA (The Programme for International Student Assessment, Program Międzynarodowej Oceny Umiejętności Uczniów), w którym ocenia się osiągnięcia szkolne uczniów w matematyce, naukach przyrodniczych oraz umiejętność czytania. Oznacza to, że czytanie ma charakter interdyscyplinarny, a co za tym idzie, jest niezbędnie we wszystkich obszarach edukacji.

Nowoczesne podręczniki i formy sprawdzania wiedzy próbują dostosować się do tego trendu. Czytanie nie ogranicza się jedynie do ćwiczeń gramatycznych, sprawdzających zasób słownictwa i umiejętność czytania ze zrozumieniem, ale obejmuje również pytania dotyczące postaw, refleksję oraz umiejętność krytycznego myślenia. Niektóre podręczniki, np. *Story Central*, opierają się nawet na opowieściach, co świadczy o ogromnym postępie w rozumieniu znaczenia czytania podczas zajęć z języka angielskiego jako języka obcego. **W przeszłości czytanie w języku obcym skupiało się zazwyczaj na wyszukiwaniu faktów, czyli skimmingu i scanningu jako przeważających strategii czytelniczych.** Jeśli jako tekst do czytania wybierano poezję lub beletrystykę, oprócz uczenia się na podstawie tekstów konkretnych struktur charakterystycznych dla danego języka obcego, stawiano przede wszystkim na zaznajomienie ucznia z klasycznym autorem, ewentualnie tekst literacki służył jako zachęta do dyskusji. Dziś mamy świadomość, że opowiadane historie są wszechstronnym narzędziem do osiągania szerszych, interdyscyplinarnych celów nauczania, takich jak np. metoda zintegrowanego nauczania przedmiotu oraz języka obcego (CLIL) oraz edukacja społeczno-emocjonalna (SEL).

Poniższe przykłady z testów Cambridge English ilustrują **w jaki sposób umiejętność czytania wpływa na inne kompetencje językowe, w tym przypadku na umiejętność pisania**. Pierwszy przykład pochodzi z Cambridge, poziom A1 Starters:

Trzy obrazki opowiadające pewną historię. Do każdego obrazka jest jedno lub dwa pytania. Dzieci po obejrzeniu obrazków mają za zadanie napisać odpowiedź na każde z pytań. Każda odpowiedź powinna składać się tylko z jednego słowa.

Kolejny przykład pochodzi z Cambridge, A2 Key for Schools:

Na podstawie trzech przedstawionych obrazków napisz krótkie opowiadanie, które będzie zawierało minimum trzydzieści pięć słów.

Poniższy przykład pokazuje jedną z dwóch możliwości pisania Cambridge B2 First for Schools. Aby pomyślnie rozwiązać poniższe zadania wymagana jest nie tylko umiejętność czytania, ale również zdolność krytycznego myślenia i czytania:

Recenzja pilnie potrzebna

Przeczytałeś książkę, w której główny bohater zachował się w sposób nieoczekiwany? Napisz recenzję tej książki i wyjaśnij, co takiego zrobił główny bohater i dlaczego cię to zaskoczyło. Zaznacz, czy poleciłbyś tę książkę innym. Recenzje zostaną opublikowane w czasopiśmie.

Ostatni przykład to wskazówki dotyczące jednego z zadań pisemnych na poziomie Cambridge Proficiency. Pokazuje, że od uczniów oczekuje się nie tylko umiejętności pisania i czytania tekstów na poziomie zaawansowanym, lecz także dokonywania ich oceny i porównania:

Napisz wypracowanie, w którym podsumujesz i ocenisz kwestie kluczowe dotyczące obydwu tekstów. W odpowiedziach użyj jak najwięcej własnych słów i uwzględnij własne interpretacje.

Jak widać, testy Cambridge English zakładają ciągły rozwój umiejętności czytania i na tej podstawie tworzą zadania sprawdzające umiejętność pisania, które pokazują również, że **czytanie nie jest** koncepcją statyczną, a **umiejętnością, którą należy rozwijać**, trenować i doskonalić.

Umieszczone powyżej przykłady pokazują, że chociaż **czytanie** klasyfikuje się jako sprawność receptywną, w żadnym wypadku nie jest pasywne. Wręcz przeciwnie, chodzi o **proaktywny proces** który wymaga zaangażowania i skupienia ze strony ucznia. W porównaniu np. z mówieniem, aktywne czytanie przejawia się w zupełnie inny, mniej oczywisty i mniej widoczny na zewnątrz sposób. Z uwagi na to, że czytanie po cichu jest procesem bardzo intymnym i wewnętrznym, który również w dużym stopniu jest autonomiczny, może się wydawać, że śledzenie go w sposób zsynchronizowany jest trudne. Nauczyciele często unikają ciągłego, nieprzerywanego czytania w ramach zajęć w klasie, ponieważ dla nich takie "ciche" zajęcia mogą oznaczać zajęcia nieaktywne, w przeciwieństwie do zajęć opierających się na komunikacji, podczas których uczniowie mają szansę wykazać się swoją aktywnością w bardzo widoczny sposób. Metody, takie jak np. DEAR (rzuć wszystko i czytaj, Drop Everything and Read), są bardzo efektywne, ponieważ dzięki nim nauczyciel modeluje czytanie jako czynność i jednocześnie jako proces.

Umiejętność czytania nie tylko wspomaga rozwój innych umiejętności, ale również bardzo stanowi **elastyczne narzędzie łączące nauczanie stacjonarne z nauczaniem zdalnym, szkolne i pozaszkolne życie uczniów oraz formalne uczenie się w trakcie całego życia**. Kształcenie ustawiczne jest warunkiem sukcesu zawodowego uczniów, ich samorealizacji, poczucia spełnienia oraz prawidłowego funkcjonowania w społeczeństwie i szacunku wobec samego siebie. Nic zatem dziwnego, że w krajach takich jak Dania czy Finlandia, które

zajmują najwyższe pozycje we wszelkiego rodzaju testach sprawdzających umiejętności oraz w badaniach porównawczych, czytanie jest zasadniczym elementem procesu edukacji.

Praktyka pokazuje, co często bywa zaskoczeniem dla nauczycieli, którzy decydują się na włączenie czytania do programu nauczania, że nawet jeśli zajęcia tego typu odbywają się okazyjnie, prawie zawsze kończą się sukcesem. Aby jednak zminimalizować ryzyko związane z włączeniem czytania do programu nauczania, nauczyciel, czy też szkoła powinni wprowadzać je ostrożnie i stopniowo. Dla uczniów zajęcia z czytania mogą stać się przyjemnym oderwaniem od rutynowego korzystania z podręczników. Aby jednak zbudować długotrwały i możliwy do utrzymania nawyk czytania, nauczyciel w pierwszej kolejności musi zadbać o rozwój i utrwalenie kompetencji czytelniczych i powiązanych z nimi umiejętności. Nauczyciele rozumieją, że zdolność łączenia liter nie oznacza jeszcze efektywnego czytania. Z reguły **słaba umiejętność czytania w języku ojczystym wpływa na umiejętność czytania w języku obcym**. Nauczyciel musi zapewnić uczniom odpowiednie wsparcie, jeszcze w ich języku ojczystym, zanim staną się samodzielnymi czytelnikami. Innymi słowy, nauczyciel musi „podsuwać drabinę" swoim uczniom. **To proces, w którym nauczyciel wspiera uczniów w osiąganiu celu, zdobywaniu umiejętności lub realizacji założeń, z którymi nie poradzą sobie samodzielnie.** Wsparcie nauczyciela stopniowo i celowo „słabnie" w odpowiedzi na rosnącą samodzielność ucznia. (Więcej informacji o nauczaniu metodą „rusztowania", ang. *scaffolding*, omawiają Wood, Bruner i Ross (1976) lub Benson (1997).)

Należy pamiętać, że **czytanie** nie należy do zajęć, po których możemy się spodziewać natychmiastowych efektów. **Wymaga czasu, cierpliwości, wizji i długoterminowego planowania.** Nauczyciel musi również **znać swoich wszystkich swoich uczniów**. Nie oznacza to, że musi wiedzieć, jakie są ich zainteresowania ani jakie są ich ulubione gatunki literackie, chociaż taka wiedza może być bardzo pomocna. Nauczyciel zazwyczaj przetwarza i uśrednia tego typu informacje i na ich podstawie wyszukuje takie materiały do czytania, które pomogą osiągnąć najlepszy wynik. Dzięki takiemu podejściu godzina lekcyjna może być zabawna, przyjemna i inspirująca. Jednak takie działania nie wpływają na rozwój samodzielności uczniów ani na ich odpowiedzialność za własny proces uczenia się. Innymi słowy, uczniowie poniekąd nie mają prawa głosu i możliwości wyboru.

Zanim zajmiemy się podejściami, metodami i konkretnymi zajęciami, które wdrażają czytanie do procesu i programu nauczania, pokażemy Wam, **w jaki sposób NIE NALEŻY czytać**. Przykładem takiego sposobu jest sytuacja, w której nauczyciel poleca uczniom otwarcie podręczników, znalezienie konkretnego tekstu, który będzie dla nich czymś nowym, a potem **wymaga, aby każdy z nich przeczytał jedno zdanie na głos**. Takie podejście może mieć sens w przypadku entuzjastycznych czytelników, w małej klasie i w bardzo przyjaznej atmosferze i na ogół jest bardzo nieefektywne w procesie czytania ze zrozumieniem, ponieważ uczniowie skupiają się na czytaniu na głos, a nie na samej treści. Czytanie niezrozumiałego tekstu w celu ćwiczenia wymowy i intonacji wymaga zbyt wiele wysiłku, a dla introwertycznych dzieci i dzieci z trudnościami w uczeniu jest to niezwykle stresujące i nieprzyjemne doświadczenie.

Kolejne bardzo często spotykane podejście do czytania podczas zajęć z języka angielskiego jako języka obcego to podejście na zasadzie **czytaj i przetłumacz**. Tłumaczenie tak naprawdę stanowi kombinację kompleksowych i bardzo trudnych umiejętności. Efektem takiego podejścia jest powolne czytanie, częste zawahanie się, zatrzymywanie się i nieudane próby. To proces wymagający wiele czasu, pod koniec którego większość uczniów przestaje skupiać się na zadaniu.

Dlatego nauczyciel powinien bardzo dokładnie zastanowić się nad swoimi celami, a dokładniej nad tym, co chce osiągnąć poprzez włączenie czytania do procesu nauczania, a następnie wybrać **najbardziej odpowiednie podejście**. Oto kilka propozycji:

Czytanie na głos „to sposób nauczania, w którym nauczyciele, rodzice i wychowawcy czytają teksty dzieciom na głos" (ang. *Reading Aloud*).

Podobną metodą, której bardzo często używa się w wieku przedszkolnym, jest **wspólne czytanie** (ang. *Shared Reading*). Nauczyciel czyta książkę razem z uczniami, zazwyczaj siedząc w kręgu albo półkręgu. Nauczyciel „jednoznacznie modeluje umiejętności doświadczonego czytelnika" i angażuje uczniów w interaktywne czytanie (pyta na przykład, co stanie się za chwilę, pyta o ilustracje zawarte w książce i o zasób słów (patrz Część praktyczna lub przykłady z *Reading Rockets*). W przypadku obydwu z tych podejść – czytanie na głos i wspólne czytanie – bardzo wskazane są książki większego formatu.

Jeśli chcemy, aby uczniowie czytali na głos w klasie, możemy wykorzystać czytanie zbiorowe (ang. *chorus reading*) lub czytanie w parach (ang. *paired reading*). **Czytanie zbiorowe (chóralne)**, w momencie kiedy cała klasa czyta na głos, może być mało urozmaicone, dlatego warto do niego dodać jakąś rolę lub element zabawy (np. podzielić uczniów na grupy i czytać formą dialogu, zaproponować „zawody" między nauczycielem i klasą albo wnieść różne nastroje do czytania). **Czytanie w parach** działa najlepiej wtedy, gdy uczniowie w poszczególnych parach zmieniają się podczas czytania, dzięki czemu cała klasa może czytać w tym samym czasie.

Czytanie z przewodnikiem (ang. *Guided Reading*) to „ćwiczenia lub podejście polegające na tym, że nauczyciele pomagają małej grupie uczniów podczas samodzielnego czytania tekstu. Tego typu strategia umożliwia uczniom czytanie materiałów dostosowanych do ich indywidualnych potrzeb (więcej informacji w *Practical part Toolkit*).

W przypadku **samodzielnego czytania** (ang. *Independent Reading*) „dzieci czytają tekst – książki, czasopisma i gazety – same, z niewielką pomocą lub bez pomocy dorosłych. Czytają po cichu, dzięki czemu mogą to robić we własnym tempie i w ten sposób próbować różnych strategii czytelniczych. .

2.1 Kryteria wyboru

Podczas podejmowania decyzji o tym, jakie książki zaproponować uczniom, warto, aby nauczyciele cofnęli się do lat swojego dzieciństwa i przypomnieli sobie, jak sami wybierali lekturę. Często były to dość proste wymagania, np. **grubość książki, wielkość czcionki, atrakcyjność okładki lub ilustracji, oraz jak długie i złożone są zdania**. Jednak z punktu widzenia młodszych uczniów są to istotne kwestie.

Pierwsze spotkanie z książką może mieć wpływ na podejście do czytania na całe życie. Jeśli dziecko nieustannie wybiera książki, które nie są dla niego odpowiednie, może to mieć negatywny wpływ na jego podejście do czytania jako takiego. W takim wypadku należy sięgnąć po pomoc nauczyciela, który pomoże młodemu czytelnikowi wybrać książkę, która dostarczy mu odpowiednich wrażeń i zapewni satysfakcję z czytania. Oczywiście, wyżej wymienione kryteria nie są jedynymi, które warto wziąć pod uwagę podczas podejmowania decyzji. Najlepszym rozwiązaniem jest znalezienie książek, które będą odpowiednie dla większości

dzieci w klasie, jednak **w przypadku czytania ekstensywnego, kiedy nie wszyscy uczniowie będą czytać tę samą książkę, można dostosować lektury do indywidualnych potrzeb każdego z uczniów**.

Lazar (1993, s. 52 – 53) zwraca uwagę na kilka **kwestii, o których warto pamiętać wybierając najbardziej odpowiedni tekst do czytania**. Do pierwszej kategorii należą **wiek, dojrzałość emocjonalna i intelektualna, zainteresowania i upodobania uczniów**. **Uwarunkowania kulturowe** to kolejny aspekt, który należy wziąć pod uwagę – w przypadku młodszych uczniów powinniśmy ocenić, jak wybrany materiał odnosi się do ich aktualnej wiedzy o świecie. Kolejnym bardzo ważnym czynnikiem jest **poziom znajomości języka**. W przypadku młodszych uczniów, których poziom zazwyczaj mieści się pomiędzy A0+ a A1 (poziom początkujący), bardzo często wydaje nam się, że czytanie w języku obcym jest dla nich jeszcze zbyt trudne. To założenie poddają w wątpliwość Bassnet i Grundy (1993, s. 110) którzy twierdzą, że „kiedy usiądziemy i przygotujemy listę wszystkich czynności, z którymi równie dobrze potrafią sobie poradzić początkujący i zaawansowani uczniowie, będzie to dla nas pouczającym doświadczeniem".

Jeśli nauczyciel zdecyduje się na wykorzystanie lektur uproszczonych, powinien ocenić poziom oraz liczbę słów w nich zawartych. Tego typu informacje znajdują się zawsze na każdej z takich lektur. Jeśli nauczyciel zdecyduje się zamiast lektur uproszczonych użyć materiałów źródłowych, ich poziom językowy powinien być nieco wyższy, niż poziom opanowany przez uczniów. Dzięki temu będziemy mieć pewność, że uczniowie zrozumieją fabułę, a oprócz tego nauczą się nowych elementów językowych.

Lazar zwraca uwagę na kolejne czynniki (1993, s. 54 – 55), które można wykorzystać w przypadku młodszych uczniów, takie jak dostępność tekstów, długość **tekstu, jego użyteczność oraz zgodność z założeniami programowymi**. Informacje o dostępności znajdują się powyżej. Długość tekstu zależy nie tylko od wieku i poziomu zaawansowania, ale również od ilości czasu, który nauczyciel chce poświęcić na czytanie w szkole i w domu. Nauczyciel powinien również zastanowić się, czy planuje czytanie tekstu w całości, albo wybierze jego skróconą wersję, oraz ile podstawowych informacji będzie potrzebować, żeby tekst był zrozumiały dla uczniów. Użyteczność tekstu Lazar rozumie jako możliwość wykorzystania go do konkretnego typu zadań i ćwiczeń, dostępność innych źródeł, które można wykorzystać jako materiały pomocnicze do pracy z tekstem, np. krótkie nagrania wideo, filmy i sztuki teatralne. Wreszcie, aby tekst był kompatybilny z założeniami programowymi, Lazar zaleca zapoznanie się z powiązaniami tematycznymi, zasobem słownictwa, gramatyką i dyskursem.

Collie i Slater (1987, s. 3 – 7) **„zalecają pełnowartościowy i autentyczny materiał"**, który zapewni uczniom wzbogacenie kulturowe i rozwój umiejętności językowych i będzie odnosił się do tego, co przeżywają. Podobnie jak Lazar twierdzą, że „**kryteria dopasowania** zależą od każdej konkretnej grupy uczniów, ich potrzeb, zainteresowań, uwarunkowań kulturowych oraz poziomu znajomości języka" (s. 6). Autorzy są przekonani, że poza oceną poziomu znajomości języka należy również wybierać książki, które są związane z doświadczeniami życiowymi, emocjami oraz marzeniami uczniów..

2.2 Proces wyboru

Jeśli chcemy zachęcić uczniów do czytania, należy **włączyć ich do samego procesu wyboru**. Możemy to zrobić na różne sposoby. Po pierwsze, możemy **powiedzieć dzieciom, żeby przyniosły do szkoły swoją ulubioną książkę** w swoim języku ojczystym, albo w języku angielskim. Następnie nauczyciel może udostępnić przyniesione książki wszystkim dzieciom w klasie tak, aby każdy mógł zapoznać się z tym, co czytają jego rówieśnicy. Dzieci mogą rozmawiać o książkach w grupach, pomoże to nauczycielowi uzyskać lepsze wyobrażenie na temat popularnych wśród uczniów gatunków i tematów. Na tej podstawie można dokonać wyboru książek do szkolnej, albo klasowej biblioteki. Dla starszych uczniów możemy wykorzystać „ankiety o zainteresowaniach i ulubionych gatunkach literackich" ew. jeśli nauczyciel chce, aby cała klasa czytała tę samą książkę, może przygotować „krótkie streszczenia trzech lub czterech krótkich fragmentów tekstu i pozwolić uczniom wybrać ten, który wydaje im się najciekawszy" (Collie a Slater, 1987, s. 7).

Kolejna możliwość to **przyniesienie na zajęcia kilku książek**. Najpierw dzieci obejrzą książki i postarają się wybrać te, których okładka wyda im się najbardziej interesująca. Mogą również omówić każdą z nich i próbować odgadnąć, o czym jest dana książka, dla kogo jest napisana, czy jest smutna, czy wesoła, czy jest przygodowa itd. Następnie mogą tworzyć grupy na podstawie książek, które wybrali, przejrzeć je, żeby dowiedzieć się, czy ich przewidywania były trafne. Jeśli książka im się spodoba i chcieliby ją przeczytać, przygotują na jej temat krótką prezentację, żeby zainteresować resztę uczniów. Jeśli książka nie spełni ich oczekiwań, mogą dołączyć do innej grupy, albo wybrać inną książkę. Prezentacje mogą przybierać różne formy (reklama w radio, plakat, wywiad z autorem, dramatyzacja krótkiego urywka tekstu itd.). Po zakończeniu prezentacji uczniowie mogą głosować na książkę albo książki, które chcieliby przeczytać.

2.3 Motywacja i utrzymanie motywacji czytelników

„Badania wciąż pokazują, że nic nie ma większego wpływu na motywację uczniów niż nauczyciel, który pasjonuje się pracą wykonywaną w klasie" (Torner, 2017, s. 98), szczególnie dotyczy to czytania i miłości do literatury. Jeśli **nauczyciele podchodzą do czytania z entuzjazmem, a dzieci widzą ich często z książką w ręce**, istnieje duża szansa, że to zwiększy ich zainteresowanie i ciekawość. Jeśli wprowadzicie dzieci do świata opowieści, bajek, legend, baśni, opowiadań i innych gatunków literackich, odkryjecie przed nimi świat, w którym spotkają nowe postaci, przeżyją nowe przygody, dowiedzą się nowych rzeczy i nauczą się nowych wartości. Będą mogli porównywać historie ze swojego życia z historiami literackich bohaterów.

Mocną stroną motywacji uczniów „będzie decyzja dotycząca tego, na ile poważnie traktować będą pracę, ile czasu poświęcą na czytanie i jak bardzo pragną się rozwijać " (Scrivener, 2005, s. 64). **Kiedy nauczyciel służy jako wzór**, może zachęcić uczniów do pracy lub zwiększyć ich wewnętrzną motywację. Wielu młodszych uczniów jest motywowanych w sposób naturalny, poprzez ich wrodzoną ciekawość, i *de facto* dzięki niej uczą się nowych rzeczy. Ten rodzaj motywacji powinien być nieustannie rozwijany i nie powinien być w żaden sposób nagradzany, ani poprzez wystawianie ocen, ani poprzez testy, ani też (w przypadku małych dzieci) słodyczami. **Wewnętrzna motywacja powinna wypływać z samego ucznia lub z tekstów, które dostał do przeczytania.** Należy tutaj wspomnieć rozumienie nagrody podane przez

Thornera (2017, s. 9) która wynika z „wydarzenia, czynności lub sytuacji" oraz wywołanego przez nie „uczucia radości i zadowolenia".

Podczas czytania na zajęciach, czy w formie samodzielnego, czy też intensywnego czytania, nauczyciel łatwiej **utrzyma motywację uczniów za pomocą różnorodnych zajęć przed czytaniem lub w trakcie czytania**. Motywacja do czytania ekstensywnego może być od samego początku trochę utrudniona. Nawyk czytania poza szkołą powinno się budować zwłaszcza u tych dzieci, które nie czytają regularnie nawet w swoim języku ojczystym. Colie i Slater (1987, s. 36) zwracają uwagę na to, że jednym ze sposobów, w jaki można stopniowo rozwijać nawyk czytania, jest **czytanie dłuższych tekstów** podzielonych na części. Niektóre z nich czytane są podczas zajęć lekcyjnych, a inne dzieci czytają je w ramach zadania domowego, co powinno pomóc im z wyrobieniem sobie nawyku czytania ekstensywnego. Należy jednak odpowiedzieć na pytanie, które fragmenty tekstu powinno się czytać podczas lekcji, a które w domu. Autorzy zwracają uwagę, że zależy to od poziomu zaawansowania, motywacji oraz zainteresowań uczniów, oraz innych czynników, takich jak „poziom trudności książki bądź […] jakiegoś jej fragmentu". Te czynniki wpływają na długość tekstu, który można „bez problemu czytać w domu" (s. 37). Aby **czytanie w domu** było dla uczniów łatwiejsze, **nauczyciel może przygotować różnego rodzaju arkusze**, które mogą im pomóc i poprowadzą ich przez tekst. Uczniowie mogą również przygotować różnego rodzaju zajęcia, np. quizy, ćwiczenia na znajomość słówek, ćwiczenia typu prawda/fałsz, ćwiczenia wielokrotnego wyboru itd. Pomaga to w rozwoju ich samodzielności. „Bardzo ważne jest, aby wcześniej wyposażyć się w całą paletę **atrakcyjnych ćwiczeń**, zwłaszcza jeśli pracujemy z uczniami, którzy nie są specjalistami w dziedzinie literatury i którzy jeszcze nie wykazują się inicjatywą i ochotą sięgania po książkę w języku obcym" (Colie i Slater, 1987, s. 8).

Motywacja uczniów do czytania zaczyna się już w momencie doboru książek. Oprócz propozycji, które omówiliśmy w tym podrozdziale, **nauczyciele mogą poprosić księgarzy i bibliotekarzy** o wskazówki, jakie książki uczniowie konkretnych grup wiekowych pożyczają najczęściej. Należy również „szukać książek, które zachęcą czytelników do tego, by wczuli się w innych ludzi, ich perspektywy i doświadczenia. Dotyczy to wszystkich gatunków literackich: czy to opowieści grozy, fantasy, science fiction czy historii miłosnych. […] Komiksy mogą motywować mniej doświadczonych czytelników, dzięki swojej bogatej i kolorowej szacie graficznej" (*Motivating Adolescent Reluctant Readers*, „Motywowanie młodzieży, która nie chce czytać").

Wzrost motywacji i pobudzenie zainteresowania to pierwszy krok do udanego doświadczenia czytelniczego. Bywa i tak, że początkowy entuzjazm uczniów z czasem maleje. Nauczyciele powinni obserwować swoje klasy i pojedynczych uczniów bardzo uważnie, a jeśli zauważą, że uczniowie nie **koncentrują się wystarczająco**, muszą interweniować i pomóc. Forma interwencji zależy od **przyczyny spadku motywacji** oraz od liczby uczniów, którzy tracą motywację. Jeśli powodem jest **poziom znajomości języka**, należy przygotować ćwiczenia, dzięki którym czytanie stanie się łatwiejsze (zazwyczaj są to ćwiczenia ze słownictwa i gramatyki). Jeżeli spadek zainteresowania spowodowany jest brakiem zrozumienia, np. treści kulturowych, nauczyciel powinien przedstawić kilka podstawowych informacji lub przygotować ćwiczenia, dzięki którym uczniowie zdobędą informacje potrzebne do zrozumienia tekstu. Uczniów można również zaangażować w takie zajęcia, jak „odgrywanie scenek, improwizacja, twórcze pisanie, dyskusje, ankiety, wizualizacje (Collie i Slater, 1987, s. 8). Scrivener proponuje kolejne interesujące sposoby na podtrzymanie motywacji (2005, s. 190), np. pisanie dziennika jednego z bohaterów, wywiad z bohaterem, narysowanie obrazka przedstawia-

jącego wybraną scenę, a następnie porównywanie obrazków i utworzenie mapki wydarzeń. **Współpraca** to kolejny sposób, który pomaga w utrzymaniu zainteresowania i aktywności uczniów. Jeśli pracują w grupach, mogą wspierać się nawzajem dzieląc się ze sobą wiedzą i poglądami. Czytanie jako część pracy projektowej wnosi nowy wymiar i zachęca uczniów do kontynuowania czytania.

2.4 Czas DEAR

Wiele szkół wprowadziło czytanie ekstensywne do swoich programów nauczania na podstawie wyników badań i wynikających z tego licznych korzyści. Szkoły oferują więcej czytelniczych programów, np. **DEAR** (ang. *Drop Everything and Read*) – **rzuć wszystko i czytaj**, FVR (ang. *Free Voluntary Reading*) – swobodne niezależne czytanie, USSR (ang. *Uninterrupted Sustained Silent Reading*) – nieprzerywane ciągłe ciche czytanie, WEB (ang. *We Enjoy Books*) – lubimy książki, oraz FUR (ang. *Free Uninterrupted Reading*), czyli swobodne nieprzerywane czytanie. Tego typu podejścia określane są różnymi nazwami, mają jednak podobny charakter: dzieci czytają dla rozrywki, po cichu i bez przerywania.

Metoda, która jest rozpowszechniona w USA i staje się coraz popularniejsza również w szkołach w innych krajach, nazywana jest czasem DEAR. Według Deborah Foertsch, nauczycielki szkoły podstawowej, która promuje na swoich zajęciach czytanie ekstensywne, dzieci najlepiej uczą się „w grupie uczniów; w bezpiecznym środowisku; tam, gdzie nauczanie skupia się na uczniu i uczniowie w zaangażowani są ciałem, sercem i umysłem ” (Foertsch, cytowana w Sierra-Perry, 1996, s. 19). To wszystko można osiągnąć stosunkowo łatwo za pomocą czasu DEAR: **uczniowie czytają w grupie innych czytelników** (uczniowie i nauczyciele); **w bezpiecznym i przyjemnym środowisku** (nie muszą pisać testów); sami wybierają książki, które chcą czytać, wkładając w to całe serce i umysł. Mają również możliwość **opowiadania o tym, co przeczytali oraz wsparcie nauczyciela**. Tego typu podejście umożliwia uczniom stanie się efektywnymi czytelnikami, a następnie czytelnikami i „uczniami“ na całe życie.

Zanim nauczyciel wprowadzi w klasie czas DEAR, **musi zagwarantować dostęp do książek** oraz stworzyć stymulujące i atrakcyjnie czytelniczo warunki. Podczas DEAR uczniowie wybierają książki, które chcą czytać. Idealnym sposobem na udostępnienie im książek jest **założenie klasowej biblioteki** zawierającej różnego rodzaju książki i czasopisma, które zaspokoją zainteresowania uczniów i są przystosowane do ich poziomu czytelniczego. Książki mogą znajdować się we wszystkich miejscach klasy: na półkach, w koszach na okiennych parapetach, na dywanie albo na biurku nauczyciela. Dzięki temu uczniowie są praktycznie otoczeni książkami. Aby zapewnić komfortowe miejsce do czytania, można wykorzystać dywaniki do czytania, pufy lub poduszki.

Nauczyciele **zapoznają uczniów z metodą DEAR i jej zasadami**. Wyjaśniają uczniom, że będą czytać książki według własnego wyboru. Jeśli książka wyda im się za trudna, lub jeśli nie spodoba im się historia, mogą przestać ją czytać w każdej chwili i wybrać inną. Uczniowie muszą wybrać książki przed rozpoczęciem czasu DEAR.

Nauczyciel wyznacza konkretny moment **dnia na czas DEAR** w ramach godzin lekcyjnych. Pierwsze “posiedzenia z książką” mogą wynosić od 5 do 10 minut i stopniowo można je przedłużać od 15 do 20 minut. Zazwyczaj czas DEAR praktykuje się codziennie, na początku, albo na końcu lekcji. Jeśli nie ma do tego odpowiednich warunków, powinno się go praktyko-

wać co najmniej dwa razy w tygodniu. Systematyczność pomaga w przekształceniu czytania w nawyk.

Prawdziwy czas DEAR to czas, gdy każdy w klasie dosłownie rzuca wszystko i zaczyna czytać. Nauczyciel ogłasza rozpoczęcie czasu DEAR, u młodszych uczniów może na przykład zadzwonić dzwonkiem albo wykorzystać śpiewaną rymowankę. Uczniowie dostają książki, które chcą czytać i znajdują wygodne miejsce do czytania. Mogą również przynieść książkę z klasowej biblioteki, albo ulubioną książkę z domu. Nauczyciel czyta razem z nimi, ponieważ jest dla uczniów wzorem i modeluje proces czytania. Każdy uczeń w klasie w wyznaczonym czasie czyta po cichu, aż do momentu, gdy nauczyciel ogłosi koniec czasu DEAR, **zachęcając uczniów do tego, by kontynuowali czytanie w czasie wolnym**, czy to w szkole, czy zabierając książkę do domu.

Mniej więcej po dwóch tygodniach od wprowadzenia czasu DEAR, kiedy większość uczniów przeczyta już co najmniej jedną książkę, uczniowie są gotowi na prowadzenie rozmów o książkach, a nawet wyrażanie swoich opinii w formie pisemnej. Nauczyciele mogą zacząć od krótkich rozmów z dziećmi dotyczących przeczytanych książek, albo zaproponować wprowadzenie dzienników czytelnika. Dzięki temu uczniowie mogą rozmawiać o książkach, polecać je innym dzieciom oraz zastanowić się nad tym, co właśnie przeczytali.

2.5 Biblioteka w klasie

Wyniki badań pokazują, że dzieci, które wyrastają w warunkach zachęcających do czytania, np. w rodzinie, w której jest domowa biblioteka i rodzice oraz inni członkowie rodziny regularnie czytają, w sposób naturalny wyrobią sobie właściwe nawyki czytelnicze. Z drugiej strony, są dzieci, które nie mają łatwego dostępu do książek czytają rzadko, albo nie czytają w ogóle. Klasowe biblioteki oraz programy czytania ekstensywnego mogą wyrównać tego typu braki dzięki temu, że w klasie książki będą dostępne w zasadzie kiedykolwiek i dla wszystkich.

Klasowa biblioteka powinna oferować szeroki wybór lektur, aby zaspokoić różne zainteresowania czytelnicze oraz być dostosowana do różnych poziomów czytelniczych. Istnieje kilka propozycji opartych na badaniach, które pomagają w kompletowaniu bibliotek w klasie.

- Zachęcamy, aby w bibliotece znajdowało się przynajmniej 7, a najlepiej 20 lub więcej książek na jednego ucznia. Chodzi głównie o książki w języku ojczystym, podobne ilości powinniśmy zapewnić również w przypadku książek w języku obcym, t. j. minimalnie 5 książek na ucznia.
- Biblioteka powinna zawierać materiały do czytania na różnym poziomie czytelniczym, aby zadowolić potrzeby początkujących, ale też doświadczonych czytelników.
- Biblioteka powinna być uzupełniana na bieżąco.
- W bibliotece powinna znajdować się literatura faktu oraz literatura piękna. Niektórzy księgarze i pedagodzy zalecają, aby literatura faktu stanowiła przynajmniej połowę materiału edukacyjnego.
- Taki księgozbiór powinien składać się z bogatej palety gatunków i formatów, np. powieści, encyklopedie, lektury uproszczone, komiksy, czasopisma, biografie, opowieści o zwierzętach, fantasy, książki przygodowe, historie o szkole, historie miłosne, bajki; oraz obejmować obszerny zakres tematów, które mogą zainteresować uczniów.

Biblioteczka powinna być uporządkowana w sposób efektywny, tak aby uczniowie mogli znaleźć książki, które będą im się podobać. Najbardziej powszechnym sposobem organizacji biblioteki jest usystematyzowanie jej według klucza tematycznego, poziomu czytelniczego, autorów, gatunków albo serii. Tego typu kategorie można łączyć w różny sposób, na przykład uporządkować książki według klucza tematycznego i wykorzystać naklejki z kolorowymi kodami określającymi poziom czytelniczy. Nowe książki oraz książki, które nauczyciele najczęściej polecają uczniom, mogą być wyeksponowane w taki sposób, aby było widać ich okładkę. Warto zachęcać dzieci do podejmowania decyzji o samym systemie wypożyczania oraz zasadach obowiązujących w takiej bibliotece.

2.6 Czytanie czasopism i rozmowy o książkach

Czytanie ekstensywne dostarcza uczniom tematów i pomysłów, z którymi mogą dalej pracować w dziennikach czytelniczych lub omawiać je podczas nieformalnych rozmów w klasie. Dzięki temu **rozwijamy kolejne umiejętności uczniów, takie jak pisanie i mówienie**. Dzienniki czytelnika i rozmowy o książkach dają uczniom **okazję do wyrażenia opinii** o książkach, które przeczytali, podzielenia się swoimi przemyśleniami, oraz porównania opowiedzianej historii z własnym doświadczeniem. Dzieci uczą się streszczać historie, wyrażać swoje opinie, ale również słuchać i akceptować poglądy innych. Co więcej, dzięki temu, że sporządzają notatki dotyczące lektur, śledzą również jakie książki i ile ich przeczytali, a nauczyciele mogą na bieżąco oceniać ich pracę i postępy.

Ważnym jest, aby nauczyciele szczegółowo przedstawiali koncepcje dzienników czytelniczych, aby uczniowie rozumieli, co mają pisać i w jakim celu. Istnieje wiele typów dzienników czytelniczych – można zacząć od krótkich, nieco łatwiejszych odpowiedzi, później nauczyciele mogą wdrożyć bardziej złożone metody, które pobudzają myślenie krytyczne. W momencie, gdy uczniowie potrafią już używać różnego rodzaju wypowiedzi pisemnych dotyczących przeczytanych książek, mogą również wybrać format, który będzie dla nich najbardziej odpowiedni.

Wskazówki dotyczące dzienników czytelniczych

- **Tworzenie map historii:** nauczyciel przedstawi kilka podstawowych elementów, takich jak tytuł książki, autor, główny bohater, czas i miejsce oraz gatunek. Uczniowie używają organizatorów graficznych, aby zebrać istotne informacje o książce, którą przeczytali.
- **Tworzenie map charakterystyki postaci:** uczniowie studiują zachowania głównego bohatera, jego/jej imię, przyjaciół, rodzinę, wygląd fizyczny i cechy osobowości. Bardziej doświadczeni czytelnicy mogą opisać, co podobało im się w danej postaci, a co nie.
- **Książkowe selfie:** uczniowie zastanawiają się nad historią, którą przeczytali, nad panującym nastrojem, głównymi tematami w niej zawartymi, czasem i miejscem w którym się odgrywa oraz jej najważniejszymi elementami. Następnie robią sobie selfie z odpowiednim wyrazem twarzy, postawą ciała i rekwizytami, aby wyrazić atmosferę i główne punkty całej historii.
- **Słowa kluczowe:** uczniowie mają opisać książkę za pomocą pięciu hashtagów. Dzięki temu uczą się opisać książkę za pomocą słów kluczowych.
- **Podpowiedzi do pisania:** aby zachęcić uczniów do pisania, nauczyciele mogą im zaproponować zbiór pytań, albo podpowiedzieć początek zdań. Uczniowie wybierają jedną

z takich podpowiedzi i zaczynają pisać. Zalecamy, aby podpowiedzi wspomagały również rozwój myślenia analitycznego, proaktywność i kreatywność uczniów:

Książka podobała mi się, ponieważ…
Książka nie podobała mi się, ponieważ…
Podobał/a mi się- (imię głównego bohatera/bohaterki), ponieważ…
Z jakim konfliktem mamy do czynienia w książce? W jaki sposób został rozwiązany?
W jaki sposób rozwiązał/-a byś go ty?
Najważniejsze słowo (zdanie) w historii to… ponieważ…
Napisz list do postaci, której nie lubisz. Napisz, co o niej myślisz, oraz co myślisz o jej zachowaniu.
Zmieniłeś/-aś zdanie na jakiś temat po przeczytaniu książki?

- **Cytaty:** uczniowie wybiorą kilka cytatów, które uważają za istotne, zabawne lub szokujące, i zanotują je w swoim dzienniku czytelnika. Potem dodadzą swoje uwagi i komentarz, w którym napiszą, w jaki sposób rozumieją znaczenie i założenia danego fragmentu tekstu.
- **Karteczki Exit ticket:** tego typu elementy można wykorzystywać podczas czytania literatury faktu. Uczniowie napiszą trzy rzeczy, których się nauczyli, dwie rzeczy, które są dla nich interesujące, oraz jedno pytanie, które jeszcze chcą zadać i dotyczy danego tematu.
- **Notatnik czytelniczy:** uczniowie zapisują swoją aktywność czytelniczą poprzez robienie notatek po każdym czytaniu: data (czytania), nazwa książki, ile stron przeczytali, ile minut spędzili na czytaniu, nowe słowa, z którymi się spotkali, własna ocena książki (używając emotikonów lub określonej liczby gwiazdek).
- **Napisanie wiersza:** uczniowie napiszą akrostych, t. j. wiersz, w którym pierwsza litera każdego wersu tworzy słowo lub odnośnik. Mogą użyć imienia głównej postaci z książki albo napisać wiersz, który ją opisuje.
- **Przepisanie historii:** uczniowie przepisują część historii, którą przeczytali, z punktu widzenia postaci drugoplanowej. Tego typu zadanie daje uczniom okazję do refleksji nad punktem widzenia, oraz nad tym, jak historia może zmieniać się w zależności od tego, kto ją opowiada.

Jak rozmawiać o książkach – propozycje

- Uczniowie pracują w parach. Mają za zadanie przedstawić książkę, którą niedawno przeczytali. Nauczyciel ustala, jakie informacje dotyczące książki uczniowie powinni przedstawić, np. nazwa książki, streszczenie w jednym zdaniu, powód, dlaczego książka im się podobała bądź nie. Uczniowie mają kilka minut na sporządzenie notatek. Następnie rozmawiają w parach w ten sposób, że każdy z nich prezentuje książkę, którą przeczytał. Później uczniowie zmieniają partnerów i prezentują książkę od nowa, tym razem bez pomocy notatek.
- Każdy uczeń przygotuje kilka pytań dotyczących książki. Uczniowie pracują w parach w ten sposób, że zamieniają się w zadawaniu pytań i udzielaniu odpowiedzi dotyczących książki.
- Uczniowie narysują obrazek do książki, którą przeczytali. Rozmawiają w parach o książce, o jej głównych tematach i wątkach opisując obrazek który wytworzyli.

2.7 Praca projektowa

Każdy nauczyciel miał już prawdopodobnie do czynienia z klasami, w których niektórzy uczniowie czytali regularnie i inni okazjonalnie, a jeszcze inni nigdy nie czytali książek. Tego

typu klasy tworzą heterogenną grupę uczniów z bogatym doświadczeniem czytelniczym po jednej stronie, a czytelników z zerowym doświadczeniem po drugiej. Jeśli nauczyciel chce wykorzystać czytanie w procesie nauczania, taka grupa uczniów może być prawdziwym wyzwaniem. Oprócz wyżej wspomnianych zajęć i zadań, za pośrednictwem których również ci, którzy nie czytają mogą chociaż okazać minimalne zainteresowanie i motywację, dobrym rozwiązaniem może być zorganizowanie czytania jako pracy nad projektem. Tego typu zajęcia rozwijają współpracę i wzajemną motywację uczniów w grupach, w których zadania mogą być zróżnicowane i dostosowane do zdolności, zainteresowań i potrzeb każdego z uczniów.

Co dokładnie oznacza praca projektowa? To „praca, w której koncentrujemy się na wykonaniu zadania. W skład pracy projektowej wchodzi z reguły wiele elementów – czas, ludzie, materiały – podczas takiej pracy uczniowie mogą ćwiczyć wiele umiejętności oraz systemów językowych." (Praca projektowa, Project Work, n. p.)

Wielką zaletą programów czytelniczych jest **połączenie czytania intensywnego i ekstensywnego**, podczas którego uczniowie współpracują, pomagają sobie nawzajem i wspierają się. Czytanie to część procesu, którego **produktem końcowym może być np. dramatyzacja opowieści lub jej części, plakat zawierający podstawowe informacje o książce, historia opowiedziana za pomocą komiksu, filmik, np. dotyczący życia jednej z postaci, lub film dokumentalny o miejscu, w którym rozgrywa się cała historia**. Oprócz czytania każdy uczeń w grupie skupia się na zadaniu, w którym jest dobry, np. na rysowaniu, streszczeniu, opowiedzeniu własnymi słowami, napisaniu scenariusza i przygotowaniu rekwizytu. Warto zajrzeć na stronę Ms. Venti's Class, która przedstawia większość wymienionych przykładów.

Pracę projektową należy odpowiednio przygotować, nauczyciel powinien być również dobrym menadżerem klasy. Wielką zaletą pracy projektowej jest pewnego rodzaju niezależność uczniów podczas planowania zadań oraz pracy nad nimi. Nauczyciel w razie potrzeby pomaga, ale równocześnie wycofuje się, gdy praca uczniów przebiega bez zakłóceń. Kolejną pozytywną cechą tej formy pracy jest **możliwość** (a czasami nawet potrzeba) **wdrażania podejścia międzyprzedmiotowego i** włączania do projektu nauczycieli innych przedmiotów oraz ich specjalistycznej wiedzy. Uczniowie podczas tego procesu mogą zaangażować się w inne obszary wiedzy, ponieważ dzielenie się pomysłami jest jedną z korzyści, które oferuje praca projektowa, w większości przypadków organizowana jako praca w zespole.

Jak podkreśla Zormanová (2012), w pracy projektowej uczniowie wykorzystują indywidualne zdolności i umiejętności. Biorą na siebie odpowiedzialność za rezultat projektu, podejmują niezależne decyzje, pracują z różnymi źródłami ćwicząc podejście krytyczne, rozwiązują problemy, wykorzystują swoje doświadczenia i umiejętności, uczą się planować, zarządzać swoją pracą i oceniać ją, rozwijają umiejętność współpracy w grupie, pracują nad umiejętnościami komunikacyjnymi, uczą się szanować poglądy innych i rozwijają swoją kreatywność, aktywność i wyobraźnię. (Zormanová, 2012, n. p.).

Edukacja projektowa **opiera się zazwyczaj na konkretnej tematyce** (nasze miasto, zmiana klimatu, cykl wegetacyjny roślin) **albo na opowieści**. Większość tematów najlepiej przedstawiać jako opowieść czy historię. Widać to wyraźnie w nowoczesnych podręcznikach, które w każdej lekcji wprowadzają uczniów w daną tematykę za pomocą historii. Projekty mogą być jednorazowe lub ciągłe. Wiele szkół o alternatywnym podejściu do kształcenia stawia na projekty jako sposób integracji i powiązania nauczania w ramach całego programu nauczania. Praca projektowa jest kluczowa dla nauczania międzyprzedmiotowego. Dodatkowo umożliwia łączenie wielu metod oraz strategii, w których każdy uczeń znajdzie coś, co lubi

robić. Poniżej przedstawiamy wyniki projektu przeprowadzonego w gimnazjum, który dotyczył opowieści kanterberyjskich (*The Canterbury Tales*). Naśladuje wyprawę pielgrzymów i jego celem było zapoznanie uczniów z okresem średniowiecza. Uczniowie:

- Stworzyli własne kostiumy i uszyli torby;
- Starali się rozszyfrować i zrozumieć tekst napisany w języku średnioangielskim (Middle English);
- Nauczyli się tańca średniowiecznego
- Bawili się w średniowieczną grę;
- Stworzyli mapę (Hronová)

Wiele szkół nie jest jeszcze gotowych na włączenie długoterminowych projektów do programów nauczania. Ale mimo to nauczyciele w szkołach tradycyjnych mogą przeznaczyć jeden tydzień raz na pół roku lub jeden dzień w tygodniu na pracę projektową, lub wykorzystać ją jako alternatywny sposób oceniania.

Projekty czytelnicze są dla uczniów niezwykle atrakcyjne głównie dlatego, że **czytanie przybiera formę wydarzenia odbywa się w konkretnym kontekście społecznym**. Dla klasy, w której uczniowie nie lubią czytać, projekty czytelnicze są bardzo dobrym sposobem na to, by zwrócić uwagę na atrakcyjność czytania bez narzucania go, oraz wprowadzać je stopniowo i różnicować.

2.8 Rola nauczyciela

Nauczyciele odgrywają różne role podczas swojej pracy w ramach klasy. Poczynając od przeprowadzania uczniów przez proces edukacji, aż po rolę, w której stopniowo stają się bardziej obserwatorami niż centralnymi postaciami. Wcześniejsze podrozdziały zajmują się koncepcją nauczania przez budowanie „rusztowania" (*scaffolding*), które zaczyna się od zapewnienia dużego wsparcia podczas wstępnych doświadczeń z czytaniem. Wsparcie to stopniowo jest ograniczane aż do momentu, gdy dziecko jest w stanie czytać samodzielnie. Mówiąc prościej, **nauczyciel wyposaża** młodego czytelnika nie tylko w **znajomość języka** ale również w **zdolności, sposoby postępowania oraz strategie**, które są potrzebne w procesie czytania, od wartościowego wyboru czytelniczego po zrozumienie i interpretację danego tekstu.

Na początku nauczyciel musi zorganizować klasę i zaangażować uczniów w wykonywanie zadań, co oznacza **podanie uczniom konkretnych instrukcji**. Równie ważnym jest **przekazanie informacji zwrotnej** po wykonaniu zadania (Harmer, 2012, s. 146), które rozumiemy nie tylko jako podsumowanie i ocenę, ale również jako motywację do dalszego czytania. W tym kontekście nauczyciel może pełnić rolę mentora, który „osobiście udziela uczniom porad i przekazuje zdobyte przez siebie informacje" (ibid.). Według Harmera „pomocnym jest, jeśli nauczyciel **organizuje konsultacje**, podczas gdy reszta klasy pracuje nad innymi zadaniami. Jeśli podczas zajęć zaproponujemy konsultację kilku uczniom, z pewnością zdążymy spotkać się indywidualnie z każdym z nich. " (ibid.). Tego typu grupowe bądź indywidualne konsultacje mogą przynosić efekty zwłaszcza w przypadku uczniów ze specjalnymi potrzebami wychowawczo-edukacyjnymi, którzy zazwyczaj wymagają od nauczycieli więcej wsparcia i prowadzenia.

Jak widać, nauczyciel jako zapalony czytelnik jest istotnym elementem decydującym o rozwoju czytania podczas zajęć z języka angielskiego jako języka obcego. **Dyskusje w klasie**, które na-

stępują po intensywnym i ekstensywnym czytaniu, pomagają wzbudzić prawdziwe zainteresowanie u uczniów. Chcą oni mieć poczucie przynależności i brać udział w dyskusji na poziomie swoich rówieśników. Podczas dyskusji głównym zadaniem nauczyciela jest pomóc „uczniom praktykować uczenie się formułowania, rozwijania i rozbudowania swoich wypowiedzi" (Beach et al., 2006, s. 87). Uczniowie uczą się również , „jak komunikować się ze swoimi rówieśnikami w sposób oparty na współpracy" (ibid.). Podczas dyskusji nauczyciel przejmuje rolę pośrednika, który inicjuje, zachęca, wskazuje kierunek oraz pobudza uczniów, aby „dalej rozwijali formy swoich wypowiedzi" (ibid. s. 89). Nauczyciele mogą podczas dyskusji występować w roli uczestników, ale powinni zwracać uwagę na to, aby nie dominować w dyskusji.

2.9 Ewaluacja i ocena

Podczas gdy uczniowie czytają, czy to w klasie czy w domu, nauczyciel musi sprawdzać i oceniać, czy zrozumieli to, co przeczytali. Zazwyczaj uczniowie odpowiadają na pytania dotyczące treści przeczytanego tekstu, bądź uzupełniają ćwiczenia, np. ustawianie we właściwej kolejności zdań lub obrazków podsumowujących tekst. Bardzo ważne jest sprawdzenie, czy uczniowie rzeczywiście śledzą to, co czytają. Ellis i McRae (1991, s. 10) nazywają tego typu fazę 'monitorowaniem', czyli „sprawdzaniem, czy uczniowie zrozumieli przeczytany tekst. Nauczyciel powinien stopniowo odchodzić od monitorowania, w zależności od tego, jak rozwija się czytanie ekstensywne w ramach klasy i czy uczniowie uczą się strategii i sposobów monitorowania we własnym zakresie."

Nauczyciele powinni oceniać nie tylko zrozumienie tekstu, ale również kolejne fazy procesu czytelniczego, zwłaszcza to, czy czytanie staje się czynnością systematyczną. Podczas intensywnego czytania możemy dać uczniom natychmiastową informację zwrotną i ocenić, w jaki sposób reagują na tekst czy ćwiczenia. W przypadku ekstensywnego czytania jest to trudniejsze. Co oceniamy? Które części i fazy? Stoimy również przed jeszcze ważniejszym pytaniem – jak oceniać.

Powinniśmy nieustannie pamiętać o kilku podstawowych zasadach oceniania. Podstawowym kryterium oceny czytania jest z pewnością jego motywacyjny charakter. **Oznacza to, że uczniowie nigdy nie powinni odbierać oceny jako krytyki, ale powinni ją traktować jako pomoc i wsparcie.** Ocena powinna również zawierać informacje dla ucznia, na przykład jak w przyszłości powinien poprawić swoją pracę. Ocenianie powinno być systematyczne, aby uczniowie mieli możliwość śledzenia swojego rozwoju. Co ważne, nie tylko nauczyciel powinien oceniać uczniów podczas czytania, ale również uczniowie powinni być zachęcani do **samooceny albo oceniania siebie nawzajem**. Istnieje wiele form oceniania, więc nauczyciel może wybierać w zależności od tego, jaką część procesu lub zajęć związanych z czytaniem chce oceniać.

Odradzamy nauczycielom korzystanie z ocen (zwłaszcza tych złych), wręcz przeciwnie, zachęcamy, aby wykorzystywali alternatywne formy oceniania, albo samooceny, np. portfolio, gdzie uczniowie mogą zastanowić się nad tym, co przeczytali, czego się dowiedzieli i do jakich wniosków doszli. Również dzienniki czytelnicze mogą służyć jako swoiste portfolio. Nauczyciel powinien wyjaśnić, jakie są założenia takiego dziennika, przedstawić kilka propozycji i przykładów, ale równocześnie musi podkreślić, że dziennik należy do ucznia i może on tworzyć jego zawartość według własnego upodobania. Jak widać, taki czytelniczy dziennik nie powinien podlegać ocenie i nie powinien być poprawiany przez nauczyciela. Powinien

raczej służyć jako podstawa do dyskusji, dowód na to, że uczeń robi postępy oraz jako możliwość określenia obszarów, nad którymi uczeń powinien pracować. Równocześnie może służyć jako świetne źródło informacji o zainteresowaniach uczniów, ich poglądach, obawach i o tym, co sprawia im przyjemność. Jeśli nauczyciel czuje, że chce coś przekazać uczniowi, może to zapisać na samoprzylepnych karteczkach, albo napisać krótki komentarz ołówkiem (nigdy nie powinniśmy poprawiać wypowiedzi uczniów czerwonym długopisem). Podczas dyskusji uczniowie mogą rozmawiać o swoich dziennikach, a nauczyciel może dołączyć do wybranych grup i wyrazić swoją opinię.

BIBLIOGRAFIA

Bassnett, S., & Grundy, P. (1993) *Language through Literature*. Longman.

Beach et al. (2006). *Teaching Literature to Adolescents*. Routledge.

Benson, B. (1997). Scaffolding (Coming to Terms). *English Journal*, 86(7), 126-127.

Cambridge A2 Key for Schools, (n.d.) *Cambridge Assessment English*. Pobrano z https://www.cambridgeenglish.org/exams-and-tests/key-for-schools/

Cambridge B2 for Schools, (n.d.) *Cambridge Assessment English*. Pobrano z https://www.cambridgeenglish.org/exams-and-tests/first-for-schools/

Cambridge C2 Proficiency, (n.d.) *Cambridge Assessment English*. Pobrano z https://www.cambridgeenglish.org/exams-and-tests/proficiency/

Cambridge Pre A1 Starters, (n.d.) *Cambridge Assessment English*. Pobrano z https://www.cambridgeenglish.org/exams-and-tests/starters/

Collie, J.& Slater, J. (1987). *Literature in the Language Classroom*. Cambridge: Cambridge University Press.

Ellis and McRae (1991). *The Extensive Reading Handbook for Secondary Teachers*. Penguin Books Ltd.

Guided Reading, (n.d.) *Literacy Teaching Toolkit*. In: *Education and Training*. Prevzaté z https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/Pages/default.aspx

Harmer, J. (2012). *Essential Teacher Knowledge*. Pearson Education ESL.

Hronová, L. (2015) *Geoffrey Chaucer for Schools*. Pobrano z https://is.muni.cz/auth/th/n4bmf/

Independent Reading, (n.d.) *Reading Rockets*. Pobrano z https://www.readingrockets.org/article/independent-reading

Lazar, G. (1993). *Literature and Language Teaching*. Cambridge: Cambridge University Press.

Ms. Venti's Class, (n.d.) Retrieved from http://msventiclass.weebly.com/

Motivating Reluctant Adolescent Readers, (n.d.) *AdLit*. Pobrano z https://www.adlit.org/topics/motivation-and-engagement/motivating-reluctant-adolescent-readers

Project Work, (n.d.) *Teaching English*. Pobrano z https://www.teachingenglish.org.uk/article/project-work

Reading Aloud, (n.d) *Reading Rockets*. Pobrano z https://www.readingrockets.org/reading-topics/reading-aloud

Scrivener, J. (2005). *Learning Teaching*. Oxford: MacMillan.

Shared Reading, (n.d.) *Reading Rockets*. Pobrano z https://www.readingrockets.org/strategies/shared reading

Sierra-Perry, Martha (1996). *Standards in Practice*. National Council of Teachers of English.

Thorner, N. (2017). *Motivational Teaching*. Oxford: Oxford University Press.

Wood, D., Bruner, J. S., & Ross, G. (1976). The role of tutoring in problem solving. *Journal of Child Psychology, Psychiatry, & Applied Disciplines*, 17, 89–100.

Zormanová, L. (2012). Projektová výuka, n.d. *Metodický portál RVP.CZ*. Pobrano z http://msventiclass.weebly.com/

A 3 WDRAŻANIE PROGRAMÓW CZYTANIA EKSTENSYWNEGO: CELE, NARZĘDZIA I METODY

3.1 Wyznaczanie celów w programach czytania ekstensywnego

Czytanie ekstensywne można wdrażać na dwa różne sposoby. W większości przypadków celem programu czytania ekstensywnego jest stwarzanie uczniom okazji do czytania dużej ilości tekstu w języku obcym dla przyjemności. Jak podkreślają Day i Bamford (1998, 5) „celem ekstensywnego czytania jest, aby uczniowie potrafili czytać w języku obcym i aby sprawiało im to przyjemność". Od tej metody oczekuje się, że uczniowie nauczą się płynnie czytać i utrwalą swoją znajomość języka, który w jakimś stopniu opanowali już wcześniej. Przyswajanie języka w wyniku tego procesu następuje w sposób niemalże mimowolny, jako efekt uboczny czytania dla przyjemności. Głównym zadaniem nauczyciela powinno więc być zachęcanie uczniów do czytania książek w języku obcym: „nauczyciel jest dla swoich uczniów wzorem czytelnika" (Day i Bamford, 1998, 8). Nauczyciele powinni stwarzać takie warunki, w których uczniowie będą z radością zabierać się do czytania, a w których sami będą mogli śledzić ich postępy. To wszystko ostatecznie może prowadzić do przypadkowego przyswajania przez uczniów różnych aspektów języka obcego, przy czym najbardziej znaczącym będzie najprawdopodobniej słownictwo. Jak słusznie zwraca uwagę Scrivener (2005, s. 189), w przypadku takiego podejścia nauczyciele powinni być „ostrożni we wdrażaniu jakiejkolwiek kontroli, testów i ćwiczeń sprawdzających zrozumienie tekstu". Radzi nauczycielom, by „pozwolili uczniom czytać tak, aby sprawiało im to radość i aby chcieli czytać więcej – to bardziej produktywne podejście niż czytanie tekstów, a następnie wykonywania szeregu ćwiczeń."

Drugim sposobem, w którym często wykorzystuje się czytanie ekstensywne, jest wykorzystanie tekstów do nauki (http://robwaring.org/er/ER_info/ER_ways.htm). W tym przypadku uczniowie podejmują się dodatkowym zadań, dzięki którym mogą aktywnie ćwiczyć umiejętności językowe na podstawie przeczytanego tekstu, dzięki czemu poszerzają swoją znajomość języka. Poniższa tabela opracowana przez Waringa (2021) wprowadza kilka podstawowych sposobów, które nauczyciele mogą wykorzystać podczas wdrażania czytania ekstensywnego za pomocą dwóch wspomnianych wyżej metod.

CEL	**PRZYJEMNOŚĆ CZYTANIA**		**NAUKA JĘZYKA**		
Styl	Czytanie na podstawie własnego wyboru	Czytanie w grupie dla zrozumienia i dyskusji	Czytanie jako samodzielny proces uczenia się z ćwiczeniami językowymi	Czytanie w grupie	Czytanie w grupie z ćwiczeniami językowymi
Najlepszy sposób wykorzystania	zabawa samodzielne czytanie historii	zabawa czytanie w klasie i i omawianie przeczytanej historii	Czytanie indywidualne i praca z językiem	Cała klasa czyta i pracuje z językiem	Cała klasa czyta i pracuje z językiem w stopniu zaawansowanym

CEL	PRZYJEMNOŚĆ CZYTANIA		NAUKA JĘZYKA		
Jak?	Czytanie po cichu w klasie lub w domu	Czytanie tej samej książki pod nadzorem nauczyciela Dyskusja i zajęcia sprawdzające zrozumienie tekstu	Uczniowie czytają każdą lekturę uproszczoną i wykonują ćwiczenia	Uczniowie czytają każdą lekturę uproszczoną, nauczyciele sprawdzają ich wyniki	Uczniowie pracują z tą samą lekturą uproszczoną, nauczyciele sprawdzają wyniki za pomocą ćwiczeń
Gdzie?	klasa/poza klasą/w domu	klasa	poza klasą	klasa	Klasa/poza klasą/w domu
Charakterystyka	Własne tempo Stopień trudności na podstawie indywidualnych umiejętności Własny wybór książek	Nauczyciel wybiera książki odpowiednie do dyskusji i do czytania ze zrozumieniem	Przeczytać każdą z książek i sprawdzić zrozumienie tekstu Przećwiczyć gramatykę i zasób słownictwa	Nauczyciel wybiera lekturę uproszczoną odpowiednią do czytania ze zrozumieniem ćwiczeń językowych w klasie	Przeczytać każdą z książek i dokładnie sprawdzić zrozumienie treści Przećwiczyć gramatykę i zasób słownictwa
Wymagany czas zajęć w tygodniu	10 – 15 minut na wymianę książek, na omówienie przeczytanych treści i ocenę(jeśli to konieczne)	Nieformalne testy zawarte w lekturach uproszczonych	Testy sprawdzające postępy Testy sprawdzające jaki poziom został osiągnięty	Według potrzeb	Według potrzeb
Wybór systemu oceniania	Nieformalne testy zawarte w lekturach uproszczonych	Nieformalne testy zawarte w lekturach uproszczonych	Testy sprawdzające postępy Testy sprawdzające jaki poziom został osiągnięty	Testy w lekturze uproszczonej Testy sprawdzające jaki poziom został osiągnięty	Testy sprawdzające postępy Testy w lekturze uproszczonej testy sprawdzające osiągnięty poziom
Potrzebne materiały	Biblioteczka lektur uproszczonych, z których uczniowie mogą wybierać	Biblioteczka lektur uproszczonych – uczniowie czytają ten sam tekst	Lektury uproszczone na wszystkich poziomach językowych	Uczniowie posiadają te same lektury uproszczone	Uczniowie posiadają tę samą lektury uproszczone

Tabela 5

3.2 Lektury uproszczone (ang. *Graded readers*) jako narzędzia wdrażania czytania ekstensywnego

W przypadku czytania ekstensywnego uczniowie powinni znać około 95 – 98 % słów zawartych w danym tekście (Nation, 2005, s. 12), t. j. w każdych zbiorze stu słów czytanego tekstu powinno znaleźć się maksymalnie pięć nieznanych słów (najlepiej jednak nie więcej niż dwa słowa). W związku z tym, w większości przypadków uczniowie będą potrzebować do czytania uproszczonych tekstów, np. lektur uproszczonych, które są lepszym materiałem do nauki niż oryginalne, trudniejsze w odbiorze wersje książek i lektur. Aby móc płynnie czytać powieści dla nastolatków w języku angielskim uczniowie powinni posiadać zasób słów wykraczający poza 2 000 słów (Nation, 2005, s. 12) natomiast aby móc czytać powieści dla dorosłych uczniowie powinni znać ponad 4 000 słów. Jak podają Day i Bamford (1998, 55) uczniowie, którzy nie posiadają odpowiedniego zasobu słów i zetkną się z oryginalnym tekstem, czyli nieuproszczoną wersją lektur, prawdopodobnie skupią się przede wszystkim na zrozumieniu języka, a nie na ogólnym znaczeniu, co prowadzi do utraty ich wiary w siebie i spowoduje, że czytanie będzie przychodzić im z trudem. Ograniczenie kontaktu mniej doświadczonych uczniów z oryginalnymi lekturami spowoduje jednak, że zostanie im odebrane „najważniejsze źródło materiałów do czytania, które jest niezbędne, żeby stali się doświadczonymi czytelnikami“ (Day i Bamford, 1998, 55 – 56). Do podobnych wniosków dochodzą również Nation i Waring (2020, s. 5) twierdząc, że „tekst, który jest dla uczniów zbyt trudny, uczniowie czytają jako tekst do nauki, ponieważ skupiają się na konkretnych jednostkach językowych zamiast skupić się na fabule i treści danego tekstu”.

Wiele wydawnictw posiada w ofercie lektury uproszczone, czy to z zakresu literatury pięknej, czy literatury faktu, biografii oraz innych gatunków. Tego typu książki są albo uproszczonymi wersjami dzieł napisanych dla czytelników, których językiem ojczystym jest język angielski, albo są to teksty napisane specjalnie dla uczących się języka obcego. Jak zauważa Nation (2005, s. 17), współcześnie istnieje wiele dobrej jakości lektur uproszczonych przeznaczonych dla uczniów uczących się języka obcego, które nie są już tylko „okrojonymi wersjami oryginalnych, bogatych w treść tekstów“. Co najważniejsze dla uczniów, zostały one przygotowane w taki sposób, by ułatwiać płynne czytanie i przyswajanie słownictwa, ponieważ lektury uproszczone zawierają niewiele rzadko spotykanych słów, natomiast często występujące słowa powtarzają się wielokrotnie. Waring (2021) opisuje lektury uproszczone jako „pomost do prowadzący do czytania oryginalnych tekstów“, ilustrując postęp który osiągają za pomocą „zwycięskiego kręgu dobrego czytelnika” (http://www.robwaring.org/er/ER_info/How_to_do_ER.htm).

Lektury uproszczone są dostępne dla wszystkich poziomów zaawansowania i często zaczynają się od 100 – 200 haseł. Hasło – samodzielna pozycja w słowniku – grupuje formy wyrazowe o podobnym znaczeniu, np. *use, uses, used, useful* itd. Oprócz poziomu ustalanego na podstawie liczby haseł, wydawcy wprowadzają często również odnośniki ustalające poziom danego tekstu w oparciu o Europejski system opisu kształcenia językowego (CEFR). Na przykład poziom z 200 hasłami odpowiada poziomowi A1. Nauczyciele, którzy chcą sprawdzić poziom znajomości słów u swoich uczniów, mogą wykorzystać mnóstwo sprawdzonych tekstów, które są dostępne za darmo i łatwe do odnalezienia w internecie (patrz część 3.4 Przydatne źródła dotyczące tematyki czytania dostępne w internecie).

