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ČTEME V ANGLIČTINĚ

Návod na práci se zjednodušenou četbou

METODICKÁ PŘÍRUČKA PRO UČITELE ZÁKLADNÍCH ŠKOL



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A1 VÝZNAM ČTENÍ PŘI VÝUCE ANGLIČTINY JAKO CIZÍHO JAZYKA (CO JE TO ČTENÍ PŘI VÝUCE ANGLIČTINY JAKO CIZÍHO JAZYKA)

1.1 Čtení v cizím jazyce

Naučit se efektivně číst v cizím jazyce je náročný, avšak zcela zásadní úkol, u něhož hraje rozhodující roli tvrdá práce a radost z úspěchu. **Vystavení se** cílovému jazyku je jednou z nezbytných podmínek pro jeho **osvojení si** a **čtení** představuje dokonalou cestu, jak tohoto cíle dosáhnout. Čtení a ponoření se do textu však vyžadují čas a školní vzdělávání neustále bojuje s časovými limity. Rozvoj čtenářství byl tudíž zatlačen do rámce omezených textů, obvykle zaměřených na konkrétní témata. Učitelé se usilovně snaží věřit tomu, že četba z učebnice je pro žáky dostačující, protože na více čtení během hodin není prostor.

Ve snaze definovat **čtení jako proces** se v průběhu uplynulých desetiletí od vnímání čtení coby pasivního procesu přijímání informací postoupilo k jeho pojetí jakožto aktivního, ba dokonce interaktivního procesu (např. Grabe, 1988; Hudson, 2007). Existuje několik definic čtení. Obecně se čtení definuje jako **receptivní jazykový proces**. Brumfit (1982, s. 3) tvrdí, že „čtení je mimořádně komplexní aktivita zahrnující kombinaci procentuálních, lingvistických a kognitivních schopností".

Lidé čtou, aby **získali určité informace** (reading for survival, reading for learning atd.), což v tomto kontextu vnímáme jako **intenzivní čtení** nebo **čtení pro zábavu**. Především čtení pro zábavu, zpravidla označované za **extenzivní čtení**, však **ve vzdělávací koncepci často chybí**. Mohou k tomu existovat oprávněné důvody, neboť pro učitele nemusí být snadné vytvořit ke čtení pro zábavu čas a prostor. Učitelé, kteří se primárně soustředí na práci s učebnicí, obvykle pracují s kratšími texty, aby si ověřili, že jim žáci porozuměli, pokryli materiál po přečtení a propojili daný úryvek s rozvojem dalších jazykových nebo dílčích dovedností.

Extenzivní čtení ovšem představuje přístup, kdy žáci čtou velké množství textů, které jsou pro ně **snadno stravitelné** a **zvládnutelné**, takže si mohou čtení užít. Nemusejí se soustředit na to, že se učí jazyk, protože hlavním cílem je **užít si chvíle při čtení**. Jak říká Day (2011, s. 10), žáci „čtou kvůli celkovému významu, informacím, potěšení a zábavě". Třebaže zásadní význam extenzivního čtení pro jazyk a rozvoj všeobecných znalostí stejně jako pro podporu nezávislosti zdůraznila řada výzkumníků (např. Geva & Ramirez, 2015; Cunningham & Stanovich, 2003; Krashen 2007, 2013), zdá se, že školní realita jejich hlasům nenaslouchá. Učitelé spoléhají na texty v učebnici a následné aktivity zaměřené na ověřování jejich porozumění. Jistě lze souhlasit s tím, že čtenářské dovednosti je možné trénovat četbou intenzivních a krátkých pasáží, **prvky pohroužení se** do textu a nezávislý management čtení jimi však pokrýt nelze. Samostatné čtení **(čtení pro radost) coby pravidelná aktivita** ani **čtecí programy** však v rámci výuky cizího jazyka nejsou obvyklé. Učitelé, kteří dovolují žákům si každý den v rámci vyučování nezávisle číst, např. 20 až 30 minut, jsou dnes výjimkou (Geva a Ramirez, tamtéž, s. 84). Nejde zkrátka o běžný postup, neboť učitelé zřejmě více oceňují cílené procvičování jazyka než jeho nepřímé osvojování si prostřednictvím čtení.

Krashen (2013, s. 10) používá pro praxi, kdy se žáci zapojují do volného čtení ve škole, kromě termínu **extenzivní čtení** také termíny jako **soustředěné tiché čtení** nebo **čtení podle vlastního výběru**. Děti mohou „číst, co chtějí (v rámci možností), a jejich odpovědnost ve smyslu referátů o knihách či známek je malá nebo žádná". Ačkoli je Krashen jedním z nejuznávanějších zastánců extenzivního čtení, podobné myšlenky rezonují napříč oborem a jejich přívrženci se shodují, že aplikace extenzivního čtení v dlouhodobém horizontu má pozitivní vliv na prospěch žáků na mnoha úrovních. **Extenzivní čtení** umožňuje žákům pracovat s materiálem **vlastním tempem** bez zbytečné úzkosti, jež je obvykle spojená s procvičováním jiných receptivních dovedností – např. s poslechovou aktivitou ve třídě nebo čtením krátkých textů z učebnice. Vyžaduje to ovšem **efektivní čas, náležitou organizaci a bezpečné prostředí**, aby se žáci nesoustředili pouze na očekávané výstupy, ale dokázali si proces čtení vychutnat. **Zdá se, že radost z četby a její smysluplnost jsou klíčovými faktory při angažování se žáka v procesu čtení.**

Ponoření se do cílového jazyka má výrazný vliv na rozvoj individuálních jazykových a dílčích dovedností. Rozšiřování slovní zásoby je přirozenou součástí tohoto procesu, což potvrzují výsledky řady dlouhodobých studií (např. Elley a Magubhai, 1983; Straková a Cimermanová, 2012; Schallert a Lee, 2016; Suk, 2017; a další).

Učitelé očekávají, že si žáci osvojí a rozvinou široké spektrum čtecích technik, jež budou moci při čtení aplikovat, např.

- **skimming** – kdy je cílem určit hlavní myšlenku, pochopit její podstatu, oči rychle kloužou po textu, aniž by se zastavovaly kvůli studiu detailů;
- **scanning** – kdy je cílem najít konkrétní kus informace, jde o rozumně rychlé čtení s okamžitým zamítnutím veškerých irelevantních dat.

Existují ale i další techniky, které je třeba procvičovat, aby žáci v procesu čtení uspěli. Patří sem:

- **anticipace a predikce** – kdy čtenář předpovídá, o čem text bude, jsou okamžitě aktivovány jeho dosavadní znalosti a zkušenosti a podněcována jeho zvídavost, čtenáře zajímá, zda byl jeho předpoklad správný, nebo chybný;
- **odhadování souvislostí** – kdy čtenář vytváří rozumná a pochopitelná spojení založená na indikacích obsažených v úryvku;
- **dedukce** – kdy čtenář využívá vodítka obsažená v textu k určení toho, co autor nevyjadřuje explicitně – někdy se to označuje za čtení „mezi řádky";
- **používání klíčových slov** – což čtenáři může pomoci objevit takzvanou interní strukturu textu. Vhodně zvolená klíčová slova a čtenářova schopnost vedou čtenáře k pochopení struktury textu.

Učíme-li čtení mladší žáky, musíme mít na paměti určitá specifika. Hlavní cíl, na nějž se na této úrovni musíme soustředit, lze odvodit ze Společného evropského referenčního rámce pro jazyky (CEFR), který nabízí aktivity a nezbytné strategie a navrhuje ilustrativní škály, podle nichž lze měřit žákovy pokroky. Pro čtení jako receptivní dovednost to znamená, že žáci by měli být schopni porozumět stručným, jednoduchým textům čteným po větách, zachytit v nich známá jména, slova a základní fráze a podle potřeby je znovu přečíst. Měli by rozumět krátkým, jednoduchým textům na pohlednicích, poznat povědomá jména, slova a zcela základní fráze týkající se každodenních běžných situací. Měli by mít povědomí o obsahu jednodušších informačních materiálů a krátkých, jednoduchých popisů, zejména

pokud je k dispozici vizuální podpora. Rovněž by měli být s to řídit se krátkými, jednoduše napsanými instrukcemi (např. jdi z bodu X do bodu Y).

Při práci s mladšími žáky je nezbytné zahrnout do procvičování takové materiály, které dětem nejen umožní dosáhnout pokroku, ale také je budou motivovat a bavit. Velmi vhodné jsou knihy pro děti, dětská literatura a příběhy, neboť jejich obsah je blízký dětskému světu. Ponoření se do příběhu umožňuje dětem osvojovat si cizí jazyk stejným způsobem jako jazyk mateřský. Umožňuje jim přijmout za svá slova a části jazyka, které mohou začít používat až později, když se dostanou do produkční fáze. Pokud tyto příležitosti promeškají ve fázi osvojování, bude jejich pozdější produkce poněkud omezená.

Když začínáme číst s mladými čtenáři, musíme mít na paměti specifické jazykové rysy spojené se čtením. Znamená to, že se soustředíme na:

- **uvědomování si rozdílů** mezi mateřským a cizím jazykem;
- **fonetiku** – výslovnost specifických fonémů;
- **přiřazování slov a obrázků** (obrázky už jsou dětem známé, obrázkové kartičky jsou nové)
- **čtení nových slov** s vizuální podporou (obrázky dítěti připomínají, jak se jednotlivá slova vyslovují);
- rozpoznávání **písmen**.

Jakmile si žáci zvyknou na slova a texty v cizím jazyce, můžeme začít rozvíjet skutečné čtenářské dovednosti, mimo jiné porozumění čtenému textu. Na této úrovni by se učitelé měli soustředit na:

- poskytnutí dostatečného prostoru na čtení (např. v rámci **čtenářského programu**);
- rozvíjení **čtenářských strategií** (v rámci celé řady čtecích aktivit).

Čtenářskými strategiemi rozumíme strategie, které žákům umožní být efektivními čtenáři. Pro mladší žáky to znamená, že by měli pochopit hlavní myšlenku textu podpořenou obrázky, používat strategie rychlého čtení – skimming a scanning, vyvozovat neznámá slova z kontextu a určovat obsah textu pomocí **klíčových slov**.

Rozvoj čtení musí mít v rámci vyučovací hodiny stejně jako rozvoj poslechových dovedností jasnou strukturu, neboť obě dovednosti jsou receptivní a obě slouží k přijímání určitých informací. Žáci musí být na recepci dobře připraveni a zároveň by měl při provádění této činnosti existovat jasný cíl. Proto je důležité, aby výuka probíhala podobně jako výuka poslechu.

1.2 Čtení pro rozvoj globálního vzdělávání a občanství

Pochopení globalizace a potřeba reagovat na současné procesy jsou v dnešní době nezbytné zejména pro mladou generaci. Mnoho vědců působících v různých oblastech vzdělávací sféry (např. Starkey, 2017; Bakhtiari, 2011; Maguire, 2002) uvádí, že nás globální problémy ovlivňují. Pojmy **globální vzdělávání** a **globální občanství** se staly součástí každodenního života a vzdělávání. Výuka cizího jazyka by měla tyto procesy reflektovat a přizpůsobovat se. Dokument Global education outline (2019) se zabývá otázkami spojenými s **vlivem globalizace na vzdělávání**. Představuje různé přístupy a koncepce, jak tyto pojmy vnést do formálního i neformálního vzdělávání. Internetový slovník Encyclopedia.com definuje pojem globální

vzdělávání (GE) jako „interdisciplinární přístup k učení se konceptům a dovednostem nezbytným pro fungování ve světě, který je stále více propojený a multikulturní".

Podobně je spojení GE a výuky chápáno jako myšlenka, která „podporuje participativní občanskou angažovanost při hledání řešení společných problémů" (dokument Globální vzdělávání, 2019, s. 7). Jak je patrné z výše uvedených definic, cílem GE je ovlivňovat osobnost, formovat postoje, hodnoty a názory a poskytovat nové perspektivy při chápání změn ve světě. GE ovlivňuje **citlivost vůči světovým problémům**, usnadňuje **pochopení sociálních, environmentálních, ekonomických a politických procesů** v globálním měřítku, rozvíjí **kritické myšlení** a formuje **globálně-občanské postoje. Globální občanství** coby další klíčový pojem lze chápat jako „podporu mladých lidí při rozvoji znalostí, dovedností a hodnot, které potřebují, aby se mohli zapojit do dění ve světě. Je to přesvědčení, že všichni můžeme něco změnit" (Oxfam, https://www.oxfam.org.uk/education/who-we-are/what-is-global-citizenship/). Hunt (2012, s. 9) ve svém výzkumu zjistil, že GE je na základní škole „silně spojeno s povědomím o jiných kulturách a rozmanitosti a s rozvojem osobností žáků jako sociálně uvědomělých a odpovědných globálních občanů".

Výsledkem vzdělávání na primární úrovni by měla být podpora „globálně kompetentních lidí, kteří dokážou ocenit odlišné kultury, přijmout jiné perspektivy a být úspěšnými a zodpovědnými globálními občany" (Global Education: Definition, Purpose & History, online). Cílem globálního vzdělávání je **ovlivnit osobnost**, zejména v oblasti **nekognitivního rozvoje**. V rámci globálního vzdělávání jsou za primární považovány cíle afektivní a psychomotorické. Důraz je kladen především na myšlenkové dovednosti vyššího řádu, jako je **analýza, syntéza, hodnocení** a **kreativita**.

Mladší žáci jsou **vnímaví, empatičtí** a **otevření novým poznatkům** (více viz např. Nunan, 2011). Předmět Anglický jazyk a jeho flexibilní charakter nabízí obrovské možnosti pro začlenění globálních témat. **Rozvíjet základní cizojazyčné dovednosti** je možné na jakémkoli globálním tématu a **četba** poskytuje řadu příležitostí, protože ji lze začlenit do globálního vzdělávání a naopak. Při úvahách o tomto propojení mohou učitelé použít knihy nebo literární texty zabývající se chudobou, lidskými právy, udržitelným rozvojem, multikulturalismem, odpovědným nakupováním, právy dětí nebo otázkami životního prostředí. Poskytnutí jasného účelu četby rovněž zvyšuje zapojení žáků. Učitelé by měli zajistit smysluplnost čtení tím, že uvedou jasný účel, témata, která jsou pro žáky zajímavá, a poskytnou jim výběr různorodých textů.

Při definování obsahu a témat je třeba reagovat na aktuální výzvy ve světě, lze je tedy pružně doplňovat a upravovat. Vhodné tematické celky a témata lze upravit způsobem, který vidíte níže.

TEMATICKÝ CELEK	TÉMA
Životní prostředí	změna klimatu; odpady; recyklace – nové využití – redukce; environmentální migrace (starší žáci); využívání přírodních zdrojů; alternativní zdroje energie
Lidská práva	práva a povinnosti dětí; občanská práva a povinnosti; rovnost pohlaví
Spolupráce	chudoba; zdraví; problémy s výživou; válečné konflikty; humanitární pomoc

TEMATICKÝ CELEK	TÉMA
Multikulturalismus	stereotypy; rasismus; netolerance
Globalizace	chudoba; světový obchod; udržitelnost

Tabulka 1: Zdroj: https://www.globallearningni.com/resources/concepts-and-themes a Pokyny pro globální vzdělávání, 2019, s. 88–89)

Z didaktického hlediska může hrát důležitou roli přímá zkušenost s literárním textem zabývajícím se GE a realitou. Pokud se učitelé rozhodnou vnést GE do výuky, mohou postupovat podle konkrétních **strategií** (převzato z publikace Global Education: Teaching Tools & Strategies, online):

- **výzva k hledání souvislostí** – není obtížné komentovat text, ale najít souvislosti mezi minulostí a současností, mezi kulturami, mluvit o podobnostech a rozdílech může být náročné;
- **propojení lokálního s globálním** – při čtení např. Dickensovy Vánoční koledy o rodině s nízkými příjmy přimějte žáky přemýšlet o chudobě, nedostatku potravin a nechte je navrhnout nějaká řešení; aktivně je zapojte do vhodných školních nebo místních iniciativ;
- **vnášejte do výuky více skutečného života** – práce s autentickými texty (např. novinami, časopisy, letáky, propagačními materiály, domácími i zahraničními) umožňuje žákům porovnávat a poznávat různé kultury;
- **zreálněte aktuální témata** – transformujte a přibližte tato témata a přizpůsobte je věku žáků. Například globální varování lze prezentovat prostřednictvím knih o ledních medvědech (více viz Svoboda, 2018) nebo něčeho, co mohou žáci najít ve svém okolí.

Na základě vhodného textu lze žáky zapojit do konkrétních činností prostřednictvím výukových metod, jako jsou různé projekty, didaktické hry, diskuse, hraní rolí, aktivity rozvíjející kritické myšlení nebo situační techniky (např. Haapen, 2013; více nápadů v Global education outline 2019, s. 73–103). Je vhodné využívat interaktivní, zážitkové a tvořivé metody, např. akční Kolbův cyklus učení (Welskop, 2013; Global Education Document, 2019, s. 74), což je výuka realizovaná na základě řešení reálných problémů převzatých z každodenního života. K podpoře znalostí a vnímání globálních problémů by učitelé měli využívat vhodné **knihy** nebo **literární texty**, jež mohou ovlivnit chápání žáků, např.

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

A Ticket Around the World

All are Welcome

People (více nápadů na http://bambinoswithoutborders.com/childrens-books-to-foster-global-awareness/)

Marwan's Journey (více nápadů na https://www.theclassroombookshelf.com/2018/05/global-literature-to-teach-global-understanding/).

Všechny vhodné metody a techniky jsou nejúčinnější ve spojení s **kooperativním vyučováním**. Moderní trendy ve vzdělávání respektující globální témata spočívají v **aktivní a samostatné práci žáků**. Tímto způsobem práce mohou žáci:

- porovnávat své zkušenosti a volit optimální řešení,
- spolupracovat s ostatními při řešení úkolů;
- vytvářet si názor, argumentovat a přijímat názory ostatních;
- chápat význam spolupráce;
- tolerovat ostatní lidi;
- projevovat solidaritu s lidmi v obtížných životních situacích a podmínkách (srovnej např. Diakiw, 1990; Globálne vzdelávanie v slovenských školách, n. d.).

Zde uvádíme několik praktických nápadů, jak lze metodu globálního občanství propojit s četbou (upraveno podle English and Global Citizenship, 2015):

- ukázat žákům alternativní perspektivy prostřednictvím děl napsaných různými autory;
- využívat deníky ke zkoumání života jiných lidí a využívat deníky žáků, např. zjednodušenou četbu z edice Teen Eli Readers, Dear Diary, A Collection of the world's best diaries (Milý deníčku, sbírka nejlepších deníků světa);
- porovnávat texty o stejném globálním problému, např. o potravinách, vodě nebo vzdělávání z různých úhlů pohledu;
- zkoumat tradiční příběhy z různých kultur a porovnávat jejich morální poselství;
- využívat širokou škálu textů podněcujících představivost žáků.

1.3 Čtení pro rozvoj samostatnosti a kritického myšlení

Při práci s měnícím se světem by si učitelé měli uvědomit, že **žáci musí být připraveni na neustálé změny**. Djudin (2017) ve svém článku uvádí, že jedním z klíčových cílů výuky je připravit žáky na to, „jak se učit a rozvíjet repertoár myšlenkových postupů k řešení problému" (tamtéž, s. 124), a že „metakognitivní strategie budou rozhodující složkou úspěšného učení" (tamtéž, s. 124). Hardy-Gould (2013) chápe **žákovskou autonomii** jako myšlenku, „kdy žáci přebírají kontrolu a odpovědnost za své učení, a to z hlediska jak toho, co se učí, tak i toho, jak se tomu učí. Vychází z představy, že studenti jsou schopni sebeřízení a mohou si vytvořit nezávislý, aktivní přístup ke studiu".

Je nezbytné definovat rozdíl mezi **poznáváním** a **metakognicí**. Poznávání zahrnuje myšlenkové procesy lidí spojené s jejich každodenním životem, „jako je paměť, učení, řešení problémů, hodnocení, uvažování a rozhodování" (Differencebetween.com, 2014). Metakognici lze charakterizovat jako „myšlení o myšlení" (Djudin, 2017, s. 125). Pomáhá „dobře dokončit daný úkol prostřednictvím plánování, monitorování, hodnocení a porozumění" (Differencebetween.com, 2014). Existuje mnoho přístupů, jak identifikovat **autonomii žáků**. Jedná se o **autoregulační proces** neboli o „dovednosti reflexe a analýzy, které nám umožňují plánovat, monitorovat a hodnotit naše učení" (Little, n. d.).

Učení se a výuka cizích jazyků se zaměřují na zvládnutí cílového jazyka. Žákova autonomie je při učení se cizímu jazyku, jak naznačuje Little (n. d.), „vždy omezena tím, co žák dokáže v cílovém jazyce". Oxford (1990) přiřazuje **metakognitivní strategie učení** k **nepřímým strategiím**, jež žákům usnadňují monitorování a kontrolu učení. Jako metakognitivní strategie učení chápe (tamtéž) soustředění, plánování a sebehodnocení vlastního učení. Umožňují žákům **efektivněji** pracovat s **jazykem**. Pokud žáci metakognitivní strategie znají a dovedou je vhodně používat, stávají se nezávislejšími a samostatnějšími (více viz např. v Hardanově článku o jazykových strategiích učení, 2013).

Pokud chtějí učitelé rozvíjet **čtení s porozuměním**, mohou postupovat podle různých modelů a metakognitivních strategií. Miller (2017) ve své studii zmiňuje různé modely metakognitivních strategií čtení. Jedním z nich je **model čtenářských strategií** autorů Mokhtariho a Sheoreyho (2001) (v Miller, 2017), který se soustředí na tři kategorie **metakognitivních strategií čtení**. Nástroj (Sheorey a Mokhtari, 2002, in Miller, 2017) nazvaný Survey of Reading Strategies se zabývá třemi skupinami metakognitivních strategií: globálními strategiemi, strategiemi řešení problémů a podpůrnými strategiemi. **Globální metakognitivní strategie** jsou:

- celkový pohled na text před čtením;
- odhadování obsahu textu před čtením;
- vnímání cíle;
- kontrola porozumění během čtení;
- rozhodování o tom, co v textu ignorovat;
- analyzování a vyhodnocování informací v textu (Mokhtari a Sheorey, 2002, in Miller, 2017, s. 23).

Strategie řešení problémů jsou spojeny s porozuměním textu během fáze čtení. Jsou to:

- opakované čtení s cílem zlepšit porozumění;
- odhadování neznámé slovní zásoby na základě kontextových vodítek;
- pomalé čtení s cílem porozumět a zhodnotit přečtené (tamtéž, s. 23).

Podpůrné strategie jsou:

- překlad z J2 do J1;
- parafrázování pro lepší porozumění;
- podtrhávání informací pro připomenutí důležitých bodů;
- kladení otázek ke kontrole porozumění odpovědí (tamtéž, s. 23).

Kopčíková (2019) ve své studii popisuje stejný model a uvádí další aktivity. Globální strategie čtení jsou podle ní:

- stanovení účelu čtení
- aktivace předchozích znalostí
- ověření, zda obsah textu odpovídá účelu
- předvídání, o čem text je, potvrzování předpovědí
- náhled na obsah textu
- pročítání textu a zaznamenávání jeho charakteristických rysů
- používání struktury textu
- rozhodování o tom, co číst pozorně
- používání kontextových vodítek
- používání dalších textových prvků k lepšímu porozumění textu (2019, s. 39).

Strategie řešení problémů jsou:

- přizpůsobení rychlosti čtení
- pomalé a pozorné čtení
- odhadování významu neznámých slov
- opakované čtení textu, věnování zvýšené pozornosti čtení
- zastavení se a zamyšlení se nad čtením
- vizualizace přečtených informací
- čtení textu nahlas (2019, s. 39).

Podpůrné strategie jsou:

- používání slovníků
- zvýrazňování částí textu a dělání si poznámek při čtení
- parafrázování informací z textu
- opakování dříve přečteného příběhu
- kladení otázek sobě samému
- používání referenčních materiálů jako pomůcek
- podtrhávání informací v textu
- diskuse o četbě s ostatními
- psané shrnutí přečteného textu (tamtéž, s. 39).

Procvičováním a používáním metakognitivních strategií se žáci stávají dobrými a samostatnými čtenáři. Budou schopni pracovat s jakýmkoli textem. Žáci musejí:

- **rozvíjet hlubší porozumění textu** – používat různé metody k získávání znalostí, identifikovat problémové oblasti, volit správné způsoby řešení problémů;
- **řešit úkoly vyžadující dovednosti vyššího řádu myšlení** – zaměřit se na požadavek, aby žáci vyjádřili svůj názor, používat úkoly typu „Vysvětlete podrobněji a argumentujte" – velmi vhodné jsou aktivity v malých skupinách;
- **propojit témata školních úloh s problémy reálného života** – vést žáky k jejich využití v osobním životě (srov. např. Chicks, 2013).

Jak tvrdí Çakıcı (2017, s. 73), „tradiční metoda výuky čtení, kdy žáci aktivizují své základní znalosti o tématu textu, zopakují si příslušnou slovní zásobu, přečtou text a odpoví na otázku k porozumění, nevyvolá chování, které odlišuje efektivní čtenáře".

Nejdůležitějším rysem **kritického myšlení** je **pochopení jakékoli informace v co nejširším kontextu**. Znamená to, že na jednu věc lze nahlížet z různých úhlů. Jednoduše řečeno jde o **schopnost nevěřit prvnímu dojmu z jakékoli informace**. Stanfordská encyklopedie filozofie (2018) definuje kritické myšlení „jako různá pojetí téhož základního pojmu: pečlivé myšlení zaměřené na určitý cíl". Kritické myšlení a kritické čtení jsou procesy zaměřené na **kladení otázek**. Žáci mohou formulovat různé otázky týkající se přečtených informací a hledat na ně odpovědi. Následující otázky představují příklady, s nimiž mohou učitelé a žáci pracovat, když hovoří o „logickém, zdůvodněném pohledu".

- Co se děje? – shromáždit podstatné informace a začít přemýšlet
- Proč je to důležité? – ptát se, proč je něco podstatné a zda s tím máme souhlasit, nebo ne
- Co nevidím? Chybí něco důležitého?
- Jak to vím? – ptát se, odkud informace pochází a jak byla sestavena
- Kdo to říká? Jaký je/byl postoj pisatele?
- Existují nějaké další myšlenky nebo možnosti? (převzato z https://courses.lumenlearning.com/basicreadingandwriting/chapter/outcome-critical-thinking/)

Řešení problémů v rámci rozvoje čtení může být užitečné, pokud jsou žáci organizovaní a uvědomují si strategie a kroky. Ty mohou být následující:

STRATEGIE	AKCE
Definuj problém	Identifikuj problém Uveď co nejvíce podpůrných detailů Uveď příklady Logicky uspořádej informace
Identifikuj dostupná řešení	Použij logiku k určení nejdůležitějších cílů Urči fakta Porovnej možná řešení
Vyber řešení	Použij shromážděná fakta a relevantní důkazy Podpoř a obhaj řešení, které považuješ za správné Obhaj své řešení

Tabulka 2: Zdroj: Student Success – Thinking Critically In Class and Online, 2016, z https://courses.lumenlearning.com/basicreadingandwriting/chapter/outcome-critical-thinking/

Učitelé by měli žákům pomoci stát se kritickými čtenáři. Zde najdete několik navrhovaných kroků:

KROK	VODÍTKA
Staň se součástí spisovatelova publika	usnadnit si cestu k autorovu záměru, hovořit o autorovi a textu, zasadit ho do historického kontextu, číst úvody a poznámky
Čti s otevřenou myslí	usilovat o poznání, „nepřepisovat“, číst to, co je na stránce, rozvíjet myšlenky a přemýšlet o textu
Reflektuj název	název může leccos napovědět o autorově postoji, cílech, osobních zkušenostech
Čti pomalu	žáci si v textu vytvářejí více souvislostí
Používej slovník a další vhodné zdroje	vyhledávej slova, kterým nerozumíš nebo je obtížné je definovat či vyvodit z kontextu
Dělej si poznámky	podtrhávej si a zvýrazňuj, zapisuj si myšlenky do sešitu; v mnoha ohledech to pomáhá žákově paměti, vytváří se tak spojení, které je v textu nejasné
Veď si čtenářský deník	pravidelně a na trvalejším místě zaznamenávat odpovědi a myšlenky (zlepší se tak dovednosti čtení a psaní)

Tabulka 3: Zdroj: 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 Čtení pro sociální, emocionální a kooperativní učení

Sociální a emocionální učení je základem bezpečného a úspěšného učení. Instituce CASEL (Collaborative for Academic, Social, and Emotional Learning) (https://readingwithrelevance.org/social-emotional-learning) chápe SEL „jako proces, jehož prostřednictvím všichni mladí lidé i dospělí získávají a uplatňují znalosti, dovednosti a postoje, které jim umožňují rozvíjet zdravou identitu, zvládat emoce a dosahovat osobních i kolektivních cílů, cítit a projevovat empatii vůči ostatním, navazovat a udržovat podpůrné vztahy a činit odpovědná a uvážlivá rozhodnutí". **Sociální a emoční učení** zvyšuje schopnost žáků uspět v životě, ve škole a v kariéře. V současnosti **nabývá na významu, protože mnoho dětí a dospívajících má problémy s chováním** (např. Horowitz a Graf, 2019). Nezvládají vlastní emoce, nejsou empatičtí a nedokážou dodržovat pravidla nebo řešit problémy. Takoví žáci jsou často zdrojem konfliktů, disharmonie a nemají zdravé vztahy. Pomoci může literatura. **Kniha popisuje nejrůznější události, s nimiž se žáci často setkávají a neumějí si poradit:** situace, kdy je jeden z rodičů v nemocnici, dítěti onemocní rodič nebo jakýkoli jiný blízký příbuzný či kamarád, příchod nového sourozence, posměch a šikana, první setkání se smrtí, stěhování blízkého kamaráda, boj se strachem, první výlet bez rodičů, první milostné selhání, rozvod rodičů nebo poznávání nových sousedů. **Čtení o těchto situacích pomáhá žákům v jejich současném životě a připravuje je na to, co je může potkat v budoucnu.** Zde najdete užitečné tipy na literaturu týkající se sociálního a emocionálního učení: https://www.thepathway2success.com/100-read-alouds-to-teach-social-emotional-learning-skills/.

Spojení mezi čtením a sociálním a emocionálním rozvojem pomáhá rozvíjet klíčové kompetence (viz např. Jones a Bouffard, 2012). Podle Weissberga (2016) se jedná o pět kompetencí:

- **Sebeuvědomění** se týká porozumění vlastním emocím, osobním cílům nebo hodnotám. Umožňuje rovněž dítěti přemýšlet o vlastních silných a slabých stránkách, myslet pozitivně a být soběstačné. Sebeuvědomění vyžaduje schopnost rozpoznat, jak jsou myšlenky, pocity a činy propojeny.
- **Schopnost ovládat se** vyžaduje dovednosti a postoje, které pomáhají kontrolovat emoce a chování, například zvládání stresu a kontrolu vnějších podnětů.
- **Sociální povědomí** zahrnuje porozumění druhým, empatii a soucítění s lidmi z různých kultur nebo prostředí. Žáci chápou normy chování a uvědomují si význam rodiny, školy a komunity.
- **Dovednosti v oblasti vztahů** se týkají zdravých a hodnotných vztahů a zahrnují jasnou komunikaci, aktivní naslouchání, spolupráci, odmítání nevhodného sociálního tlaku a vyhledání pomoci v případě potřeby.
- **Zodpovědné rozhodování** se zabývá efektivním rozhodováním o chování nebo sociálních interakcích v různých situacích (Weissberg, 2016).

Čtení a sociální a emocionální učení můžeme propojit prostřednictvím:

- **poskytnutí různých materiálů ke čtení** – poznávání různých zkušeností, kultur, přesvědčení, perspektiv umožňujících lepší vnímání;
- **hlasitého čtení** – důležitá součást rozvoje jazykových a čtenářských dovedností
- **kladení otázek** – pomocí otázek zjišťujeme emoce a pocity postav
- **čtení s vrstevníkem** – čtení knihy se spolužákem/spolužačkou nebo sehrání událostí v příběhu pro jeho hlubší pochopení, diskuse o různých reakcích čtenářů
- **čtení, čtení a zase čtení** – čtení čehokoli, např. zjednodušených cizojazyčných textů, komiksů, grafických románů, knižních balíčků; čtení ve škole, doma; čtení kdykoli (Levi, 2020).

Kooperativní učení zahrnuje spolupráci žáků ve dvojici nebo v malých skupinách na jasně definovaných úkolech vyžadujících aktivní účast. Žáci se smíšenými dovednostmi mohou pracovat společně a také se jako čtenáři mohou učit jeden od druhého. Kooperativní technika se osvědčila při výuce strategií čtení s porozuměním v různých předmětech. Bylo prokázáno (např. Teaching Reading in Europe: Contexts, Policies and Practices, 2011), že **zlepšuje výsledky učení, zvyšuje motivaci k učení a šetří čas při plnění úkolů**. Účinnost vzdělávacích postupů podporujících kooperativní učení lze definovat jako učení se prostřednictvím práce v malých skupinách za účelem pochopení nových informací nebo vytvoření společného výsledku. Ze společného učení mají prospěch žáci s různou úrovní dovedností, což může pozitivně ovlivnit **žáky se čtenářskými obtížemi**. Tento typ spolupráce může problematickým čtenářům poskytnout novou, aktivní roli. Kromě toho bylo zjištěno, že pomáhá **integrovat žáky se zdravotním postižením a obtížemi v učení** do běžných tříd (Klingner et al., 1998). Metodu skupinové práce charakterizuje práce žáků ve skupinách (dvoučlenných až šestičlenných), které vznikají rozdělením do skupin podle různých hledisek, například podle zájmu, typu činnosti, náročnosti úkolů, náhodného či záměrného rozdělení na základě určitých pravidel. Činnost celé skupiny podporuje výsledky jednotlivců a celá skupina má prospěch z práce svých členů.

Klinger a Vaugh (b. d.) v knize Reading Rockets (https://www.readingrockets.org/article/using-collaborative-strategic-reading) představují strategii společného čtení a hovoří o čtyřech strategiích:

Náhled textu	před čtením	aby se žáci v krátkém časovém limitu (2–3 minuty) dozvěděli o úryvku co nejvíc aby aktivovali své základní znalosti o tématu aby si udělali představu o tom, co se dozvědí
Jasné & nejasné	během čtení	k monitorování porozumění během čtení k monitorování problémů s porozuměním k identifikaci míst, kde mají žáci problémy s porozuměním „jasné“ zde představuje porozumění, tak jak čtenář plynule postupuje textem jestliže žák narazí na slovo, pojem nebo myšlenku, která mu nedává smysl, dá to najevo („nejasné“)
Pochopení podstaty	při čtení	naučit žáky zformulovat nejdůležitější bod vlastními slovy určit nejdůležitější osobu, místo nebo věc v odstavci, který právě přečetli
Rekapitulace	po čtení	zformulovat otázky a odpovědi o tom, co se naučili, a zopakovat klíčové myšlenky zlepšit žákovy znalosti, porozumění a zapamatování si přečteného

Tabulka 4

Více o společném strategickém čtení viz: https://www.edutopia.org/discussion/collaborative-strategic-reading-csr-comprehension-strategy-enhance-content-area-learning

Společné učení viz: https://www.valamis.com/hub/collaborative-learning, https://teaching.cornell.edu/resource/examples-collaborative-learning-or-group-work-activities

Žáci, kteří jsou dlouhodobě členy skupiny, v níž cítí **podporu a přijetí ze strany spolužáků**, nemívají kázeňské problémy. Chovají se zodpovědněji, takže v učení lze dosahovat vyšších

cílů. Center for Teaching Innovations (https://teaching.cornell.edu/resource/examples-collaborative-learning-or-group-work-activities) nabízí různé aktivity, které mohou učitelé využít. Goodmacher a Kajiura (n. d.) v článku Collaborative and Communicative Reading uvádějí atraktivní **aktivity párového čtení**, např. čtení za účelem diskuse, formulování otázek k porozumění textu a jejich zodpovězení, skupinové soutěže, vytváření vlastních úkolů na základě textu. Došli k závěru, že „techniky kolaborativního čtení žáky motivují, pomáhají jim pochopit chyby, umožňují jim učit se a učit se jeden od druhého a pomáhají rozvíjet kritické myšlení. Hodiny čtení by měly umožňovat otevřená cvičení zahrnující ústní a písemnou komunikaci" (tamtéž).

1.5 Programy na podporu čtení a jejich význam pro rozvoj jazyka

Programy na podporu čtení nabízejí **systematický přístup k rozvoji čtení** v průběhu celého školního roku. Mohou poskytnout prostor pro zařazení extenzivního čtení do ročního plánu nebo dokonce vytvořit prostor **pro kombinaci extenzivního a intenzivního procvičování čtení** v rámci eklektického přístupu. Žáci se tak mohou pravidelně seznamovat s cílovým jazykem prostřednictvím smysluplného procvičování.

Vzhledem k tomu, že **se rozvoj čtení v cizím jazyce v rámci formálního školního vzdělávání často omezuje na učebnice**, chybí **možnosti ponořit se do cílového jazyka**. Toto ponoření vytváří příležitosti k přenosu a aplikaci strategií čtení, které si žáci osvojili v mateřském jazyce, a jejich modifikaci pro použití v novém jazyce. **Učebnice**, ať už na základní nebo střední škole, obsahují **texty, které jsou příliš omezené co do délky a obvykle jsou příliš zaměřené na jazykovou praxi a striktně orientované na jednotlivá témata**. Učebnice mají navíc další nedostatky, které mohou ovlivnit motivaci a ochotu žáků číst.

Čtenářské programy naopak vnášejí do výuky **nový materiál**, který může **podnítit zájem** a **vnitřní motivaci** žáků, protože jde o něco jiného než o monotónnost učebnic, jakkoli jsou kvalitní, a žáci to vnímají jako vytržení z rutiny. Jako klíčové se však jeví koncipovat čtenářský program přiměřeně **věku, zájmům a jazykovým znalostem žáků**.

Zahájení čtenářského programu na základní škole a jeho průběžné pokračování na vyšších úrovních se zdá být vhodným předpokladem pro úspěšné přijetí programu žáky. Mladší žáci jsou přirozeně nakloněni přijímat a vykonávat činnosti, které po nich učitelé požadují. Čtenářský program začínající na této úrovni pro ně může být **vzrušující činností**. Když si zvyknou, že **čtenářské programy jsou přirozenou součástí** každého školního roku, a to i jako mladí teenageři, nemají tendenci zpochybňovat jejich existenci ve vyšších ročnících. Místo aby se ptali, proč číst něco navíc, mají tendenci mít větší slovo při výběru knih.

Když se podíváme na Challové model **vývoje čtenářských stadií** (1983, s. 10–24) a zvážíme její podrobnou introspekci vývoje čtenářských dovedností, získáme užitečný náhled na to, jaký čtenářský program použít na různých úrovních pokročilosti. Challová (tamtéž) osvětluje rozdíl mezi tím, co se na nižších úrovních pokročilosti označuje za **„učení se číst"**, a **„učením se čtením"** na vyšších stupních školní docházky. Vývoj rozděluje na:

- 1. fázi: **Počáteční čtení neboli dekódování** – kde je hlavním cílem osvojení si souboru písmen, jejich přiřazování k odpovídajícím částem mluvených slov a interiorizace kognitivních poznatků o čtení, např. k čemu písmena slouží;

- 2. fázi: **Potvrzování a plynulost** – zde se žáci zaměřují na rozpoznávání slov a čtení známých příběhů. Procvičováním rozvíjejí plynulost a rychlost čtení a získávají větší jistotu. První dvě fáze tvoří část rozvoje čtenářských dovedností nazvanou „učení se číst".

Tato fáze vytváří podmínky pro počáteční čtenářský program. Žáci na **prvním stupni** mohou začít se čtením knih **složených z obrázků a jednotlivých slov, slovních spojení, jednoduchých vět** nebo dokonce krátkých textů podepřených vizuální podporou. Získání čtenářského návyku a důvěry ve čtení by mělo žáky připravit na hlubší čtenářský zážitek na vyšších úrovních pokročilosti.

- 3. fáze: **Čtení pro učení** – v této fázi žáci začínají číst, aby si osvojili něco nového, získali jisté znalosti, informace, myšlenky a zkušenosti. Hlavním cílem je rozvoj a růst základních znalostí, slovní zásoby a poznávacích schopností, které jsou zatím omezené. Žáci pracují se širokou škálou materiálů a textů.
- Fáze 4 a 5 pokrývají vyšší sekundární a terciární úroveň, kde se čtenáři mohou zaměřit na schopnost zpracovávat text se selektivní pozorností a s jasným vědomím účelu čtení (Challová, 1983, s. 10–24).

Předpokládejme, že se učitelům podařilo zavést do výuky program na podporu čtení na primární úrovni. V takovém případě bude pro žáky snazší pokračovat ve čtení na vyšších úrovních. Nejdůležitějším aspektem je **vytvoření čtenářského návyku a pochopení, že čtení je přirozenou součástí našeho života**. Někteří žáci vnímají čtení jako další zátěž, protože nejsou na tento druh činnosti zvyklí ze své mateřštiny, a při rozvíjení tohoto návyku jim bude chybět podpora rodiny. **Zásadní a rozhodující** je tedy **vybrat vhodný čtenářský materiál, který podnítí jejich zvědavost a zájem** a zároveň **vyváží úroveň znalostí**, aby u čtení vybraných knih zůstali.

Vysvětlení toho, co je pro žáky při čtení vhodné, vyjádřil Krashen (1982) termínem srozumitelný vstup, což znamená, že i když je v textu něco nového, žáci se mohou stále držet „známého" a podaří se jim pochopit sdělení. Jinými slovy, jedná se o úroveň mírně nad úrovní znalostí žáka. Pokud jsou texty pro žáky příliš složité, odradí je to a mohou na dokončení úkolu rezignovat. Totéž se může stát, pokud je text příliš snadný nebo málo náročný. Geva a Ramírez (2015, s. 84–85) používají

- nezávislé,
- výukové,
- frustrační.

Nezávislé texty umožní žákům **zvládnout text bez vnější pomoci**, přičemž jsou schopni přečíst text s přesností více než 90 % a porozumět alespoň 95 % slov. Autoři naznačují, že tento typ čtení je vhodný pro **práci mimo vyučování**. Výukový text je text, který žáci dokážou přečíst, ale potřebují **pomoc s instrukcemi**. Tento typ **podpůrného čtení (scaffolding)** je vhodný pro aktivity ve třídě, kde **učitel může všem žákům nabídnout podporu prostřednictvím aktivit před čtením, při čtení a po čtení** a zároveň individuální podporu těm žákům, kteří ji potřebují, aby nepropadli frustraci. Frustrační text je materiál, v němž by se žáci ztráceli, nebyli by schopni plynule sledovat myšlenky a potřebovali by neustálou intervenci. Takovým materiálům je třeba se vyhnout, protože nemohou u žáků vyvolat pozitivní vztah k textu a následně ke čtení obecně.

Z toho vyplývá, že pro tuto úroveň jsou **klíčovými materiály ke čtení**. Dobrým zdrojem mohou být čítanky **zjednodušené četby**, které nabízejí všechna významná nakladatelství a jsou

v nich zahrnuty jak beletristické, tak nebeletristické texty. Mladší žáci budou přirozeně více inklinovat k **beletrii**, protože k ní mají větší vztah a jsou zvyklí na příběhy. **Literatura faktu** pro ně může být zpočátku zajímavá, zatímco pro učitele může být náročnější udržet jejich motivaci k dočtení knihy. Na druhou stranu si beletrie obvykle nechává řešení problematických situací na konec knihy, takže čtenáře přirozeně povzbuzuje k pokračování v četbě.

Žáci na nižším sekundárním stupni (10+) mají více příležitostí ke čtení za účelem získání nových informací a zábavy. Předpokládejme, že chceme, aby „četli, aby se učili". V takovém případě očekáváme, že projeví **kognitivní dovednosti, jako je předvídání, rozčlenění textu na detaily a následná syntéza textu, shrnutí, vyvozování závěrů z textu, určení klíčových argumentů a podpůrných detailů, propojení předchozích znalostí s novými fakty, poskytnutí hodnocení přečteného** atd. Všechny tyto **myšlenkové dovednosti vyššího řádu** nutně souvisí s používáním dalších **jazykových dovedností** nebo dokonce s rozvojem globálních dovedností. Žáci mohou být požádáni, aby vyjádřili svůj názor, reagovali na učitelovy otázky, prezentovali své myšlenky na základě přečteného textu, psali o textu nebo vytvářeli nové texty. Navíc na této úrovni začínají hrát roli i **metakognitivní dovednosti**. Žáci se budou sami více rozhodovat ohledně volby vhodných strategií čtení a vyhodnocovat, zda bylo dosaženo požadovaných výsledků.

Čtenářské programy lze také koncipovat tak, aby docházelo ke **smysluplné kombinaci extenzivního čtení a čtení za účelem učení**. Aktivity spojené s přečteným textem mohou nabídnout další procvičování těchto dovedností a žáci je mohou vnímat jako smysluplnější. **Jazykové procvičování** by však vždy mělo zahrnovat několik prvků, aby se žáci zapojili do smysluplného a aktivního prožitku, například:

- **tvůrčí** prvky – pro personalizaci výsledků;
- **zábavné** prvky – aby se snížil afektivní filtr;
- **reflexi** – aby si uvědomili vlastní jazykový pokrok.

Úkoly, které jsou vhodné pro tento druh jazykové praxe, obvykle umožňují tvořivé výstupy, jsou **otevřené a personalizované**, což znamená, že žáci zaměřují pozornost na souvislosti, jež jsou jim blízké, jež znají ze zkušenosti a jež považují za důležité a smysluplné (Lojová et al. 2011, s. 23). Takové tvůrčí a personalizované výsledky mají větší potenciál setrvat v žákově paměti. Více o čtenářských programech najdete v podkapitole 2.4 s názvem Čtenářský program DEAR.

1.6 Výuka jazyků a žáci s dyslexií

Výuka cizích jazyků je v mnoha zemích nedílnou a povinnou součástí vzdělávání. Výuka cizího jazyka může být pro žáky **s poruchami učení** frustrující, nepříjemnou a zatěžující zkušeností, zejména pokud jsou integrováni do intaktních, běžných tříd. Přestože existuje skupina vědců, kteří tvrdí, že žáci s dyslexií by se neměli učit cizí jazyk, existují i názory, že „celá řada potenciálně ohrožených žáků může mít prospěch ze studia cizího jazyka ve vhodném vzdělávacím prostředí" (IDA, 2010). Crombie (1999) hodnotí začlenění dyslektických studentů do výuky cizích jazyků velmi pozitivně; poukazuje na to, že „skutečné začlenění do výuky moderních jazyků znamená mnohem víc než jen přítomnost a vystavení se cizímu jazyku. Jde o pocit přijetí a zapojení do hodnotného učení bez ohledu na úroveň, které lze dosáhnout".

Dyslexii lze definovat jako poruchu učení jazyka; někteří autoři dávají přednost používání termínu **odlišnost v učení**. Obecně se vztahuje na problémy se čtením, ale žáci mají obvykle také potíže s pravopisem, výslovností a psaním. Dyslexie je specifická porucha učení, která má **neurologický původ** a jedná se o chronické, **celoživotní onemocnění**. Hovoříme-li o příznacích souvisejících s výukou jazyka, můžeme uvést, že **dyslektické děti** např. **mluví pozdě, mají problémy s odříkáním rýmovaných slov, převracejí písmena a číslice (zejména p/b, n/m, 6/9), mění nebo vynechávají části slov, mají problém rozložit slova na složky, rozlišit hlásky ve slově, tj. fonologické zpracování** (d-o-g). Lze pozorovat i jiné než jazykové (nejazykové) příznaky, jako např. **záměnu před a po, záměnu levé a pravé strany, potíže se zapamatováním si a dodržováním pokynů, potíže s motorikou a organizací, potíže s pozorností**. Řada dyslektických dětí vykazuje problémy s **rukopisem, s rychlostí zpracování, s pracovní pamětí**. Výše zmíněné problémy mohou mít za následek sekundární důsledky v podobě snížené čtenářské zkušenosti, což může zpomalit růst slovní zásoby a ovlivnit základní znalosti.

Ranaldi (2003, s. 16) shrnuje některé oblasti, které upozorňují na typy problémů, jež se vyskytují při čtení v souvislosti s dyslexií:

- váhavé a obtížné čtení, zejména čtení nahlas;
- záměna písmen, jako jsou b/d, m/n, p/d, u/n, a písmen, která znějí podobně;
- vynechávání nebo přidávání slov;
- čtení přiměřenou rychlostí, ale s nízkou úrovní porozumění;
- nerozpoznávání známých slov;
- vynechání řádku nebo čtení stejného řádku dvakrát;
- ztrácení místa nebo používání prstu či tužky k udržení místa;
- dvojí čtení (nejprve tiché čtení a pak čtení nahlas);
- potíže s určením hlavní myšlenky v úryvku;
- nepochopení složitých otázek, i když žák zná odpověď;
- obtíže při používání slovníků, rejstříků a encyklopedií.

Od učitelů se očekává, že přizpůsobí výuku, požadavky a podmínky zkoušení individuálním potřebám; nejsou však systematicky školeni v tom, jak rozpoznat specifické vzdělávací potřeby, jak pracovat s dyslektickými žáky, jak přizpůsobit výuku, jaké techniky a strategie používat. Přestože existuje množství literatury o dyslexii, stále není k dispozici dostatek literatury o metodice výuky cizích jazyků pro žáky s dyslexií.

Zásady přizpůsobení ve výuce cizích jazyků

Potíže se čtením a psaním spolu s přidruženými problémy, jako je krátká pracovní paměť a problémy s automatismem v jazyce, mají silný vliv na jazykové vzdělávání. **Pro studenty s dyslexií jsou nezbytné úpravy ve výuce.** Susan Bartonová (2013) zdůrazňuje, že učitel se musí vyvarovat ponižování žáků s dyslexií např. náhodným odhalováním jejich slabin před kamarády. Navrhuje, aby učitelé **nepožadovali po žácích s dyslexií číst ve třídě nahlas**; nebo aby je nenutili **psát na tabuli**, protože mají **problémy s pravopisem**. Bartonová (tamtéž) přidává další tip na přizpůsobení: učitelé by měli umožnit dyslektickým žákům poslouchat učebnici ze zvukového záznamu (jako kdyby neuměli číst a psát na úrovni zbytku třídy). Místo písemného testu by dítěti mělo být umožněno ústní zkoušení; slohové práce by měly být hodnoceny podle obsahu a pravopis by měl být ignorován. Bartonová (tamtéž) upozor-

ňuje, že takové úpravy nestojí žádné peníze a „nevyžadují změnu vzdělávacích plánů. Vyžadují pouze uvědomění učitele, že jsou nezbytné".

Existuje **mnoho tipů či rad, jak žákům s dyslexií pomoci nebo jak jim pomoci zlepšit jejich učení**; nejčastěji se uvádějí tyto:

- navrhnout a umožnit jim používat gumovací pera anebo tužky – to znamená, že mohou vymazat/odstranit nesprávný nebo špatně napsaný text, aniž by škrtali a přidali neuspořádané písmo;
- poskytnout jim dostatek času na zpracování otázky nebo úkolu;
- nepožadovat po žácích s dyslexií, aby četli nahlas před celou třídou;
- ujistit se, že pokyny/úkoly jsou jasné a vhodné, odpovídají konkrétním potřebám žáka a žák chápe, co se od něj očekává;
- pokud je to možné, mít k dispozici vrstevníka – spolužáka, který může dyslektickému žákovi pomoci (např. může sedět vedle něho);
- vyhnout se aktivitám s doplňováním, nehodnotit pravopisné aktivity;
- modelovat strategie při skládání zkoušek/testů;
- využívat různé vzdělávací kanály současně;
- používat např. barvy nebo symboly spolu s názvy věcí, což žákům s dyslexií pomáhá pracovat rychleji a lépe se organizovat, protože čtení písmen může být nahrazeno „čtením" barev nebo symbolů;
- pokud jde o různé činnosti, lze k podpoře učení také použít barvy;
- ujistit se, že je písmo na tabuli dobře rozvrženo;
- v případě velkého množství informací použít různé křídy pro různé řádky.

Wanzek a Vaughn (2007) uvádějí, že množství studií prezentuje pozitivní výsledky čtení, zejména pokud jsou žáci vyučováni v malých skupinách (např. jeden na jednoho, malé skupiny). Nijakovska et al. (2013) navrhují soubor způsobů, jak se přizpůsobit žákům s dyslexií v hodinách cizího jazyka, jako je např. **organizace hodiny, zjednodušení materiálu, individuální a multisenzorický přístup**. Autoři navrhují, aby učitelé používali explicitní výukové postupy (např. demonstrace, řízené procvičování a korektivní zpětnou vazbu). Aby se ujistili, že žáci instrukcím rozumí, je důležité **pokyny opakovat**, a to různými způsoby, a také **kontrolovat porozumění**. Doporučuje se rovněž **používat pokyny krok za krokem, rozdělit je na dílčí části a zadávat malé množství práce**, které zabrání tomu, aby žáky množství práce odradilo. Stejně tak mohou učitelé snížit množství práce – např. navrhnout, aby žáci dokončili pouze polovinu aktivity nebo aby pracovali pouze s určitou částí zadání apod. Schneider a Crombie (2003, s. 17) zdůrazňují **význam metakognice** a navrhují aplikovat proces **„objevného učení"**. Díky tomu se žáci stávají **nezávislými studenty**. Žáci s dyslexií „bez této složky nemohou uspět; pomáhá explicitní používání mnemotechnických pomůcek". Autoři zdůrazňují, že výukou metalingvistických strategií učitel umožňuje dyslektickým žákům pochopit a naučit se jazyk FL **multisenzorickým způsobem** s využitím takových **kompenzačních strategií**, které jsou v jejich případě účinné.

Učitelé často vytvářejí vlastní materiály na podporu vzdělávání. Snaží se je graficky zatraktivnit pomocí různých fontů, dekorací, obrázků. U žáků s dyslexií bychom však neměli přeplňovat stránky a naopak měli **vyblokovat cizí podněty** (někdy, pokud to nejde jednoduše, můžeme žákům navrhnout použití čistého listu papíru k zakrytí rušivých podnětů), používat velké písmo, fonty „přátelské k dyslexii" (např. Comic Sans, Century Gothic, Open Dyslexic) a **zvýrazňovat podstatné informace**. Výhodou materiálů vytvořených učitelem je to, že mo-

hou plně odrážet potřeby žáků. Učitel může navrhnout **hierarchické pracovní listy**, kde jsou úkoly seřazeny od nejjednodušších po nejtěžší.



Obrázek 1 Ukázka, jak minimalizovat rušivé elementy v textu: aby se žáci soustředili na to, co mají číst, lze použít dva listy papíru

Žáci s dyslexií mají často problémy s psaním, a proto učitelé mohou omezit opisování textu tím, že informace nebo úkoly uvedou na handouty nebo pracovní listy, mohou jim také poskytnout slovníček v obsahových oblastech a/nebo osnovu/kopii přednášky. Žáci s dyslexií potřebují další aktivity na procvičení učiva. Učitelé mohou také doporučit určité softwarové programy, samoopravné materiály a další pracovní listy.

Extenzivní čtení a žák s dyslexií

Extenzivní čtení může být pro dyslektického žáka náročné, ale může být i výzvou. Musíme být velmi **opatrní při výběru textu**, ale i ohledně **strategií uplatňovaných při čtenářských aktivitách**. Někdy se děti bojí hlasitého čtení ve třídě a dávají přednost tichému čtení nebo tzv. párovému čtení (známému také jako partnerské čtení).

Již jsme se zmínili, že velmi účinná je **výuka v malých skupinách nebo jeden na jednoho**. Ve třídě může umístění žáků blízko učitele pomoci např. omezit rušivé faktory (zvuky, předměty apod.), protože můžeme určitým způsobem „uzavřít" prostor mezi učitelem, žáky a tabulí. Pokud žáci sedí blízko učitele, může učitel neustále sledovat jejich pokrok. Při **párovém čtení**, které lze použít ve třídě nebo doma, jsou žáci rozděleni do dvojic a obvykle čtou text současně nahlas nebo jeden čte text (např. stránku) a druhý začíná tam, kde první skončil. Cílem párového čtení je rozvíjet plynulost čtení. Žáci se také cvičí v různých strategiích, jak rozvíjet plynulost čtení. Učitel musí být při vytváření dvojic velmi opatrný a citlivý. Při **společném čtení** se žák dělí o četbu s učitelem a/nebo s rodiči. Tato interakce žákům umožňuje projít si knihy, které by možná sami nedokázali přečíst. Začíná se zpravidla diskusí o knize – probírá se její obálka, název, předvídá se obsah, diskutuje se o autorovi (autorech) a ilustrátorovi (ilustrátorech). Během čtení je důležité udržovat motivaci žáků, ověřovat porozumění a vést je k předvídání. Užitečné jsou také aktivity po čtení. Pomáhají žákům porozumět přečtenému a vedou je k přemýšlení o obsahu a použitém jazyce. Rovněž pomáhají rozvíjet čtenářské strategie, jako např. kam se dívat a nač se zaměřit, jak propojit základní znalosti a obsah, a podporují předvídání. Čtení s rodiči je poměrně běžné např.

v Irsku. Rodiče, kteří vytvářejí a představují pro dítě bezpečné prostředí, mohou pomoci budovat plynulost čtení. Čtení začíná doma, což je pro děti přirozené a bezpečné prostředí. Rodiče mohou číst knihy, které měli rádi ve svém dětství, a mohou se o čtení a své čtenářské zkušenosti podělit se svými dětmi. V některých školách rodiče vytvářejí zpětnou vazbu sdělením, jak jejich děti v domácím čtení pokročily a co společně přečetli. Pro učitele a případné diskuse ve třídě to jsou důležité informace. Shaywitz a Shaywitz (2020) doporučují používat texty určené k ústnímu přednesu (např. poezii a divadelní hry), což pomáhá dětem vnímat hlasité čtení přirozeně.

Knihy pro děti jsou obvykle podpořeny množstvím **vizuálních** prvků, které zlepšují porozumění. Učitelé mohou zvážit i používání **grafických románů**, jež žákům umožňují být **pozornými a kreativními čtenáři**. Ačkoli je v nich málo textu anebo dokonce žádný, děti ve skutečnosti čtou obrázky a čtou/tvoří příběh a zároveň si rozvíjejí návyk číst a později, když si osvojí určité **kompenzační techniky** a strategie, jsou motivovány překonávat jazykové bariéry, protože zažily radost ze čtení. Níže uvedené ukázky jsou ze společenského románu Shauna Tana Nový svět a z příběhu pro děti Sněhulák (The Snowman) od Raymonda Briggse.



Obrázek 2 Ukázkové stránky z grafických knih.
(Grafický román: Shaun Tan: Nový svět, Raymond Briggs: The Snowman).

Čítanky zjednodušené četby se používají v hodinách angličtiny pro seznámení studentů s cílovým jazykem, zlepšení znalosti jazyka a obecných znalostí a rozvoj motivace a návyku číst. Obvykle jsou odstupňované v rámci sérií (podle počtu použitých slov, počtu hesel). Existují čítanky zjednodušené četby pro různé věkové skupiny (může jít o adaptace literárních děl či o knihy napsané speciálně pro studenty EFL).



Obrázek 3 Ukázka čítanek zjednodušené četby

Vycházejí rovněž speciální **edice knih pro děti s dyslexií**, jež lze rovněž využít při výuce jazyků. Zde musí být učitel opatrný, protože tyto knihy nejsou přizpůsobeny pro výuku cizího jazyka, viz ukázka níže. Speciální edice knih připravené pro žáky s dyslexií lze najít na různých webových stránkách, viz např. http://www.quickreads.org.uk/resources. Knihy jsou doplněny metodickou podporou Learning with Quick Reads, již lze stáhnout z webových stránek. Pokud je nám známo, neexistují žádné speciální čítanky zjednodušené četby pro žáky s dyslexií v EFL.