Czytanie ekstensywne może prowadzić do szybkiego poszerzenia zasobu słownictwa, jednak nauczyciele powinni pamiętać o tym, że aby to nastąpiło, uczniowie powinni czytać wiele

tekstów przez dłuższy okres czasu. Uczenie się nowych słówek w sposób mimowolny nie jest tak efektywne, jak zamierzone uczenie się (Nation, 2003, s. 138), dlatego ten proces wymaga wiele czasu. Nation (2005, s. 16) wprowadza następujące **propozycje, jak wdrażać czytanie ekstensywne**:

1. Uczniowie w ciągu roku powinni przeczytać przynajmniej 15 – 20 lektur uproszczonych. To absolutne minimum niezbędne do wzbogacenia zasobu słów. Wielokrotne napotykanie nowych słów przez ucznia jest kluczowe dla ich przyswojenia. Jak pokazują badania nad mimowolnym (incydentalnym) uczeniem się nowych słówek (Waring i Nation, 2004, s. 103), prawdopodobieństwo, że uczeń nauczy się nowego słowa podczas gdy widzi je tylko jeden raz, wynosi 15 %. Aby uczeń zapamiętał dane słowo, musi się z nim zetknąć co najmniej sześć razy. Mniej zaawansowani uczniowie potrzebują zetknąć się z danym słowem więcej razy niż uczniowie bardziej zaawansowani. Jak zauważa Waring i Nation (2004, s. 104) jeśli uczniowie nie będą powtarzać słów, prawdopodobnie je zapomną. Jedno z badań pokazało, że jeśli uczniowie podczas czytania zetknęli się ze słowem mniej niż osiem razy, zapomnieli je po trzech miesiącach.
2. Uczniowie powinni przeczytać przynajmniej pięć lektur uproszczonych z zakresu konkretnego poziomu językowego i dopiero potem przejść na kolejny poziom. W ten sposób powinni zapoznać się z większością słówek z danego poziomu językowego.
3. Uczniowie powinni czytać więcej lektur o wyższym stopniu trudności niż tych o niższej trudności, ponieważ słownictwo z lektur o niższym stopniu trudności często pojawia się również w lekturach dla bardziej zaawansowanych.
4. W przypadku mniej zaawansowanych uczniów być może być konieczne również uczenie się nowych słówek, ponieważ na tym etapie większość słów będzie dla uczniów nowa.

Jak zauważa np. Nation (2005, s. 13), „w programie ekstensywnego czytania czytanie powinno stanowić główną czynność, a inne zajęcia powinny pochłaniać niewiele czasu". Głównym zadaniem nauczyciela jest zachęcanie uczniów do czytania, oraz śledzenie przebiegu całego procesu. Mogą to robić na wiele sposobów (Harmer, 2007; Nation 2005; Scrivener, 2005):

1. **Założenie biblioteczki:** najlepiej, kiedy biblioteczka oferuje dzieciom szeroką skalę materiałów czytelniczych, z których uczniowie mogą wybierać to, co chcą. Harmer (2007, s. 284) proponuje, by nauczyciele starali się przekonać dyrektorów szkół, aby przekazali część środków na tego typu działania. Książki powinny być oznaczone według poziomu zaawansowania i gatunku, a nauczyciele powinni prowadzić ich ewidencję i stworzyć prosty system wypożyczania. Książki wystawione w klasach powinny być uporządkowane według gatunków, poziomu danej lektury, oraz tego, które książki wygrały nagrody wśród uczniów. Możemy nagradzać również uczniów, na podstawie ilości przeczytanych książek.
2. **Promowanie czytania będąc wzorem do naśladowania:** nauczyciele powinni prezentować czytanie jako przyjemną i pożyteczną czynność, na przykład opowiadając uczniom o książkach, które właśnie czytają, albo które przeczytali.
3. **Organizacja programu czytelniczego:** nauczyciele powinni powiedzieć uczniom, ile książek powinni przeczytać i w jakim czasie. Uczniowie powinni wiedzieć, że mogą wybierać książki, które chcą czytać, oraz omówić swój wybór z nauczycielem i z innymi uczniami. Raz na kilka tygodni jakaś część zajęć może być poświęcona na zadawanie konkretnych pytań i opowiadanie o książkach, które uczniowie przeczytali w danym okresie. Na czytanie po cichu można wyznaczyć czas podczas lekcji. Uczniowie mogą również głosować na najpopularniejsza książkę w bibliotece, np. poprzez naklejenie karteczek na ulubione książki.

Jak zwraca uwagę Nation (2005, s. 15), program ekstensywnego czytania będzie zawsze tylko jednym z elementów nauki języka obcego. Nauka języka obcego powinna oprócz elementów kładących nacisk na mimowolne uczenie się na podstawie materiałów skupiających uwagę na znaczeniu zawierać również inne elementy wspomagające rozwój czytania ekstensywnego. Jednym ze sposobów wspierania uczniów w rozwoju umiejętności ekstensywnego czytania jest ćwiczenie szybkiego czytania. Ta metoda polega na czytaniu w kółko prostych i nieskomplikowanych fragmentów tekstu, nie zawierających żadnych nieznanych słów lub struktur gramatycznych. Następnie uczniowie muszą odpowiadać na pytania dotyczące danego tekstu, sprawdzające umiejętność czytania ze zrozumieniem. Punkty przyznawane za tempo czytania i za umiejętność czytania ze zrozumieniem notuje się za pomocą specjalnych wykresów, aby uczniowie mogli śledzić swoje postępy. Celem powinna być zdolność przeczytania 300 – 400 słów w przeciągu minuty.

Nation (2005, s. 15) zaleca również, aby nauczyciele włączyli uczniów do zajęć kładących nacisk na wzbogacanie zasobu słownictwa, zięki czemu zwiększą efektywność procesu przyswajania słówek. Tego typu zajęcia nie powinny jednak przeważać w samym procesie czytania, zamieniając go w intensywną naukę nowych słówek.

3.3 Czynności przed czytaniem, podczas czytania i po przeczytaniu tekstu w trakcie zajęć z czytania

3.3.1 Etap przed czytaniem

Podczas etapu przed czytaniem, którą Chamot & O'Malley (1994, s. 300) nazywają fazą przygotowawczą, sprawdzana jest wcześniejsza wiedza uczniów dotycząca tematyki, której poświęcona jest dana lektura. Uczniowie mają okazję do uruchomienia znanych już schematów w ramach pracy indywidualnej oraz grupowej, a także w ramach całej klasy, poprzez wyrażanie swoich poglądów i dzielenie się wiedzą o tym, co za chwilę będą czytać. Praca w grupie i interakcja całej klasy pomaga im zdobyć użyteczną wiedzę od swoich rówieśników. Nauczyciele mogą wykorzystywać pomoce wizualne, realia, materiały audiowizualne czy też czytanie udramatyzowane (Hughes & Williams, 2000, s. 18), aby wzbudzić zainteresowanie uczniów danym tematem, powtórzyć nabytą wcześniej wiedzę bądź przekazać im podstawowe informacje (Chamot & O'Malley, 1994, s. 300). W tej fazie uczniowie powinni zaznajomić się z kluczowymi jednostkami leksykalnymi, bez których prawdopodobnie nie zrozumieliby sedna opowieści lub ważnych informacji. Chamot i O'Malley (1994, s. 300) proponują, aby czytelnicy sami „zaznajomili się jedynie z podstawowym zasobem słów, a na nowe, nieznane wyrażenia natrafili dopiero w kontekście tekstu, który będą czytać" (1994, s. 300). Dzięki temu uczniowie mają możliwość ćwiczenia strategii czytania. Następnie uczniowie mogą zaznajomić się z niektórymi zadaniami dotyczącymi kontroli zrozumienia czytanego tekstu, aby byli w stanie przewidzieć przed czytaniem, czego będzie dotyczyć treść danej lektury uproszczonej, lub odpowiednio rozdysponować swoją uwagę w procesie czytania. W tej fazie warto również zapoznać uczniów z niektórymi strategiami czytania, które pomogą im zrozumieć dany tekst:

Przykłady zajęć przed czytaniem:

- możesz pokazać uczniom ilustrację lub okładkę książki, aby pomóc im odgadnąć czego będzie dotyczyć dany tekst,
- zachęć ich, aby na podstawie kilku słów lub fraz z tekstu odgadli, o czym będą za chwilę czytać,
- poproś ich o przeczytanie nagłówków albo opisów pod obrazkami, zanim przeczytają cały tekst (Harmer, 2007, s. 206),
- zadaj im kilka pytań dotyczących problematyki danego tekstu
- uczniowie mogą również wysłuchać opowieści, którą czyta lub opowiada nauczyciel albo rodzic, bądź bezpośrednio z nagrania na CD (Hughes & Williams, 2000, s. 17),
- podczas słuchania opowieści mogą się angażować, używając słów albo wykonując konkretne czynności
- mogą obejrzeć filmik z daną historią w wersji angielskiej bądź w języku ojczystym, zanim sięgną po książkę (Hughes & Williams 2000, s. 17),
- uczniowie mogą wziąć udział w zajęciach poświęconych fabule opowieści lub tematyce w niej zawartej, lub będą bezpośrednio zainspirowanych krótkim urywkiem z lektury uproszczonej- dzięki temu poszerzą swoją wiedzę ogólną i można im w ten sposób zaprezentować kluczowe pojęcia i pozycje leksykalne lub przećwiczyć niektóre strategie pomagające w odgadywaniu znaczenia konkretnych, nieznanych słów.
- uczniowie mogą przejrzeć cały tekst i wybrać z niego kilka słów (np. pięć albo sześć), na które zwrócą większą uwagę podczas czytania, chodzi o czynność zwiększającą uważność, dzięki której uczniowie koncentrują się na konkretnych słowach
- poproś uczniów, aby spróbowali odgadnąć konkretne pozycje leksykalne i/lub czasy gramatyczne, które według nich będą używane w danym tekście, nauczyciel może na końcu przygotować listę słów czy struktur gramatycznych i poprosić uczniów, aby w fazie czytania tekstu poświęcili więcej uwagi tym konkretnym zagadnieniom.

Nauczyciel może wybrać ćwiczenia najbardziej odpowiednie do tego, w jaki sposób chce wykorzystać lekturę uproszczoną, czy to w ramach zajęć w klasie czy w domu.

3.3.2 Faza czytania

Celem tej fazy jest umożliwienie uczniom równoczesnego czytania tekstu i zaznajomienia się z jego treścią. Aby utrzymać ich zainteresowanie czytaniem, zwłaszcza w przypadku młodszych uczniów, którzy bardzo szybko tracą koncentrację, Hughes & Williams (2000, s. 17) proponują, że należy zlecić czytelnikom jasne zadanie, które nada ich czytaniu sens.

Zajęcia podczas czytania:

Uczniowie:

- mogą słuchać nagrania CD śledząc tekst w książce (Hughes & Williams 2000, s. 17),
- mogą przeczytać krótki fragment w książce, np. jedną stronę, aby znaleźć odpowiedź na konkretne pytanie nauczyciela,
- mogą przeczytać konkretny fragment z książki na głos przed całą klasą: uczniowie mogą próbować odgadnąć, co stało się wcześniej, kim są postaci z tekstu, co może wydarzyć się później,
- mogą przejrzeć ostatnią stronę albo przekartkować całą książkę, żeby przekonać się, czy udało im się odgadnąć treść i zakończenie historii,

- mogą przeczytać wybrane strony albo część książki, żeby zorientować się, czy ich prognozy były właściwe,
- mogą przeczytać wybrane strony, żeby znaleźć słowa kluczowe i przykłady językowe (Hughes & Williams, 2000, s. 17),
- mogą przeczytać fragmenty albo strony z książki, żeby zorientować się, czy ich prognozy wynikające z zajęć przed czytaniem były trafne (Hughes & Williams, 2000, s. 18),
- mogą przeczytać fragmenty albo strony z książki, żeby znaleźć odpowiedzi na wybrane przez siebie pytania podczas czytania,
- mogą przeczytać wybrane fragmenty książki, żeby odgadnąć znaczenie danej jednostki leksykalnej.

3.3.3 Faza po czytaniu

W fazie po czytaniu należy zachęcić uczniów do zastanowienia się nad tym, co przeczytali, w jaki sposób wydarzenia w opowieści odnoszą się do ich osobistych doświadczeń oraz do oceny swoich kompetencji czytelniczych.(Chamot & O'Malley, 1994, s. 301). Uczniowie mogą na przykład uzupełnić ćwiczenia na czytanie tekstu ze zrozumieniem, które znajdują się na końcu każdego rozdziału bądź na końcu książki, albo zorientować się, na ile zrozumieli fabułę. W ramach autorefleksji lub zastanawiania się nad odpowiedziami na pytania otwarte można ich zachęcić, aby w sposób krytyczny zastanowili się nad fabułą, postaciami, opisanymi wydarzeniami, i/lub zapytać, czy rozumieją postawę autora wobec swoich bohaterów itp. Mogą również uzupełnić swoje arkusze przeczytanych książek. Tego typu zajęcia, jeśli są zorganizowane w grupach, umożliwiają uczniom rozwój umiejętności i uczą ich tego, w jaki sposób rozmawiać o książce, z którą się zetknęli, jak dzielić się swoimi poglądami i uczyć się od siebie. Ten rodzaj uczestnictwa pomaga zwiększyć wiarę w siebie, zwłaszcza, jeśli inni członkowie grupy mają podobne poglądy.

W ramach zajęć, które skupiają się na refleksji, nie ma złych ani dobrych odpowiedzi (Chamot & O'Malley, 1994, s. 301). Podczas tego typu zajęć nauczyciel powinien skupić się bardziej na treści, niż na formie wyrażania opinii przez uczniów. Błędy zasadnicze, czyli takie, przez które wypowiedź ucznia jest niezrozumiała, można delikatnie poprawić, ale nie należy poprawiać szczegółów, aby ten typ „dyskusji", bez względu na to czy prowadzony w języku ojczystym czy języku docelowym, przypominał realną sytuację, a nie tylko kolejne zadanie czy ćwiczenie z reguły wykonywane w klasie.

W tej fazie zaproponuj uczniom, aby wykorzystali swoje przemyślenia, spostrzeżenia i umiejętności, które uzyskali. Mogą użyć swojej wyobraźni, realizować bardziej kreatywne zadania albo zdecydować się na przeczytanie danej opowieści swojemu rodzeństwu, nauczycielom, rodzicom, albo innym uczniom w szkole (Hughes & Williams, 2000, s. 18).

Przykłady różnych zajęć podczas czytania

Uczniowie mogą (według Hughesa & Williamsa, 2000, s. 18 – 19):

- stworzyć listę nowych słówek, które powtarzają się w tekście, aby lepiej się ich nauczyć; według Nationa (2005, s. 15) uczeń może następnie przedstawić jedno słowo, które go zainteresowało t. j. wyjaśnić jego znaczenie i opisać jego charakterystykę, np. w jaki sposób dane słowo zostało wykorzystane w zdaniu,
- uzupełnić ćwiczenia po przeczytaniu tekstu, które znajdują się na końcu książki lub na końcu każdego rozdziału,

- rozmawiać o książce w grupach, w których uczniowie czytali tę samą książę, nauczyciele mogą ustrukturyzować tego typu dyskusje w grupie, proponując uczniom zestaw pytań do dyskusji
- stworzyć plakat ze swoimi ulubionymi postaciami albo fragmentami, które najbardziej im się podobały, albo plakat wyrażający ich opinię o książce- narysować obrazek ilustrujący ulubiony fragment i opisać go,
- wypisać „nowe" słowa z książki do słownika albo uzupełnić słownik w książce,
- stworzyć własne mini-książeczki zawierające tą samą historię, narysować obrazki i opisać je, możemy zachęcić uczniów do tego, by zmienili elementy opowieści,
- napisać własną wersję opowieści,
- udramatyzować fabułę lub wybraną część książki,
- uzupełnić arkusz przeczytanych książek o pozycję, którą właśnie przeczytali (Hughes & Williams, 2000, s. 18 – 19),
- przeprowadzić wywiad z jedną z postaci albo z samym autorem,
- przeprowadzić wywiad z innymi czytelnikami w formie ankiety,
- napisać recenzję książki
- napisać list do jednej z postaci.

Jako ostatnie zajęcia po przeczytaniu Nation proponuje (2005, s. 16) poświęcić kilka minut na zastanowienie się nad niektórymi słowami, z którymi uczniowie spotkali się w tekście, ew. przeczytać jeszcze raz konkretne fragmenty tekstu.

3.4 Przydatne źródła dotyczące tematyki czytania dostępne w internecie

Rob Waring's websites: informacje o czytaniu ekstensywnym, słuchaniu i zasobie słownictwa, publikacje i prezentacje dotyczące ekstensywnego czytania, zbiór lektur uproszczonych

http://robwaring.org/index.html

Paul Nation's resources: publikacje dotyczące czytania ekstensywnego i nauki słownictwa, lektury uproszczone, listy słówek i testy

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

The Extensive Reading Foundation (Fundacja czytania ekstensywnego): strona internetowa, którą założyli Dr. Richard R. Day i Julian Bamford. Zawiera informacje o różnych zbiorach lektur uproszczonych, instrukcje dotyczące samego wdrażania czytania ekstensywnego, bezpłatne materiały do czytania

http://erfoundation.org/wordpress/

Extensive Reading Central: bezpłatne teksty do czytania i słuchania

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

Wikipedia in simple English (Wikipedia w prostym angielskim): zawiera mnóstwo tekstów napisanych po angielsku z zasobem słownictwa do 850 słówek

https://simple.wikipedia.org/wiki/Main_Page

Testy online sprawdzające zasób słów:

Test Paula Nationa sprawdzające znajomość zasobu słownictwa: sprawdza ogólny zasób słownictwa, zawiera ponad 20 000 haseł

https://my.vocabularysize.com/

LexTALE: szybki i prosty test na zasób słownictwa dla zaawansowanych uczniów języka angielskiego. Jest kompatybilny ze skalą poziomu biegłości językowej:

Ilość punktów w LexTALE	Poziom CERF
80% – 100%	C1 i C2
60% – 80%	B2
59% i mniej	B1 i niższe

Tabela 6 (źródło: http://www.lextale.com/)

Lextutor: zbiór różnych testów sprawdzających zasób słownictwa

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

BIBLIOGRAFIA

Chamot, A. U. and O'Malley, J. M. (1994). *The CALLA Handbook. Implementing the Cognitive Academic Language Learning Approach*. White Plains, MA: Addison-Wesley Longman.

Day, R. and Bamford, J. (1998). *Extensive reading in the second language classroom*. Cambridge: Cambridge University Press.

Harmer, J. (2007). *The practice of English language teaching*. Harlow: Pearson Longman.

Hughes, A., Williams, M. (2000). *Penguin Young Readers Teacher's Guide to Using Stories in Class*. Harlow: Pearson.

Nation, I.S.P. (2003). Vocabulary. In D. Nunan. (ed.) *Practical English Language Teaching*. McGraw Hill, New York: 129-152.

Nation, I. S. P. (2005). Vocabulary learning through extensive reading. In G. Poedjosoedarmo (ed.) *Innovative Approaches to Reading and Writing*. RELC Anthology Series 46. RELC, Singapore: 10-21.

Nation, I. S. P. and Waring, R. 2020. *Teaching Extensive Reading in Another Language*. New York: Routledge.

Scrivener, J. (2005). *Learning Teaching. The essential guide to English Language Teaching*. Oxford: Macmillan.

Waring, R. and Nation, I.S.P. (2004). Second language reading and incidental vocabulary learning. *Angles on the English Speaking World* 4: 97-110.

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).
- **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

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.

Lesson plan 1 (pp. 2-4)

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

Lesson plan 2 (pp. 2-7)

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 see 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

Lesson plan 3 (pp. 8-10)

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

Lesson plan 4 (pp.11-19)

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.

Post-reading (12 min)

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

Reflection (2 min)

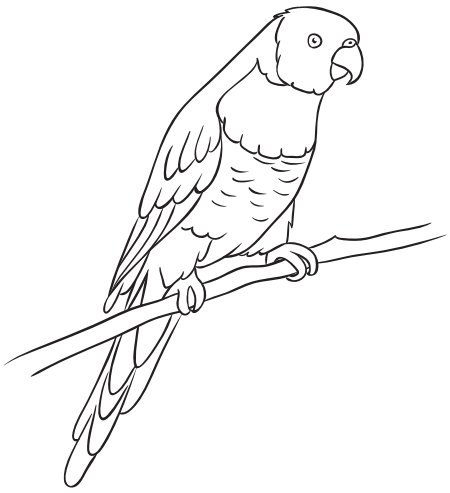
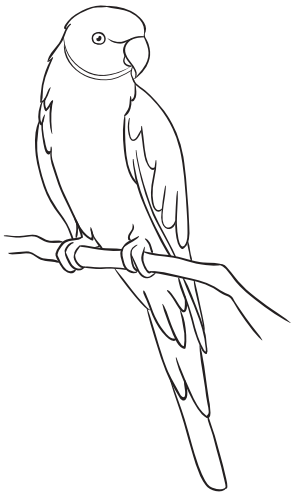
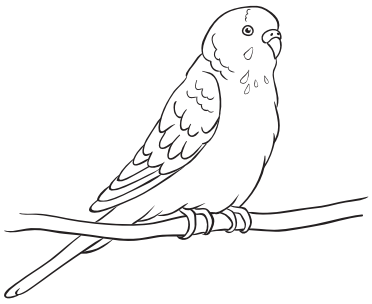
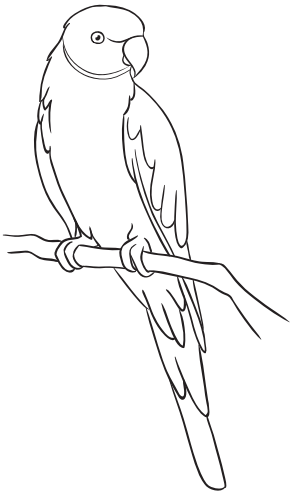
The teacher asks the pupils which part of the graded reader was most interesting/ difficult/funny for them and why, if they liked the story, if it was difficult for them to understand. And finally praises the pupils for being able to read the whole book in English. If there is time, the pupils can draw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

NOTES

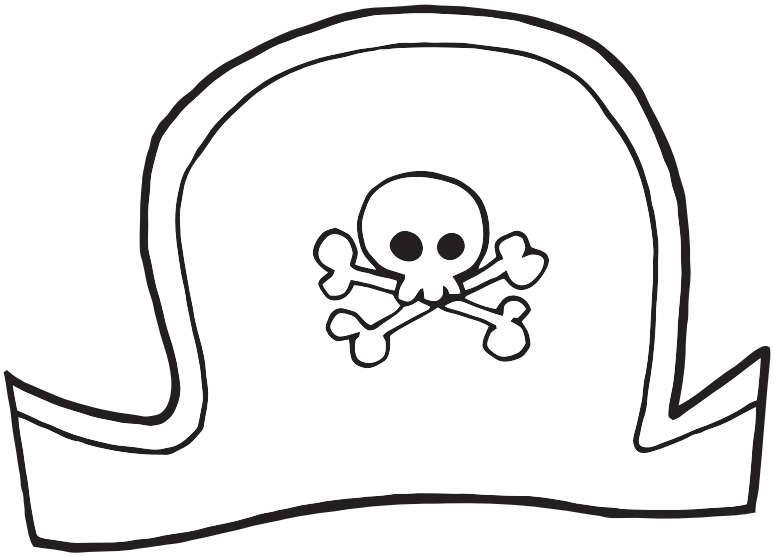
1) Some of the games in the lesson plans need space and can be a bit noisy. If there are not conditions for that, they can be replaced by some calmer activities from the section 'Bank of extra activities'.

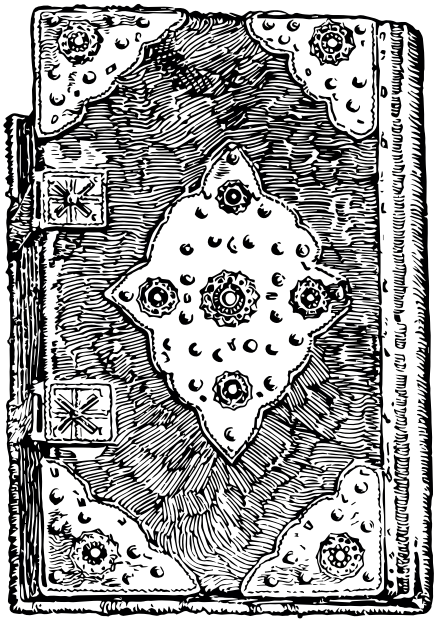
2) There are a few more activities that can be done after reading the whole graded reader or sometime between the reading lessons. Some are found at the back of the graded reader itself and some are in the part called Bank of extra activities. The activities in the graded reader can also be used for homework.

APPENDIX 1

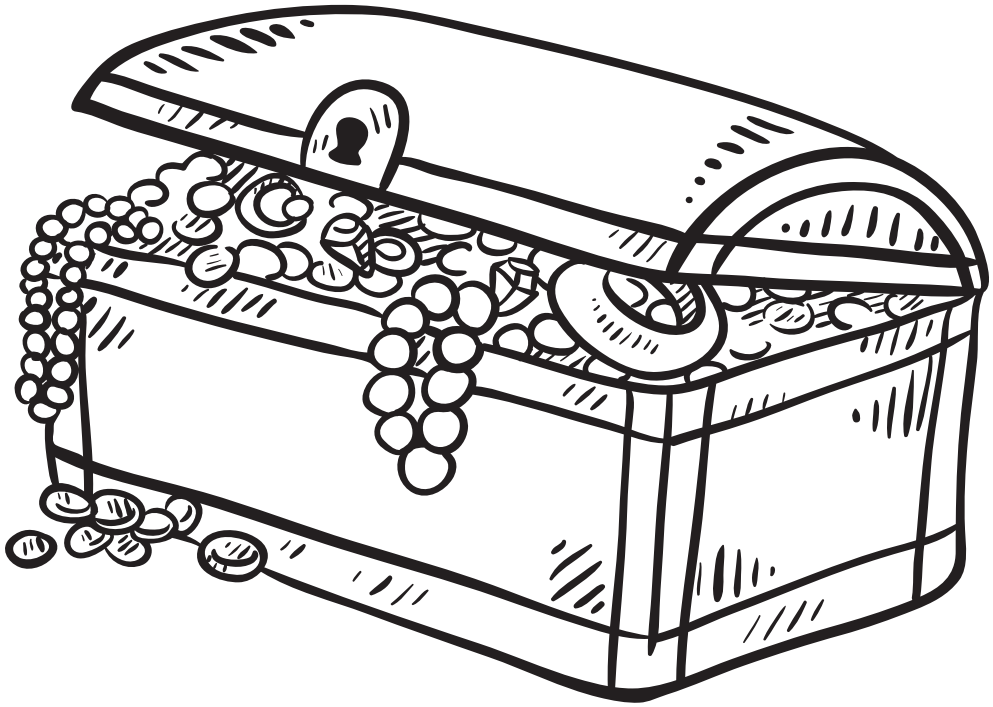
PINK 	**BLUE** 
GREY 	**PURPLE** 
GREEN 	**YELLOW** 

APPENDIX 2





APPENDIX 3: A PIRATE'S TREASURE



APPENDIX 4: TREASURE ISLAND



APPENDIX 4: RUNNING DICTATION

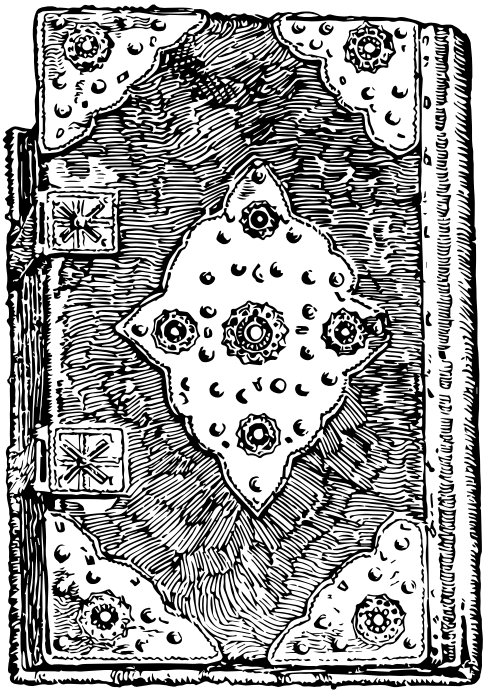
W



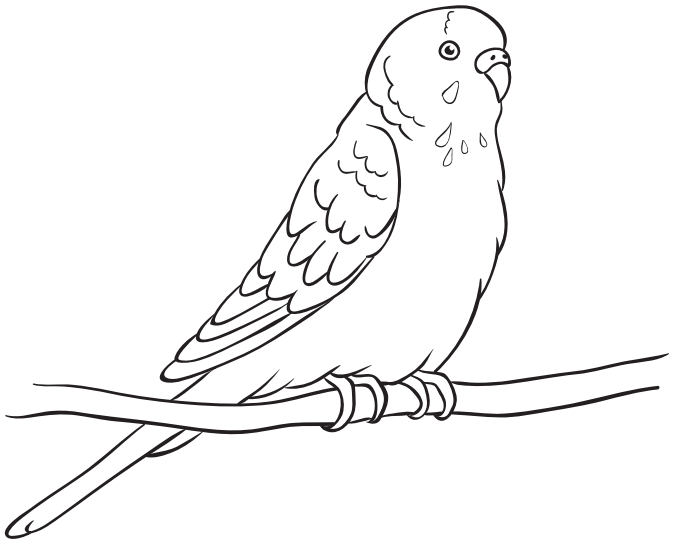
E



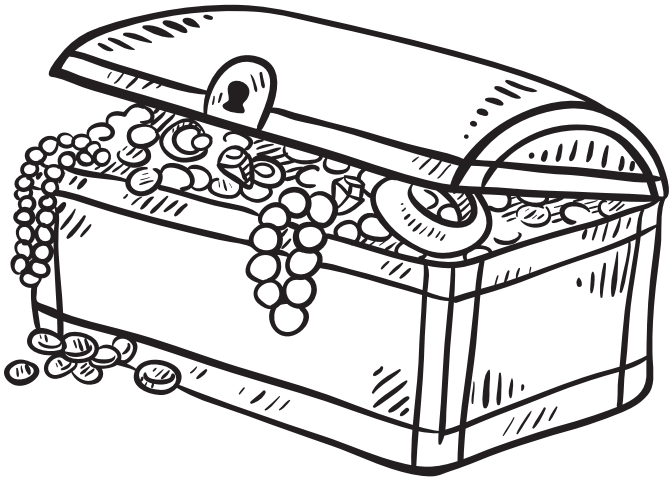
L



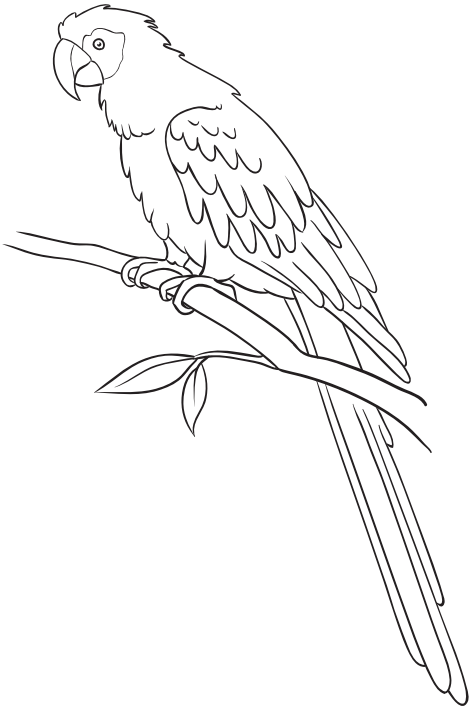
L



D



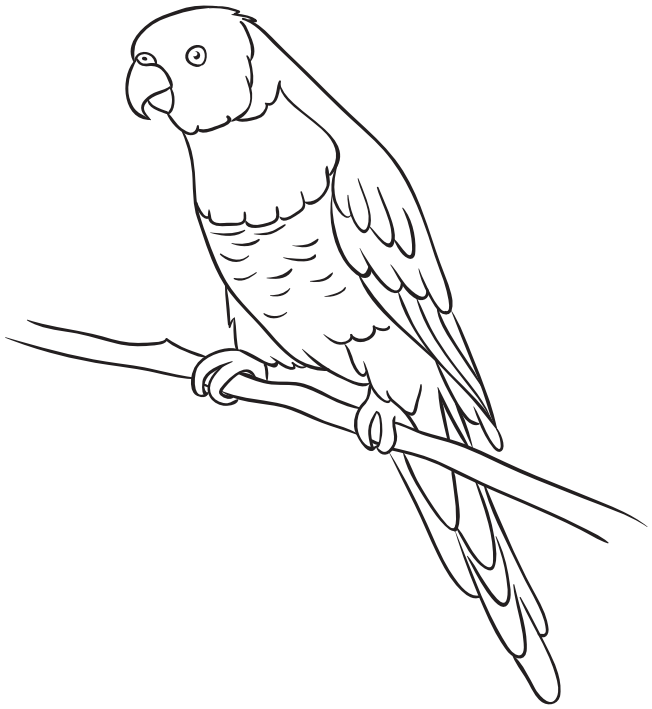
O



N

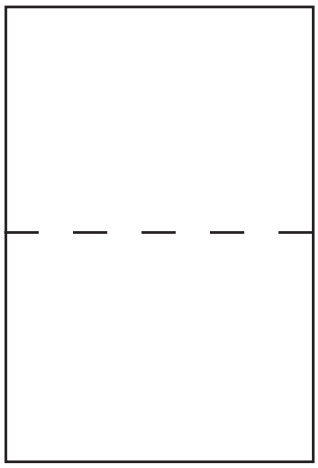


E

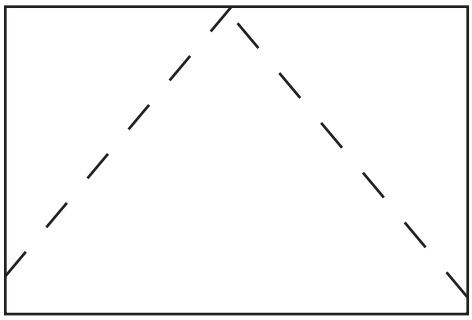


APPENDIX 5: HOW TO MAKE A PIRATE HAT

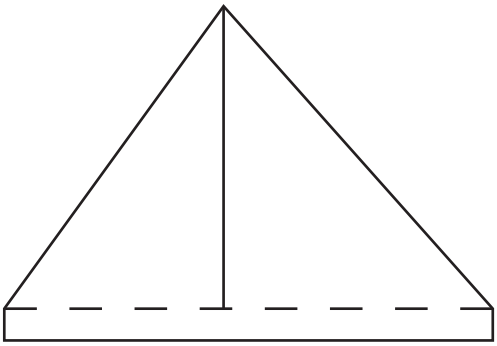
a)



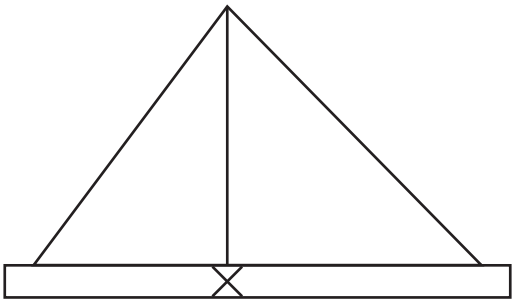
b)



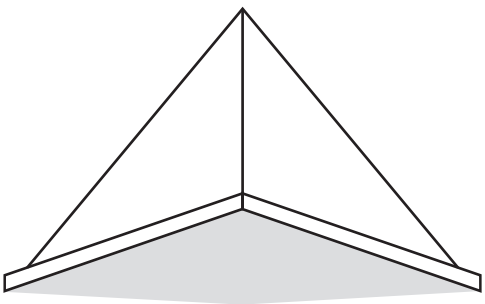
c)



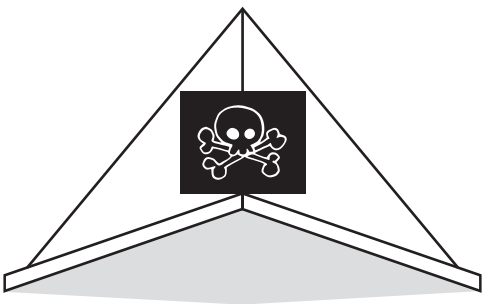
d)



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 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.

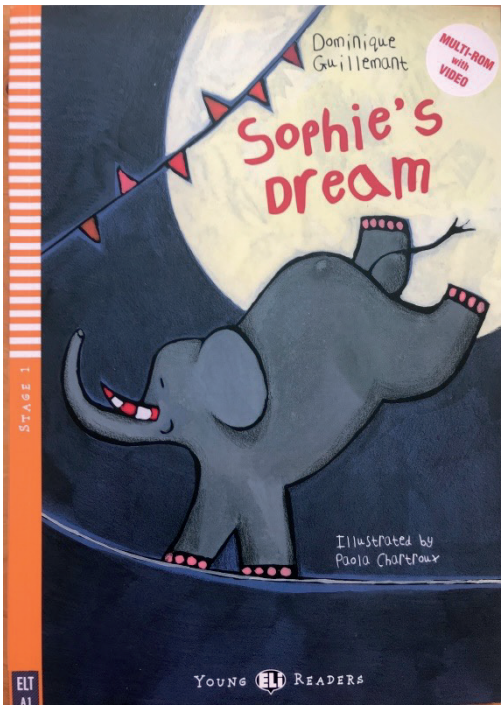
Pupils put chairs into a circle with their backs inside the circle. There is one chair less, so one pupil has to stand, the others are sitting. The teacher says: *Change places who has a dog*. The pupils who have dogs as pets need to change places, the pupil who was standing tries to get the seat. The 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

Sophie's Dream

Author: Dominique Guillemant



CEFR level: below A1, 100 headwords (Starters)
Suggested grades: 9-10 yrs

Topic: The world of circus, Occupations, Animals

Language structures: Nouns: Singular and plural forms with 's', common irregular plural forms, possessive forms ('s). Adjectives: Simple adjectives. Verb tenses and patterns: positive, question, positive imperative forms, present simple, present continuous with present meaning (except negative questions), let's.

Table of contents:

5 lesson plans
4 appendices
2 worksheets
Bank of extra activities (6 activities)

INTRODUCTION

This book is suitable for both very young learners and young learners. Apart from age and language level, the pupils' reading literacy must be borne in mind. Do the pupils know how to handle a book in English? Are the pupils used to being read to in class? Do they work with books on a regular basis? Are they autonomous readers in their mother tongue by now? Are there reluctant readers in the class, including pupils with dyslexia? These considerations might save the teacher much trouble and even disappointment. If we want to use books in the EFL classroom, we must first make sure the class is ready to meet the challenge.

Especially if this is the first time reading a book in English with your class, scaffolding is absolutely essential. Our sample lesson plans are designed for the first semester of the 4th grade in the Czech Republic. This means it will be piloted with pupils aged 9-10, some of whom have been learning English for one school year only. By this age, these pupils are expected to be confident readers in their native language but that also means that some of them are no longer read to at bedtime. Unless they keep up the habit themselves, they might no longer be exposed to books on a daily basis. At this point too, the cultural background of the child's family starts to manifest itself. For some pupils, school will continue to be the only environment in which they will meet with books and reading. The reading pace and the complexity of the book, language and otherwise, may vary from child to child. In a way then, the third and fourth graders find themselves at a crucial crossroads which may make or break them as readers. So, in view of all this, how do we make a start in the classroom context?

Here are examples of practical tips to introducing the book to the classroom:

1. **Prediction based on the cover:** show the book cover to the children. What will it be about?
2. **Prediction based on the title:** tell and show the children what the book is called. Who might Sophie be? What will her dream be about?
3. **Eliciting based on the characters:** prepare pictures of animals featuring in the story. Stick them on the board and elicit: What animal is this? Where can you see it? (Different answers are possible, from the animals' natural habitat, to the zoo and the circus.)
4. **Eliciting the story:** What will happen in Sophie's dream? Here the pupils will probably speak in their mother tongue but that is absolutely fine.
5. **Orientation:** provided that the pupils have their own copies or share copies:
   a) Can you find a picture of an elephant in the book? What page is it on?
   b) How many animals are there in the story? What are they?
   c) Find a picture you like best and say why.
   d) (On a particular page): Point to Sophie. Point to the elephant. Point to Giggles the Clown.

Before your pupils become more confident in handling reading in English, or if you only have one copy of the book, the best strategy to adopt is perhaps to start with modelled reading and proceed to shared reading.

In modelled reading, or reading aloud, the teacher reads the text aloud, with pupils listening and looking at the pictures. Here, "the teacher models skilled reading behaviour, enjoyment and interest" and "allows students to see a purpose in learning to read". ("Modelled Reading"). This is a low-risk activity for the pupils as they just listen to and follow the story.

Shared reading is a similar but more interactive concept where pupils "join in or share the reading of a book or other text while guided and supported by a teacher". ("Shared Reading")

Both modelled and shared reading often make use of oversized books with enlarged print and illustrations, i. e. the so-called big books.

With livelier classes who cannot sit still, it may be a good idea to start with shared reading right away.

Here are some practical tips for shared reading with this book. Most are based on either TPR responses, echoing, miming and eliciting.

Help me tell the story and:
1. Say "Sophie" every time I point to her.
2. Mime the elephant (pre-teach the gesture) every time I say "elephant".
3. Show a picture of an elephant each time I say "elephant".
4. Be my echo and say "dream" every time I say "dream".
5. Stand up every time I say … /Jump when I say …
6. Lift a green card when the story talks about an animal. /Lift a blue card when the story talks about a person.
7. Say "blue" each time you spot something blue in the story.
8. Stand up if you can do ballet like Juliet/if you can juggle like Giggles the clown/if you can play a musical instrument …
9. Put your hand up if you like monkeys …

Some of these tasks can be split into groups. For example, one half of the class stands up when the story is about an animal and the other half when it is about a person.

It is a good idea to read the book repeatedly, each time with a different focus. For example:
1. *Focus on animal vocabulary*

Which animals are there in the circus? (horse, elephant, monkey …) What are their names?

2. *Focus on circus professions*

Which artists are there in the circus? (clown, ballet dancer, magician, …)

3. *Focus on present continuous*

What are they doing? The musicians are cleaning their instruments.

4. *Focus on "can"*

What can they do? The elephant can fly. The horse can … What can you do?

Sophie's Dream

Pages: 2-4

Topic: Introducing Sophie's Dream

Teaching objectives:
- to introduce a new book to class
- to motivate learners to read and listen to Sophie's story
- to prepare pupils to read a book in English

Learning outcomes:
The pupils will be able to:
- learn some new vocabulary from the book
- try to predict what the story is about
- listen to and understand the opening of the story
- show the understanding to some of the words from the story (animals and people in the circus)

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

Materials: graded readers Sophie's Dream, pictures from App. 1 + 2, several sets of cards (App. 3) – cut and laminated (if possible)

PROCEDURE

Lead-in: (10 min)

WCL: The teacher asks the pupils if they like/ read books. Shortly talks to them about what they read, what kind of stories they like, tells them what (s)he liked to read as a child. The teacher tells the pupils that they are going to read a book and introduces the name of the book: *Do you know what 'dream' means?* The teacher shows the picture – App. 1.

WCL – PW: The teacher asks the pupils what they dream about at night. First they will tell the neighbour and think if they can say it in English (the teacher can give an example and write it on the board – e.g. *I dream about dogs.*) The teacher elicits ideas.

Pre-reading: (20 min)

WCL: The teacher shows the picture – App. 2:*This is the main character. Her name is Sophie. Look at the picture – What is Sophie dreaming about?* (elicit – clown, ballet dancer – circus)

PW – WCL: The teacher distributes the readers, divides the pupils in pairs and asks them to look at the pictures and think which of the objects/ people they can name in English. *What do you think the book is about?* Eliciting ideas.

GW – PW: Vocabulary work: The pupils are divided in groups of 3 or 4. Each group gets a pile with cards (App. 3) – pictures only. The teacher tells the pupils that when they read the whole

book, they will know all the words. This phase just introduces the words, the aim is not to teach them all, rather let the pupils see which words are in the story. The pupils put all the pictures face up.

Possible questions and tasks:
Find all the animals.
Do you know their names in English?
Find the circus.
Find the people who work in the circus.
Find the musical instruments.

The teacher can further practise with different tasks – e.g. *Show me a horse, a rabbit… What is it?* etc.

While- reading: (10 min)

WCL – PW: The teacher reads page 2 slowly and asks the pupils to show Sophie, bed and Juliet the ballet dancer.

Can you quickly go through the book and find all the pages with the picture of Giggles the clown? (p. 4, 6, 10, 12) – if the pupils do not know the numbers, they can show the pages.

What else can you see in the picture? (p. 2 and 3) – *First tell your neighbour.* – Eliciting ideas.

WCL – IW: The teacher reads page 4, elicits the meaning of parade and entertainers. The pupils do the task on page 4 individually.

Post-reading: (3 min)

WCL: The teacher asks: *What animals did you see in the book? Do you remember their names? What other words have you learnt?*

Reflection: (2 min)

Teacher asks pupils if they like the book so far and if they want to know how the story continues.

Homework: Draw the animals that you saw in the book in your exercise book. Do you remember their names in English?

NOTES

Lesson plan 2 (pp. 6-9)

Sophie's Dream

Pages: 6-9

Topic: In the circus

Teaching objectives:
- to allow immersion into the story
- to motivate pupils to continue discovering Sophie's story
- to support learning new vocabulary through listening and games

Learning outcomes:
The pupils will be able to:
- predict the next part of the story from the pictures in the book
- demonstrate understanding the story through summarising the main points

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

Materials: graded readers Sophie's Dream, sets of cards (1 per pair) – App.3, DVD, cards with the description of situation (for the Follow-up), App. 4

PROCEDURE

Lead-in: (5 min)

WCL: The teacher plays the video without the sound from the beginning to 1:18, asks the pupils to say what they can see and thus lets them revise the new words and recall the first part of the book. The teacher praises the pupils for learning the new words and tells them that in this lesson they will learn more about the Sophie's story.

Pre-reading: (5 min)

PW: The pupils will open the readers and look at pages 6, 7, 8 and 9. They look at the pictures and in pairs they try to name as many objects and people as they can.

WCL: Then the pairs take turn and say one word each until all the objects and people are mentioned.

While-reading: (10 min)

PW: The teacher plays the video (pages 6 – 9), then asks a few questions (if the pupils are unable to answer some of the questions, they can have a look in the book):

Who is Giggles? What has he got? What do people buy at the entrance? Can you show me how to play the drums? Who is Albert? What doesn't he want to do? Why?

The pupils work in pairs to find out what is wrong with Albert the lion (task on page 9).

The pupils get one pile of cards per pair. They divide the cards in two piles – one pile with pictures, the other one with words. They put the words aside. They put all the pictures on the desk face up and pick those people, animals or objects which appeared in the read part. The teacher reads the text again and the pupils check the cards.

The teacher checks with the pupils if all the cards were chosen correctly. The teacher reads the extract once more and the pupils put the chosen cards in the same order as the words are mentioned in the text. Now the pupils take the pile with word cards and find those that are in the story and match them with the pictures.

Post-reading: (10 min)

The pupils prepare retelling the part of the story with the help of pictures and words. They rehearse the summary in pairs, and then volunteers will retell the story for the rest of the class.

Follow-up: (12 min)

GW: The pupils are divided in groups of 4 or 5. Each group gets a card on which a situation from the text is described. The groups will mime the situation for the rest of the class.

Situations:

- *Giggles the clown is holding balloons and children are holding him so that he does not float away.*
- *People are standing in the queue; the first one is buying a ticket.*
- *People in the audience clap their hands, the drum rolls.*
- *The lion tamer holds the hoop, Albert the lion does not want to jump through.*

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

Reflection: (3 min)

The teacher asks the pupils which part of the lesson they enjoyed most and which new words they remember.

NOTES

Lesson plan 3 (pp. 11-17)

Sophie's Dream

Pages: 11-17

Topic: In the circus – what do the people and animals in the circus do?

Teaching objectives:
- to allow immersion into the story
- to motivate pupils to try reading on their own
- to enrich vocabulary – *a funny story – tell, laugh, a riddle – ask, guess, an umbrella – hold, treats – give, eat.*

Learning outcomes:
The pupils will be able to:
- read a short piece of text
- understand the main idea of the story

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

Materials: graded readers Sophie's Dream, DVD, Worksheets (WS1), clown's red nose

PROCEDURE

Lead-in: (10 min)

WCL: The teacher comes to the classroom with a clown's red nose and asks a question: *Children, who do you think I am? (= a clown)*. Then writes more questions on the board, e.g.:
– *Where does a clown work?*
– *What does he do?*
– *What does he wear to work? (Check on page 10.)*

PW: Pupils work in pairs discussing the answers.

WCL: Eliciting answers.

Pre-reading: (5 min)

WCL: Eliciting answers, the teacher writes the clown's activities on the board. Then asks the pupils: *Look at page 11, can you find two activities which Clown the Giggles does?*
(telling funny stories, asking riddles – the teacher adds these two on the board.)

While-reading: (10 min)

WCL: The teacher slowly reads pages 11, 15 and 17 miming the activities (entering, laughing, guessing, walking and holding). The text will be

read twice, during the second reading, the pupils mime the actions together with the teacher.
PW or **GW:** In pairs or small groups the pupils try to find the answer to the riddle on page11.

Post-reading: (5 min)

IC or **PW:** The pupils will be given Worksheet 1 and will do the task either individually or in pairs.

Follow-up: (10 min)

PW: The pupils will solve the riddle on page 17 and the first finishers can prepare another hidden word using the letters from the secret alphabet, adding more letters if necessary.

Reflection: (5 min)

WCL: The teacher asks the pupils what new information they learned and which characters they liked most. (S)he can also ask the pupils if they prefer the teacher's reading, or playing the story from the DVD.

Homework (voluntary): Choose one of these tasks:
- Prepare a word written with the help of secret alphabet.
- Prepare a joke that you will tell others.
- Prepare a riddle.

NOTES

Sophie's Dream

Pages: 18-23

Topic: Musical instruments

Teaching objectives:
- to allow immersion into the story
- to motivate pupils to discover another part of Sophie's dream
- to learn (and teach each other) about musical instruments

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
- read small pieces of text out loud
- learn names of some musical instruments

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

Materials: graded readers Sophie's Dream, Worksheets (WS2a, WS2b), a small drum or another percussion instrument

PROCEDURE

Lead-in: (5 min)

WCL: The pupils present their homework from the previous lesson: hidden words, riddles or jokes. If they wish, they can wear a clown's red nose like the Giggles while presenting.

Pre-reading: (5 min)

The teacher asks the pupils about the part of the book read in the previous lesson:
First Giggles tells funny stories and asks riddles and then he introduces … what animal? (Elephant) *What is her name and what can she do?* (Feather, she can walk on the rope.) *Who gives the children treats? What treats?* (Ballet dancer, candy floss).

While-reading: (15 min) (pp. 19 and 21)

During the break (p. 19) – shared reading. The teacher first shows the pupils the picture on pages 18 and 19: *Who is this?* – points at Sophie, then the monkey. *This is Coco the Monkey. She has a toffee apple. Can you try to find out whose toffee apple it is?* The pupils try to read the text silently on their own to find out that the toffee apple belongs to Sophie.

The teacher reads the page, miming the sentence 'Mm, delicious!' (putting their hand on the stomach). For the sentence 'Watch out, Sophie!' raises their index finger to show the 'danger'). After reading the page, the teacher reads it once

more and asks the pupils to 'help' with reading, the pupils join with the two sentences (Mm, delicious! and 'Watch out, Sophie!), they can accompany the sentences with the gestures.

After the break (p. 21) – the teacher asks the pupils: *What animal can you see on page 20? What is its name?* The pupils try to find the horse's name in the text. *(Snowflake)* The teacher reads p. 21 and uses a percussion instrument (such as tambourine, rhythm sticks or a small drum) and shows how to walk to the beat of the rhythm. The pupils get up and do the same. If there is enough space in the classroom they can march around. They can repeatedly say *I can walk to the beat of the drum.*

Musicians (p. 22 and 23) – the teacher reads p. 22, if necessary, explains the meaning of *cleaning*.

PW: Children work in pairs and do the task on p. 23

Post-reading: (18 min)

The teacher asks the pupils if they like music and what kind of music they listen to.

In pairs, pupils write the names of musical instruments (they will probably not know them in English, so they will write them in L1). Pupils share what they have written, the teacher can write the names of some instruments in English on the white board.

The teacher asks the pupils if they can play any of those instruments. Eliciting the answers: *I play the guitar/ the piano/ the flute.*

Prompt the pupil to show by miming how s/he plays (the guitar/the piano). Then prompt the rest of the class to repeat the sentence and mime the action of playing: I play the guitar.

The teacher distributes WS2a with musical instruments (trumpet, trombone, violin, saxophone, cymbals, recorder, drums, guitar, piano). Ask the pupils which instruments they know and if they can name them in English. Write the unknown words on the whiteboard, pupils can copy them next to the pictures. If the teacher wants the pupils to work more independently, they can use Worksheet 2b with the prompts.

The teacher plays short audio clips with instruments that are depicted in the worksheet. They can be easily found on the internet by searching the name of the instrument and sound (e. g. "trumpet" "sound"). The pupils listen carefully and if they recognize the instrument, they can start playing silently, by miming.

Reflection: (2 min)

The teacher asks pupils what they liked in the part that was read in the lesson, which words they have learnt, which they would like to remember. The teacher can tell the pupils that next time they are going to finish the book.

NOTES

Lesson plan 5 (pp. 24 – 27)

Sophie's Dream

Pages: 24–27

Topic: What people do in the circus; numbers and colours

Teaching objectives:
- to allow immersion into the story
- to help pupils to make sentences about people and animals in the circus
- to finish and summarize the story

Learning outcomes:
The pupils will be able to:
- find the information in the text
- revise numbers and colours
- summarize the story with the help of ex. 4 on p.30
- express their opinions about the story

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

Materials: graded readers Sophie's Dream, an alarm clock, DVD

PROCEDURE

Lead-in: (5 min)

WCL: The teacher asks the pupils which musical instruments they remember from the last lesson. Then (s)he mimes playing one of the instruments. The first pupil to guess the instrument mimes another one etc.

Pre-reading: (5 min)

The teacher tells the pupils that they are going to finish reading the book and there are two more characters to be presented. S(he) asks them to look at pages 24 and 25. *Who are these people? Do we know their names?* The pupils try to findthe information in the text (*Jojo the juggler and the magician – we do not know his name.*). *What are they doing?* The teacher lets the pupils find the information in the text and helps them with pronunciation of the words.

While-reading: (20 min)

WCL: The teacher reads pages 24 and 25 and accompanies reading with movements or gestures where possible (e.g. a light bow for *and greets the audience* or *He's juggling, … pulls the rabbit …*)

IW: The pupils will do the task on page 24. (Since it is not possible to draw coloured balls in the book, the pupils can draw them in their notebooks).

PW: The pupils in pairs show each other their balls, they check if the number is correct (count them) and then together practise colours asking and answering the question: *What colour is this ball?* While the pupils are working in pairs, the teacher draws seven balls in different colours on the board.

WCL: The class counts the balls, they count from one to seven and then back from seven to one. Then the teacher points at different balls and the children say the colours.

Last part of the book, p. 26: The teacher puts an alarm clock on the desk and lets it ring (or, alternatively draws it on the board and plays the ring from the computer or mobile phone). *What is it? What do we need it for? When do we use it? Why is the alarm clock ringing in the story about Sophie? – The alarm clock finishes Sophie's dream and the story*. The teacher reads the rest of the story.

Post-reading: (6 min)

Now it's time for the pupils to watch the whole story on the DVD.

Follow-up: (5 min)

PW: The teacher asks the pupils to look at page 27 – *Can you name all the animals and people who are in Sophie's dream? Which of them did you like most and why? – Tell your neighbour*.

WCL: Eliciting ideas.

Reflection: (4 min)

The teacher asks the pupils how easy or difficult it was for them to understand the video. The teacher tells them that they can feel proud of themselves that they managed to read their first book in English.

Note:
There are a few more activities that can be done after reading the whole book or sometime between the reading lessons. Some are found at the back of the book and in the Bank of activities below.

NOTES

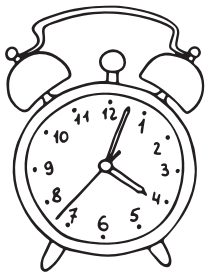
APPENDIX 1

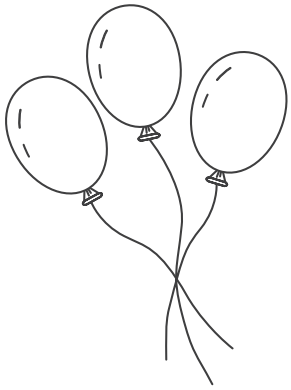
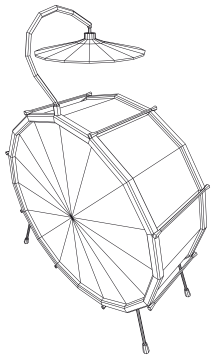
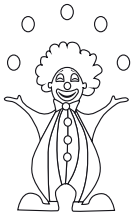
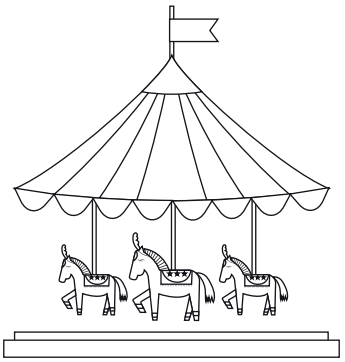


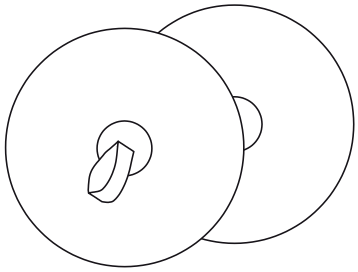
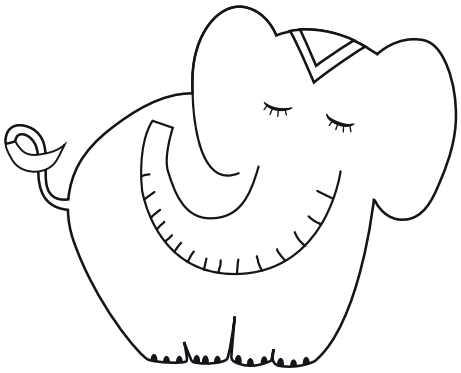
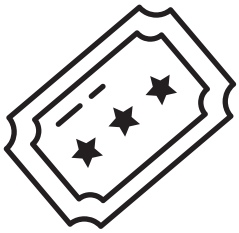
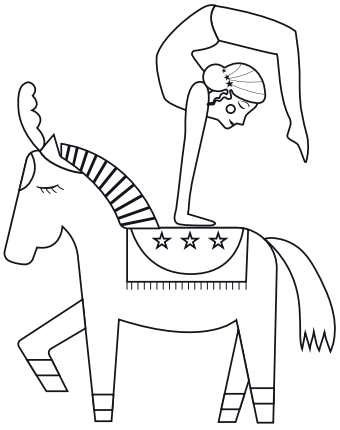
APPENDIX 2

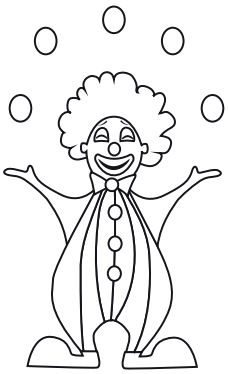
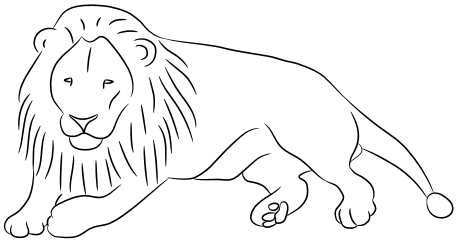


APPENDIX 3

DREAM	
ALARM CLOCK	
AUDIENCE	
BALLET DANCER	

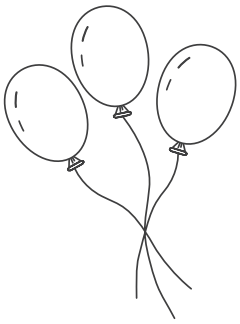
BALOONS	
BIG BASS DRUM	
CIRCUS	 
CLOWN	

CYMBALS	
ELEPHANT	
ENTRANCE TICKET	
HORSE	

JUGGLER	
LION	

APPENDIX 4

Giggles the clown is holding balloons and children are holding him so that he does not float away.



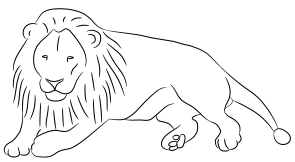
People are standing in the queue; the first one is buying a ticket.



People in the audience clap their hands, the drum rolls.



The lion tamer holds the hoop, Albert the lion does not want to jump through.



TASK 1

Match the words that can go together; below you can write the phrases.

a riddle

an umbrella

EAT

GUESS

LAUGH

GIVE

ASK

TELL

HOLD

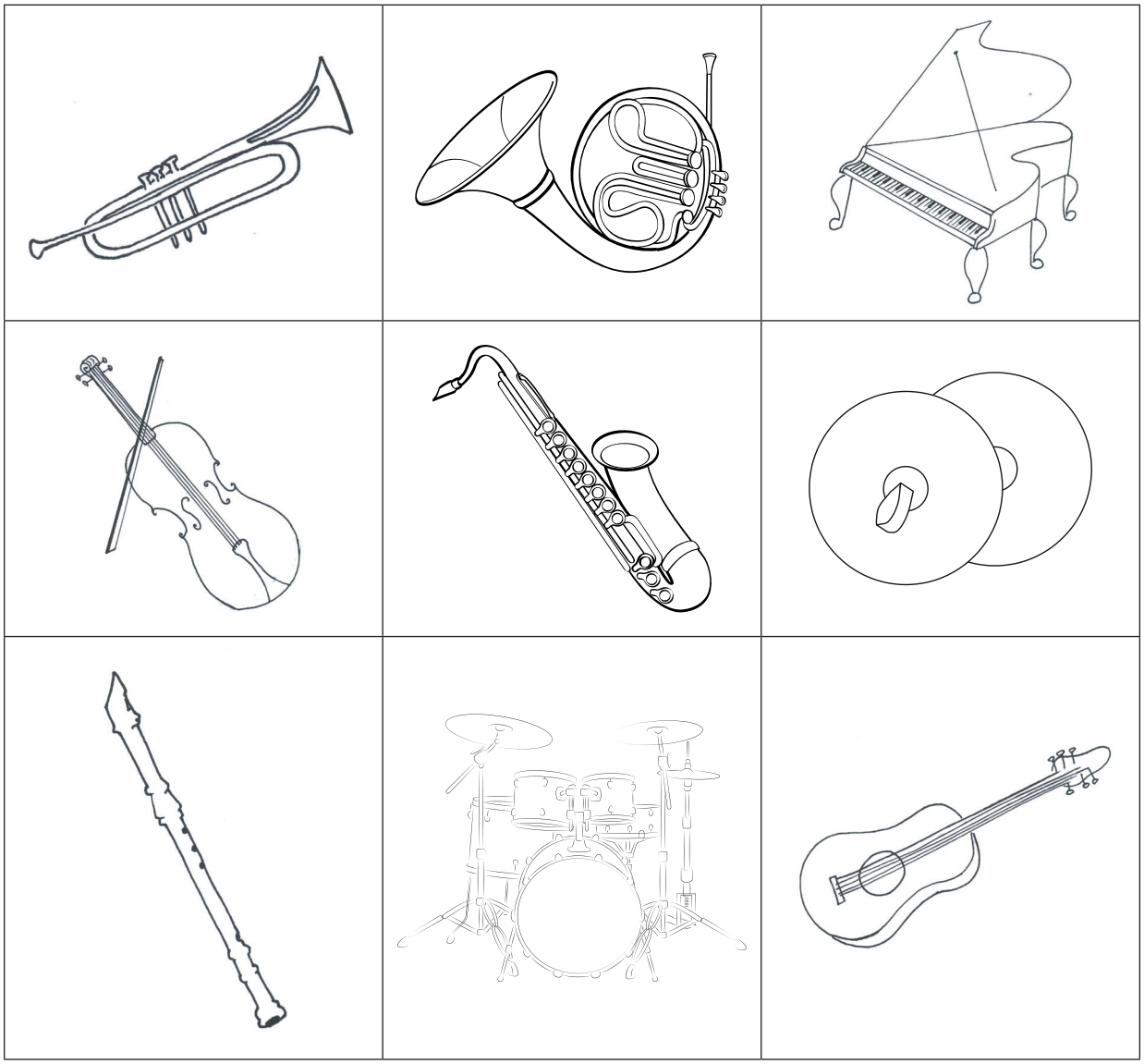
a funny story

treats

1. HOLD _____
2. EAT
3. GIVE _____
4. GUESS
5. ASK _____
6. TELL
7. LAUGH AT _____

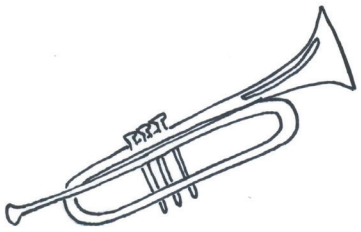
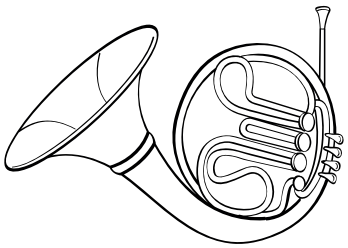
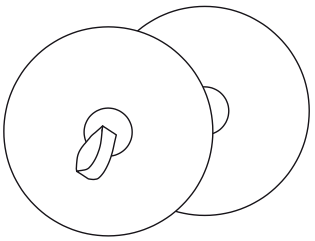
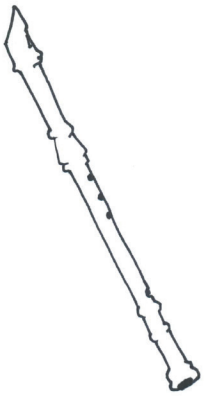
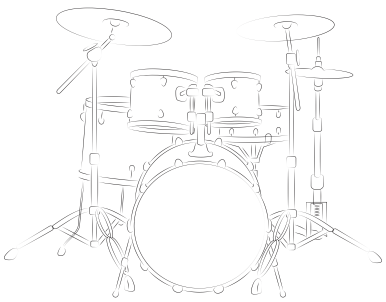
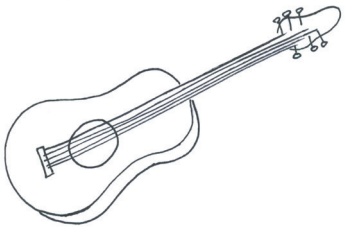
TASK 1: MUSICAL INSTRUMENTS

Which musical instruments do you know?



TASK 1: MUSICAL INSTRUMENTS

Fill in the missing letters.

		
T _ _ M _ _ T	F _ EN _ H HO _ _	P _ _ N _
		
V _ _ _ IN	_ AX _ _ _ ON _	C _ M _ _ L _
		
R _COR _ _ R	_ _ U _ S	G _ I _ A _

ACTIVITY 1: CIRCUS

Depending on the language segment you want to highlight, an individual part of the story may be fronted and developed into a follow-up lesson. Here is a sample of how the story may serve to solidify and practise of structures with "can" and its link with CLIL.

- *Snowflake the horse can walk to the rhythm of the drum. Can you walk to the rhythm? (Play music and ask the children to walk to the rhythm of different beats.)*
- *Giggles the clown can juggle. Can you juggle? (Have light plastic balls ready to have children try.)*
- *Feather the Elephant can hold balance. Can you hold balance? (Have three jumping ropes stretched on the floor and ask children to walk them. This could be done as a team/individual competition.)*
- *The magician can make magic tricks. Can you make a magic trick? (Have teams prepare a magic trick and perform it to the others.)*

Alternatively, the children can showcase other skills related to the story (playing musical instruments, gymnastics, ballet, Parkour etc.) All this can be done either as part of the English lesson or in cooperation with the PE and Music teachers.

If the children enjoy the performative aspect of the activity, develop the activity into a class circus show.

ACTIVITY 2: GAMES WITH CARDS (App. 3)

The cards in the Appendix 3 can be 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 children 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 book (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.
- **Categories:** Children work in pairs or small groups and, according to the teacher's instructions, divide the words into categories - animals, musical instruments, people in the circus, others.

ACTIVITY 3: ANIMAL RIGHTS VERSUS PROTECTION OF ANIMALS (CLIL SCIENCE)

This activity is more appropriate for older pupils, or it can be simplified for the younger ones

Teacher finds a short video (videos) with the animals mentioned in the book. The videos will show the animals in their natural habitats. The teacher writes on the board:

A lion can run fast. It can eat other animals. It can drink from the river… etc. The children will watch the video(s) and will say if the sentences are true.

Then the teacher asks: Can a lion run fast in the circus? Can it catch other animals? Can it lie on the tree? Etc.

The teacher introduces a discussion about animals in captivity (circuses, zoos) and in the wild. The pupils work in groups and think of:

- 2 advantages of living in captivity
- 2 advantages of living in the wild

Finding evidence: pupils in groups look for evidence that would support their arguments on the internet

Sharing with others: pupils share the outcomes of their research with class

NOTE: It is important the issue is not slanted towards one side of the argument and all opinions are heard. Most importantly, the teacher should beware of their own bias.

ACTIVITY 4: ODD ONE OUT

The pupils will revise the vocabulary and practise connective thinking.

Distribute the worksheets (or write the set of words on the whiteboard). Pupils can work in pairs trying to figure out which word in the set is not related to the others and why. Then, they can check the answers with another pair.

clown, car, ballet dancer, juggler
monkey, lion, robot, elephant
pencil, trumpet, piano, drum

elephant, lion, dog, monkey
monkey, rabbit, cat, dog
lion, kangaroo, giraffe, zebra

ACTIVITY 5: WHO AM I?

The pupils will practise verbs to be, to have, can.

Pupils try to guess animals according to the clues they are given. Teacher can introduce the activity by describing one animal: (*I am brown. I have four legs and a long tail. I can jump in the trees. I eat bananas. Who am I?*) Teacher writes the sentence starters on the whiteboard (*I have, I can, I am*). Pupils work in small groups. They decide which animals they will describe, then read the description to the rest of the class. The others guess which animal it is.

Alternatively, you can play a guessing game in which one pupil thinks about a particular animal. Other pupils ask him/her yes or no questions to guess which animal s/he is thinking about. (*Are you big? Can you swim? Do you have wings?*)

ACTIVITY 6: SIMON SAYS

The teacher gives instructions to the whole class. However, the pupils must only obey the instructions that are prefaced with Simon says. If the teacher says *Simon says clap your hands*, the pupils must clap their hands. If the teacher says *Clap your hands*, the pupils must not do it. Those who clap their hands are out.

Start with the common instructions (*Stand up. Sit down. Close your eyes. Point to the door.*), and add instructions incorporating new vocabulary:

Act like a monkey.
Act like an elephant.
Roar like a lion.
Play the piano.
Play the trumpet.
Play the drums.
Dance like a ballet dancer.
Juggle with balls.

NOTES

PB3 and Coco the Clown

Author: Jane Cadwallader



CEFR level: A1, 200 headwords, (Starters/Movers)
Suggested age: 8-11 yrs

Topic: Family, Friendship, Time and Meals, Body and Face, Clothes, Colours

Language structures: present simple and present progressive; there is/there are; prepositions of place and movement; possessive adjectives, descriptive adjectives; demonstrative pronouns; wh – relative pronouns
CLIL: History, Arts, PE

Table of contents:

5 lesson plans
8 worksheets
Bank of extra activities (18 activities)

Lesson plan 1 (whole book, pp. 2-27)

PB3 and Coco the Clown

Pages: 2-27 (a whole book)

Topic: PB3 and Coco the Clown

Teaching objectives:
- to understand the importance of reading
- to present a book
- to revise present simple tense

Learning outcomes:
The pupils will be able to:
- recognise themselves as readers
- prepare a short survey and report
- identify the main idea and characters

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

Materials: graded readers PB3 and Coco the Clown, worksheet 1 (WS1), a set of pictures, word cards or any other materials – Circus topic; bilingual dictionary or an online dictionary

PROCEDURE

Lead-in (up to 2 minutes)

WCL: A teacher writes the word reading, and pupils come up with any idea. The teacher writes them down.

Pre-reading (20 minutes)

The teacher says that pupils prepare a short report on reading. The questions are displayed, the teacher should check comprehension, go through, and explain if it is difficult.

Do you enjoy **reading?** Why/why not?
What do you prefer reading – **books, e-books, magazines, comics,** ….?
Do you read in **English/other languages**?
How much **time** do you spend reading per week/month?
Do you read **online** or **printed** versions?
Do you like **pictures/illustrations**?
How can they **help** you?
Who is your favourite **writer**? Why?
What is the most **exciting thing** you have read?
Why is reading **important**?

GW: The teacher hands WS1, T1 per group (3 groups per class) and explains that they fill the Group Reading Report. They go through items, and the teacher should explain that they use words or numbers and can add their ideas (reading materials; languages). Then pupils work in groups and answer the questions about books.

(They can use bilingual dictionaries or mobiles). Then they present the group survey summary using phrases:

This is our reading report
XXX like/s/enjoy/s reading. XXX don't/doesn´like …… .
We read xxx, xxx, xxx.
We ……. in English/foreign language. (read/ don't read)

If it is necessary the teacher can provide more phrases:

We usually……. xxx minutes, hours per day/ week/month. (read)
XXX prefer/s pictures/illustrations… XXX don´t/ doesn´t prefer… .
Our favourite writer/s is/are…….. .
The most interesting xxx /s is/are…….. .
The teacher shortly comments on results, concludes findings and asks pupils about some benefits of reading and then summarises ideas ideas, e.g., vocabulary, development of other skills, culture – habits…, grammar, provides info, broaden knowledge (if there is time left, the teacher can put findings in a Class Reading Report (WS1, T2), or older pupils can do it as a project work - self-study; or compare findings from the group reports using the column graphs – self-study).
Before a lesson, the teacher prepares a bag and puts some items that belong to the Circus topic (e.g. a picture of animals, a tent, a real popcorn packet, a balloon...). The teacher lets some pupils pull one thing out and guess what it is connected with.
WCL: The teacher presents a book, and they look at the cover and title together and shortly discuss.

While-reading (5 minutes)

Pupils skim the book and try to find "unusual" or "different" things.

Post-reading (15 minutes)

WCL – GW: They speak about the things they have found and how it is different from a "normal" book. (CD, exercises, Picture Dictionary…)Then pupils work in groups. The teacher asks them to find the main characters, predict what the book is about, and explain why. They should create 3-4 sentences. They use Sentence starters.

The book is about…….
There is/are ……. people/characters.
This is…… .
His/her name is…… .
He/She is from……. I like this book because…… .

They compare the ideas about the book and the main characters. Finally, the teacher shortly summarises the importance of reading and asks pupils to bring any book they would recommend/ like/share with a class.
The teacher asks pupils to do the same Report but as a Family/Friends survey project work. They can do it as some project work.

NOTES

PB3 and Coco the Clown

Pages: 2-6

Topic: Meeting a stranger

Teaching objectives:
- to provide a space for discussion
- to activate pupils
- to present right word order in declarative sentences

Learning outcomes:
The pupils will be able to:
- familiarise with person/thing description
- practise present simple tense – descriptions

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

Materials: graded readers PB3 and Coco the Clown; worksheets (WS2, WS3); a set of pictures and word cards (use from WS2); dictionaries or mobiles/PCs

Assessment: recall of details, summary in Reading diary/exercise book

PROCEDURE

Lead-in (up to 5 minutes)

IW: The teacher writes the word circus (or uses a picture of it) on the board. Then the teacher asks, *What is it? Have you ever been to the circus? When? What was it like? What can we see there?* Pupils say a few ideas. The teacher says that the world connected with a circus is full of colours and gives each pupil WS2, T1.

Pre-reading: (up to 5 minutes)

The teacher presents a book, and asks questions: *Who likes robots? What do they do? Do you know what ET is? Do you like clowns? Do you know where they live?* The teacher lets a few pupils answer.
The teacher says: *Open your books on page 1. What can you see in the picture? Are they friends?* Pupils give reasons why yes or why not.
The teacher sticks word cards with the key vocabulary and pictures (randomly).

• *motorhome, noise, round, spaceship, ET, robot*

IW: Then, the teacher asks pupils to match the words and pictures (WS1, T2). The teacher asks some pupils to present the couples on the board. Later, the teacher checks the understanding, pronounces the words (the couples can remain on the board for better understanding) and asks pupils to repeat.

While-reading (up to 10 minutes)

The teacher reads (story reading) pp. 2-6, books are closed. When there is a part with WEEE, he/she stops and asks pupils for their guesses *What can it be?* Pupils predict (3-4 predictions) and says *We will see what it can be*. When there is a spaceship part, the teacher can say: *XX you were right, it is a spaceship*, and continues to read. Later he/she asks pupils to read it silently.

Post-reading (25 minutes)

GW: After reading the text, the teacher divides pupils into groups of 4 people. They should prepare descriptions of PB3, Sally, Coco and a robot. They are provided two substitution tables (WS3). The teacher explains how to work with these tables, explains (pantomiming, showing in the book, translating.) unknown words – wear/…and provides 1-2 sample sentences, e.g., Robin is a robot. Robin has a grey antenna. The teacher emphasises that they should create min. 4 sentences about everyone from this part of a story. After 15 minutes, each group presents their work by choosing a presenter.

Then pupils will use their Reading diaries, write 3 sentences about the characters (choose one) they have already read (can use the substitution tables) and use emoji to express their feeling about this part.

NOTES

PB3 and Coco the Clown

Pages: 7-15

Topic: Sally and her family

Teaching objectives:
- to understand and work with a short, simple text
- to develop logical thinking

Learning outcomes:
The pupils will be able to:
- select information from a text
- use relevant info to organise their ideas
- put events in order

Interaction: individual work (IW), pair work (PW), group work (GW)

Materials: graded readers PB3 and Coco the Clown; worksheets (WS4, WS5)

Assessment: a written and spoken outcome – specific info about the characters

PROCEDURE

Lead-in (up to 5 minutes)

The teacher asks some pupils to read their sentences from a reading diary (previous lesson: character's description) if the task was set as homework.

Pre-reading: (up to 5 minutes)

PW: The teacher presents WS4, T1, and pupils match parts to find out the meaning.

While-reading (up to 20 minutes)

PW: Pupils work with a book and read pp. 7-15. While reading, they should focus on activities that Sally does and Coco does.

Post-reading (up to 15 minutes)

PW: The teacher continues with T2 from WS4. Pupils put activities into the correct order using graded readers.

GW: Pupils answer the questions – use WS5. Each group presents the answers (if there is no time – homework). The teacher summarises the lesson.

NOTES

PB3 and Coco the Clown

Pages: 16-21

Topic: Come to the Circus

Teaching objectives:
- to describe illustrations and focus on details
- to express personal preference
- to make decisions and explain

Learning outcomes:
The pupils will be able to:
- use simple sentences present simple tense – declarative sentences
- form mental pictures
- demonstrate a listening comprehension

Interaction: pair work (PW), individual work (IW), group work (GW)

Materials: graded readers PB3 and Coco the Clown; worksheets (WS6, WS7), a CD player or PC, crayons or colour pencils, dictionary, mobile phone

Assessment: a short description of Circus people

PROCEDURE

Lead-in (10 minutes)

IW – PW: The teacher gives each pupil WS6, T1. As he/she describes any person/thing/animal from a book, they draw what they hear (mobile screen 1). Pupils compare pictures between them, and later some of them can present their images in front of a class. The teacher asks pupils to choose any picture from the graded reader, and they work in pairs describing each other a picture (mobile screen 2). They can use WS3, or their diaries. (if needed, it can be put in the *board It is…; It has…It wears…*). They check the pictures.

Pre-reading: (up to 5 minutes)

PW: Pupils work in pairs, do WS6, T2 (left word – circus), and check. Later, the teacher briefly asks what they remember about the book from the previous lessons, and they put ideas together.

While-reading (up to 10 minutes)

Pupils read silently.

Post-reading (20 minutes)

PW – WCL: Pupils predict what can happen with Katya later. The teacher plays a song – CD *Come to the Circus* and pupils listen and follow the lyrics in the book. Then they work with WS7 and complete the text. Then, the song should be played once more, and they go through the lyrics and correct the answers.

GW: Contest: *What the Circus people do*. They should find out these people using PCs/mobiles/ dictionaries (bilingual). Each group (G) chooses two "circus people" and presents what he/she does. They can only pantomime. Other groups try to guess by writing the tips down, e.g G1 x,x; G2 x,x …. They present the results using *Their people are*… Possible answers: a magician, a juggler, a clown, a trapeze artist, a tightrope walker, an acrobat, a majorette, a stilt walker, a fire eater, etc… .
The teacher asks pupils to write 3 Circus people and what they do into their diaries as homework.

NOTES

PB3 and Coco the Clown

Pages: 22-27

Topic: The importance of friendship

Teaching objectives:
- to predict the meaning of unknown vocabulary
- to summarise the ideas and the book content
- to improve time management skill and cooperation

Learning outcomes:
The pupils will be able to:
- select important pieces of information to put it into a larger part
- plan and deliver a short speech
- get to know how to assess

Interaction: pair work (PW), individual work (IW), group work (GW)

Materials: graded readers PB3 and Coco the Clown; worksheets (WS8), a dictionary, a mobile phone

Assessment: peer assessment, a 30 second – 1-minute speech based on the text

PROCEDURE

Lead-in (up to 2 minutes)

The teacher writes the word *friendship* and asks pupils what they think about it.

Pre-reading: (up to 8 minutes)

PW or IW: WS8, T1 – words connected with circus. The teacher provides pupils with a list of words in L1 to find in L2 (English) in the text. They could either highlight the words in the text or write them. List of words: ruky/náručie, kontrolný panel, vietor, balón, akrobat, strýko, klaun (p. 22-23). The teacher asks whether they remember what problem Katya has (p.20) and reminds their guesses.

While-reading (up to 10 minutes)

Pupils read, write unknown words and check their meaning.

Post-reading (25 minutes)

The pupils compare guesses with the book.

GW: Then they try to discuss in groups why friendship is important. Pupils are asked to demonstrate examples of friendship in the text. Each group (max 3–4) prepares a short summary about this book. They decide on a presenter, and he/she should speak for about 30 seconds – one minute (depends on level and proficiency).

Each group is said that they would do T2 (WS8) and explained they assess the presentations. The teacher briefly goes through the areas and comments and instructs how to work with it.

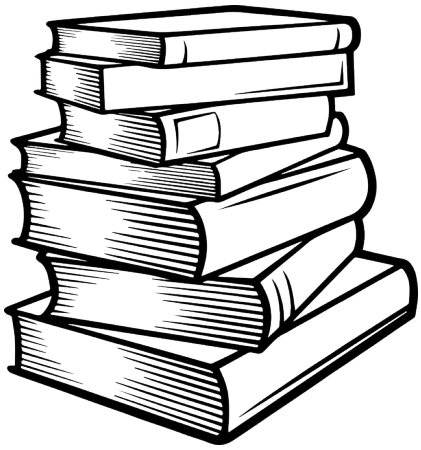
Some pupil measures the time. The teacher chooses the first presenter. Later, the presenter selects the following one. After each presentation, they assess it within a group. There should be a space for final assessment, and they read/comment on each presentation. The teacher reflects, too.

The teacher asks pupils to think about what message/moral they feel can be found in this story – friendship, family, fun, helping each other, etc. Finally, they choose a different title for the book and explain why. The teacher gives them homework to create a cover for this book – drawing, application... to make it more interesting for their mates from the school.

NOTES

TASK 1: GROUP READING REPORT

This is a group report based on your discussion about reading. Fill the sections with the agreed answers. You can use ticks, words or sentences and numerals.



Enjoy reading: yes _____ ; no _____

Material: book _____
e-book _____
comics _____
magazine _____
other _____

Reading in English: yes _____ no _____ other language: _____

Time: _____ (minutes, hours per day/week/month) (one pupil x number of pupils in the group)

How: online _____ printed _____

Illustrations/pictures: yes _____ no _____

Writer:

Interesting thing:

Your ideas:

TASK 2: CLASS READING REPORT

This is a class report about reading based on groups´ summaries. Fill the sections. You can use ticks, words or sentences and numerals.



Enjoy reading: yes _____ ; no _____

Material: book _____
e-book _____
comics _____
magazine _____
other _____

Reading in English: yes _____ no _____ other language: _____

Time: _____ (minutes, hours per day/week/month) (one pupil x number of pupils in the group)

How: online _____ printed _____

Illustrations/pictures: yes _____ no _____

Writer:

Interesting thing:

Your ideas:

TASK 1

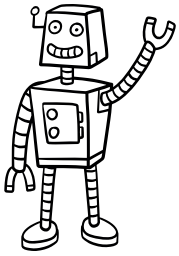
Find the hidden colours in these sentences.

1. I like playing with John or Angelica.
2. Newspaper Eddy
3. They agree not come late.
4. You can buy cheap ink in this shop.
5. This is a Truebluex company.

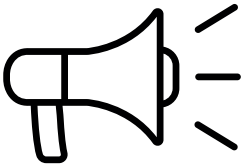
TASK 2

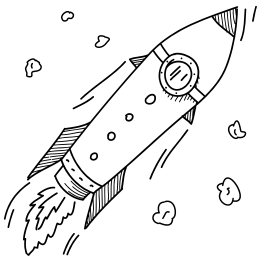
Match each word from the box with the correct picture.

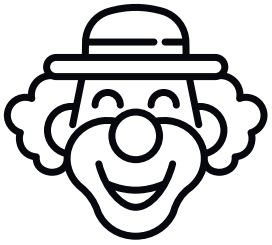
spaceship	round	ET	motorhome	robot	clown	noise















TASK 1

Choose one word/phrase from each column and form a sentence.

PB3	is	a clown.
		a robot.
Robin		ET.
Sally		a girl.
		happy.
Coco		a machine.

TASK 2

Choose words/phrases from each column and form a sentence.

PB3	wears lives has	one/two	hand/leg/antenna/finger.
Robin			spaceship.
Sally			the Earth.
			hair
Coco		(a) big/long/short	a motorhome.
		(a) grey/green/ yellow/white/red/ purple	Mars.
			T-shirt/trousers/ glasses/shoes/socks
			uncle.

TASK 1

Define a word. Match the word with what it is and what it does/who it is.
an example: a magician is a person who performs tricks of illusions

a juggler	is a thing	who performs difficult physical acts such as jumping and balancing, especially in a circus, such as walking on a wire high above the ground
an acrobat	is a name	which is the main tent in a circus
a circus	is a person	who is a sister of one's father or mother
an aunt	is a person	for a travelling company of acrobats, clowns, and jugglers
an uncle	is a place	who can throw several objects into the air, catch them, and keep them moving
the big top	is a person	who is a brother of one's father or mother

Source of definitions https://dictionary.cambridge.org/dictionary/english

TASK 2

Put activities into the right order.

Sally:
has lunch with her mum, dad, PB3 and Robin _____
goes to the circus school _____
shows some photos _____
invites PB3 and Robin to have a cup of tea _____
invites PB3 and Robin to school _____

Coco:
practices for for the show _____
gets dressed _____
gives children balloons and a big welcome _____
has some flowers _____
invites PB3 and Robin to have a cup of tea _____



TASK 1

Do you remember some facts about the characters? Answer these questions.

1. Where do PB3 and Robin live?_____

_____

2. Are there any animals on Planet 3?_____

_____

3. What do Coco, Sally, PB3 and Robin drink?_____

_____

4. What is Sally's father's job? _____

_____

5. What do Ellie and Mary do? _____

_____

6. What is Katya's job? _____

_____

7. Where does Sally go in the morning? _____

_____

8. What does Sally have with her parents and friends? _____

_____

9. What does Coco wear? _____

_____

10. What does Coco do in the evening?_____

_____

TASK 1: PICTURE DICTATION – A MOBILE WALLPAPER

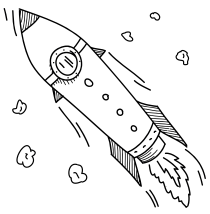
Draw what you hear.

mobile 1

mobile 2

TASK 2: ODD WORD OUT

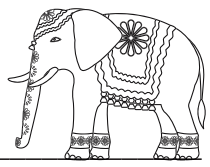
Cross out two words in the box for each clue. Then write down which word is left.



lion	orange	lunch
acrobat	nose	circus
elephant	motorhome	trousers
juggler	mouth	spaceship
breakfast	coat	grey

Two colours
Two body parts
Two animals
Two meals

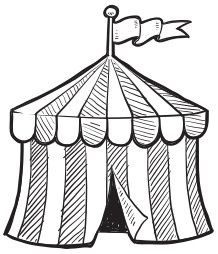
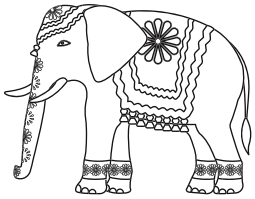
Two pieces of clothes
Two things to travel on
Two jobs.



Left word: _____

TASK 1

Choose the words from the box and complete the song about the circus.


clown	today 2x	circus	town	elephant	acrobat	here	juggler's	come 2x

Come to the _____
It's right _____ in town
There's Katya the _____
And Coco the _____.
So……Hurray! Hurray! Hurray!
_____ to the circus today
Hurray! Hurray! Hurray!
It's here in _____ today!
Come to the circus
Jim the _____ great!
And you can ride on an _____
_____ now! Don't be late!
So……Hurray! Hurray! Hurray!
Come to the circus _____
Hurray! Hurray! Hurray!
It's here in town _____!

TASK 1: CIRCUS WORD SEARCH

Find the words below in the puzzle. You should search up, down, right and left.

clown trapeze acrobat animals *tent* circus popcorn peanuts
big top magic juggler costume balloon ticket

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

TASK 2: CIRCUS WORD SEARCH

Assess your classmates' presentation. You can tick if it is perfect, normal or weak. Then you write a short summary using the given sentences.

Group number: _____ Presenter: _____

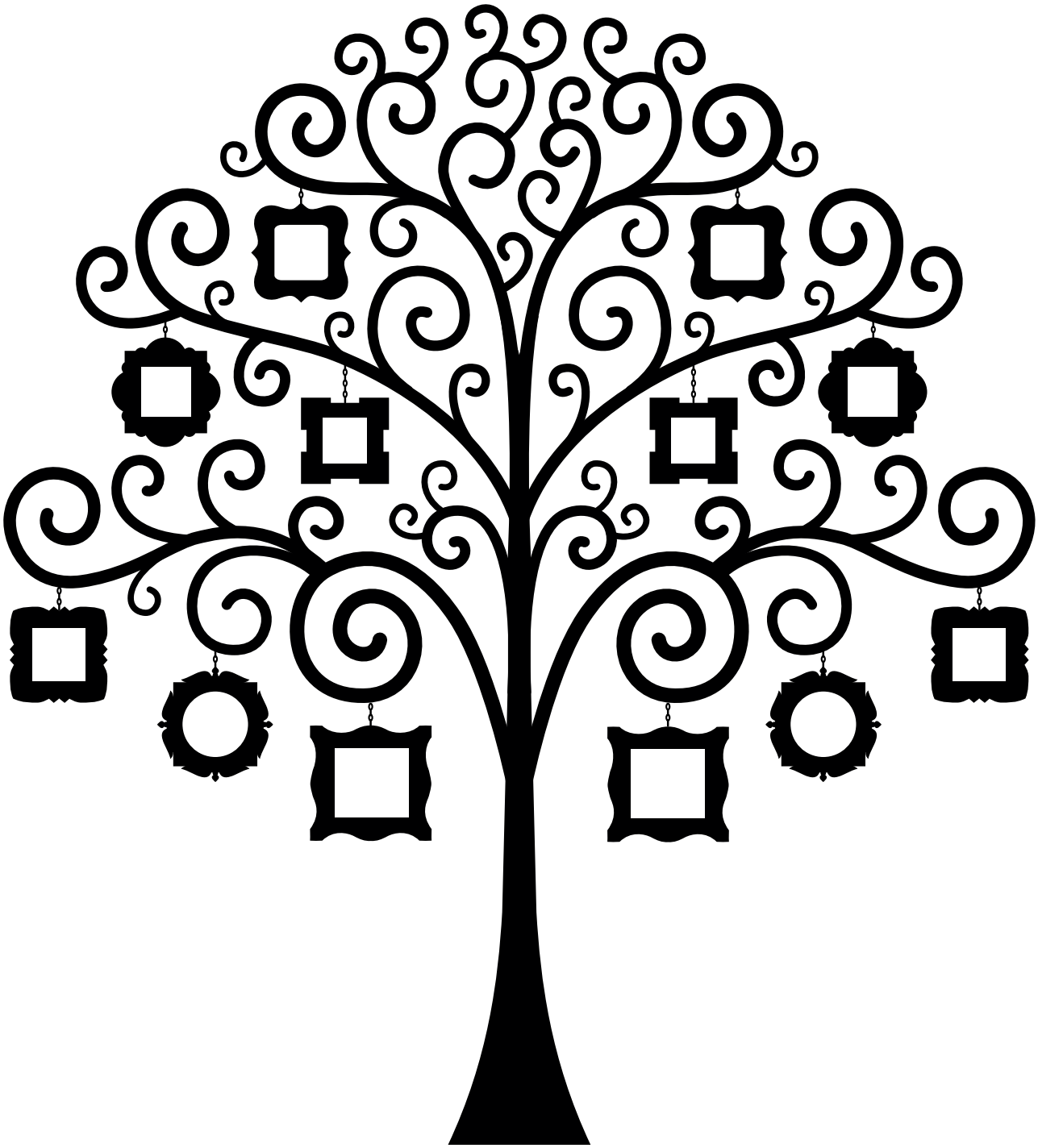
	PERFECT	NORMAL	WEAK
content			
structure			
voice			
time			
eye contact			

Group number X presentation is ……..

We like …… We don't like ……

A FAMILY TREE

Create your family tree.



ACTIVITY 1: (CLIL HISTORY, variaton to LP 2)

Topic: My family

Teaching objectives:
- to explain what a family tree is
- to present how to make a family tree

Learning outcomes:
pupils will be able to:
- express words used to describe family relations such as sister/brother, mother/father, aunt/uncle
- learn about their family members
- graphically present a family tree

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

Materials: PC + the Internet, a book, crayons, pencil, colour pencils, WS CLIL (History) (Family tree)

Assessment: Project performance – understanding what a family tree is by their final products

Pages: based on pp. 6-10

PROCEDURE:

Lead-in (up to 10minutes)

A teacher explains that they prepare a family tree and asks if they have ever seen it. He/she shows an example of a family tree so pupils can understand how a family tree might look. The teacher explains that a family tree represents a family that is often in the shape of a tree and serves as a rich source about our past. Before a lesson, the teacher prepares some pictures of a family tree, e.g. own family, as an example and begins with him/her and moves to brother/sister, parents, grandparents, if great-grandparents, etc. Later, the teacher shows a few different ways of trees via https://www.youtube.com/watch?v=uA3UFv5ISy8 (up to 2:10). Then he/she should check if they understand what the family tree is and how to do it themselves. If they do not understand, more examples should be provided.

Pre-reading (up to 5 minutes)

The teacher writes some new words from the text: *surprised, funny, a juggler, take a photo, behind, an acrobat, go to bed*, and asks pupils to guess while pantomiming. The teacher asks some pupils to draw simple symbols/drawings/emojis representing the meaning, e.g. emoji or symbols next to these words.

While-reading (up to15 minutes)

Pupils read the text.

Post-reading (up to 15 minutes)

The teacher asks pupils to find the words – family (p.8), father (p.8), mother (p. 9-10), aunt (p. 9-10) and uncle (p. 10) in the text. Each pupil will then use the family tree WS and create a family tree. Pupils should add more details or create their designs. They need to go back at least two generations.

Homework

Pupils should find out the names/occupations/ of their family members and finish the family tree. (The trees can be displayed). The class can discuss various trees during the following lesson, and pupils can talk about their ancestors.

ACTIVITY 2: IMPORTANCE OF WARM-UP (parts with a circus show, CLIL PE)

Pupils work in groups, and a teacher asks pupils to brainstorm app. 2-3 physical activities performed by circus people. It could be anything they can think. Possible answers: e.g. jumps, leaps, rolls, lifts, falls, tumbles, stretches (allow them to use dictionaries or mobile phone/PCs). List all activities on the board (either the teacher or pupils). The teacher explains that preparing for the performance also requires regular training with warm-up parts and plays https://www.youtube.com/watch?v=mH_oLBmP59s&t=27s.

Pupils try to explain why the warm-up is important. Then in the same groups, they prepare warm-ups for a particular circus performer or everyday sports activity – acrobat, juggler… jogging, fitness, football… and present in front of the class. They can choose the music, too.

ACTIVITY 3: CIRCUS POSTER (CLIL ARTS)

Pupils create a Circus poster but should

- use unusual materials – e.g. connected with cooking: dried noodles, spices, flour, tea, coffee…; seeds; nature: – leaves, grass, pebbles, small branches…; recycled materials …; working with paper
- use different techniques – draw (black and white), paint – watercolours, tempera colours; collage…
- use special tools – fingers, palms, sponge, various vegetables, wet newspaper, brushes….

Then the posters are displayed – Poster show.

ACTIVITY 4: SCANNING THE TEXT (pre-reading)

A teacher puts pupils in pairs and provides them with a book. He/she has a secret list of words at the ready and calls them out, at random, one at a time. E.g. pp 10-11 *another, mother, acrobat, schoolteacher, uncle, morning, invites, welcome, beautiful, friends*. The teacher allows time for pupils to scan the text for the word they hear. The first one in the pair who finds all words correctly wins.

(adapted from https://theidealteacher.com/21-must-use-reading-activities-for-your-language-lessons).

ACTIVITY 5: A SECRET CODE (pre-reading, vocabulary and phrases)

Pupils work in groups. They should stay in a row, seeing each other backs. A teacher gives the last pupil a paper with a word, a phrase, a sentence (e.g. spaceship, Come to the circus…). The pupil should use a finger to write the word, phrase on his/her classmate's back. Then the next one writes what he/she remembers. They are not allowed to speak. The last in a row should scream it out/write it on the paper... The winning group is the one that is the first with the correct answer.

ACTIVITY 6: WHO AM I? WHAT AM I? (pre-reading, present simple tense)

A teacher prepares cards connected with a book. Pupils in pairs wear a card on their heads and asks yes/no and Wh questions to find out the picture. The teacher can provide some clues on the board. Do I..? Is it…? Am I…? What/Where. They can ask e.g. 4-5 questions. The key is to guess the word/ picture using the minimum questions. Pupils practice present simple tense.

ACTIVITY 7: JUMBLED WORDS (pre-reading)

Unscramble letters to find words

S E M O T O R H O M	(motorhomes)
S P P A C S E H I	(spaceship)
T N A H P E L E	(elephant)
W L C N O	(clown)
I U C R C S	(circus)
S E R R O U S T	(trousers)
G G U J R E L	(juggler)
L O L O B A N S	(balloons)

ACTIVITY 8: FASHION SHOW (pre-reading, colours, clothes vocabulary, descriptive adjectives)

A teacher writes *circus, school,* and *theatre*. Pupils work in GW – 4 pupils. They choose one place, decide what clothes are the most suitable and prepare a fashion show to present to the class (they can wear real clothes). They should choose a speaker and a model. The rest of the class guesses the place. The teacher displays/gives the text plus vocabulary.

Hello and welcome to this great fashion show. There is xxxx, who is wearing ……

green, blue, red, grey, pink, yellow

trousers, shorts, hat, shoes, T-shirt, dress, boots, jacket, skirt, jeans, sandals, sneakers, high heels

long,short-sleeved, formal, informal

ACTIVITY 9: (while-reading)

Pupils sit in a circle. They can work in small groups. One pupil starts reading the chosen text and can read a maximum of one sentence/five words. As soon as he/she finishes, a pupil sitting next to him/her must begin reading. If he/she does not start immediately, then the group must go back to the beginning. Now another pupil begins reading the first sentence. Pupils should keep going back to the beginning until the reading out aloud activity is correct.

(adapted from https://theidealteacher.com/21-must-use-reading-activities-for-your-language-lessons.)

ACTIVITY 10: SEARCHING FOR SPECIFIC EMOTIONS (while-reading)

A teacher asks pupils to find different emotions they come across while reading and write them down e.g. Sally – happy, Coco – surprised, Katya scared (p. 24), girl – angry (p. 23). After discussing why the characters feel this way, pupils can present their personal experiences when they felt happy, shocked, scared…

ACTIVITY 11: PICTIONARIES (post-reading)

Pupils should prepare their picture dictionaries – pictionary. The topic is CIRCUS. Each pupil chooses (e.g. 5) words connected with the topic and uses symbols drawn on the paper. Then he/she passes the paper to another pupil who tries to identify and write the words next to the symbols. Later they check the guesses. Finally, the teacher asks some pupils whether it was challenging to identify the symbols

(adapted from Lewis and Hill, 2004. Source book for teaching English as a foreign language)

ACTIVITY 12: CREATE NEW DIALOGUES (post-reading, practice language and relate language to specific life situations)

A teacher chooses any illustration/situation/dialogue from a book. Pupils work in groups and create new dialogues. They perform it.

original version (p. 14)	new version
What a funny nose!	What a big, red nose!
It' s a beautiful nose!	Yes, it's an ugly nose!
It's my clown's nose.	It's not my nose.

(adapted from Cameron and McKay, Bringing creative teaching into the young learner classroom)

ACTIVITY 13: CIRCUS QUIZ (post-reading)

Circle the right answer.

1. **What is a big top?**
   the main tent in a circus
   a special hat

2. **What typical food can you buy in the circus?**
   a cotton candy
   a hamburger

3. **Which one is the name of the famous circus?**
   Cirque de Sole
   Cirque du Soleil

4. **What is a human cannonball?**
   a game with balls
   a performance where a person acts as a ball

5. **What is/was the biggest animal in the circus?**
   a camel
   an elephant

6. **Which circus animal is not herbivore?**
   a donkey
   a tiger

7. **How do we call a person who moderates shows?**
   a ringmaster
   a clown

ACTIVITY 14: A STORY MAP (summarising the main ideas, characters, plot)

The pupils work on a story map in pairs. They can use symbols/drawings/ words or phrases to each bubble. A teacher explains that the bubbles present one important event in the story. When they finish, they show their maps and compare (they can create their map design). The teacher provides basic story elements.

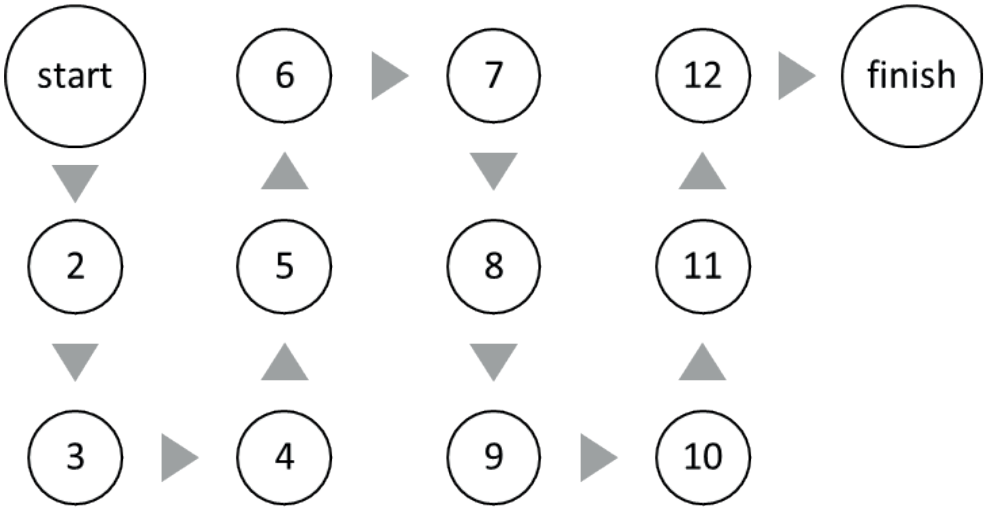
Characters: Sally, Coco, PB3, Robin, Katya

Setting: motorhome, spaceship, circus school, circus/the big top

Plot: spaceship arrives, meeting with strangers, chatting, showing photos and drinking tea, going to the circus school, having lunch, going into the big top, watching show, walking on a rope, picking up the balloons, falling down, looking for Katya and Coco, coming out form the balloons.

Topic: importance of a family and friends

PB3 and Coco the Clown



Possible map activities: 1. Motorhome 2. Spaceship comes 3. A cup of tea 4. Photo show 5. Circus school 6. Lunchtime 7. The show begins 8. Walking on a rope 9. Fall 10. The wind and ballons 11. Lost Coco and Katya 12. Happy ending 13. Wonderful show
(adapted from https://www.greatschools.org/gk/articles/make-a-story-map/)

ACTIVITY 15: A BLOG/VLOG

Pupils work in GW/IW/PW and make a blog/vlog with reviews and recommendations. They use simple sentences – I like/ I don't like.... ; they can include a short summary; rate the book with stars or emojis, describe main characters, etc. They can vote for the best blog/vlog.

ACTIVITY 16: PICTURE DESCRIPTION (present progressive tense)

Pupils describe the illustrations from a book (e.g. p. 16-17).

✂ ----------

Choose a correct verb from the box and answer the question: What are these people doing?

hold	wave	throw	ride	wear	sit	watch	stand	open

Coco _____ a bike.

Katya _____ back.

A ringmaster _____ a show.

Ellie and Mary _____ on the elephants.

Sally, PB3 and Robin _____ a performance.

A juggler _____ colourful balls.

Children _____ balloons.

The elephants _____ in the middle of a ring.

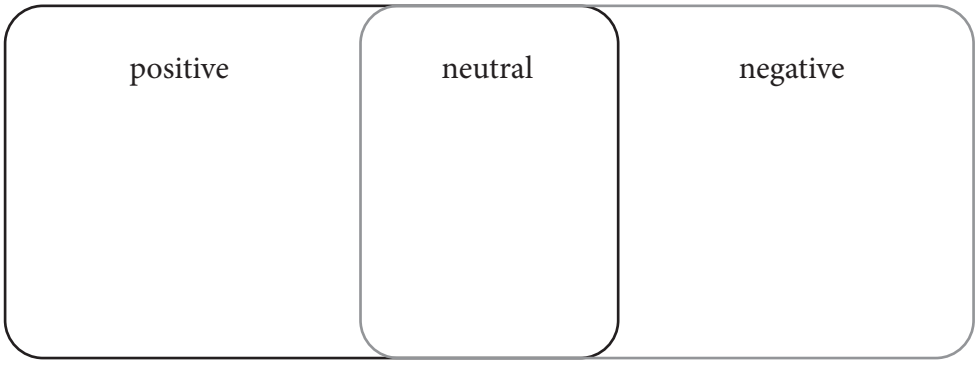
A strong man _____ a special costume.

ACTIVITY 17: DESCRIPTIVE ADJECTIVES (understand and compare)

A teacher explains that words carry specific messages. They can be positive, negative, or neutral. People can realise them neither negative nor positive. If there are some problematic ones, the teacher/ pupils discuss (e.g. tall, small, big…) and explain (there can be a picture of Sally, Coco, PB3, Katya).

Write the following words into the boxes.

big, tiny, old, young, tall, strong, weak, happy, small, angry, shocked, nervous, fat, beautiful, ugly, funny, thin, handsome, scared, pretty, clever, brave, stupid



Describe Sally, Coco, PB3, and Katya. Use words from the boxes positive, neutral, and negative.

ACTIVITY 18: ORDER THE EVENTS (reading comprehension and problem solving)

A teacher chops text into the sentences and gives these stripes to each pair. They should order the events. (e.g. for pp. 22-27).

✂----------

Coco is standing under Katya.

✂----------

He has his arms open to catch her.

✂----------

PB3 hits a button on Robin's control panel.

✂----------

A strong wind goes round the circus.

✂----------

The wind is picking up all the balloons.

✂----------

We can't see Coco.

✂----------

Katya is falling down.

✂----------

The wind carries all the balloons to the centre of the ring.

✂----------

The balloons stopped Katya from being hurt.

✂----------

Katya and Coco come out from the balloons.

✂----------

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 20th 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:

a) Marilla and Matthew will return Anne to the orphanage
b) Anne will stay and will help Marilla and Matthew
c) Anne will move to the neighbour´s house because the need 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

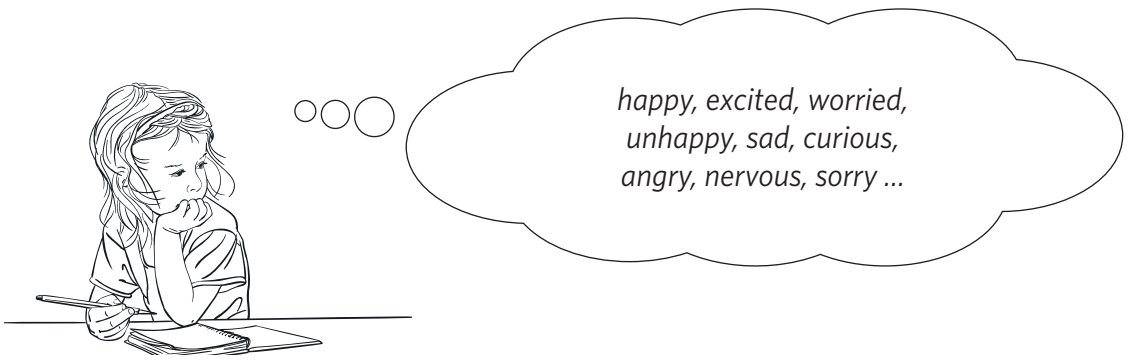
TASK 1: WEB SEARCH: ANNE OF GREEN GABLES

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

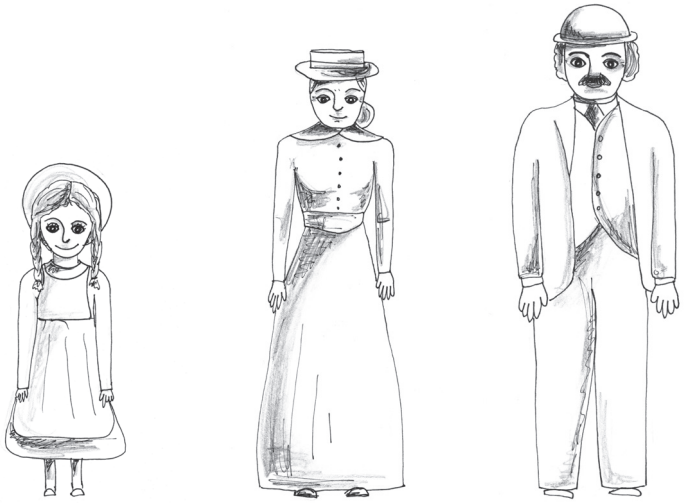
How does Anne feel before she arrives at Green Gables? Explain why you think so. You can use a dictionary.



I think Anne feels _____ because _____ .

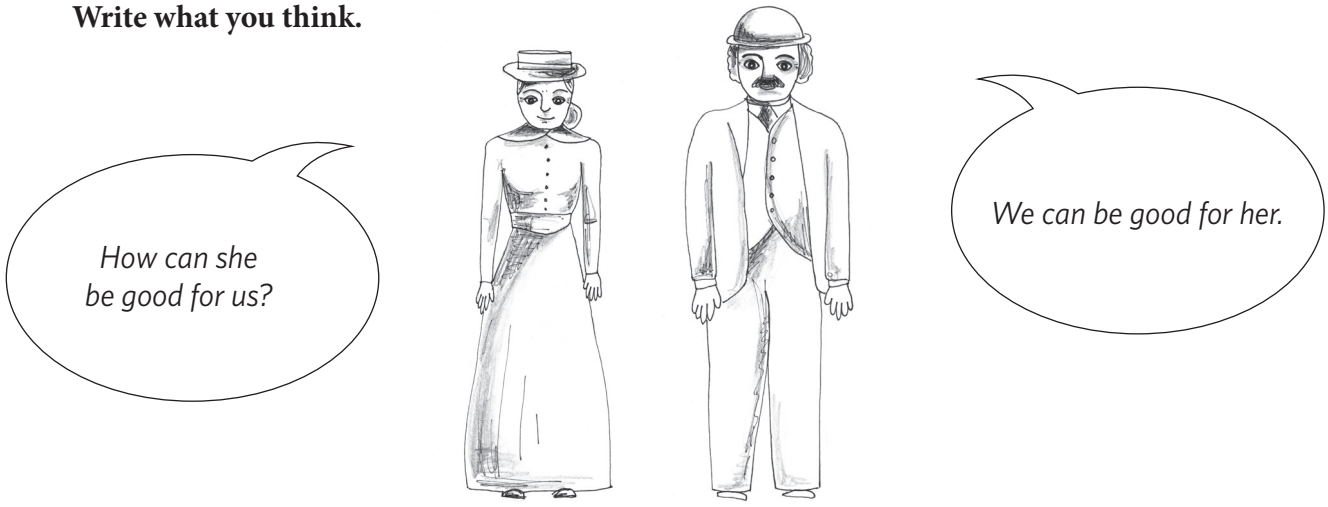
TASK 3: MY DIARY

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.



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
lived	~~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	*went out*

_____

_____

_____

_____

TASK 1

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

kind/unkind
chatty/quiet
serious/cheerful
sociable/reserved

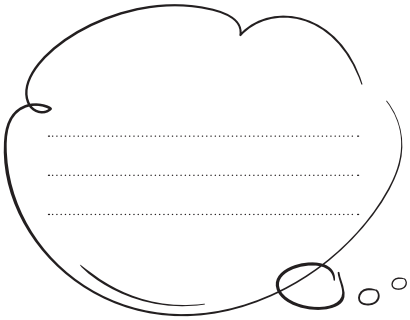
Anne
Marilla
Matthew
Rachel

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.



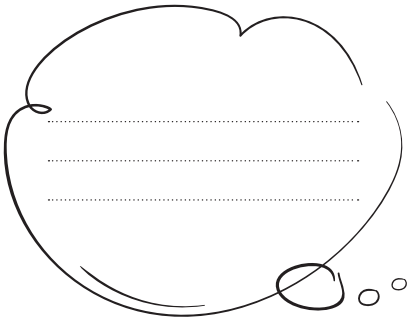
"You look very skinny and plain,
... and with your red hair,
... well, you look like a carrot." (p.21)







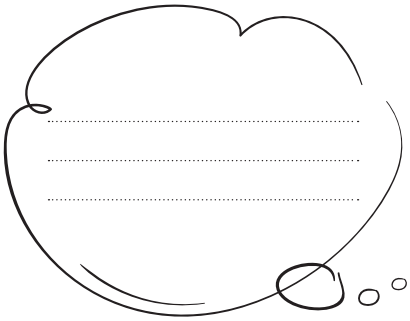
"You were very unkind to Anne....
Don´t forget, Anne doesn´t know
what´s right and what´s wrong.
She needs to learn." (pp. 21-22)







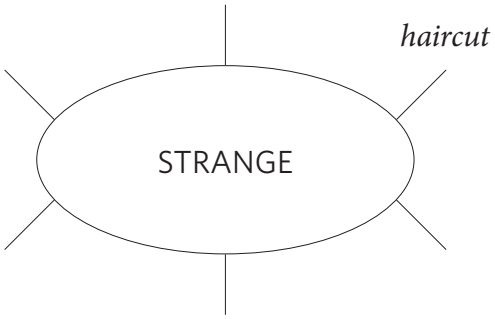
"It´s better to say sorry to Rachel.
You´ll have to say sorry one day.
Why not say sorry now?"





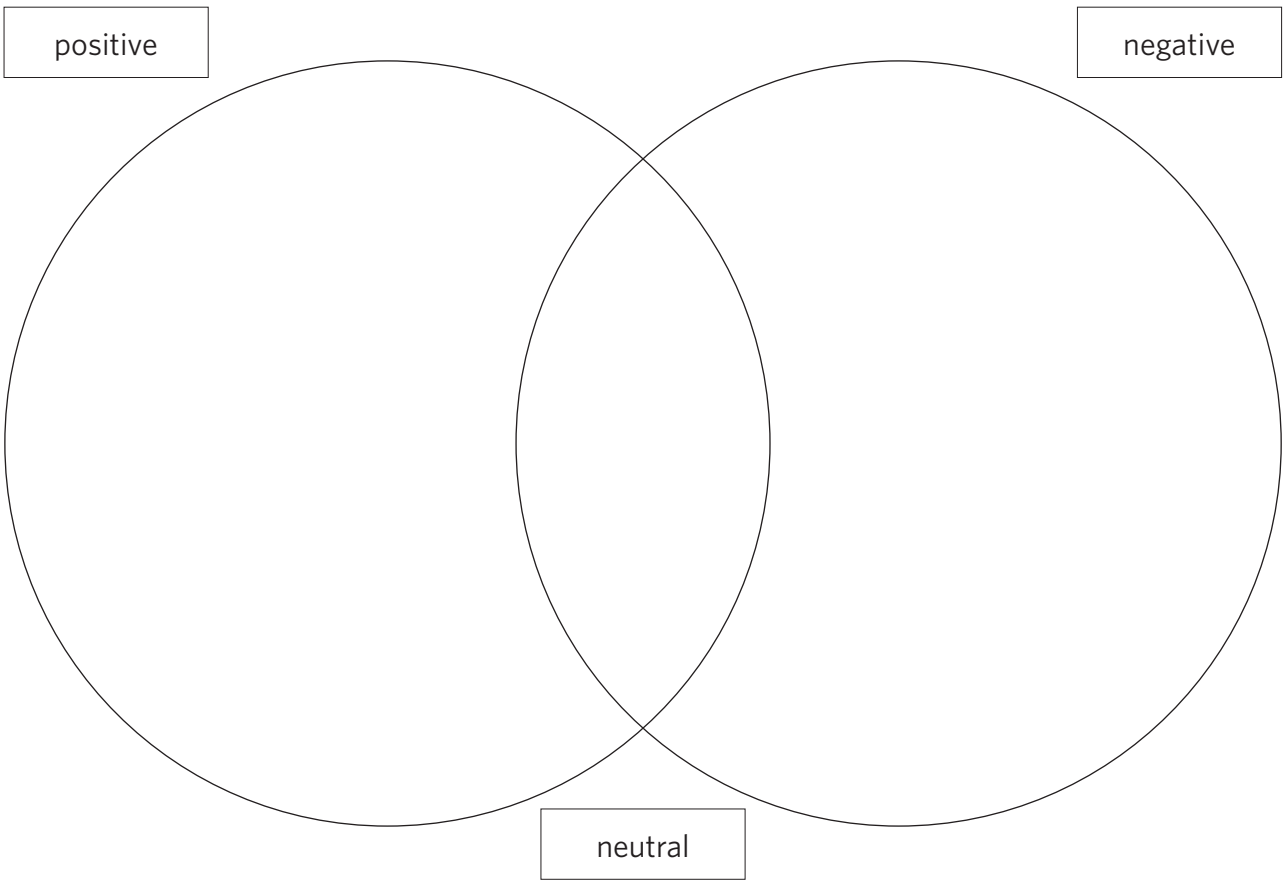
TASK 1

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



TASK 2

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.

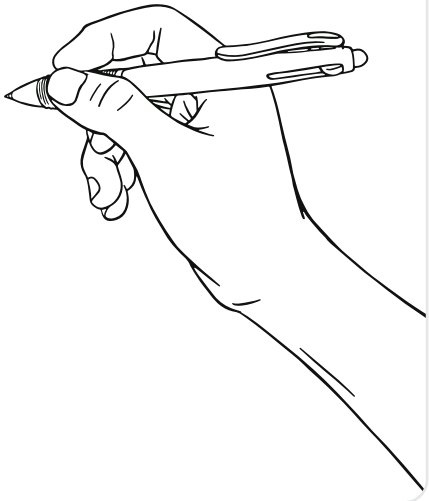
Love is beautiful, friendship is better.

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

ACTIVITY 4 (Chapter 3)

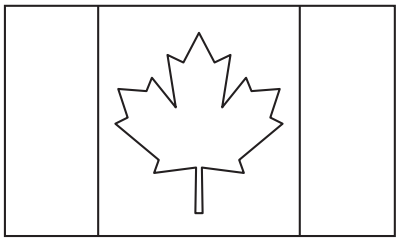
FREE WRITING: This is one of many famous quotes of Anne. Read it. Think about it for a minute. Then start writing for 5 minutes without stopping. Don´t stop under any circumstances. Just keep on writing, whatever comes to your mind.

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

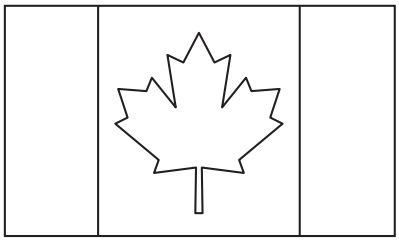
7. **When is the national day of Canada?**
   a) June, 1st
   b) July, 1st
   c) August, 1st
   d) September, 1st

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

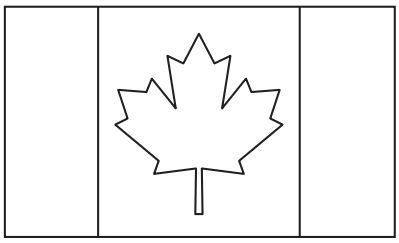
ACTIVITY 6 (any chapter, beginning, ending)



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



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

NOTES

In Search of a Missing Friend

Author: Maureen Simpson



CEFR: A1, 200 headwords, (Starters/Movers)
Suggested age: 10-13 yrs

Topic: Friendship, Adventure, Inventions, Problem Solving, Giving Directions, Describing People

Language structures: Verb Tenses and Patterns: Present simple, Present continuous, Past simple, Question words, Comparative and Superlative Adjectives, Verb + infinitive, Verb +ing, Must/Have to

CLIL: Math, Physics, Geography

Table of contents:

5 lesson plans
7 worksheets
1 appendix
Bank of Extra Activities

INTRODUCTION

This book is suitable for younger children at the lower secondary level (in the Czech Republic, it has been piloted in the 7th grade, i. e. children btw. 12-13 years of age). The structure of the book allows for easy integration into the lesson as the chapters end with a problem-solving task, which serves as a natural follow-up activity and at the same time, a sense of expectations and suspense. The chances are that even those children who are not avid readers might look forward to another puzzle and to solving the mystery.

As the book forefronts the action-based response to reading whereas its storyline is simple, the ideal setup for its classroom use would be 5 consecutive lessons of English during which each of the five chapters of the book can be read comfortably. The approximate reading time for a chapter is 10-15 minutes. At the end of each reading session, the class can gather around the notice board and enter the results of their detective work into the chart monitoring their progress through the mystery (see Detective bulletin board worksheet).

The storyline, based on a detective plot, also naturally employs the problem-solving strategies in reading where the pupils "use information from within the text and beyond the text (world experience) to help them make meaning". Reading itself is a complex, problem-solving activity. This is why our bulletin board activity links into problem-solving skills, or the so-called Problem-Based Learning (PBL). The difference between setting a "problem" before the pupils rather than an "exercise" is that "the former stresses critical thinking and decision-making skills whereas the latter requires only the application of previously learned procedures". An exercise leads to perfecting a form but a problem requires a combination of multiple skills and may open the door to discoveries, which may be highly motivational. An exercise is essentially a closed form of learning. A problem may open up an infinite number of possibilities and by addressing them, genuine learning for life happens.

At this point, the learners should be able to and encouraged to read independently but at the same time, they are likely to need a lot of teacher support. Guided reading is a practice that may be best suited to enhancing the pupils' reader development and greater autonomy in reading in this context.

Guided reading is an approach "where the teachers support a small group of students to read a text independently" (https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/readingviewing/Pages/teachingpracguided.aspx#link8). The learners are divided according to the similar level of reading skills into groups which the teacher monitors and provides support to. The pupils read on their own, quietly or silently, but in within a controlled threefold framework which includes e.g.:

- before reading discussion
- independent reading
- after-reading discussion

In the process of reading, the teacher rotates from a pupil to pupil, observing and providing additional support if necessary.

It is important the teacher selects a text that the learners can read with ideally 90–94% accuracy. This means that ideally, more advanced groups should be given more advanced texts. Alternatively, as is our case, struggling readers should get more support. This could include:

- forefronting some vocabulary and structures
- jigsaw reading
- reading and listening to the audio
- starting with shared reading (the teacher reads the beginning (e.g. the first two paragraphs) with the group and then lets them continue on their own)

In the after-reading stage, the teacher should try to talk to each pupil individually and encourage them to say what they have noticed during the reading. This may range from the language they have been exposed to, the illustrations or the story itself. If all the pupils are assigned the same book, more advanced pupils can be paired with reluctant readers to compare their understanding of the text.

Chapter 1
Wills disappears
Pages: 5-19

Topic: Introducing In Search of a Missing Friend

Teaching objectives:
- to introduce the book and its contents
- to practise describing a person
- to motivate the pupils to read and listen to the story
- to exercise the pupils' deductive and prediction skills
- to read Chapter 1 and summarize the first findings

Learning outcomes:
The pupils will be able to:
- to predict the story
- to learn vocabulary of describing people
- to draw conclusions based on reading the first chapter

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

Materials: graded readers In Search of a Missing Friend, Worksheets 1, 2, 3, 4 (WS1, WS2, WS3, WS4) or interactive board

PROCEDURE

Pre-reading (23 min)

Descriptions (10 min)

WCL – PW: Tell the pupils they are going to read a book. Do not reveal the title or topic yet.

We're going to meet the main characters in the book. Distribute WS 1. Let the pupils read the instructions. Do the first description yourself. The pupils work in pairs. They describe to each other and guess the characters. TIP: Monitor the work in pairs and if necessary, help with the vocabulary and phrases, write them on the board.

Matching (5 min)

WCL – PW: Give the pupils the information about the characters – either project it on the board or distribute WS 2. The pupils work in pairs and match the characters with their descriptions. TIP: Check with the pupils, ask about some additional information (e. g. about their age, possible interests, etc.)

Prediction (5 min)

GW: Either project the picture on the board or distribute WS 3. Divide the pupils in groups of 3 or 4 and let them discuss the following questions:

1) *Do you remember the twins' names?*
2) *Where do you think they are going?*
3) *From the remaining four boys, one is the twins' friend. Who do you think he is?*
4) *The three other boys belong to 'The Black Hand Gang'.*
5) *What do you think is the story about?*

TIP: Do additional activity The Time Capsule.

Lead-in (3 min)

WCL: Reveal the name of the book: *In Search of a Missing Friend* (you can write it on the Detective bulletin board). Ask the following questions:

Which of the friends do you think is missing? What might have happened to him/her?

Reading (10 min)

IW: Independent or guided reading (see Introduction). The pupils read Chapter 1 to check the answers to the above. TIP: Allow the pupils to move to a designated part of the classroom where they can read more comfortably. Read as well to model quiet concentration and interest.

Post-reading (12 min)

WCL – IW – GW: Tell pupils that in the following days they will read the whole book and at the same time try to solve the clues in the book. To document their success, they will use the Detective bulletin board (WS 4). They will be awarded points for each task they successfully complete and thus increase their rank as a detective. Point out the ranks are real police degrees. Their first task is to summarize the content of the first chapter by answering the questions. They work individually, check the answers in pairs, and if they complete the task, they get 2 points.

1) *Who is Wills and what do we know about him?*
2) *What happened to Wills?*
3) *Who wants to save Wills?*

Homework

The pupils do at least 2 activities in Chapter 1 (p. 8-9, 17-19) – for 2 points.

NOTES

Chapter 2
Following Clues
Pages: 20-29

Topic: Detective skills: problem solving

Teaching objectives:
- to read Chapter 2 and summarize the findings
- to discuss skills a detective should possess
- to motivate the pupils to solve the puzzles

Learning outcomes:
The pupils will be able to:
- to acquire vocabulary of speculation
- to apply problem-solving skills
- to justify their proposals
- to present logical arguments consistently

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

Materials: graded readers In Search of a Missing Friend, Worksheets 4, 5, 6 (WS4, WS5, WS6)

PROCEDURE

Lead-in (3 min)

WCL: Tell pupils they are going to read another chapter of the book and ask them to recall what happened in the first chapter. Distribute questions about chapter 2 in advance (or project them on the board). Pupils read through the questions.

While-reading (10 min)

IW: Independent or guided reading (see the Introduction). Encourage pupils to read the text quickly, focusing mainly on the information that leads to solving the mystery.

Post-reading (25 min)

Summarizing (5 min)

IW – PW: Pupils summarize the content of the second chapter by answering the questions (WS5). They work individually and then check the answers in pairs. If they complete the task, they get 2 points on Detective bulletin board.

The questions in the worksheet:
1) *What is Giant's? Why do the twins go there?*
2) *What do the twins find in Giant's and what information do they get?*

3) Where does the next clue take them and what happens to them?

Eliciting (10 min)

GW – WCL: Ask pupils what skills and qualities a good detective should have. Pupils brainstorm in small groups, then present their ideas to the class. Ask pupils which skills they find most useful and why.

Detective skills: deduction skills and problem solving (10 min)

IW – PW – GW: See WS6. Give pupils some puzzles to solve (up to 2 points, one point for one puzzle solved, enter to the Detective bulletin board). They can work individually, in pairs or small groups.

Homework

Pupils do at least 2 activities in Chapter 2 (2 points, Detective bulletin board).

NOTES

Chapter 3
Wills' Inventions
Pages: 30-39

Topic: Detective skills: doing research

Teaching objectives:
- to read Chapter 3 and summarize the findings
- to use a variety of resources (encyclopedias, web) to find out information
- to write a short informative text based on their research

Learning outcomes:
The pupils will be able to:
- to acquire basic research skills
- to apply problem-solving skills
- to justify their proposals
- to present logical arguments consistently

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

Materials: graded readers In Search of a Missing Friend, Worksheet 4 and Worksheet 5 (WS4, WS5), computers with internet access and/or a collection of books on technology and inventions

PROCEDURE

Pre-reading (7 min)

WCL: Start with a short revision of what happened in the book so far. Distribute questions about chapter 3 in advance (or project them on the board). Pupils read the questions.

While-reading (10 min)

IW: Independent or guided reading (see the Introduction). Encourage pupils to read the text quickly, focusing mainly on the information that leads to solving the mystery.
Read Chapter 3.

Post-reading (25 min)

Summarizing (10 min)

IW – PW – GW: Pupils summarize the content of the third chapter by answering the questions (WS5). They work individually and then check the answers in pairs. If they complete the task, they get 2 points (Detective bulletin board).

Detective skills: doing research (15 min)

WCL: Ask pupils about Wills' inventions mentioned in the book (missing-page-finder,

do-it yourself-sounds). *How do these inventions work? Do you find those inventions useful? Which real inventions do you find most useful?*

GW: The pupils work in groups and try to agree on which invention they find useful. Then they do research (using encyclopedias or internet search) to find out more information: *Who is the inventor? How has this invention changed the lives of people? How would the world look like without this invention?*

GW: Pupils write a short text introducing the invention. They present their findings to the class. (2 points, Detective bulletin board)

Homework

Pupils do at least 2 activities in Chapter 3 (for 2 points, Detective bulletin board).

NOTES

Lesson plan 4, (Chapter 4, pp.40-49)

Chapter 4
Twins to the Rescue
Pages: 40-49

Topic: Detective skills: observation

Teaching objectives:
- to read Chapter 4 and summarize the findings
- to practise observation skills
- to practise giving directions

Learning outcomes:
The pupils will be able to:
- to apply their observation skills
- to justify their proposals
- to present logical arguments consistently

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

Materials: graded readers In Search of a Missing Friend, Worksheet 5 (WS5) and Worksheet 7 (WS7)

PROCEDURE

Pre-reading (5 min)

WCL: Start with a short revision of what happened in the book so far. Ask pupils what kind of skills Camilla and Harry needed so far in order to find Wills. Distribute questions about chapter 4 in advance (or project them on the board). Pupils read the questions.

While-reading (10 min)

IW: Independent or guided reading (see the Introduction). Encourage pupils to read the text quickly, focusing mainly on the information that leads to solving the mystery. Read Chapter 4.

Post-reading (30 min)

Summarizing (10 min)

IW – PW: Pupils summarize the content of the fourth chapter by answering the questions (WS5). They work individually and then check the answers in pairs. If they complete the task, they get 2 points (Detective bulletin board)

Detective skills: observation (10 min)

WCL: Remind pupils which detective skills Camilla and Harry performed so far. Tell them that they are going to practise observation

skills now: *Look around and try to remember as many details as you can* (let them observe the classroom for about 2 minutes). *Now close your eyes and keep them closed until I ask you to open them. I will ask you a couple of questions. If you want to answer, raise your hand. Wait till I ask you to tell the answer.*

Possible question:
How many people are there in this classroom? (How many girls? How many boys?)
How many plants are there in this classroom?
What is the color of my t-shirt? (Michal's shirt? Zuzana's sweater?)
How many people wear red t-shirts?
What is written on the blackboard?