Obrázek 4 Ukázka knihy pro dyslektické čtenáře

Žáci s dyslexií mají k dispozici **speciální učební pomůcky**. Využití **asistenčních pomůcek** a **speciálního výukového softwaru** pomáhá zlepšovat proces výuky a učení se cizímu jazyku. Je to také jeden ze způsobů, jak přizpůsobit výuku. Pokud jde o čtení, můžeme zmínit **čtecí pera**, která mají různé možnosti snímání, mohou např. zvětšit písmo pro snazší čtení či přečíst text nahlas, což je užitečná pomůcka také pro žáky, kteří mají problémy se čtením. Můžeme zmínit i **software pro převod textu na řeč**, který je velmi užitečný a mohou ho využívat jak učitelé, tak žáci. Různé (mobilní) aplikace na podporu (jazykového) vzdělávání jsou k dispozici zdarma. Řadu knih, ačkoli byly napsány pro rodilé studenty a čtenáře, mohou používat i studenti cizích jazyků. Obvykle je v nich **málo textu a hodně vizuální podpory**. Série Spy Sam Reading je série tří knih, které začínají několika slovy na stránce a postupně rozvíjejí zajímavý příběh. Čtenář se může dotýkat interaktivních objektů na obrazovce tabletu.



Obrázek 5 Obrázek z knihy The Spy Sam Reading Series (iPad)

Úkoly bychom měli pečlivě vybírat a aktivity upravovat. Stejně důležité je učit různé strategie účinné při různých úkolech a činnostech. Může jít například o:

- **úlohy s výběrem z několika možností nebo přiřazovací úlohy** – začíná se vyřazováním možností, které jsou rozhodně nesprávné;
- **v krátkých odstavcových odpovědích** mohou žáci používat zvýrazňovače k označení klíčových slov;
- **aktivity na vyplňování mezer** – lze zohlednit část řeči (pozice ve větě, čas, množné číslo/jednotné číslo atd.).

Presley (2002, In: Schneider a Crombie, 2003, s. 69) s ohledem na potíže dyslektických žáků se zpracováním jazyka navrhuje „vyhnout se uzavřeným úlohám, kdykoli je to možné. Tito žáci se i v rodném jazyce do značné míry spoléhají na kontextové nápovědy". Poukazuje také na to, že „přiřazovací aktivity mohou být obtížné a nespravedlivé, protože slabá vizuální percepční krátkodobá paměť žáků s dyslexií je nadměrně zatěžována specifickým úkolem pohybu očí, který je nutný k přiřazení spojených částí slov nebo vět". Je třeba také zvážit **načasování**, v případě potřeby by se měl přidat čas. V některých případech lze zvážit použití **technických pomůcek** a **doplňkových materiálů** (např. slovníků, dalších papírů pro pokusy s pravopisem, brainstormingu apod.). Reid a Green (2011, s. 77) uvádějí, že jednou z užitečných strategií, jak zajistit úspěch žáků s dyslexií, je poskytnout jim různé možnosti, jak prokázat své kompetence. Uvádějí aktivity, jako je **výzkum ve skupinách, tvorba plakátů, brainstorming, natáčení videí, dramatizace a hraní rolí, práce v terénu a dotazování, kreslené seriály a komiksy, debatování, práce s počítačem, kreslení obrázků**. Tyto aktivity jsou pro děti s dyslexií obvykle výborné, protože vyžadují aktivní účast a nevyžadují mnoho čtení. K jejich zahájení je zapotřebí pouze několika klíčových pokynů (tamtéž). Existují metody a strategie přínosné nejen pro žáky s dyslexií, ale i pro zbytek třídy. Jako příklad můžeme uvést metodu čtení KWL. Hlavním cílem **metody čtení KWL** je vést čtenáře k porozumění. Zkratka KWL znamená what we **K**now, what we **W**ant to know, what we **L**earned – co víme, co chceme vědět, co jsme se naučili. V první fázi by se čtenáři měli zamyslet nad tématem, uspořádat brainstorming, co už o tématu vědí. Ve druhé fázi by měli čtenáři formulovat otázky, co se chtějí o tématu dozvědět (otázky by měly být seřazeny podle důležitosti). Obvykle se tak děje na základě obálky knihy, obsahu, obrázků atd. V poslední fázi by čtenáři měli zhodnotit, co se dozvěděli, zda mohou na svou otázku odpovědět.

Je třeba si uvědomit, že všechny materiály pro dyslektiky lze použít i u intaktních žáků, ale ne všechny materiály určené pro intaktní žáky jsou vhodné pro dyslektiky.

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A2 ZAČLENĚNÍ ČTENÍ DO RÁMCOVÉHO VZDĚLÁVACÍHO PLÁNU A MOTIVACE KE ČTENÍ

Ačkoli čtení představuje jednu ze čtyř klíčových jazykových dovedností, je často opomíjeno nejen v hodinách anglického jazyka, ale i v celém kurikulu jako takovém. Příčin může být celá řada. Jednou z nich je častá skepse učitelů, kteří tvrdí, že jejich žáci neradi čtou nebo že nečtou vůbec a že rámcové vzdělávací plány neposkytují dost času na dodatečné aktivity, jako jsou rozsáhlé čtenářské projekty.

Obě tato tvrzení jsou mylná. **Výzkumy ukazují, že děti a mladí dospělí dosahují nadprůměrných výsledků v počtu přečtených knih za rok**; mají však jiné čtenářské preference a návyky, než jaké jim vnucuje škola, potažmo společnost. Skutečný problém tedy spočívá spíše ve způsobu, jímž je literatura kanonizována a institucionalizována pro účely vzdělávání, než ve skutečné motivaci a zájmu žáků.

Většina učitelů považuje četbu za doplněk výuky jazyka, nikoli za prioritní hodnotu. **Čtenářská gramotnost však představuje prioritní hodnotu pro vzdělávání v jednadvacátém století**, což dokládá jak CEFR (Common European Framework of Reference for Languages, Společný evropský referenční rámec pro jazyky), tak PISA (The Programme for International Student Assessment), který hodnotí školní výsledky v matematice, přírodních vědách a čtenářské gramotnosti. Již to samo o sobě naznačuje, že **čtení je svou povahou interdisciplinární, a je tudíž zcela zásadní pro všechny oblasti vzdělávání**.

Moderní učebnice a moderní jazykové zkoušky se snaží tento trend reflektovat. Čtení se v učebnicích už neomezuje pouze na gramatické a pravopisné úlohy, procvičování slovní zásoby a otázky na porozumění, ale rozšiřuje je o postojové otázky, úvahy a body kritického myšlení. Některé učebnice, jako například Story Central, jsou dokonce na příbězích postaveny. To svědčí o důležitém posunu, pokud jde o vnímání čtení ve třídě, a to nejen v rámci výuky angličtiny jako cizího jazyka. **Dříve se převažující aspekt čtení v cizím jazyce zaměřoval na vyhledávání faktů, takže dominantní čtenářské strategie představovaly skimming a scanning.** Beletristické texty nebo poezie sloužily kromě odhalování vzorců cílového jazyka nanejvýš k seznámení se s klasickým autorem nebo v nejlepším případě jako podnět k diskusi. V současné době si uvědomujeme, že příběhy jsou všestranným prostředkem k dosažení mezipředmětových a širších vzdělávacích cílů, jako je CLIL (Content and Language Integrated Learning), a k podpoře sociálního a emočního učení (SEL).

Následující příklady ze zkoušek Cambridge English ukazují, jak **čtenářská gramotnost ovlivňuje další jazykové dovednosti, v tomto případě psaní**. První příklad pochází z Cambridge Pre A1 Starters:

Tři obrázky vyprávějí příběh. Každý obrázek klade jednu nebo dvě otázky. Děti mají za úkol si obrázky prohlédnout a odpovědět na všechny otázky, a to vždy jen jedním slovem.

Další příklad pochází z Cambridge A2 Key for Schools:

Napište krátký příběh o 35 nebo více slovech na základě tří obrázkových podnětů.

Třetí příklad je jednou ze dvou možností slohu v rámci Cambridge B2 First for Schools. K úspěšnému splnění úkolu jsou zapotřebí zkušenosti s četbou a dovednosti kritického čtení a myšlení:

Hledáme knižní recenze

Četli jste knihu, ve které se hlavní hrdina zachoval překvapivě? Napište její recenzi a vysvětlete, co hlavní postava udělala a proč to bylo překvapivé. Uveďte, zda byste tuto knihu doporučili dalším lidem. Recenze budou zveřejněny v časopise.

Závěrem uvádíme pokyny k jedné z písemných úloh v testu Cambridge Proficiency, které ukazují, že se od studentů očekává nejen schopnost čtení a psaní pokročilých textů, ale také schopnost jejich hodnocení a porovnávání:

Napište esej, ve které shrnete a zhodnotíte klíčové body z obou textů. V celém textu používejte pokud možno vlastní slova a do odpovědi zahrňte vlastní myšlenky.

Je tedy zřejmé, že cambridgeské zkoušky předpokládají stále lepší čtenářské kompetence a podle toho také stupňují zadání, což ukazuje, že **čtení je** nikoli statický pojem, nýbrž **vyvíjející se dovednost**, kterou je třeba trénovat, cíleně rozvíjet a podporovat.

Výše uvedené také dokazuje, že přestože **čtení je** klasifikováno jako receptivní dovednost, nejde v žádném případě o činnost pasivní. Naopak, je to **proaktivní proces**, který vyžaduje zapojení a soustředění žáků. Ve srovnání například s mluvením se aktivní čtení projevuje zcela odlišnými, tj. méně zjevnými a méně vnějšími způsoby. Vzhledem k tomu, že tiché čtení představuje především vnitřní, intimní, a tedy do značné míry autonomní proces, může se zdát, že je obtížné ho synchronně sledovat. Učitelé se v hodinách trvalému čtení často vyhýbají, protože jim tichá hodina může asociovat neaktivní třídu, opak komunikativní třídy, v níž žáci aktivitu projevují velmi viditelně. Z tohoto důvodu jsou tak účinnými metody, jako je čtenářský program DEAR (Drop Everything and Read), kdy učitel modeluje čtení jako činnost a proces.

Čtenářská gramotnost se nejen promítá do jiných druhů gramotností, ale je také **velmi flexibilním nástrojem pro propojení prezenční výuky ve škole s distanční výukou, školního a mimoškolního života žáků a v neposlední řadě formálního vzdělávání s celoživotním učením**. Celoživotní učení představuje klíčový prvek kariérního úspěchu žáků a jejich individuálního naplnění, pocitu úspěchu, posílení a sebeúcty. Není proto překvapením, že v zemích, jako je Finsko a Dánsko, které dosahují nejlepších výsledků v široké škále hodnotících testů a srovnávacích studií, se čtení stalo stěžejním bodem vzdělávacího procesu.

Praxe ukazuje, často k překvapení samotných učitelů, že hodiny čtení jsou téměř vždy úspěšné, i když jsou využívány jen příležitostně. Učitel (škola) přesto musí takové hodiny pečlivě připravit, aby se minimalizovala rizika při procesu začleňování čtení do výuky. Žáci mohou hodinu zaměřenou na čtení vnímat jako vítané rozptýlení od rutinní práce s učebnicemi;

pokud však jde o dlouhodobý, trvalý a udržitelný návyk na čtení, musí učitel nejprve začít rozvíjet a posilovat jejich čtenářské dovednosti a dovednosti s nimi související. **Pedagogové pochopili, že schopnost spojovat písmena za sebou se nerovná zvládnutí efektivního čtení. Rovněž slabé čtenářské dovednosti žáků v mateřském jazyce zpravidla ovlivní jejich schopnost číst v cizím jazyce.** Učitel musí žákům poskytnout velkou podporu, případně i v jejich mateřském jazyce, než se z nich stanou samostatní čtenáři. Tato podpora se označuje anglickým termínem **scaffolding**. Je to **proces, během kterého učitel pomáhá žákům dosáhnout cíle, dovednosti nebo konceptu, jež by samostatně nezvládli**. Učitelova podpora postupně a záměrně „slábne" v souladu s rostoucí samostatností žáka. (Více informací o scaffoldingu viz např. Wood, Bruner a Ross, 1976, nebo Benson, 1997.)

Je také třeba mít na paměti, že **čtení** obvykle není okamžitá činnost zaměřená na výsledek. Vyžaduje **čas, trpělivost, vizi a dlouhodobé plánování**. Vyžaduje rovněž **dobré povědomí učitele o žácích jako osobnostech**. Neznamená to, že učitel musí vědět, jaké mají žáci záliby, nebo dokonce znát jejich preferované žánry, i když i to pomáhá. Většinou učitel tyto informace zpracovává tak, že je zprůměruje a pak hledá četbu, která by nejlépe odpovídala výsledku. To rozhodně není špatně a může tak vzniknout inspirativní a příjemná hodina. Nepodporuje se tak ale samostatnost žáků a jejich odpovědnost za vlastní proces učení. Jinými slovy, žáci nezískávají hlas a možnost volby.

Než se budeme věnovat přístupům, metodám a konkrétním činnostem začleňujícím čtení do výuky a rámcových vzdělávacích plánů, ukažme si, **jak by se při čtení postupovat NEMĚLO**. Jednou z možností je, že učitel požádá žáky, aby otevřeli učebnici, vyhledá text, který je pro děti nový, a postupně je **vyvolává s tím, že každý žák přečte jednu větu**. Tento postup může dobře fungovat u nadšených čtenářů, v rámci malé třídy a velmi bezpečné a přátelské atmosféry ve třídě. Obecně však jde s ohledem na čtení s porozuměním o značně neefektivní přístup, především proto, že se žáci soustředí pouze na hlasité čtení, nikoli na obsah. K nácviku výslovnosti a intonace se čtení neznámého textu nehodí, je příliš náročné. Pro introverty a žáky se specifickými poruchami učení pak jde o mimořádně stresující zážitek.

Dalším častým přístupem ke čtení v hodinách EFL je **čtení a překlad**. Překlad v sobě spojuje soubor složitých a náročných dovedností. Výsledkem je, že proces čtení je pomalý, provází jej mnoho zaváhání, zastavení a falešných začátků, je časově náročný a na jeho konci je většina žáků zcela vyčerpána.

Učitel by si proto měl dobře promyslet své cíle, tj. čeho přesně chce prostřednictvím implementace čtení do výuky dosáhnout, a poté **zvolit nejvhodnější přístup ke čtení**. Může jít o jeden z následujících způsobů:

Čtení nahlas (Reading Aloud) „je výukový postup, při kterém učitelé, rodiče a vychovatelé předčítají dětem nahlas texty".

Podobně jako hlasité čtení, které se často praktikuje s předškoláky, se doporučuje **společné čtení** (Shared Reading) provozovat tak, že učitel a žáci čtou knihu společně, často vsedě v kruhu nebo půlkruhu. Učitel „explicitně modeluje dovednosti zdatných čtenářů" a zapojuje žáky do procesu čtení interaktivně (např. klade otázky k předvídání, ptá se na obrázky a procvičuje slovní zásobu, viz Praktická část publikace nebo ukázky Reading Rockets). K hlasitému i sdílenému čtení jsou velmi vhodné tzv. velké knihy, tj. knihy ve zvětšeném formátu.

Pokud chceme, aby žáci četli nahlas ve třídě, přichází v úvahu sborové nebo párové čtení (čtení ve dvojicích). Při **sborovém čtení** (Chorus Reading) může fakt, že celá třída čte najednou nahlas, působit poněkud otrocky, proto je dobré zavést nějakou roli nebo zábavný koncept (např. rozdělit třídu na dialogové skupiny, uspořádat „bitvu" mezi učitelem a třídou nebo vnášet do čtení různé nálady).

Čtení ve dvojicích (Paired Reading) funguje nejlépe, pokud se žáci ve čtení střídají, ale celá třída čte současně ve stejnou dobu.

Doprovázené čtení (Guided Reading) je „výukový postup nebo přístup, kdy učitel podporuje malou skupinu žáků při samostatném čtení textu". Tato strategie umožňuje žákům číst materiály přizpůsobené jejich individuálním potřebám (více informací naleznete v části Practical part of the Toolkit).

Samostatné čtení (Independent Reading) je „čtení textů – například knih, časopisů a novin – dětmi samostatně, s minimální nebo žádnou pomocí dospělých". To však předpokládá tiché čtení, jež dětem umožňuje číst vlastním tempem a zkoumat různé čtenářské strategie.

2.1 Kritéria výběru

Při rozhodování o tom, jaké knihy žákům nabídnout, je dobré, aby se učitelé vrátili do svých dětských let a vzpomněli si, jak si oni sami vybírali, co budou číst. Tato kritéria velmi často zahrnují zdánlivě povrchní znaky, například **jak je kniha tlustá nebo tenká, velikost písmen, atraktivita obálky, ilustrace a složitost a délka vět**. Z pohledu malého studenta jde však o samé důležité věci.

První setkání s knihou může ovlivnit čtenářský zážitek na celý život. Pokud si dítě opakovaně vybírá knihu, která pro něj není vhodná, může to negativně ovlivnit jeho postoj ke čtení jako takovému. V těchto případech je nutné, aby učitel pomohl malému čtenáři vybrat knihu, která mu přinese uspokojivý a naplňující čtenářský zážitek. Výše uvedená kritéria samozřejmě nejsou jediná, která učiteli při rozhodování pomohou. Určitě je ideální najít knihy, které budou vyhovovat většině žáků ve třídě, ale **v případě extenzivní četby existují možnosti, jak vyhovět potřebám jednotlivých dětí, protože ne všichni budou číst stejnou knihu**.

Lazar (1993, s. 52–53) uvádí několik **oblastí, na které je důležité myslet při výběru vhodného textu ke čtení**. První oblast zahrnuje **věk, citovou a rozumovou vyspělost a zájmy a záliby žáků**. Dalším aspektem, který je třeba zvážit, je **kulturní zázemí žáků** – u mladších žáků bychom měli posoudit, jak to zapadá do současných znalostí dětí o světě. Dalším důležitým faktorem je **jazyková úroveň**. U mladších studentů, jejichž úroveň se obvykle pohybuje mezi A0+ až A1 (začátečnická úroveň), se velmi často předpokládá, že čtení v cizím jazyce je pro ně ještě příliš obtížné. Tento předpoklad zpochybňují Bassnet a Grundy (1993, s. 110), kteří tvrdí, že „nám otevře oči, když si sedneme a sestavíme seznam věcí, které začátečníci i pokročilí studenti zvládnou stejně dobře". **Pokud se učitel rozhodne používat zjednodušené materiály, je snadné ověřit si úroveň, která je na nich vždy uvedena spolu s počtem slov. Rozhodne-li se použít autentickou četbu, pak by úroveň jazyka měla být mírně nad úrovní žáka.** Tím je zajištěno, že žák příběhu porozumí a navíc si osvojí některé nové jazykové prostředky.

Dalšími faktory, které Lazar uvádí (1993, s. 54–55) a které se vztahují na mladší žáky, jsou dostupnost textů, **délka textu, jeho využitelnost a soulad s rámcovým vzdělávacím programem**. Dostupnost jsme zmínili výše; délka textu závisí nejen na věku a úrovni žáků, ale také na čase, který chce učitel žákům poskytnout na čtení v hodině a doma. Učitel by měl rovněž zvážit, zda je možné přečíst pouze část textu nebo zda zvolit zkrácený text a kolik bude třeba poskytnout základních informací, aby byl text pro žáky srozumitelný. Využitelností Lazar myslí to, jaké úkoly a aktivity lze na základě textu navrhnout a zda existují další zdroje, které by bylo možné využít na podporu textu, jako jsou videa, film či divadelní hra. A konečně pro propojení textu s rámcovým vzdělávacím plánem Lazar doporučuje podívat se na tematické vazby, slovní zásobu, gramatiku nebo diskurz.

Collie a Slater (1987, s. 3–7) **„doporučují hodnotný autentický materiál"**, který žákům poskytne kulturní a jazykové obohacení a osobně je zapojí. Podobně jako Lazar vysvětlují, že „**kritéria vhodnosti** jednoznačně závisí na každé konkrétní skupině studentů, jejich potřebách, zájmech, kulturním zázemí a jazykové úrovni" (s. 6). Domnívají se, že kromě posouzení jazykové úrovně je třeba brát ohled také na to, aby zvolené knihy korespondovaly s životními zkušenostmi, emocemi a sny žáků.

2.2 Proces výběru

Chceme-li žáky motivovat ke čtení, je vhodné je **zapojit do procesu výběru**. Existuje řada způsobů, jak toho dosáhnout. Například lze děti požádat, aby **do školy přinesly své oblíbené knihy**. Mohou to být knihy v jejich mateřském jazyce nebo knihy v angličtině. Knihy mohou být vystaveny ve třídě a děti se mohou podívat, jaké knihy čtou jejich vrstevníci. O knihách mohou také diskutovat v malých skupinkách. Učitel tak získá přesnější představu o tom, jaké žánry mají jeho žáci rádi a jaká témata je zajímají. Na základě těchto zjištění pak lze vybrat knihy do školní nebo třídní knihovny. U starších žáků lze použít „dotazníky o vkusu a zájmech", nebo, pokud učitel chce, aby všichni žáci ve třídě četli stejnou knihu, může připravit „stručný přehled tří nebo čtyř možností, třeba s kratšími úryvky z textu, a nechat je vybrat tu, která je nejvíce osloví" (Collie a Slater, 1987, s. 7).

Další možností je **přinést na hodinu několik knih**. Děti si knihy nejprve pouze prohlédnou a pokusí se vybrat ty, jejichž obálka je nejpřitažlivější. Mohou diskutovat a pokusit se předpovědět, o čem kniha je, pro koho je určena, zda je smutná, veselá, dobrodružná apod. Poté vytvoří skupinky kolem vybraných knih, listují v nich a snaží se zjistit, zda jejich předpovědi byly správné. Pokud se jim kniha líbí a mají chuť si ji přečíst, připraví si krátkou prezentaci, aby zaujaly ostatní žáky. Jestliže kniha nesplní jejich očekávání, mohou se připojit k jiné skupině nebo si vybrat jinou knihu. Prezentace mohou mít různou formu (rozhlasová reklama, plakát, rozhovor s autorem, dramatizace krátkého úryvku apod.). Po skončení prezentací mohou žáci hlasovat pro knihu (knihy), které by si chtěli přečíst.

2.3 Motivace čtenářů a její udržení

„Výzkumy soustavně zdůrazňují, že nic nezvyšuje motivaci žáků více než učitel, který projevuje vášeň pro to, co ve třídě dělá" (Torner, 2017, s. 98). Ve vztahu ke čtení a vášni pro

literaturu to platí dvojnásob. Pokud učitelé **projevují nadšení pro knihy a děti je často vidí s knihou v ruce**, je velká šance, že to zvýší jejich zájem a zvídavost. Seznámení se se světem příběhů, pohádek, legend, bajek, básní a dalších literárních žánrů dětem odemkne nový vesmír, v němž se setkají s novými postavami, obohatí se novými zážitky, poznají nové věci a přijmou nové hodnoty. Budou porovnávat své životní příběhy s příběhy literárních hrdinů.

Síla žákovy motivace „rozhoduje o tom, jak vážně bude k práci přistupovat, kolik času si na ni vyhradí, jak moc se bude snažit" (Scrivener, 2005, s. 64). **Pokud učitel slouží jako vzor**, může to u žáků vzbudit nebo zvýšit jejich vnitřní motivaci. Mnoho mladších dětí je přirozeně motivováno zvědavostí, která je vrozená a vlastně nás nutí učit se novým věcem. Tento typ motivace by měl být neustále pěstován a neměl by být nahrazován vnějšími odměnami, jako jsou známky, vidina testů nebo u mladších žáků sladkosti. **Vnitřní motivace vychází z žákovy osobnosti nebo z textů a úkolů, které jsou mu zadávány ke čtení.** Zde je dobré zmínit Thornerovu (2017, s. 9) myšlenku odměny vycházející z „události, činnosti nebo situace" a „pocit potěšení nebo uspokojení", které z nich žáci mají.

Při čtení ve třídě, ať už při samostatném čtení, nebo při intenzivním čtení, je pro učitele **snazší udržet motivaci žáků pomocí různých aktivit před čtením a během čtení**. Motivace při extenzivním čtení může být od samého počátku poněkud obtížnější. Návyk na čtení mimo školu je třeba budovat zejména u těch dětí, které nečtou pravidelně ani ve svém mateřském jazyce. Collie a Slater (1987, s. 36) vysvětlují, že jedním ze způsobů, jak tento návyk postupně rozvíjet, je **čtení delších textů** rozdělených na úseky. Některé úseky se čtou v hodinách a jiné jsou určeny k domácímu čtení. Pomáhá to rozvíjet návyk extenzivního čtení. Otázkou je, které části textu by se měly číst v hodinách a které doma. Autoři tvrdí, že to závisí na úrovni třídy, její motivaci a zájmech a také na některých dalších faktorech, jako je „obtížnost knihy nebo [...] nějaké konkrétní pasáže". Tyto faktory pak ovlivní délku textu, který lze „pohodlně číst doma" (s. 37). Aby žákům **domácí čtení** usnadnil, může učitel **připravit různé pracovní listy**, které žáky podpoří, budou jim asistovat nebo je provedou textem. Také sami žáci si mohou připravit některé aktivity, jako jsou kvízy, slovní úlohy, pravdivá a nepravdivá tvrzení, cvičení s výběrem odpovědi apod. Pomáhá to podporovat jejich samostatnost. „Řada příjemných aktivit **zaměřených na studenty** je zvláště důležitá při práci se studenty, kteří nejsou odborníky na literaturu a kteří možná ještě nemají vyvinutou chuť číst literaturu v cílovém jazyce z vlastní iniciativy" (Collie a Slater, 1987, s. 8).

Motivace žáků ke čtení začíná už výběrem knih. Kromě návrhů uvedených v této podkapitole mohou učitelé také **požádat o pomoc knihovníky**, kteří jim poradí, jaké knihy si žáci různého věku nejčastěji půjčují. Je rovněž dobré „vyhledávat knihy, které čtenáře podněcují k tomu, aby se vžili do zkušeností a perspektivy druhých, a to v rámci všech beletristických žánrů včetně hororů, fantasy, sci-fi nebo romantických příběhů. [...] Komiksy mohou motivovat méně zdatné čtenáře barevnou a kreativní kresbou" (Motivating Adolescent Reluctant Readers, Motivování dospívajících váhavých čtenářů).

Zvýšení motivace a vzbuzení zájmu je pouze prvním krokem k úspěšnému čtenářskému zážitku. Někdy se stane, že počáteční nadšení žáků opadne. Učitelé by měli své třídy a jednotlivé žáky velmi pečlivě pozorovat, a pokud si všimnou **nedostatku soustředění**, musejí zasáhnout a pomoci. Forma zásahu bude záviset na **důvodu poklesu motivace** a počtu žáků, kteří motivaci ztrácejí. Pokud je příčina v **jazykové úrovni**, je třeba připravit aktivity, které usnadní další čtení (obvykle se jedná o slovní zásobu nebo gramatické aktivity). Je-li příčinou

nezájmu **nedostatečné porozumění, např. kvůli kulturnímu obsahu**, pak by měl učitel žákům poskytnout některé základní informace nebo připravit aktivity, jejichž prostřednictvím se žáci dozvědí fakta, která jsou pro porozumění textu nezbytná. Žáci mohou být také zapojeni do aktivit, jako je „hraní rolí, improvizace, tvůrčí psaní, diskuse, dotazování, vizualizace" (Collie a Slater, 1987, s. 8). Další zajímavé způsoby udržování motivace navrhuje Scrivener (2005, s. 190), jde např. o vedení deníku postavy, rozhovor s postavou, kreslení vybrané scény a následné porovnávání obrázků, tvorba mapy příběhu (nebo kapitoly).

Dalším způsobem, jak udržet aktivitu a zájem žáků, je jejich vzájemná **spolupráce**. Při práci ve skupinách se mohou žáci navzájem podporovat tím, že si poskytnou různé odborné znalosti a názory. Čtení jako součást projektové práce jí dodá nový rozměr a povzbuzuje žáky k dalšímu čtení.

2.4 Čtenářský program DEAR

Vzhledem k tomu, že výzkumy zdůraznily všestranný přínos extenzivního čtení, začala řada škol zařazovat tento typ čtení do svých rámcových vzdělávacích plánů. Nabízejí čtenářské programy jako je **DEAR time (Drop Everything and Read** – Vše odlož a čti), FVR (Free Voluntary Reading – Volné dobrovolné čtení), USSR (Uninterrupted Sustained Silent Reading – Soustředěné tiché čtení), WEB (We Enjoy Books – Baví nás knihy) a FUR (Free Uninterrupted Reading – Volné nepřerušované čtení). Přestože jsou tyto přístupy označovány různými názvy, mají podobné rysy: děti čtou pro radost, potichu a bez přerušování.

Metodou, která je rozšířená v USA a stále populárnější i ve školách v jiných zemích, je čtenářský program DEAR. Podle Deborah Foertsch, učitelky na základní škole, která ve svých třídách propaguje extenzivní čtení, se děti nejlépe učí „ve společenství žáků; v bezpečném prostředí; když je učení zaměřeno na žáka, se zapojenýma rukama, myslí a srdcem" (Foertsch, citováno v Sierra-Perry, 1996, s. 19). Toho všeho lze snadno dosáhnout prostřednictvím čtenářského programu DEAR: **žáci čtou ve společenství dalších čtenářů** (žáků a učitelů); **v bezpečném a příjemném prostředí** (nemusejí psát testy); vybírají si knihy, které chtějí číst, a zapojují tak mysl i srdce. Mají také možnost **přemýšlet o tom, co přečetli, a dostává se jim podpory od učitele**. Tento přístup žáky podporuje, aby se stali zdatnými čtenáři, a tedy i celoživotními čtenáři a studenty.

Před zavedením čtenářského programu DEAR do výuky musí učitel nejprve zajistit přístup ke knihám a vytvořit podnětné prostředí bohaté na čtenářskou gramotnost. Během čtenářského programu DEAR si žáci vybírají knihy, které chtějí číst. Ideálním způsobem, jak knihy zajistit, je **zřízení třídní knihovny** vybavené různými knihami a časopisy, jež uspokojují zájmy žáků a odpovídají jejich čtenářské úrovni. Knihy mohou být rozmístěny po celé třídě: na policích, v koších na okenních parapetech, na koberci nebo na katedře. Žáci jsou tak knihami prakticky obklopeni. K zajištění pohodlného místa na čtení lze použít čtecí koberce, sedací vaky a polštáře.

Učitel rovněž musí žáky **seznámit se čtenářským programem DEAR** a jeho pravidly. Vysvětlí dětem, že budou číst knihy podle vlastního výběru. Pokud jim kniha připadá příliš obtížná nebo se jim příběh nelíbí, mohou čtení přerušit a vybrat si jinou. Žáci si musí knihy vybrat před začátkem čtenářského programu DEAR.