Teacher calls on the first pupil who raised hand. If the answer is not correct, then the next one. Later on, if more pupils raise hands, teacher chooses those who have not answered any questions yet. (2 points for pupils who managed to answer correctly, Detective bulletin board)

Giving directions (10 min)

GW: Pupils work in pairs (WS7)

Homework

Do at least 2 activities in Chapter 4 (2 points, Detective bulletin board)

NOTES

Chapter 5
The mystery is solved
Pages: 50-55

Topic: Detective skills: being creative

Teaching objectives:
- to read Chapter 5 and summarize the findings
- to use persuasive language to convince other pupils of the usefulness of their invention
- to express their opinion about the book

Learning outcomes:
The pupils will be able to:
- to exercise their creativity
- to exercise skimming and scanning
- to justify their proposals
- to reflect on their reading experience

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

Materials: Worksheet 5 (WS5) and Appendix 1, bulletin board

PROCEDURE

Pre-reading (3 min)

WCL: Tell pupils they are going to read the final chapter of the book. What are their predictions? Will boys from the Black Hand Gang be punished? What will happen to Wills' newest invention, the pen that can solve the math problems?

Distribute questions about chapter 5 in advance (or project them on the board). Pupils read the questions.

While-reading (10 min)

IW: Independent or guided reading (see the Introduction). Encourage pupils to read the text quickly, focusing mainly on the information that leads to solving the mystery.
Read Chapter 5.

Post-reading (30 min)

Summarizing (5 min)

IW – GW: Pupils summarize the content of the fifth chapter by answering the questions (WS 5). They work individually and then check the answers in pairs. If they complete the task, they get 2 points (Detective bulletin board).

Detective skills: being creative (5 min)

WCL: Ask pupils which inventions were mentioned in the book (a pen that can solve the math problems, photo-fax, missing-page-finder, do-it-yourself-sounds, thousand-tastes-chewing-gum, anti-mud sensor). Encourage pupils to be creative and original: what would they invent to make life better?

Crazy inventions: Appendix 1 (10 min)

PW: The teacher cuts the cards (Appendix 1) and mixes them together. Pupils play a game (loosely based on Snake Oil game). First, they form pairs. Each pair draws 10 random word cards. Out of these, they choose and combine 2 cards to create an invention. They prepare to promote the invention: describe what it can do and why it is needed in today's world. If at least some pupils in the class agree that the invention is useful, they get 2 points (Detective bulletin board).

Detective bulletin board (5 min)

IW – WCL: Pupils count the last points they got and figure out what their detective rank is. Teacher can award those who achieved the highest ranks.

Reflection (8 min)

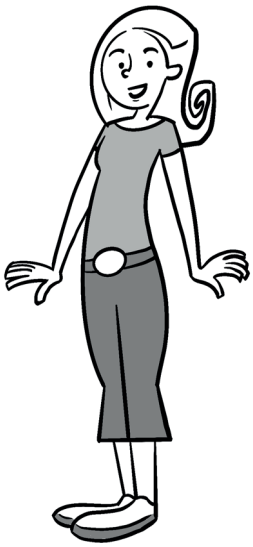
WCL: Ask pupils if they enjoyed reading the book.

Which part of the book did you like most?
Which part of book did you like least?
Was is easy to read the whole book in English?
Which parts were difficult for you to read?
Who was your favourite character?
What would you change about the book?
Would you like to read another book in English?

NOTES

TASK 1: THE MAIN CHARACTERS

These are the main characters of the story you are going to read. Work with your neighbour. Choose a character each and take turns in describing the character. Your partner tries to guess who you are describing.

1 	2 	3 
4 	5 	6 

TASK 1: THE MAIN CHARACTERS

Read the information about the characters. Can you match the names with the characters ? Pictures of characters are in Worksheet 1.

a) Wills is a little chubby; he has blond hair and wears glasses. He is elegantly dressed.

b) Eddie is slim, has black spiky hair, dark trousers and dark trainers.

c) Andy likes wearing a cap.

d) Harry is Camilla's twin, he's got longish black hair and he's wearing dark trousers and a t-shirt.

e) Another chubby boy is Charlie. His hair is dark and he's wearing a shirt over a t-shirt and dark trousers.

f) Camilla is the only girl character.

1 _____ 4 _____
2 _____ 5 _____
3 _____ 6 _____

✂- - - -

TASK 1: WHAT IS THE STORY ABOUT?

Look at the picture from the book cover. (Teacher can project the picture on the whiteboard.) Discuss in groups:

1) Do you remember the twins' names?
2) Where do you think they are going?
3) From the remaining four boys, one is the twins' friend. Who do you think he is?
4) The three other boys belong to 'The Black Hand Gang'. What do you think they are like? Why do you think they are called 'The Black Hand Gang'?
5) What do you think is the story about?

✂- - - -

TASK 1: DETECTIVE BULLETIN BOARD

Ideas to work with Detective bulletin board:

1. It can be used as a basis for project work. In this case each group will create their own bulletin board and will write down what information they have gained after reading each chapter and what conclusions or hypotheses they can make based on the information.

2. Another possibility is that each learner has their own bulletin board which they can glue into their reading journal and work on it individually (e. g. for homework). If the book is read at school, then before each reading there can be a group discussion in which the pupils can compare their 'findings' and talk about them. This will also serve as a revision of what has been read so far.

Chapter	What do we know?	Correct?	Detective Rank	
1			constable	
2			sergeant	
3			inspector	
4			chief inspector	
5			superintendent	

3. Another possibility is that each learner has their own board that serves as indicator of both their reading comprehension and detective skills. The pupils collect points for summarizing main points of the chapters (What do we know), for the classroom tasks successfully completed (Detective skills) and for homework (Extra work). With these points they increase their detective rank (note that the ranks and their ordering are genuine):

   1-5 points **Constable**

   6-10 points **Sergeant**

   11-15 points **Inspector**

   16-20 points **Chief inspector**

   21 and more points **Superintendent**

TASK 1

Answer the questions.

1st Chapter, Wills Disappears
1) Who is Wills and what do we know about him?
2) What happened to Wills?
3) Who wants to save Wills?

✂- - - -

TASK 1

Can you solve some of these puzzles?

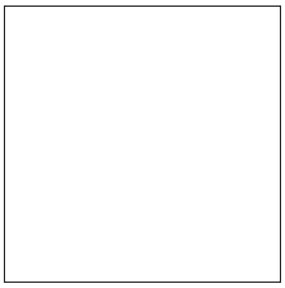
1) What comes next?
2, 5, 11, 23, 47, ___

2) What comes next?
M, T, W, T, F, ___

3) What comes next?
O, T, T, F, F, S, S, E, N, ___

4) Solve this math puzzle
2 + 2 = 44
3 + 3 = 96
4 + 4 = 168
5 + 5 = 2510
6 + 6 = ___

5) Guess the meaning.



think

6) What can be seen once in a minute, twice in a moment, and never in a thousand years?

7) I come down, but I never go up. What am I?

8) Which word is always written incorrectly in the dictionary?

9) Before Mount Everest was discovered, what was the highest mountain in the world?

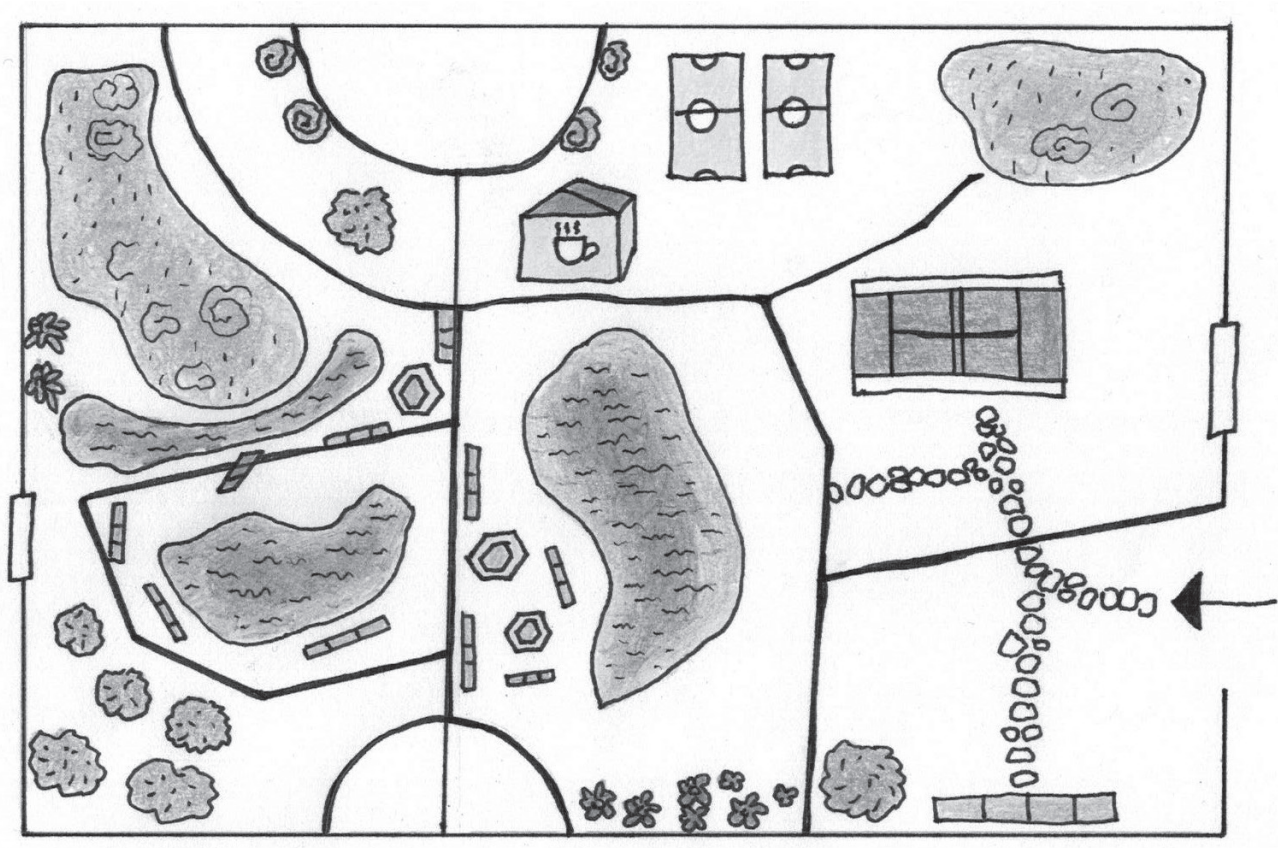
10) The red house is on one side and the blue is on the other, where is the white house?

TASK 1: DIRECTIONS 1

Answer the questions.

Work with a partner. Look at the park plan and label the places:

ponds (you can give them names)
tennis court
basketball courts
4. lawns
5. café
6. picnic areas



TASK 2: DIRECTIONS 2

You and your friend want to meet in the park. One of you is in the park (choose a place and do not tell your partner). Your friend is standing at the entrance and cannot find you. Give him/her instructions by mobile phone and help them find the place where you are standing. Once your partner finds the place, change roles.

Example: – *Go straight on and when you get to the pond, turn to the right …*

APPENDIX 1: CRAZY INVENTIONS

bicycle	bikini	camera	chair
book	boomerang	candy	chili
bridge	broom	brush	chocolate
candle	carpet	carrot	clock
car	catapult	chain	cloud
boots	bottle	bus	coin
box	bubble	bra	concert
bracelet	brain	brick	cream
acid	bacon	bacteria	crown
alarm	alcohol	bag	cup
alien	anchor	angel	dance
anger	animal	balloon	detector
banana	art	basket	diamond
beads	axe	blanket	diary
bed	bell	butterfly	dinosaur
belt	cactus	cage	doll
acid	bacon	bacteria	dolphin

donkey	fairy	door	film
face	dragon	dream	finger
fire	fish	flower	flute
fork	drum	fur	future
ghost	glasses	dust	hair
ear	hamster	elephant	handcuffs
helmet	hat	honey	kiss
jewel	juice	karate	knife
ladder	lamp	hormone	magnet
map	horse	marshmallow	mask
house	mirror	hurricane	monkey
ice	monster	moon	star
insect	muscle	jacket	music
mystery	nest	night	pyjamas
pants	paper	panda	pearl
pepper	parrot	party	pen
perfume	pet	photo	pill

pillow	pool	popcorn	pudding
pumpkin	purse	rain	recipe
ribbon	ring	rubber	salad
river	road	sand	sauna
robot	rock	school	seed
shampoo	smile	smoke	snow
sofa	shirt	shoes	song
spaghetti	shower	spider	story
street	silence	sugar	sun
skeleton	sword	table	tattoo
test	tiger	sky	toilet
tooth	sleep	tornado	tree
virus	volcano	unicorn	wall
web	water	wheel	wind
wings	vaccine	window	friend
rocket	page	sound	mud
math	hero	teacher	heart

TASK 1: FRIENDSHIP FRAZZLE:

What do you do when …

1. **You and your friend meet in the park. Your friend waits for you while you go to the restroom. When you return, your friend is gone and not answering your phone call.**
   a) You are upset. Tomorrow at school your friend will have to explain.
   b) You call the police. Something bad must have happened to your friend.
   c) You call your Mum and ask for advice.
   d) You go to your friend's home to find out.

2. **You asked your friend to help you with English and they said they were busy. Now your friend wants help with math homework.**
   a) You help but point out to them that they didn't help you when you asked.
   b) You help them, hoping your friend feels sorry now.
   c) You say this time you are busy. Serves them right.

3. **Your friend picks on a classmate.**
   a) You tell your friend you don't like it.
   b) You say nothing but feel wrong.
   c) It's OK. It's just fun.
   d) It's not OK but that classmate is annoying.
   e) It's not OK but no one is perfect.

4. **Your friend tells you they are busy in the afternoon but later you see them with some other friends.**
   a) You go to them and challenge them about it.
   b) You challenge them about it the next day.
   c) You are hurt and confused. You go home and feel miserable.
   d) You are hurt and decide to do the same to them.
   e) The next day at school you say nothing but don't talk to your friend much.

5. **You like being with your friend alone but whenever you meet a group of your schoolmates, your friend starts showing off while ignoring you.**
   a) You say nothing but are very hurt.
   b) You try to attract your friend's attention.
   c) You go away.
   d) You tell your friend later how you feel.
   e) You drop this friend – after all, your friend seems to be interested in you only when no one else is around.

6. **Your good friend keeps inviting you to come to their house. You like your friend very much but feel uneasy around his family.**
   a) You keep making excuses.
   b) You politely refuse and keep silent when your friend asks why.
   c) You tell your friend very gently about how you feel.

7. **Lately, your friend seems to be distracted and in a bad mood. You think something is wrong.**
   a) You tell the class teacher.
   b) You tell your parents.
   c) You tell your friend's parents.
   d) You keep it to yourself because telling is betraying your friend.
   e) You keep it to yourself because you have no real information.
   f) You talk to your friend and ask them directly.

8. **Two of your friends have fallen out.**
   a) You take the side you agree with.
   b) You talk to them both but separately.
   c) You try to help them get back together.
   d) You ignore them both.

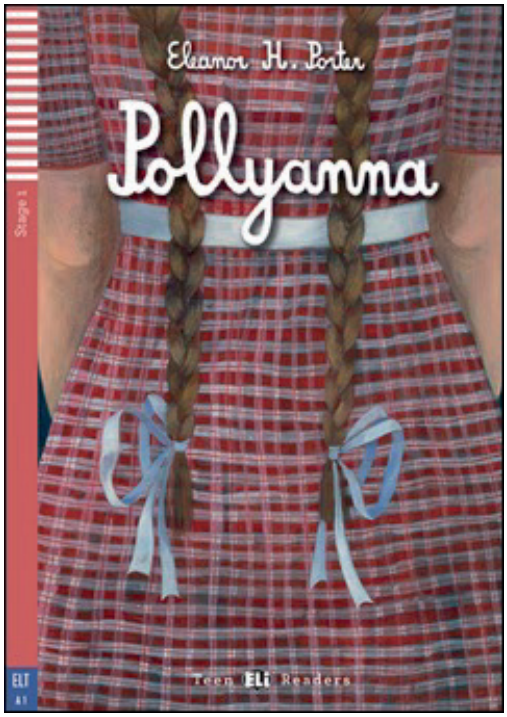
9. **Someone is gossiping about your friend.**
   a) You say nothing.
   b) You speak up and defend your friend.
   c) You join in with the gossip because it's true.
   d) You listen and tell the friend later.

10. **For you, the most important thing about friendship is...**
   a) spending fun time together.
   b) always being there for each other.
   c) having the same likes and hobbies.
   d) the feeling someone likes you.

NOTES

Pollyanna

Author: Eleanor H. Porter



CEFR Level: A1, 600 headwords, (Movers)
Suggested age: 8-13 yrs

Topics: Pollyanna arrives at her Aunt's, My dream room, Helping Jimmy Bean find a home – A letter to Marry and John

Language structures: Verb forms and tenses: Present Simple, Present Continuous, Past Simple, *will* for offers, requests and with future meaning, *can*, imperatives, *could* for past ability and possibility, *have to* for obligation, *would like to* + infinitive, common phrasal verbs with transparent meanings. More information: page 111 from Pollyanna by Eleanor H. Porter.

CLIL: PE, IT, Art

Content:

3 lesson plans
11 worksheets
Bank of extra activities (9 activities)

Chapter 1
Pollyanna Comes to Stay

Pages: 16-17

Before reading grades reader Pollyana

IDEA: Instead of the pre-reading stage, the teacher can choose to plan a separate introductory lesson on the basis of Task 1, page 8 from graded reader Pollyanna.

Topic: Pollyanna arrives at her Aunt's

Teaching objectives:
- to develop reading sub-skills: predicting, scanning and contextual guessing (optional)
- to provide pupils with opportunities to read for pleasure
- to encourage pupils to reflect
- to enable pupils to cooperate with each other

Learning outcomes:
The pupils will be able to:
- express their predictions
- complete a comprehension task
- say what Pollyanna, Miss Polly Harrington and Nancy are like
- say whether they tend to be optimists or pessimists
- work in pairs and groups to check completed tasks
- figure out the meaning of lexical items from context (optional)

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

Materials: graded readers Pollyanna (Chapter 1, pp. 16-17 from "Nancy helped Pollyanna put her clothes" to " Miss Polly always ate her dinner at six o'clock, not a minute before or a minute after!"), Worksheet 12 and 6 (WS12: T1), (WS6: T1 optional), Bank of extra activities: Activity 8

PROCEDURE

Pre-reading: (15 min)

WCL: The teacher briefly summarises the plot of Pollyanna up to p. 16 and tells pupils that they are going to read the passage when Pollyana arrives at the house of her aunt, Miss Polly Harrington and sees her room for the first time.

WCL – PW – WCL: The teacher gives out WS12: T1, asks pupils to read sentences 1-8 and decide if they think the statements are true or false. Next, pupils share their predictions with the teacher.

While- reading: (15 min)

IW – PW – WCL: The teacher asks pupils to read the passage beginning with "When Pollyanna and Nancy arrived at the house…" to "Miss Polly always ate her dinner at six o'clock, not a minute before or a minute after!" in order to check their predictions about sentences 1-8 (WS12: T1). Before pupils confirm their answers with the teacher, they check the task in pairs.

WCL: The teacher encourages pupils to reflect upon advantages of making predictions before reading a text: *Did you find it easy or difficult to understand the passage? Was it easier for you to complete the task once you have predicted the answers? Why?* [Suggested answers: Pupils more or less knew what they would read about, they just needed to check specific information; Making predictions motivated them and helped them concentrate while reading.]

IW: The teacher asks pupils to read the text again just for pleasure (optional).

Post-reading: (15 min)

WCL – IW: The teacher writes *cold, glad, warm* on the whiteboard and asks what pupils think of Pollyanna, Nancy and Miss Polly Harrington. Pupils use the adjectives to say what they think the characters are like. The teacher can also ask pupils to find and read out loud selected sentences from pp. 16-17 in order to support their opinions.

Next, the teacher sums up the activity confirming that Pollyanna is glad and then, encourages pupils to reflect upon the nature of their own characters. Activity 8.

IW – PW: The teacher asks pupils to complete (WS6: T1) (optional).

NOTES

Lesson plan 2 (Chapter 1, p. 17)

Chapter 1
Pollyanna Comes to Stay
Pages: 17

Before reading graded reader Pollyanna

Ideas: LP2 is best used after LP1. Before this lesson, the teacher can also revise prepositions of place. It is also possible to revise names of furniture and *there is/are* structure during the post-reading instead of pre-reading stage.

The achievement of all teaching/learning objectives will take two 45-minute lessons if the teacher decides to use Acivity 9 from Bank of extra activities.

Topic: My dream room

Teaching objectives:
- to revise names of furniture
- to revise *there is/are* structure
- to provide opportunities for practicing reading sub-skills: making inferences
- to provide opportunities to design a room for Pollyanna
- to provide opportunities to practise presentation skills

Learning outcomes:
The pupils will be able to:
- recognise, say and write names of furniture
- make sentences with *there is/are* structure
- understand information which is not stated explicitly in the text
- make a visualisation of Pollyanna's new room
- present their ideas of what Pollyanna's room should look like

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

Materials: pictures of pieces of furniture: curtains, a carpet, a table, pillows, a lamp, flowers, a bed, a bookshelf, a desk, a chair, a wardrobe, pictures/paintings; graded readers Pollyanna (Chapter 1, p. 17 from "Nancy helped Pollyanna put her clothes" to " Pollyanna, you're the best girl in the world!"), worksheets (WS7), (WS6: T2), (WS12: T1) any materials to make a visualisation of Pollyanna's new room, for example: pieces of paper A4-A3, crayons, cut out pictures of furniture or any items needed to decorate a room: glue, some paints and/or computers with software for interior designing. Bank of extra activities: Activities 2-5, 6, 9.

CLIL: PE, IT, Art

PROCEDURE

Pre-reading: (15-30 min)

Pupils revise names of furniture. How long this stage is going to last depends on pupils' initial knowledge and the numer of activities the teacher thinks will be needed in order to consolidate pupils ability to recognise the spoken form, as well as say and write names of furniture.

WCL: The teacher asks pupils about their rooms. Do you like your room? *Do you share it with your brothers and sisters or is it you own room? Is your room big or small? What colours are the walls? What is there on the walls? Are there are any pictures/ photos/posters or drawings? What furniture have you got there?* The teacher uses pictures to elicit or introduce, for example: a bed, a bunk bed, a desk, a table, a chair, flowers, a carperet a lamp, curtains, a bookshelf and a wardrobe.

WCL: Pupils revise names of furniture. The teacher hangs on the walls pictures illustrating a piece of furniture and asks pupils to do what he/she says: *Follow my instructions!* Activity 2.

WCL: Pupils revise names of furniture by playing Right or Wrong. The teacher confirms pupils' non-verbal reactions saying, for example: *That's right, there is a bed in this picture or You are right! It isn't a bed. There are a chairs in this picture* in order to expose pupils to *there is/are* structure. Activity 3.

WCL: The teacher suggests playing Clever parrot: *Let's play Clever parrot!* Activity 4.

WCL: Pupils play Remembering the list in order to revise *there is/are* structure. Activity 5.

IW: Pupils match pictures of furniture with their written form. Next, copy the word under the appropriate picture. WS7.

WCL: If pupils are already familiar with pp. 16-17 (LP1), the teacher asks questions based on statements 1-8 (WS12: T1) in order to check how much information pupils remember. Next, the teacher encourages pupils to read the passage for pleasure. Alternatively, pupils watch the very sequence of the filmed version of Pollyanna.

While- reading: (10 min)

WCL – IW – PW: The teacher asks pupils if they think Pollyanna likes her room or just pretends to like it (WS6: T2). Next, asks pupils to read p. 17 and find sentences which support their opinion. Then, the teacher asks pupils if Pollyanna says clearly that she does not like her room or whether the information is somewhat hidden. The teacher confirms pupils' answers adding that sometimes it is necessary to read between the lines in order to understand what the author or the characters really mean.

WCL – PW: The teacher writes on the teacher writes on the whiteboard "Pollyanna, you are the best girl in the world!", encourages pupils to find the sentence on p. 17 and asks them to discuss why they think Nancy says it and what she really means (WS6: T2). Pupils share their answers in pairs and then with the teacher.

Post-reading: (5-20 min)

WCL: The teacher asks pupils what they think of Pollyanna's room and whether they think it is nice. After pupils have expressed their opinion, the teacher suggests that they plan how to decorate the room for her so that she likes it.

The teacher gives out materials necessary to make a visualisation of the room. During the activity (s)he interviews individual pupils asking them to name a given piece of furniture, ornaments, colours or size. For example: *What's this? What is there in your picture? What is the colour of the curtains? Is the table going to be big or small? Will you colour the walls yellow?*

Next, the teacher asks pupils to plan how they are going to present their work to the rest of their classmates and monitors their work. Activity 9 and 6 (optional, if the teacher works with a mixed ability group). Finally, pupils memorise their description and present the visualisation to the rest of the classmates.

Chapter 3
The Broken Leg!
Pages: 40-53

Topic: Helping Jimmy Bean find a home – A letter to Mary and John

Teaching objectives:
- to develop reading comprehension
- to practise reading sub-skills: skimming and scanning
- to encourage reflection upon the structure of Pollyanna's letter
- to encourage creative writing
- to revise grammar: Present Simple, Present Continuous, Past Simple, Future Simple (optional)

Learning outcomes:
The pupils will be able to:
- answer comprehension questions
- realise the importance of organising ideas into paragraphs
- write a paragraph to complete Pollyanna's letter
- complete Pollyanna's letter with correct verb forms (optional)

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

Materials: Worksheet 8, 9 and 10 (WS8: T1-2),(WS9), (WS10), Bank of extra activities: Activity 7 (optional)

PROCEDURE

Pre-reading: (10 min)

WCL – GW: The teacher elicits what pupils remember about Jimmy Bean and then asks them about the difference between *home* and a *house*. Alternatively, the teacher can remind pupils that on p. 63 of graded reader Pollyanna, Mr. Pendleton says that he lives in a house not a home and adds that a woman or a child make a home. Pupils say if they agree with the definitions. Then, brainstorm ideas how to help Jimmy find a home.

While-reading: (10 min)

WCL – IW – PW: The teacher shows WS8 saying that Pollyanna decided to write a letter to Marry and John, people who helped her find Aunt Polly. Next, gives out copies of WS8 and asks pupils to read the letter and complete T1.
After the teacher has confirmed pupils answers, s(he) asks pupils to read the letter again and answer questions a-c from WS8 T2. Pupils compare their answers in pairs before they share them with the teacher.

Post-reading: (25 min)

WCL: The teacher asks if pupils have ever written a traditional letter to anybody or if they have bought and sent a postcard. Next, elicits ideas why these days people tend to send emails rather than traditional letters.

WCL: The teacher asks pupils to look at Pollyanna's letter again and elicits the meaning of *a paragraph* in their native language. Then, the teacher asks about advantages of dividing a text into paragraphs. [**Suggested answer:** It helps a writer to organise his/her thoughts in a unified, clear way so that it is easier to read a text. Mixing thoughts and ideas makes it very difficult to understand what somebody writes about.]
WCL – IW/PW: The teacher asks pupils where the missing paragraph *Writing what the boy is like* should be added. [**Suggested answer:** After 2nd paragraph] Next, asks pupils to write a paragraph describing Jimmy Bean's character WS9 or WS10 (if the teacher works a mixed ability group), Activity 7 (optional).

NOTES

TASK 1

Match the words below with their definitions.

1. *roof*	a) a liquid food made by boiling meat or vegetables in water, often eaten as the first course of a meal
2. *hill*	b) the brother of your mother or father
3. *tears*	c) a written or spoken piece of information that you send to somebody or leave for somebody
4. *noise*	d) a piece of metal with a special shape used for locking a door
5. *niece*	e) the structure that covers or forms the top of a building
6. *fly*	f) drops of liquid that come out of your eyes when you are crying
7. *crutches*	g) an area of land that is higher than the land around it, but not as high as a mountain
8. *rainbow*	h) the sister of your father or mother
9. *kitten*	ch) a sound, especially one that is loud or unpleasant
10. *neighbor*	i) a young cat
11. *aunt*	j) different colours that appear in the sky when the sun shines through rain
12. *key*	k) long sticks that you put under your arms to help you walk after you have injured your leg or foot
13. *message*	l) the daughter of your sister or brother
14. *uncle*	m) a person who lives next to you or near you
15. *soup*	n) a small insect with two wings

1 ___, 2 ___, 3 ___, 4 ___, 5 ___, 6 ___, 7 ___, 8 ___, 9 ___, 10 ___, 11 ___, 12 ___, 13 ___, 14 ___, 15 ___

TASK 1

Complete the sentences below with the words provided. You will need to use some of the words more than once.

1. The dog _____ woof again and again.	came
2. Pollyanna _____ after the dog.	drove
3. Pollyanna _____ next to him and _____ his hand.	ran
4. Something _____ wrong and they weren't happy together.	held
5. He _____ her at the window that day.	saw
6. The car _____ Pollyanna and she _____ down.	hit
7. She _____ a message for you.	left
8. They _____ money to children in India.	sent
9. She _____ the room with the telephone in it and called the doctor.	fell
10. Pollyanna _____ about the kitten and the dog.	heard
11. She _____ back with three men.	sat
12. They _____ a lovely half hour looking at all the things.	woke
13. She _____ the key and ran up to the house on the hill.	thought
14. For a week she _____ a lot.	met
15. Mr. Pendleton _____ white when I said I told you.	found
16. Mr. Pendleton _____ his leg yesterday.	slept
17. When I _____ that I stopped my work in the garden.	broke
18. He _____ me home in his car.	spent
19. Pollyanna _____ at seven o'clock on her first morning.	went
20. Pollyanna _____ her aunt from her window.	took
21. They _____ there to drink tea.	brought
22. After the accident, some people _____ Pollyanna home.	gave
23. Pollyanna was glad Mr. Pendleton _____ her the glass.	

TASK 1

The words below tell us about movement. Read the definitions and complete the sentences below.

Off – away from a place

Up – towards a higher place

Down – towards a lower place

Out of – from a place inside something to a place beyond it

Into – to the inside or middle of a place

1. She went _____ to her little room under the roof.
2. The dog went woof three times and ran _____ .
3. She ran _____ to the big, grey house on the hill.
4. There's a man on the roof. He wants to get _____ the house!
5. She wanted to get _____ bed, but couldn't.
6. She ran _____ the house with tears in her eyes.
7. She walked _____ the hill from Mr. Pendleton's house.
8. She opened the window and climbed _____ the tree _____ the garden.

TASK 1

Some of the sentences below describe Mr. Pendleton before he met Pollyanna, and some after he met her. Read the sentences and put them with *before* or *after*.

a) He never talks to anyone.
b) He wants Jimmy to live with him.
c) He doesn't like people.
d) He talks to other people.
e) He doesn't spend any money.
f) He doesn't like children.
g) He wants to have a home and not just a house.
h) He doesn't have time to think about the rain or the sun.
i) He has no wife or children.

Before: _____ After: _____

TASK 2

Join sentences a-i with first, and, then or later in order to describe Mr. Pendleton before and after he met Pollyanna.

_____

_____

_____

_____

_____

_____

TASK 3

Which adjectives would you use to describe Pollyanna, Mr. Pendleton and Aunt Polly. Explain your choice using *because*.

glad	sad different	rich lovely	ill kind	happy well	pretty cold

1. Pollyanna _____
2. Mr. Pendleton _____
3. Aunt Polly _____

TASK 1

Who is who? Match characters (WHO + VERB) with the descriptions (WHOSE + OBJECT).

WHO + VERB	WHOSE	OBJECT
1. Miss Polly is	*Mr John Padelton's*	a) gardener
2. Nancy is		b) aunt
3. Jimmy Bean is	*the gardener's*	c) son
4. Jimmy Bean becomes		d) doctor
5. Dr Thomas Chilton is not	*Pollyanna's*	e) friend
6. Old Tom is		f) servant
7. Timothy is	*Miss Polly's*	g) son

Copy the sentences.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

TASK 2

Who is who? Match the characters with the descriptions. Follow the pattern:

WHO	VERB	WHOSE	OBJECT

WHO	VERB	WHOSE	OBJECT
1. Miss Polly		Mr John Padelton's	*a) gardener*
2. Nancy	is		*b) aunt*
3. Jimmy Bean		the gardener's	*c) son*
4. Jimmy Bean	is not		*d) doctor*
5. Dr Thomas Chilton		Pollyanna's	*e) friend*
6. Old Tom	becomes		*f) servant*
7. Timothy		Miss Polly's	*g) son*

Copy the sentences.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

TASK 1

Look at pages 16-17 again from "When Pollyanna and Nancy arrived at home" to "Miss Polly always ate her dinner at six o'clock, not a minute before or a minute after!" and find lexical items 1-6. What do they mean? Use clues *a-f* to help you complete the task.

a) finish making dinner

b) have a lot of money

c) small

d) came to

e) go after somebody

f) I am so happy

1. arrived at _____
2. I am so glad _____
3. follow somebody _____
4. to be very rich _____
5. little _____
6. to get her dinner ready _____

TASK 2

Read the passage on page 17 again from "Nancy helped Pollyanna put her clothes" to "Miss Polly always ate her dinner at six o'clock, not a minute before or a minute after!" and answer questions 1-2.

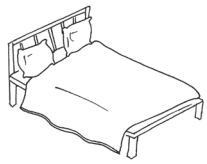
1. Do you think Pollyanna likes her room or just pretends to like it? Explain why/why not?

2. Nancy says 'Pollyanna, you are the best girl in the world!' What does this sentence mean? Why do you think Nancy says it?

TASK 1

Label each picture with the correct name of furniture.

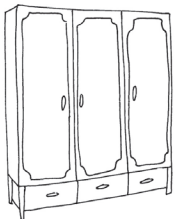
curtains	a carpet	a table	pillows	a lamp	flowers
a desk	a bookshelf	a bed	a chair	a wardrobe	pictures



a) ***a bed***



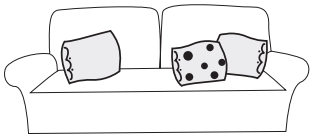
b) _____



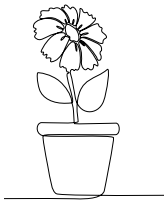
c) _____



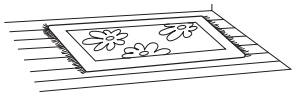
d) _____



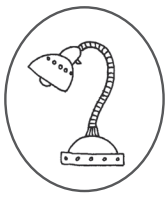
e) _____



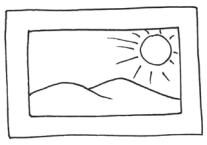
f) _____



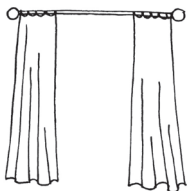
g) _____



h) _____



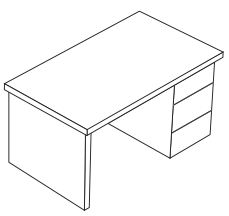
i) _____



j) _____



k) _____



l) _____

TASK 1

Read a letter from Pollyanna and match sentences 1-4 with an appropriate paragraph.

Dear Mary and John,

I am writing to you to ask if you can help a nice little boy to find a home. You helped me before I came to live with aunt Polly, so maybe you will be able to help this boy too.

His name is Jimmy Bean and he is almost eleven years old. He doesn't have a mother and a father and at the moment he is living in a children's home. Unfortunately, there are too many children there now and he has to leave. He has nowhere to go.

Do you know a family that could take him to be their son? I am sure they will like him when they meet him. If they don't have any children, he will make their house a true home!

With best wishes,

Pollyanna

1. Describing Jimmy Bean's situation.
2. Giving the reason for writing the letter.
3. Giving additional reasons why somebody should adopt Jimmy.
4. Writing what the boy is like.

TASK 2

Read the letter again and answer questions *a-c*.

a) Why does Pollyanna write a letter to Mary and John?
b) How old is Jimmy?
c) Where is Jimmy Bean living now and why can't he stay there?

TASK 1

Write a paragraph describing Jimmy Bean's character in order to complete Pollyanna's letter.

Dear Mary and John,

I am writing to you to ask if you can help a nice little boy to find a home. You helped me before I came to live with aunt Polly, so maybe you will be able to help this boy too.

His name is Jimmy Bean and he is almost eleven years old. He doesn't have a mother and a father and at the moment he is living in a children's home. Unfortunately, there are too many children there now and he has to leave. He has nowhere to go.

_____
_____
_____
_____
_____

Do you know a family that could take him to be their son? I am sure they will like him when they meet him. If they don't have any children, he will make their house a true home!

With best wishes,

Pollyanna

TASK 1

Complete the paragraph which describes Jimmy Bean's character by putting the words in order to make sentences.

/a / boy / is / sweet / Jimmy // honest / very / is /and / hard-working / He // younger/ He / often / children/ helps // a lot/ He /and / laughs / can / very / funny / be //



Dear Mary and John,

I am writing to you to ask if you can help a nice little boy to find a home. You helped me before I came to live with aunt Polly, so maybe you will be able to help this boy too.

His name is Jimmy Bean and he is almost eleven years old. He doesn't have a mother and a father and at the moment he is living in a children's home. Unfortunately, there are too many children there now and he has to leave. He has nowhere to go.

_____

_____

_____

_____

Do you know a family that could take him to be their son? I am sure they will like him when they meet him. If they don't have any children, he will make their house a true home!

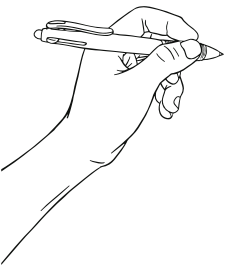
With best wishes,

Pollyanna

TASK 1

Complete the paragraph which describes Jimmy Bean's character by putting the words in order to make sentences.

/a / boy / is / sweet / Jimmy // honest / very / is /and / hard-working / He // younger/ He / often / children/ helps // a lot/ He /and / laughs / can / very / funny / be //



Dear Mary and John,

I am writing to you to ask if you can help a nice little boy to find a home. You helped me before I came to live with aunt Polly, so maybe you will be able to help this boy too.

His name is Jimmy Bean and he is almost eleven years old. He doesn't have a mother and a father and at the moment he is living in a children's home. Unfortunately, there are too many children there now and he has to leave. He has nowhere to go.

_____

_____

_____

_____

_____

Do you know a family that could take him to be their son? I am sure they will like him when they meet him. If they don't have any children, he will make their house a true home!

With best wishes,

Pollyanna

TASK 1

Complete the sentences below with the words provided. Use Simple Past tense forms.

1. The dog _____ woof again and again.	*go*
2. Pollyanna _____ after the dog.	*run*
3. Pollyanna _____ next to him and _____ his hand.	*sit, hold*
4. Something _____ wrong and they weren't happy together.	*go*
5. He _____ her at the window that day.	*see*
6. The car _____ Pollyanna and she _____ down.	*hit, fall*
7. She _____ a message for you.	*leave*
8. They _____ money to children in India.	*send*
9. She _____ the room with the telephone in it and called the doctor.	*find*
10. Pollyanna _____ about the kitten and the dog.	*think*
11. She _____ back with three men.	*come*
12. They _____ a lovely half hour looking at all the things.	*spend*
13. She _____ the key and ran up to the house on the hill.	*take*
14. For a week she _____ a lot.	*sleep*
15. Mr. Pendleton _____ white when I said I told you.	*go*
16. Mr. Pendleton _____ his leg yesterday.	*break*
17. When I _____ that I stopped my work in the garden.	*hear*
18. He _____ me home in his car.	*drive*
19. Pollyanna _____ at seven o'clock on her first morning.	*wake*
20. Pollyanna _____ her aunt from her window.	*see*
21. They _____ there to drink tea.	*meet*
22. After the accident, some people _____ Pollyanna home.	*bring*
23. Pollyanna was glad Mr. Pendleton _____her the glass.	*give*

TASK 1



Decide in pairs if statements 1-8 are true. Then read pages 16-17 and check your predictions.

1. When Pollyanna and Nancy arrived at the house, Miss Polly Harrington was in her bed. *TRUE/FALSE*
2. Pollyanna was happy to see her aunt. *TRUE/FALSE*
3. Aunt Polly wants Pollyanna to talk about her father. *TRUE/FALSE*
4. Pollyanna is happy that Miss Polly does not want her to talk about her father. *TRUE/FALSE*
5. Pollyanna does not like Aunt Polly's house. *TRUE/FALSE*
6. Polly's room is on the ground floor. *TRUE/FALSE*
7. Pollyanna's room is small with many beautiful things in it. *TRUE/FALSE*
8. Pollyanna likes the view from her window. *TRUE/FALSE*

✂----------

Decide in pairs if statements 1-8 are true. Then read pages 16-17 and check your predictions.

1. When Pollyanna and Nancy arrived at the house, Miss Polly Harrington was in her bed. *TRUE/FALSE*
2. Pollyanna was happy to see her aunt. *TRUE/FALSE*
3. Aunt Polly wants Pollyanna to talk about her father. *TRUE/FALSE*
4. Pollyanna is happy that Miss Polly does not want her to talk about her father. *TRUE/FALSE*
5. Pollyanna does not like Aunt Polly's house. *TRUE/FALSE*
6. Polly's room is on the ground floor. *TRUE/FALSE*
7. Pollyanna's room is small with many beautiful things in it. *TRUE/FALSE*
8. Pollyanna likes the view from her window. *TRUE/FALSE*

ACTIVITY 1 (EXERCISE 2, PAGE 8 FROM GRADED READER POLLYANNA BY ELENOR H. POTTER)

ACTIVITY 2

Follow my instructions: pupils do what the teacher says. For example, the teacher puts pictures illustrating furniture on the walls, round the classroom and says: ***Point to a desk.*** When all children extend their finger in the direction of where a picture of the desk is, the teacher says: ***That's right, it's a desk.*** Next, the teacher gives other instruction, for example: *walk to, jump to, tiptoe to, swim to, ride your bike to, walk on bandy legs to, walk on flat feet to…,etc.*

ACTIVITY 3

Right or Wrong: pupils react nonverbally to what the teacher says. For example, the teacher says ***If I am right, jump. If I am wrong, put your hands up.*** Next, the teacher shows a picture illustrating a bed and says: ***a bed. It's a bed***. Pupils jump in order to show that they agree with the teacher. Next the teacher shows a picture illustrating a desk and says: ***a chair. It's a chair***. Pupils put their hands up to show their disapproval. Etc.

ACTIVITY 4

Clever parrot: the teacher shows a picture illustrating a piece of furniture, and says, for example: a bed. If there is ***a bed*** in the picture, pupils repeat what the teacher has said. However, if the picture does not illustrate a bed but different piece of furniture, pupils remain silent, do not repeat after the teacher.

ACTIVITY 5

Remembering the list: pupils sit in a circle. The teacher gives each pupil a different picture of furniture with its English name underneath. Then shows his/her picture of, for example, a bed and says: ***There is a bed in my room.*** The teacher places the picture in front of him/her for everybody to see. Next, the pupil sitting on the left shows his/her picture of, for example, a lamp and says: ***There is a bed and a lamp in my room.*** The activity continues untill all pupils have repeated pieces of furniture which have already been mentioned and read/named their picture starting with ***There is …*** . For this activity, the teacher can cut out pictures of furniture from ***WS 7***.

ACTIVITY 6

Read the description of the room. Copy one of the adjectives and use the clues to write the missing word in the gaps. Next use the text as a model to write your own description of Pollyanna's room. **Note:** This activity can be an alternative to Activity 9 if teachers work with mixed ability groups.

The bedroom is _____ (*big/small*). It has two _____ (*big/small*) windows.

There is a bed with _____ (*write the colour*) pillows and a/an _____ (*big/small*) _____ (*write the colour*) wardrobe.

The walls are _____ (*write the colour*).

On the wall above the bed there are two _____ (*big/small*) pictures.

They show _____ (*write what they show*). The windows have _____ (*long/short*) curtains.

There is a pot of flowers on one of the window panes. The flowers are _____ (*write the colour*).

ACTIVITY 7

Read the letter which Pollyanna wrote to Marry and John and fill in the gaps with the correct verb form A, B or C.

Dear Mary and John,
I am writing to you to ask if you can help a nice little boy to find a home. You ***a)*** *____ me before I* ***b)*** *____ to live with aunt Polly, so maybe you will be able to help this boy too.*

His name is Jimmy Bean and he is almost eleven years old. He ***c)*** *____ a mother and a father and at the moment he* ***d)*** *____ in a children's home. Unfortunately, there are too many children there now and he has to leave. He has nowhere to go.*

Jimmy is a sweet boy. He is very hard-working and honest. He often ***e)*** *____ younger children. He* ***f)*** *____ a lot and can be very funny.*

Do you know a family that could take him to be their son? I am sure they will like him when they ***g)*** *____ him. If they don't have any children, he* ***h)*** *____ their house a true home!*

With best wishes,
Pollyanna

a)	A. helped	B. help	C. helping
b)	A. come	B. came	C. coming
c)	A. don't have	B. isn't having	C. doesn't have
d)	A. is living	B. lives	C. lived
e)	A. is often helping	B. often help	C. often helps
f)	A. laughs	B. laugh	C. is laughing
g)	A. will meet him	B. meets him	C. meet him
h)	A. make	B. will make	C. makes

ACTIVITY 8

Think and answer questions a-c.
a) Are you an optimist or a pessimist? Do you tend to see a glass half full or rather a glass half empty?
b) How can you make yourself feel happy? Give examples.
c) Is it good not to be happy sometimes? Why? Why not?

ACTIVITY 9: (45 minutes)

How to prepare a description of Pollyanna's room.
Step 1. Complete the sentences from ***how to describe the room*** section.
Step 2. Decide if you want to describe the room using the Simple Present or going to structure and/or the Simple Future.
Step 3. Select a sentence from ***how to begin*** section in order to start your presentation.
Step 4. Write a description of the room you have designed. Use sentences from ***how to describe a room*** section as model sentences.
Step 5. Select a sentence from ***how to end*** section in order to finish your presentation.

How to begin:
a) *I would like to show you what I think Pollyanna's room should look like.*
b) *This is what I think will make Pollyanna's happy. Her new room.*
c) *Here is what I have prepared to make Pollyanna feel glad about her room.*

How to describe the room:

The Simple Present
Task 1 Complete sentences 1-6. Use clues provided in brackets.

1. There is…… *(name of furniture)* in the room.
2. There is …… *(name of furniture)* in the center of the room.
3. There is ……. *(name of furniture)* ……*(where)*.
4. Chairs are ……. *(colour)*.
5. Walls are painted …… *(colour)*.
6. Blue curtains match the colour of …… *(name of furniture)*.

Going to structure

Task 2 Complete sentences 1-7 with to be going to structure. Use clues provided in brackets.

1. There is going to be……. *(name of furniture)* in the room.
2. There (is/are) going to be …… *(name of furniture/decorations)* …… *(where)*.
3. Chairs ……..…… going to be …… *(colour)*.
4. Walls are going …… painted …… *(colour)*.
5. There is going to be (a/an) …… *(colour)* wallpaper on the walls.
6. …… *(colour)* curtains are going to match the colour of …… *(name of furniture)*.
7. I think the best colour for ……..... *(name of furniture)* is ……. *(colour)* because it is going to match the colour of chairs, which are …… *(colour)*.

The Future Simple

Task 3 Complete sentences 1-4. Use clues provided in brackets.

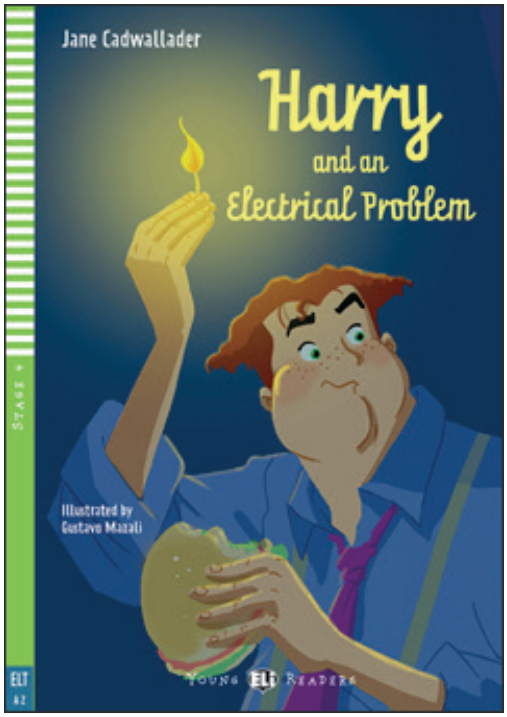
1. There will be …… *(name of furniture/decorations)* in Pollyanna's room.
2. There will be …… *(name of furniture)* next to …… *(name of furniture)*.
3. I think the best colour for a/the sofa will be …….. because it will match the colour of chairs, which will be …… *(colour)*.
4. …… *(name of furniture/decorations)* will be …… *(where)*.

How to end:

a) I am sure Pollyanna will like such a room.
b) I wonder if Pollyanna is going to accept my project?
c) I wonder what you think about my project?

Harry and an Electrical Problem

Author: Jane Cadwallader



CEFR level: A2, 400 headwords (Flyers)
Suggested age: 13-15 yrs

Topic: Transport, Food, Feelings, Physical description

Language structures: past simple, past continuous, present perfect, going to, will might / should, giving directions, if clause (1st conditional), so / after (conjunctions)

CLIL: Physics, Ethics, ICT

Table of contents:

5 sample lesson plans
5 worksheets
Bank of extra activities (10 activities)

Harry and an Electrical Problem

Pages: from cover to p.5

Topic: Meeting Harry and his friends

Teaching objectives:
- to present a new book to class
- to indicate the significance of the cover
- to provide a space for discussion

Learning outcomes:
The pupils will be able to:
- identify the author and the illustrator of the book
- identify the main idea of a book
- describe the character of the main hero using adjectives
- consider the importance of electricity in their lives

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

Materials: graded reader Harry and an Electrical Problem, Worksheet 1 (WS1), a board

PROCEDURE

Lead-in (up to 7 min)

WCL – PW: Teacher starts the discussion about the importance of electricity in our lives (WCL). He/she may ask the questions (see WS1, T1) *How many devices can you think of? Do you know how to say them in English?* The teacher lets a few pupils to answer; writes the words on a board. In pairs pupils discuss what would happen if there was no electricity for a day and for a month (see activity 2). As a class, pupils think of possible alternatives of electric devices (WS1, T2).

If it is not necessary for some reason, do not give the handouts to your pupils until you do T4.

Pre-reading (up to 7 min)

WCL: Teacher starts a brief discussion on reading, favourite books, book covers, book illustrations. Teacher may ask question e.g. *What is your favourite part of the book? Who is your favourite character? What is the most interesting thing you learned from the book?*

Teacher shows the book cover (Harry and an Electrical Problem) to pupils (or they have their books and look at the book cover) and asks the questions: *What is the title of the book? Who is the author? Who illustrated the book? Look at the picture. What do you think the book is about?*

What kind of characters do you think will be in the book? Who is Harry, what is his job? What do you think is going to happen? Pupils say a few ideas.

While-reading (up to 15 min)

IW – PW – WCL: Teacher hands the worksheets and asks pupils to read (IW) pages 2-3 and find the answer what Harry's job is. After reading the text, check understanding of the words/phrases (lights) *go off and power cut* (pupils should be able to elicit its meaning from the context, both - text and illustrations).

Pupils do the T4 and check their work in pairs. You may explain the importance of synonyms in writing. Ask pupils to do the activity 4. Check the results as a whole class. You may focus their attention to the phrase *run off*. In the next phase, they will read the text where the phrase *run out* appears.

Ask pupils to read pages 4-5. To check understanding you may ask pupils to do the T6 (IW, WCL).

Post-reading (8 min)

GW – WCL: After reading the text, the teacher divides pupils to groups 4 people. They are detectives preparing for meeting the Michael the magician. They have to formulate 5 questions they would ask him. Explain that as they are detectives they should also consider the possible answers they can receive. They should ask questions in the past tense.

When they are finished, ask groups (WCL) to present their ideas and do not forget to ask about the possible answers. If there are interesting, unexpected questions, ask pupils how these can lead to solving the case.

Summarize and evaluate the lesson (3 min)

NOTES

Lesson plan 2 (pp. 6-10)

Harry and an Electrical Problem

Pages: 6-10

Topic: Meeting Michael the Magician

Teaching objectives:
- to provide a space for developing presentation skills
- to develop creative thinking
- to read for details and use pictures to enhance understanding

Learning outcomes:
The pupils will be able to:
- attract the attention of the audience (how) and open the speech
- read for details
- write a police report with a suggestion how to solve a crime

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

Materials: graded reader Harry and an Electrical Problem, Worksheet 2 (WS2), a board, (cards, hat, scarves…)

PROCEDURE

Lead-in (up to 7 min)

WCL – IW: Teacher recalls the story with the pupils (WCL) by asking WH questions, e.g. *What is the title of the book? Who…? What happens…?*

Pupils individually think about the tricks magician do and do the WS2,T1 (tick those that apply). Ask some pupils about their preferences.

Alternatively, it can be turned into *Find somebody who…* activity allowing pupils to mingle and find 1 person who likes and 1 who does not like particular tricks.

Pre-reading (up to 7 min)

WCL: Teacher asks pupils whether they can do some tricks (T2). Some of them can present their tricks, advise them to open their presentation with the statement *Ladies and Gentlemen, welcome to this show. Today…or Good evening Ladies and Gentlemen and thank you all for coming. I am delighted to show…* (bring cards, scarves coins… to the lesson).

Teacher asks pupils to open the book and describe the picture on page 6. Ask pupils what they think, what tricks Michael is doing.

While-reading (up to 10 min)

IW – WCL: Teacher asks pupils to read the text, pages 6-8 and answer the questions in the activity. Check the results as a whole-class activity.

Post-reading (13 min)

Teacher explains that Harry has to write a police report about the meeting with the Michael the Magician. The structure is provided (WS2, T4). Ask pupils to fill it in and stress that their task is to suggest possible solution, and what police should do about it.(Teacher can collect the reports and write the feedback)

Listening (3 min)

Listen to the next part (page 9-10, Track 2, 3:52 – 5:00). What is the main idea?

Homework (3 min)

Pupils have to write the summary of the text they have read so far and create a dictionary (picture dictionary, monolingual dictionary with the sample sentence, synonyms, etc. according to their choice).

Summarize and evaluate the lesson (3 min)

NOTES

Lesson plan 3 (pp. 11-15)

Harry and an Electrical Problem

Pages: 11-15

Topic: Chasing Michael the Magician

Teaching objectives:
- to practise vocabulary dealing with the topic crime
- to present a way of coding secret messages

Learning outcomes:
The pupils will be able to:
- practise and categorise vocabulary dealing with crime
- read for details

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

Materials: graded reader Harry and an Electrical Problem, Worksheet 3 (WS3), interactive white-board (IWB)

PROCEDURE

Lead-in (up to 7 min)

WCL – IW: Teacher recalls the story with the pupils by asking WH questions, e.g. *Who…? What happens…?*

Alternatively, take a beach ball and write questions on the ball with a whiteboard marker. Ask a question and throw a ball to a pupil A. A pupil A answers the question and reads a question that is closest to his/her right thumb. Then, the pupil A throws a ball to a pupil B who answers the question of the pupil A etc.

Pre-reading (up to 5 min)

WCL: Teacher asks pupils to do T1. They add the missing words to the word map and they can add their own words, too. If you have IWB, you may use IWB and check the activity as a whole class. Teacher and pupils can discuss pupils' experience with crime, or the detective stories they have read.

Teacher asks pupils to open the book and describe the picture on page 6. Ask pupils what they think, what tricks Michael is doing.

While-reading (up to 15 min)

IW – PW – WCL: Teacher asks pupils to read the text (pp. 11-12) and do the T2. First pupils work individually, then check their answers in pairs. The last question is about the next development of a story. Discuss it as a whole class.

Then pupils read pp. 14-15. Discuss the main idea and compare it with the pupils' guesses.

Post-reading (15 min)

IW – PW: Teacher explains how secret codes are used. Explain the code (you may also explain other codes when the words are reversed and letters substituted by other letters, e.g.

A B C D E F G H I J K L
M N O P Q R S T U V W Z Y
and Harry is written as Tmffy

Here, in this activity the code is graphic. It might seem to be complicated but after a while, pupils can quickly write and decode it.

Teacher tells pupils that they are trapped and want to write a very short message for Harry. They use a code in the T3. Once they are finished, they switch their notes and encode the messages.

(If you have dyslexic pupils, substitute the activity).

Homework (2 min)

Pupils have to write the summary of the text they have read so far and create a dictionary (picture dictionary, monolingual dictionary with the sample sentence, synonyms, etc. according to their choice).

Summarize and evaluate the lesson (3 min)

NOTES

Lesson plan 4 (pp. 16-19)

Harry and an Electrical Problem

Pages: 16-19

Topic: Chasing Michael the Magician

Teaching objectives:
- to develop creative thinking and writing
- to use linking words

Learning outcomes:
The pupils will be able to:
- practise creative writing

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

Materials: graded reader Harry and an Electrical Problem, Worksheet 4 (WS4)

PROCEDURE

Lead-in (up to 5 min)

WCL – PW: Teacher writes 3 sentences on the board about himself/herself (e.g. about reading). Two of them are true and one is a lie. Pupils have to find out which one is true. Then, they do the same in pairs.

Pre-reading (up to 5 min)

WCL – IW – PW: Teacher shortly discusses with pupils why some people are kidnapped (WCL). Then pupils do the crossword, they may work individually (IW) or in pairs (PW).

While-reading (up to 15 min)

IW – WCL – PW: Teacher asks pupils to read the text (pp. 16-19). Discuss the main idea and compare it with the pupils' guesses.

Then pupils prepare a dialogue between Harry and the chief and act them out.

Post-reading (15 min)

IW: Teacher explains pupils T2. Their task is to retell the story so far, the prompts, and supporting questions are introduced. You may

either ask individuals to speak or do it as a chain story, each pupil saying a sentence.

Homework

Teacher remembers that even though police knows who is responsible for power cuts, his friends are still locked in a castle and Michael the Magician is on freedom. Explain the T3.

The task is to draft next scene, the end of a story: Settings, Characters, Time, Place, Problem, Events, and Solution.

Summarize and evaluate the lesson (3 min)

Extension: Create the comics (you may use the website pixton.com, or storyboardthat.com, canca.com, makebeliefscomix.com, etc.)

NOTES

Lesson plan 5 (pp. 20-27)

Harry and an Electrical Problem

Pages: 20-27

Topic: Case closed and mystery solved

Teaching objectives:
- to revise vocabulary
- to develop collaboration
- to develop logical thinking
- to use linking words

Learning outcomes:
The pupils will be able to:
- practise creative writing
- revise and use actively vocabulary

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

Materials: graded reader Harry and an Electrical Problem, Worksheet 5 (WS5), set of cards for all groups, 4-digit combination lock (e.g. bike lock) for each group (you may have some box that will be locked with a bike lock with some „treat" or simply the key) locked with a code 1739

PROCEDURE

Lead-in (up to 3 min)

WCL: Teacher asks pupils if they have been ever trapped, locked, lost somewhere and they had to find the way out.

While-reading (up to 7 min)

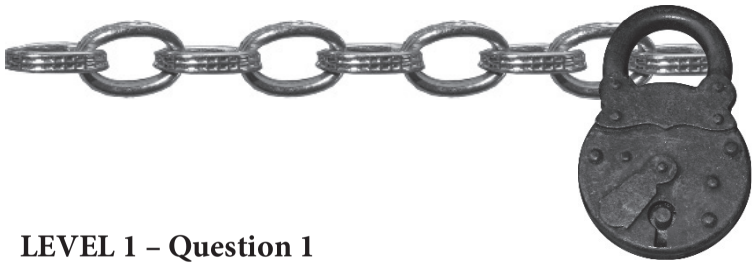
IW: Teacher asks pupils to read the text (pp. 20-27) and do the T1.

Post-reading (30 min)

GW: Pupils read a letter (T2). Then, a teacher explains to pupils the rules of "Escape room" game. Pupils work in groups of 3-5 people. The game has four levels. Once the group solves Level 1 cards (four cards) with the language tasks, they bring the result to an event organiser (teacher). If the tasks are solved correctly, the organiser hands the group a card with a logical task. A result is a number that is one of the digits of the code needed to unlock the lock. Next, they do the Level 2 language cards etc.

Alternatives: you have 4 tables (4 levels) – class is divided in 4 groups – and they have set time they spend at a table (5 min) – this would however mean, that if they solve the task quickly they have to wait until they move to the next table (they may read some book while waiting)

Summarize and evaluate the lesson (3 min)



LEVEL 1 – Question 1

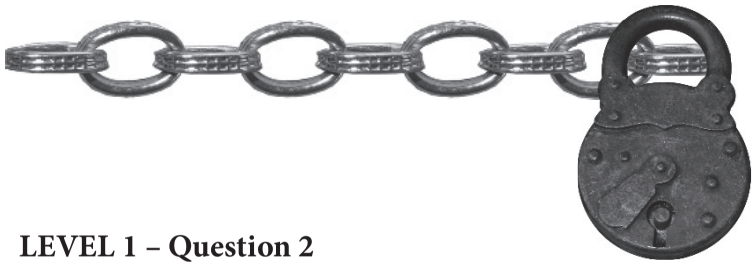
The story *Harry and the Electrical Problem* is about:

A Harry Potter and Hermiona

B Ecological catastrophe

C the crime at the police station

D Nikola Tesla



LEVEL 1 – Question 2

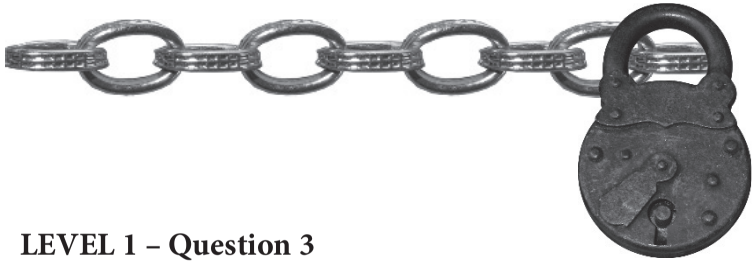
Harry, the detective, was not one of the bravest people. Harry was

A neither reluctant nor friendly

B reluctant and friendly

C not reluctant but friendly

D reluctant but not friendly



LEVEL 1 – Question 3

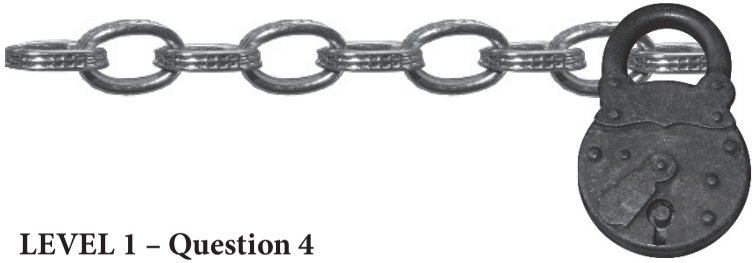
Power cut is

A a very good hair dresser who cuts hair

B special electric scissors

C a mobile device to recharge battery-powered electronics

D an interruption in the supply of electricity



LEVEL 1 – Question 4

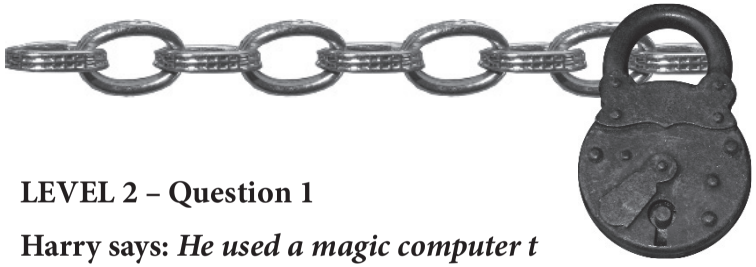
Which are conductors?

A gold and aluminium

B wood and glass

C rubber and iron

D silver and plastic



LEVEL 2 – Question 1

Harry says: ***He used a magic computer t o control another computer.***

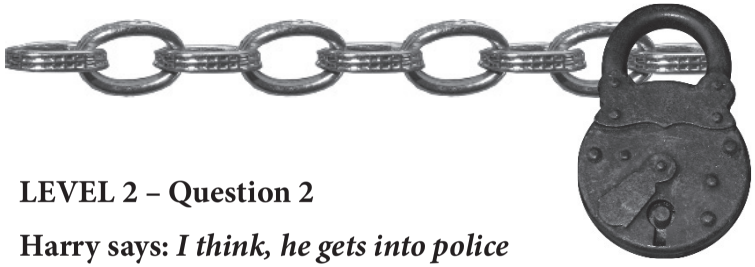
What was the Chief detective's question?

A What did he use a magic computer for?

B When did he use a magic computer?

C Where did magician use a magic computer?

D How did he use a magic computer?



LEVEL 2 – Question 2

Harry says: ***I think, he gets into police computer and finds out the code to the door.***

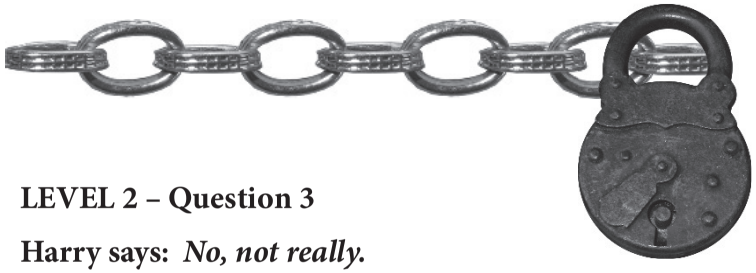
What did the Chief ask?

A But why can he do it?

B Can he cut the power using his computer?

C But how can he get to the police station?

D How did he use a magic computer?



LEVEL 2 – Question 3

Harry says: ***No, not really.***

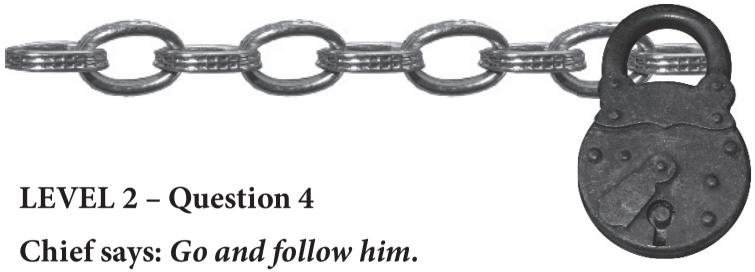
What was the Chief detective's question?