Učitel stanoví ve svých třídách **pevný čas pro hodiny čtenářského programu DEAR**. První sezení mohou trvat 5 nebo 10 minut a postupně se prodlužovat na 15 nebo 20 minut. Obvykle se čtenářský program DEAR praktikuje každý den, buď na začátku, nebo na konci hodiny. Pokud není možné nabízet ho každý den, měl by se realizovat alespoň dvakrát týdně. Tato pravidelnost pomáhá proměnit čtení ve zvyk.

Vlastní čtenářský program DEAR je čas, kdy všichni ve třídě doslova všeho nechají a čtou. Učitel oznámí jeho začátek, u menších dětí může například zazvonit rolničkou nebo použít krátkou zpívanou říkanku. Žáci si vezmou knihy, které chtějí číst, a najdou si pohodlné místo ke čtení. Mohou si vzít knihy z třídní knihovny nebo si přinést knihu z domova. Učitel také čte, protože slouží žákům jako příklad a modeluje proces čtení. Všichni ve třídě stráví určenou dobu tichým čtením, přičemž je nikdo neruší, dokud učitel neohlásí konec čtenářského programu DEAR. Žáci jsou **povzbuzováni, aby ve čtení pokračovali i ve volném čase**, a to buď ve škole, nebo si mohou knihy nosit domů.

Když čtenářský program DEAR trvá přibližně dva týdny a většina žáků přečte alespoň jednu knihu, jsou připraveni o knihách mluvit nebo svůj názor vyjádřit písemně. Učitelé mohou začít zavádět krátké aktivity typu rozhovor o knize či čtenářský deník. Žáci tak mají možnost o knihách mluvit, doporučovat je ostatním a učit se přemýšlet o tom, co přečetli.

2.5 Třídní knihovna

Výzkumy ukazují, že děti, které vyrůstají v prostředí bohatém na čtenářskou gramotnost, tedy v rodině s domácí knihovnou a s rodiči a dalšími členy rodiny, kteří pravidelně čtou, mají tendenci vypěstovat si dobré čtenářské návyky. Naopak děti, které nemají snadný přístup ke knihám, čtou špatně nebo vůbec. Třídní knihovny společně s rozsáhlými programy čtení mohou nedostatek podnětů kompenzovat tím, že knihy jsou dostupné téměř kdykoli a všem ve třídě.

Třídní knihovna by měla obsahovat širokou škálu textů, aby uspokojila rozmanité čtenářské zájmy a úroveň čtenářství. Pro vybavení třídní knihovny existují výzkumem podložené tipy.

- Doporučuje se, aby na jednoho žáka připadalo alespoň 7 knih, ideálně však 20 a více. Ačkoli to platí pro knihy v rodném jazyce žáků, zhruba stejný počet se doporučuje i pro knihy v cizích jazycích, tj. alespoň 5 knih na žáka.
- Čtenářský materiál by měl pokrývat různé úrovně čtení, aby uspokojil potřeby jak váhavých, tak zdatných čtenářů.
- Nové knihy by měly být pravidelně doplňovány.
- Měla by být zařazena jak beletrie, tak literatura faktu. Někteří knihovníci a pedagogové doporučují, aby literatura faktu tvořila až polovinu četby.
- Třídní knihovna by se měla skládat z nejrůznějších formátů a žánrů, jako jsou romány, encyklopedie, grafické romány, zjednodušená četba, komiksy, časopisy, biografie, příběhy o zvířatech, fantasy, dobrodružné, školní příběhy, romance, pohádky a texty pojednávající o široké škále témat, která mohou žáky zaujmout.

Aby se žákům usnadnilo vyhledávání knih, které by je mohly bavit, měla by být knihovna uspořádána co nejefektivněji. Nejběžnějším způsobem je uspořádání knih podle témat, úrovní čtení, autorů, žánrů nebo sérií. Tyto kategorie lze kombinovat, například roztřídit knihy podle témat a použít štítky s barevnými kódy pro označení úrovně čtení. Nové knihy a knihy,

které chtějí učitelé doporučit, mohou být vystaveny obálkou nahoru. Do rozhodování o systému uspořádání a pravidlech třídní knihovny je dobré zapojit samotné děti.

2.6 Čtenářské deníky a rozhovory o knihách

Extenzivní četba poskytuje žákům témata a myšlenky, které mohou dále rozvíjet ve čtenářských denících nebo v neformálních rozhovorech ve třídě, a tím **rozvíjet své dovednosti psaní a mluvení**. Čtenářské deníky a rozhovory o knihách dávají žákům **možnost přemýšlet** o přečtených knihách, sdílet své myšlenky k tématům, s nimiž se setkali, a propojovat příběhy s vlastními zkušenostmi. Žáci se učí shrnovat, vyjadřovat své názory a také naslouchat a přijímat názory ostatních. **Díky vedení záznamů o četbě** mají navíc přehled o tom, kolik knih přečetli a jaké, a učitelé mají včasný přehled o práci dětí a jejich pokrocích.

Je velmi důležité důkladně představit koncepci čtenářských deníků, aby žáci pochopili, co mají psát a jaký je účel jejich psaní. Vzhledem k tomu, že existuje **mnoho typů čtenářských deníků**, lze začít s krátkými, méně náročnými odpověďmi a později zavádět složitější přístupy podněcující kritické myšlení. Jakmile se žáci seznámí se širokou škálou písemných reakcí na knihy, mohou si vybrat formát, který jim nejlépe vyhovuje.

Nápady na čtenářské deníky

- **Vytváření map příběhu:** Učitel představí některé základní prvky příběhu, jako je název knihy, autor, hlavní postava, prostředí, žánr. Žáci pomocí grafických organizérů shromažďují relevantní informace o přečtené knize.
- **Vytváření map postavy:** Žáci zkoumají hlavní postavu příběhu, její jméno, přátele, rodinu, fyzický vzhled a osobnostní rysy. Zkušenější čtenáři mohou také uvést, co se jim na postavě líbí a nelíbí.
- **Selfie s knihou:** Žáci přemýšlejí o přečteném příběhu, jeho tónu, hlavních tématech, prostředí, klíčových momentech příběhu. Poté si pořídí selfie, přičemž použijí vhodnou mimiku, držení těla a rekvizity, aby vyjádřili atmosféru a hlavní body příběhu.
- **Klíčová slova:** Žáci popíší knihu v pěti heslech. Tímto způsobem se učí charakterizovat knihu pomocí klíčových slov.
- **Impulzy k psaní:** Aby učitel žáky povzbudil k psaní, může jim nabídnout sadu otázek nebo začátků vět. Žáci si jednu z nich vyberou a začnou psát. Je lepší, když podněty k psaní povzbuzují žáky k analytickému, aktivnímu a kreativnímu přístupu:
  - Kniha se mi líbila, protože…
  - Kniha se mi nelíbila, protože...
  - Kniha se mi líbila (jméno hlavní postavy), protože...
  - Jaký je v knize konflikt? Jak je vyřešen? Jak byste tento konflikt vyřešili vy?
  - Nejdůležitější slovo (věta) v příběhu je..., protože...
  - Napište dopis postavě, kterou nemáte rádi. Napište, co si o ní a jejím chování myslíte.
  - Změnili jste po přečtení knihy na něco názor?
- **Citáty:** Žáci si do čtenářského deníku opíší několik citátů, které považují za důležité, zábavné nebo šokující. Poté přidají své myšlenky a porozumění smyslu a významu vybraných částí textu.

- **Výstupní lístek:** Tento podnět lze použít při čtení literatury faktu. Žáci uvedou tři věci, které se dozvěděli, dvě věci, které je zaujaly, a jednu otázku, která je k tématu ještě zajímá.
- **Záznamy o čtení:** Žáci zaznamenávají svou čtenářskou aktivitu tak, že si po každém čtení zapisují určité informace: datum (přečtení), název knihy, kolik stránek přečetli, kolik minut strávili čtením, nová slova, se kterými se setkali, své hodnocení knihy (pomocí emotikonů nebo hvězdiček).
- **Psaní básně:** Žáci píší akrostich, což je báseň, v níž první písmena každého řádku vytváří slovo nebo sdělení. Mohou použít jméno hlavní postavy knihy a napsat báseň, která tuto postavu popisuje.
- **Přepisování příběhu:** Žáci přepíší část příběhu, který četli, z pohledu vedlejší postavy. Tato aktivita umožňuje žákům přemýšlet o úhlu pohledu a o tom, jak se příběhy mohou měnit podle toho, kdo je vypráví.

Náměty na povídání o knihách

- Žáci pracují ve dvojicích. Úkolem je představit knihu, kterou nedávno četli. Učitel určí, které informace mají uvést, např. název knihy, shrnutí obsahu jednou větou, důvod, proč se jim kniha líbila nebo nelíbila. Žáci mají několik minut na to, aby si zapsali poznámky. Poté si povídají ve dvojicích a každý z nich představí knihu, kterou četl. Následně si žáci vymění partnery a představí knihu znovu, tentokrát bez psaných poznámek.
- Každý žák si ke knize připraví sadu otázek. Žáci pracují ve dvojicích a střídavě otázky pokládají a odpovídají na ně,
- Žáci nakreslí ilustraci ke knize, kterou četli. Ve dvojicích hovoří o knize, jejích hlavních tématech a myšlenkách a přitom se odvolávají na ilustraci, kterou vytvořili.

2.7 Projektová práce

Každý učitel pravděpodobně zažil třídu, ve které měl jak pravidelné nebo příležitostné čtenáře, tak děti, které nikdy knihy nečetly. Takové třídy představují heterogenní skupinu žáků s bohatou čtenářskou zkušeností na jedné straně a žáků s nulovou čtenářskou zkušeností na straně druhé, což může představovat skutečnou výzvu, jakmile chce učitel se čtením pracovat. Kromě výše uvedených aktivit a technik, jejichž prostřednictvím by se i nečtenáři mohli stát alespoň trochu zainteresovanými a motivovanými, může být dobrým řešením organizace čtení jako projektové práce. To pomáhá žákům spolupracovat a vzájemně se motivovat ve skupinách, kde lze úkoly diferencovat a přizpůsobovat schopnostem, zájmům a potřebám každého žáka.

Co přesně je projektová práce? Je to „práce, která se zaměřuje na splnění úkolu. Projektová práce obvykle zahrnuje velké množství zdrojů – času, lidí a materiálů – a žáci si při ní procvičují řadu dovedností a jazykových systémů“ (Project Work, n. p.).

Velkou výhodou čtenářských programů je **kombinace intenzivního a extenzivního čtení**, kdy žáci spolupracují, pomáhají si a podporují se. Čtení je součástí procesu, výsledným produktem může být např. **dramatizace příběhu nebo jeho úseku, plakát, který podává základní informace o knize, komiks s převyprávěním příběhu, video ukazující např. život jedné z postav knihy nebo dokument o místě, kde se příběh odehrává**. Kromě čtení se kaž-

dý žák ve skupině věnuje úkolům, které mu jdou, např. kreslení, shrnutí, převyprávění, psaní scénáře a přípravě rekvizit. Příklady výše uvedeného najdete na webu Ms. Ventil's Class.

Projektovou práci je třeba dobře připravit a učitel rovněž musí být dobrým manažerem třídy. Nespornou výhodou projektové práce je, že žáci mají určitou samostatnost při plánování a vypracovávání úkolů. Učitel je jim v případě potřeby nápomocen a stáhne se do pozadí, když se práce daří. Dalším pozitivním rysem tohoto typu práce je možnost (někdy dokonce nutnost) **uplatnit mezipředmětový přístup** a zapojit do projektu učitele jiných předmětů a jejich odborné znalosti. Zároveň se žáci během procesu noří do různých oblastí znalostí. Vzhledem k tomu, že sdílení nápadů je jedním z přínosů projektové práce, je většinou organizována jako práce skupinová.

Jak upozorňuje Zormanová (2012), při projektové práci žáci využívají své individuální schopnosti a dovednosti. Přebírají odpovědnost za výsledek projektu, samostatně se rozhodují, kriticky pracují s různými zdroji, řeší problémy a uplatňují a rozvíjejí své znalosti a dovednosti. Dále si procvičují organizační schopnosti, učí se plánovat, kontrolovat a hodnotit svou práci, pěstují spolupráci ve skupině, pracují na svých komunikativních dovednostech, učí se respektovat názory druhých a v neposlední řadě rozvíjejí tvořivost, aktivitu a představivost. (Zormanová, 2012, č. s.)

Většina projektového vyučování je založena **buď na nějakém tématu** (naše město, klimatické změny, životní cyklus rostlin), nebo **na příběhu**. Ale i většina témat funguje nejlépe, pokud je vystavěna jako příběh. Dobře to dokazují i současné učebnice, které v každé kapitole obsahují příběh za účelem představení nějakého pojmu. Projekty mohou být **jednorázové nebo průběžné**. Mnoho alternativních škol prosazuje projekty jako způsob integrace a sloučení výuky napříč vzdělávacími plány. Projektová práce je pro mezipředmětové učení nezbytná. Navíc umožňuje kombinovat mnoho metod a strategií, takže si každý žák najde něco, co ho baví. Zde je několik výsledků projektu nižšího stupně gymnázia na téma *Canterburské povídky*, jehož cílem bylo paralelně s výpravou poutníků pomoci žákům poznat středověk. Žáci:

- si vyrobili vlastní kostýmy a ušili mošny;
- se pokusili rozluštit text ve středověké angličtině;
- se naučili středověký tanec;
- hráli středověkou stolní hru;
- se věnovali tvorbě map. (Hronová)

Je třeba přiznat, že mnoho škol ještě není připraveno otevřít své rámcové vzdělávací plány dlouhodobým projektům. Přesto jsou i učitelé v tradičních školách schopni vyčlenit týden v pololetí nebo jeden den v týdnu na projektovou práci a/nebo ji využít jako alternativní hodnocení.

Čtenářské projekty jsou pro žáky obzvláště přitažlivé díky tomu, že **čtení funguje jako událost a odehrává se v sociálním kontextu**. Pro třídu neochotných čtenářů je čtenářský projekt obzvláště dobrým způsobem, jak čtení zviditelnit, aniž by se vnucovalo, a jak ho dávkovat a diferencovat.

2.8 Role učitele

Učitelé plní během své práce ve třídě celou řadu rolí, od situací, v nichž provázejí žáky celým vyučovacím procesem, až po případy, kdy se stávají spíše pozorovateli než ústřední postavou. Předchozí podkapitoly se zabývají pojmem scaffolding, který začíná poskytováním vysoké míry podpory během prvních setkání se čtením a postupně se snižuje, dokud dítě není schopno číst samo. Zjednodušeně řečeno, **učitel vybavuje** mladého čtenáře **nejen znalostmi jazyka**, ale také **dovednostmi, technikami a strategiemi**, které jsou nezbytné pro proces čtení, od kvalifikovaného výběru čtení až po porozumění a interpretaci sdělení textu.

Na samém začátku musí učitel zorganizovat třídu a zapojit žáky do plnění úkolů, což zahrnuje také **vydávání jasných pokynů**. Stejně tak je nezbytné na konci aktivity **poskytnout zpětnou vazbu** (Harmer, 2012, s. 146), jež funguje nejen jako shrnutí a kontrola, ale také jako motivace k dalšímu čtení. V této souvislosti může učitel působit jako tutor, který žákům poskytuje „osobní rady a informace" (tamtéž). Podle Harmera „je užitečné **organizovat tutorialy** v době, kdy zbytek třídy pracuje na jiném úkolu. Jestliže si v hodině najdeme čas na několik jednotlivých žáků, znamená to, že po určité době jsme se individuálně věnovali všem" (tamtéž). Takové skupinové nebo individuální doučování může být přínosné zejména pro žáky se speciálními vzdělávacími potřebami, kteří obvykle potřebují více vedení a podpory.

Jak již bylo zmíněno výše, učitel jako vášnivý čtenář je zásadním motivačním prvkem při podpoře čtení ve třídě. **Diskuse ve třídě**, které fungují v návaznosti na intenzivní i extenzivní čtení, jsou ještě důležitějším nástrojem pro vzbuzení skutečného zájmu žáků o čtení. Žáci chtějí někam „patřit" a chtějí být zapojeni na stejné úrovni. V těchto diskusích je hlavním úkolem učitele pomáhat „studentům procvičovat se v učení formulovat, rozvíjet a rozšiřovat své odpovědi" (Beach et al., 2006, s. 87). Žáci se také učí, „jak spolupracovat s vrstevníky" (tamtéž). Během diskusí učitelé přebírají roli facilitátora, v níž iniciují, podněcují, usměrňují a povzbuzují žáky, aby „své odpovědi dále rozvíjeli" (tamtéž, s. 89). Učitelé mohou také vystupovat jako účastníci diskusí, ale měli by si dávat pozor, aby v nich nedominovali.

2.9 Hodnocení

Když žáci čtou, ať už ve třídě, nebo doma, musí být jejich schopnost porozumět přečtenému kontrolována a hodnocena učiteli. Obvykle se to děje tak, že žáci odpovídají na řadu otázek týkajících se obsahu jejich četby nebo provádějí jiné činnosti, např. ve správném pořadí zařazují obrázky nebo věty shrnující text. Je nezbytné zjistit, zda žáci skutečně dokážou sledovat, co čtou. Ellis a McRae (1991, s. 10) nazývají tuto fázi „monitoringem", čímž je myšleno „ověřování, zda čtenář porozuměl určitému množství přečteného textu. Monitorování by však mělo ustupovat do pozadí s tím, jak se ve třídě rozvíjí extenzivní čtení a jak se žáci seznamují se strategiemi a technikami sebekontroly".

Učitel však musí hodnotit nejen porozumění, ale i další fáze procesu čtení, zejména pokud se čtení stane pro žáky pravidelnou činností. Během intenzivního čtení můžeme žákům poskytovat okamžitou zpětnou vazbu a můžeme hodnotit způsob, jakým reagují na text nebo na zadané úkoly. Při extenzivním čtení to však může být obtížnější. Co hodnotit? Které části a fáze? A zde přichází ještě důležitější otázka – jak hodnotit.

Vždy bychom měli mít na paměti několik základních zásad hodnocení. Nejpodstatnějším kritériem pro hodnocení četby bude jistě její motivační charakter. Znamená to, že **hodnocení by nikdy nemělo být pociťováno jako kritika, ale spíše jako pomoc a podpora**. Mělo by obsahovat určitou informaci, jak si příště počínat lépe. Mělo by se provádět pravidelně a žáci by měli mít možnost sledovat svůj pokrok. V neposlední řadě by to neměl být pouze učitel, kdo žáky v průběhu čtení hodnotí. Žáci by měli být vedeni k **sebehodnocení** nebo **vzájemnému hodnocení**, které může mít mnoho podob, záleží na tom, kterou část procesu nebo činnosti spojené se čtením chceme hodnotit.

Rádi bychom učitele odradili od hodnocení známkami (nebo alespoň špatnými známkami), doporučujeme spíše využívání alternativních forem hodnocení či sebehodnocení, jako jsou portfolia, v nichž mohou žáci reflektovat, co četli, co se naučili, o čem přemýšleli a k jakým závěrům dospěli. Jako určitý druh portfolia mohou sloužit i čtenářské deníky. Učitelé musí žákům vysvětlit koncept a poskytnout návrhy a příklady, zároveň je však nutné zdůraznit, že deník patří jednotlivým žákům, kteří mohou utvářet jeho obsah podle vlastního uvážení. Z výše uvedeného vyplývá, že učitel by neměl čtenářský deník známkovat ani opravovat. Spíše může posloužit jako podnět k diskusi, jako důkaz o pokroku žáka a jako prostředek k odhalení jazykových oblastí, na nichž by měl žák pracovat. Zároveň může čtenářský deník pro učitele fungovat jako bohatý zdroj informací o zájmech žáků, jejich názorech a pohledech na svět, obavách a radostech. Pokud má učitel chuť portfolio komentovat, může tak učinit prostřednictvím samolepicích poznámek nebo drobného komentáře tužkou (nikdy ne opravou červeným perem). Během diskusních hodin mohou žáci hovořit o svém deníku a učitel se může připojit k jednotlivým skupinám a komentovat je.

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A3 REALIZACE PROGRAMŮ EXTENZIVNÍHO ČTENÍ: CÍLE, NÁSTROJE A TECHNIKY

3.1 Stanovení cílů v programech extenzivního čtení

Extenzivní čtení je možné realizovat **dvěma různými způsoby**. Ve většině případů je cílem programů extenzivního čtení poskytnout žákům příležitost **číst v cizím jazyce velké množství textů pro potěšení**. Jak uvádějí Day a Bamford (1998: 5), „cílem přístupu založeného na extenzivním čtení je, aby žáci četli v druhém jazyce a měli ho rádi". Obecně se předpokládá, že prostřednictvím tohoto způsobu čtení se ze žáků stanou plynulejší čtenáři a upevní si jazyk, který již znají. Osvojování jazyka, k němuž v důsledku tohoto procesu dochází, je většinou náhodné, tj. odehrává se jako vedlejší produkt toho, že se žáci věnují čtení pro radost. Hlavní úlohou učitele by v tomto případě mělo být povzbuzování žáků ke čtení knih v cizím jazyce: „Učitel je pro žáky vzorem čtenáře" (Day a Bamford, 1998: 8). Učitelé by také měli vytvářet podmínky, za kterých bude žáky čtení bavit, a sledovat pokroky žáků. To vše v konečném důsledku vede u žáků k náhodnému osvojování různých aspektů cizího jazyka, z nichž je pravděpodobně nejvýznamnější slovní zásoba. Scrivener (2005, s. 189) proto upozorňuje, že by při tomto přístupu měli učitelé „být opatrní při začleňování kontrol porozumění, testů a cvičení" do výuky. Doporučuje učitelům, aby „nechali žáky číst, užít si četbu a jít dál, nikoli aby četli a pak museli dělat spoustu cvičení".

Druhý způsob, kterým se někdy používá extenzivní čtení, je **použití textů kromě čtení také ke studiu jazyka** (http://robwaring.org/er/ER_info/ER_ways.htm). V tomto případě se žáci věnují následným aktivitám, jejichž cílem je další procvičování jazyka, s nímž se setkávají v přečtených textech, a také jeho rozšiřování. Následující tabulka, převzatá z Waringa (2021), uvádí hlavní možnosti, které mají učitelé při realizaci extenzivního čtení oběma výše popsanými způsoby.

CÍL	**UŽÍT SI ČTENÍ**		**STUDOVAT JAZYK**		
Styl	Samostatné čtení dle vlastního výběru	Skupinové čtení pro porozumění a diskusi	Samostatné čtení s jazykovými cvičeními	Skupinové čtení	Skupinové čtení s jazykovými cvičeními
Nejlepší využití	Individuální čtení příběhu pro zábavu	Skupinové čtení pro zábavu a diskuse o příběhu	Individuální čtení a práce s jazykem	Celá třída čte a pracuje s jazykem	Celá třída extenzivně čte a pracuje s jazykem

CÍL	UŽÍT SI ČTENÍ		STUDOVAT JAZYK		
Jak?	Tiché čtení ve třídě nebo doma	Společné čtení téže knihy vedené učitelem, diskuse o příběhu a aktivity týkající se porozumění	Celá třída čte čítanku a vypracovává cvičení	Celá třída čte čítanku pod vedením učitele	Celá třída čte stejný text, učitel navazuje cvičeními
Kde?	Ve třídě/ mimo třídu/ doma	Ve třídě	Mimo třídu	Ve třídě	Ve třídě/ mimo třídu/ doma
Funkce	Vlastní tempo Vlastní úroveň schopností Vlastní výběr knih	Knihy volí učitel Vhodné pro diskusi a porozumění	Čtení textů a kontrola porozumění Procvičování gramatiky a slovní zásoby	Učitel vybírá text Dobré pro porozumění a práci s jazykem	Přečíst text a pečlivě ověřit porozumění Procvičování gramatiky a slovní zásoby
Potřebný čas ve třídě týdně	10–15 minut na výměnu textů, diskusi o četbě a hodnocení (je-li třeba)	5 minut na konci hodiny dvakrát až třikrát týdně	Zadání práce mimo třídu Nutný čas ke kontrole domácích úkolů	Podle potřeby	Podle potřeby
Volba hodnocení	Neformální čtenářské testy	Neformální čtenářské testy	Testy na ověření pokroku Testy na ověření jazykové úrovně	Testy na ověření pokroku Testy na ověření jazykové úrovně	Testy na ověření pokroku Čtenářské testy Testy na ověření úrovně
Potřebný materiál	Knihovna se zjednodušenými čítankami, z nichž mohou čtenáři vybírat	Knihovna se zjednodušeými čítankami – žáci čtou stejný text	Všechny čítanky na stejné úrovni	Všichni žáci mají stejnou čítanku	Všichni žáci mají stejnou čítanku

Tabulka 5

3.2 Zjednodušené čítanky jako nástroje pro realizaci extenzivního čtení

Aby se realizovalo extenzivní čtení, musí žáci znát 95–98 % běžných slov v textu (Nation 2005, s. 12), což znamená, že žáci nesmějí neznat více než pět (nejlépe nikoli více než dvě) z každého sta běžných slov. Znamená to, že v mnoha nebo většině případů je nutné, aby **žáci četli spíše zjednodušené texty, např. zjednodušené čítanky**, než původní nezjednodušený materiál v cizím jazyce. Pro čtení románů napsaných pro anglicky mluvící mládež je třeba slovní zásoba čítající více než dva tisíce slov (Nation 2005, s. 12) a pro čtení románů napsaných pro dospělé je třeba znát více než čtyři tisíce slov. Jak upozorňují Day a Bamford (1998: 55), u studentů, kteří nemají dostatečně rozsáhlou slovní zásobu, je pravděpodobné, že se při kontaktu s autentickým textem zaměří spíše na jazykový kód než na význam, sníží se jejich sebedůvěra a čtení si budou spojovat s obtížemi. Omezení kontaktu méně pokročilých žáků s autentickými texty je v konečném důsledku připraví o „nejdůležitější zdroj čtenářských materiálů, které potřebují k tomu, aby se stali plynulými čtenáři" (Day a Bamford 1998: 55–56). Podobně Nation a Waring (2020, s. 5) poznamenávají, že „[příliš] obtížný text bude znamenat, že žáci čtou ve studijním režimu, protože se soustředí spíše na jazykové položky než na obsah nebo příběh".

Zjednodušené čítanky vydává řada různých nakladatelství nabízejících beletrii, literaturu faktu, biografie a také další žánry. Jedná se buď o zjednodušené verze děl napsaných pro rodilé čtenáře, nebo o původní texty napsané speciálně pro studenty jazyka. Jak uvádí Nation (2005, s. 17), v současné době existuje řada kvalitních zjednodušených čítanek pro studenty, které nejsou pouhými „rozmělněnými verzemi bohatších originálních textů". Pro studenty je nejdůležitější, že jejich design usnadňuje plynulé čtení a osvojování si slovní zásoby, protože obsahují jen málo slov s nízkou frekvencí a slova s vysokou frekvencí se v nich často opakují. Waring (2021) popisuje zjednodušené čítanky jako „most k případnému čtení autentických čtenářských materiálů" a ilustruje pokrok, který žáci dělají s „vítězným kolem dobrého čtenáře" (http://www.robwaring.org/er/ER_info/How_to_do_ER.htm).

Zjednodušené čítanky pokrývají celou řadu úrovní, často začínají na 100–200 heslech. Heslo, podobně jako slovníkové heslo, seskupuje slovní tvary s podobným významem, například použít, používá, používaný atd. Kromě úrovní hesel vydavatelé často uvádějí odkazy na odpovídající úroveň podle Společného evropského referenčního rámce pro jazyky (SERR). Například úroveň dvou set hesel odpovídá úrovni A1. Učitelé, kteří si chtějí ověřit znalosti slovní zásoby svých žáků, mohou využít řadu spolehlivých testů, které jsou volně dostupné na internetu (viz kapitola Užitečné internetové zdroje).

Rozsáhlé čtení může vést k výraznému rozšíření slovní zásoby; učitelé si však musí být vědomi, že k tomu je třeba, aby se žáci věnovali čtení velkého množství textů po dlouhou dobu. Náhodné učení se slovní zásoby není tak efektivní jako záměrné učení (Nation 2003, s. 138), a proto je třeba do něj investovat značné množství času. Nation (2005, s. 16) uvádí **následující doporučení týkající se realizace extenzivního čtení**:

1. Žáci by měli za rok přečíst alespoň 15–20 zjednodušených čítanek. To zajistí dostatečné opakování příslušné slovní zásoby. Opakovaná setkání jsou pro osvojení si nových slovíček klíčová: jak ukazuje výzkum náhodného učení se slovní zásobě (Waring a Nation, 2004, s. 103), pravděpodobnost, že se slovo naučíme po jednom setkání, je pouze 15 %. Aby si žák slovíčko zapamatoval, musí se s ním setkat alespoň šestkrát, přičemž méně

pokročilí žáci potřebují více setkání než ti pokročilejší. Dále, jak upozorňují také Waring a Nation (2004, s. 104), bez opakování budou slovíčka pravděpodobně zapomenuta: jedna studie uvádí, že pokud se žáci se slovem během čtení setkali méně než osmkrát, bylo po třech měsících zapomenuto.

2. Žáci by měli přečíst alespoň pět knih na dané úrovni, než přejdou ke knihám na další úrovni. Tak by se měli seznámit s většinou slovní zásoby na dané úrovni.
3. Žáci by měli číst více knih na pozdějších úrovních než na dřívějších, protože slovní zásoba na dřívějších úrovních se často vyskytuje i na pozdějších úrovních.
4. Na dřívějších úrovních může být nutné přímé studium nové slovní zásoby, protože se žáci na těchto úrovních mohou setkat s větším počtem neznámých slov.

Jak uvádí například Nation (2005, s. 13), „v programu extenzivního čtení by měla být četba hlavní činností a ostatní činnosti by měly zabírat jen velmi malou část času". Hlavním úkolem učitele je **povzbuzovat žáky ke čtení a sledovat tento proces**. Existuje řada způsobů, jak toho mohou učitelé dosáhnout (Harmer, 2007; Nation, 2005; Scrivener, 2005).