A How long did you talk to him?

B Why did he use a magic computer?

C Can Michael control all computers using his magic computer ?

D Harry, does Michael cooperate with somebody?



LEVEL 2 – Question 4

Chief says: ***Go and follow him.***

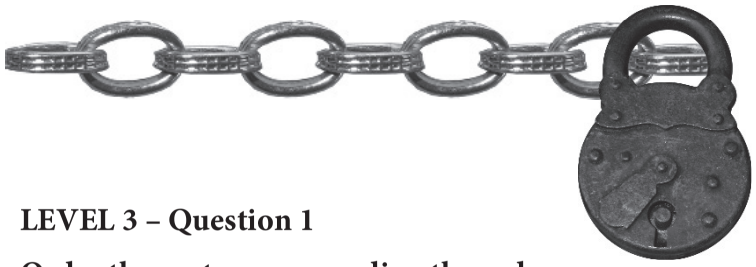
What did Harry ask?

A Can we go home now?

B Shall we arrest him?

C Chief, do you want some water?

D What is the next step, chief?



LEVEL 3 – Question 1

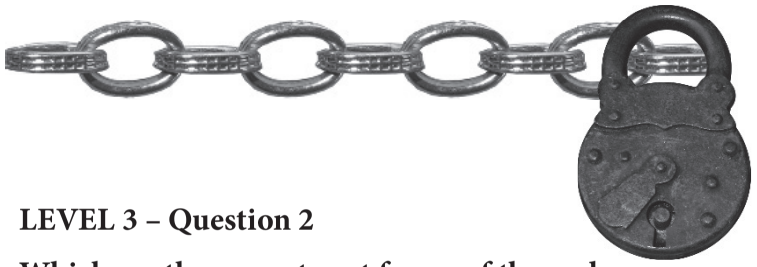
Order the sentences according the order they appeared in a story:

"Quick," said Harry, "climb out of the window."

We think Michael the Magician goes into the police computers and finds out the code for the doors.

The police came and got the Michael Magician.

This is a mouse. I saw it eating an electric cable.



LEVEL 3 – Question 2

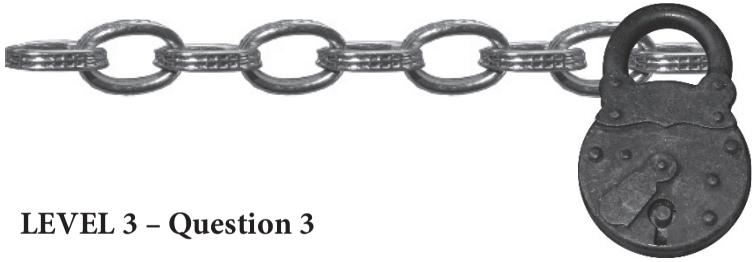
Which are the correct past forms of the verbs – hide, lose, steal, seek, think, cut

A hid, lost, steal, sought, thought, cut

B hid, losted steal, sought, thought, cut

C hid, lost, stole, sought, thought, cut

D hid, lost, stole, sought, taught, cut



LEVEL 3 – Question 3

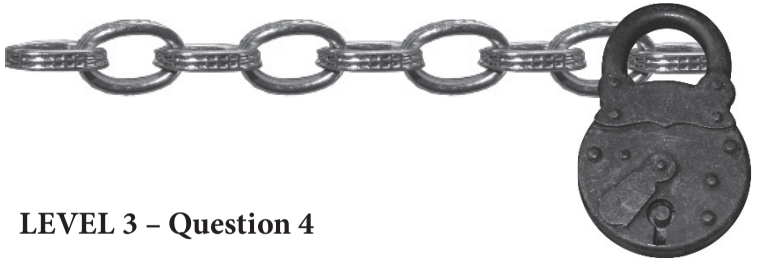
Write C if the sentence is correct and I if the sentence is incorrect. Indicate the mistake. Check both, content and grammar

A The chief detective went to see the magic show.

B Harry quick put a mouse into his pocket.

C Harry went to a capital city.

D Michael stole a map pf a poor actor.



LEVEL 3 – Question 4

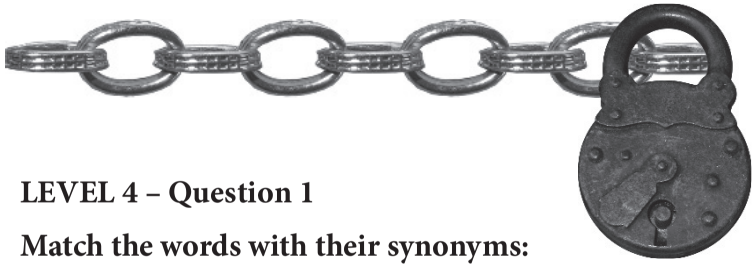
Which set of words is spelled correctly?

A dangeros, lorry, magican, suprise

B dangerous, lory, magician, suprise

C dangerous, lorry, magician, surprise

D dangerous, lorry, magican, surprise

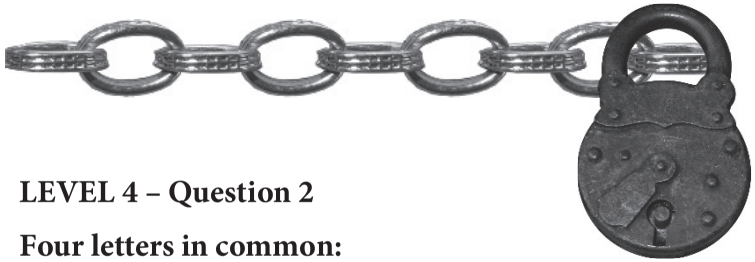


LEVEL 4 – Question 1

Match the words with their synonyms:

Hint (If you want to see the word in context, you can find them in the book)

A untidy (p.2)	**1** question, complication
B reluctant (cover)	**2** cellar
C basement (p.4, 16)	**3** messy
D problem (p.12)	**4** hesitant, cautious

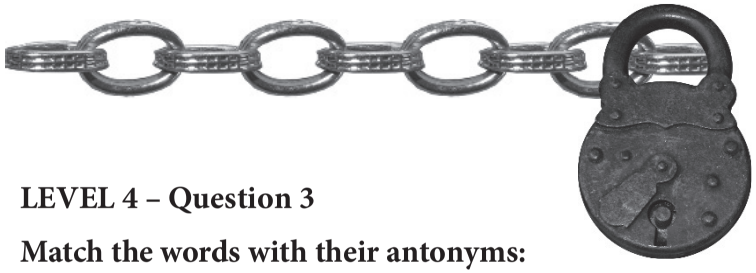


LEVEL 4 – Question 2

Four letters in common:

The answer to each definition is a five-letter word, all words have same 4 letter)

A number	**E** not loose, compact
B not left	**F** to struggle against
C opposite of the day	
D one of the senses	

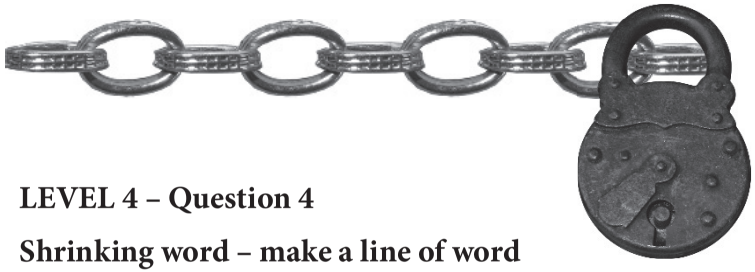


LEVEL 4 – Question 3

Match the words with their antonyms:

Hint (If you want to see the word in context, you can find them in the book)

A brave (p.2)	**1** cheap, bargain
B expensive (p.9)	**2** insignificant, trivial
C important (p.23)	**3** slowly, gently
D suddenly (p.25)	**4** cowardly, fearful



LEVEL 4 – Question 4

Shrinking word – make a line of word starting from the given one – each time use one letter less – e.g. – (*waist-wait-wit-it*)?

A that

B stand

C flour

D bridge

LEVEL 1

Which device does not have a plug?

A



B

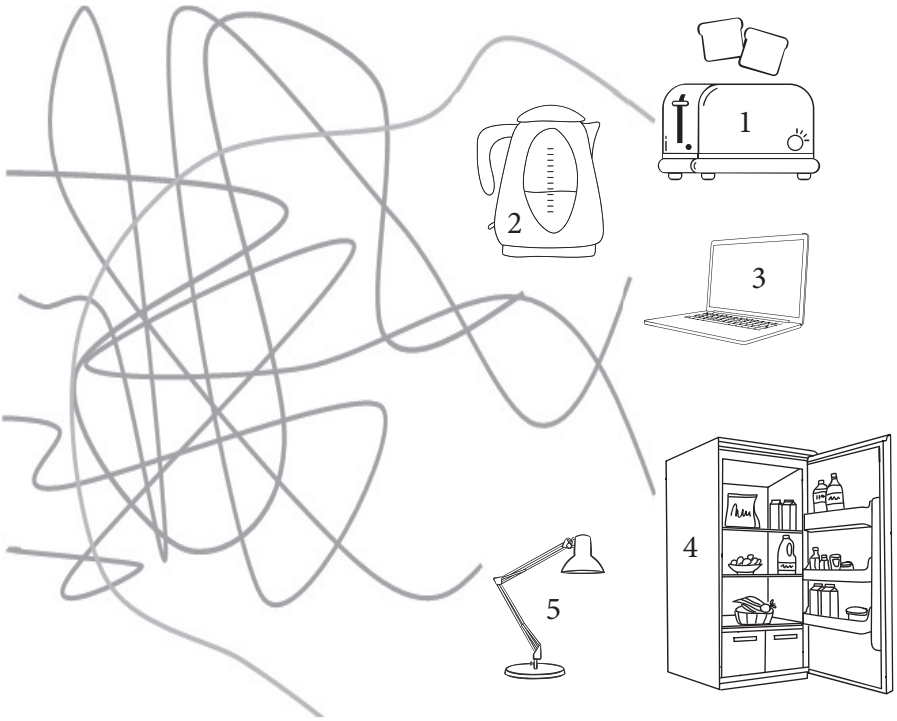


C



D





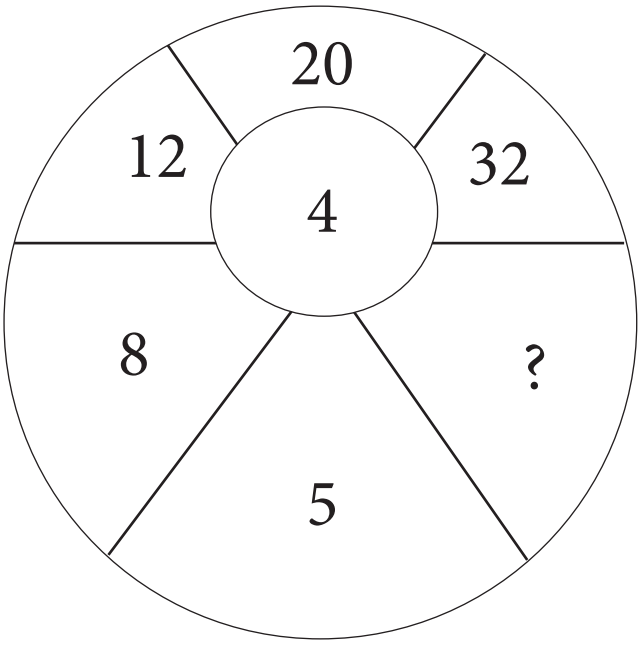
LEVEL 2

Harry loves eating. Follow the food and drinks. Each word starts with the letter of the previous word or follows the previous word. Follow the words until you reach a number.

	0	1	2	3	4	5	6	7	▼	9	1	2	3
0	B	R	O	T	H	E	S	E	F	D	E	A	W
1	E	A	S	T	E	R	E	L	I	O	T	W	E
2	A	S	T	E	R	U	L	E	S	R	O	I	M
3	T	T	E	A	D	D	P	V	H	O	R	Z	K
4	L	R	S	L	S	I	P	A	A	T	N	Z	F
5	E	E	K	M	C	C	A	T	M	H	A	A	I
6	S	S	C	O	R	E	N	O	B	Y	D	R	N
7	S	S	O	N	O	R	U	R	U	D	O	D	D
8	H	E	S	D	I	E	T	S	R	O	Z	P	E
9	O	D	A	E	R	B	R	E	G	N	I	G	E
1	W	O	R	D	S	E	A	R	E	A	R	G	A
2	O	R	A	C	L	E	A	N	R	I	C	E	V
3	W	H	A	T	W	H	Y	W	H	E	N	W	H

LEVEL 3

Solve the puzzle

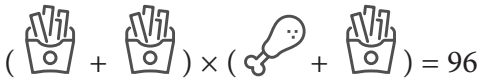


LEVEL 4

Solve the puzzle









TASK 1

In a real life, we use many different electrical devices. How many devices can you think of? Do you know how to say them in English?

TASK 2

Think: What would happen if there were no electricity for a day? What would happen if there were no electricity for a month?
Can you think of some alternatives of these electrically managed technologies?

lectric oven
fridge/freezer
central heating
television
lights
wi-fi, phones

What are other sources of power?

TASK 3

Look at the book cover and picture and answer the questions.

What is the title of the book?
Who is the author?
Who illustrated the book?
What do you think, who is Harry?
What is his job?

TASK 4

Read pages 2-3 and find the answer what Harry's job is. Which adjectives are used to describe him? Can you think of opposites of the words?

_____ _____

_____ _____

_____ _____

TASK 5

Match the words in the columns to make phrases

police	off
power	meal
electricout	
evening	cut
pull	cable
run	station

TASK 6

Read pages 4-5. Fill in the missing text.

Harry is a (1)_____. He was having an evening (2)_____ with his friends when suddenly there was (3)_____. It was not for the first (4)_____. Harry and his colleagues visited (5)_____ who suspects (6)_____. The chief thinks that it is him who (7)_____ the cables. The police has a photo of the magician who is (8)_____ out of the station with some papers. The chief asks the police team to solve the case.

TASK 1

Do you like magic shows? What kind of tricks do you like?
Put a tick ☑ to those that apply to you

Do you like	I like	I don't like
tricks with rabbits and scarves	☐	☐
tricks with cards	☐	☐
levitation	☐	☐
vanishing	☐	☐
restoration magic (after destroying the object magician heals it, e.g. torn newspapers)	☐	☐
mentalism tricks (telepathy, telekinesis)	☐	☐

TASK 2

Can you do some tricks? Can you perform it?

You may start with: Ladies and Gentlemen, welcome to this show. Today…
or
Good evening Ladies and Gentlemen and thank you all for coming. I am delighted to show…

TASK 3

Read the text – pages 6-8
Decide which statements are true (T) and which are false (F)

Michael is the magician who uses the computer to control another computer.	T	F
Michael the Magician can control all computers.	T	F
Detectives think Michael can access the data in the police computer and find out the code to the doors.	T	F
Michael's assistant cuts an electric wire to cut the power.	T	F

TASK 4

Harry needs to write the police report. Fill in the notes he wrote about Michael the Magician and suggest the possible case solution.

DATE: NAME:

AGE: OCCUPATION:

COUNTRY:

SUSPECT'S DESCRIPTION

Facial characteristics: *pale,*

Physical characteristics: *cca 180 cm tall,*

Clothes:

He said: *he can change the programmes of any computer*
EXCEPT NATISHINSKI !!!

Possible case solution:

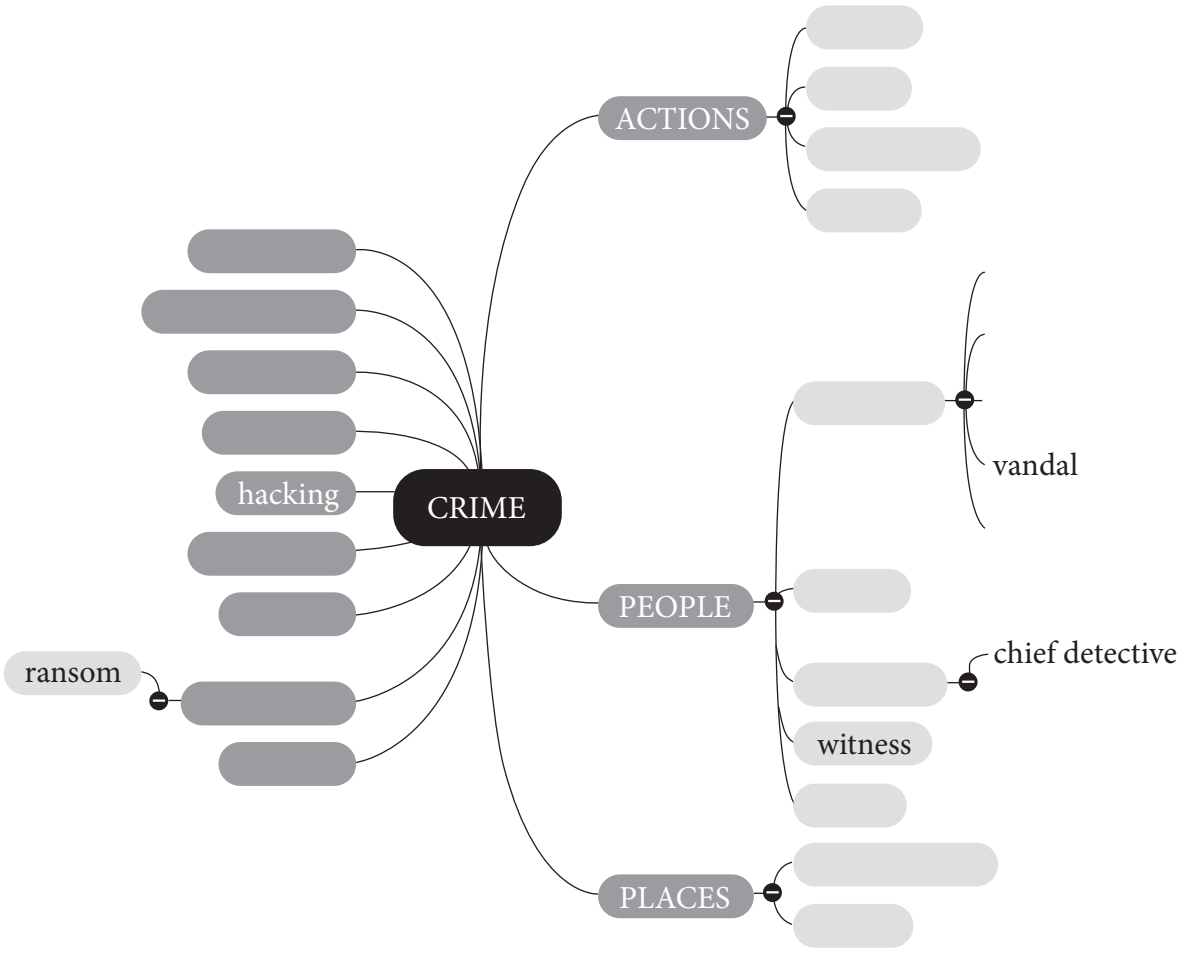
Suggestion what to do:

TASK 1

Fill in the following words into the mind map:

arrest, bullying, chief detective, criminals, detective, follow, hacking, investigate, judge, kidnapping, pick pocketing, police station, prison, ransom, robbery, shoplifter, shoplifting, smuggler, smuggling, steal, terrorism, thief, vandal, vandalism, victim, witness

Then add some words on your own.



TASK 2

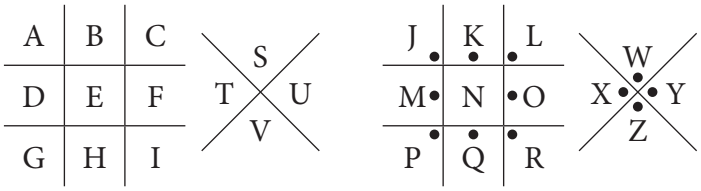
Read pages 11-13 and answer the questions.

1. Why do Harry, Emma, Robert and Betty travel?
2. How do they travel?
3. What happens when the bus stops in a small town?
4. Why Harry stays on the bus? Whom does he stay with?
5. Can you guess what happens next?

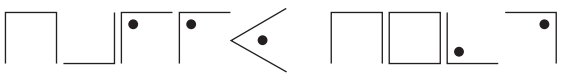
TASK 3

Read pages 14-15. Was your guess correct?

Imagine you are Betty, Emma or Robert. Write a message for Harry. Use a secret code. (Crypts have long been used by Freemasons to **encrypt** their messages and ceremonies. It is also called pigpen **cipher** and it is a simple geometric substitution cipher that exchanges letters for symbols that are parts of the grid).

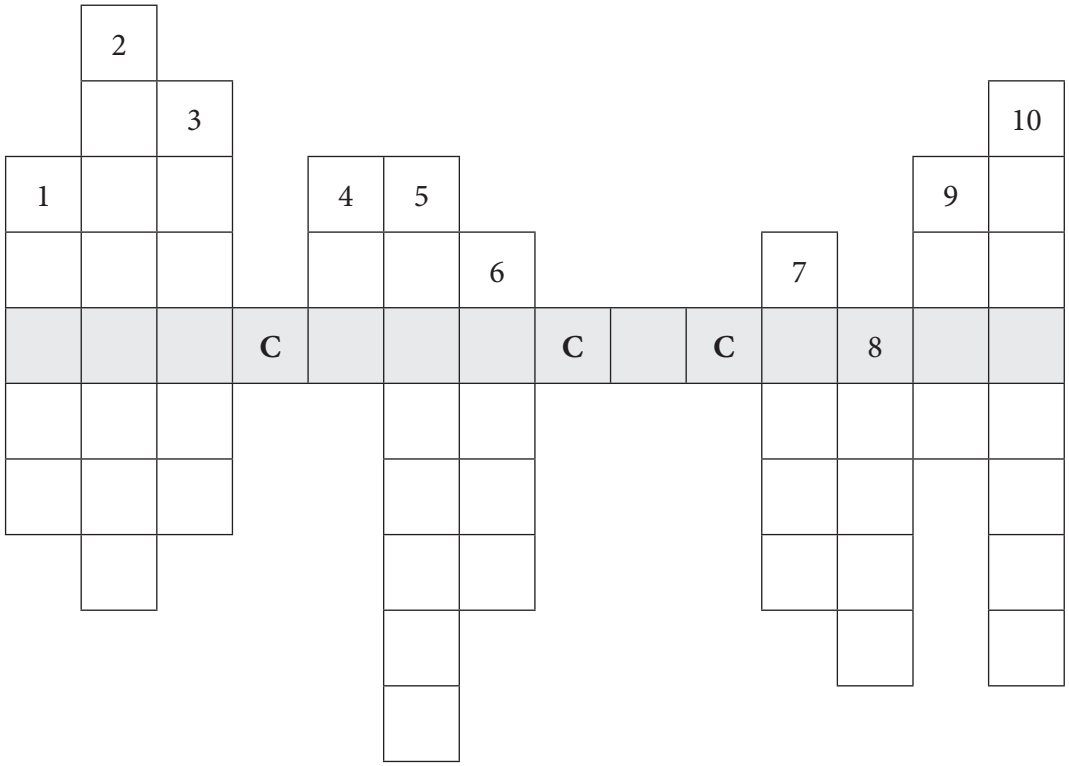


Start with Harry help:



TASK 1

Last, we saw Betty, Emma and Robert being kidnapped. What do you think who kidnapped them? Do kidnappers ask for ransom?
In the meantime, we left hungry Harry with the Mouse in his pocket in a Chief's office.
Solve the crossword. The words are from the text. Can you guess what happens when Harry leaves the Chief's office?



1 a common food made from flour, water, and usually yeast, often eaten with butter
2 part of a body between a neck and the top of arm
3 food made from milk, usually yellow (mice like it)
4 to use a knife, pair of scissors / stop something working
5 something unexpected (e.g. a present)
6 the energy from the sun, a lamp
7 to make the noise with your voice that shows you think something is funny, smile
8 (to) start
9 to move by putting one foot in front of the other
10 the part of a building that is below the level of the ground

TASK 2

Now read pages 16-19.

Even though we do not know the whole story, retell what happened in a story. You may use the phrases and structures:
First…; Then…; Finally…

You can also think about the questions.

Who are the characters and what are they doing at the beginning of the story? What happened/What is the problem?

What did heroes do to solve the problem?

What is the end of a story?

TASK 3

The story is, however, unfinished. Harry's friends are kidnapped. Imagine you are a writer. Think about the possible development of a story and make notes:

Setting:

Characters:

Time:

Place:

Problem:

Events:

Solution:

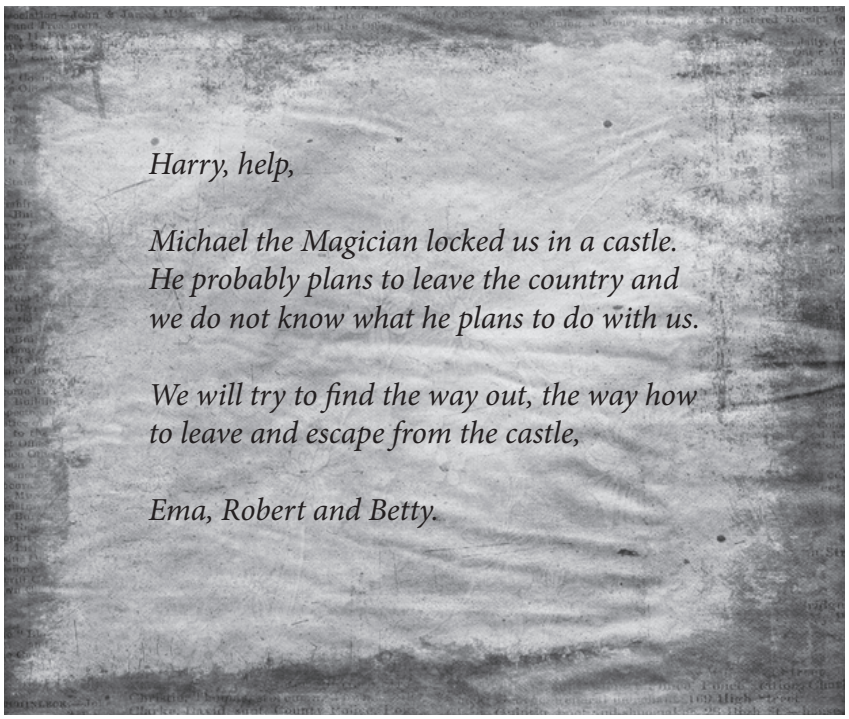
TASK 1

Read the text pp. 20-27.
Fill in the missing words:

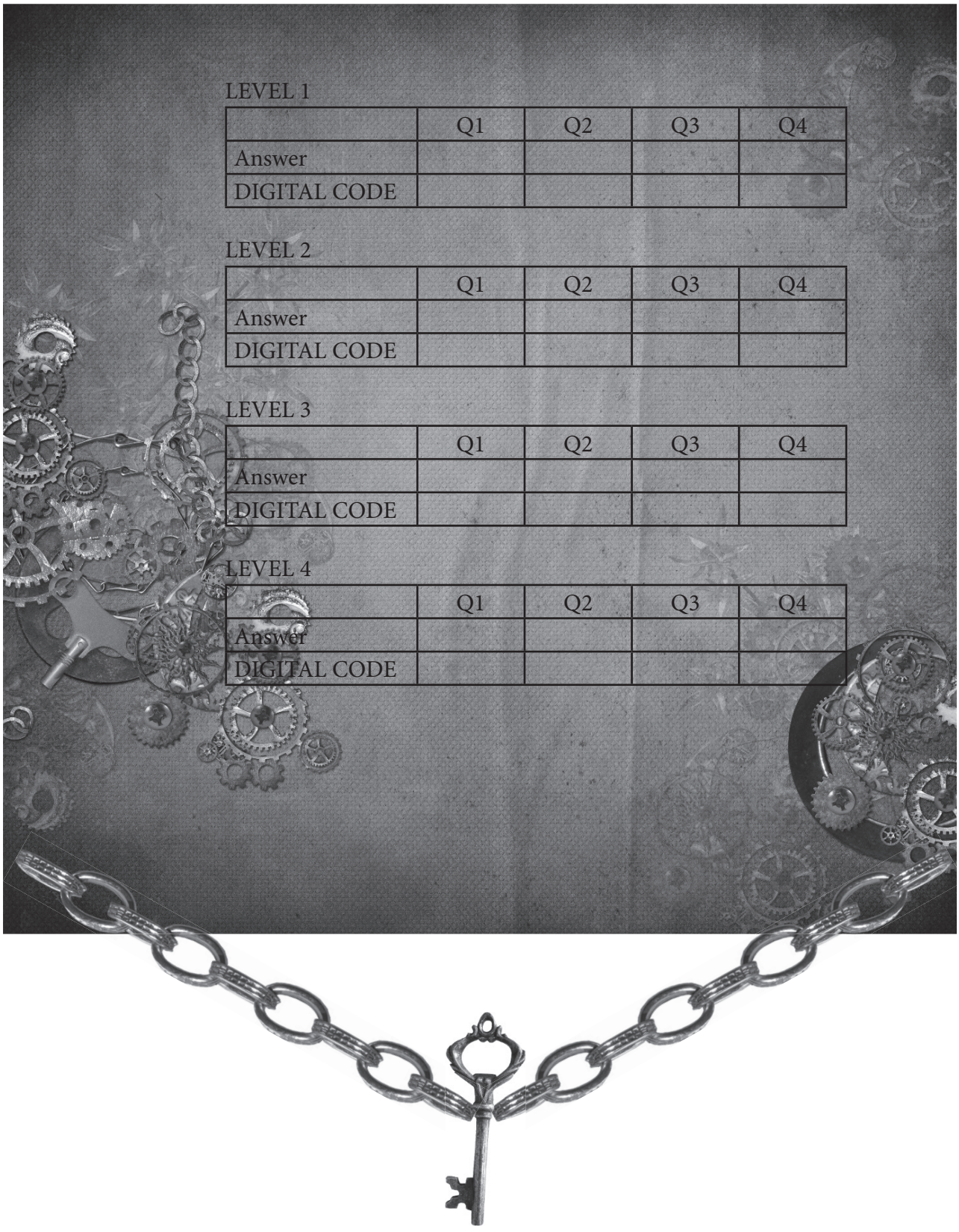
Harry names a mouse (1)_____. Harry travelled by (2)_____ and (3)_____ to rescue his friends. He saw them behind the (4)_____ bars. Harry put Magic, a mouse (5)_____ the bars. Suddenly, the (6)_____ went (7)_____. Another power (8)_____. They all escaped safely and police came to arrest Michael the Magician.

TASK 2

Escape room game – your teacher gives you instructions. Once all levels are complete, you can escape.



Your notes:



LEVEL 1

	Q1	Q2	Q3	Q4
Answer				
DIGITAL CODE				

LEVEL 2

	Q1	Q2	Q3	Q4
Answer				
DIGITAL CODE				

LEVEL 3

	Q1	Q2	Q3	Q4
Answer				
DIGITAL CODE				

LEVEL 4

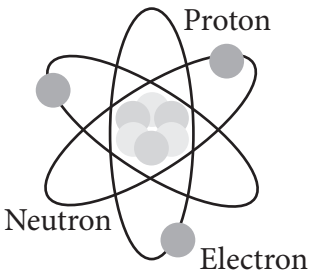
	Q1	Q2	Q3	Q4
Answer				
DIGITAL CODE				

If you can unlock the padlock that was given to you – you are saved.

ACTIVITY 1 CLIL: PHYSICS

DID YOU KNOW?

Rub a ruler or a balloon on a wool sweater or on your hair. What happens to your hair? Try to hold a balloon up to a wall.
This is called static electricity.



Electricity is the movement of or flow of electrons from one **atom** to another. This flow is called electric current. **Electrons** can move through some materials better than others. If electrons can move easily and quickly in a material then that material is called **conductor**. The opposite of a conductor is an **insulator**.
In other words:
Electricity is the energy generated by the movements of electrons (negative charge) and positrons (positive charge) within conductive materials.

✂- - - -

ACTIVITY 2 CLIL: ETHICS

Have you ever heard the term *white hat hacker*? What is the difference between (black hat) hacker and white hat hacker? Read the text below and insert the words BLACK/WHITE.

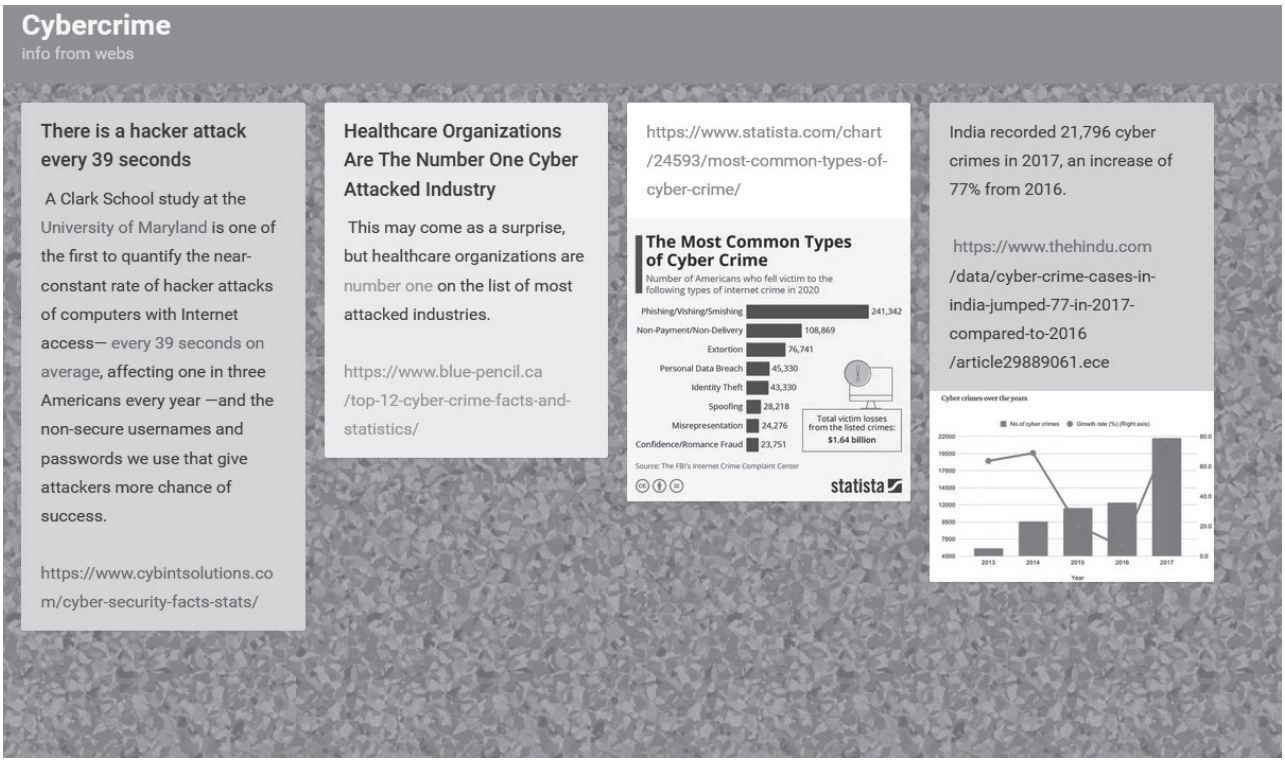
A (1)_____ hat hacker — also called a "good hacker" or an "ethical hacker" — is someone who exploits computer systems or networks to identify security problems and make improvement recommendations.

Unlike (2)_____ hat hackers, who access systems illegally, with malicious intent and often for personal gain, (3)_____ hat hackers work with companies to help identify weaknesses in their systems and make corresponding updates.

In many ways, (4)_____ hat hackers are the contrast to (5)_____ hat hackers. Not only do (6)_____ hat hackers break into systems with the intention of improving vulnerabilities, they do it to make sure that (7)_____ hat hackers aren't able to illegally access the system's data.

ACTIVITY 3 CLIL: ICT

DID YOU KNOW?
Look at the following statements from the web. They are all about cybercrimes.



The examples of cybercrime are hacking, cyber bullying, spamming, identity theft, cyber stalking, and ransomware. With a growing intensity of internet use, cases of cybercrime are increasing worldwide. The vulnerable teens don't even realize that they are the target of some crime or that they are committing a crime.

In groups of 4, discuss

(1) who do you think can be the most vulnerable group in cyberspace?

(2) what people can do not to become the target of cybercrime?

(3) what the principle of good passwords are.

(4) what digital footprint is.

In pairs, choose one of the situations and create a dialogue.

Situation 1:
A dialogue between friends
One of you (S1) shared a photo on the social network. It was a photo where two of you are nicely smiling walking in the street. You both look very happy and thrilled in the picture. S2 is angry. Your parents do not want you to post your photos on social networks. Ask your friend to delete the photo.

Situation 2:
A dialogue between a parent and a teenage child
You (parent) found that your child chats with unknown people. Even though they discuss hobbies and exchange opinions, you want your child to be careful, as it can be dangerous.
You (teenager) chat with somebody you like. You do not know this person personally and have never met him personally, but you like those conversations. You speak about your hobbies, you can tell him about your problems, and he is always there to listen to you.

ACTIVITY 4

TASK 1

False fact dictation: Your teacher dictates a dictation. There are, however, some mistakes. Your task is to correct them silently and then you discuss them in pairs.

Dictation:
There were several power cuts at the police station. The police had a photograph **of a mouse** running out the police. Harry and his friends think somebody gets into the police computer. They also found that the cables were cut. **The police chief** went to the magic show. **Harry** and his friends followed Michael the Magician who kidnapped Harry.

(if you have a dyslexic learner in a class – they do not write the complete text, just make notes about the mistakes)

TASK 2

Find some information about the author of the book. Nationality? Age? Job? Other books?

Extension: Create the comics (you may use the website pixton.com, or storyboardthat.com, canca.com, makebeliefscomix.com, etc.) of the story, you created in the activity 3.

ACTIVITY 5

TASK 1

Prepare 5 questions about the book. In groups of 3 or 4 ask questions each other and answer them.

TASK 2

Work in pairs. One of you is Harry, one of you is a news reporter. Prepare an interview about an interesting case that was solved. Record it (videorecorder, audio recorder). If needed pupils work in triples and one is a cameraman. If there is no technology, (mobile phone is enough) you may use vocaroo website (https://vocaroo.com/) to record an interview.

NOTES

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 Nerfertari. 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 burried 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 burried 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

Lesson plan 2 (pp. 2-3)

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 1and 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 test [*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. _____

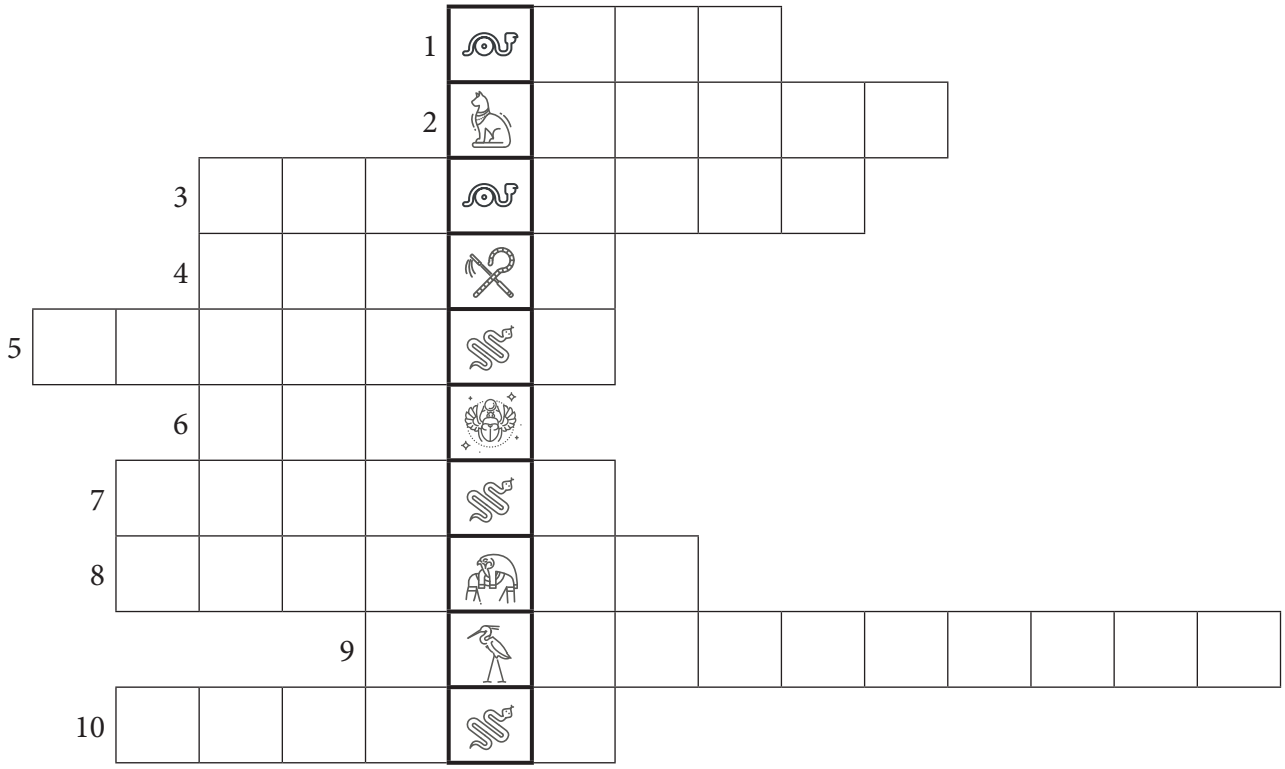
5. _____ 6. _____

7. _____ 8. _____

9. _____ 10. _____

TASK 1

Use clues 1-10 to complete the crossword.



1. an underground room where Nefertari was burried
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 metalic 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 _____ .

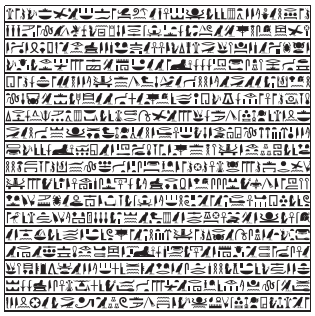
TASK 1

Label each picture with the correct word from the box.

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



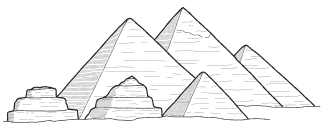




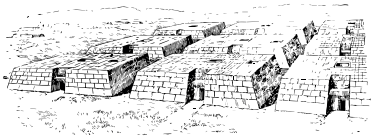
a) _____ b) _____ c) _____







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

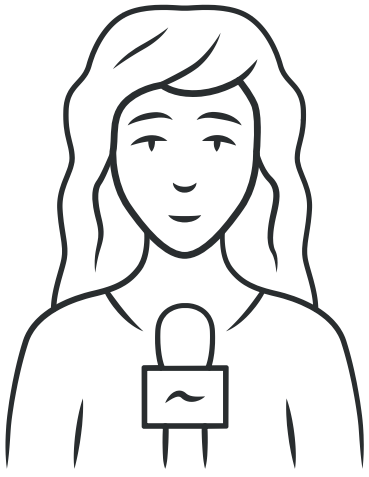
Imagine you are Professor Hobbs. A journalist wants to make an interview with you. Prepare answers to questions he or she is going to ask you. Write the answers to questions 1-5 from Task 1.

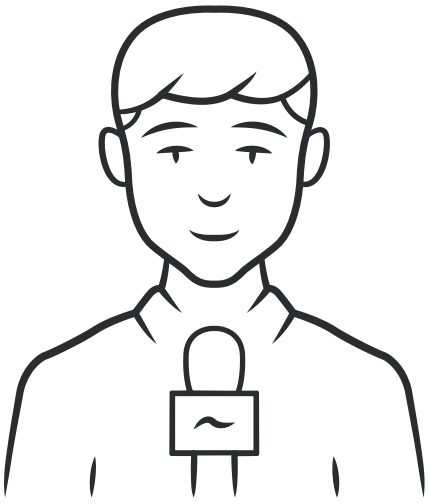
TASK 3

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 burried 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 halfs 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 backwords. 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. mumy – _____
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.

mummy	*difficult*	*wife*	*but*
and	*hieroglyphs*	*pharaoh*	
pyramids	*Egyptian*	*tomb*	

This is Nefertari's a)_____. It is in the Valley of the Queens together with other b) _____ where the wives of pharaohs were burried 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 burried 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 burried 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.

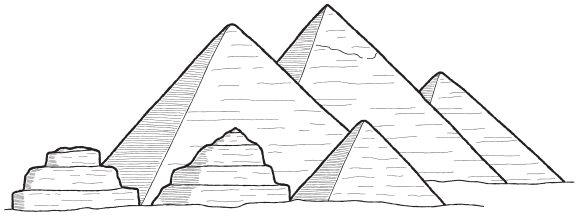
ACTIVITY 12 (after lesson 2 or for pupils who wish to read graded reader Harry and the Egyptian Tomb on their own)

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 Refl ect 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.

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 GOOOOOOOOOOOOOOOOO'?
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 GOOOOOOOOOOOOOOOOO'?
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.

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.

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

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)

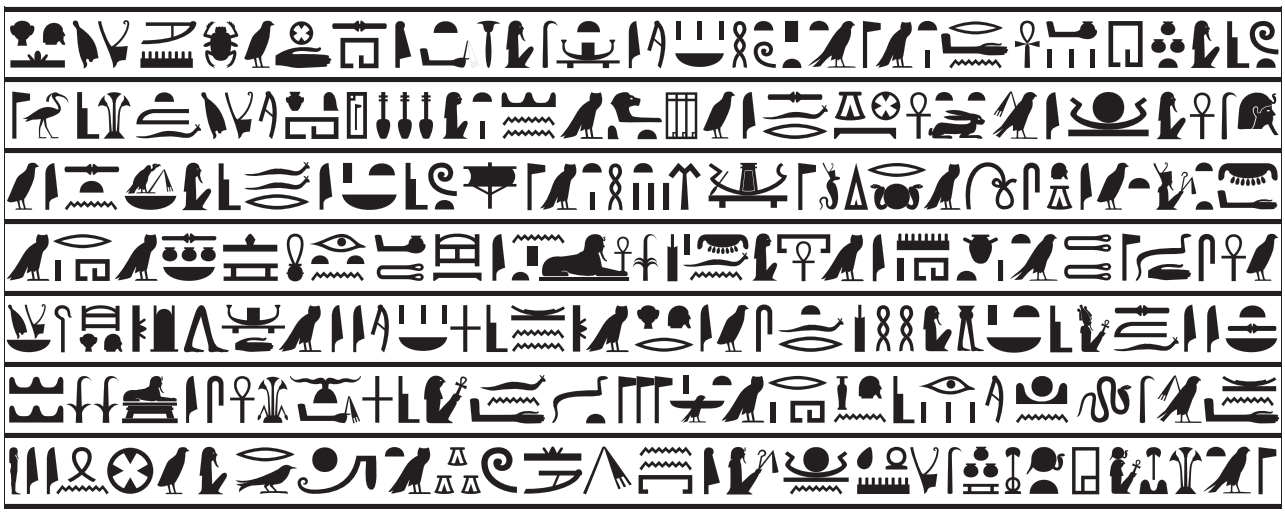
How do you like the story so far? Colour the stars to illustrate your opinion. You can also write some comments.

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.



NOTES

The Jungle Book

Author: Rudyard Kipling



CEFR level: A2, 400 headwords (Flyers)
Suggested age: 8-11yrs

Topic: How much do you know about wolves? The Jungle Book- a tiger and wolves, Mowgli becomes a member of the pack

Language structures: simple present, simple past, modal verbs for ability and necessity / obligation, comparative and superlative adjectives, connectives, determiners

CLIL: Art, Natural Science, PE, Maths, Drama

Table of contents:

3 lesson plans
10 worksheets
Bank of extra activities (13 activities)

The Jungle Book

Before reading graded reader

IDEAS: Before the lesson starts, as part of homework, pupils can be asked to find information about wolves. Alternatively, they can learn about the life of wolves during a different course, e.g. natural science.

This lesson plan can be used optionally, before pupils start reading The Jungle Book by Rudyard Kipling. The teacher can also revise names of wild animals before the lesson.

Topic: How much do you know about wolves?

Teaching objectives:
- to activate pupils' general knowledge about wolves
- to pre-teach key vocabulary from The Jungle Book by Rudygard Kipling
- to practise reading sub-skills: predicting, scanning, contextual guessing
- to arouse interest in reading The Jungle Book by Rudygard Kipling
- to practise vocabulary related to the topic of wolves (optional)

Learning outcomes:
The pupils will be able to:
- find out which facts about wolves are true and which are not
- figure out the meaning of unknown lexical items from context
- participate in vocabulary practice activities linked to the topic of wolves (optional)

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

Materials: a copy of graded reader The Jungle Book, pictures of a wolf, a pack of wolves, a family of wolves, cubs, a den; pictures illustrating what wolves can do: growl,bark, howl, skip, stroll, run, hunt, play. Alternatively, the teacher can mime the verbs to introduce their meaning. Pictures illustrating sticks, fangs, a wolf's paw with claws. Worksheet 1 (WS1), Activity 7,8, 9. Optional: Worksheets 2 (WS2), Worksheet 3 (WS3), Bank of extra activities: Activity 1-5, 13.

IDEAS: The teacher can use illustrations from The Jungle Book to introduce some lexical items: pages 4-5: a family of wolves, cubs, a den; pages10-11: play; pages 12-13: a pack, and from WS2, WS3.

PROCEDURE

Pre-reading (15 min)

WCL: The teacher shows pictures of wolves and asks: *What is the name of these animals?* Next, the teacher introduces both singular and plural form a *wolf, wolves* and tells pupils that during the lesson they are going to learn how wolves live and what they can do. The teacher asks 2-3 questions in order to find out how much pupils already know about wolves: *How long do wolves live? Do they live alone or in groups?* He or she uses pictures to introduce in a pack, and elicits or introduces what wolves can do: *growl, bark, howl, skip, stroll, run, hunt*. Next, the teacher opens graded reader The Jungle Book on page 4 and 5 points a picture of baby wolves in a den and elicits and/or introduces *pups* and *cubs*. Then, points to where the cubs are and asks: *Where do wolves sleep? What is this place called?* The teacher introduces *a den*.

IW-PW: Pupils read sentences from Activity 7 and make predictions about the life of wolves. They decide if sentences 1-9 are true or false.

While-reading (10 min)

IW – PW – WCL: The teacher gives out WS1 and tells pupils that they are going to read a letter from a wolf in which the wolf describes its life. Pupils read the letter and complete Task 1 (WS1). Before pupils provide feedback to the teacher, they compare their answers in pairs.

Post-reading (20 min)

WCL: The teacher asks referential questions in order to help pupils reflect upon what they have read: Activity 8.

WCL – PW: The teacher asks pupils to look at the text again and try to guess the meaning of highlighted words. Activity 9 provides a sample of guiding questions, which the teacher can use to help pupils guess the meaning of unknown words from context.

WCL: The teacher sums up the previous activity asking pupils if it was necessary to understand highlighted words in order to complete the while reading task. [Suggested answer: No] Next, elicits how pupils can try to find out the meaning of words which they do not understand, before they use a dictionary. The teacher confirms pupils' answers saying that it is helpful to look for clues by reading carefully a sentence before and/or after the unknown word and that we can sometimes find the meaning of a word just after the comma.

IW: Pupils complete vocabulary tasks in order to practise lexical items related to the topic of wolves: WS2, WS3 and/or Activity 1-5 (optional). WCL: The teacher shows pupils the copy of The Jungle Book and suggests that pupils can read it, if they would like to find out about the boy who was brought up by wolves: Activity 13 (optional).

NOTES

Lesson plan 2 (pp. 3-5)

The Jungle Book

Before reading graded reader

Pages: 3-5

IDEAS: There are two other alternatives to the way the teacher can plan the pre-reading stage of this lesson. Option 1: If this is the first lesson based on graded reader The Jungle Book, the teacher can conduct the pre-reading stage following LP1. Option 2: If pupils have already seen the movie The Jungle Book, the teacher asks questions in order to activate their schema: Who found the little boy in the jungle? What happened to his parents? Did Mowgli live like a boy or like a boy cub? Who became his family? Who was Mowgli's the biggest enemy?

Topic: The Jungle Book – a tiger and wolves

Teaching objectives:
- to encourage in class or at home extensive reading
- to provide pupils with opportunities to practise reading sub-skills: predicting, skimming, scanning
- to encourage critical thinking

Learning outcomes:
The pupils will be able to:
- answer comprehension questions
- talk about potential dangers of going to the forest alone
- self-assess their reading skills
- choose if they want to continue reading The Jungle Book

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

Materials: graded readers The Jungle Book, dictionaries (optional), Activity 13 (optional)

PROCEDURE

Pre-reading (10 min)

WCL: The teachers shows pupils graded reader The Jungle Book and asks if they have read the book in their native language or watched a film based on the novel. Next, elicits or tells pupils the gist of the story: This is a story about a boy whose parents die in the jungle and wolves become the boy's family. His biggest enemy is a tiger. One day the boy changes the laws of the jungle. Then, the teacher tells pupils that they are going to read the book in English.

Next, the teacher asks pupils to look at the illustration on pages 2-3 and elicits: a tiger, a woman, a man, a baby, fire. Then, writes qestions 1-4 on the whiteboard and encourages pupils to predict answers. The teacher accepts all ideas.

1. Where did the people go?
2. Who was Shere Khan?
3. Why did the the tiger kill the man and the woman?
4. Why was Shere Khan angry?

While-reading/listening (25 min)

WCL – IW: The teacher reads the text on pages 3-4 aloud. Pupils are asked to follow the story in their books and check if they have predicted the answers to questions 1-4 correctly. Then, they confirm and clarify their answers.

WCL – PW: The teacher focuses pupils attention on the illustration on pages 4-5 and elicits: wolves, Mother Wolf, Father Wolf, a den, cubs, Mother Wolf is giving milk. Next, writes questions 1-4 on the whiteboard and makes sure pupils understand them. Then, asks pupils to read page 5 in order to find the answers. The teacher reminds pupils not to get distracted by words which they do not understand and just concentrate on finding the answers.

1. Who was Raksha?
2. What did she hear?
3. Where were the wolves when they heard the noise?
4. Why did Raksha sent Father wolf to see what happened?

Post-reading (10 min)

WCL – GW: The teacher ask pupils if they think it is safe to go to the forest alone. Pupils are encouraged to justify their opinions.

Next, the teacher asks pupils if they found the passage easy or difficult to read and whether discussing the illustrations and predicting answers to questions made it easier for them to concentrate while reading the text.

Then, the teacher asks pupils if they would like to continue reading the book to find out what happens next. If pupils find the book enjoyable, the teacher can continue with in class reading during subsequent lessons using Activity 13. Alternatively, pupils who wish to read graded reader The Jungle Book on their own, during their free time, can be given copies of this activity to take home.

NOTES

Lesson plan 3 (before reading the graded reader, pp. 12-15)

The Jungle Book

Before reading graded reader

Pages: 12-15

IDEAS: After this lesson, pupils can act out the ceremony during which they become members of the pack. The preparation to this drama activity: Activity 12, will take two more 45-minute lessons.

Topic: Mowgli becomes a member of the pack

Teaching objectives:
- to provide opportunities for active listening
- to provide opportunities to express opinions about the passage
- to provide opportunities to express empathy using the adjectives of feeling
- to enable pupils to read the passage extensively
- to give context for dramatizing the cermony (optional)

Learning outcomes:
The pupils will be able to:
- react verbally and non-verbally to what the teacher says
- say whether or not they would like to read the whole book
- reflect how Mowgli could feel during the ceremony
- revise verbs describing what wolves can do (optional)

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

Materials: graded readers The Jungle Book, Activity 10, 11, an audio version of pages 12-15 (optional), Activity 12 (optional), Worksheet 4 (WS4) (optional)

PROCEDURE

Pre-listening (10 min)

WCL: The teacher shows a copy of graded reader The Jungle Book and tells pupils that they are going to listen to the description of a ceremony during which young wolves and the boy become members of a pack, Akela's pack. If this is the first time pupils use the book, the teacher briefly summarises the plot up to page 11.

Pupils look at the illustration on pages12-13. The teacher asks questions, for example: *What animals can you see in the picture? Are there only big wolves? What do we call small wolves, baby wolves in English? etc., in order to elicit wolves, cubs, a boy and a meeting.*

While-listening (15 min)

WCL: The teacher reads pages 12-15 aloud, pointing to the words he/she is reading, using story telling techniques: Activity 10.

Post-listening (20 min)

WCL – GW: The teacher encourages pupils to think how Mowgli could feel during the ceremony. They discuss questions 1-5 from Activity 11 in groups before sharing their opinions with the whole class.

WCL: If time allows or as part of homework, the teacher suggest that pupils read pages 12-15 individually or listen to an audio version following the text.

WCL: Pupils revise verbs describing what wolves can do as part of Activity 12 (optional).

NOTES

TASK 1

Read a letter from Wolf. Are sentences 1-9 true or false?

Dear Children,

I am a wolf. I am not big or bad. I live for about 8 years. When I meet my mate,we stay together for life.I am a ***mammal****, this means that my sisters give birth to babies, not eggs. They feed them on milk from their own body. My children are pups. We call them cubs. They sleep all the time in a den. Even during the day they love short* ***naps****. But they grow big very fast in just weeks. They like playing with sticks and twigs.*

I can growl, bark and howl. I can also skip and stroll. I can run and hide. I hunt for food in the weeks, not alone, but with a pack. All wolves are ***carnivarious****, they eat meat.*

A dog is my old cousin. We are both ***canine****, we are similar to a dog, but we are not the same. We are different. I am shy and I don`t make friends with people.*

Hope to hear from you,

Wolf

1. Wolves live for about 20 years.TRUE/FALSE
2. During their life they change their partners about 4 times. TRUE/FALSE
3. Very small wolves eat meat. TRUE/FALSE
4. Very small wolves become big in 2-3 years. TRUE/FALSE
5. Wolves can`t run and bark. TRUE/FALSE
6. Wolves hunt alone. TRUE/FALSE
7. They eat vegetables.TRUE/FALSE
8. A dog and a wolf are the family. TRUE/FALSE
9. Dogs and wolves make friends with people. TRUE/FALSE

TASK 1

Write the most appropriate verb under each picture *a* – *h*.

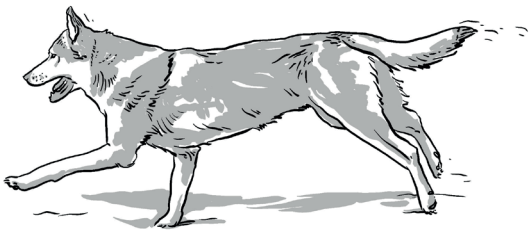
growl bark howl jump/skip stroll run hunt play



a) _____



b) _____



c) _____



d) _____



e) _____



f) _____



g) _____



h) _____

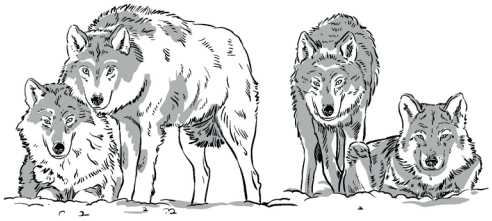
TASK 1

Label each picture *a* – *g* with the correct lexical item.

a pack of wolves a family of wolves cubs fangs a den a wolf's paw with claws



a) _____



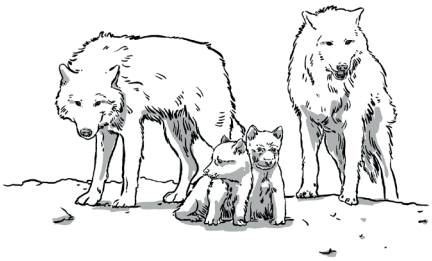
b) _____



c) _____



d) _____



e) _____



f) _____

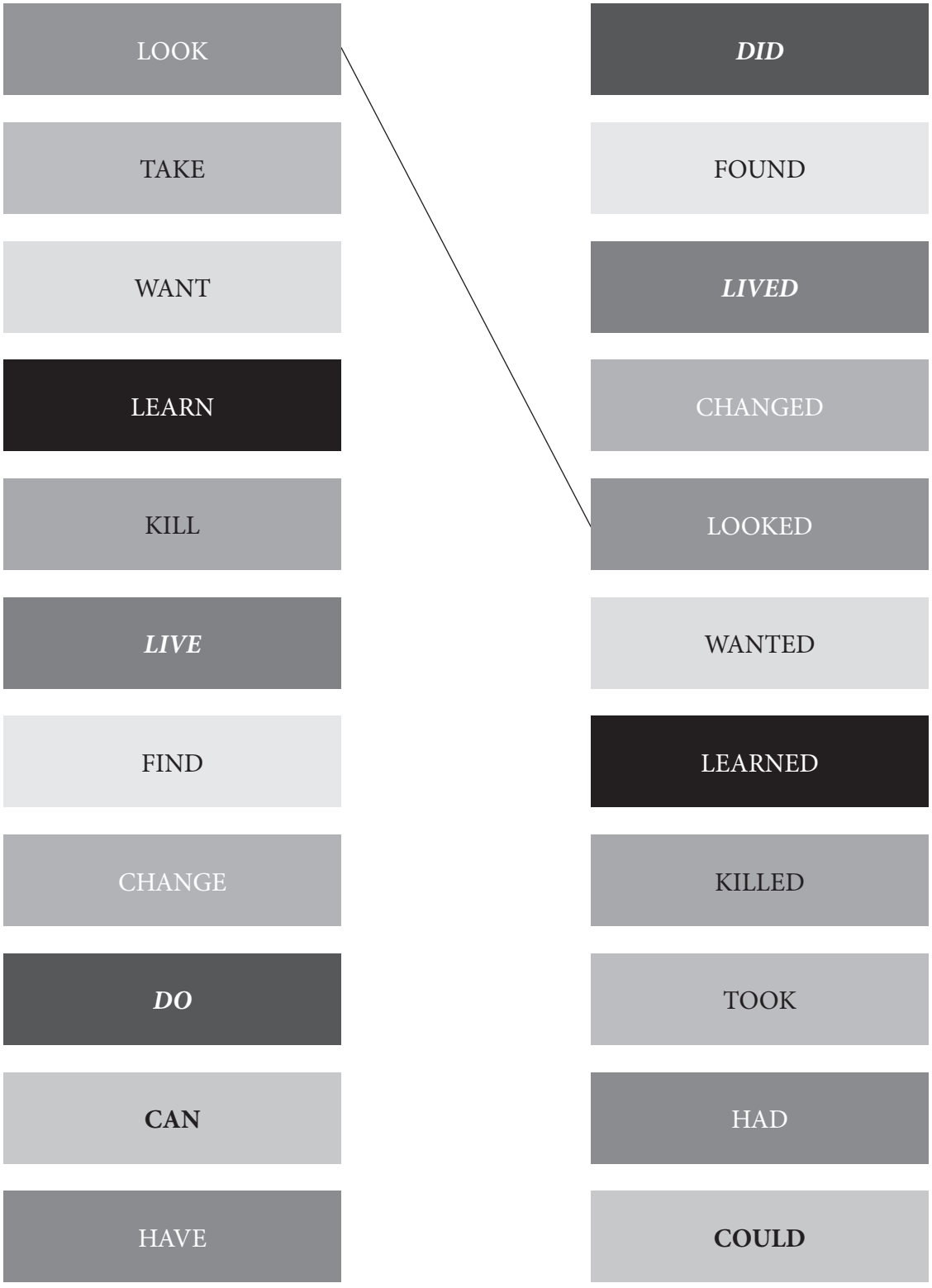
TASK 1

Colour and/or decorate your Wolf mask and then cut it out.



TASK 1

Match verbs with their past forms.



TASK 2

Change verbs a-j into their past form.

a) want _____
b) can _____
c) find _____
d) have _____
e) kill _____
f) learn _____
g) look _____
h) change _____
i) take _____
j) do _____

TASK 3

Decide which verbs from TASK 1 are regular and which are not regular. Copy them into the appropriate circle.

REGULAR VERBS

IRREGULAR VERBS

TASK 1

Use scissors ✂ to make your own set of a memory game. Match the verbs with their past form.

LOOK	DID
TAKE	FOUND
WANT	LIVED
LEARN	CHANGED
HAVE	LOOKED
LIVE	WANTED
FIND	LEARNED
CHANGE	COULD
DO	TOOK
CAN	HAD
HAVE	COULD

TASK 1

Do the calculations and then copy the words in ascending order, from the smallest to the largest number. Remember to begin each sentence with a capital letter.

a)

6 + 9 =	1 + 3 =	3 + 9 =	5 + 3 =	4 + 2 =	7 + 7 =
jungle	the	of	law	first	the

_____.

b)

12 + 7 =	11 + 4 =	5 + 4 =	8 + 19 =	16 + 7 =	9 + 4 =
for	speak	I	cub	this	can

_____.

c)

31 – 8 =	24 – 7=	9 – 4 =	30 – 3 =	19 – 8 =	24 – 5 =	29 – 1 =	39 – 15 =	18 – 9 =	5 – 2 =
jungle	of	the	your	laws	the	cubs	to	teach	I

_____.

d)

38 – 8 =	25 – 9 =	34 – 7 =	20 – 17 =	43 – 23 =	25 – 16 =	16 – 12 =
cows	look	the	Mowgli	after	to	learned

_____.

e)

28 : 4 =	36 : 2 =	16 + 18 =	6 : 4 =	4 × 7 =	42 – 17 =	3 × 3 =	56 – 32 =	17 – 4 =	3 × 7 =
am	and	a	I	not	wolf	a	am	wolf	I

_____.

TASK 2

Do the calculations and then copy the words in descending order, from the largest to the smallest number. Remember to begin each sentence with a capital letter.

a)

12 : 4 =	2 × 9 =	7 + 13 =	17 – 9 =
law	change	I	the

_____.

b)

4 × 4 =	3 × 6 =	3 × 15 =
Flower	the	Orange

_____.

TASK 1

Join sentences a-f with the word BECAUSE.

Example: Animals are afraid of fire. They don`t understand fire.
Animals are afraid of fire because they don't understand it.

a) Mother Wolf couldn't go outside when she heard the noise. She protected her cubs.

_____ .

b) Father Wolf called the boy Mowgli, Little Frog in the language of the jungle. Mowgli had no hair on his body.

_____ .

c) Shere Khan came back and wanted the man-cub. He was hungry.

_____ .

d) Shere Khan did not fight with a group of wolves. One tiger cannot win a group of wolves.