1. **Zřízení knihovny:** v ideálním případě by měla poskytovat široký výběr materiálů ke čtení, z nichž si žáci mohou vybírat. Harmer (2007, s. 284) navrhuje, aby se učitelé pokusili přesvědčit vedení školy k poskytnutí finančních prostředků. Knihy by měly být řazeny podle úrovně a žánru, učitelé by je také měli evidovat a vytvořit jednoduchý systém odhlašování. Pokud je to možné, měly by být ve třídách uspořádány výstavky knih, které by ukazovaly různé žánry, úrovně, knihy, jež získaly ocenění žáků. Ocenění mohou být žákům udělována také za množství přečtených knih.
2. **Podpora čtení příkladem:** učitelé by měli čtení prezentovat jako příjemnou a hodnotnou činnost, například tím, že budou žákům vyprávět o knihách, které sami četli nebo čtou.
3. **Organizování programu čtení:** učitelé by měli žákům naznačit, kolik knih mají za určité období přečíst. Měli by jim dát najevo, že si mohou svobodně vybrat knihy, které chtějí číst, a že se o tom mohou poradit s učitelem a ostatními žáky. Jednou za několik týdnů může být část hodiny věnována otázkám a odpovědím týkajícím se knih přečtených v daném období. Čas ve třídě může být také vyhrazen tichému čtení. Žáci mohou hlasovat o nejoblíbenější knihu v knihovně, přičemž na přední strany vítězných knih se nalepí štítky.

Jak upozorňuje Nation (2005, s. 15), rozsáhlý čtenářský program bude vždy pouze jedním z prvků výuky jazyka. Výuka cizího jazyka by měla kromě složek zaměřených na náhodné učení z významově zaměřených vstupů, jako je složka extenzivního čtení, obsahovat i další prvky, které mohou podpořit rozvoj extenzivního čtení. Jedním ze způsobů, jímž mohou učitelé podpořit studenty v rozvoji extenzivního čtení, je nácvik rychlejšího čtení. Tento druh tréninku zahrnuje opakované čtení na čas jednoduchých, vstřícně laděných textů, které neobsahují neznámou slovní zásobu ani gramatické struktury. Žáci také musí odpovídat na otázky týkající se porozumění přečteným textům. Výsledky rychlosti čtení i porozumění by se měly zaznamenávat do grafů, aby žáci mohli sledovat svůj pokrok. Cílem by měla být schopnost přečíst 300–400 slov za minutu.

Nation (2005, s. 15) také navrhuje, aby učitelé zapojili žáky do některých slovních aktivit, které mohou zvýšit efektivitu procesu osvojování slovní zásoby. Tyto aktivity by však neměly dominovat čtenářskému programu a měnit jej v intenzivní výuku slovní zásoby.

3.3 Aktivity před čtením, při čtení a po něm v hodinách čtení

3.3.1 Fáze před četbou

Úvodní fáze, kterou Chamot & O'Malley (1994, s. 300) nazývají přípravnou, je fáze, **během níž se zjišťují předchozí znalosti žáků o tématu příběhu**. Žáci mají příležitost aktivovat svá schémata v rámci individuální, skupinové i celotřídní činnosti, přičemž vyjadřují nebo sdílejí své názory a znalosti o otázkách souvisejících s tím, o čem budou číst. Skupinová práce a interakce celé třídy jim také umožní získat použitelné znalosti od svých vrstevníků. Učitelé mohou rovněž využívat vizuální materiály, reálie, audiovizuální materiály nebo dramatickou četbu (Hughes &Williams, 2000, s. 18), aby vzbudili zájem žáků o dané téma, připomněli jim jejich znalosti nebo jim předali základní znalosti o tématu (Chamot & O'Malley, 1994, s. 300). V této fázi je také užitečné seznámit se s některými klíčovými lexikálními položkami, bez nichž čtenáři pravděpodobně nepochopí podstatu příběhu nebo neporozumí důležitým informacím. Chamot a O'Malley (1994, s. 300) doporučují, aby se čtenáři „seznámili pouze s nezbytnou slovní zásobou a některá neznámá slovní spojení, s nimiž se setkají, byla ponechána na kontextu při čtení textu" (1994, s. 300). Žáci tak mají možnost procvičovat čtenářské strategie. Dále se mohou seznámit s některými úkoly na kontrolu porozumění, aby mohli předvídat obsah zjednodušeného textu nebo dokonce vybírat, nač zaměří pozornost při zapojení se do procesu čtení. V této fázi lze žáky také předem naučit některé čtenářské strategie, které jim pomohou při porozumění textu.

Příklady aktivit před četbou

Žáci mohou např.:

- být seznámeni s ilustracemi nebo obálkou knihy, aby se podpořilo vyvozování tématu nebo otázek nastolených v textu;
- být vyzváni, aby na základě několika slov nebo vět z textu uhodli, o čem budou číst
- být požádáni, aby se podívali na nadpisy kapitol dříve, než si přečtou celý text (Harmer 2007, s. 206)
- dostat několik otázek, které se vztahují k tématům uvedeným v textu
- vyslechnout příběh, který čte nebo vypráví učitel či rodič nebo který se nachází na CD-ROM (Hughes & Williams 2000, s. 17)
- být zapojeni do poslechu příběhu slovy nebo činy
- sledovat video s příběhem v angličtině nebo ve svém rodném jazyce předtím, než si knihu sami přečtou (Hughes &Williams, 2000, s. 17)
- účastnit se lekce, která souvisí s dějem nebo tématem nebo je dokonce založena na krátkém úryvku ze zjednodušené četby, aby se rozšířily jejich obecné znalosti, představily se klíčové pojmy a lexikální položky nebo se dokonce procvičily některé strategie, jež pomáhají odhadnout význam neznámé slovní zásoby
- projít si text a vybrat malý počet slov (řekněme pět nebo šest), jimž bude při čtení věnována zvláštní pozornost. Mělo by jít o aktivitu zvyšující uvědomění, která je přiměje soustředit se na vybraná slova
- být požádáni, aby předvídali lexikální položky a/nebo časy, které se podle nich v textu objeví. Učitel může později sestavit konečný seznam slov a/nebo gramatických struktur a požádat žáky, aby jim při čtení textu ve fázi průběžného čtení věnovali zvláštní pozornost.

Učitel může zvolit nejvhodnější aktivity podle toho, jak bude zjednodušenou čítanku používat: tj. ve třídě, anebo doma.

3.3.2 Fáze při četbě

Účelem této fáze je **umožnit žákům přečíst si text a seznámit se s jeho obsahem**. Aby se udržel zájem žáků o čtení, zejména v případě mladších žáků, kteří se nechají snadno rozptýlit, navrhují Hughes &Williams (2000, s. 17) zadat čtenářům jasný úkol, který jim poskytne čtení.

Činnosti při čtení:

Žáci mohou např.:

- poslouchat CD a zároveň sledovat text v knize (Hughes &Williams, 2000, s. 17);
- přečíst pouze malý úryvek z knihy, například jednu stránku, aby našli odpověď na konkrétní otázku, kterou jim učitel položil
- přečíst úryvek z knihy ve třídě: žáci se snaží předvídat, co se stalo předtím, kdo jsou postavy, co se může stát později
- prolistovat nebo prohlédnout poslední stránky nebo stránku knihy, aby zjistili, zda měli pravdu ohledně konce, který předpověděli
- přečíst si vybrané stránky nebo části knihy, aby zjistili, zda jejich předpovědi byly správné
- přečíst si vybrané stránky, aby našli klíčová slova nebo jazykové příklady (Hughes & Williams, 2000, s. 17)
- přečíst si části nebo stránky knihy, aby zjistili, zda jejich předpovědi z aktivity před čtením byly správné (Hughes &Williams, 2000, s. 18)
- číst úseky nebo stránky, aby zjistili odpovědi na otázky, které si sami vybrali při čtení
- číst vybrané části knihy, aby uhodli význam dané lexikální položky.

3.3.3 Fáze po čtení

Ve fázi po přečtení jsou čtenáři vybízeni k tomu, aby se **zamysleli nad tím, co četli, jak události souvisejí s jejich osobními zkušenostmi**, a aby zhodnotili své čtenářské dovednosti. (Chamot & O'Malley 1994, s. 301). Mohou například na konci kapitoly nebo knihy vyplnit cvičení na porozumění, aby zjistili, do jaké míry pochopili děj. Při sebereflexi nebo přemýšlení o odpovědích na otevřené otázky je lze vést ke kritickému přemýšlení o ději, postavách, prezentovaných událostech a/nebo o tom, zda chápou autorův postoj k postavám apod. Mohou také vyplnit svůj záznamový arch pro čtení. Takové aktivity, pokud jsou strukturovány ve skupinách, dávají žákům možnost nacvičit si dovednost mluvit o knize, s níž se seznámili, sdílet názory a učit se jeden od druhého. Tento druh zapojení může přispět ke zvýšení sebedůvěry žáků, zejména pokud ostatní členové skupiny zastávají podobné názory.

Během aktivit zaměřených na reflexi neexistují správné nebo špatné odpovědi (Chamot & O'Malley 1994, s. 301). Při vedení těchto aktivit by se měl učitel zaměřit spíše na obsah než na formu výroků žáků. Globální chyby, tedy ty, které činí výrok nesrozumitelným, lze jemně modelovat, nikoli však zjevně opravovat, aby se tento druh „diskuse", vedený ať už v cílovém nebo v mateřském jazyce žáků, podobal spíše reálné situaci než další cvičné aktivitě prováděné ve třídě.

V této fázi mohou být žáci povzbuzeni, aby své myšlenky, úvahy a dovednosti, které si osvojili, aplikovali v nových souvislostech. Mohou využít svou představivost a vyjádřit se tím, že se zaměří na kreativnější úkoly nebo se rozhodnou přečíst příběh svým sourozencům, učitelům, rodičům nebo ostatním žákům ve škole (Hughes & Williams, 2000, s. 18).

Příklady činností po přečtení:

Žáci mohou např.: (podle Hughese & Williamse, 2000, s. 18–19):

- vytvořit si seznam nových slov, která se v textu opakovaně vyskytují, pro následné studium. Podle Nationa (2005, s. 15) může následovat to, že žák později představí jedno slovo, které ho zaujalo, tj. vysvětlí jeho význam a popíše případné další zajímavosti, např. jak je použito ve větě;
- dokončit aktivity po přečtení, které se nacházejí na konci knihy nebo na konci každé kapitoly;
- hovořit o knize ve skupinách složených ze studentů, kteří četli stejnou knihu. Učitelé mohou takové skupinové diskuse strukturovat tak, že jim poskytnou soubor otázek k diskusi;
- vytvořit plakát o oblíbených postavách, o části, která se jim nejvíce líbila, nebo o svém názoru na knihu, nakreslit obrázek své oblíbené části a označit ho;
- zapisovat „nová“ slova z knihy buď do svého osobního slovníku, nebo vyplnit slovník přiložený ke knize;
- vytvořit si vlastní miniknihu příběhu, nakreslit obrázky a označit je. Žáky můžeme povzbudit, aby měnili části příběhu;
- napsat vlastní verzi příběhu;
- zdramatizovat děj nebo danou pasáž knihy;
- vyplnit záznam o četbě knihy, kterou přečetli;
- vést rozhovor s jednou z postav nebo s autorem;
- provést rozhovor s ostatními čtenáři formou ankety;
- napsat recenzi knihy;
- napsat dopis jedné z postav.

A konečně Nation (2005, s. 16) jako aktivitu po přečtení doporučuje, aby žáci strávili několik minut přemýšlením o některých slovech, s nimiž se v textu setkali, a případně si příslušné pasáže prošli.

3.4 Užitečné internetové zdroje související se čtením

Webové stránky Roba Waringa: informace týkající se extenzivního čtení, poslechu a slovní zásoby; publikace a prezentace o extenzivním čtení, sbírka zjednodušených čítanek

http://robwaring.org/index.html

Webové stránky Paula Nationa: publikace o extenzivním čtení a výuce slovní zásoby; zjednodušené čítanky, seznamy a testy slovní zásoby

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

The Extensive Reading Foundation: webové stránky, jejichž spoluzakladateli jsou dr. Richard R. Day a Julian Bamford. Obsahují informace o různých řadách zjednodušených čítanek, pokyny k zavádění extenzivního čtení, materiály k četbě zdarma

http://erfoundation.org/wordpress/

Extensive Reading Central: volně dostupné texty k četbě a poslechu

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

Wikipedie v jednoduché angličtině: obsahuje mnoho textů psaných s anglickou slovní zásobou omezenou na 850 slov

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

Online testy slovní zásoby:

Paul Nation's Vocabulary Size Test: měří celkovou velikost slovní zásoby a zahrnuje dvacet tisíc hesel

https://my.vocabularysize.com/

LexTALE: rychlý a jednoduchý test slovní zásoby pro pokročilé studenty angličtiny. Koreluje s měřítky obecné znalosti:

Skóre v LexTALE	Úroveň CERF
80 % – 100 %	C1 and C2
60 % – 80 %	B2
méně než 59 %	B1 a méně

Tabulka 6 Zdroj: http://www.lextale.com/)

Lextutor: sbírka různých testů slovní zásoby

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

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B1 HOW TO WORK WITH GRADED READERS IN FLT

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

SOME IDEAS ON HOW TO WORK WITH GRADED READERS

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

STRATEGIES

Types of reading

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

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

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

In short,

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

- **Sustained silent reading** – this form of recreational reading is realised in schools.

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

  It involves being actively engaged in what you read by: first developing a clear understanding of the author's ideas, then questioning and evaluating the arguments and evidence provided to support those arguments, and finally forming your own opinions. This way requires that learners develop skills that are not necessary for more passive forms of taking in information (https://www.esc.edu/online-writing center/resources/critical-reading-writing/general-reading/critical-reading/).
- **Guided reading** is "an instructional practice or approach where teachers support a small group of learners to read a text independently" (Literacy Teaching Toolkit).

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

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

Cognitive strategies of effective readers

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

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)

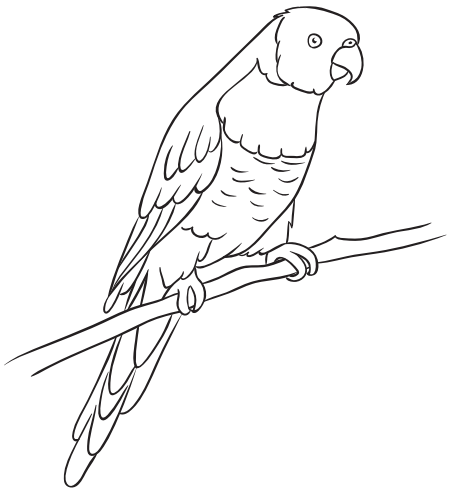
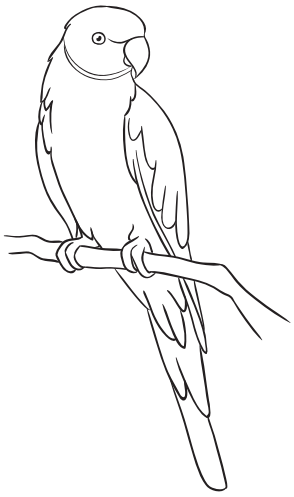
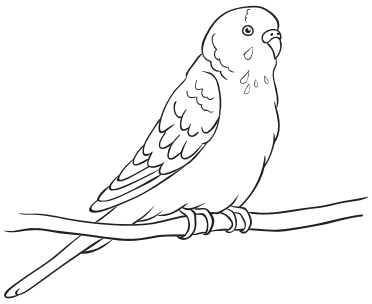
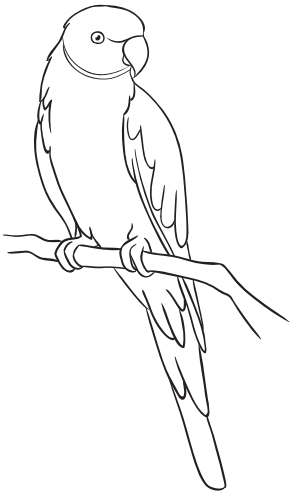
The teacher asks the pupils which part of the graded reader was most interesting/ difficult/funny for them and why, if they liked the story, if it was difficult for them to understand. And finally praises the pupils for being able to read the whole book in English. If there is time, the pupils can draw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

NOTES

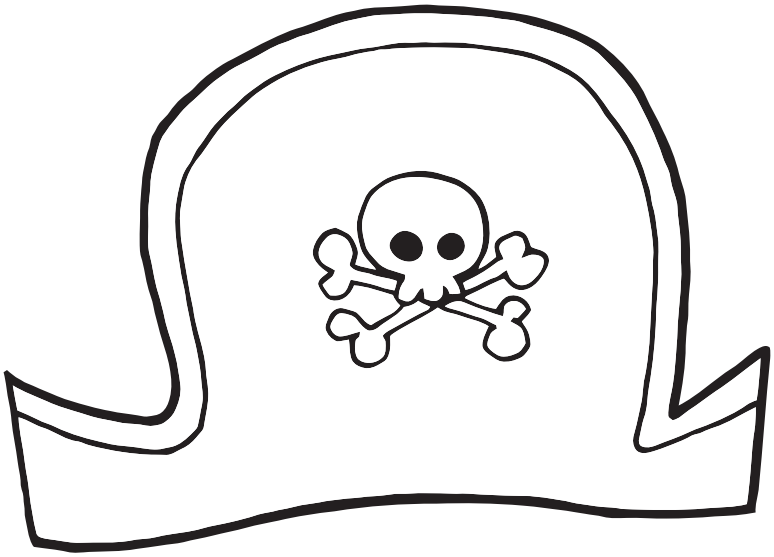
1) Some of the games in the lesson plans need space and can be a bit noisy. If there are not conditions for that, they can be replaced by some calmer activities from the section 'Bank of extra activities'.

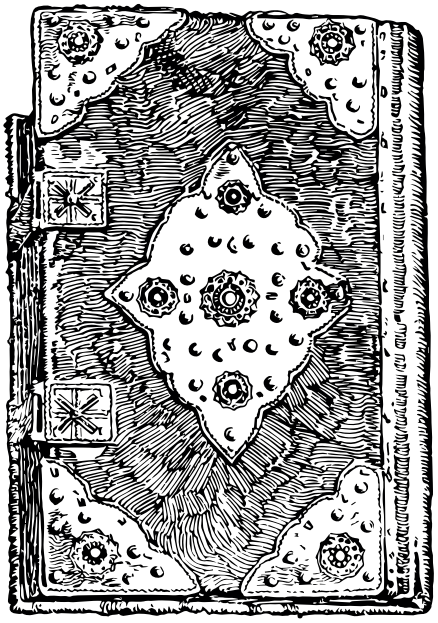
2) There are a few more activities that can be done after reading the whole graded reader or sometime between the reading lessons. Some are found at the back of the graded reader itself and some are in the part called Bank of extra activities. The activities in the graded reader can also be used for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

APPENDIX 1

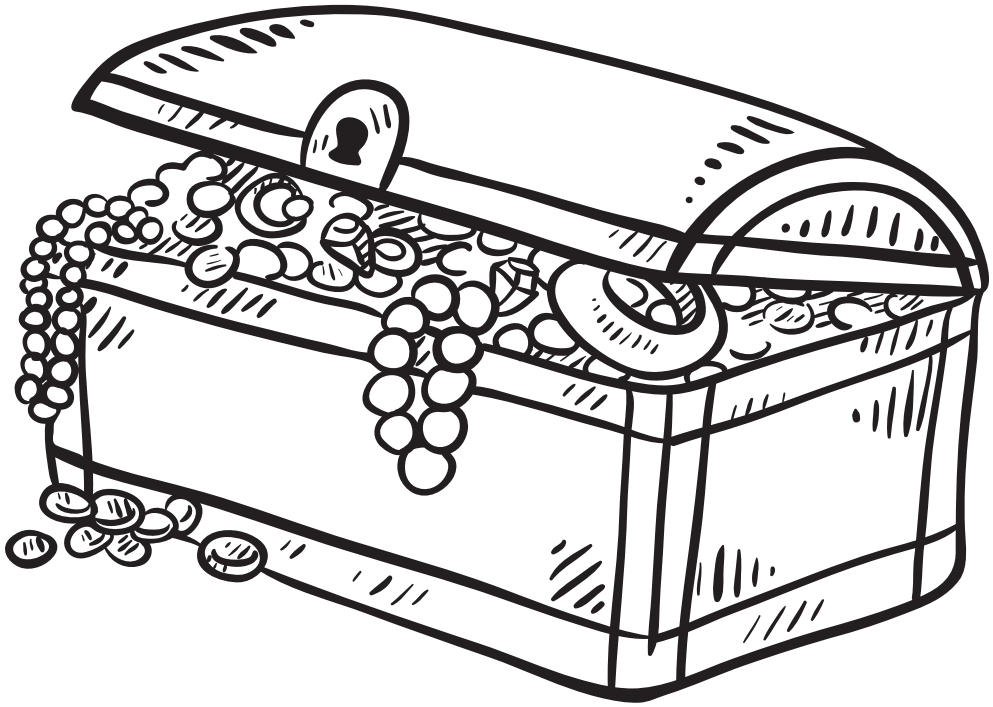
PINK 	**BLUE** 
GREY 	**PURPLE** 
GREEN 	**YELLOW** 

APPENDIX 2





APPENDIX 3: A PIRATE'S TREASURE



APPENDIX 4: TREASURE ISLAND



APPENDIX 4: RUNNING DICTATION

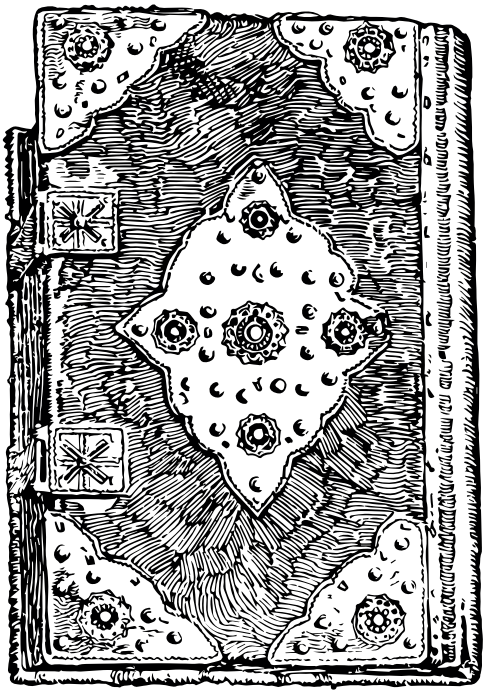
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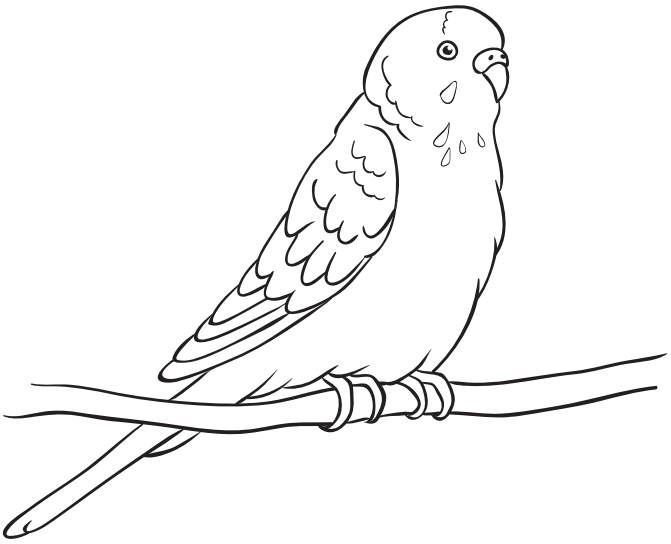
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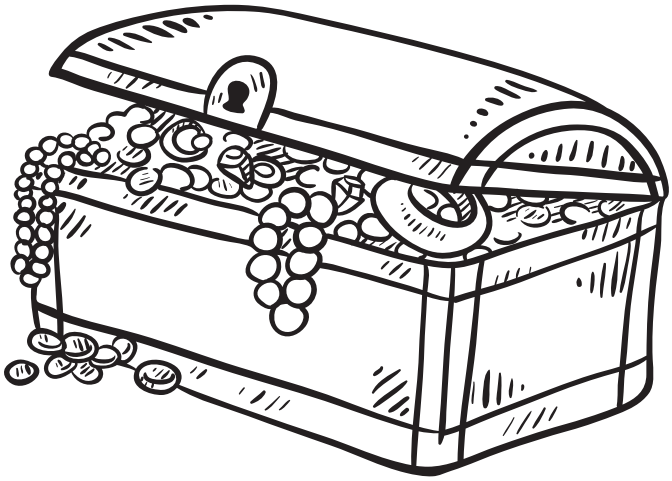
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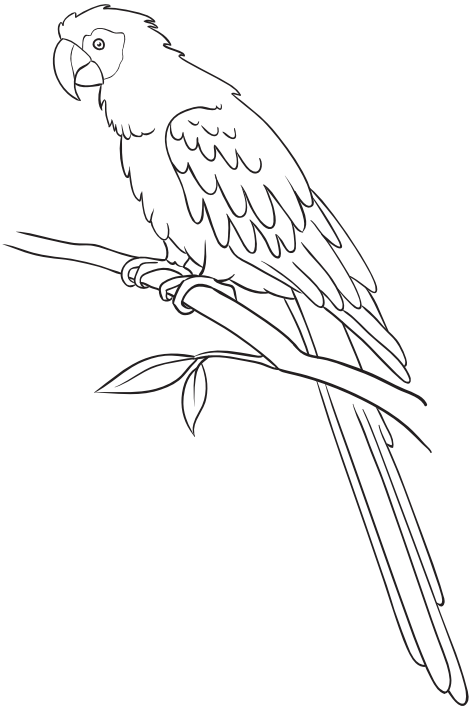
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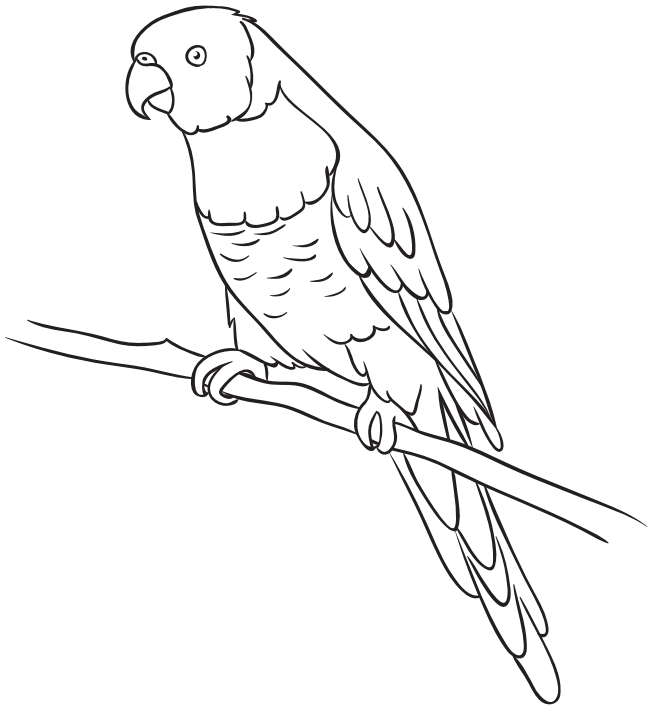
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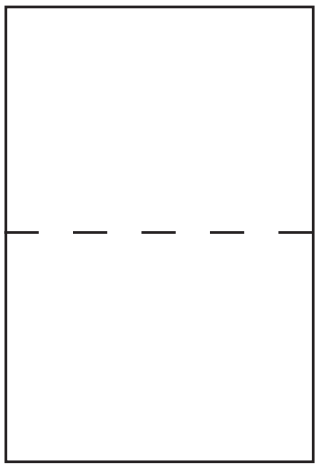


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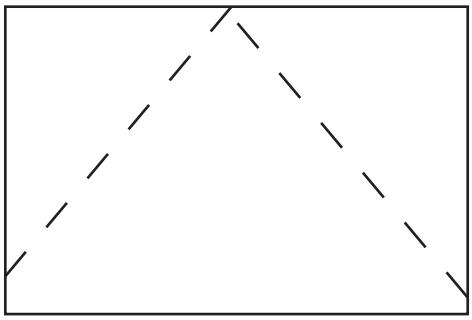


APPENDIX 5: HOW TO MAKE A PIRATE HAT

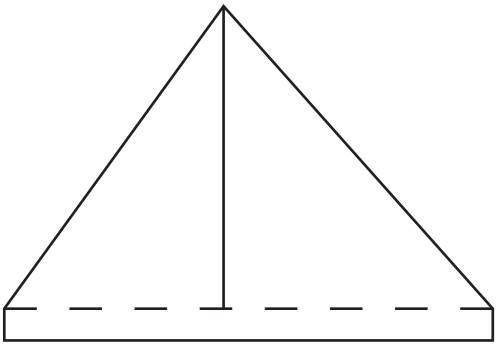
a)



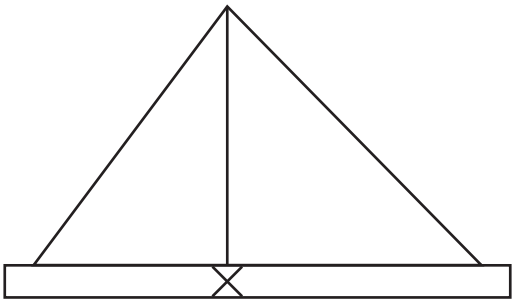
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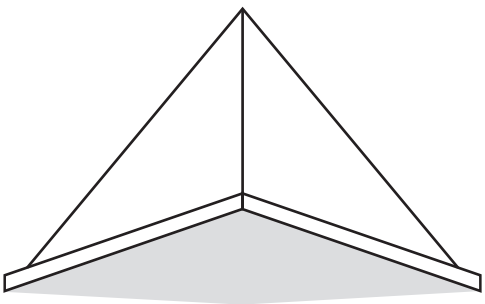
c)



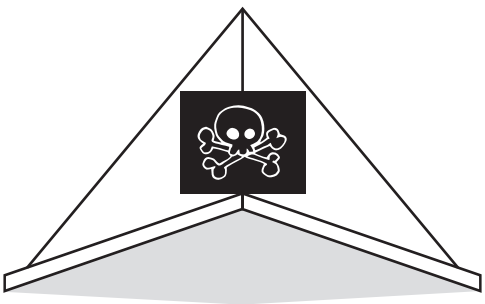
d)



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.