_____ .

e) Akela was the leader of the pack. She was the strongest, bravest, most intelligent wolf.

_____ .

f) Baloo the bear decided to speak for Mowgli during the wolf meeting? Parents couldn't speak for their cub.

_____ .

TASK 1

The words are written backwords. Write their correct form.

yrgna	dlo	denethgirf	derit	diputs	fsetsaf

tnegilletni	tneitap	tsevarb	yrgnuh	tsegnorst	gnort

✂ .....

The words are written backwords. Write their correct form.

yrgna	dlo	denethgirf	derit	diputs	fsetsaf

tnegilletni	tneitap	tsevarb	yrgnuh	tsegnorst	gnort

TASK 1

Answer questions 1-7 using adjectives from the box.

hungry	strong	angry	tired	patient	not stupid
fastest	old	intelligent	frightened	strongest	bravest

Example:

How did the tiger feel when she saw fire?
The tiger felt frightened.

1. Why did the tiger want to kill the baby boy?
   Shere Khan wanted to kill the baby boy because it was_____.
2. How did Shere Khan feel when Raksha did not give the man-cub to the tiger?
   The tiger was _____.
3. How is Akela described in the book?
   Akela is described as the_____, the_____ and the most _____ wolf.
4. Why do you think Shere Khan could not kill Mowgli?
   Shere Khan could not kill Mowgli because the boy was _____.
5. Why, at the end of the story, didn' the pack want Akela to be their alpha wolf, the leader of the pack?
   At the end of the story, wolves did not want Akela to be their leader because she was _____ and _____and she wasn't _____and _____ any more.
6. What is the Sixth Law of the jungle?
   Be _____.
7. Why were the people in the village frightened of Mowgli?
   They were frightened because Mowgli was very _____.

ACTIVITY 1 (with lesson plan 1-3)

Follow my instructions. The teacher puts pictures illustrating a pack of wolves, a family of wolves, cubs, sticks and a den on the walls, round the classroom and asks learners to do what he/she says. For example, the teacher says: *Point* a *den*. When all learners have extended their finger in the right direction, the teacher says: *That's right, that's a den*. Etc. The teacher changes instructions, asking learners to skip, run or stroll to a given picture.

ACTIVITY 2 (with lesson plan 1-3)

Guessing the mime: Learners and the teacher decide how they are going to mime growling, barking, howling, hiding, hunting and having a nap. Then, in pairs, pupils take turns to mime wolves' behaviour. Other learners are asked to guess the mime.

ACTIVITY 3 (with lesson plan 1-3)

Alpha Wolf says game is best to revise the following verbs: growl, bark, howl, skip, stroll, run, hide, hunt, have a nap. The teacher, who is Alpha Wolf, gives instructions to learners saying Alpha Wolf says … .If Alpha Wolf leaves out ***"Alpha Wolf says"*** before giving an instruction, anyone who performered the activity is out.

ACTIVITY 4 (with lesson plan 1-3)

Learners work in groups of 3-4 making a poster to illustrate the life of a pack. During the activity, the teacher interviews small groups or individual learnes and asks them what wolves can do so that learners revise the verbs describing wolves' daily life. If learners answer the questions in their native language, the teacher rephrases their utterances and thus exposes them to target language.

ACTIVITY 5 (any page)

Making a picture dictionary. Learners illustrate new lexical items with cut out pictures or drawings.

ACTIVITY 6 (with pp. 22-27)

Join each pair of sentences with the word BECAUSE.

1. Mowgli hit the cows with fire. He wanted the cows to run towards Shere Khan.
   _____ .
2. Shere Khan could not escape? There were too many cows.
   _____ .

3. Mogwali took the tiger skin to the village? He wanted to show that he was strong.
_____ .
4. Villagers were frightened. Mowgli was strong.
_____ .
5. Wolves wanted a new leader. Akela was very old and tired and was not the strongest and the fastest wolf any more.
_____ .
6. Akela did not have to die in a fight. Mowgli could change the law.
_____ .
7. Mowgli could change the law. He had fire, the Orange Flower, and he was strong.
_____ .

ACTIVITY 7 (with lesson plan 1)

How much do you know about wolves? Decide which sentence 1-9 is true.

1. Wolves live for about 20 years.TRUE/FALSE
2. During their life they change their partners about 4 times. TRUE/FALSE
3. Very small wolves eat meat. TRUE/FALSE
4. Very small wolves become big in 2-3 years. TRUE/FALSE
5. Wolves can`t run and bark. TRUE/FALSE
6. Wolves hunt alone. TRUE/FALSE
7. They eat vegetables.TRUE/FALSE
8. A dog and a wolf are the family. TRUE/FALSE
9. Dogs and wolves make friends with people. TRUE/FALSE

ACTIVITY 8 (with lesson plan 1 or 2)

Reflect. Answer the questions.

1. Have you ever seen a wolf? Where?
2. How would you feel if you met a wolf at large?
a) afraid b) frightened c) interested but frightened d) happy but careful
3. It says in the letter that the wolf is not big. How big is the wolf? Is it bigger or smaller than a dog?
4. What do dogs and wolves have in common? What can they both do?

ACTIVITY 9 (with lesson plan 1)

Guiding questions to help learners guess the meaning of lexical items from context.

a) *Look at the word "mammal". What do you think it means?* If pupils say what the word means in their native language, the teacher asks how they quessed the meaning. Otherwise, the teacher focuses pupils' attention on information after a comma, then elicits what we call people or animals that give birth to their babies and feed them on milk from their own body. If necessary, the teacher prompts the answer by pronouncing the first syllable of the noun in pupils' native language.

b) *How about "naps"? What does it mean?* The teacher asks if the noun is in a singular or a plural form and elicits that "s" at the end of "naps" makes the noun plural. Then, the teacher suggests that pupils read carefully the sentence which is before "Even during the day they love short naps" in order to find any clue.

c) *What do you think "canine" means?* The teacher reads the sentence "A dog is my cousin." and says: *If a wolf is a dog's cousin, they are a … .* The teacher can prompt pupils with the first syllable of the word "family". Then, elicits or introduces the meaning of "canine" in pupils' native language.

ACTIVITY 10 (with lesson plan 3)

A sample of how a teacher can read aloud the passage on pages 12-15.

Six months passed. It was the time for the wolf meating *[The teacher asks: It was the time for what? Then, the teacher repeats: the wolf meeting]* **'Wolves of my pack,' Akela called. 'Wolves! It is time** *[The teacher translates "It's time" to pupils' native language and then repeats: It is time!]* **Bring your cubs here. Bring them so that the pack can see them.' Every wolf family must bring its new cub to the wolf …** *[The teacher pauses to elicit* "meeting".Then, repeats "the wolf meeting" *and asks learners to repeat "the wolf meeting".]* **The cubs came out, one by one. The other wolves looked** *[The teacher uses a gesture to illustrate "look".]* **They listened** *[The teacher uses the gesture illustrating 'listen']* **to the names of cubs.** *[The teacher asks: What did the other wolves do?* and *elicits or repeats "They looked and listened." Then, the teacher points to the boy in the picture and asks: Who is the boy in the middle? The teacher accepts all the answers and then, continues reading.]*

The only one cub was left. Mowgli came into the center of the pack. *[The teacher rephrases saying: It was his turn to be introduced to the pack. Then, the teacher turns the page and asks pupils to look at the illustration on pages 14-15 and asks them what animals they can see. The teacher points to a bear and a black panther and elicits or introduces the names of the animals. Then, asks: Why do you think these animals came to the wolf meeting? The teacher accepts all pupils' ideas and continues reading.]*

'Someone must speak for the cub.' *[The teacher rephrases: Someone must give an opinion about the boy. Someone must introduce the boy.]* **'Someone must speak for the cub. Who can speak for the cub?' Akela asked.** *[The teacher asks: Can the boy introduce himself? Then, the teacher adds: No,someone must speak for the cub.]* **A mother and a father cannot speak for their cub. This is the Fifth Law of the jungle.** *[The teacher asks: What is the Fifth Law of the jungle? Then, if necessary, rephrases pupils' answers and asks them to repeat: A mother and a father cannot speak for their cub.]* **Nobody spoke. Mowgli the Little Frog was not a wolf.** *[The teacher asks: Did other wolves want to speak for the boy?*

The teacher repeats or answers the question: No, they didn't. Then, adds: Other wolves did not want to give their opinion about the boy.] **'Who can speak for this cub?' Akela asked again.** *[The teacher asks learners: Who do you think is going to speak for Mowgli?]* **'I can speak for this cub,' said Baloo the bear. 'I can speak for this man-cub who is a wolf and who is not a wolf.' 'You know me,' Baloo continued. 'I am not a wolf but I am a teacher of wolves. I teach the laws of the jungle to your cubs.** *[The teacher asks: What does Baloo the bear teach? Who are the bear's pupils? The teacher accepts pupils' answers and says: Yes, Baloo the bear teaches the laws of the jungle to wolves' cubs.]*. **If you listen to me, I can speak for this man-cub.' 'And I** *[The teacher points to the picture of the plack panther.]* **can speak for him,' said Bagheera the black panther. 'I am a friend of the wolves. I can speak for the Little Frog.' Two friends spoke for Mowgli. In this way, he became a member of the pack.** *[The teacher asks: Who spoke for Mowgli?]*

ACTIVITY 11 (with lesson plan 3)

Reflect. Answer questions 1-5.

1. How do you think Mowgli felt when he was standing in the centre of the pack?
   a) happy b) frightened c) sad d) I don`t know how he felt.
2. How do you think Mowgli felt when other wolves did not want to speak for him?
   a) happy b) frightened c) sad d) angry
3. How do you think Mowgli felt when he became a member of the pack?
   a) angry b) frightened c) happy d) sad
4. Did you like the passage? Why? Why not?
5. Would you like to read the whole book? Why? Why not?

ACTIVITY 12 (after lesson plan 3)

Acting out the ceremony of becoming a member of the pack.

Topic: The wolf meeting – accepting the cubs to a pack.

CLIL: Drama, PE, Art

Age: 8-11

CEFR Level: A1

TIME: 90 minutes

Teaching objectives:
- to revise vocabulary: adjectives describing personality, verbs describing what wolves can do
- to revise asking questions about one's name, age, personality, ability
- to provide opportunities for practicing speaking-giving a presentation
- to strengthen the feeling of being part of the group
- to provide opportunities to develop creativity

Learning outcomes:
The pupils will be able to:
- ask and answer questions about one's name, age, personality and what one can do
- introduce himself/herself as a wolf
- decorate and make a mask of a wolf
- act out the ceremony of wolf cubs being accepted to the pack
- play an Alpha Wolf says game and/or sing an action song

Materials: crayons and/or paints, pieces of paper or cloth to make a tail, white cardboard to cut out triangle shapes, gloves for gluing triangles to the mask, scissors, elastic band for securing the mask to the head, instant glue or stapler. Worksheet 4 (WS4): a wolf's mask to colour, pieces of paper with one of the questions for every learner: *What is your name? How old are you? What can you do? What is your character?* Optional: thick paper for printing, if the teachers wants to use a mask from the Internet.

PREPARATION

Step 1: Learners revise what wolves can do: Activity 1-3, WS2

Step 2: Revision of the verb 'can'. The teacher asks learners to imagine that they are wolves and asks what they can do. If a learner says, e.g. *howl*, the teacher rephrases the answer saying *I can howl* in order to model the learner's utterance and then, encourages the learner to repeat the whole sentence. Etc.

Step 3: Learners colour or decorate the mask of a wolf (WS4) and choose the name for a wolf which they are going to act out. While learners are colouring, the teacher interviews individual learners asking, e.g. *What is the name of your wolf? What is the colour of the wolf? What colour are the wolf's eyes, ears, fangs. What can the wolf do? What can you say about its character? What is the wolf like?*

Step 4: The teacher helps learners to make their mask of a wolf.

Step 5: The teacher asks learners to complete a description of a young wolf.

Complete the sentences about the wolf which you want to act out.

My name is _____ . [write your name]
I am _____ . [write how old you are]
I am _____ . [describe your character]
I can _____ . [write what you can do]

Step 6: The teacher tells learners to imagine that they are young wolves who are going to take part in the ceremony of becoming a member of the pack. He/she asks learners to prepare the final version of their presentation which they will give during the ceremony.

Write the final version of your presentation and learn it by heart. You will give your presentation during the ceremony.

Step 7: Learners sit in a circle and draw one of the questions: What is your name? How old are you? What are you like?/What is your character? What can you do? The teacher points one learner to start asking his/her question to the learner sitting on the left. The learner answers the question and then, asks his/her question to the learner sitting on his/her left. Etc. The teacher monitors the activity and models learners' utterances if necessary.

ACTING OUT THE SCENE

Step 1: The teacher and learners put on the wolf's mask. The teacher stands on the opposite side of the room, facing the learners. Next, the teacher introduces himself/herself as a wolf: *I am Alpfa wolf. My nam is … .Do you want to be members of my pack?* Then, the teacher asks the learners one by one to step out and introduce themselves.

Each learner gives his/her presentation. The teacher can ask learners questions if their introduction is not complete, e.g. *What is your name? How old are you? What are you like? Describe your character. What can you do?*

Then, the teacher confirms what each learner says: *Yes, this is true.*You will make a good member of our team. *Welcome to our pack*. The teacher makes a gesture inviting each learner to move to the other side, where the teacher is standing. Other learners, who have already been accepted to the pack, repeat after the teacher ***Welcome to our pack*** and mime the teacher's inviting gesture.

CLOSING THE CEREMONY

Step 1: To close the ceremony the teacher suggests playing one of the whole class games, e.g. a variation of Simon says, Alfa wolf says (Activity 3). Learners can also sing an action song, e.g. to the tune of *This is the way I wash my hands… .*

This is the way I use the sticks, use the sticks, use the sticks,
This is the way I use the sticks when I want to play.
This is the way I hide and run, hide and run, hide and run,
This is the way I hide and run when I want to hunt.
This is the way I have a nap, have a nap, have a nap,
This is the way I have a nap when I'm very tired. Etc.

ACTIVITY 13

The questions which can be found in each ready to cut out section, divided per pages, aim at sustaining learners' motivation and interest while reading graded reader The Jungle Book as well as developing their reading habits, such as predicting and reflecting. It is advisible for teachers to plan at least one introductory lesson (lesson plan 2) in extensive reading so that learners have an idea how they can use the sections when continuing reading The Jungle Book at home.

✂ .....

PAGES: 3-4
Look at the illustration on pages 2-3, read questions 1-3 and try to predict the answers. Then, read pages 3-4.

5. Who was Shere Khan?
6. Why did the the tiger kill a man and a women?
7. Why was Shere Khan angry?

✂ .....

PAGES: 4-5
Look at the illustration on pages 4-5, read questions 1-3 and try to predict the answers. Then, read page 5.

i) Who was Raksha?
j) What did she hear?
k) Where were the wolves when they heard the noise?
l) Why couldn't Raksha move and sent Father wolf to see what happened?

Reflect: Is it safe to go to the forest alone? How do you think the small baby felt?

✂ .....

PAGES: 6-7
Look at the illustration on pages 6-7, read questions 1-4 and try to predict the answers. Then, read pages 6-7.

1. What did Father wolf see outside?
2. Did Father wolf think the baby was different from his babies?
3. What did Mother Wolf think about the boy when Father Wolf took the boy to the den.
4. Why did the wolves call the baby Mowgli, Little Frog?

Reflect: Do you think Little Frog is a good name for a boy? In your opinion, what is the best name for a boy? Why?

✂ .....

PAGES: 8-9
Look at the illustration on pages 8-9, read questions 1-3 and try to predict the answers. Then, read pages 8-9.

1. Why was the tiger back?
2. Why did the tiger walk away without the man-cub, the boy?
3. How did the tiger feel?

✂ .....

PAGES: 10-11
Look at the illustration on pages 10-11, read questions 1-5 and try to predict the answers. Then, read pages 10-11.

1. What language did Mowgli learn?
2. What language didn't he learn?
3. How could Mowgli walk?
4. Is one family of wolves stronger than a pack?
5. Who was the leader of a pack? Why?

Reflect: Was it easy or difficult for Mowgli to learn the language of wolves? Why couldn't the boy speak the language of people?

✂ .....

PAGES: 12-15
Look at the illustrations on pages 12-15, read questions 1-5 and try to predict the answers. Then, read pages 12-15.

1. Who came to the meeting? Why?
2. What did older wolves do during the meeting?
3. Why couldn't Raksha and her mate introduce Mowgli to the rest of wolves?
4. Why didn`t other wolves want to speak for Mowgli?
5. Who finally agreed to represent the man-cub?

Reflect: How do you think Mowgli felt when wolves did not want to speak for him? How do you think Mowgli felt when when Baloo and Bagheera spoke for him?

✂ .....

PAGES: 16-17
Look at the illustration on pages 16-17, read questions 1-2 and try to predict the answers. Then, read pages 16-17.

1. What did Mowgli learn from the bear?
2. What did Mowgli learn from the black panther?

✂ .....

PAGES: 18-21
Look at the illustrations on pages 18-21, read questions 1-6 and try to predict the answers. Then, read pages 18-21.

1. Where did the animals decide Mowgli must live?
2. What did Mowgli learn from people?
3. What did the old men from the village talk about?
4. What did Mowgli think about the men? Why?
5. Did the people in the village know that every evening Mowgli met his brother wolves?
6. What did Mowgli decide to do when wolves told him that the tiger was back?

Reflect: Do you think it was important for Mowgli to live with people? Why?

✂ ……

PAGES: 22-24
Look at the illustrations on pages 22-24, read questions 1-3 and try to predict the answers. Then, read pages 22-24.

1. What did the tiger do when he heard Mowgli shout *'Shere Khan! Shere Khan! Stupid Tiger! I am Mowgli, the Little Frog. I want to fight.'?*
2. How did Mowgli kill Shere Khan?
3. Why did the people from the village know Mowgli kiilled the tiger?

Reflect: Why were the villagers frightened? Do you think people are always frightened of strong and intelligent people?

✂ ……

PAGES: 25-27
Look at the illustrations on pages 25-27, read questions 1-3 and try to predict the answers. Then, read pages 25-27.

Were other wolves still happy that Akela was their leader? Why?
Did Mowgli want Akela to die? What did he say?
What did Mowgli do to save Akela?

✂ ……

Post-reading

IW – PW – GW: Learners think and discuss their answers to questions 1-7. They can also be asked to fill in a self-assessment form selected by the teacher.

Reflect: Answer questions 1-7.

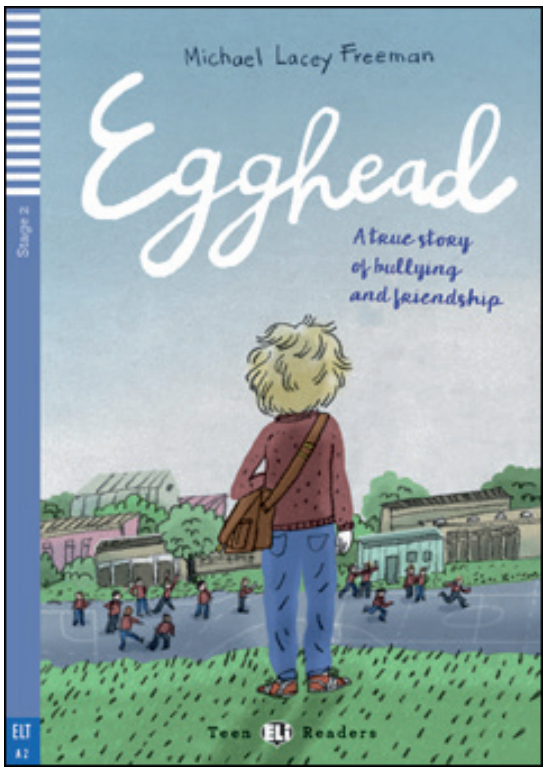
1. Did you like the story?
2. Which part of the story did you like best?
3. What do you think the life in the jungle? Is it easy or difficult to live there?

4. How would you feel if you met a a pack of wolves? Why?
   a) patient but careful b) very frightened c) hungry d) … (other)
5. Which character in the story did you like best: Shere Khan, Raksha, her mate, Akela, Mowgli, the bear, the black panther, the woman who found Mowgli in the village, or …? Why?
6. Do wolves and bears really live in a jungle? Where do they live?
7. Why do you think Rudyard Kipling wrote the book about wolves who live in a jungle?

✂ ……

Egghead

Author: Michael Lacey Freeman



CEFR level: A2, 800 headwords (Flyers/KEY)
Suggested age: 13-14 years

Topic: Bullying, friendship, school, family, community

Language structures: Verbs and tenses (Present Perfect Simple, Present Simple, Present Continuous, Past Simple, Past Continuous, Future with Going to, Will for future reference, promises and predictions. Can for ability and permission, Could for past ability, requests and suggestions. Type One conditionals. Must/ Have to for obligation, Should for suggestions. Common phrasal verbs

CLIL: Literature, History, Geography

Table of contents:

7 lesson plans
11 worksheets
Bank of activities (2 projects and 1 activity)

INTRODUCTION

Egghead has a lot of potential for higher grades of lower secondary. Teaching teenagers is specific and challenging but the key element to success lies in the teacher's attitude. Like the central character of Egghead, teenagers want to be recognized and respected. This gives the teacher a unique opportunity to involve them into the decision-making about their own learning process. This is best done via giving choices and fostering autonomy. Our lesson planning is based around two concepts which do exactly that, namely learning centres and the flipped classroom.

In a traditional class, the teacher introduces concepts, such as grammar structures or new vocabulary, and assigns practice for homework. However, with so much modern technology at hand, be it recorded lectures, YouTube videos and a plethora of learning platforms, having the teacher do content in class seems less crucial nowadays. In **the flipped classroom**, used especially in the blended learning context, the pupils are introduced to the content at home and devote their class time to practising and applying it.

This approach fits in with reading quite naturally. By this stage, although they might not be confident readers in English, teenagers must be given reading material which matches their mental landscape. Consequently, like in Egghead, chapters represent much bigger reading chunks which, by extension, take up more time to read. In the classroom setting, the pupils might be unlikely to focus on extensive reading and the teacher not willing to give them the time they need. The solution is to have pupils read the chapter independently at home where they can do so at their own pace while exploring and employing various reading strategies and approaches.

Independent reading, especially if they are not used to it, may feel like a chore to the pupils, and more so if the teacher's feedback includes testing their reading. However, motivation and engagement increase once the pupils are allowed to pursue a post-reading activity they are interested in. Learning centres are an ideal vehicle to do just that.

Learning centres are designated areas of the classroom or arranged "stations" which offer a variety of materials, activities, assignments and learning tools. Loosely, learning centres are related to Montessori learning practices where pupils make choices about their learning individually. Their goal is to promote and enrich the pupils' learning.

Learning centres can be used in a number of different ways and with a varying degree of teacher's support. Here are some practical tips as to how to organize learning centres.

For smaller children, the option may be to place one activity per one learning centre. Older children should have more options to choose from in each centre in order to pursue their interests but also learn to make independent choices and thus, develop responsibility for their own learning process. Children may move from a centre to centre as a group, in pairs or individually. This can be arranged by the teacher but gradually, the pupils should have a choice in this matter, too, to see how they learn best (whether individually or in a team).

The teacher can also set the time limit for how much time should be spent in individual learning centres. For example, in one English class of fourth graders in Spain, the teacher prepared four centres, each with one CLIL activity combining English and Civics, and allotted 10 minutes for each centre. The children, divided into groups, then rotated from centre to centre, completing as much of the activity as they could.

The learning centres included the following:
1 *the children used tablets where they identified Spanish regions on a blind map;*
2 *the children completed a crossword revising their knowledge of the Spanish state symbols;*
3 *the children read an article about the Spanish flag and completed a comprehension check exercise;*
4 *the children did a quiz on the Spanish state and institutions administered by the teacher via Plickers.*

These learning centres were then assigned and managed by the teacher who supervised one of them. It gave the pupils the opportunity to work in groups and also independently (in centre 4) and the time limit motivated them to work fast.

Yet another option is to set up **flexible learning centres**. Assigning no time limit for individual learning centres and giving the pupils the options to choose which learning centres they want to visit allows them to make independent choices and respects their individual pace and learning style. Instructions for such a procedure may look as follows:

We will now spend 20 minutes in learning centres.
There are 4 different learning centres (the teacher may walk the pupils through them to show them what they can find in each centre).
Decide if you want to work on your own, in a pair or join one particular learning centre group.
It is up to you how much time you want to spend in each centre and how many you want to visit.

The great asset of learning centres is that pupils make decisions before they start working in them but also throughout. For example, a pupil may start off on their own in one centre but end up joining group work in another. The pupils can, so to say, "bounce off" the activities and each other. The learning centres also respect the pupil's individuality as well as their mindset and mood on a particular day, i. e. they work both in a quiet mode as well as community mode. Very naturally, they also invite books and reading, as these often feature as choices in the centres.

Learning centres are also extremely handy for highly heterogeneous classes because although rather demanding on teacher preparation prior to the class, they free their hands during the class itself, which they can use for monitoring, supporting individual learners or helping weaker pupils. In other words, the setup of the learning centres allows the class to run itself.

The following lesson plans include independent home reading, pupils are assigned to read one chapter as a home assignment for each class. The classes consist of a set of learning centres. The first 2 lessons use **topic-based learning centres**, the remaining lessons are organized as **flexible learning centres** (see the information above).

Alternatively, if pupils are not used to independent reading yet, the teacher can assign reading of the chapter at the beginning of each class (instead of home reading) and offer just one of the proposed learning centres as a regular classroom activity for the rest of the class.

Egghead

Before reading the graded reader

Topic: Introduction to the main topics of the graded reader (Egghead, A true story of bullying and friendship)

Teaching objectives:
- to prepare pupils to read a book in English
- to motivate pupils to try reading on their own
- to teach some new vocabulary connected to the topics of the book

Learning outcomes:
The pupils will be able to:
- develop discussion on the topic according to their choice: Nicknames, Going to school, Reading, Games
- learn some new vocabulary connected to the topics
- present the findings from the class survey
- practise asking and answering questions
- predict the content of the first chapter

Interaction: group work (GW)

Materials: a sheet of paper per group, Worksheet 1 (WS1)

PROCEDURE

Pre-reading: (45 minutes)

GW: pupils work in learning centres

1) Prepare four learning centres. The pupils will choose the centre according to the topic they are interested in. Tell them that these are the topics that appear in the first chapter of the book they are going to read. Prepare a sheet of paper for each centre. The topics will be written on each of the sheets: Nicknames, Going to school, Reading, Games.

The pupils' task will be to come up with several questions about the topic. You can suggest one or two questions for each topic to give the pupils some initial ideas, e.g.:

Nicknames: Have you ever had any nickname? If so, did you like it? / Do/Did you have a nickname at home?/ Do you think people like having nicknames? / Can nicknames hurt?

Going to school: Do you like going to school? If not, why? / Have you ever been afraid of going

to school? If so, why? / Why do you think some children are afraid of going to school?

Reading: Do you like reading? / If you are a regular reader, how many books a month do you read? What genres do you like?/ If you do not read – what kind of stories or what genres would you be interested in?

Games: Do you like playing games? / What games do you play? /Have you ever invented your own game? / What games did you like when you were little?

Easier alternative: See WS 1 (add more questions if necessary)

2) The pupils will mingle around the classroom and interview others – each member of the group will ask one of the pre-prepared questions. (If there are not enough questions for every group member, they can work in pairs; one will ask the question, the other will record the answers). Set the time limit.

3) After the time limit the pupils go back to their groups and prepare a short presentation of their findings.

4) Presentations – each group has 3 minutes to present their topic.

5) Ask the pupils what they think the first chapter is going to be about. Record their predictions.

Homework: Read the first chapter of the book.

NOTES

Chapter 1
The Monster Horse

Pages: 10-17

Topic: Michael describes why he does not like school, speaks about his friend Andrew and about reading a poem for the school assembly

Teaching objectives:
- to motivate pupils to continue reading about Egghead
- to support independent reading
- to support collaborative learning

Learning outcomes:
The pupils will be able to:
- compare their predictions with the first chapter (which they read for homework)
- summarise the first chapter with the help of mind maps
- to work with a mind map

Interaction: group work (GW)

Materials: Worksheets from the previous lesson, graded readers Egghead, one sheet of paper per group, one template for the mind map per a group: Worksheet 2 (WS2)

PROCEDURE

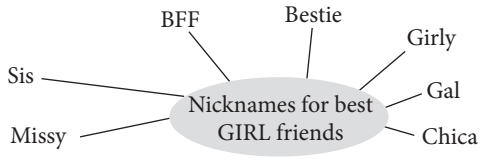
While-reading (45 minutes)

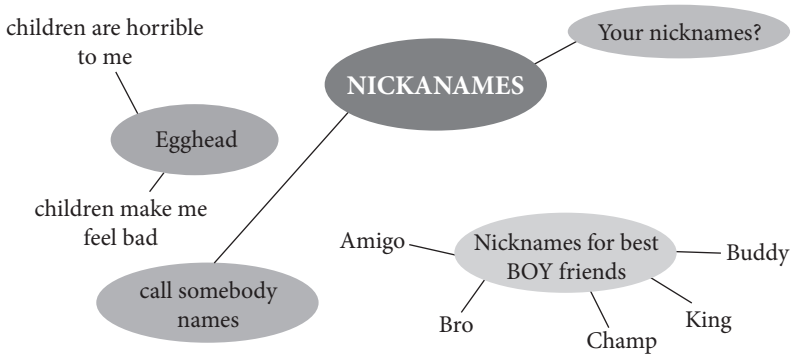
GW: pupils work in learning centres

1) The teacher will read the predictions which the pupils made in Lesson 1. They shortly discuss (in pairs or as a whole class) how different the predictions were.

2) Pupils will work in the same learning centres as in the previous lesson. Remind the pupils of the topics discussed last time; they will have a quick look at their notes from the previous lesson. They will create a mind map based on the topic. They use some key words from their class survey but also from Chapter 1 (See the example below). They will use a different colour for the words from Chapter 1.

Example of a mind map:





3) The groups will change the learning centres and will have a look if they can fill in more words in each other's mind maps.

4) The pupils go to their original centres. They check which new words have been added to their maps and if they understand them.

5) Then the pupils create a new mind map, which will be based on the 1st chapter itself. They add words, places, characters, ideas. You can provide them with the pre-prepared template (Worksheet 2).

6) In groups they summarize the 1st chapter with the help of the new mind map. Volunteers can present their summaries, other groups can add more information.

Homework: read chapter 2

NOTES

Chapter 2
A Day at School
Pages: 20-27

Topic: Michael's typical school day

Teaching objectives:
- to motivate pupils to continue reading about Egghead
- to support independent reading
- to support team work and critical thinking
- to develop social skills

Learning outcomes:
The pupils will be able to:
- write a letter to one of the characters of the story
- learn about different aspects of bullying by taking a quiz on bullying
- revise the chapter they read, vocabulary and grammar structures by completing the activities in the graded reader

Interaction: group work (GW), pair work (PW), individual work (IW), whole class learning (WLC)

Materials: written instructions for learning centres, graded readers Egghead, Worksheet 3 (WS3), Worksheet 4 (WS4) (several copies)

PROCEDURE

Before the class starts, the teacher adjusts the classroom for three **flexible learning centres** (see more information about flexible learning centres in the introductory part) and distributes the written instructions for each station.

Introduction to the lesson (5 minutes)

WCL: Teacher explains activities in learning centres.

Work in learning centres (30 minutes)

Pupils work in flexible learning centres:

Learning centre 1: Writing a letter (flexible time)
GW or PW: Pupils will brainstorm with their classmates and then write a letter to one of the characters in the story. The teacher can provide letter templates (WS3).

Think about what happened in the story so far. Discuss with your classmates what you would say to Michael's class teacher or to Michael. Then write a letter to one of them. You can choose to write a letter by yourself or in collaboration with your classmates.

Write a letter:
- to Michael's class teacher: you can describe what is happening in and outside the class
- to Michael: you can comfort him and give him advice

Learning centre 2: Quiz on bullying (flexible time)
IW: Worksheet 4

Learning centre 3: After-reading activities in Egghead (flexible time)
IW or PW: *Open Egghead on pages 28 and 29. Choose at least 2 activities and complete them. You can work individually or with your classmates.*

Or, the teacher can specify which activities should be done: *Open Egghead on pages 28 and 29. Complete exercises 2 and 4. You can work individually or with your classmates.*

After pupils do the activities, they check the results in pairs.

Whole class reflection (10 minutes)

WCL: Teacher asks pupils which activities they liked; encourages some of the pupils to read the letters they have written, posts the rest of the letters on the board.

Homework: read chapter 3

NOTES

Chapter 3
Egg and Bacon and the Invisible Ball
Pages: 30-37

Topic: Michael befriends David

Teaching objectives:
- to motivate pupils to continue reading about Egghead
- to support independent reading
- to practise reading out loud
- to nurture creative thinking
- to support team work

Learning outcomes:
The pupils will be able to:
- collaborate to create a poster
- think about and write down the qualities good friends should have
- practise reading poetry
- revise the chapter they read, vocabulary and grammar structures by completing the activities in the graded reader

Interaction: group work (GW), pair work (PW), individual work (IW), whole class learning (WLC)

Materials: written instructions for learning centres, graded readers Egghead, Worksheet 5 (WS5)

PROCEDURE

Before the class starts, the teacher adjusts the classroom for three **flexible learning centres** (see more information about flexible learning centres in the introductory part) and distributes the written instructions for each station.

Introduction to the lesson (5 minutes)

WCL: Teacher explains activities in learning centres.

Work in learning centres (30 minutes)

Pupils work in flexible learning centres:

Learning centre 1: Good friends (flexible time)
GW: Pupils work in a group, they summarize what Michael and David do together, how they behave to each other. Then they brainstorm about what it means to be a good friend and produce a list of characteristics that make a good friend.

Discuss together: What happened in chapter 3? Who is David? What is he like? What do Michael and David do together? Do you think that Michael and David are good friends? What makes them good friends? Do you have a good friend? What kind of qualities should your good friend have? Make a poster with rules that we should follow if we want to keep friends.

Learning centre 2: Reciting a poem (flexible time)

PW or GW: Pupils work in pairs or in a group, they choose a poem they like and rehearse reading it. WS5 (a couple of short poems).

In the first chapter the teacher asked pupils to read a poem at the school. Do you read poetry? Can you recite a poem? Choose a poem you like and practise reading it. You can take turns, read as a group. Experiment with your voice, find the right volume and rhythm. Use also other sounds: clap your hands, stomp your feet, use your body or things around you to produce sound to accompany the poem.

Learning centre 3: After-reading activities in Egghead (flexible time)

IW or PW: *Open Egghead on pages 38 and 39. Choose at least 2 activities and complete them. You can work individually or with your classmates.*

After pupils do the activities, they check the results in pairs.

Whole class reflection (10 minutes)

WCL: Teacher asks pupils which activities they liked; pupils perform the poems they practised and share their ideas about friendship; pupils display posters with friendship rules in the class.

Homework: read chapter 4

NOTES

Chapter 4
The Old Man
Pages: 40-47

Topic: Michael and David visit London

Teaching objectives:
- to motivate pupils to continue reading about Egghead
- to support independent reading
- to support team work
- to introduce some interesting places in London

Learning outcomes:
The pupils will be able to:
- get to know some interesting places in London
- read the text about bullying
- create a set of rules which would prevent bullying
- revise the chapter they read, vocabulary and grammar structures by completing the activities in the graded reader
- will work with a map interactively and practise orientation in London

Interaction: group work (GW), pair work (PW), individual work (IW), whole class learning (WLC)

Materials: written instructions for learning centres, graded readers Egghead, Worksheet 6 (WS6)

PROCEDURE

Before the class starts, the teacher adjusts the classroom for three **flexible learning centres** (see more information about flexible learning centres in the introductory part) and distributes the written instructions for each station.

Introduction to the lesson (5 minutes)

WCL: Teacher explains activities in learning centres.

Work in learning centres (30 minutes)

Pupils work in flexible learning centres:

Learning centre 1: Things to do in London (flexible time)

PW: WS 6

Learning centre 2: Bullying (flexible time)

PW or GW: *Read the text in Egghead, pages 72-73, about what bullying can look like. Share your ideas about why people bully others. What can be the reasons? How can bullying be prevented? Create a set of rules which would prevent bullying.*

Learning centre 3: After-reading activities in Egghead (flexible time)

IW or PW: *Open Egghead on pages 48 and 49. Choose at least 2 activities and complete them. You can work individually or with your classmates.*

After pupils do the activities, they check the results in pairs.

Whole class reflection (10 minutes)

Teacher asks pupils which activities they liked; pupils share their ideas about reasons for bullying and the ways to prevent bullying.

Homework: read chapter 5

NOTES

Chapter 5
Tom´s Story
Pages: 50-57

Topic: A new teacher asks pupils to write an essay about an important person in their lives

Teaching objectives:
- to motivate pupils to continue reading about Egghead
- to support independent reading
- to practise essay writing

Learning outcomes:
The pupils will be able to:
- write a short essay about an inspiring person
- write an entry to a reading journal
- revise the chapter they read, vocabulary and grammar structures by completing the activities in the graded reader

Interaction: group work (GW), pair work (PW), individual work (IW), whole class learning (WLC)

Materials: written instructions for learning centres; graded readers; Worksheets 7 (WS7) (several copies)

PROCEDURE

Before the class starts, the teacher adjusts the classroom for three flexible learning centres (see more information about **flexible learning centres** in the introductory part) and distributes the written instructions for each station.

Introduction to the lesson (5 minutes)

WCL: Teacher explains activities in learning centres.

Work in learning centres (30 minutes)

Pupils work in flexible learning centres.

Learning centre 1: My hero (flexible time)

GW and IW:
Mrs Hewitt, a new teacher in the class, asked the pupils to describe an important person in their lives. Your task is a similar one: write about

a person you see as a hero. Discuss in your group which people are inspiring to you. Is it someone in your family, some of your friends, famous people, musicians, politicians? After a short group discussion, you work independently. Write about 10 sentences about someone who inspires you, who is your hero. Describe the person and explain why this person is inspiring.

Learning centre 2: Character map (flexible time)

IW: Pupils write a reading journal entry about Michael, the main character of the book. They can use a character map worksheet (WS7) that will help them focus on different aspects of the character, for example his appearance, behaviour, his ideas, how he changes over the course of the book. Alternatively, pupils can create their own character map: ask them to draw a picture of Michael (just a rough sketch or outline, no details). Then they can match different parts of the body with applicable traits, for example his head with Michael's thoughts, his hands with his behaviour, an important quote in a speech bubble.

Learning centre 3: After-reading activities in Egghead (flexible time)

IW or PW:
Open Egghead on pages 58 and 59. Choose at least 2 activities and complete them. You can work individually or with your classmates.

After pupils do the activities, they check the results in pairs.

Whole class reflection (10 minutes)

Teacher asks pupils which activities they liked and encourages some of the pupils to read about people who they find inspiring. Pupils also share their ideas about Michael.

Homework: read chapter 6

NOTES

Chapter 6
The Prize
Pages: 60-67

Topic: Michael won the essay competition and his friend Andrew disappeared

Teaching objectives:
- to nurture critical thinking
- to reflect about the book
- to develop social skills

Learning outcomes:
The pupils will be able to:
- express their thoughts about the book they read
- discuss what items were considered weird and inappropriate in the past
- make a list of items which are considered weird today

Interaction: group work (GW), pair work (PW), individual work (IW), whole class learning (WLC)

Materials: written instructions for learning centres; graded readers; Worksheets 7 (WS7) (several copies); Worksheet 8 (WS8) (several copies)
If the teacher wishes to expand the topic of bullying and being different, see Don't Laugh at Me Project in the Bank of Activities.

PROCEDURE

Before the class starts, the teacher adjusts the classroom for three flexible learning centres (see more information about **flexible learning centres** in the introductory part) and distributes the written instructions for each station.

Introduction to the lesson (5 minutes)

WCL: Teacher explains activities in learning centres.

Work in learning centres (30 minutes)

Pupils work in flexible learning centres:

Learning centre 1: Reading journal (flexible time)

IW: To get deeper feedback about the whole reading project, teacher asks their pupils to finish a couple of unfinished sentences, e.g.:

The best chapter was ... because ....
My most favourite activity was ....
I liked / did not like working in learning centres because....
The most difficult part of the book was ...
Things I have learned about friendship .... bullying ... etc.
I remember the following new words ...

Learning centre 2: Weird is Cool (flexible time)

IW and GW: WS 8

Learning centre 3: After-reading activities in Egghead (flexible time)

IW or PW:
Open Egghead on pages 68 and 69. Choose at least 2 activities and complete them. You can work individually or with your classmates.

After pupils do the activities, they check the results in pairs.

Whole class reflection (10 minutes)

Teacher asks pupils which activities they liked; pupils share their ideas about the book and about things they consider weird today and why.

NOTES

TASK: NICKNAMES

Rearrange the words to create questions about your topic. Then choose a question and ask your classmates. Take notes about their answers.

had / Have / nickname? / any / you / ever _____

it? / so, / you / like / If / did _____

at / any / you / home? / Do (Did) / have / nickname _____

having / you / people / like / nicknames? / Do / think _____

hurt? / Can / nicknames _____

✂.....

TASK: GOING TO SCHOOL

Rearrange the words to create questions about your topic. Then choose a question and ask your classmates. Take notes about their answers.

going / Do / like / school? / you / to _____

why? / not / If _____

school? / you / been / of / Have / going / ever / afraid to _____

why? / so, / If _____

are / children / of / school? / some / afraid / to / Why / going _____

✂.....

TASK: READING

Rearrange the words to create questions about your topic. Then choose a question and ask your classmates. Take notes about their answers.

reading? / Do / like / you _____

(If you are a book-lover): you / many / do / read? / How / books / a month

_____

like? /genres / What / you / do _____

(If you do not read) genres / interested / kind / stories / what / What / would / of / be / in? / or / you

_____

✂.....

TASK: GAMES

Rearrange the words to create questions about your topic. Then choose a question and ask your classmates. Take notes about their answers.

you / games? / like / Do playing _____

games / do / What / play? / you _____

you / Have / ever / own / invented / game? / your _____

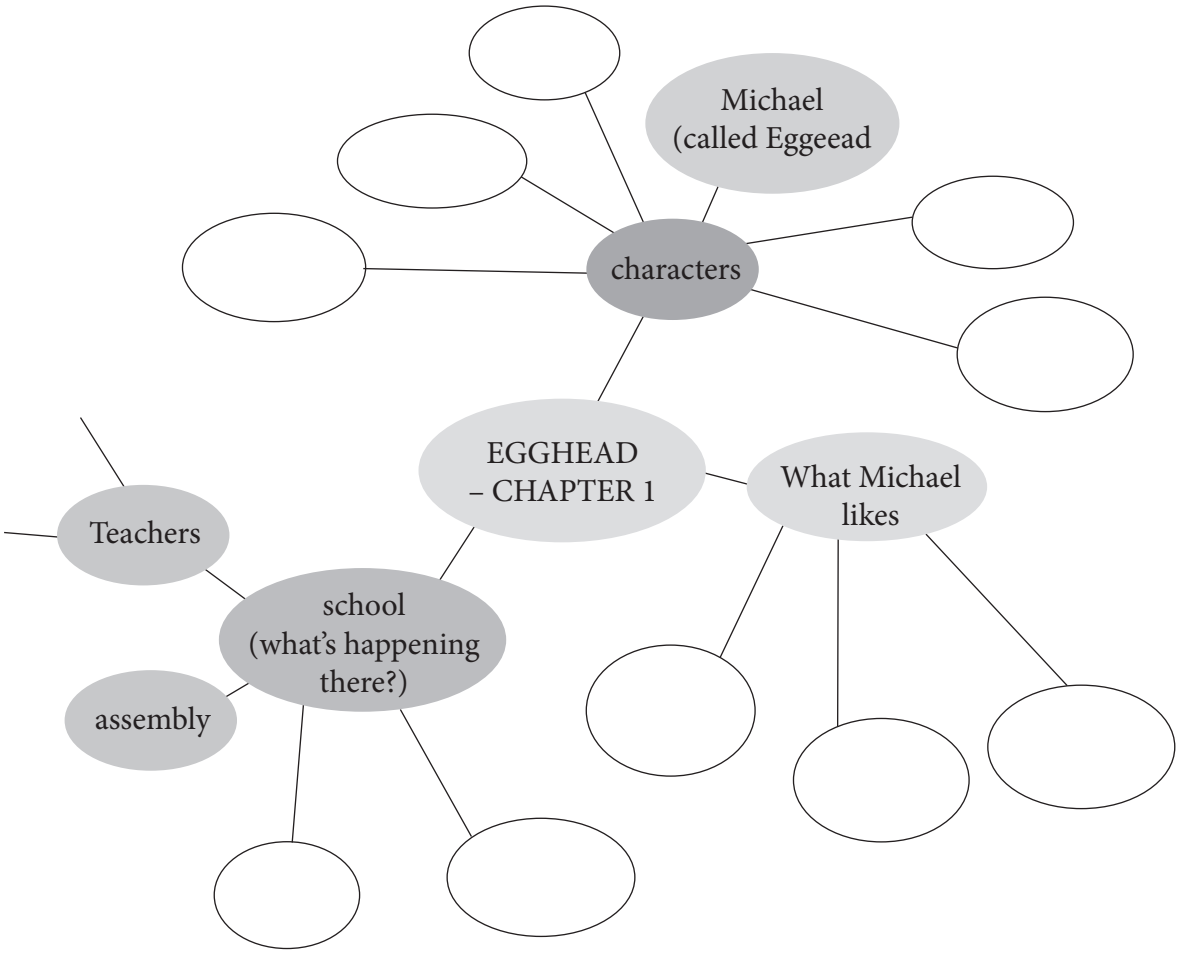
did / little? / games / you / What / you / like / when / were

_____

✂.....

TASK

Create a mind map.



TASK: LETTER 1

Write a letter to Michael's class teacher: you can describe what is happening in and outside the class (you had talked to Kevin/sent a note to him but nothing has changed). You feel it is necessary to let the class teacher know. How much are you going to reveal?

Dear Mrs. Hewitt,

I think it is necessary to let you know what is happening in our class…..

✂.....

TASK: LETTER 2

Write a letter to Michael: you can comfort him and give him advice (You can promise some help to him: Will you offer him friendship? Will you protect him against Kevin and Clyde? Will you go and tell the class teacher about what is happening?, or what else could you do?)

Hi Mike,

I am sorry about what is happening in our class and I do not want to be a part of it….

✂.....

TASK: QUIZ

Michael is a victim to bullying at school. Is some of his experience recognizable to you? Take this short quiz to identify signs of bullying and recognize if you are experiencing them.

1. **Do others make hurtful comments about you?**
   Never
   Rarely
   Sometimes
   Often
   Very Often

2. **Do others imitate you or make fun of your appearance?**
   Never
   Rarely
   Sometimes
   Often
   Very Often

3. **Do you feel isolated at school, home or other places?**
   Never
   Rarely
   Sometimes
   Often
   Very Often

4. **Are others spreading rumors or false information about you?**
   Never
   Rarely
   Sometimes
   Often
   Very Often

5. **Are you ever afraid to go to school or places where you feel hurt or excluded?**
   Never
   Rarely
   Sometimes
   Often
   Very Often

6. **Do others physically hurt you or damage your possessions?**
   Never
   Rarely
   Sometimes
   Often
   Very Often

7. **Are you being harassed online or do others post mean things about you?**
   Never
   Rarely
   Sometimes
   Often
   Very Often

8. **Do you feel anxious or depressed when you have to interact with a hurtful person?**
   Never
   Rarely
   Sometimes
   Often
   Very Often

If you have replied "very often" or "often" to four or more of the questions, you are a victim of bullying. This is not OK! Seek help as soon as possible. Tell your parents, teacher, a school psychologist or call special help lines. It is best you talk to a professional as your parents or friends might not know how to help you.
If you have selected "sometimes" and "often" in some of the cases, you should definitely consult someone you trust, preferably an adult and if possible, a professional. You might be experiencing signs of bullying and it is not OK.

TASK: POEM

In the first chapter the teacher asked pupils to read a poem at the school assembly. Do you read poetry? Can you recite a poem?
Choose a poem you like and practise reading it. You can take turns, read as a group. Experiment with your voice, find the right volume and rhythm. Use also other sounds: clap your hand, stomp your feet, use your body or things around you to produce sound to accompany the poem.

Don't
(by Michael Rosen)

Don't do,
Don't do,
Don't do that.
Don't pull faces,
Don't tease the cat.

Don't pick your ears,
Don't be rude at school.
Who do they think I am?
Some kind of fool?

One day
They'll say
Don't put toffee in my coffee
don't pour gravy on the baby
don't put beer in his ear
don't stick your toes up his nose.

Don't put confetti on the spaghetti
and don't squash peas on your knees.
Don't put ants in your pants
don't put mustard in the custard
don't chuck jelly at the telly
and don't throw fruit at a computer
don't throw fruit at a computer.

Don't what?
Don't throw fruit at a computer.
Don't what?
Don't throw fruit at a computer.
Who do they think I am?
Some kind of fool?

Last night I dreamed of chickens
(by Jack Prelutsky)

Last night I dreamed of chickens,there were chickens everywhere, they were standing on my stomach, they were nesting in my hair,
they were pecking at my pillow,
they were hopping on my head,
they were ruffling up their feathers
as they raced about my bed.

They were on the chairs and tables, they were on the chandeliers,
they were roosting in the corners,
they were clucking in my ears,
there were chickens, chickens, chickens
for as far as I could see...
when I woke today, I noticed there were eggs on top of me.

The Visitor
(by Jack Prelutsky)

it came today to visit
and moved into the house
it was smaller than an elephant
but larger than a mouse

first it slapped my sister
then it kicked my dad
then it pushed my mother
oh! that really made me mad
it went and tickled rover
and terrified the cat
it sliced apart my necktie
and rudely crushed my hat

it smeared my head with honey
and filled the tub with rocks
and when i yelled in anger
it stole my shoes and socks
that's just the way it happened
it happened all today
before it bowed politely
and softly went away

How Many, How Much
(by Shel Silverstein)

How many slams in an old screen door?
Depends how loud you shut it.
How many slices in a bread?
Depends how thin you cut it.
How much good inside a day?
Depends how good you live'em.
How much love inside a friend?
Depends how much you give'em.

I met a dragon face to face
(by Jack Prelutsky)

I met a dragon face to face
the year when I was ten,
I took a trip to outer space,
I braved a pirate's den,
I wrestled with a wicked troll,
and fought a great white shark,
I trailed a rabbit down a hole,
I hunted for a snark.

I stowed aboard a submarine,
I opened magic doors,
I traveled in a time machine,
and searched for dinosaurs,
I climbed atop a giant's head,
I found a pot of gold,
I did all this in books I read
when I was ten years old.

Don't change on my account
(by Shel Silverstein)

If your're sloppy, that's just fine.
If your're moody, I won't mind.
If your're fat, that's fine with me.
If your're skinny, let it be.
If your're bossy, that's all right.
If your're nasty, I won't fight.
If your're rought, well that's just you.
If your're mean, that's all right too.
Whatever you are is all okay.
I don't like you anyway.

TASK 1

Michael and David spend a fun day in London. Match the places in London with the things Michael and David did or see in them.

observed tigers, lions and monkeys	ZSL _ _ _ _ _ _ _ _ _
rowed a boat	_ _ _ _ _ _ _ _
looked at fossils, insects and reptiles	The _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

TASK 2

Go online and open the map of Central London in Google Maps. Then:

a) Find the first place the boys go to.
b) Use the Google Maps route (via walk) to trace their walk to the second place. How far is it from the first site? Do you think they walked it? What other options did they have?
c) What is the name of the lake Michael and David boat on? Is there something interesting in the lake?
d) There is a memorial close to the lake. Who does it commemorate?
e) Now find the route to the last place the boys visit. How far is it? Which part of London is it in?
f) Check the website of the place. What would you like to go and see there?

TASK 3

Plan your own day in London. Include at least three places you would like to visit. Present your itinerary to your classmates and explain why you want to go where you want to go.

* Note for the teacher: In the book, there is a misprint. The Natural History Museum is printed as National History Museum.

TASK

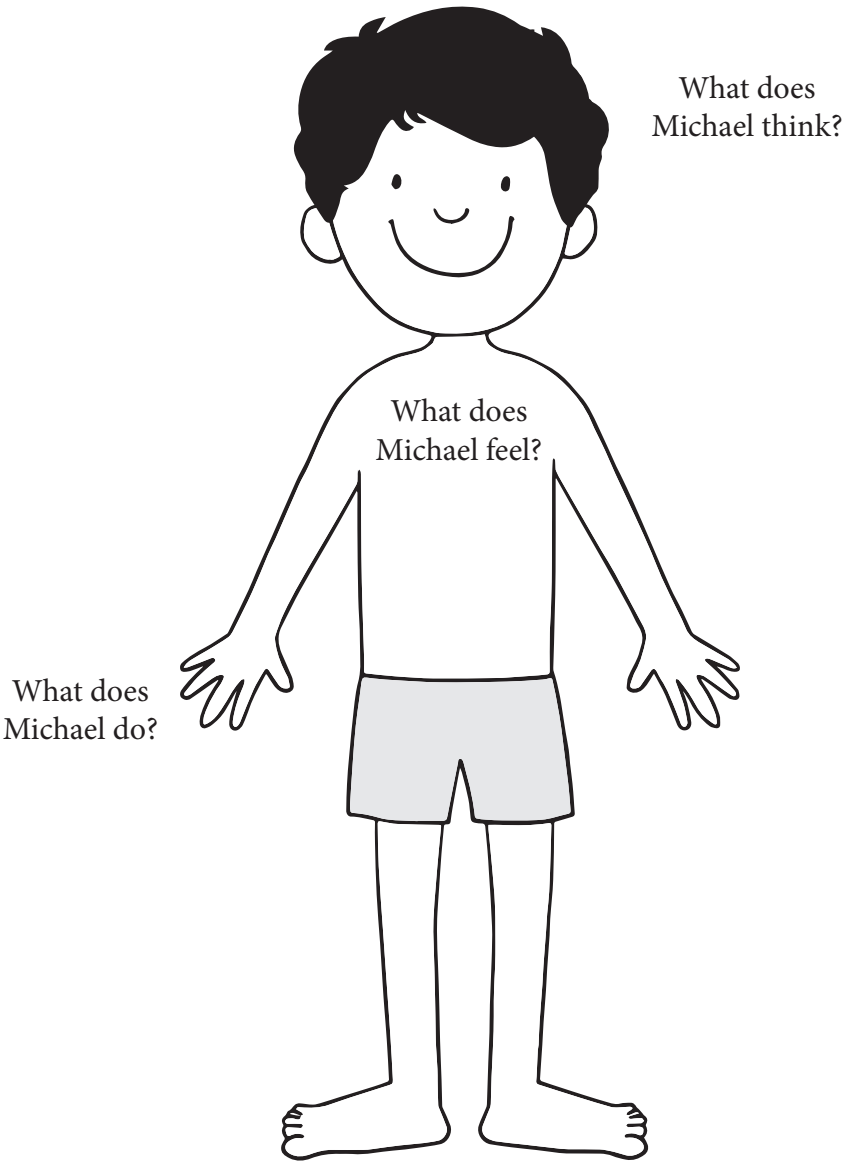
Answer the questions.

BOOK:

AUTHOR:

What do you like about Michael? Why?

What do you dislike about Michael?



TASK 1

Here are items that have been a stigma in the last 50 or so years and were a source of bullying in the classroom. Which ones do you think are still considered inappropriate/weird/unacceptable today? To your mind, are they so justifiably?

- Wearing glasses
- Being overweight
- Being thin
- Being very tall
- Being very short
- Being left-handed
- Being a single child
- Being a child of a single mum
- Having divorced parents
- Having an unemployed parent/parents
- Having a manually-working parent
- Wearing second-hand/cheap clothing
- Not having a smartphone
- Not being good at sports (e.g. boys at soccer)
- Not having been abroad

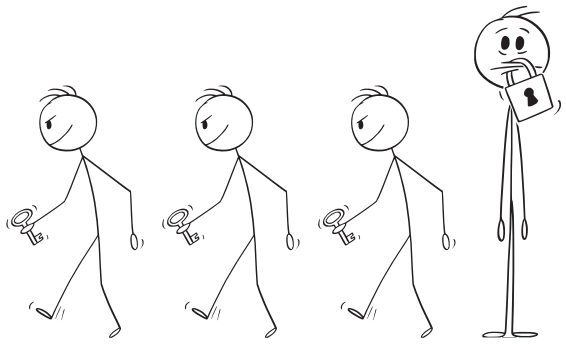
TASK 2

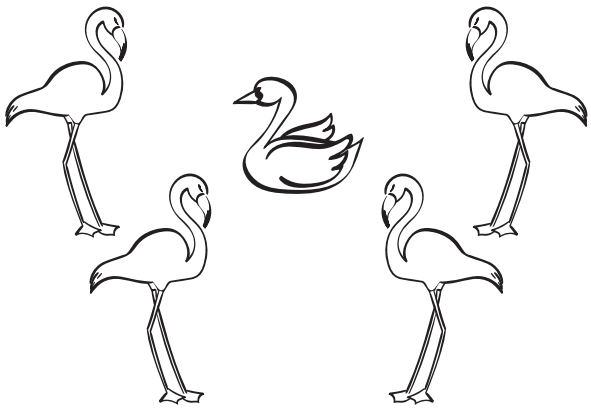
Make a list of items that you consider weird today. After finishing the list, discuss with your classmates: Why are those things considered weird?

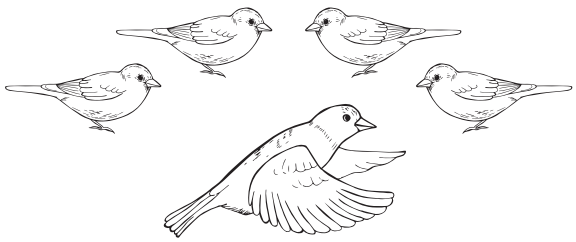
TASK

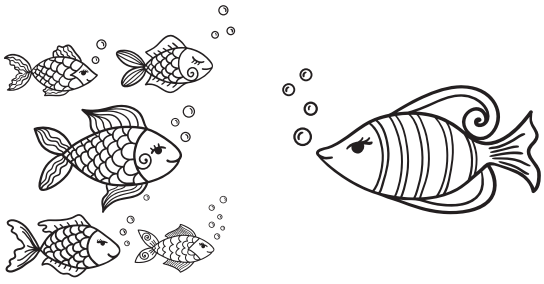
In groups try to explain what the pictures mean.













TASK 1

Do you know? Think about the questions below and discuss them with your partner/s.

How many households are there or how many people live in your house/street?
How many of your neighbours are you on talking terms with?
Are your neighbours mostly young/middle-aged/elderly?
Which neighbours do you often meet? What do you know about them?

TASK 2

Try to complete the chart for yourself and then share at least two items with your partner/s:

A neighbour whose name I know	
A neighbour who I meet often	
A neighbour who I hardly ever see	
A neighbour who has a pet	
A chatty neighbour	
A kind neighbour	
An extravagant neighbour	
A new neighbour	

TASK 3

The doyen/doyenne. Think about the following and then share.

Out of your neighbours, who is the eldest? How old do you think they are? What do you think their life has been like? What do you think they looked like when they were your age? What would be interesting for you to find out about them?

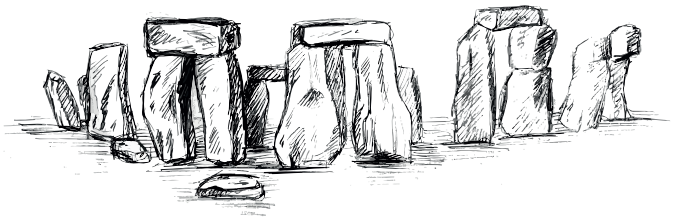
TASK 1

Have you ever been to the UK? Would you like to visit? If so, which places would you like to see?

TASK 2: WHERE AM I?

Here is some inspiration for you from my trip. Match the pictures to my descriptions.

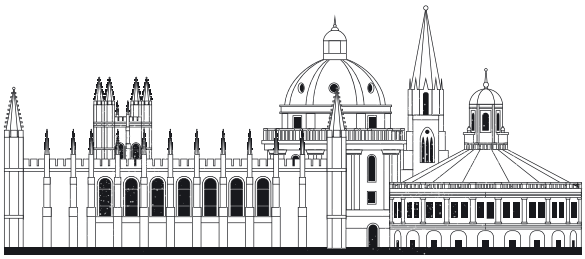
1



2



3



4



A I am in a famous university town. The university, started in 1096, is one of the oldest in the world and its buildings are all over the town.

B This part of the country was made famous by Robert Burns and Walter Scott. The royal family like to spend their summers here. It also inspired J. K. Rowling and if you have seen the Harry Potter movies, it will be easy for you to recognize.

C This is a magic and mysterious place and people love to come here to watch the sunrise or the sunset. It may be about 5, 000 years old.

D I am in a spa and seaside town and this place is the oldest and most famous theatre and amusement park in the UK.

1 _____ 3 _____

2 _____ 4 _____

TASK 3

Was this difficult? If it was, the following names might help you. Match the names from the box to the pictures and desriptions (Task 2).

Oxford	The Scottish Highlands	
	Stonehenge	The Brighton Palace Pier

1) _____
2) _____
3) _____
4) _____

✂----------

Was this difficult? If it was, the following names might help you. Match the names from the box to the pictures and desriptions (Task 2).

Oxford	The Scottish Highlands	
	Stonehenge	The Brighton Palace Pier

1) _____
2) _____
3) _____
4) _____

ACTIVITY 1: PROJECT DON'T LAUGH AT ME

Topic: Differences and their acceptance

Learning outcomes:
The pupils will be able to:
- talk about tolerance and respect
- practise adjectives describing people and adjective describing feelings
- discuss unhappy moments in our lives and how to help others
- talk about bullying

Time: 45 mins or more

Materials: WS 9, Link to a video (see below)

Introduction
Tell the pupils they are going to speak about differences among people and about things that make people sad and unhappy, about the unlucky events that can exclude them from a group, class, or even the whole society.
Another option – let the pupils discuss the problem of bullying – why some children are bullied, what kind of children they are, who are those who bully others.

PROCEDURE

Lead-in
Ask the pupils to make a list of adjectives that describe the outward appearance. You can start a few on the board to give them some initial ideas – e.g. tall, short… Let pupils discuss if some of these characteristics may cause any problems or bad feelings.

Discussion
Get pupils in groups and give them a set of pictures (WS 9), or you can cut the pictures and each group can get one. You can first ask the pupils to describe the pictures and then let them discuss what they mean. If you have time and your pupils like writing, they can write a short story based on one of the pictures. Ask them to come up with the adjectives that would describe the feelings of a different item (*e.g. said, proud, happy, frustrated, lonely*). Put the adjectives on the board and let some pupils come to the board and underline positive adjectives with one colour, negative with another one.
Ask the groups to discuss why some children/people who are different might be unhappy. Elicit ideas.

Vocabulary
It will be probably necessary to pre-teach some vocabulary from the song: blind, deaf, geek, braces, pain, call somebody names, to beg, to hold. This can be done e.g. with the help of pictures.

While-listening
Pupils will listen to the song and their task is to write all the people mentioned in the song who are laughed at (*a little boy, a little girl, a kid, a teenage mother, a cripple on the corner, a man who lost his family*) – the pupils do not need to write down all of these. Ask them why are they laughed at, or what happened to them (they can discuss it in pairs or groups first. If they do not know, let them listen once more, if they do know, play the song to check.

Post-listening discussion
Ask the pupils if they know what the following sentence means - Someday we'll all have perfect wings. Elicit ideas. If you wish, you can play a video clip about Nick Vujicic:
https://www.youtube.com/watch?v=igkL0CEFnyY
Then you can talk about people who achieved a lot even though they were somehow handicapped or disadvantaged in some way. There are many things to discuss around this topic, so it depends on the class, their level, time and also atmosphere.

Lyrics:
Don't Laugh at Me
Mark Wills

I'm a little boy with glasses
The one they call the geek
A little girl who never smiles
'Cause I've got braces on my teeth
And I know how it feels
To cry myself to sleep
I'm that kid on every playground
Who's always chosen last
A single teenage mother
Tryin' to overcome my past
You don't have to be my friend
But is it too much to ask
Don't laugh at me
Don't call me names
Don't get your pleasure from my pain
In God's eyes we're all the same
Someday we'll all have perfect wings
Don't laugh at me
I'm the cripple on the corner
You've passed me on the street
And I wouldn't be out here beggin'
If I had enough to eat
And don't think I don't notice
That our eyes never meet
I lost my wife and little boy when
Someone crossed that yellow line
The day we laid them in the ground
Is the day I lost my mind
And right now I'm down to holdin'
This little cardboard sign, so
Don't laugh at me
Don't call me names
Don't get your pleasure from my pain
In God's eyes we're all the same
Someday we'll all have perfect wings
Don't laugh at me
I'm fat, I'm thin, I'm short, I'm tall

I'm deaf, I'm blind, hey, aren't we all
Don't laugh at me
Don't call me names
Don't get your pleasure from my pain
In God's eyes we're all the same
Someday we'll all have perfect wings
Don't laugh at me

https://www.azlyrics.com/lyrics/markwills/dontlaughatme.html

ACTIVITY 2: PROJECT WHO LIVES IN MY NEIGHBOURHOOD

Topic: an interview with a senior neighbour

It is important teachers take the project outlined below as an inspiration and should ideally adapt it to their own and their classes needs and interests. For example, the project can be focused on interviewing people who witnessed the WWII or another important historical event. The teacher may also check with various organizations and do the project under their auspices. In the Czech Republic, for example, there is an ongoing initiative called The Memory of the Nation (https://www.pametnaroda.cz/cs) which involves schoolchildren in the collection process of recording the memories of senior citizens who lived through the 20th century. Alternatively, the pupils can interview a senior member of their families.

Duration of the project: 3 weeks

Time: 3 separate lessons of 45 minutes + 1 optional lesson. Ideally, there should be some time in between where the pupils work on the project.

Learning outcomes:
The aim of the project is to bridge school and life outside the school and foster a cross-generational dialogue. In the project the pupils will be able to:

- employ a variety of grammar patters and words
- practise speaking, writing and critical thinking skills
- develop their working competencies and practise soft skills, such as interpersonal (people) skills, communication skills, listening skills, time management, and empathy
- make a series of independent decisions, choices and actions
- learn to cooperate
- take responsibility for the process and the product of the project
- practise presentation skills
- learn new information about their neighbourhood
- realize the important of historical experience

Materials: Big map of the town (city, village or, if some children commute, a region) – the map should be either printed out, or, if IWB is available, shared on screen; mobile phones (optional), several copies of Worksheet 10 (WS10). And if possible, one iPad into each group when working on the project.

Interaction: group work (GW), pair work (PW), individual work (IW), whole class learning (WLC)

LESSON 1

Lead-in (optional)
The pupils should work in pairs. It is important they are not paired randomly but work with someone they get on well with. The teacher asks them to go to Maps on their mobile phones or iPads. Then the teacher asks the pupils to:
A. locate their homes on the map
B. locate what they consider as their immediate neighbourhood

Then, the teacher invites pupils do delineate their neighbourhood on the big map. Together, the class may comment on the intersections among their neighbourhoods and see how much space on the map the class occupies.

Introducing the topic
The teacher tells the pupils the following set of instructions: *Now please close your eyes. I will ask you some questions and let you imagine your answers. Just listen, think and picture the answers in your heads.* Then, the teacher slowly reads out questions from T1 in the WS10 and allows some thinking time for the pupils. The teacher might also put on some quiet music to encourage concentration and contemplation. Finally, the teacher gently invites the pupils to open their eyes.

Discussion and eliciting
The teacher distributes the worksheet and invites the pupils to share some of their thoughts on T1 in their original pairs. It is not important to cover all the questions. Once ready, the pupils move on to T2. They first fill in the table individually and share at least 2 items with each other. The pupils proceed to T3 and discuss it. Invite them to note down their answers to the last question.

Introducing the project
The teacher explains the topic, aims and procedures of the project. They might use the following as a manual for the pupils.

1. Select one (or two, in case your chosen person is not willing) neighbour you would like to interview for the project.
2. Decide how you will approach them.
3. You might need the assistance of your parents or a letter from your teacher so that your neighbour trusts you.
4. Schedule an interview.
5. Prepare open-response questions for the interview. Structure them so that the interview is not obtrusive and give the interviewee time to relax and recall their life experience.
6. Decide how you are going to record the answers (via notes, recording etc.) Make sure the interviewee agrees.
7. Ask the interviewee for permission to share their story. Make sure you tell them precisely where and how it will be shared.
8. Make sure the interview is not too long. Also, your neighbour might struggle to tell you the most interesting memories on your first visit so you may need to visit them more than once.
9. Decide how you want to share your neighbour's story. It could be done as a poster, a mini-book, an article for the school magazine or an audio recording.
10. Do not forget to get back to the neighbour with feedback on the project.

LESSON 2
Allow the pupils the opportunity to work on the project at school as well as home. Set aside 15-20 minutes at least once (but ideally twice or three times) in between Lesson 1 and Lesson 3 to give the pupils time and encouragement to work on the project. Have them ask questions or for help in case they have doubts or problems.

LESSON 3
In this lesson, the pupils should present the outcomes of their projects, see suggestions in the manual above. It is highly recommended they choose how they want to share their findings. After the presentations, allow some time for reflection.

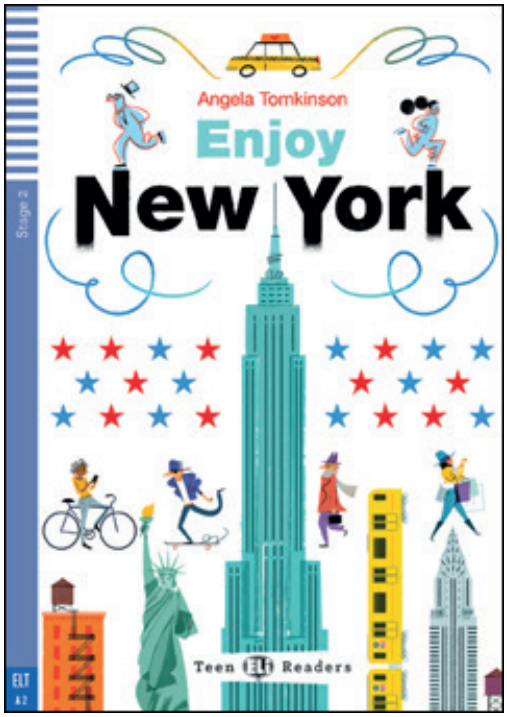
LESSON 4 (optional)
The class can watch and discuss the movie *The Giver*. Encourage them also to read the book, which is relatively easy language-wise.

ACTIVITY 3: UK GEOGRAPHY

This activity connects English to geography, culture and history of the UK. The pupils work in pairs or in groups on Worksheet 11. They can develop the activity into a project about different places in the UK.

Enjoy New York

Author: Angela Tomkins



CEFR level: A2, 800 headwords (pre-intermediate)
Suggested grades: 13-15 yrs

Topic: Culture and traditions, History, People, Places, Food, Nature, Transport, Films, Books, Books, Job, Music, Free time.

Language structures: describing places, events; different means of transport and typical things to eat; talking about culture; making suggestions; making an itinerary; likes and dislikes

CLIL: Biology, Literature, Lexicology

Table of contents:

6 sample lesson plans
8 worksheets
Bank of extra activities (12 activities)

D – Dreaming of New York

Pages: 20-21

Topic: Dreaming of New York

Teaching objectives: (This lesson is suggested as the first lesson for reading the graded reader Enjoy New York)

- to motivate pupils to think about the famous city (New York)
- to engage pupils into an uninterrupted reading experience
- to practise reading and summarising main ideas
- to encourage pupils´ creativity in writing

Learning outcomes:
The pupils will be able to:

- express their feelings towards a dream city
- justify why they think a place a good or bad
- summarise the main idea of the reading passage
- guess unknown words
- create a short poem based on the text read

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

Materials: graded readers Enjoy New York, worksheets (WS1 Dreaming of New York)

PROCEDURE

Lead-in: (5 min)

WCL: The teacher draws 3 and 4 short lines (as as in the Hangman game for letters to be inserted) on the board and asks pupils to guess the name of the city, which has been a dream city for many people for many generations (New York). The pupils are expected to guess it letter by letter and not give the full name immediately. Once they have the name on the board, the teacher can draw a circle around it and invite pupils to come to the board and insert into a mind map any association they have when they hear New York. It can be a word, a phrase, or a whole sentence. The pupils can do it all at the same time on the board. A few pupils might be asked to explain their associations.

Pre-reading: (10 min)

PW: The teacher gives out readers and introduces them by saying that they will go through ABC of New York. Each lesson will cover different letters where a different topic is hidden. Then the teacher asks pupils to flip through the pictures at the beginning of the book. In pairs, pupils are invited to discuss why New York is considered a dream city and what negatives and positives of living there they can think of. They can use Worksheet (WS1) Task (T1). After a couple of minutes, they can share their ideas with the whole class.

Shortly before the pupils start reading, the teacher writes (projects) the sentence:

New York is the place where one can live the life of the dreams.

The teacher can elicit pupils' ideas about whether they think this sentence is true or false and whether they know someone (maybe even from their family) who experienced the "American dream".

Reading: (8 min)

IW: The teacher informs pupils that because they started to talk about American Dream, they will begin with the letter "D" in the book and instructs them to find it in the book (p. 20). Then the teacher asks pupils to read five success stories. As pupils read, they should select three keywords from each story and write them into their WS1 T2.

Post-reading: (15 min)

PW: After the pupils finish reading the text, they can work in pairs and create five one-sentence summaries. Then the teacher can ask pupils to share their keywords and ask 5 pairs to read their summaries aloud.

Reflection: (6 min)

The teacher asks pupils how easy or difficult the reading was and whether they had to skip many unknown words. The pupils can be reminded that they can use dictionaries if they cannot continue because they lost the idea of the story. However, if they can guess the meaning of the unknown word, they should continue reading.
task, the teacher the teacher can ask the pupils to do a mini-research in their families and ask their parents or grandparents about ancestors or friends who migrated to America in the last century. They can report their findings in the next lesson. They can use WS1 T4 for note-taking.

NOTES

A – Areas, B – Buildings

Pages: 14-17

Topic: Areas and famous buildings in New York

Teaching objectives:
- to present interesting details about New York
- to engage pupils in practising quick reading

Learning outcomes:
The pupils will:
- have practised quick reading for getting the main idea
- have practised quick reading for finding specific information
- have learnt interesting facts about NY

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

Materials: graded readers Enjoy New York, worksheets (WS1 Areas, Buildings)

PROCEDURE

Lead-in: (5 min)

WCL: The teacher reminds pupils of the ABC book of New York. The teacher asks pupils to guess how many people live in NY. After a few guesses (the teacher can record a few guesses on the board), the teacher can ask pupils to find out the information under the first letter A (p. 14). It should be rapid since this information is given in the first sentence.

Pre-reading: (5 min)

PW: Before pupils start reading the chapter Areas, the teacher asks them how many areas they will read about and which they are. Pupils can find the information quickly in the book. Then the teacher asks pupils to look at the WS1 T1, a blind map of NY and asks them to take a wild guess of which area is located. They can take a quick note into their WS. After they have written it down, they can turn to another pair to compare their answers, and they can then check it on the Internet.

Pre-reading: (7 min)

IW: The pupils are asked to scan the text but pay attention to what they can find in which district.

Post-reading: (8 min)

PW: Quiz. Pupils are asked to close their books. The teacher explains that pupils will work in pairs and take a quick quiz focusing on how much they remember from the text. The teacher will read names/buildings/places in different areas of NY, and pupils are supposed to match it with the particular area. They will write it down on their worksheet (WS1 T2). After the quiz is

over, the teacher will allow 1 minute to check their answers in the book quickly. Pupils can be using their books. After one minute is over, pupils have to close the books again and check their answers with another pair.

1. Myke Tyson (BN)
2. E.A.Poe (BX)
3. Flushing Meadows (Q)
4. Museum of Modern Art (M)
5. Coney Island Luna Park (BN)
6. Michael Jordan (BN)
7. Yankee Stadium (BX)
8. home of tennis – 1st national champ. was played there (SI)
9. Louis Armstrong´s house (Q)
10. the oldest America´s golf course (BX)

(BN/Brooklyn, BX/The Bronx, Q/ Queens, M/ Manhattan, SI/Staten Island)

After they check their answers (in disputes, they can use the book), the teacher can ask whether someone managed to get all the answers correct even before they checked them in the book. The teacher can ask pupils whether they recognise any famous people who have been mentioned in the text.

Pre-reading 2: (2 min)

WCL: From famous people, the teacher can shift the attention to famous buildings in NY. The teacher can ask pupils whether they know any famous buildings in NY. They will be able to name some. Then, the teacher can focus their attention on the WS1 T3 and ask them to match the buildings they will read about with their pictures.

Reading 2: (7 min)

IW: Pupils read about the buildings in NY. If they find interesting information or something they did not know before, they can underline it.
Post-reading 2 (5 min)
IW – PW (WCL): Pupils will work with WS1 T4 and choose from the underlined ideas they would like to remember and quickly note them into the WS. They can share them with a partner or the whole class.

Reflection: (3 min)

WCL: The teacher asks pupils how easy or difficult it was to read quickly and how successful they feel about finding the information quickly in the text.

NOTES

L – Landmarks

Pages: 36-37

Topic: Landmarks of New York

Teaching objectives:
- to motivate pupils to think about the cities and their landmarks
- to give practise of using comparatives

Learning outcomes:
The pupils will be able to:
- identify the selected landmark of New York
- explain how numbers are written
- compare the landmarks

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

Materials: graded readers Enjoy New York, worksheets (WS1 Landmarks)

PROCEDURE

Lead-in: (12 min)

GW-WCL: The teacher describes the situation – e.g. Erasmus pupils are coming to visit a school. In small groups, they discuss a) what would they show/present in Slovakia, b) in their city c) what food and culture they present (WS1 T1). After that, the class discusses the suggestions and agrees on three Slovak places to visit and five places/sights to show the foreigners. They also agree on the menu and one cultural event they visit.

Pre-reading: (6 min)

WCL: Then, the teacher asks the pupils to open the Enjoy New York book and look at the pictures (8 pages). (If pupils have access to the Internet, they may spend 2-3 minutes surfing looking for more information about the pictures). Discuss with pupils what have they identified as typical for the US and New York.

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. The pupils are supposed to read pages 36-37.

Post-reading: (12 min)

IW: After reading the text, pupils should match pictures and words/phrases with the names of landmarks (WS1 T2).

The teacher checks the answers and may ask pupils which place they would like to visit and why.

Next, pupils work with the numbers from the text (WS1 T3). They may use the graded reader if they cannot associate the numbers with the landmarks.
Learning/Strategy tip: You may ask the pupils how they remember different facts, years, heights etc., connected with the numbers. You may advise to create associations with something they already know or to find some mathematical regulation, associate it with some movement, visualise it, change it to the letters and make the phrase.

Homework: (2 min)

Pupils have to write/design a commercial to promote a selected landmark (paper version).

Summarise and evaluate the lesson: (3 min)

You can find extra lesson plans (that can be used as CLIL) about 9/11 at the following webpage: https://www.911memorial.org/learn/pupils-and-teachers/lesson-plans

NOTES

J –Jobs

Pages: 32-33

Topic: Jobs

Teaching objectives:
- to develop vocabulary of jobs and duties
- to develop ability to describe the duties/responsibilities in different jobs

Learning outcomes:
The pupils will be able to:
- describe the jobs
- ask the questions dealing with skills and abilities

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

Materials: graded readers Enjoy New York, worksheets (WS1 Jobs)

PROCEDURE

Lead-in: (12 min)

GW-WCL: A teacher introduces the topic jobs. Pupils can brainstorm the vocabulary connected with the jobs they already know. The teacher writes them on a board.

In the next stage, the teacher adds the verb on the board: *helps/works in/deals with*. Then he/she asks pupils to use the words on a board to create sentences, e.g. *A doctor works in hospital and deals with ill people.*

To personalise the topic, the teacher can ask the questions about, e.g. the dream job: During life, people change their minds about the jobs they would like to do. What is/was your dream job, and what skills do you need to do this job?

Pre-reading: (5 min)

WCL: Discuss popular and/or unusual (and often well-paid) jobs typical for certain cities/countries (sewer flusher, ghost writer, food taster, computer hacker, professional queuer, professional mourner, paranormal tour guide (in Alabama), golf ball diver). *Would you like to be…? Can you imagine yourself working as…? What salary would you expect?*

While-reading: (10 min)

IW: The teacher gives out the graded readers, and pupils get ready to start reading. Before reading, the teacher instructs pupils that they will read silently. The pupils are supposed to read pages 32-33 and answer the questions in WS1 T1.

Post-reading: (15 min)

PW: After reading the text, pupils in pairs think about the abilities or skills that are necessary to become a police officer, a taxi driver, walker or a big apple greeter. Ask pupils to order the four jobs according to their preference they (would like to do). They may use the word *most, least*.

GW: Ask half of the class to be interviewers hiring new employees (or create smaller groups). Their task is to hire a new employee (they think of a job and write it on a piece of paper and put it on a table) and prepare the questions they will ask the applicants. The rest of the class are applicants. Each learner should apply for two-three jobs. They should try to get a job to think about the skills needed. The interviews should last for 2-3 minutes.

Homework: (2 min)

Pupils should find 5 blue-collar and 5 white-collar jobs that were not mentioned in a lesson.

Summarise and evaluate the lesson: (3 min)

NOTES

U – Unusual places; V – Views of New York

Pages: 54-57

Topic: Places of Interest

Teaching objectives:
- engage pupils in a topic about places of interest
- read for specific info
- help to organise ideas
- present info visually

Learning outcomes:
The pupils will be able to:
- understand and identify details
- relate prior knowledge about NY
- retain new information about the topic
- learn how to organise information

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

Materials: graded readers Enjoy New York, worksheets (WS1, WS2 Unusual places; Views of New York)

PROCEDURE

Pre-reading: (10 – 15 min)

WCL – IW: The teacher asks pupils to name any NY famous place interest or places visited by tourists. Pupils provide ideas – max. 4-5. The teacher can provide pictures or https://www.planetware.com/tourist-attractions-/new-york-city-us-ny-nyc.htm. The teacher explains that there are also not famous places but still worth visiting/knowing. Pupils work individually and answer (guess) True/False (WS1, T1) *What I know about NY places of interest*. They work with it during the while-reading and post-reading phases, too.
WS1, T2. The whole class discusses about *What I know and want to learn*. Then they fill individually all the parts except *What did I find?*

While-reading: (15 – 25 min)

IW – PW: Pupils read the chapters individually. Pupils work in pairs and check the answers from WS1, T1. If the info is not in the text, they add Not Given.

Post-reading: (15 min)

WCL – IW: The teacher checks the answers (WS1, T1) in a class (see Key). To check whether they remember, pupils work with WS2 in groups and complete T1 and T2. They can use the graded readers. As WCL, they read the answers.

Homework:

IW: Pupils fill in the part *What have I learned?* from a K-W-H-L chart (WS1, T2) as individual work. They can also create and complete a Class KWHL chart.

Y – Yummy things to eat

Pages: 62-63

Topic: Eating

Teaching objectives:
- complete assigned reading
- assess reading comprehension
- reflect on text
- present and explain the aim of the itinerary

Learning outcomes:
The pupils will be able to:
- choose specific information from online sources
- recognise new knowledge/facts about eating
- design own itinerary
- practically apply present simple tense and descriptive adjectives
- develop speaking skill by presenting

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

Materials: graded readers Enjoy New York, worksheets (WS 1, WS 2 Yummy things to eat, pp. 62-63), Internet, PCs, notebooks or mobile phones

PROCEDURE

Home reading: (before a lesson)

Pupils read the chapter before a class. They should write down unknown vocabulary (4-5 words) as a list and find the meaning.

Post-reading: (45 min)

WCL – The teacher asks what pupils remember, the title, the places, food… . They also express whether the text was engaging, challenging to read, time…. They go through their lists and compare the words. Then pupils scan p. 62, close books and do WS1(T1 and T2). The teacher checks the answers with a class (see Key).

GW – WCL: Pupils work in groups of four (GW) and create an itinerary (WS2) called *Food Tour*. Before that teacher explains what an itinerary is ("a detailed plan for a journey, especially a list of places to visit; plan of travel" https://www.dictionary.com/browse/itinerary). The teacher presents some examples https://whimsysoul.com/new-york-itinerary-4-days-in-the-big-apple-where-to-eat-stay-play-for-an-epic-nyc-trip/ or https://www.theinfatuation.com/new-york/guides/first-time-guide-to-eating-in-new-york-city-best-restaurants or https://theculinarytravelguide.com/popular-food-tours-new-york-city/. The itineraries can focus on local food, meals, and drinks. This task can be done online (they can add pictures, prices, transport …), and pupils can use either ppt or paper format. Each group presents the itinerary.

TASK 1

Look through the pictures pp. 1-9. Discuss why New York is considered a dream city and what negatives and positives of living there you can think of.

POSITIVES

NEGATIVES

TASK 2: FIVE DREAM STORIES

Read the dream stories (pp. 20-21) and select *three keywords* for each story. When you finish, summarise each success story into one sentence.

Story 1

_____ _____ _____

_____

_____

Story 2

_____ _____ _____

_____

_____

Story 3

_____ _____ _____

_____

_____

Story 4

_____ _____ _____

_____

_____

Story 5

_____ _____ _____

_____

_____

TASK 3: HOME RESEARCH

Ask your family members whether there is someone in your family (close or distant) or among family friends who migrated to America in the last century. Ask a few details, take notes and you can share it with your classmates.

Family member ☐ *Family friend* ☐

Name: _____

Time: _____

Purpose: _____

More details:

_____

_____

_____

Ask your family members whether there is someone in your family (close or distant) or among family friends who migrated to America in the last century. Ask a few details, take notes and you can share it with your classmates.

Family member ☐ *Family friend* ☐

Name: _____

Time: _____

Purpose: _____

More details:

_____

_____

_____

TASK 1: NEW YORK MAP

Look at the map of New York City. Try to locate individual districts or boroughs according to the text. Afterwards, you can check your answers with another pair.



You can use abbreviations for individual districts: Q (Queens), BX (The Bronx), BN (Brooklyn), SI (Staten Island), M (Manhattan). You can use your books for a quick reference.

1. _____
2. _____
3. _____
4. _____
5. _____

TASK 2: QUIZ

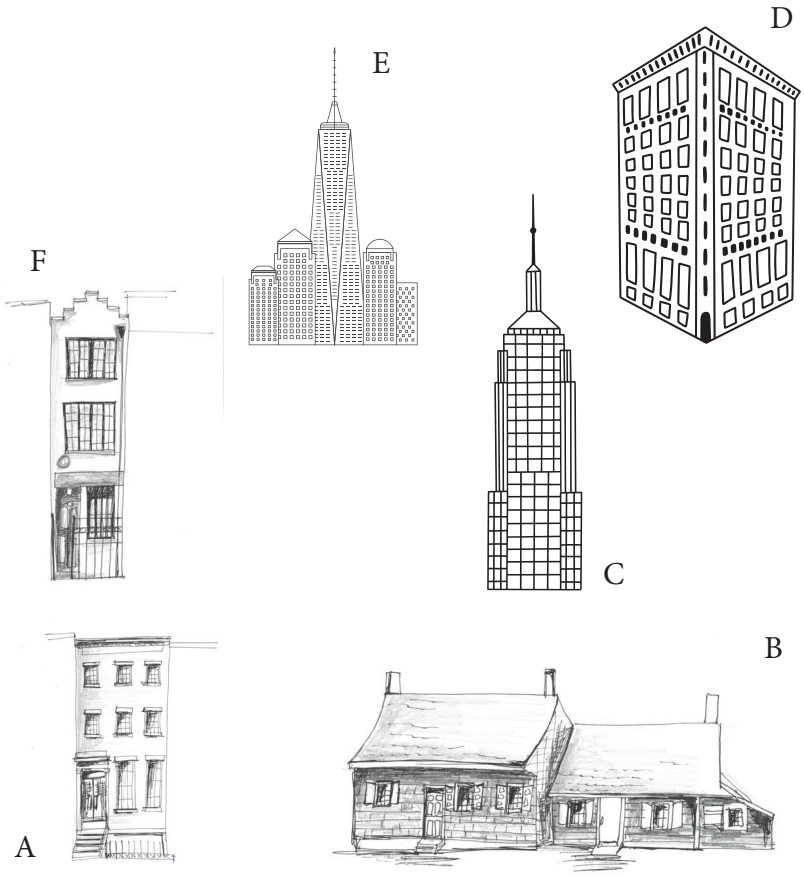
Which district (Q, BX BN, SI or M) in New York is connected with the following names/buildings/places.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

TASK 3

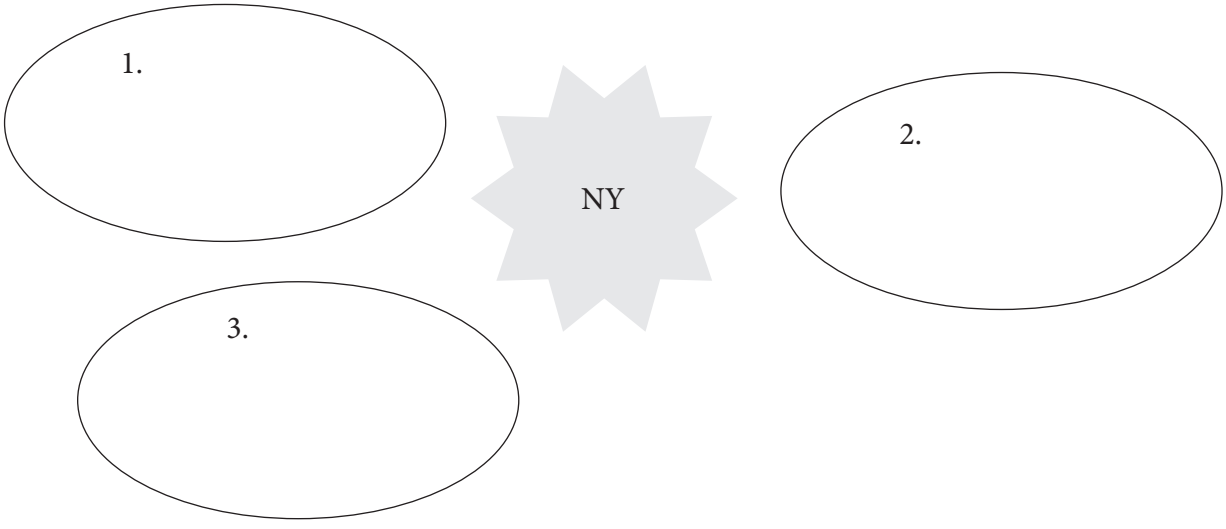
Match names and pictures of famous buildings.

1. Empire State Building
2. Flatiron Building
3. One World Trade Center
4. New York's narrowest building
5. New York's oldest building
6. "Fake buildings"



TASK 4

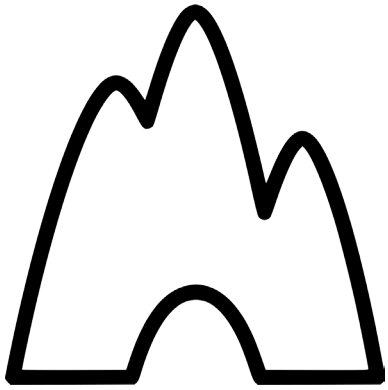
Write what you did not know about famous buildings in NY.



TASK 1

Make a list of attractions you would present to foreigners in Slovakia/your city. Think about the food you would offer them and what cultural events you would suggest visiting.

Slovakia



_____

_____

_____

_____

_____

_____

Your city/town

_____

_____

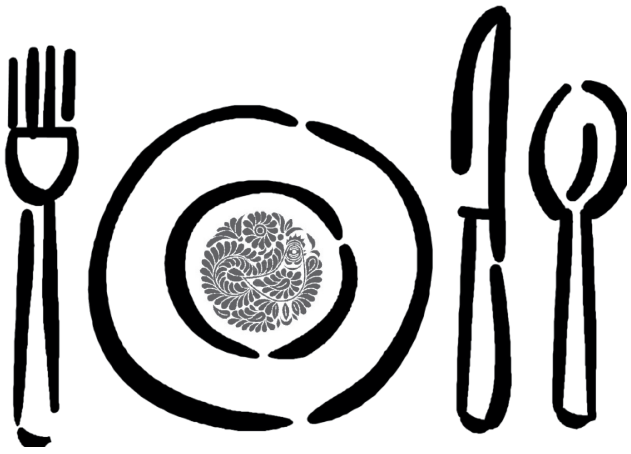
_____

_____

_____

_____

Culture/Food



_____

_____

_____

_____

_____

_____

TASK 2

Match the pictures and words/phrases/dates with the names of landmarks

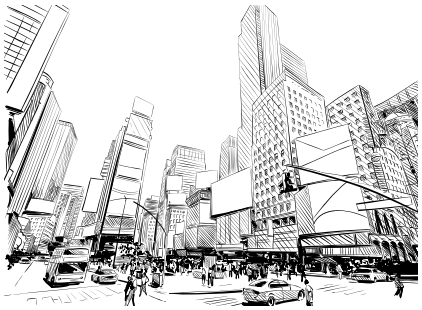
Names of landmarks:

Grand Central Terminal		the National September 11 Memorial
Brooklyn Bridge	Times Square	Statue of Liberty

Words/phrases/dates:

**terrorism*	**commercial intersection*	**marble hall*	**gift*
**JULY IV MDCCLXXVI*	** lit by billboards*	**"the Crossroads of the World"*	
**September 9, 2011*	**station*	**first fixed crossing of the East River*	

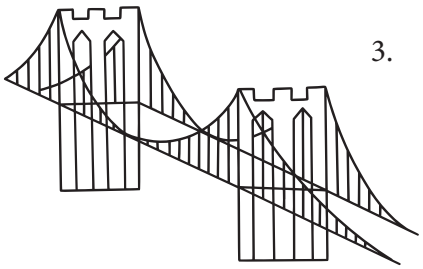
1.



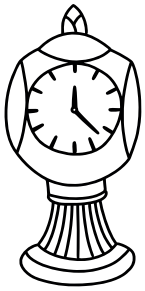
2.



3.



4.





5.

TASK 3

Read the following numbers. Can you match them to the landmarks? If you do not remember which landmark they are connected with, read the text again. What do they measure?

2,983 _____

1980 _____

44 _____

1776 _____

1,825.4 _____

Did you notice how the numbers are written? A comma is written every 3 decimal places for numbers larger than 999 (not years). The decimal point is indicated with a period (full stop).

TASK 4

Rewrite the numbers applying the English-writing norm (add commas and periods where necessary).

1. London Bridge is 269 m long, 32 m wide, and the longest span is 104 m. In Britain, the British system is used. One can find the information in feet rather than metres, i.e. London Bridge is 882,5 ft long, 105 ft wide, and the longest span is 341,2 ft.

1 _____ 2 _____ 3 _____
4 _____ 5 _____ 6 _____

Can you compare the Brooklyn and London bridges?

2. The Eiffel Tower is the most-visited paid monument in the world. In 2015 it was visited by 6,91 million people. Wikipedia says that the tower is 324 metres (1 063 ft) tall, its base is square, measuring 125 metres (410 ft) on each side. It was opened in 1889.

1 _____ 2 _____ 3 _____
4 _____ 5 _____ 6 _____ 7._____

Can you compare the Eiffel tower and the Statue of Liberty?

3. The world's largest station in terms of floor area is Nagoya Station in Japan. Its area is 446 000 m^2. Grand Central Terminal in New York is the world's largest station by many platforms (44).

1 _____ 2. _____

TASK 1

Read the text and answer the questions.

1. Which job is unpaid?
2. In which job(s) the person cannot be colour-blind? Give the reasons.
3. Which job(s) keeps you fit? Give the reasons.
4. Which job(s) can be dangerous? Give the reasons.
5. In which job do you have to speak a lot in public? Give the reasons.

NOTES:

JOBS

_____ _____

_____ _____

_____ _____

_____ _____

VERBS

_____ _____

_____ _____

_____ _____

_____ _____

SKILLS, ABILITIES

_____ _____

_____ _____

_____ _____

_____ _____

CHARACTER/ADJECTIVES

_____ _____

_____ _____

TASK 1: INTERESTING FACTS ABOUT NEW YORK PLACES OF INTEREST

Write True (T) or False (F).

1. There is a ship cemetery.

2. The Berlin Wall is in New York.

3. Pneumatic tubes are used in the NY Public Library to sit on.

4. The first NY's magic shop was opened in 1905.

5. Area 51 is a secret subway station.

6. The Empire State Building, the Chrysler Building and the Flatiron Building are skyscrapers.

7. Governor's Island is open from May to September.

8. A special air tramway is called Roosevelt Air Tramway.

9. A worker from Vyšný Slavkov, Levoča is in the famous photo *Lunch atop a Skyscraper*.

10. The Metropolitan Museum has a lovely pool on the top.

TASK 2: NEW YORK PLACES OF INTEREST

Fill the chart K-W-H-L. Write what you know about New York, what you want to learn, how can you find the information about NY and later what you have learned.

What do I **K**now?	**W**hat do I want to learn?_ (Who? What? Where? When? Why? How?)	**H**ow can I find? (source)	What have I **L**earned?

TASK 1

Choose the correct word to complete the sentences.

***place *shop *dog *book *actors *peanut *waiter *food *drink**

***clothes *take *butter *restaurant (2x) *horror *sing**

1. This is a _____ which is in the theatre area of Broadway. The _____ and waitresses who work there _____ while they are serving.

2. Have you ever read the _____Dr. Jekyll and Mr. Hyde? This restaurant and bar has the same _____theme as the book. While you eat, there are _____ who play a part and wear different _____ .

3. If you like a _____ butter, then you´ll love this _____ . It´s a sandwich _____. It sells things made from peanut _____.

4. Would you like to visit a _____where many of the customers are _____? The Barking Dog serves normal _____ and _____but if you _____a dog with you, then there´ s something for your dog, too.

TASK 2

Match the heading with a text from the Task 1.

Take your dog ***Dr. Jekyll and Mr Hyde***

Lots of peanut butter ***Singing while eating***

TASK 1

You organise the food tour in your county/district/Slovakia and prepare an itinerary. Describe your tour and find three places where you want to stop. Don't forget to recommend meals and drinks. Be creative and plan a catchy tour and visual.

FOOD TOUR

Tour description:

Places :

Meals:

Drinks :

✂----------

You organise the food tour in your county/district/Slovakia and prepare an itinerary. Describe your tour and find three places where you want to stop. Don't forget to recommend meals and drinks. Be creative and plan a catchy tour and visual.

FOOD TOUR

Tour description:

Places :

Meals:

Drinks :

ACTIVITY 1 (DREAMING OF NEW YORK)

When E.A. Poe met Lady Gaga. Take a blank sheet of paper (e.g., A4 format). According to the framework below, write down the information in rounds (R). After each round, fold the paper so that your partner does not see what you have written and swap the papers. After you finish, you can share your stories aloud.

Framework for individual rounds

R1: **male adjectives** (outer feature, inner quality)
R2: **male name** (an American, preferably someone living in NY, does not have to be still living)
R3: AND **female adjective** (outer feature, inner quality)
R4: **female name** (an American, preferably someone living in NY, does not have to be still living)
R5: MET write a **place** where they met (and area, building, place in NY, you can add some information about the place, maybe some adjectives)
R6: **what he gave her** (object that he gave her, or may some advice or something abstract)
R7: **what he said to her**
R8: **what she said to him**
R9: **what she gave him in return**
R10: **what the world said about it** (how does this odd meeting ends?)

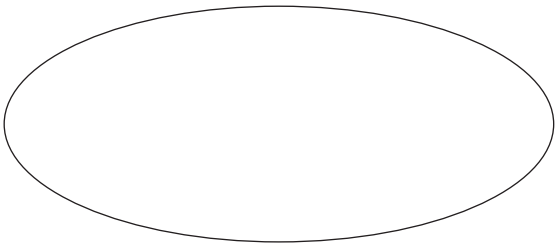
(Adapted from Eliašová, V. 2005. Creative Writing. MPC Bratislavského kraja v Bratislave)

ACTIVITY 2 (DREAMING OF NEW YORK)

THINK-PAIR-SHARE. There are many songs about NY. What are the singers trying to say? Read the extracts from the songs about NY. First, think about them for a minute on your own and take notes. Then share your thoughts with a partner. After a while, discuss your ideas with another pair. After another while, you can discuss the meanings behind the lyrics with the whole class.

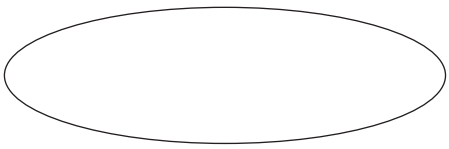
Alicia Keys "New York"

I'm gonna make it by any means, I got a pocket full of dreams
Baby, I'm from New York
Concrete jungle where dreams are made of
There's nothing you can't do
Now you're in New York
These streets will make you feel brand new
Big lights will inspire you
Hear it from New York, New York, New York!

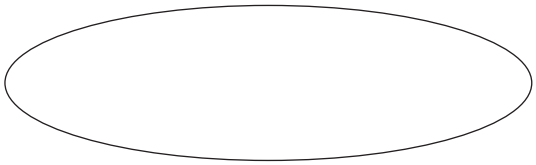


Frank Sinatra, New York, New York

I want to wake up in a city
That never sleeps

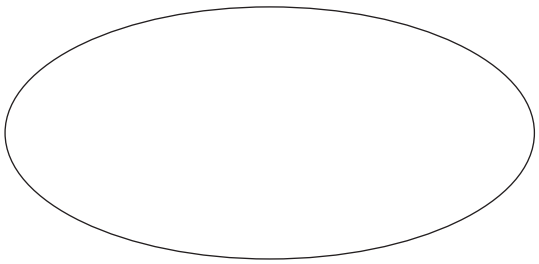


If I can make it there
I'll make it anywhere
It's up to you
New York, New York



John Lennon, New York City

We decided to make it our home
If the man wants to shove us out
We gonna jump and shout
The Statue of Liberty said "Come!"



ACTIVITY 3 (DREAMING OF NEW YORK)

Guessing game. Choose an area of NY and describe it in three sentences. Your classmates will listen and guess which area it is.

ACTIVITY 4 (LANDMARKS)

Word search puzzle. Find the names of districts in NY.

S	T	A	T	E	N	I	L	B
B	A	Q	U	E	A	S	M	R
M	E	U	M	A	N	L	A	O
Q	T	E	N	B	R	A	N	O
T	H	E	B	R	O	N	X	K
M	A	N	Q	B	K	D	E	L
A	M	S	R	L	A	K	Q	Y
M	A	N	H	A	T	T	A	N

ACTIVITY 5 (LANDMARKS)

Web search. Using the Internet, try to locate the famous buildings in NY and note them down on the map. Then compare your maps with another pair.



ACTIVITY 6 (LANDMARKS)

Match the landmarks with the city and country and place them on the map.

Colosseum	Barcelona	Poland
Basilica de la Sagrada Família	Krakow	Peru
Wavel	London	India
Empire State Building	New York	Spain
Wooden altar of master Paul	Rome	England
Machu Picchu	Prague	USA
Charle's Bridge	Moscow	Italy
Saint Basil's Cathedral	Agra	Russia
Big Ben	Levoča	the Czech Republic
Taj Mahal	Machu Picchu	Slovakia



LANDMARK	*CITY*	*COUNTRY*

ACTIVITY 6 (UNUSUAL PLACES) CLIL: LITERATURE, LEXICOLOGY: ONOMATOPOEIAS

TASK 1: How does it sound? Match the sound with a thing/ an animal/ a person. Think of the sound in Slovak and any other foreign language. You can use the Internet. The first is done

buzz	*splash*	*bark*	*boom-bah-bah-boom*	*quack-quack*
beep-beep	*ding dong*	*giggle*	*clap*	*meow*

	English	Slovak	foreign language
a train	*choo -choo*	*šu-šu*	*traca-traca (Spanish)*
a cat			
a duck			
a bee			
a dog			
a bell			
a drum			
hands			
water			
a digital alarm clock			
a child			

TASK 2: How would this place sound? Based on the text, create new onomatopoeias for the following places and explain why

Staten Island Boat Graveyard	
Pneumatic tubes	
A restaurant on a train	
Governors‘ Island	
30 Rockefeller Center	
New York	

Do you know what onomatopoeia is?
Onomatopoeias are words that imitate the natural sound connected with an action, a thing or a person. They are called sound words. When a writer/ a poet/ a song writer uses them, it can help to make it more vivid. The reader/the hearer can visualise the idea. These words are used in books, songs ...

ACTIVITY 8 (YUMMY THINGS TO EAT) POST-READING ACTIVITY

You want to open an unusual restaurant. Think about a name, a type, and a special menu you would like to serve.

Name:

Type:

MENU

Starter:

Soup:

Main Dish:

Side Dish:

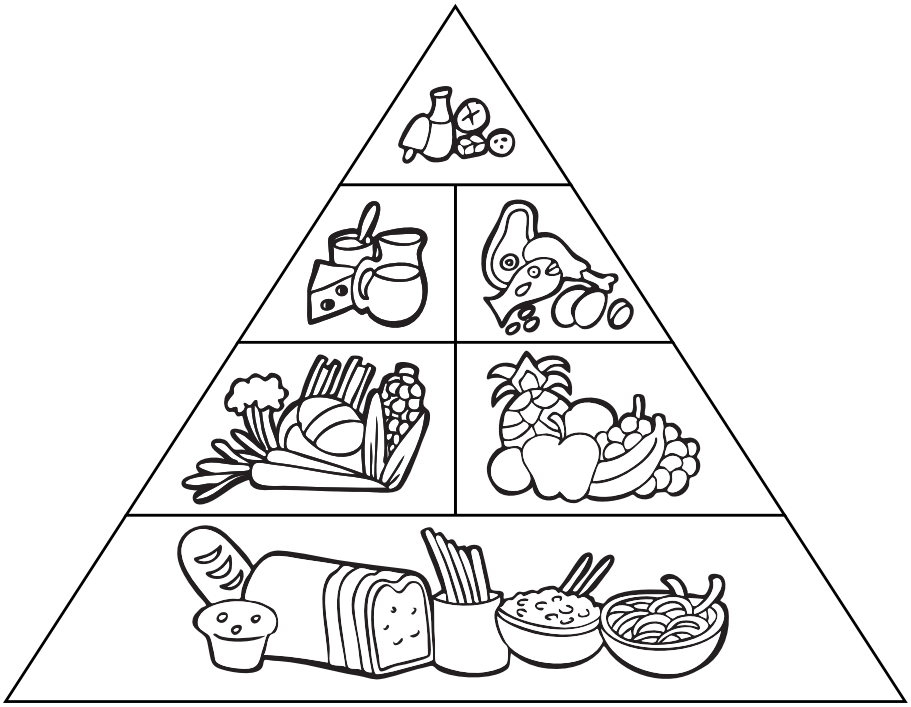
Dessert:

Drink:

ACTIVITY 9 (YUMMY THINGS TO EAT) CLIL BIOLOGY

TASK 1: Name each part of this food pyramid, use the given clues.

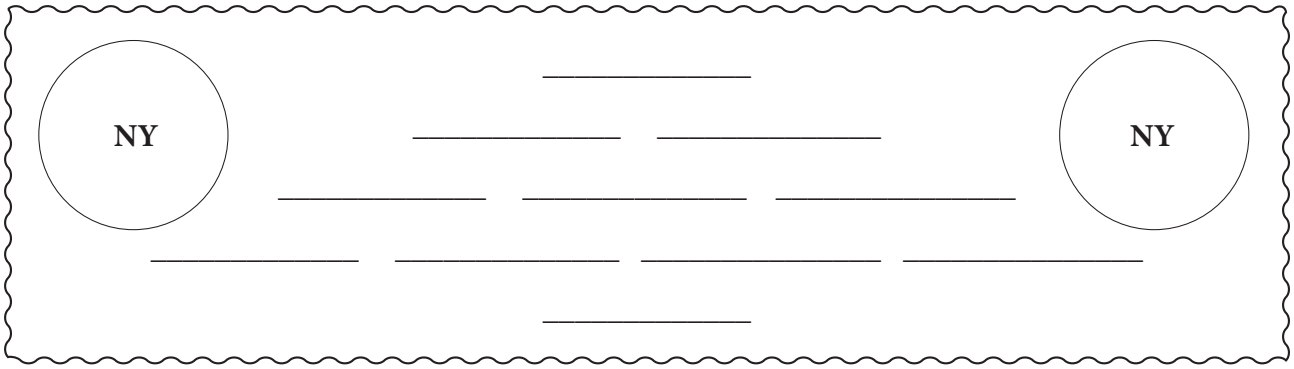
cereals	*meat and fish*	*fruit*	*vegetables*
junk food/sweets	*dairy products*		



TASK 2: Draw your food pyramid and decide what items you put in. Do you know any other food pyramids or types of eating habits? Draw it and compare it with yours

ACTIVITY 10 (general activity) NEW YORK – WORD CINQUAIN

Work in groups of four. Play with words that come to your mind when you think of New York. Organise these words into a cinquain format *(more info about cinquain see https://www.poetry4kids.com/lessons/how-to-write-a-cinquain-poem/)***. You can share your cinquain with your classmates.**



Here is an example of a cinquain about **Ice Cream**

Ice cream.
Cold and yummy.
I love its sweet richness
as it finds its way into my
tummy.

(https://www.poetry4kids.com/lessons/how-to-write-a-cinquain-poem/)

Treasure Island

Author: Robert Louis Stevenson
(Retold by Silvana Sardi)



CEFR level: A2, 800 headwords, Flyers

Topic: pirates and piracy, character analysis

Language structures: present, past and future tenses; irregular verbs, question forms; adjectival modification of nouns; verbs + complements

CLIL: geography, nature, history

Table of contents:

2 lesson plans
3 worksheets
2 extra activities in the Bank of activities

Treasure Island

Lesson plan 1

Topic: Pirates and piracy (lesson to be taught before students read the book)

Teaching objectives:
- to provide pupils with opportunities to practise reading comprehension,
- to enable pupils to practise reading sub-skills: scanning
- to enable pupils to talk about pirates
- to enable pupils to find specific geographic locations on a map
- to enable pupils to co-operate with each other

Learning outcomes:
The pupils will be able to:
- read selected passages and answer comprehension questions
- talk about things related to pirates
- find geographic locations on a map
- work in pairs to complete the tasks

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

Materials: excerpts concerning piracy from Wikipedia

PROCEDURE

Lead-in (5 minutes)

WCL: T. shows students a picture of the Jolly Roger flag. T. asks what ships used that flag and what these ships did.



Pre-reading (10 minutes)

IW: T. asks students to look at some words connected with piracy and asks them to match these words with their definitions

1. robbery	A. a way that you follow to get from one place to another
2. cargo	B. a ship or a large boat
3. channel	C. goods carried by for example a ship or a plane
4. vessel	D. a type of gun with a long barrel fired from the shoulder
5. route	E. the crime of stealing from somewhere or someone
6. rifle	F. a passage of water that connects two seas

While-reading (20 minutes)

IW, PW, WCL: T. asks students to read a short text about pirates (below) and answer questions about it. Students discuss answers in pairs. This is followed by class discussion.

Piracy is an act of robbery by ship upon another ship, typically with the goal of stealing cargo and other valuable goods. Those who perform acts of piracy are called pirates, while the ships that pirates use are called pirate ships. In the past, pirates often did not have to fight to steal goods from other ships – the crews of those ships were so frightened that they surrendered without a fight.

Piracy has existed since ancient times. There were pirates in ancient Greece and Rome. Pirate attacks often took place in narrow channels which directed shipping into predictable routes. Historic examples in Europe include the waters of Gibraltar and the English Channel, whose geographic structures were good for pirate attacks. Another place in which pirates operated was the Caribbean.

Today, pirates armed with automatic weapons, such as rifles and machine guns use small and very fast motorboats to attack and board ships. They can do it easily because modern cargo transport ships do not have many crew members. Modern pirates also use larger vessels, known as "mother ships", to supply the smaller motorboats.

Adapted from https://en.wikipedia.org/wiki/Piracy

Comprehension questions:

1. Who is a pirate?
2. What did pirates usually do to steal things from other ships?
3. How old is piracy?
4. What places were good for pirate attacks in the past?
5. What weapons do modern pirates use?
6. How do modern pirates attack ships?

Post-reading (10 mins)

WCL: T. and students find the places mentioned in the text on a map displayed on screen/ interactive whiteboard.

NOTES

Treasure Island

Lesson plan 2

Topic: Long John Silver character analysis (lesson to be taught after the students have read the book)

Teaching objectives:
- to provide pupils with opportunities to practise reading comprehension,
- to enable pupils to practise reading sub-skills: scanning,
- to encourage pupils to reflect upon what they have read,
- to enable pupils to co-operate with each other,
- to provide pupils with opportunities to practise reading sub-skills: making inferences.

Learning outcomes:
The pupils will be able to:
- • read the selected passages and answer comprehension questions
- say what John Silver is like
- talk about things related to pirates
- work in pairs to complete the tasks
- share their opinions with their classmates and the teacher

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

Materials: a copy of Treasure Island for each pupil and the teacher

Pages in the book: 20-22, 26, 32, 60-61

PROCEDURE

Lead-in (5 minutes)

T. reminds students what Treasure Island is about. T. tells pupils that they are going to read some passages from the book and talk about two main characters, Long John Silver and Jim

Pre-reading (5 minutes)

WCL: Teacher writes on the whiteboard: parrot, one-legged, scar, chest, mutiny. T. asks why these words can be used to describe a pirate or are related to pirates

While-reading (20 minutes)

IW, PW, WCL: T. asks pupils to read the text on pages 20-22; 26; 32; 60-61 and answer comprehension questions. Pupils read the passages individually, prepare answers in pairs and then share them with the teacher.

Comprehension questions for pages 20-22

1. How did Jim feel when he heard about the sailor with one leg? (worried)
2. What did John Silver look like when Jim first saw him? (friendly)
3. Why was Jim convinced that Silver was a good man? (He said Jim was safe with him)

Comprehension question for page 26

Why was Jim furious when he listened to Silver? (He learnt that Silver was planning to kill him and his friends)

Comprehension questions for page 32

1. What did Silver do to Tom and Alan? (He killed them)
2. Why did Jim tremble with fear? (Because Sliver wanted to find him)

Comprehension questions for pages 60-61

1. What did Silver promise Jim? (To protect him)
2. What did Silver want in return for his promise? (He wanted Jim to defend him in court)
3. How did Silver explain not killing Jim to the other pirates? (He said that Jim would be their hostage)

Post-reading (15 minutes)

WCL, IW: T. writes *friendly*, *evil* and *trustworthy* on the whiteboard and asks what pupils think of John Silver. Pupils use the adjectives to say what they think Silver is most like. They can also be asked to find and read selected parts from the passages in order to support their opinions.

Follow-up writing (homework assignment)

IW: Imagine you are Jim. Write a letter to a judge defending Silver. Write up to 75 words.

NOTES

TASK

Complete each sentence with the correct form of a verb in the simple past tense

1. Jim h _ _ _ _ a noise and h _ _ under the bridge.
2. The pirate d _ _ _ _ a glass of rum.
3. Jim looked at the pirate's hand. He h _ _ only three fingers.
4. When Jim w _ _ _ back to the room , Billy Bones was lying on the floor.
5. Billi Bones and Captain Flint h _ _ lots of adventures together.
6. The blind man g _ _ _ Billy a note and left quickly.
7. Billy's face w _ _ _ very white.
8. In the corner of the chest Jim f _ _ _ _ a small bag of coins.
9. The doctor t _ _ _ Jim to his house and the boy t _ _ _ him the story.
10. When Mr Trelawney was in Bristol he m _ _ a man with one leg.
11. Jim f _ _ _ very proud when he h _ _ _ _ what Silver said.
12. The squire c _ _ _ _ the crew of the ship himself.
13. Jim jumped out of the boat and r _ _ into the woods.
14. Jim s _ _ the pirate's flag on the ship.
15. The pirates b _ _ _ _ the doctor's small boat.
16. The captain's men f _ _ _ _ _ hard and in the end they w _ _.
17. During the pirates' attack, the captain b _ _ _ _ his arm.
18. The waves g _ _ bigger and bigger and Jim t _ _ _ _ _ _ he was going to drown.
19. Jim climbed over the wall and c _ _ _ _ to the house.
20. Jim didn't know if Silver m _ _ _ _ what he said.

TASK

Match the verbs in column A with the most appropriate words in column B. Then use each phrase in an appropriate sentence below. You may have to change the form of the verb.

A	B
1. explore	a. the gun
2. go	b. ashore
3. point	c. the treasure
4. take	d. safe
5. bury	e. his patients
6. feel	f. the island
7. sail	g. a shortcut
8. examine	h. with fear
9. tremble	i. our attack
10. plan	j. the ship

1. Jim wanted to ……... and see all of it.
2. Let's ……. through the woods.
3. He ……. on this island.
4. The captain let them …….. and relax .
5. He …… and gave them some medicine.
6. He …… at the captain.
7. Jim ran until he …… .
8. We are alone now and we can …… .
9. They ……. towards the beech.
10. Jim …….. when he saw the knife.

TASK 1

Match the adjectives or nouns in column A with the most appropriate nouns in column B. Then use each phrase in an appropriate sentence below.

A	B
11. evil	k. telescope
12. buried	l. information
13. seaside	m. tide
14. brass	n. treasure
15. greedy	o. pirates
16. cannon	p. creature
17. secret	q. hunt
18. wooden	r. place
19. strange	s. pirate
20. important	t. village
21. high	u. bottles
22. full	v. water
23. empty	w. moon
24. shallow	x. balls
25. treasure	y. leg

1. He lives in a …….. in the south-west of England.
2. Those …….. took all our supplies.
3. He was an …….. and he killed many people.
4. The pirates on the ship attacked us with ……. .
5. He buried his treasure in a …….. .
6. One of the pirates had a ……. .
7. The …….. followed him and Jim was scared.
8. I have some ……. about the treasure.
9. They wanted to sail the ship towards the beach but had to wait for …… .
10. They all got excited about looking for the ……. .
11. It was night and there was a …… .
12. There were some ……. on the floor.
13. They were fishing in ……. .
14. They were excited about going on a ……. .
15. He looked out to sea through his …… .

ACTIVITY 1 (Lesson 2)

Long John Silver in the book Treasure Island has a pet parrot. The parrot says the phrase "pieces of eight" many times.
Go to the website below, read the text there and find out what this phrase means. Use a dictionary, if necessary.
https://www.kingmanyachtcenter.com/sea-history-what-is-a-piece-of-eight/

ACTIVITY 2 (Lesson 2)

There are different kinds of parrots which can mimic the speech of humans. Read about four of them and then answer the questions about them. You can see what they look like by visiting the website below.
https://www.thesprucepets.com/top-talking-bird-species-390534

1. African Grey

The highly intelligent African grey is often regarded as the best talking bird. Some of them know hundreds of words. There is even research suggesting that these parrots can use words in context to have simple conversations. However, this does not necessarily mean that they understand what they're saying. In any case, this kind of verbalization takes years of patient training and practice.

2. Budgerigar

They are small but excellent talking birds. In fact, budgies have broken world records for the largest bird vocabulary. While their voices are normally a bit gravelly, budgies are capable of learning many words and even phrases. And because they are quite social birds, many enjoy practicing speech with their caretakers.

3. Amazon parrot

Any Amazon parrots can learn to speak very clearly, and they generally have very sweet voices. They like to socialize and this is possibly what makes them mimic humans. They are intelligent birds that love being the center of attention. They bond closely with their caretakers, requiring lots of social interaction and a lot of space to play.

4. Indian Ringneck Parakeet

Indian ringneck parakeets seem to have a gift for learning short words and also longer phrases. They also tend to speak with clarity. Centuries ago in India, religious leaders who said daily prayers in their gardens began to notice local ringnecks repeating the prayers. This led to the birds being regarded as sacred and ultimately caused people to keep them as pets.

Texts adapted from: https://www.thesprucepets.com/top-talking-bird-species-390534

Questions:
1. Why is Indian Ringneck Parakeet considered to be sacred in India?
2. Which parrot is considered to be the best at talking to people?
3. Which parrots like it when everyone notices and watches them?
4. Is it true that small parrots cannot learn to repeat many words?

NOTES

2.1 GRANNY FIXIT AND THE PIRATE

WS 1

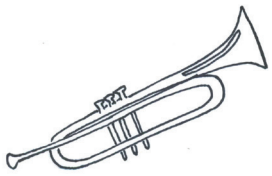
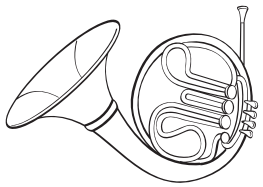
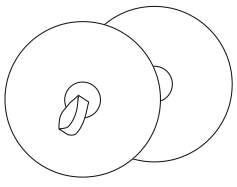
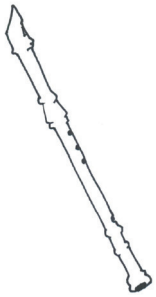
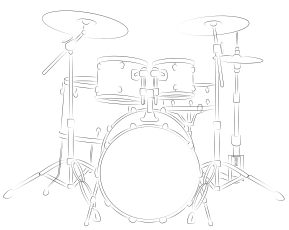
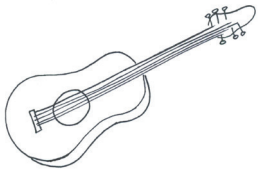
T1: Pirate summary of part 1
1p, 2i, 3r, 4a, 5t, 6e; hidden word: PIRATE

2.2 SOPHIE´S DREAM

WS 1

T1: 1. hold an umbrella; **2.**eat treats; **3.** give treats; **4.** guess a riddle; **5.** ask a riddle; **6.** tell a funny story; **7.** laugh at a funny story

WS 2a/2b

 TRUMPET	 FRENCH HORN	 PIANO
 VIOLIN	 SAXOPHONE	 CYMBALS
 RECORDER	 DRUMS	 GUITAR

ACTIVITY 4: Odd one out

clown, **car**, ballet dancer, juggler – car is a vehicle, others are jobs
monkey, lion, **robot**, elephant – robot is a machine, others are animals
pencil, trumpet, piano, drum – we use pencil to write with, others are musical instruments
elephant, lion, **dog**, monkey – dog is a domestic animal, others are wild animals
monkey, rabbit, cat, dog – monkey is a wild animal, others are domestic animals
lion, **kangaroo**, giraffe, zebra – kangaroo lives in Australia, the other animals live in Africa

2.3 PB3 AND COCO THE CLOWN

WS 2

T1:
1. I like playing with John **or Ange**lica.
2. Newspaper **Ed**dy
3. They a**gree n**ot come late.
4. You can buy chea**p ink** in this shop.
5. This is True**blue** company.

WS 4

a juggler	is a person	who can throw several objects into the air, catch them, and keep them moving
an acrobat	is a person	who performs difficult physical acts such as jumping and balancing, especially in a circus, such as walking on a wire high above the ground
a circus	is a name	for a travelling company of acrobats, clowns, and jugglers
an aunt	is a person	who is a sister of one‘s father or mother
an uncle	is a person	who is a brother of one‘s father or mother
the big top	is a place	which is the main tent in a circus

WS 4

T2:
Sally:

has lunch with her mum, dad, PB3 and Robin	__5___
goes to the circus school	__3___
shows some photos	__2___
invites PB3 and Robin to have a cup of tea	__1___
invites PB3 and Robin to school	__4___

Coco:

practices for the show	__2___
gets dressed	__4___
gives children balloons and a big welcome	__5___
has some flowers	__3___
invites PB3 and Robin to have a cup of tea	__1___

WS 5

T1:

Where do PB3 and Robin live?	on Planet P3
Are there any animals on Planet 3?	No, there are not.
What do Coco, Sally, PB3 and Robin drink?	tea
What is Sally´s father job?	a juggler
What do Ellie and Mary do?	an elephant trainers
What is Katya´s job?	an acrobat
Where does Sally go in the morning?	to the circus school
What does she have with her parents and friends?	lunch
What does Coco wear?	big yellow trousers, black shoes, a pink and grey shirt, a blue hat and a purple coat
What does Coco do in the evening?	gives all the children a balloon and a big welcome

WS 7: Circus

T1:

Come to the **CIRCUS**
It´s right **HERE** in town
There´s Katya the **ACROBAT**
And Coco the **CLOWN**.
So… Hurray! Hurray! Hurray!
COME to the circus today
Hurray! Hurray! Hurray!
It´s here in **TOWN** today!
Come to the circus
Jim the **JUGGLER´S** great!
And you can ride on an **ELEPHANT**
COME now! Don´t be late!
So… Hurray! Hurray! Hurray!
Come to the circus **TODAY**
Hurray! Hurray! Hurray!
It´s here in town **TODAY**!

WS 8

T1:

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

ACTIVITY 13: Circus Quiz (Post-reading)

Circle the right answer:

1. What is a big top?
   the main tent in a circus
   a special hat
2. What typical food can you buy in the circus?
   a cotton candy
   a hamburger
3. Which one is the name of the famous circus?
   Cirque de Sole
   Cirque du Soleil
4. What is a human cannonball?
   a game with balls
   a performance where a person acts as a ball
5. What is/was the biggest animal in the circus?
   a camel
   an elephant
6. Which circus animal is not an herbivore?
   a donkey
   a tiger
7. How do we call a person who moderates shows?
   a ringmaster
   a clown

ACTIVITY 16

1. Coco **RIDES** a bike.
2. Katya **WAVES** back.
3. A ringmaster **OPENS** a show.
4. Ellie and Mary **SIT** on the elephants.
5. Sally, PB3 and Robin **WATCH** a performance.
6. A juggler **THROWS** colourful balls.
7. Children **HOLD** balloons.
8. The elephants **STAND** in the middle of a ring.
9. A strong man **WEARS** a special costume.

2.4 ANNA OF GREEN GABLES

WS 2

T2:
regular: live, work, arrive, ask, talk, decide, chat, enjoy, use, listen, reply, remember, open, want, apologise, look
irregular: go out, say, think, speak, have, see, wake up, have to, come in, tell, know

ACTIVITY 1: Anne, orphan, freckles, apologise, journey, strange, buggy, pond, unkind, prayer

ACTIVITY 5: Canada Quiz
1c, 2b, 3c, 4b, 5b, 6c, 7b, 8c, 9c, 10d

ACTIVITY 6: Odd one out about Canada
1. Seattle, 2. camel, 3. Indian Ocean, 4. cricket, 5. Disney World

2.5 IN SEARCH OF A MISSING FRIEND

LP1 Chapter 1: Post-reading

Possible answers:

1) Wills is a very smart boy; he is an inventor, a winner of last year's Genius Meeting. His last invention is a special pen which can solve the mathematical problems.
2) He has been kidnapped by the Black Hand Gang.
3) His friends- twins Camilla and Harry.

LP2 Chapter 2: Summarizing

Suggested answers:

1) Giant's is a supermarket and the twins go there because Wills was seen there.
2) They find one of Wills' rolls of film, they develop it with Wills' photo-fax and find out that the gang and Wills were at the sweet stall in the park.
3) The next clue brings them to the library. They find a book about kidnappings with a few missing pages in the middle. When they get out, they find out that their bicycle tyres are flat.

LP2 Chapter 2: Eliciting

Possible answers:

Problem solving, communication skills, listening skills, observation skills, paying attention to details, deduction skills, thinking "outside of the box", keen on learning new things, patient, creative

LP3 Chapter 3: Summarizing

Suggested answers:

1) Thanks to Will's invention – 'missing page finder'
2) The clues on the clothes pegs helped them, plus the advice of a boy who was also looking for Wills.

LP4 Chapter 4: Summarizing

Suggested answers are also correct answers from Worksheet 5:

1) With the help of another Wills' invention – 'chewing-gum-gun'.
2) 'Do-It-Yourself-Sounds', she imitated a police squad.
3) In his bowtie.

LP5 Chapter 5: Summarizing

Suggested answers are also correct answers from Worksheet 5:

1) It was stolen by a dog in the park.
2) Because they suggest all the places and activities that the twins have just been doing.

WS 2

T1: 1c, 2f, 3b, 4d, 5e, 6a

WS 5

T1:

Chapter 1: Post-reading

Possible answers:

1) Wills is a very smart boy; he is an inventor, a winner of last year's Genius Meeting. His last invention is a special pen which can solve mathematical problems.
2) He has been kidnapped by the Black Hand Gang.
3) His friends – twins Camilla and Harry.

Chapter 2: Summarizing

Suggested answers:

1) Giant's is a supermarket and the twins go there because Wills was seen there.
2) They find one of Wills' film rolls, they develop it with Wills' photo-fax and find out that the gang and Wills were at the sweet stall in the park.
3) The next clue brings them to the library. They find a book about kidnappings with a few missing pages in the middle. When they get out, they find out that their bicycle tyres are flat.

Chapter 2: Eliciting

Possible answers:

Problem solving, communication skills, listening skills, observation skills, paying attention to details, deduction skills, thinking "outside of the box", keen on learning new things, patient, creative

Chapter 3: Summarizing

Suggested answers:

1) Thanks to Will's invention - 'missing page finder'
2) The clues on the clothes pegs helped them, plus the advice of a boy who was also looking for Wills.

Chapter 4: Summarizing

Suggested answers:

1) With the help of another Wills' invention - 'chewing-gum-gun'.
2) 'Do-It-Yourself-Sounds', she imitated a police squad.
3) In his bowtie.

Chapter 5: Summarizing

Suggested answers:

1) It was stolen by a dog in the park.
2) Because they suggest all the places and activities that the twins have just been doing.

WS 6

T1:

1) 95 (you multiply by 2 and add 1)
2) S (Saturday)
3) T (ten)
4) 3612 (first multiply, then add)
5) think outside the box
6) the letter M
7) rain
8) the word incorrectly
9) Mount Everest
10) in Washington D. C.

2.6 POLLYANNA

WS 1

T1

1e, 2g, 3f, 4i, 5m, 6o, 7l, 8k, 9j, 10n, 11h, 12d, 13c, 14b, 15a

WS 2

T1:

1. went, 2. ran, 3. sat, held, 4. went, 5. saw/met, 6. hit, fell, 7. left, 8. sent, 9. found, 10. thought, 11. came, 12. spent, 13. took / found, 14. slept, 15. went, 16. broke, 17. heard /saw, 18. drove, 19. woke, 20. saw, 21. met, 22. brought, 23. gave

WS 3

T1:

1. up, 2. off, 3. up, 4. into, 5. out of/into, 6. out of/into, 7. down, 8. down, into

WS 4

T1:

Before: a, c, e, f, h, i

After: b, d, g

WS 5

T1:

1b Miss Polly is Pollyanna's aunt; **2f** Nancy is Miss Polly's servant; **3e** Jimmy Bean's is Pollyanna's friend; **4g** Jimmy Bean became Mr John Pendelton's son; **5d** Dr. Thomas Chilton is not Miss Polly's doctor (He is in love with Miss Polly); **6a** Old Tom is Miss Polly's gardener; **7c** Timothy is the gardener's son

WS 6

T1:

1d, 2f, 3e, 4b, 5c, 6a

T2:

1 Suggested answer:

Pollyanna does not like her room. She looked sad when she and Nancy put her clothes in the wardrobe. She only hopes that one day it will be a nice room. "For the first time, the little girl looked sad." "I think this will be a nice room one day."

2 Suggested answer:

Nancy knows that the room is ugly and that Pollyanna only pretends to like the room. She notices that Pollyanna does not want to make anybody feel sad and tries to be an optimist even though her life has not been easy so far. Pollyanna does not complain and tries to adapt to new circumstances. She is the person who sees the glass half full rather than half empty.

WS 8

T1:

1. paragraph 2; **2.** paragraph 1; **3.** paragraph 4; **5.** there is no paragraph

T2:

a) to ask them to help Jimmy Bean to find a home; **b)** He is eleven years old; **c)** He is living in a children's home now but there are too many children there and he has to leave

WS 10

T1:

Jimmy is a sweet boy. He is very hard-working and honest. He often helps younger children. He laughs a lot and can be very funny.

WS 11

T1:

1. went; **2.** ran; **3.** sat, held; **4.** went; **5.** saw; **6.** hit; fell, **7.** left; **8.** sent; **9.** found; **10.** thought; **11.** came; **12.** spent; **13.** took; **14.** slept; **15.** went; **16.** broke; **17.** heard; **18.** drove; **19.** woke; **20.** saw; **21.** met; **22.** brought; **23.** gave

WS 12

T1:

1F She is in her chair

2T She is glad/happy

3F No, she does not want her to talk about him.