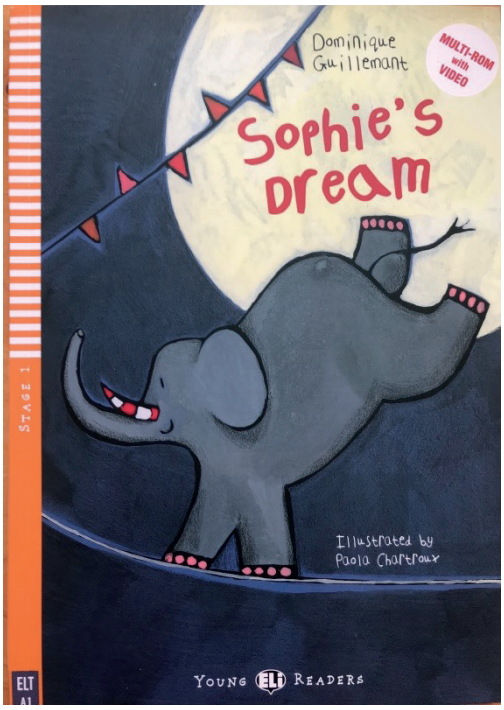
Pupils put chairs into a circle with their backs inside the circle. There is one chair less, so one pupil has to stand, the others are sitting. The teacher says: *Change places who has a dog*. The pupils who have dogs as pets need to change places, the pupil who was standing tries to get the seat. The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

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.

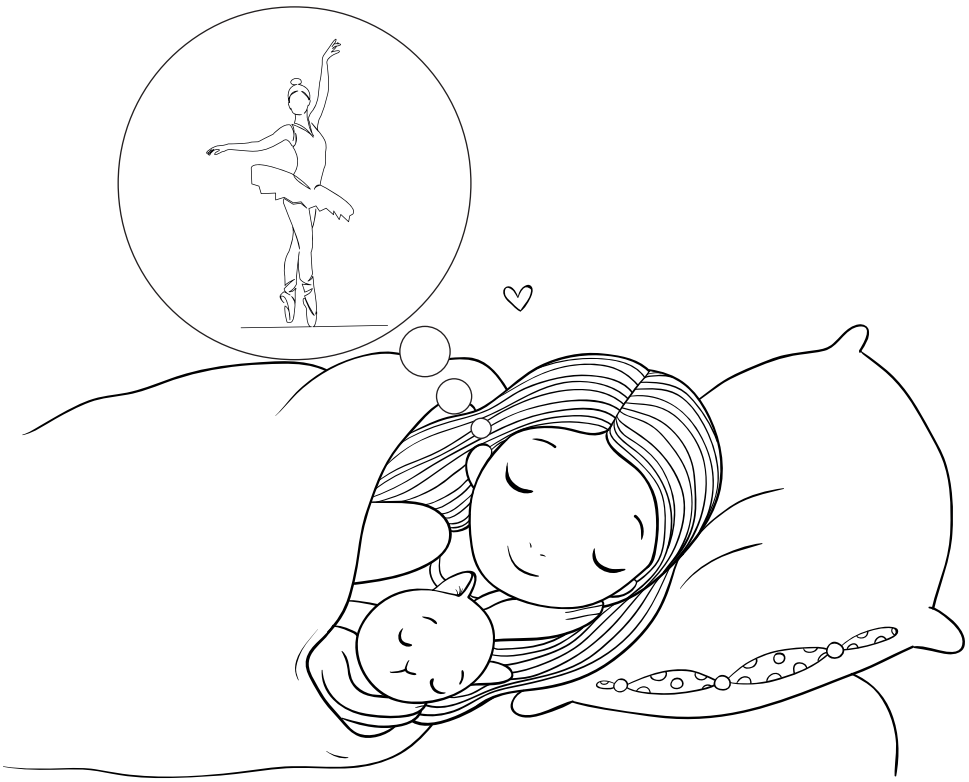
Note:
There are a few more activities that can be done after reading the whole book or sometime between the reading lessons. Some are found at the back of the book and in the Bank of activities below.

NOTES

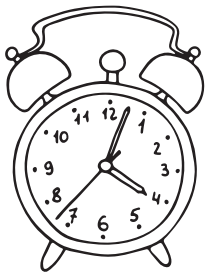
APPENDIX 1

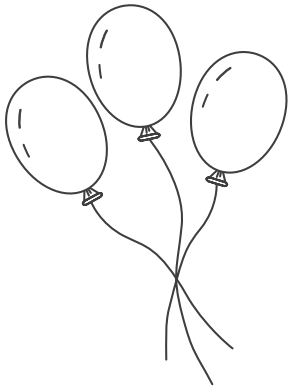
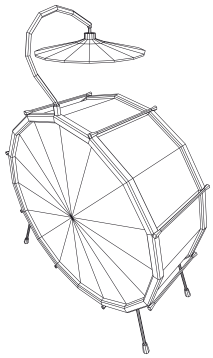
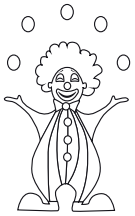
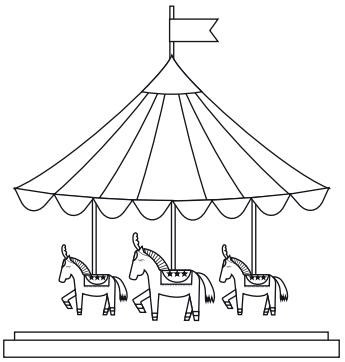


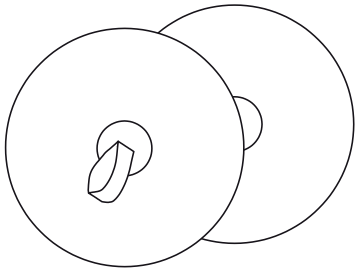
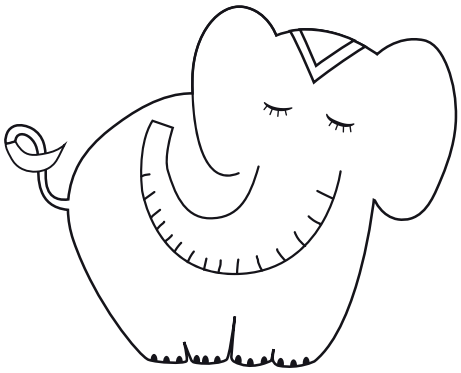
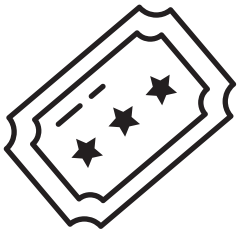
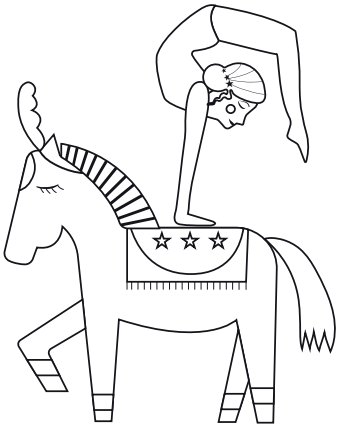
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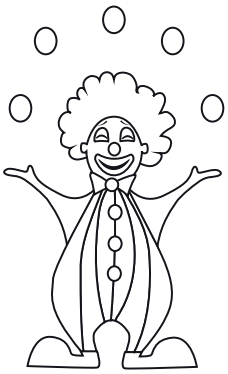
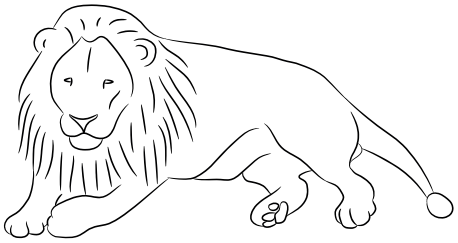


APPENDIX 3

DREAM	
ALARM CLOCK	
AUDIENCE	
BALLET DANCER	

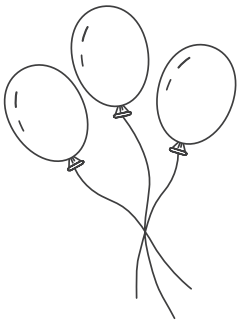
BALOONS	
BIG BASS DRUM	
CIRCUS	 
CLOWN	

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.



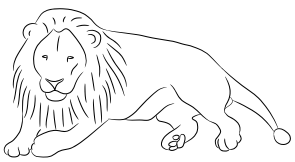
People are standing in the queue; the first one is buying a ticket.



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

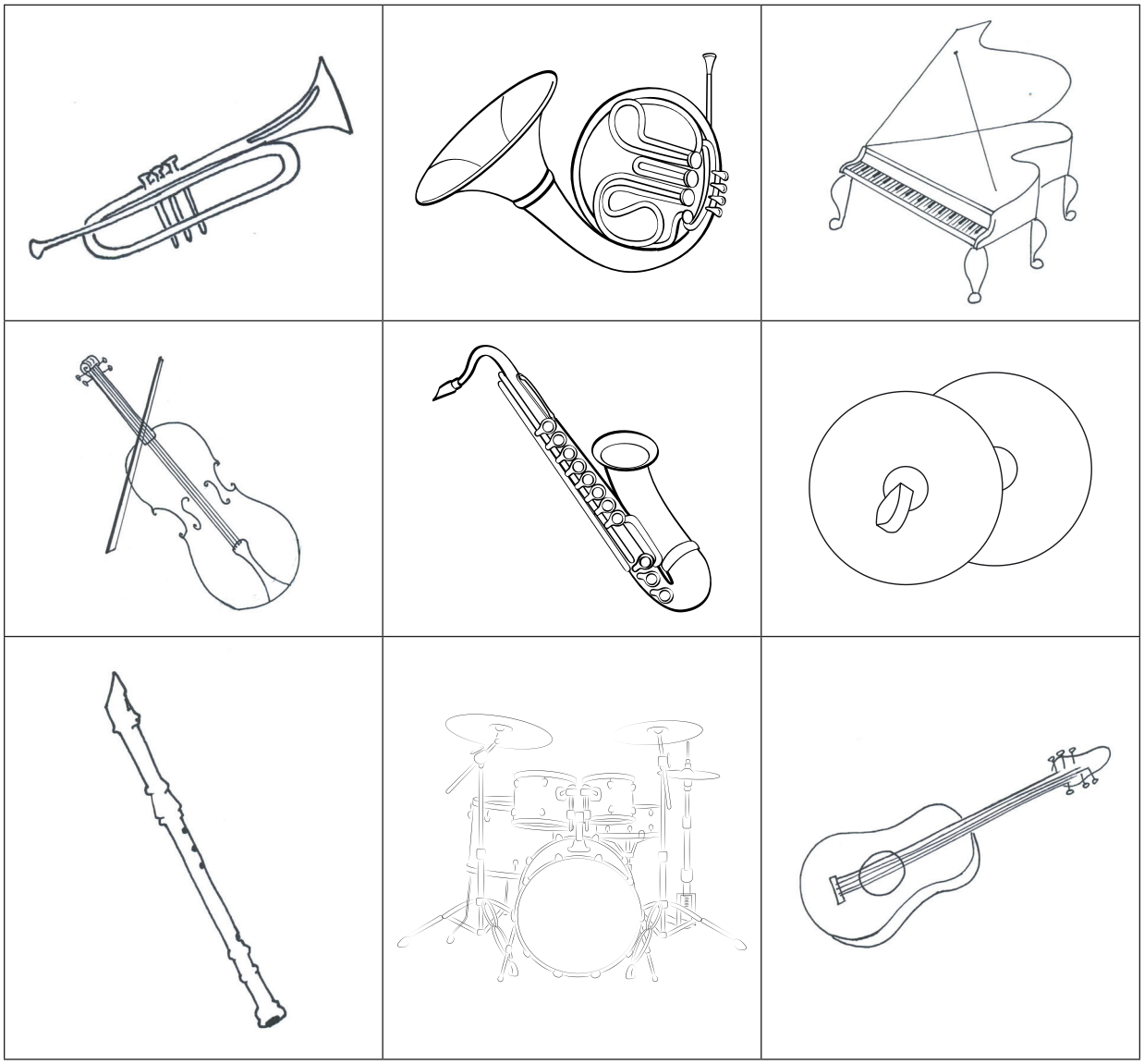
a funny story

treats

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

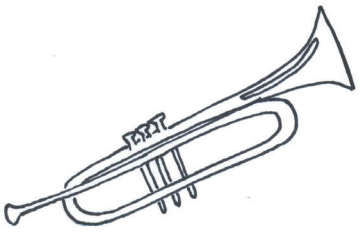
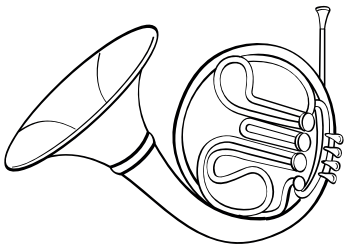
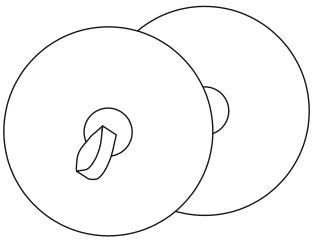
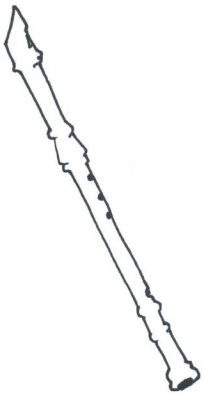
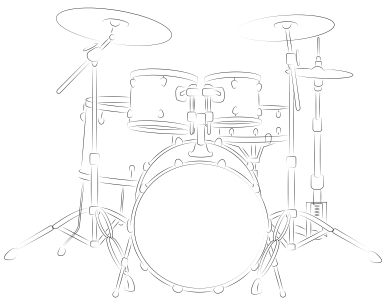
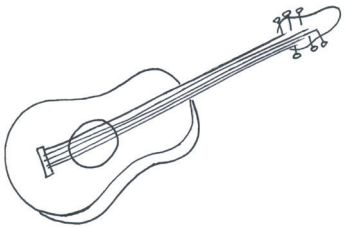
TASK 1: MUSICAL INSTRUMENTS

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)

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

Lesson plan 2 (pp.2-6)

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.

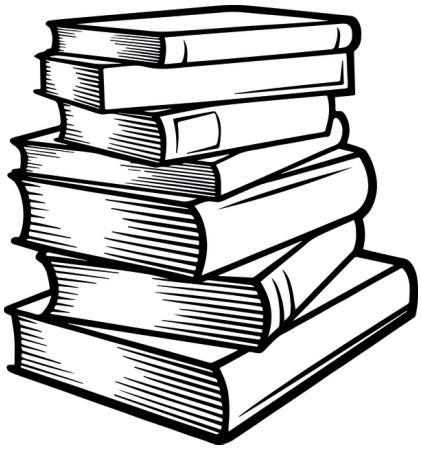
Some pupil measures the time. The teacher chooses the first presenter. Later, the presenter selects the following one. After each presentation, they assess it within a group. There should be a space for final assessment, and they read/ comment on each presentation. The teacher reflects, too.

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 _____

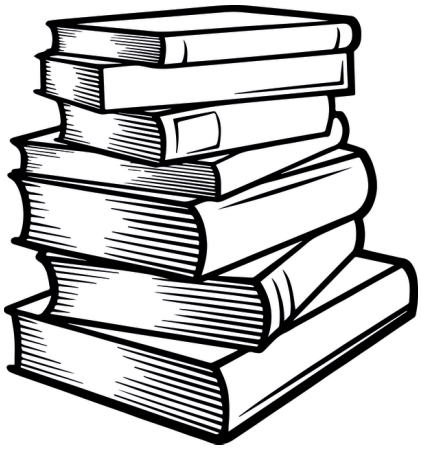
Writer:

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

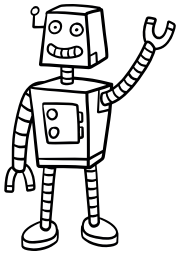
Find the hidden colours in these sentences.

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.

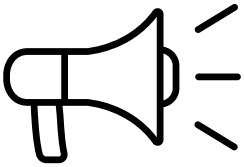
TASK 2

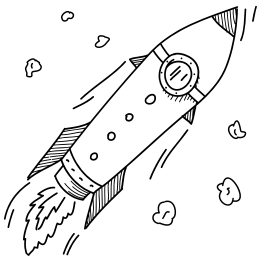
Match each word from the box with the correct picture.

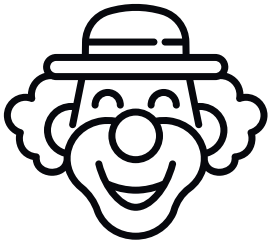
spaceship	round	ET	motorhome	robot	clown	noise















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

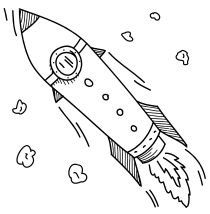
Draw what you hear.

mobile 1

mobile 2

TASK 2: ODD WORD OUT

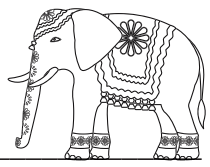
Cross out two words in the box for each clue. Then write down which word is left.



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

Two colours
Two body parts
Two animals
Two meals

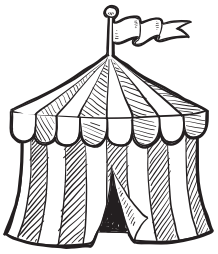
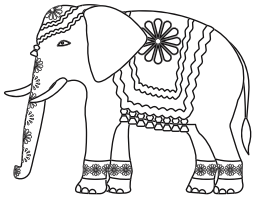
Two pieces of clothes
Two things to travel on
Two jobs.



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: _____

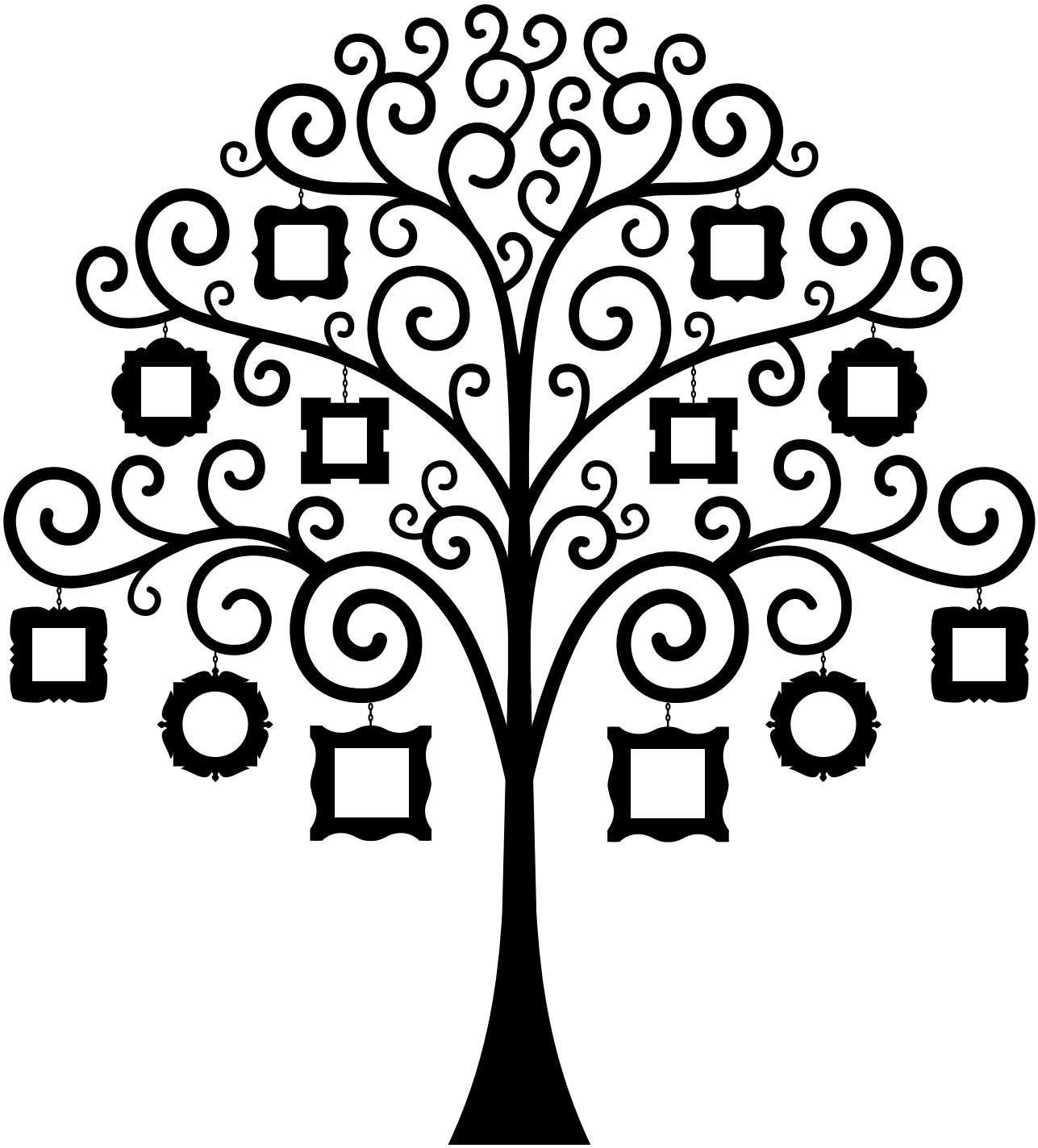
	PERFECT	NORMAL	WEAK
content			
structure			
voice			
time			
eye contact			

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.

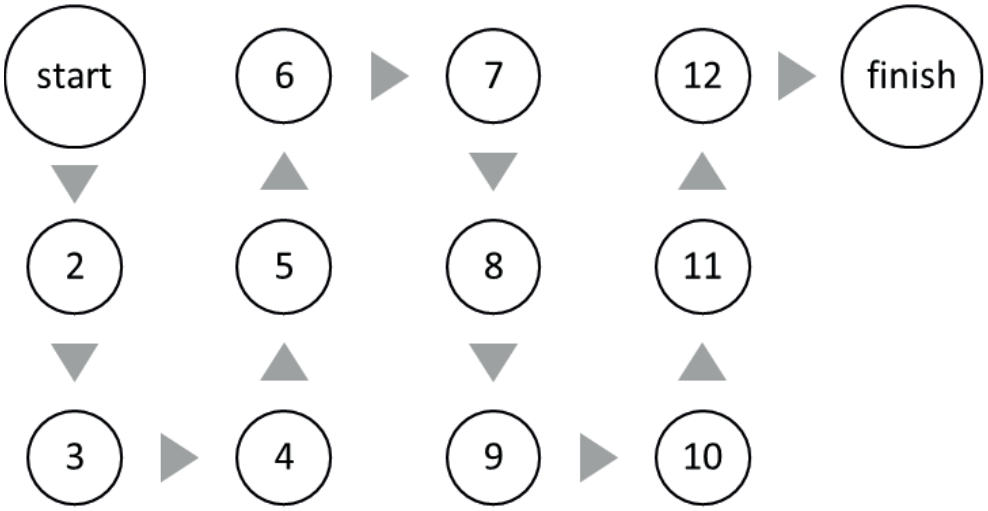
Characters: Sally, Coco, PB3, Robin, Katya

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.

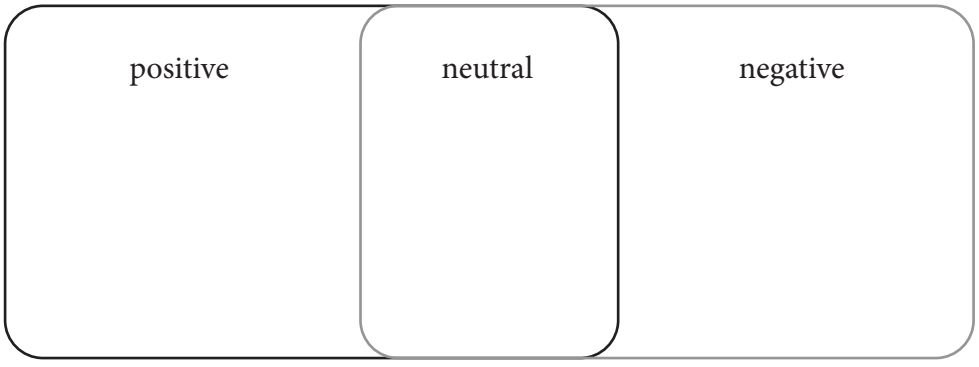
A strong man _____ a special costume.

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

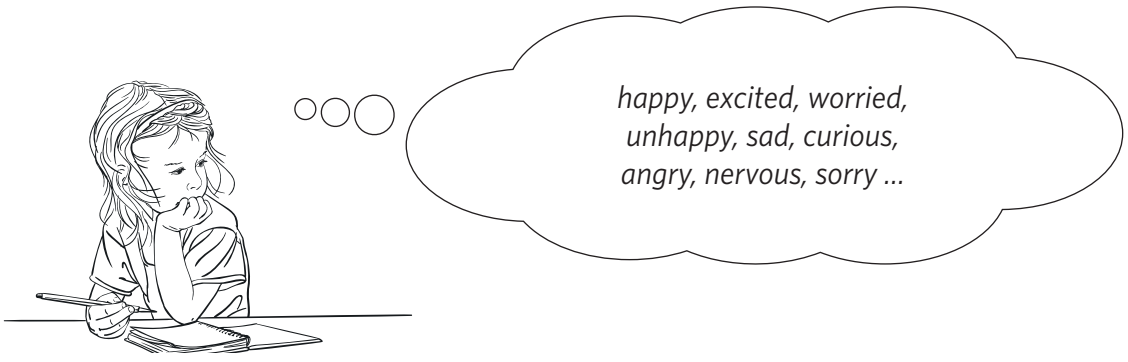
TASK 1: WEB SEARCH: ANNE OF GREEN GABLES

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

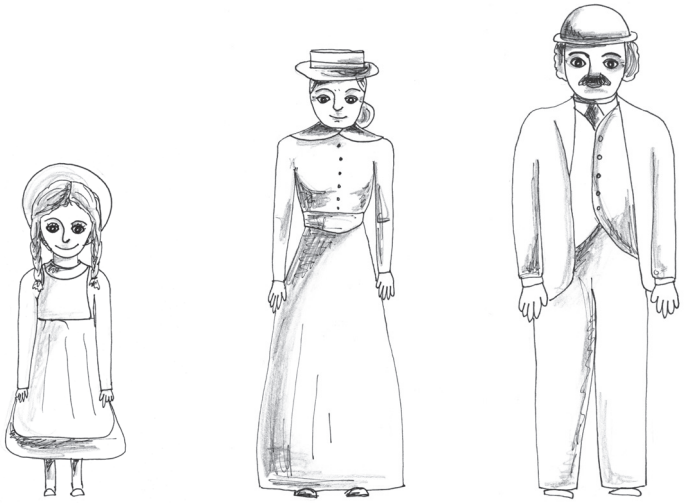
How does Anne feel before she arrives at Green Gables? Explain why you think so. You can use a dictionary.



I think Anne feels _____ because _____ .

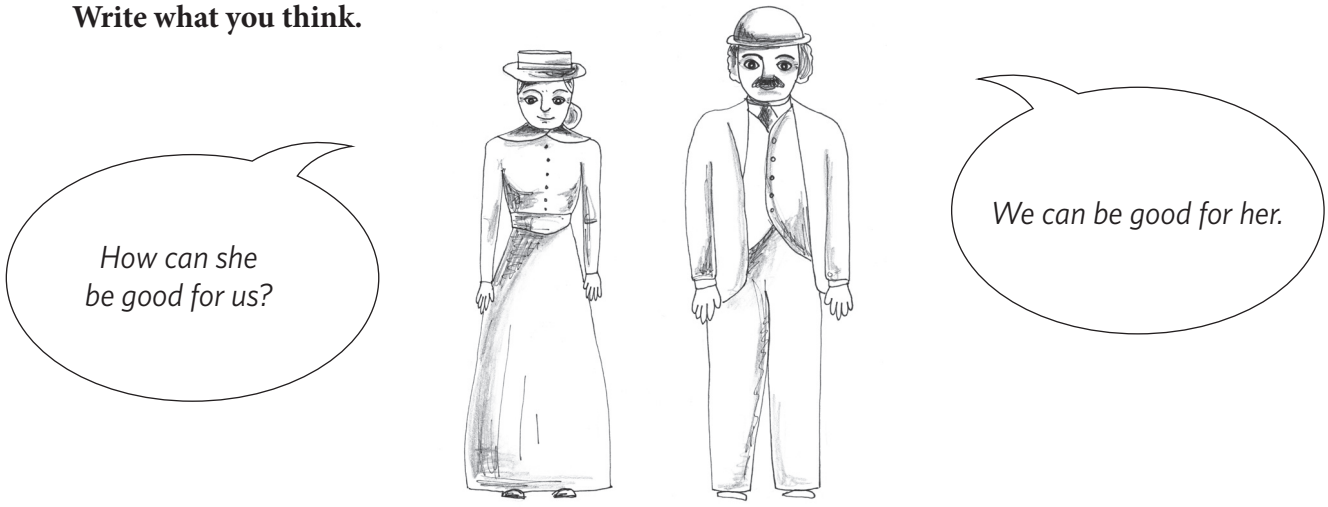
TASK 3: MY DIARY

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

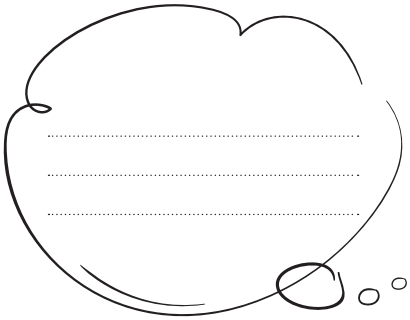
Anne
Marilla
Matthew
Rachel

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.