4F She had tears in her eyes

5F She thinks it is lovely, full of beautiful things

6F They went up to a room under the roof

7F It is small/little with no nice things in it

8T She can see trees and houses.

ACTIVITY 7:

a) A; b) B; c) A; d) A; e) C; f) A; g) C; h) B

2.7 HARRY AND ELECTRICAL PROBLEM

LP 5 (p.20-27): Escape game room

LEVEL 1 – Question 1

The story *Harry and the Electrical Problem* is about:

A Harry Potter and Hermiona

B Ecological catastrophe

C the crime at the police station

D Nikola Tesla

LEVEL 1 – Question 2

Harry, the detective, was not one of the bravest people. Harry was

A neither reluctant nor friendly

B reluctant and friendly

C not reluctant but friendly

D reluctant but not friendly

LEVEL 1 – Question 3

Power cut is

A a very good hair dresser who cuts hair

B special electric scissors

C a mobile device to recharge battery-powered electronics

D an interruption in the supply of electricity

LEVEL 1 – Question 4

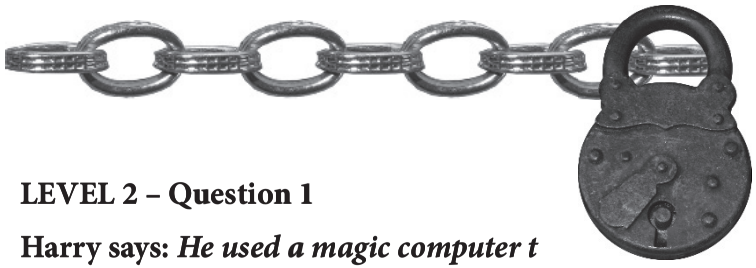
Which are conductors?

A gold and aluminium

B wood and glass

C rubber and iron

D silver and plastic



LEVEL 2 – Question 1

Harry says: ***He used a magic computer t o control another computer.***

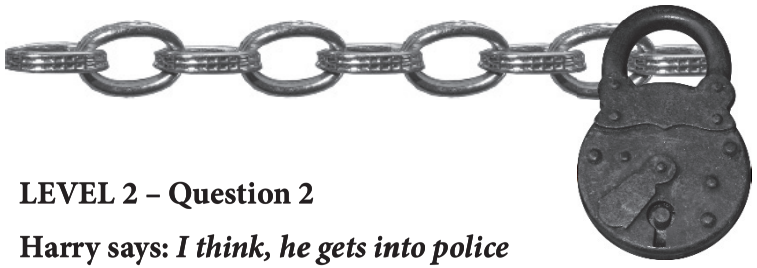
What was the Chief detective's question?

A What did he use a magic computer for?

B When did he use a magic computer?

C Where did magician use a magic computer?

D How did he use a magic computer?



LEVEL 2 – Question 2

Harry says: ***I think, he gets into police computer and finds out the code to the door.***

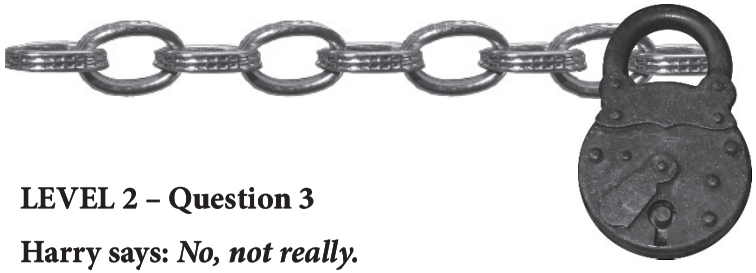
What did the Chief ask?

A But why can he do it?

B Can he cut the power using his computer?

C But how can he get to the police station?

D How did he use a magic computer?



LEVEL 2 – Question 3

Harry says: ***No, not really.***

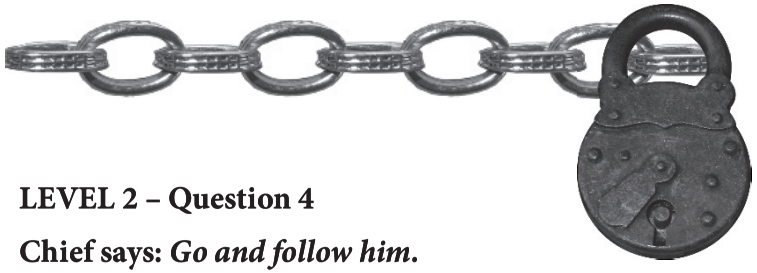
What was the Chief detective's question?

A How long did you talk to him?

B Why did he use a magic computer?

C Can Michael control all computers using his magic computer ?

D Harry, does Michael cooperate with somebody?



LEVEL 2 – Question 4

Chief says: ***Go and follow him.***

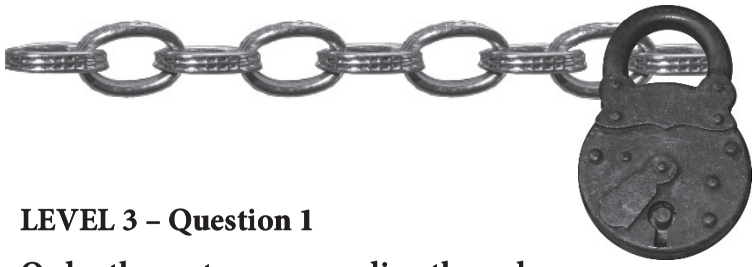
What did Harry ask?

A Can we go home now?

B Shall we arrest him?

C Chief, do you want some water?

D What is the next step, chief?



LEVEL 3 – Question 1

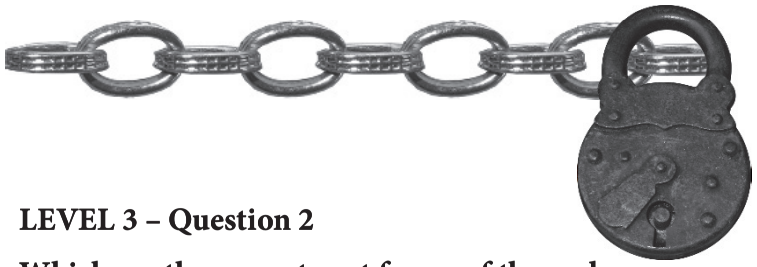
Order the sentences according the order they appeared in a story:

C "Quick," said Harry, "climb out of the window."

A We think Michael the Magician goes into the police computers and finds out the code for the doors.

D The police came and got the Michael Magician.

B This is a mouse. I saw it eating an electric cable.



LEVEL 3 – Question 2

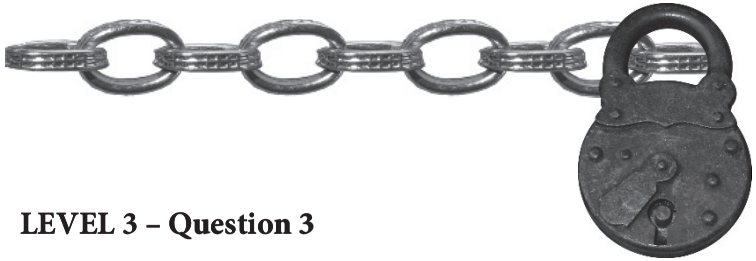
Which are the correct past forms of the verbs – hide, lose, steal, seek, think, cut

A hid, lost, steal, sought, thought, cut

B hid, losted steal, sought, thought, cut

C hid, lost, stole, sought, thought, cut

D hid, lost, stole, sought, taught, cut



LEVEL 3 – Question 3

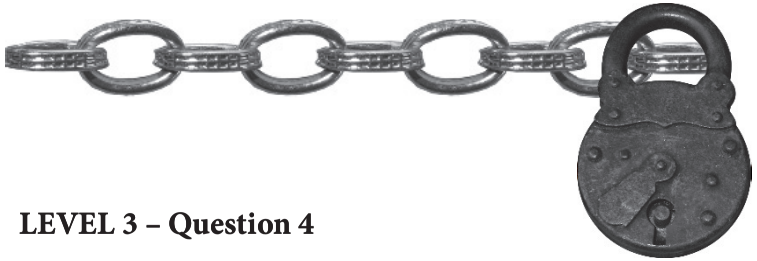
Write C if the sentence is correct and I if the sentence is incorrect. Indicate the mistake. Check both, content and grammar

A **The chief** detective went to see the magic show.

B Harry **quick** put a mouse into his pocket.

C Harry went to a **capital city**.

D Michael stole a map pf a **poor** actor.



LEVEL 3 – Question 4

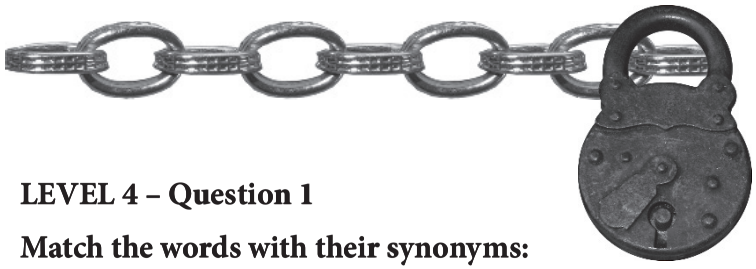
Which set of words is spelled correctly?

A dangeros, lorry, magican, suprise

B dangerous, lory, magician, suprise

C dangerous, lorry, magician, surprise

D dangerous, lorry, magican, surprise



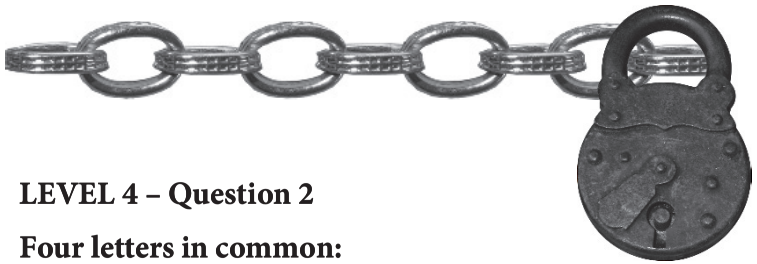
LEVEL 4 – Question 1

Match the words with their synonyms:

Hint (If you want to see the word in context, you can find them in the book)

A untidy (p.2)
B reluctant (cover)
C basement (p.4, 16)
D problem (p.12)

1 question, complication
2 cellar
3 messy
4 hesitant, cautious



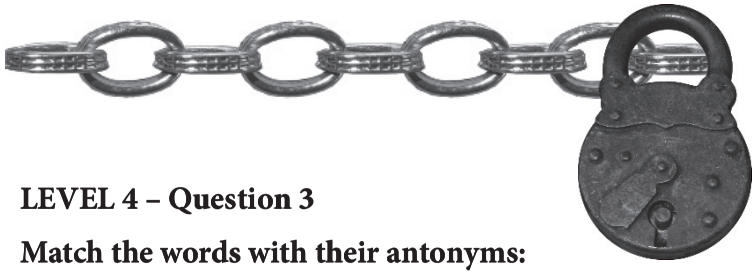
LEVEL 4 – Question 2

Four letters in common:

The answer to each definition is a five-letter word, all words have same 4 letter)

A number **eight**
B not left **right**
C opposite of the day **night**
D one of the senses **sight**
D reluctant but not friendly

E not loose, compact **tight**
F to struggle against **fight**



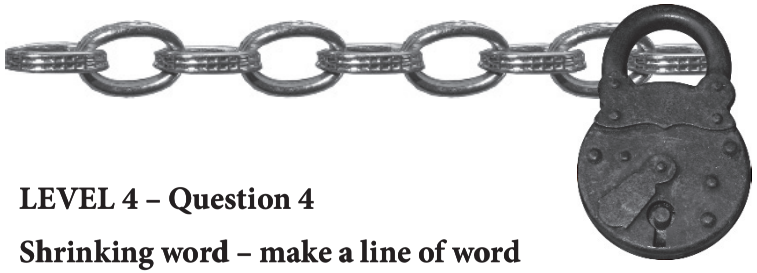
LEVEL 4 – Question 3

Match the words with their antonyms:

Hint (If you want to see the word in context, you can find them in the book)

A brave (p.2)
B expensive (p.9)
C important (p.23)
D suddenly (p.25)

1 cheap, bargain
2 insignificant, trivial
3 slowly, gently
4 cowardly, fearful



LEVEL 4 – Question 4

Shrinking word – make a line of word starting from the given one – each time use one letter less – e.g. – (*waist-wait-wit-it*)?

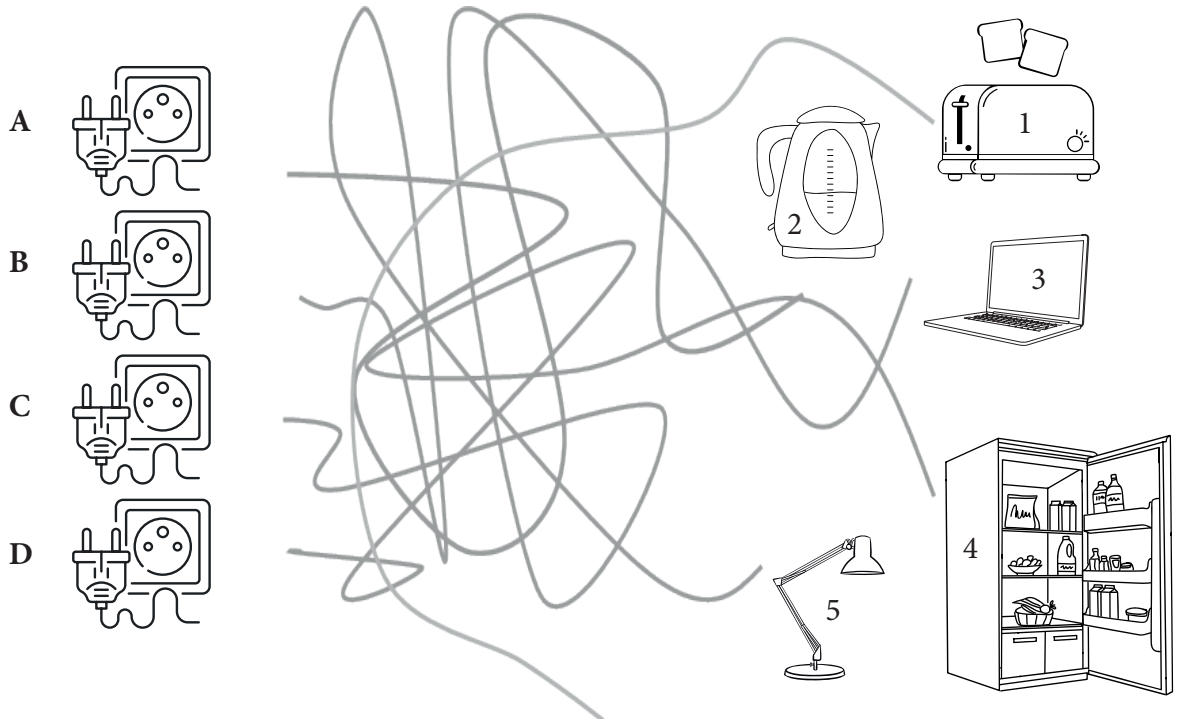
A that – **hat – at**

B stand – **sand – and – an**

C flour – **four – for – or**

D bridge – **bride ride – rid – id**

LEVEL 1 Which device does not have a plug.



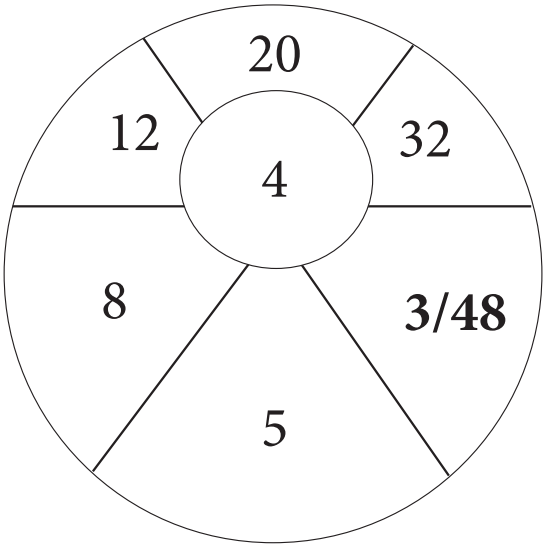
LEVEL 2

Harry loves eating. Follow the food and drinks. Each word starts with the letter of the previous word. Follow the words until you reach a number.

0	1	2	3	4	5	6	7	8	▼	1	2	3	4
1	B	R	O	T	H	E	**S**	E	**F**	D	E	A	W
2	E	A	S	T	E	R	**E**	L	**I**	O	T	W	E
3	A	S	T	E	R	U	**L**	E	**S**	R	O	I	M
4	T	**T**	**E**	**A**	D	D	**P**	V	**H**	O	R	Z	K
5	L	**R**	S	**L**	S	I	**P**	A	**A**	T	N	Z	F
6	E	**E**	K	**M**	C	C	**A**	T	**M**	H	A	A	I
7	S	**S**	C	**O**	R	E	**N**	O	**B**	Y	D	R	N
8	S	**S**	O	**N**	O	R	**U**	R	**U**	D	O	D	D
9	H	**E**	S	**D**	**I**	**E**	**T**	S	**R**	O	Z	P	E
1	O	**D**	**A**	**E**	**R**	**B**	**R**	**E**	**G**	**N**	**I**	**G**	E
2	W	O	R	D	S	E	A	R	**E**	A	R	**G**	A
3	O	R	A	C	L	E	A	N	**R**	**I**	**C**	**E**	V
4	W	H	A	T	W	H	Y	W	H	E	N	W	H

LEVEL 3

Solve the puzzle



LEVEL 4

Solve the puzzle

 = 18 **6 + 6 + 6 = 18**

 = 20 **12 + 6 + 2 = 20**

() × () = 96 **(6 + 6) × (2 + 6) = 96**

 = **12 – 6 : 2 = 9**

 = **6**

 = **2**

 = **12**

WS 1

T2:

Think: What would happen if there was no electricity for a day? What would happen if there was no electricity for a month? Can you think of some alternatives of electrically managed technologies?

electric oven – **gas oven**

fridge/freezer – **balcony in winter**

central heating – **water**

television – **NB/tablet battery**

lights – **candles**

wi-fi – **phones**

What are other sources of power? **(wind, turbines, solar panels, hydropower)**

WS 1

T3: Book cover

Title of the book – Harry and the Electrical Problem

Author – Jane Cadwallader

Illustrator – Gustavo Mazali

What do you think, who is Harry? What is his job? – free answers

T4: Read pages 2-3 and find the answer

What Harry's job is – detective

Which adjectives are used to describe him? Can you think of opposites of the words?

friendly	unfriendly
untidy	tidy
not very brave	brave

T5: Match the words in the columns to make phrases

police station

power cut

electric cable

evening meal

pull out

run off

T6: Read pages 4-5. Fill in the missing text.

Harry is a (1) **detective**. He was having an evening (2) **meal** with his friends when suddenly there was (3) **power cut**. It was not for the first (4) **time**. Harry and his colleagues visited (5) **a chief detective** who suspects (6) **Michael the Magician**. The chief thinks that it is him who (7) **cut** the cables. The police has a photo of the magician who is (8) **running** out of the station with some papers. The chief asks the police team to solve the case.

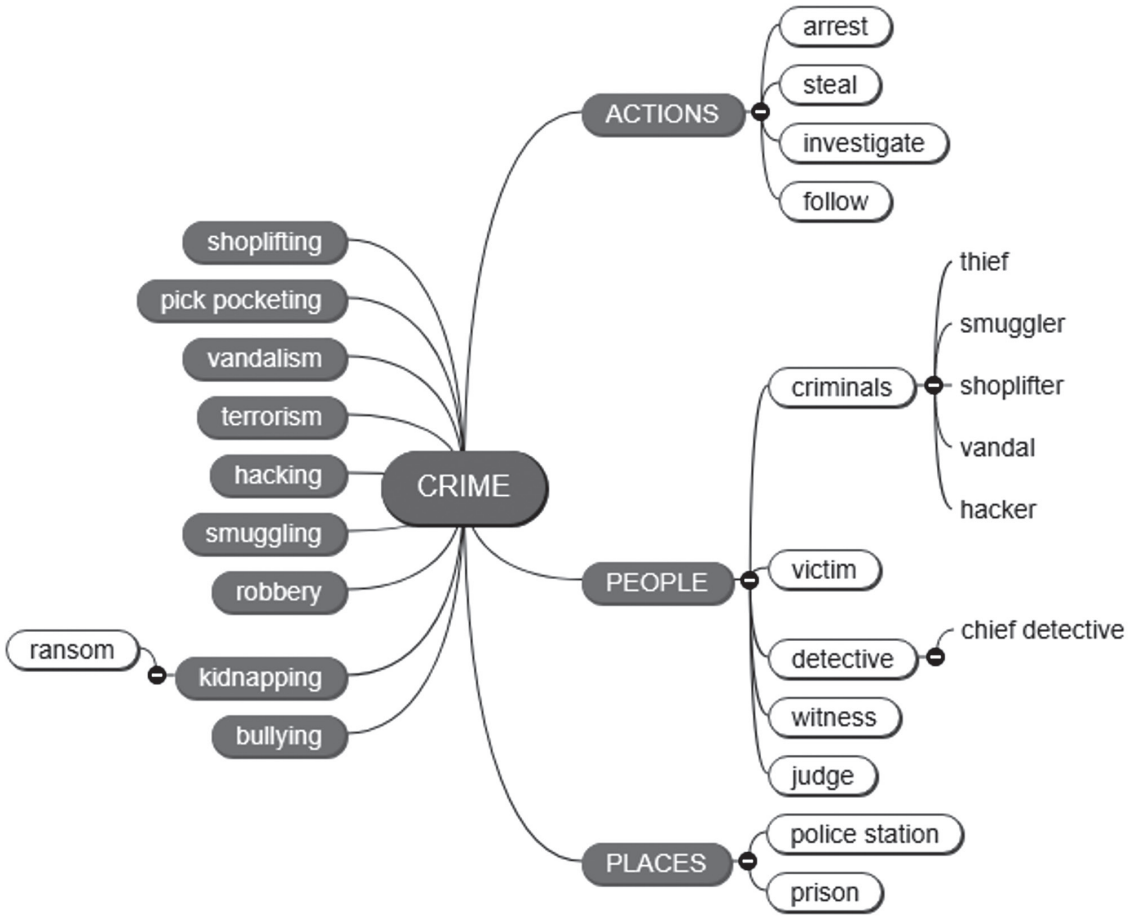
WS 2

T3: Read the text (pages 6-8). Decide which statements are true (T) and which are false (F).

1. Michael is the magician who uses the computer to control another computer. **T**
2. Michael the Magician can control all computers. **F**
3. Detectives think Michael can access the data in the police computer and find out the code to the doors. **T**
4. Michael's assistant cuts an electric wire to cut the power. **F**

WS 3

T1: Fill in the following words into the mind map.



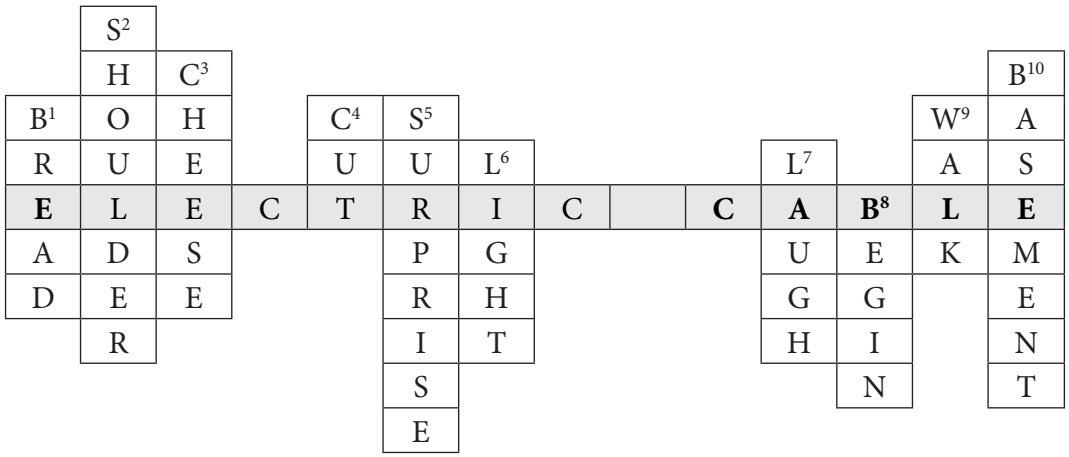
WS 3

T2: Read pages 11-13 and answer the questions.

1. They follow Michael.
2. By bus
3. Michael stays on a bus. Emma, Robert and Betty are kidnapped.
4. He is having a snack. A magician's mouse stays and eats with him.
5. Free answers

WS 4

T1: Solve the crossword



1 a common food made from flour, water, and usually yeast, often eaten with butter
2 part of a body between a neck and the top of arm
3 food made from milk, usually yellow (mice like it)
4 to use a knife, pair of scissors/stop something working
5 something unexpected (e.g. a present)
6 the energy from the sun, a lamp
7 to make the noise with your voice that shows you think something is funny, smile
8 (to) start
9 to move by putting one foot in front of the other
10 the part of a building that is below the level of the ground

WS 5

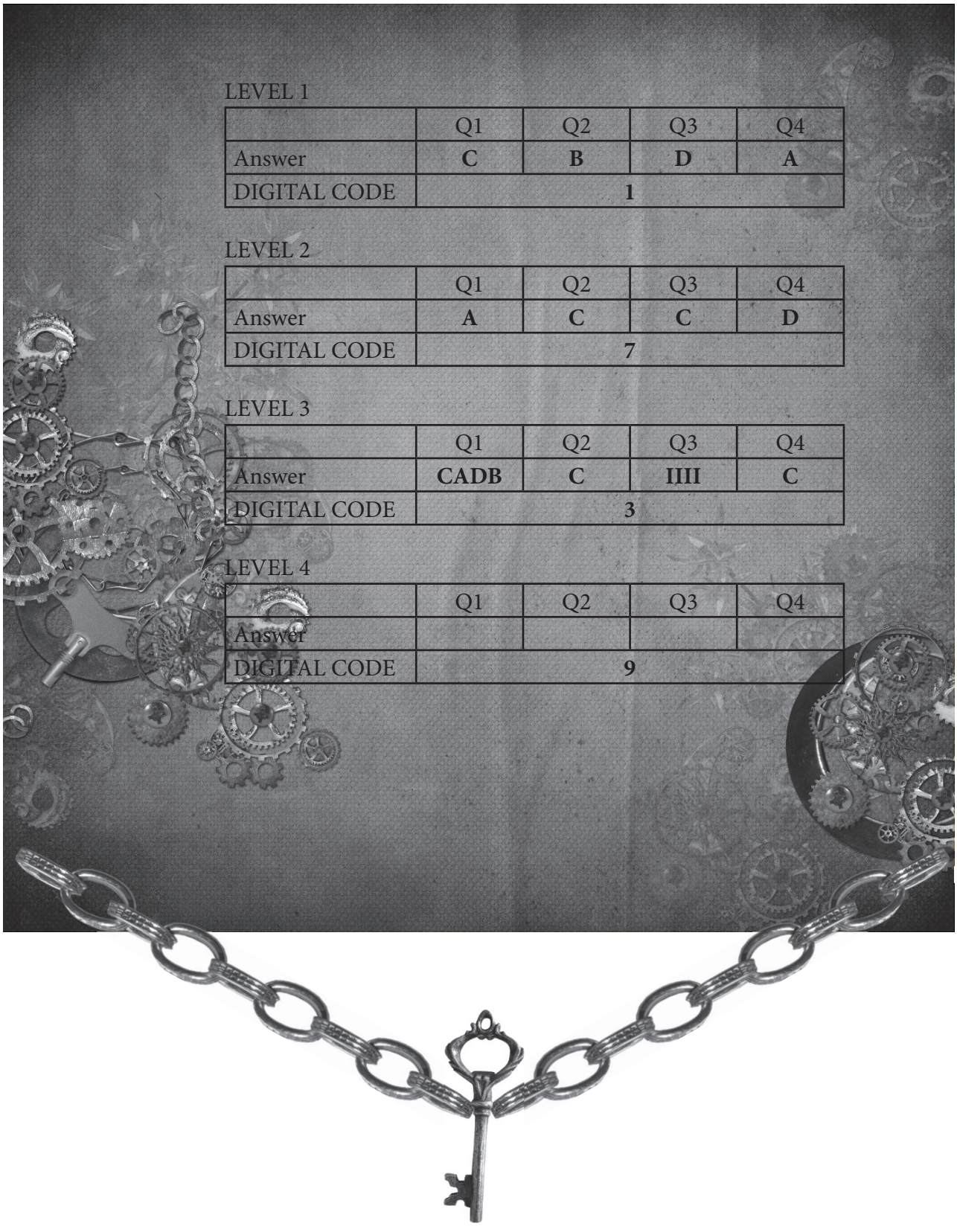
T1: Read the text 20-27. Fill in the missing words

Harry names a mouse (1) **Magic**. Harry travelled by (2) **bus** and (3) **taxi** to rescue his friends. He saw them behind the (4) **electric** bars. Harry put Magic, a mouse (5) **through** the bars. Suddenly, the (6) **lights** went (7) **out**. Another power (8) **cut**. They all escaped safely and police came to arrest Michael the Magician.

WS 5

T2: Escape room game

Your notes:



LEVEL 1

	Q1	Q2	Q3	Q4
Answer	**C**	**B**	**D**	**A**
DIGITAL CODE	**1**			

LEVEL 2

	Q1	Q2	Q3	Q4
Answer	**A**	**C**	**C**	**D**
DIGITAL CODE	**7**			

LEVEL 3

	Q1	Q2	Q3	Q4
Answer	**CADB**	**C**	**IIII**	**C**
DIGITAL CODE	**3**			

LEVEL 4

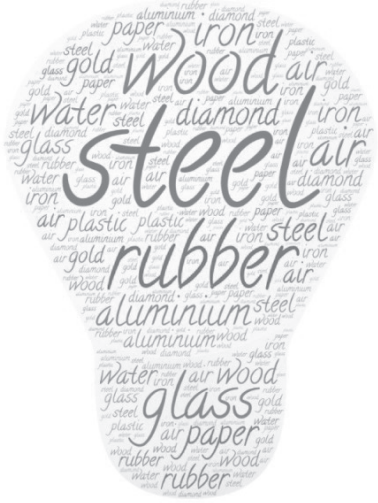
	Q1	Q2	Q3	Q4
Answer				
DIGITAL CODE	**9**			

If you can unlock the padlock that was given to you – you are saved.

Bank of Extra activities

ACTIVITY 1 CLIL: Physics

Divide the materials into conductors and insulators.



Conductors	Insulators
iron	**rubber**
steel	**glass**
aluminium	**paper**
gold	**wood**
water	**air**
	diamond
	plastic

Interesting:

- *distilled water is insulator, tapped/sea water is a conductor*
- *silver and gold are conductors, diamond is an insulator*

ACTIVITY 2 CLIL: Ethics

Have you ever heard the term ***white hat hacker***? What is the difference between (black hat) hacker and white hat hacker? Read the text below and insert the words BLACK/WHITE.

A (1) **white** hat hacker — also called a "good hacker" or an "ethical hacker" — is someone who exploits computer systems or networks to identify security problems and make improvement recommendations.

Unlike (1) **black** hat hackers, who access systems illegally, with malicious intent and often for personal gain, (3) **white** hat hackers work with companies to help identify weaknesses in their systems and make corresponding updates.

In many ways, (4) **white** hat hackers are the contrast to (5) **black** hat hackers. Not only do (6) **white** hat hackers break into systems with the intention of improving vulnerabilities, they do it to make sure that (7) **black** hat hackers aren't able to illegally access the system's data.

2.8 HARRY AND THE EGYPTIAN TOMB

WS1

T1:

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

WS 2

T1:
1 – tomb, 2 – swords, 3 – suitcase, 4 – niece, 5 – mummies, 6 – gold, 7 – flames, 8 – thieves, 9 – hieroglyphs, 10 – snakes

T2:

						
T	S	C	E	D	V	I

T3: DETECTIVES

T4: Emma and Harry are detectives.

WS 3

T1:

a) a mummy b) a pharaoh c) hieroglyphs d) gold coins e) a sphynx
f) a pyramid g) a tomb h) jewellery

WS 4

T1:

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 the hieroglyphs which are in each room?

Bank of Extra Activities

ACTIVITY 2:

1. The tomb of Nefertari is in the Valley of the Queens **2.** She was the Chief wife of the pharaoh Ramses II **3.** Nefertari was the Chief wife and Ramses II loved her the most. She was an important wife **4.** It is difficult to find the room with the mummy of Nefertari to stop thieves **5.** No, not many people can read them.

ACTIVITY 3:

1F – The tomb of Nefertari is in the Valley of the Queens.

2T

3F – He loved her and he wanted her tomb to look beautiful.

4F – It is difficult to find the mummy so that people can't take anything from the inside.

5F – It is difficult to read hieroglyphs because nobody learns them at school.

ACTIVITY 4:

1. Harry, Emma, the Chief of Police, Professor Hobbs
2. The Chief of Police
3. to help find stolen gold
4. a police officer
5. Professor Amenhotep
6. on the boat going down the River Nile
7. Professor Hobbs and her sister

ACTIVITY 5:

1b, 2e, 3f, 4a, 5c, 6d

ACTIVITY 6:

1. gold, 2. pharaoh, 3. mummy, 4. hieroglyphs, 5. tomb, 6. pyramid

ACTIVITY 7:

dlog	hoarahp	ymmum	shpylgoreih	bmot	dimaryp
gold	**pharaoh**	**mummy**	**hieroglyphs**	**tomb**	**pyramid**

ACTIVITY 8:

1. pyramid, 2. tomb, 3. mummy, 4. gold, 5. pharaoh, 6. hieroglyphs

ACTIVITY 9:

a) tomb; b) pyramids; c) wife; d) pharaoh; e) Egyptian; f) difficult; g) mummy; h) and; i) hieroglyphs; j) but

ACTIVITY 11:

This is Nefertari's **tomb/**garden. It is the Valley of the Queens together with other pyramids where the wives of pharaohs were burried in ancient times. Nefertari was the Chief **wife/**sister of the **pharaoh/** king Ramses II so inside there are 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/**but other valuables, things which were worth money. There are a lot of **hieroglyphs/**swords in each room **but/**and not many people can read them.

ACTIVITY 12 (for pages: 4-5):

T1: 1b, 2c, 3b

T3:

1. They visited a lot of pyramids.
2. He had toothache and went to see the dentist in Cairo.
3. She knows Egyptian geography and history and can read hieroglyphs.

ACTIVITY 12 (for pages: 6-7):

T1/T2:

Free answers, predictions.
For example: 1.They are in the Valley of the Queens, in Nefertari's tomb.

T3:

1. The hieroglyphs above the door say: Exam by snake, sword and fire. Come through here and you will die. Visitors are not welcome.
2. Yes, he does. He says 'That sounds dangerous'.
3. No, he doesn't. He only says that he has got important things there.

T5:

a) dangerous b) whispered

ACTIVITY 12 (for pages: 8-10):

T2: 1. a snake; 2. snakes; 3. No, he is afraid of them. 4. She played the flute.

T3:

1. They must push the stone to open the door.
2. No, snakes did not look friendly.
3. The detectives were standing behind Chione because they were afraid of snakes.
4. No, they couldn't if they wanted to survive.

ACTIVITY 12 (for pages 12-14):

T2:

1. They will have to fight swords.
2. They must push the stone to open the door.
3. They followed the stones and did not look up.

T3:

1. Sword Exam
2. Emma helped to push the door open because she felt better after they went through the room with the snakes.
3. The swords were falling from the ceiling to the floor.
4. Harry was pessimistic.
5. No, they didn't. The swords fell on the right and on the left of the stones.

T4: a) go through the room; b) look carefully; c) Harry and Emma followed Chione

T5: a) came; b) watched; c) fell

ACTIVITY 12 (for pages 15-19):

T1/T2:

1. There is fire behind the stone.
2. Harry
3. There is food in his suitcase.
4. Harry is hungry and they all need to think what to do next.
5. to heat it up

T3:

1. They will find out what Fire Exam means and have a snack.
2. a ball of fire
3. Chione was sad because she did not know what to do.
4. Harry had sandwiches, biscuits, chocolate and a big pizza in his suitcase.
5. He used Chiona's flute.
6. Harry's sandwich was still cold because the fire was not real.
7. She felt excited.

8b. He wanted to finish the snacks.

9. She did not like Harry's idea.

T5:

a) pushed; b) looked; c) ask; d) opened; e) gave; f) held
Regular verbs: a, b, c, d

T6: a) **/t/** pushed, looked, asked; b) **/d/** opened; c) **/id/** none

T8: a) to toast

ACTIVITY 12 (for pages 20-23)

T2:

1. Harry, Emma, Chione, two men and a mummy
2. There is gold.
3. The mummy suddenly sat up.
4. The mummy has a ring.

T3:

1. They found stolen gold. **2.** They shouted and ran away. **3.** They were going to do so, but they ran into Harry, they bumped into him. **4.** Harry thinks the mummy is in fact Professor Hobbs's sister because they both have the same ring with a sphinx.

ACTIVITY 12 (for pages 24-26):

T2:

1. Professor Hobbs's sister **2.** The Chief of Police, Professor Hobbs and Professor Amenhotep

T3:

1. No, Harry suggests another way. **2.** Because Emma sent a message to the Chief of Police. **3.** No, they didn't. Chione helped them. **4.** Probably not. Nobody can see her. She has disappeared.

2.9 THE JUNGLE BOOK

WS 1

T1: 1F, 2F, 3F, 4F, 5T, 6F, 7F, 8T, 9F

WS 2

T1: a) howl; b) stroll; c) run; d) hunt; e) play; f) growl; g) bark; h) jump

WS 3

T1: a) cubs; b) a pack of wolves; c) a wolf's paw with claws; d) a den; e) a family of wolves; f) fangs; g) sticks

WS 5

T1: look-looked, take-took, want-wanted, learn-learned, kill-killed, live-lived, find-found, change-changed, do-did, can-could, have-had

T2: a) wanted b) could c) found d) had e) killed f) learned/learnt g) looked h) changed i) took j) did

T3: regular verbs: look, take, want, learn, kill, live, change irregular verbs: find, do, can, have both: learn

WS 6

T1: look-looked, take-took, want-wanted, learn-learned, have-had, live-lived, find-found, change-changed, do-did, can-could

WS 7

T1:

a) The first law of the jungle
b) I can speak for this cub
c) I teach the laws of the jungle to your cubs
d) Mowgli learned to look after the cows
e) I am a wolf and I am not a wolf

T2:
a) I change the law
b) The Orange Flower

WS 8

T1:

a) Mother Wolf couldn't go outside when she heard the noise because she protected her cubs.

b) Father Wolf called the boy Mowgli, Little Frog in the language of the jungle, because Mowgli had no hair on his body.

c) Shere Khan came back and wanted the man-cub because the tiger was hungry.

d) Shere Khan did not fight with a group of wolves because one tiger cannot win a group of wolves.

e) Akela was the leader of the pack because she was the strongest, bravest and most intelligent wolf.

f) Baloo, the bear decided to speak for Mowgli during the wolf meeting because parents couldn't speak for their cub.

WS 9

T1: yrgna-angry, dlo-old, denethgirf-frightened, derit-tired, diputs-stupid, fsetsaf-fastest tnegilletni-intelligent, tneitap-patient, tsevarb-bravest, yrgnuh-hungry, tsegnorst-strongest, gnorts-strong

WS 10

T1:

Suggested answers:

1 hungry, **2** angry, **3** the strongest, the bravest, the most intelligent, **4** intelligent, not stupid, **5** old and tired, fastest and strong, **6** patient, **7** strong

Bank of Extra Activities

ACTIVITY 6:

1. Mowgli hit the cows with fire because he wanted the cows to run towards Shere Khan.

2. Shere Khan could not escape because there were too many cows.

3. Mogwali took the tiger skin to the village because he wanted to show that he was strong.

4. Villagers were frightened because Mowgli was strong.

5. Wolves wanted a new leader because Akela was very old and tired and was not the strongest and the fastest wolf any more.

6. Akela did not have to die in a fight because Mowgli could change the law.

7. Mowgli could change the law because he had fire, the Orange Flower, and he was strong.

ACTIVITY 7:

1 F Wolves live for about 8 years
2 F Wolves live with their mate for life
3 F Very small wolves drink milk
4 F They grow big in just weeks
5 T Wolves can run and bark
6 F They hunt with other wolves with a pack
7 F Wolves eat meat
8 T Dogs and wolves belong to the same family
9 F Only dogs make friends with people. Wolves don`t. They are shy.

ACTIVITY 13 (for pages 3-4):

Suggested answers:

1 They went to a jungle.
2 A great tiger
3 Because the woman and the man were alone in the jungle. Because the tiger was hungry.
4 The animal was angry because the couple used fire to protect themselves and Shere Khan was frightened of fire. The tiger also burnt its foot, his paw.

ACTIVITY 13 (for pages 4-5):

Suggested answers:

1. A wolf/ A mother wolf
2. She heard a noise outside.
3. They were in a den.
4. She could not move. She protected her baby wolves, they needed her milk.

ACTIVITY 13 (for pages 6-7):

Suggested answers:

1. He saw the fire, the man and the woman who were dead and a small child who was not dead.
2. No, he thought the child was small like his wolf cubs.
3. She was sorry for him.
4. Because the baby had no hair.

ACTIVITY 13 (for pages 8-9):

Suggested answers:

1. The tiger was hungry and wanted to eat the boy.

2. Raksha did not want to give the man-cub to Shere Khan. The tiger knew that one tiger couldn`t fight a group of tigers and win.

3. He was angry.

ACTIVITY 13 (for pages 10-11):

Suggested answers:

1. Mowgli learned the language of wolves.

2. He did not learn the language of people.

3. He walked on two legs and he walked on four legs.

4. No, a pack is a group of many wolf families and is stronger than one family of wolves.

5. Akela was the leader of a pack. She was the strongest, bravest and most inteligent wolf of the pack.

ACTIVITY 13 (for pages 12-15):

Suggested answers:

1. Wolves with their cubs came to the meeting. A bear and a black panther came too.

2. They listened to the names of the cubs and they accepted the young wolves into the pack.

3. They couldn't speak for the boy because a mother or a father couldn't do it.

4. They did not want to introduce Mowgli because the boy was not a wolf.

5. A bear, Baloo and Bagheera, the black panther wanted to speak for the Little Frog.

ACTIVITY 13 (for pages 16-17):

Suggested answers:

1. Mowgli learned the laws of the jungle and he could speak the language of other animals.

2. He learned to run and hunt.

ACTIVITY 13 (for pages 18-21):

Suggested answers:

1. They decided the boy must live with people.

2. He learned the Laws of People. He learned to look after the cows and the fire.

3. They talked about animals, the jungle, ghosts, spirits and gods.

4. He thought they were stupid. They didn`t know anything about the jungle, animals, ghosts, spirits and gods.

5. No, they did not. Mowgli and his brother wolves met in secret.

6. Mowgli decided to kill Shere Khan.

ACTIVITY 13 (for pages 22-24):

Suggested answers:

1. The tiger ran to fight Mowgli.
2. Mowgli hit the cows with fire and the cows ran towards the tiger. The tiger could not escape because there were too many cows. The running cows killed the tiger.
3. People from the village knew Mowgli killed the tiger because he took the tiger skin back to the village.
4. The villagers were frightened because Mowgli was strong. They were frightened of Mowgli.

ACTIVITY 13 (for pages 25-27):

Suggested answers:

1. No, they were not happy. Akela was very old, and very tired. She was not the strongest and the fastest wolf anymore. They wanted Akela to die in a fight. They wanted a new leader.
2. No, he didn't. He said 'Do not kill Akela'.
3. To save Akela, Mowgli changed the law. He changed The Seventh law of the Jungle.

2.10 EGGHEAD

WS 1:

T: Nicknames

Have you ever had any nickname?

If so, did you like it?

Do/Did you have any nickname at home?

Do you think people like having nicknames?

Can nicknames hurt?

T: Going to school

Do you like going to school?

If not, why?

Have you ever been afraid of going to school?

If so, why?

Why are some children afraid of going to school?

T: Reading

Do you like reading?

If you are a regular reader, how many books a month do you read?

What genres do you like?

If you do not read – what kind of stories or what genres would you be interested in?

T: Games

Do you like playing games?
What games do you play?
Have you ever invented your own game?
What games did you like when you were little?

WS 6:

T1:

They observed tigers, lions and monkeys in the ZSL London Zoo.
They rowed a boat in Hyde Park.
They looked at fossils, insects and reptiles in the Natural History Museum.

T2:

a) They went to the ZSL London Zoo. Find in on the map.
b) Then they went to Hyde Park. It is about 50 minute-walk.
c) The Serpentine
d) Princess Diana
e) It is about 10 minute walk. The Natural History Museum is in South Kensington.

WS 11:

T2:

1 C (Stonehenge)
2 D (the Brighton Palace Pier)
3 A (Oxford)
4 B (the Scottish Highlands)

2.11 ENJOY NEW YORK

WS 1 (Areas/Buildings pp. 14-17):

T1: New York map



T3: 1C, 2D, 3E, 4F, 5B, 6A

WS 1 (Landmarks, pp. 36-37):

T2:

2 Statue of Liberty – JULY IV MDCCLXXVI, gift;

3 Brooklyn Bridge – first fixed crossing of the East River**;**

5 The National September 11 Memorial – Terrorism, September 9, 201**;**

1 Times square – commercial intersection, lit by billboards, "the Crossroads of the World";

4 Grand Central Terminal – marble hall, station

T3:

2,983 people who died in the September 11th attack. Number of names written on the monument 'The National September 11 Memorial'

The **1980** year, when Statue of Liberty became a UNESCO World Heritage

44 platforms/Grand Central Terminal

The **1776** year, written on a book in the hands of Statues of Liberty – the date of Declaration of American Independence

1,825.4 m length of the Brooklyn Bridge

WS 1 (Unusual places; Views of New York, pp. 54-57):

T1:

1 T
2 T
3 F – to send books
4 F – 1925
5 F – Track 61, Area 51 – the secret Nevada base, alien conspiracy theory
6 DN from the text, but T
7 T
8 F – Roosevelt Island Tramway
9 DN from the text, but T – Gustáv Popovič
10 F – it has a garden

WS 2:

T1:

1. restaurant, waiters, sing,
2. book, horror, actors, clothes,
3. peanut, place, shop, butter,
4. restaurant, dog, food, drink, take

T2:

1. Singing while eating
2. Dr. Jekyll and Mr Hyde
3. Lots of peanut butter
4. Take your dog

Bank of extra activities

ACTIVITY 6 (Landmarks):

Colosseum	Rome	Italy
Basilica de la Sagrada Família	Barcelona	Spain
Wawel	Krakow	Poland
Empire State Building	New York	USA
Wooden altar of master Paul	Levoča	Slovakia
Machu Picchu	Machu Picchu	Peru
Charle's Bridge	Prague	Czech republic
Saint Basil's Cathedral	Moscow	Russia
Big Ben	London	England
Taj Mahal	Agra	India

ACTIVITY 9 (Yummy things to eat- CLIL Biology)

T1: Food Pyramid

cereals

dairy products meat and fish

vegetables fruits

junk food

T2:
Possible answers:
Latin American, American, Central European, Mediterranean, Asian, vegetarian, lactose-free, gluten-free…

2.12 THE TREASURE ISLAND

LP 1:

Pre-reading:

1E; 2C; 3F; 4B; 5A; 6D

While-reading, comprehension questions:

1. Pirates are robbers who attack other ships to steal goods from them. (Sometimes they also robbed places on land)
2. They frightened the crews of other ships.
3. Piracy is very old.
4. Places which made ships sail in a specific direction.
5. They use rifles and machine guns.
6. They use small and fast motorboats.

LP 2:

Pre-reading:

Parrot – Pirates often had parrots as their companions or pets.

One-legged – Pirates often lost various body parts during fights.

Scar – Pirates were often wounded during fights; these wounds often left marks which we call scars.

Chest – Pirates often put their treasure in chests.

Mutiny – Pirates often fought against their captains.

While-reading:

Answers to comprehension questions for pages 20-22:

1. Jim was worried.
2. John Silver looked friendly.
3. John Silver said Jim was safe with him.

Answer to comprehension question for page 26:

Jim was furious because learnt, that Silver was planning to kill him and his friends.

Answers to comprehension questions for page 32:

1. John Silver killed Tom and Alan.
2. Jim trembled with fear because John Sliver wanted to find him.

Answers to comprehension questions for pages 60-61:

1. John Silver promised to protect him.
2. John Silver wanted Jim to defend him in court.
3. John Silver said that Jim would be their hostage.

WS 1:

T:

1. heard, hid; **2**. drank; **3**. had; **4**. went; **5**. had; **6**. gave, left; **7.** went; **8**. found; **9.** took, told; **10.** met; **11**. felt, heard; **12**. chose; **13**. ran; **14.** saw; **15**. burnt; **16**. fought, won; **17.** broke; **18.** got, thought; **19**. crept; **20**. meant

WS 2:

T:

1-f sentence 1; **2-b**, sentence 4; **3-a**, sentence 6; **4-g**, sentence 2; **5-c**, sentence 3; **6-d**, sentence 7; **7-j**, sentence 9; **8-e**, sentence 5; **9-h**, sentence 10; **10-i**, sentence 8

WS 3:

T1:

11-p, sentence 3; **17-r**, sentence 5; **21-m**, sentence 9; **12-n**, sentence 10; **14-k**, sentence 15
13-t, sentence 1; **15-o,** sentence 2; **18-y**, sentence 6; **23-u**, sentence 12; **24-v**, sentence 13
25-q, sentence 15; **16-x** sentence 4; **19-s** sentence 7; **20-l** sentence 8; **22-w** sentence 11

ACTIVITY 1

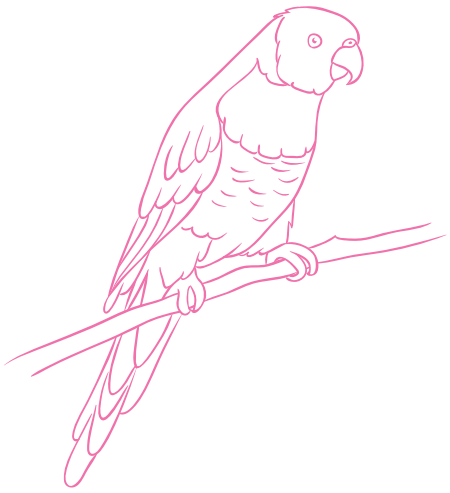
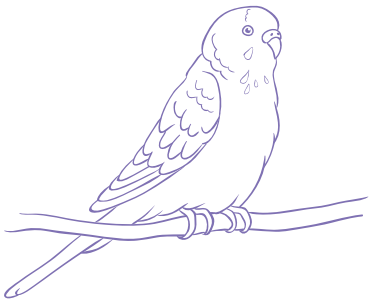
The parrot says these words because in the past the Spanish dollar was often cut into eight parts or pieces for change

ACTIVITY 2

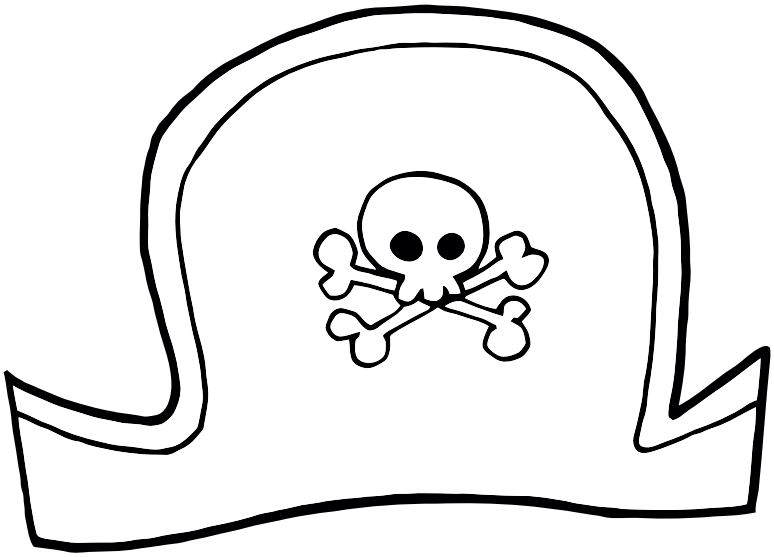
1. Because it repeated prayers
2. African Grey
3. Amazon Parrot
4. It's not true.

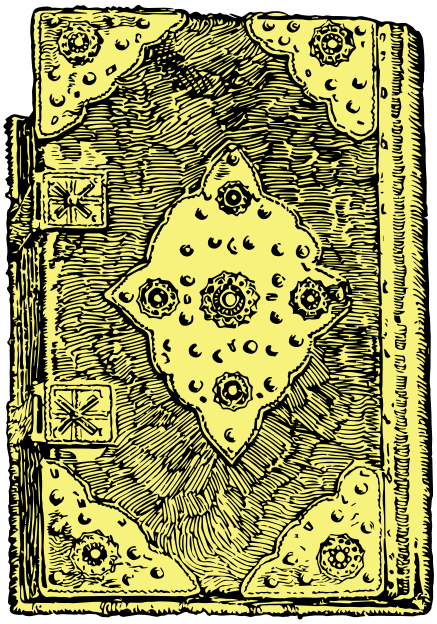
NOTES

APPENDIX 1

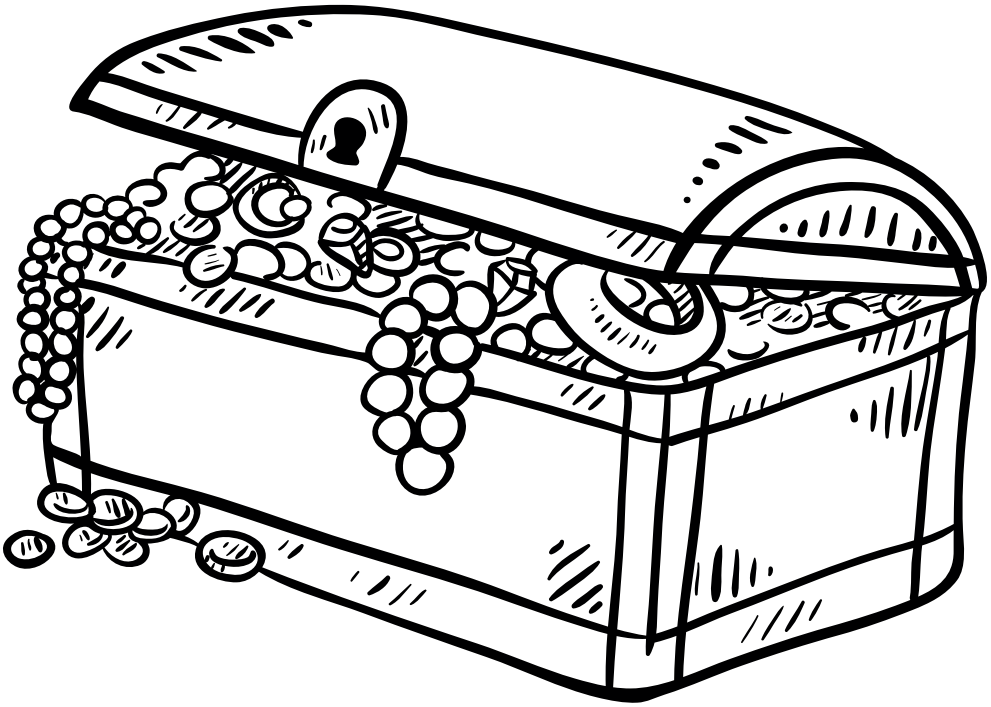
PINK 	**BLUE** 
GREY 	**PURPLE** 
GREEN 	**YELLOW**

APPENDIX 2





APPENDIX 3: A PIRATE'S TREASURE



APPENDIX 4: TREASURE ISLAND

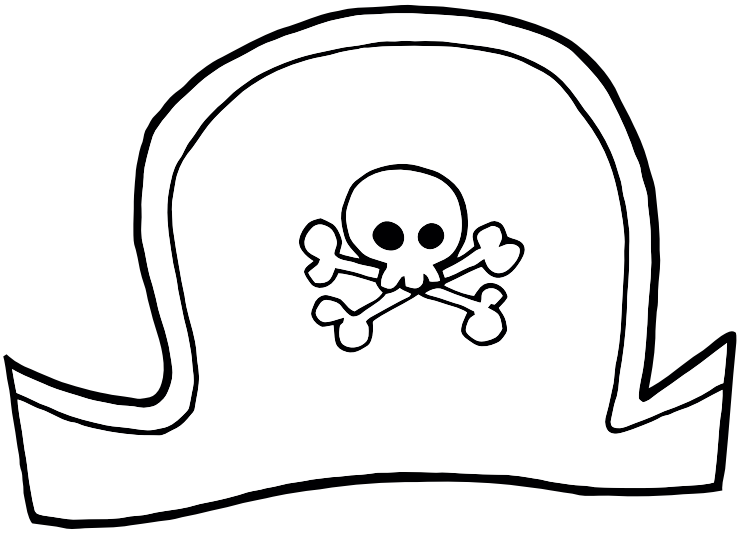


APPENDIX 4: RUNNING DICTATION

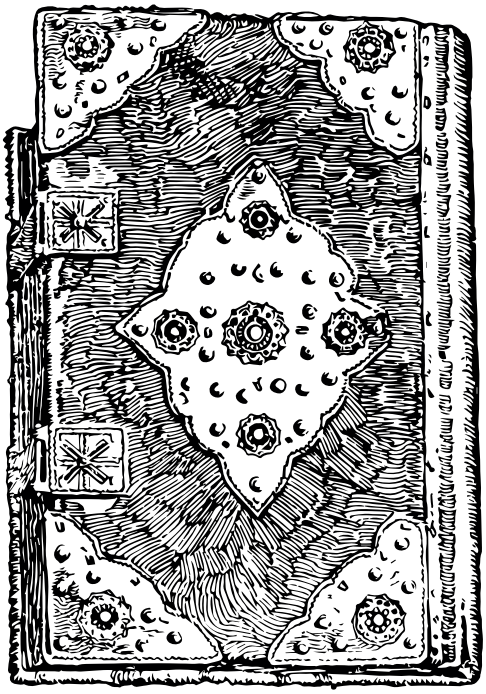
W



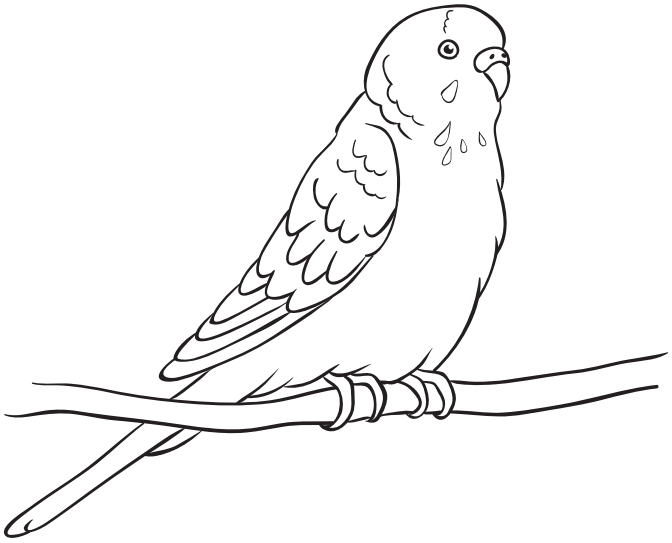
E



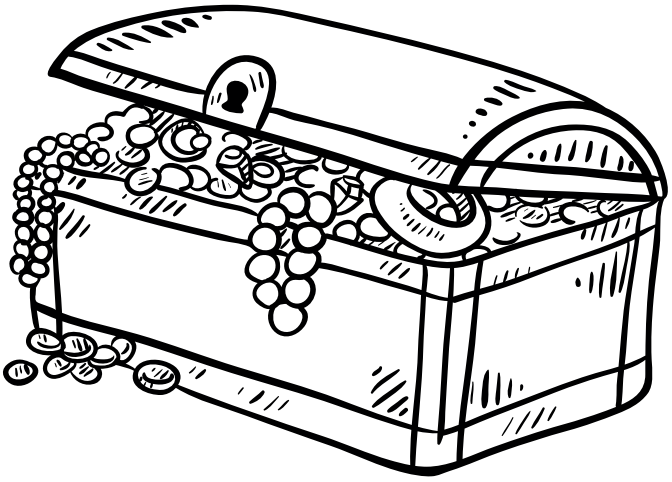
L



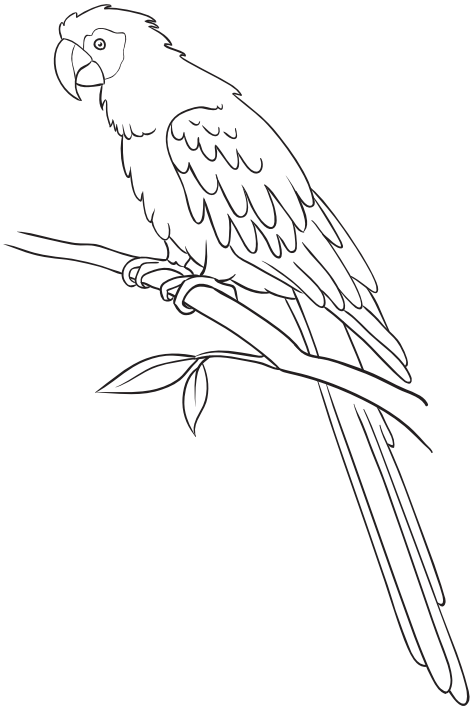
L



D



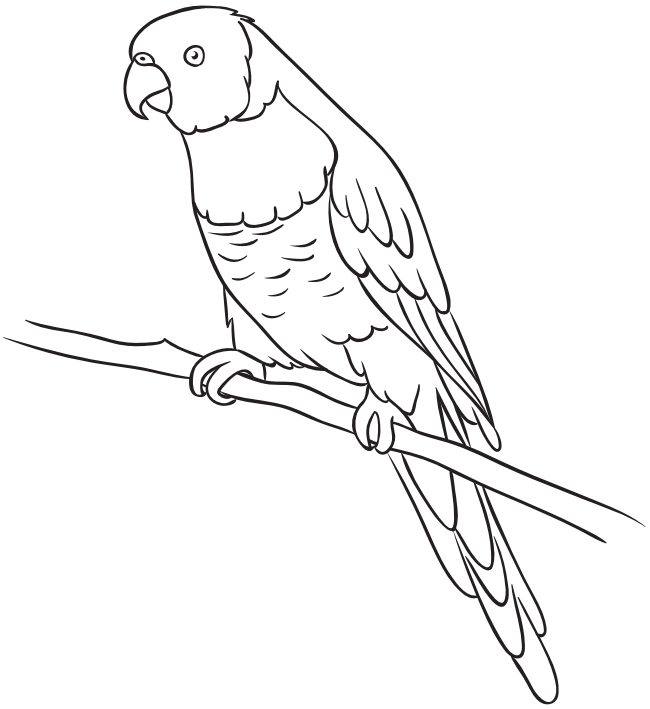
O



N

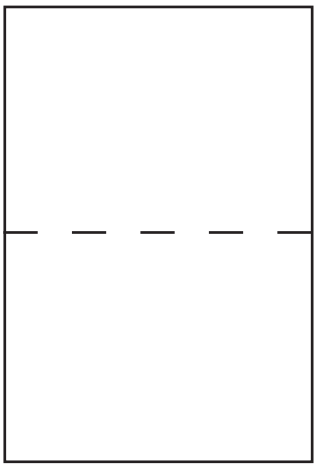


E

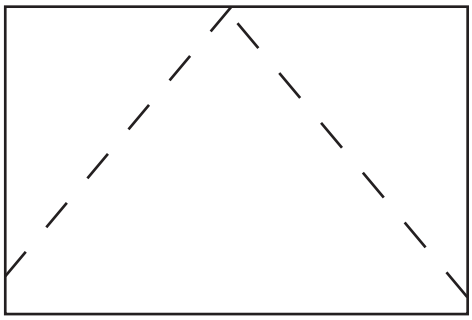


APPENDIX 5: HOW TO MAKE A PIRATE HAT

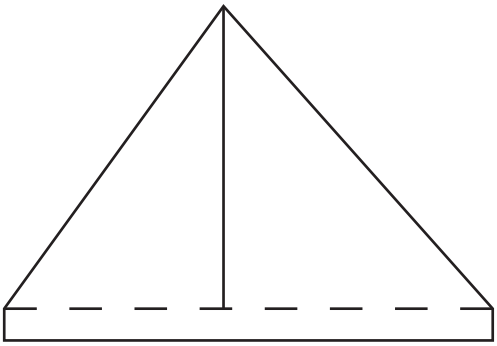
a)



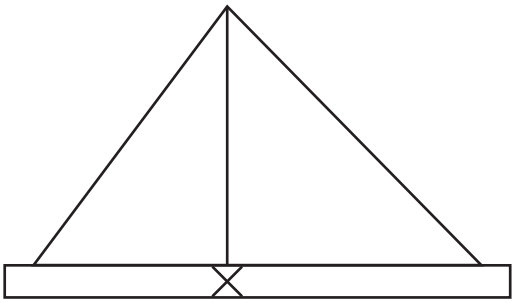
b)



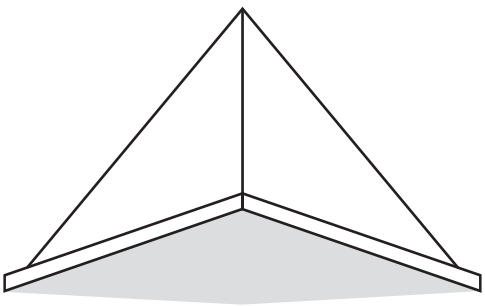
c)



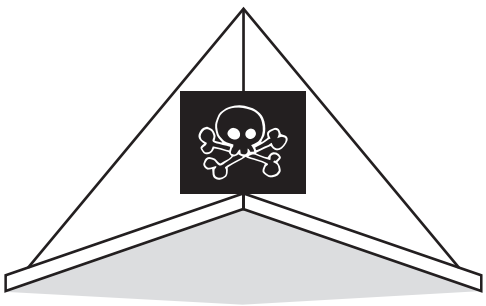
d)



e)



f)



Source and the instructions:

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

NOTES

ISBN 978-80-8140-700-0