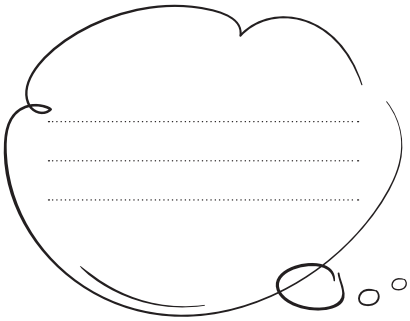
"You look very skinny and plain,
... and with your red hair,
... well, you look like a carrot." (p.21)







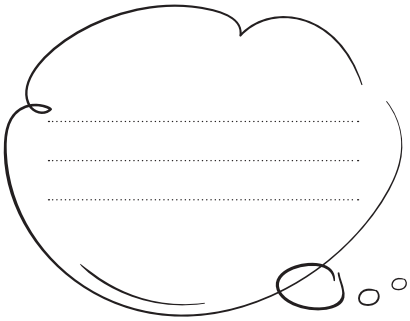
"You were very unkind to Anne....
Don´t forget, Anne doesn´t know
what´s right and what´s wrong.
She needs to learn." (pp. 21-22)







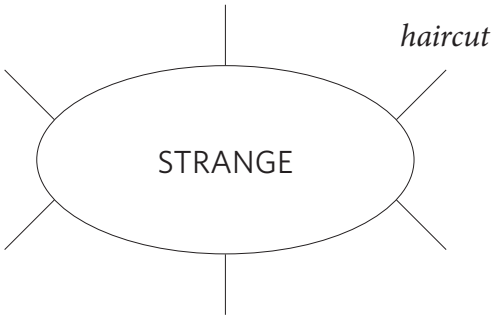
"It´s better to say sorry to Rachel.
You´ll have to say sorry one day.
Why not say sorry now?"





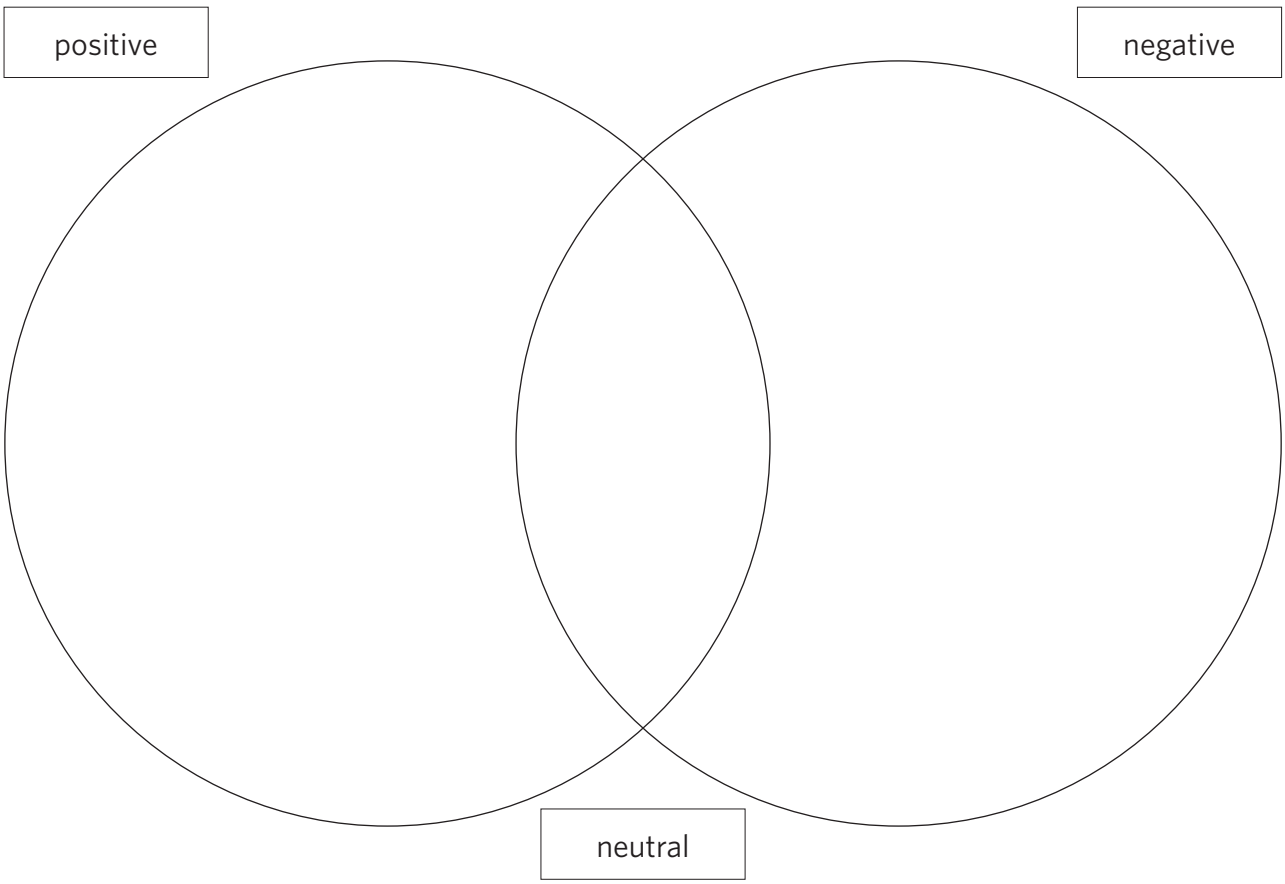
TASK 1

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.

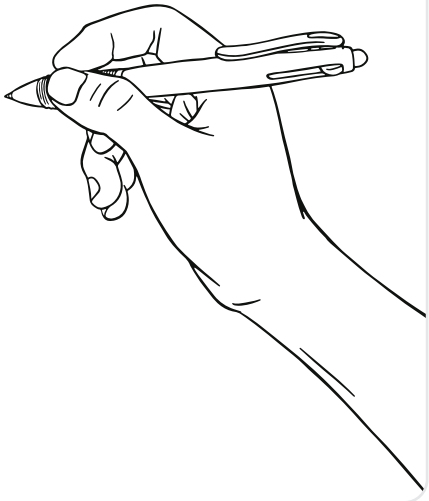
Love is beautiful, friendship is better.

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

ACTIVITY 4 (Chapter 3)

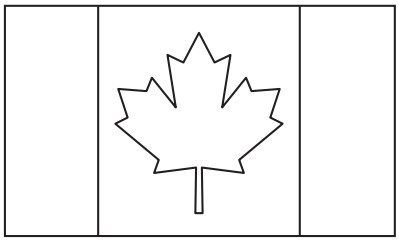
FREE WRITING: This is one of many famous quotes of Anne. Read it. Think about it for a minute. Then start writing for 5 minutes without stopping. Don´t stop under any circumstances. Just keep on writing, whatever comes to your mind.

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

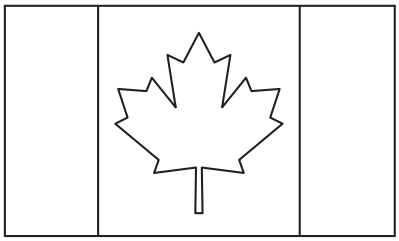
7. **When is the national day of Canada?**
   a) June, 1st
   b) July, 1st
   c) August, 1st
   d) September, 1st

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

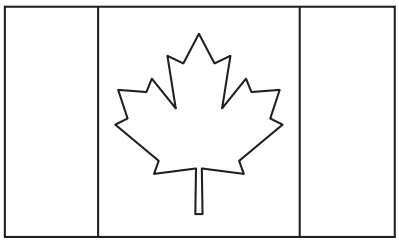
ACTIVITY 6 (any chapter, beginning, ending)



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



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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)

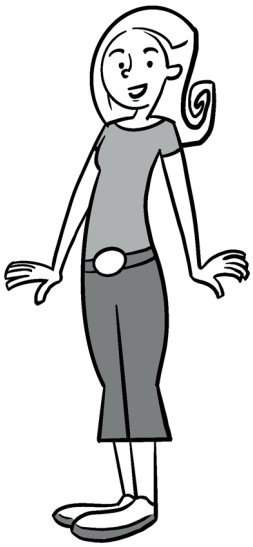
WCL: Ask pupils if they enjoyed reading the book.

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?

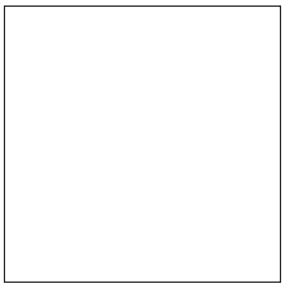
1) What comes next?
2, 5, 11, 23, 47, ___

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?

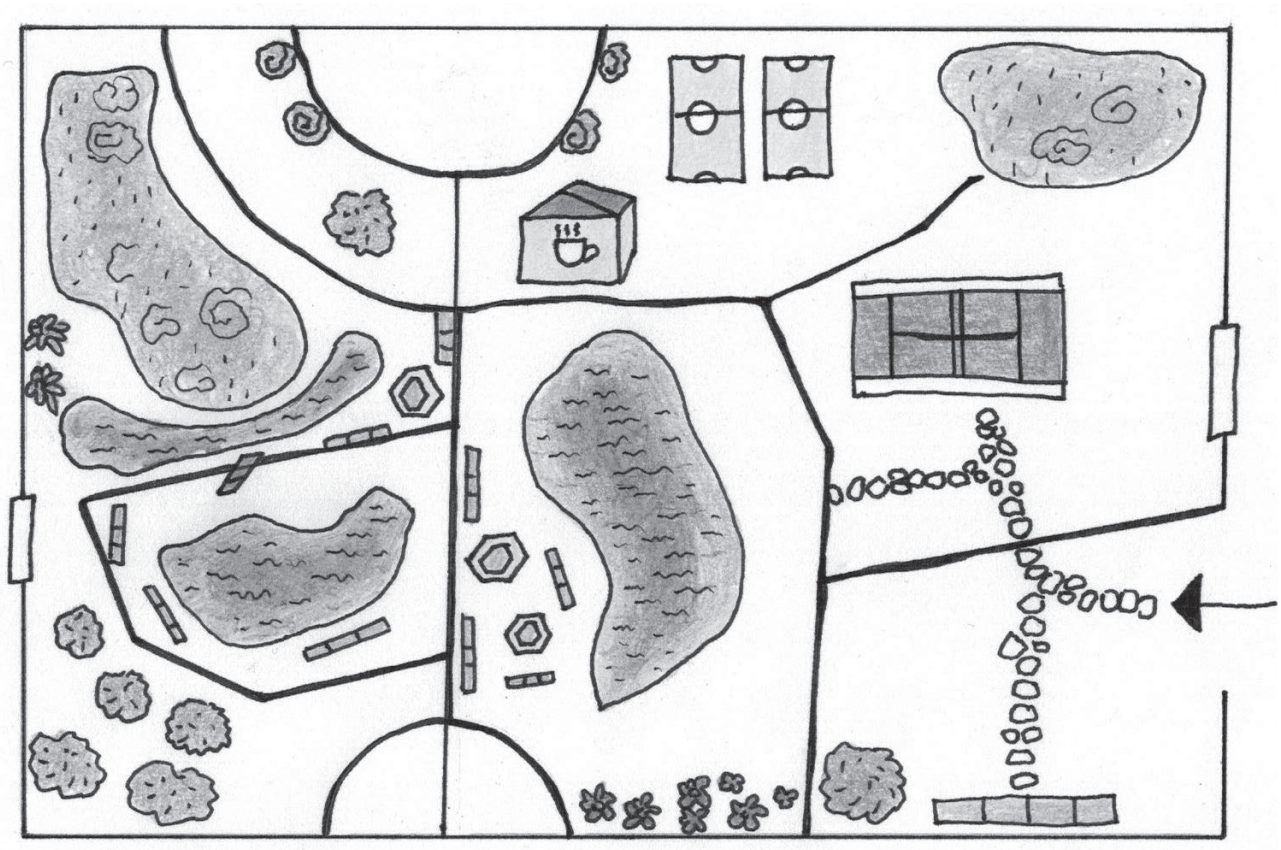
10) The red house is on one side and the blue is on the other, where is the white house?

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.

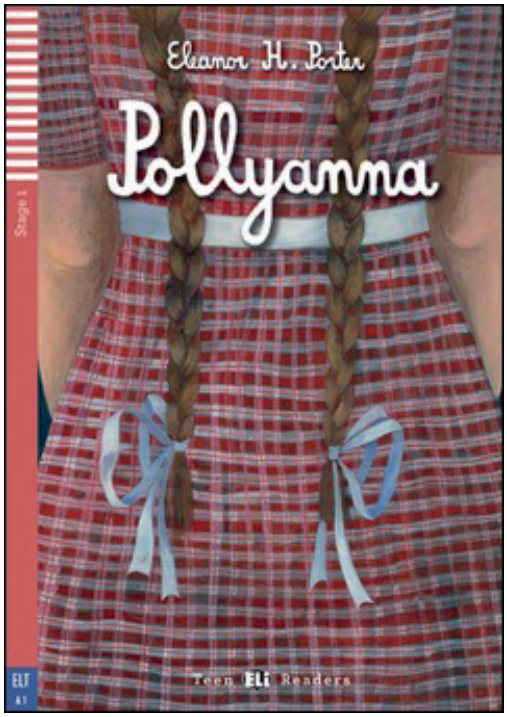
9. **Someone is gossiping about your friend.**
   a) You say nothing.
   b) You speak up and defend your friend.
   c) You join in with the gossip because it's true.
   d) You listen and tell the friend later.

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	is	Mr John Padelton's	*a) gardener*
2. Nancy			*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.

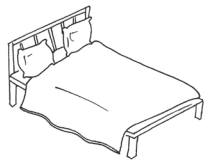
1. Do you think Pollyanna likes her room or just pretends to like it? Explain why/why not?

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.

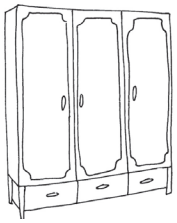
curtains	a carpet	a table	pillows	a lamp	flowers
a desk	a bookshelf	a bed	a chair	a wardrobe	pictures



a) ***a bed***



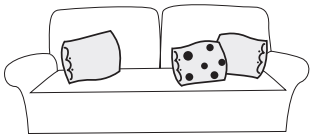
b) _____



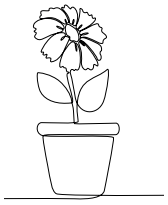
c) _____



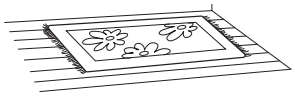
d) _____



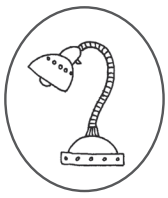
e) _____



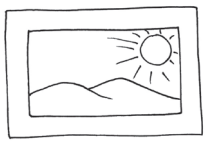
f) _____



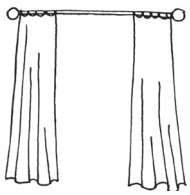
g) _____



h) _____



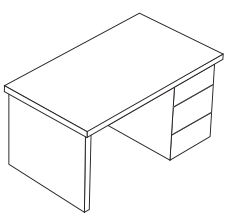
i) _____



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!

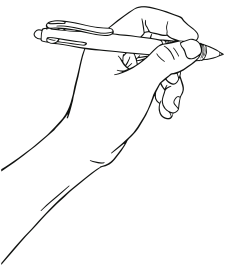
With best wishes,

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.

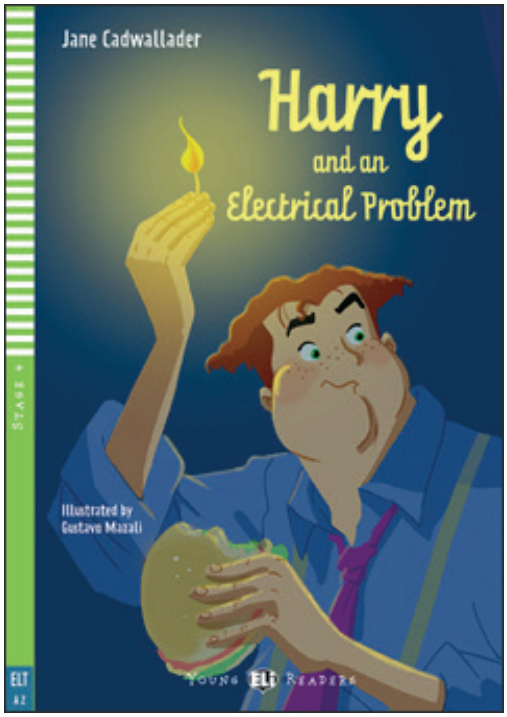
1. There will be …… *(name of furniture/decorations)* in Pollyanna's room.
2. There will be …… *(name of furniture)* next to …… *(name of furniture)*.
3. I think the best colour for a/the sofa will be …….. because it will match the colour of chairs, which will be …… *(colour)*.
4. …… *(name of furniture/decorations)* 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)

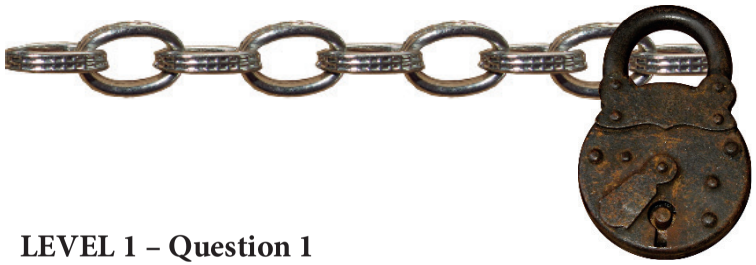
IW: Teacher asks pupils to read the text (pp. 20-27) and do the T1.

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

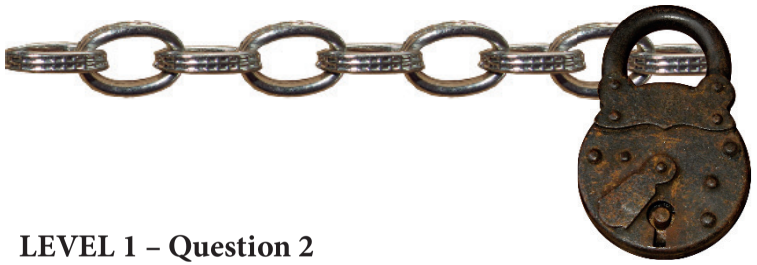
The story *Harry and the Electrical Problem* is about:

A Harry Potter and Hermiona

B Ecological catastrophe

C the crime at the police station

D Nikola Tesla



LEVEL 1 – Question 2

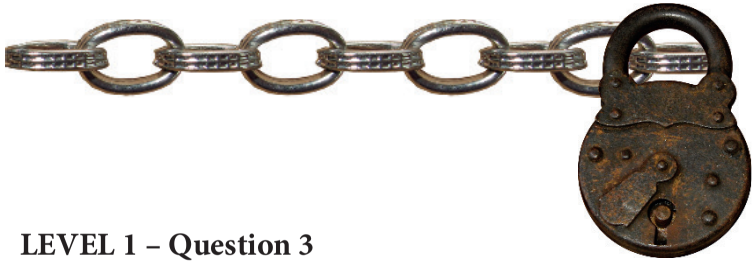
Harry, the detective, was not one of the bravest people. Harry was

A neither reluctant nor friendly

B reluctant and friendly

C not reluctant but friendly

D reluctant but not friendly



LEVEL 1 – Question 3

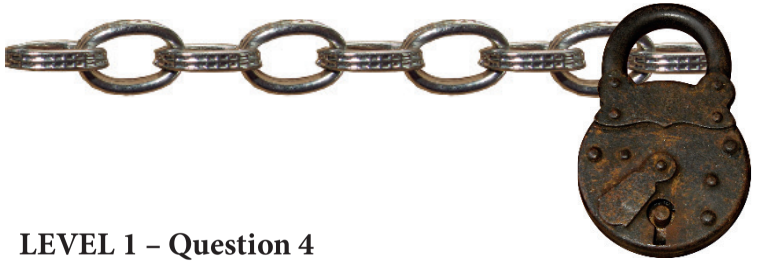
Power cut is

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

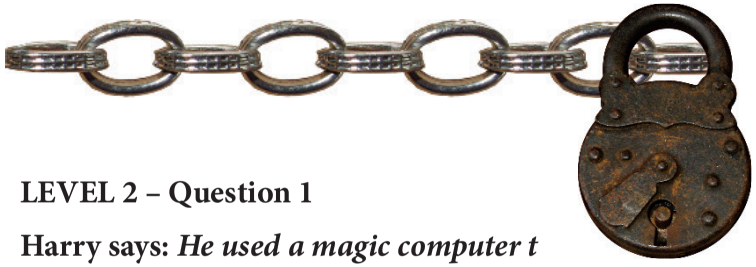
Which are conductors?

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.***

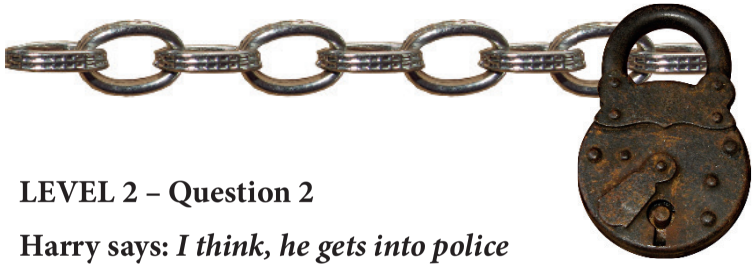
What was the Chief detective's question?

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.***

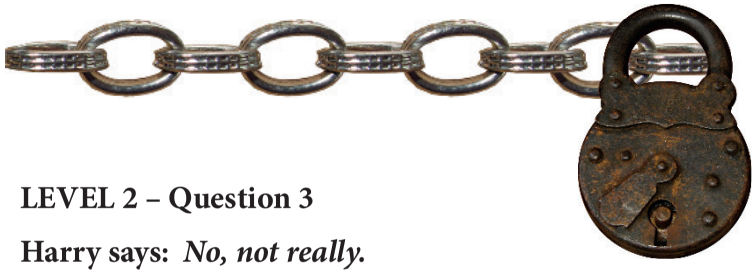
What did the Chief ask?

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.***

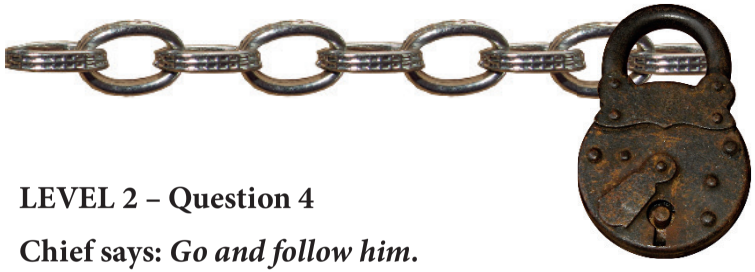
What was the Chief detective's question?

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.***

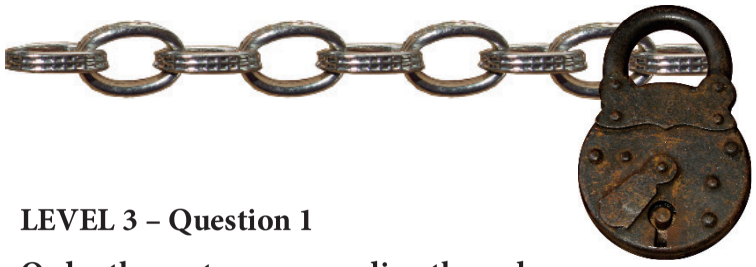
What did Harry ask?

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

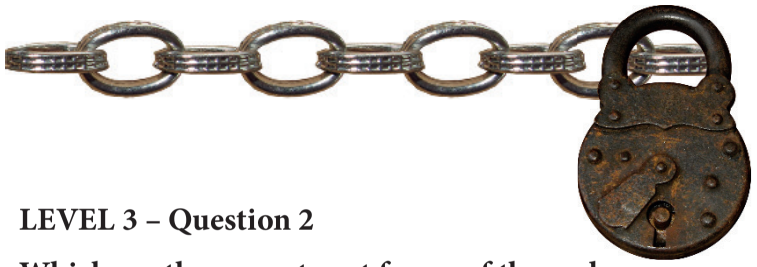
Order the sentences according the order they appeared in a story:

"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

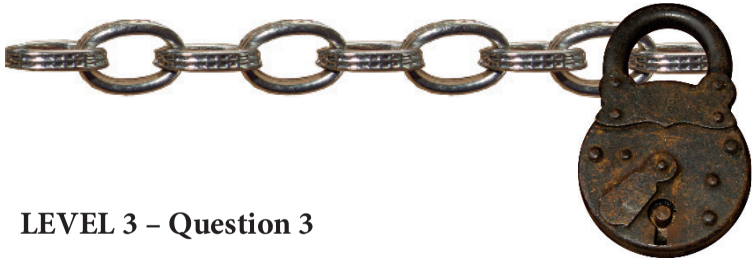
Which are the correct past forms of the verbs – hide, lose, steal, seek, think, cut

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

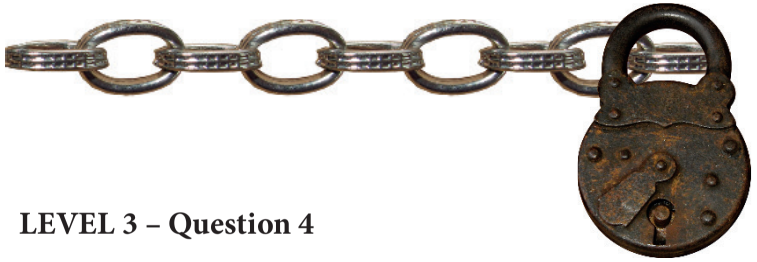
Write C if the sentence is correct and I if the sentence is incorrect. Indicate the mistake. Check both, content and grammar

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

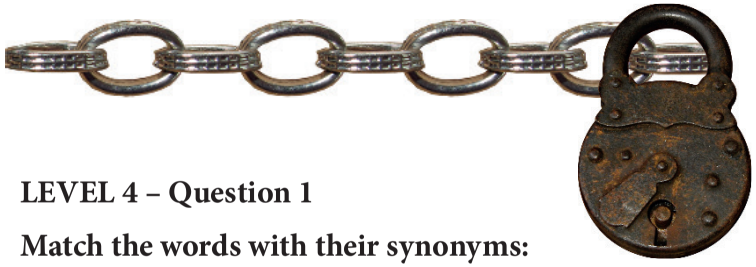
Which set of words is spelled correctly?

A dangeros, lorry, magican, suprise

B dangerous, lory, magician, suprise

C dangerous, lorry, magician, surprise

D dangerous, lorry, magican, surprise

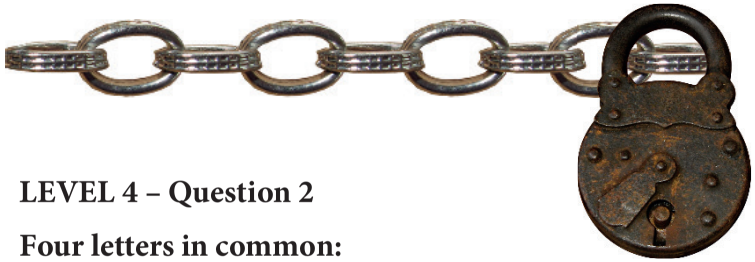


LEVEL 4 – Question 1

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

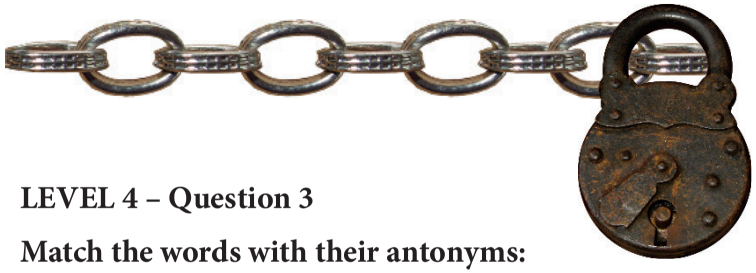


LEVEL 4 – Question 2

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	

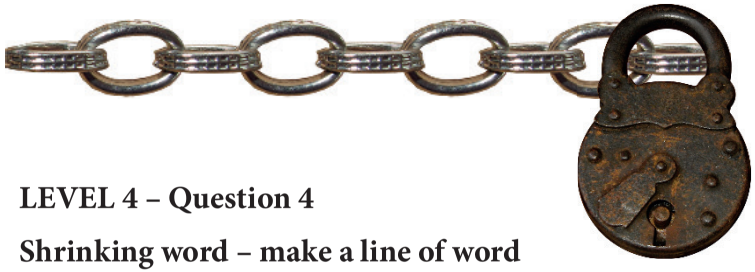


LEVEL 4 – Question 3

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

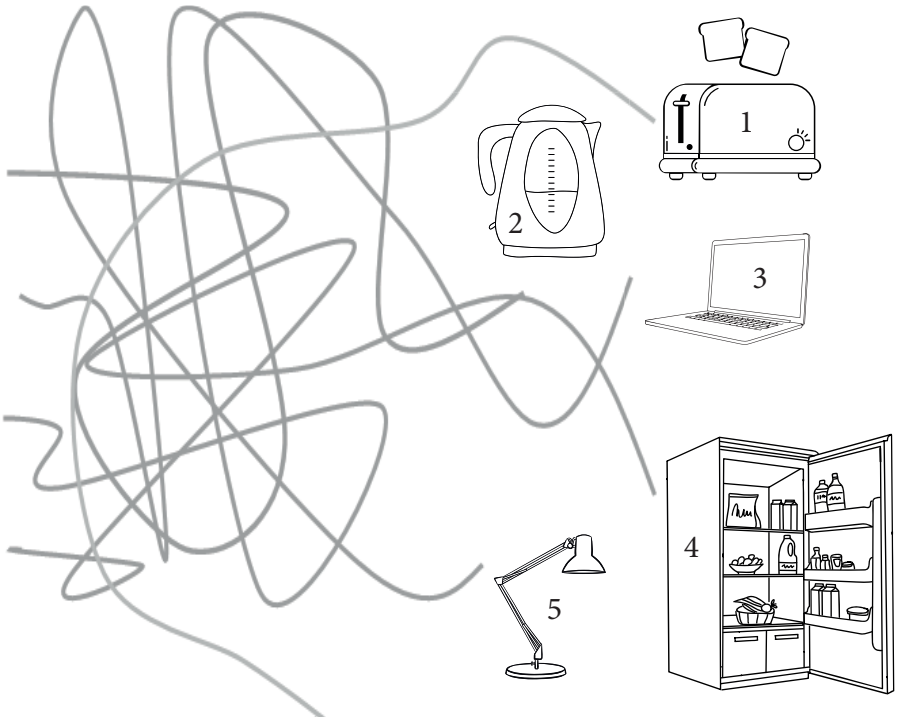


C



D





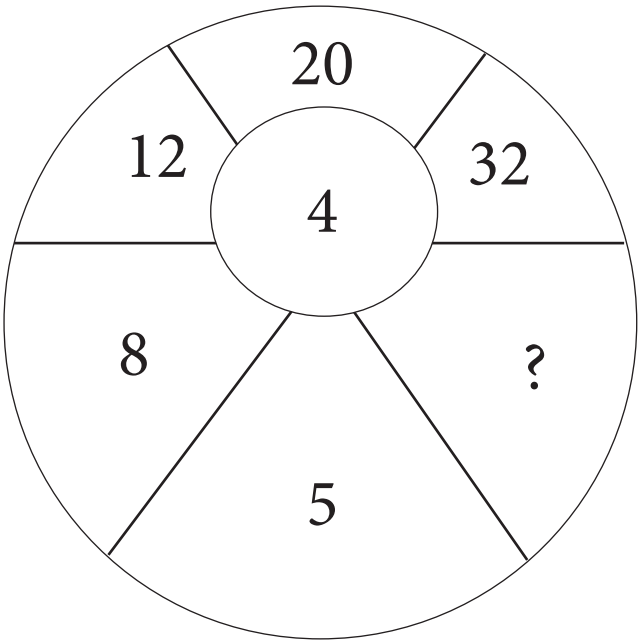
LEVEL 2

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

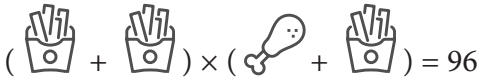


LEVEL 4

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:

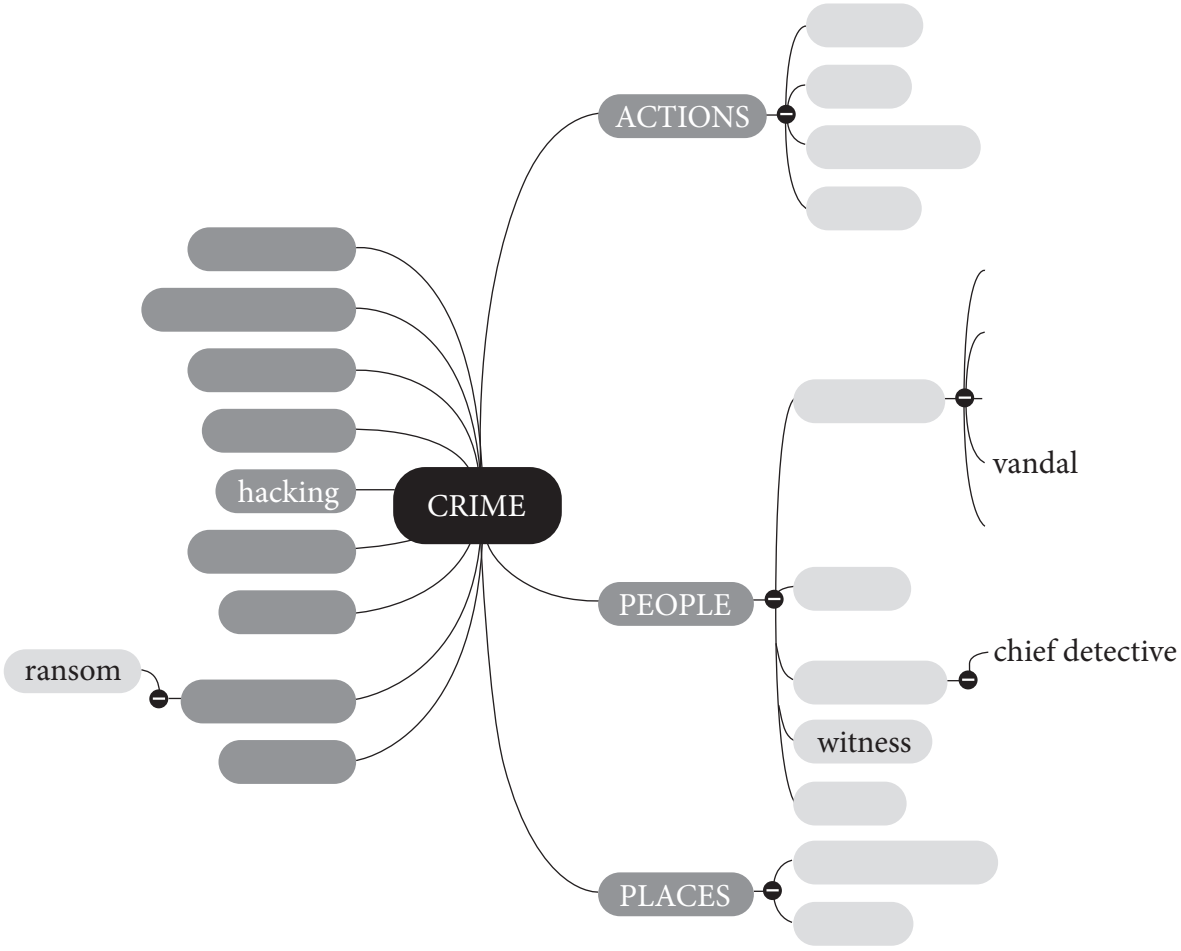
Suggestion what to do:

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

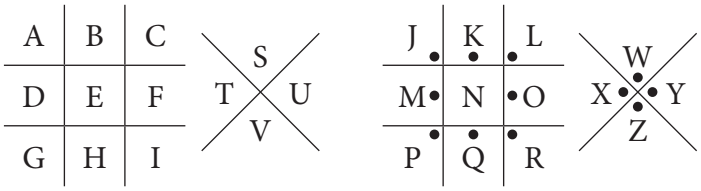
Read pages 11-13 and answer the questions.

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?

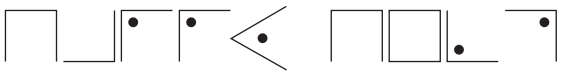
TASK 3

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).

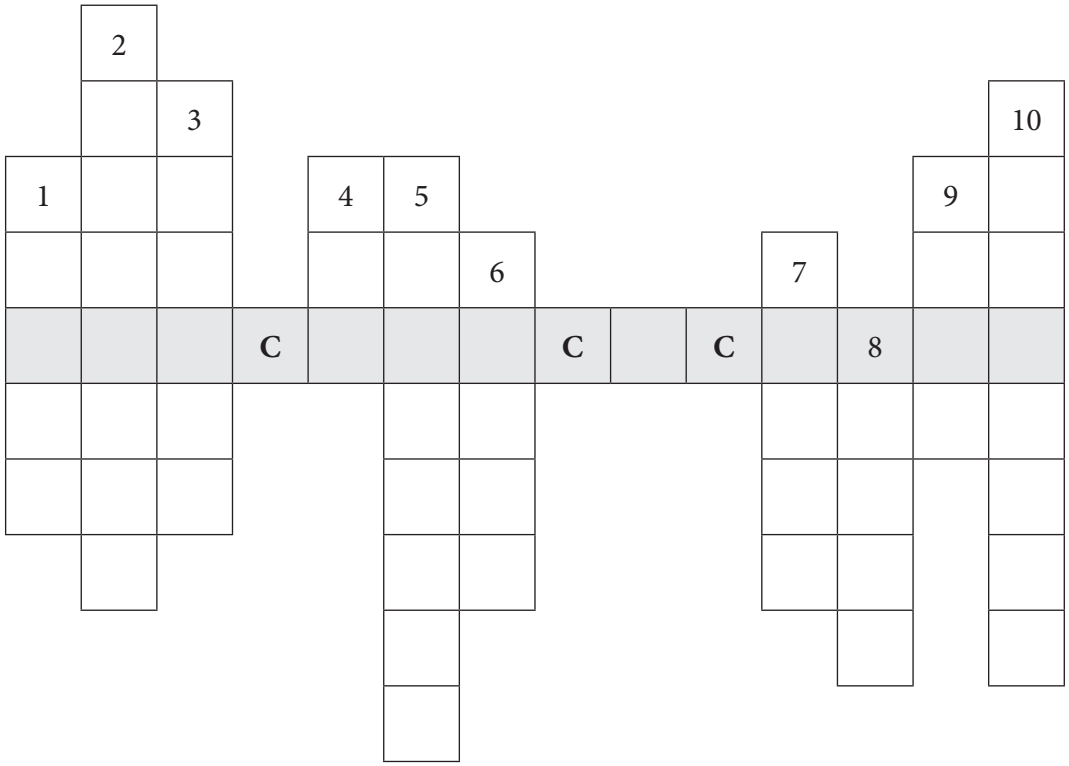


Start with Harry help:



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:

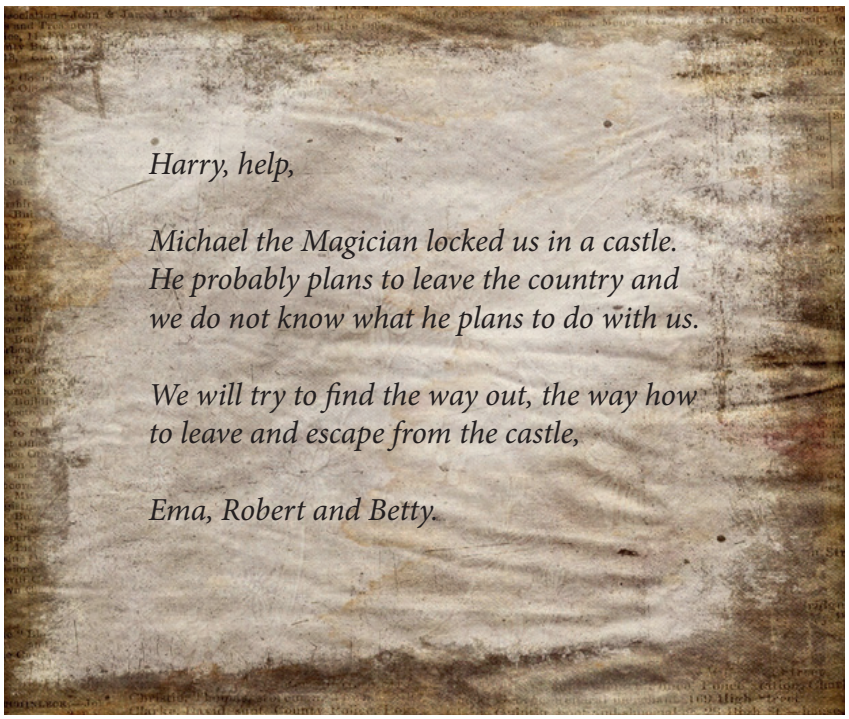
TASK 1

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

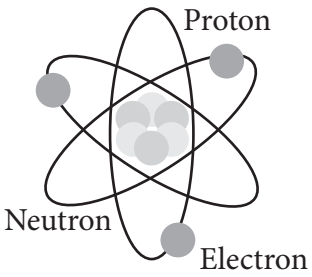
	Q1	Q2	Q3	Q4
Answer				
DIGITAL CODE				

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. _____

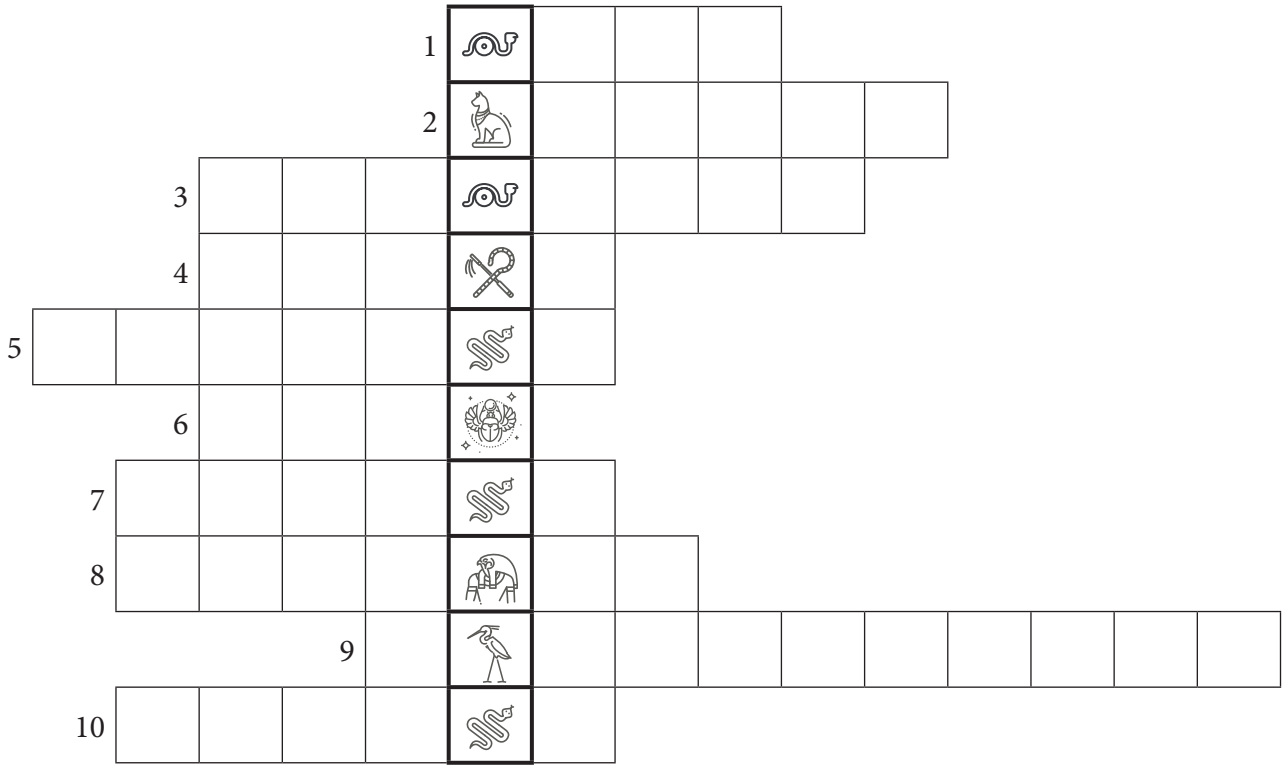
5. _____ 6. _____

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 _____ .

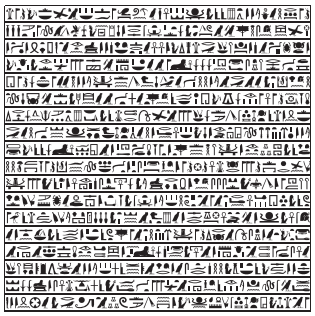
TASK 1

Label each picture with the correct word from the box.

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



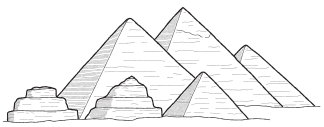




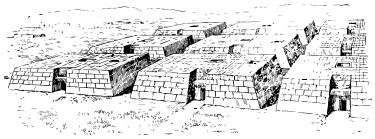
a) _____ b) _____ c) _____







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

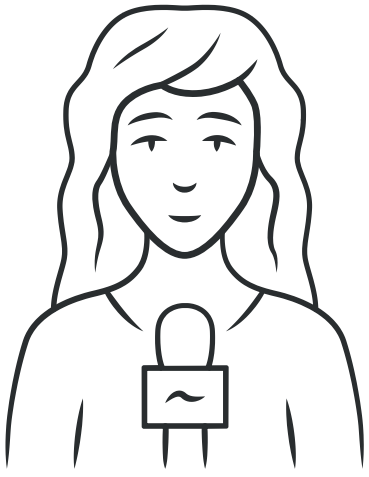
Imagine you are Professor Hobbs. A journalist wants to make an interview with you. Prepare answers to questions he or she is going to ask you. Write the answers to questions 1-5 from Task 1.

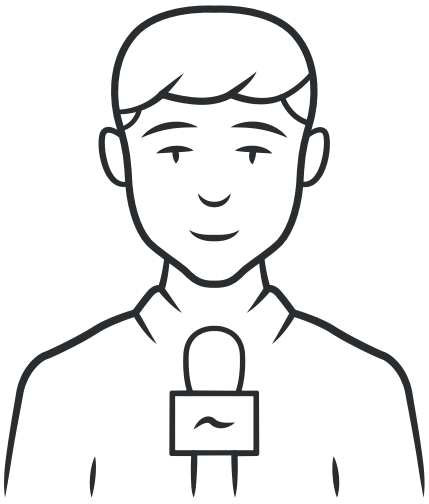
TASK 3

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.

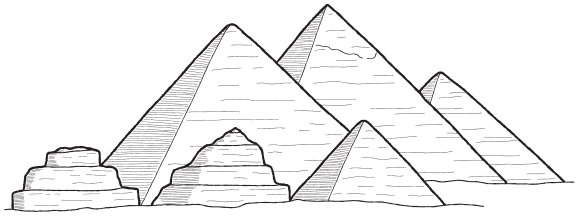
ACTIVITY 12 (after lesson 2 or for pupils who wish to read graded reader Harry and the Egyptian Tomb on their own)

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)

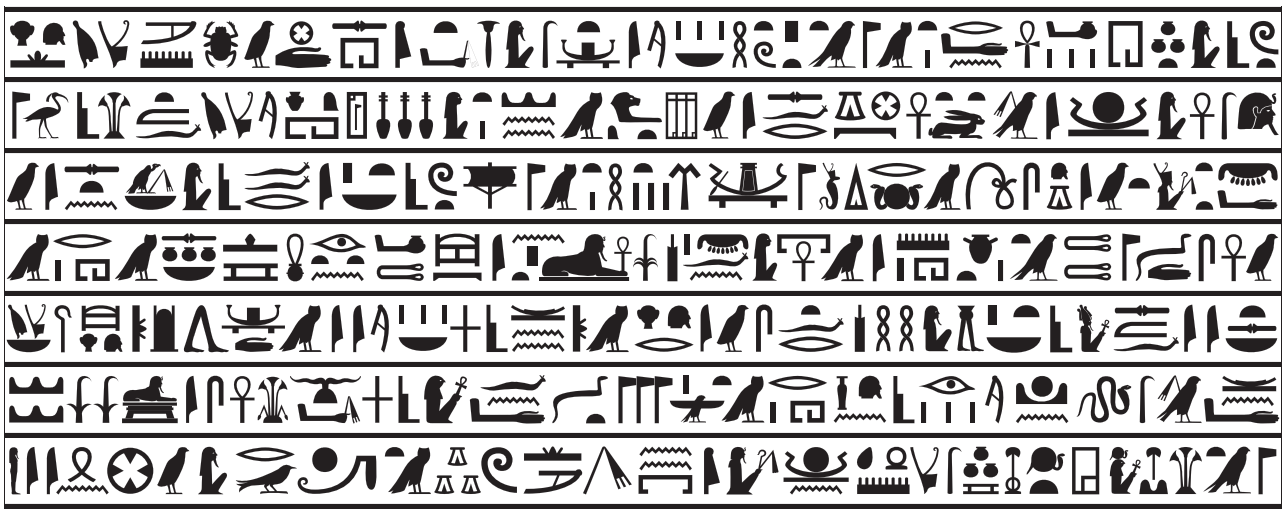
How do you like the story so far? Colour the stars to illustrate your opinion. You can also write some comments.

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*.

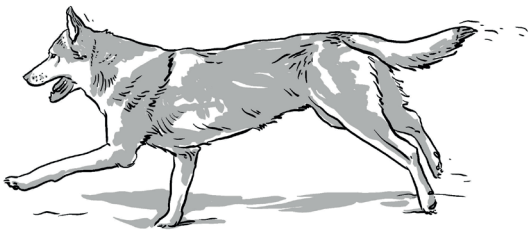
growl bark howl jump/skip stroll run hunt play



a) _____



b) _____



c) _____



d) _____



e) _____



f) _____



g) _____



h) _____

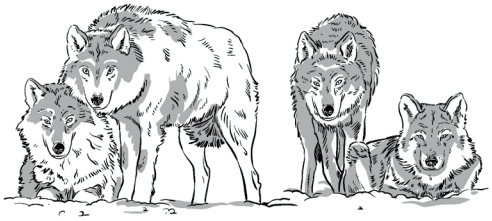
TASK 1

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) _____



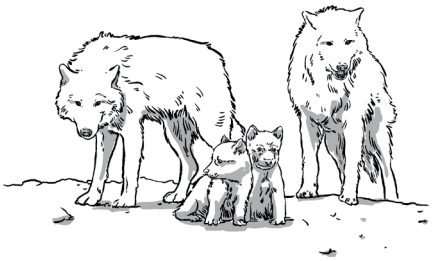
b) _____



c) _____



d) _____



e) _____



f) _____

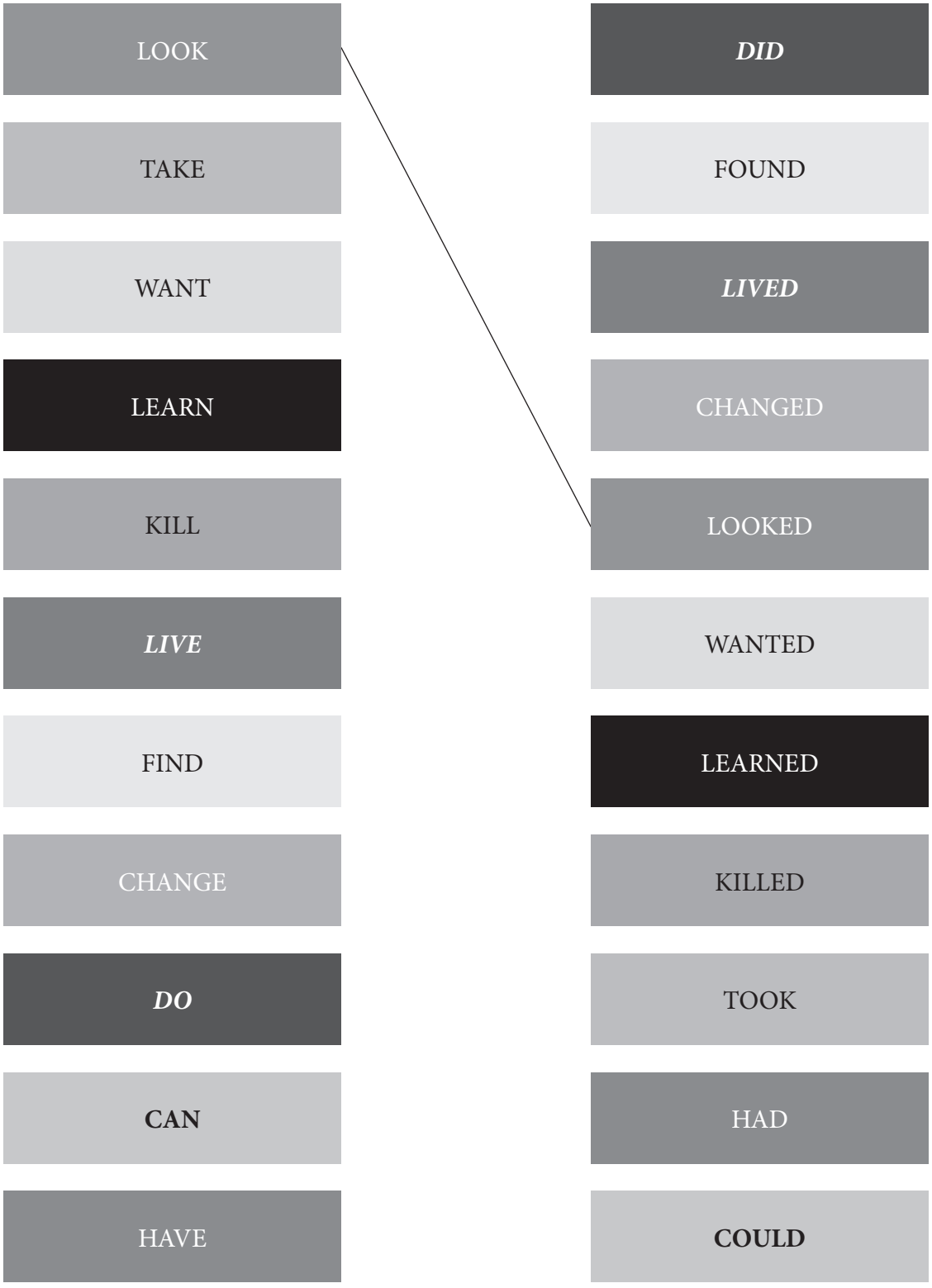
TASK 1

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.

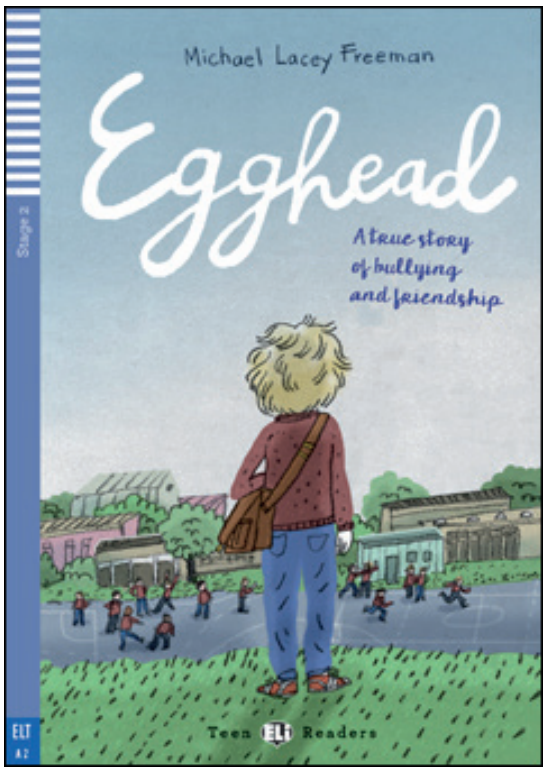
1. Did you like the story?
2. Which part of the story did you like best?
3. What do you think the life in the jungle? Is it easy or difficult to live there?

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

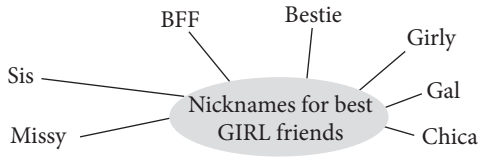
While-reading (45 minutes)

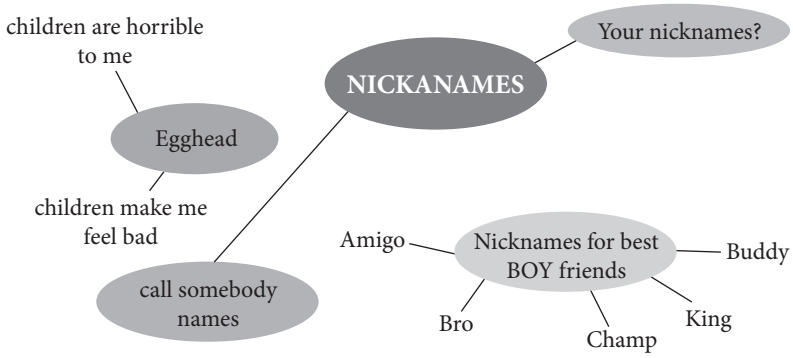
GW: pupils work in learning centres

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 _____

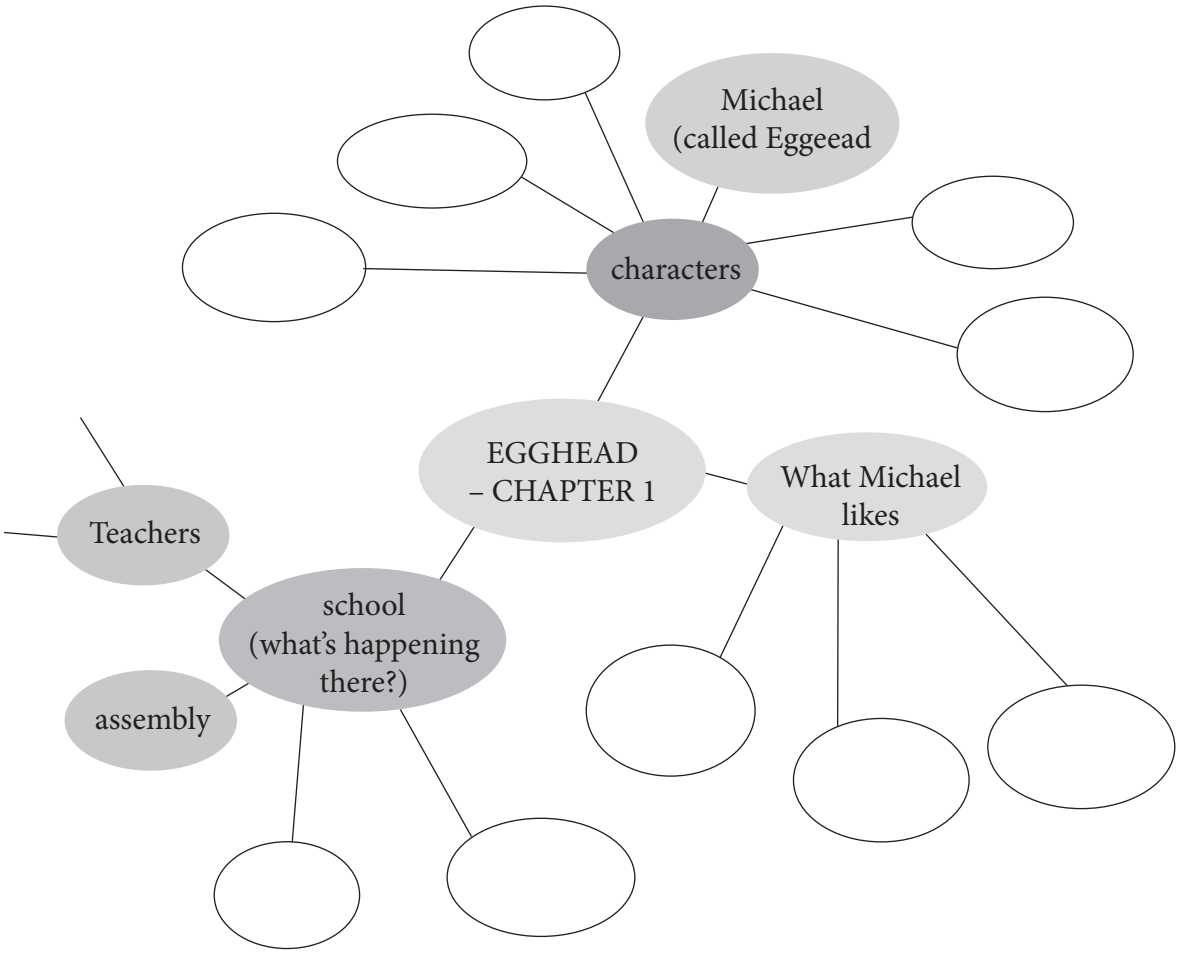
did / little? / games / you / What / you / like / when / were

_____

✂.....

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

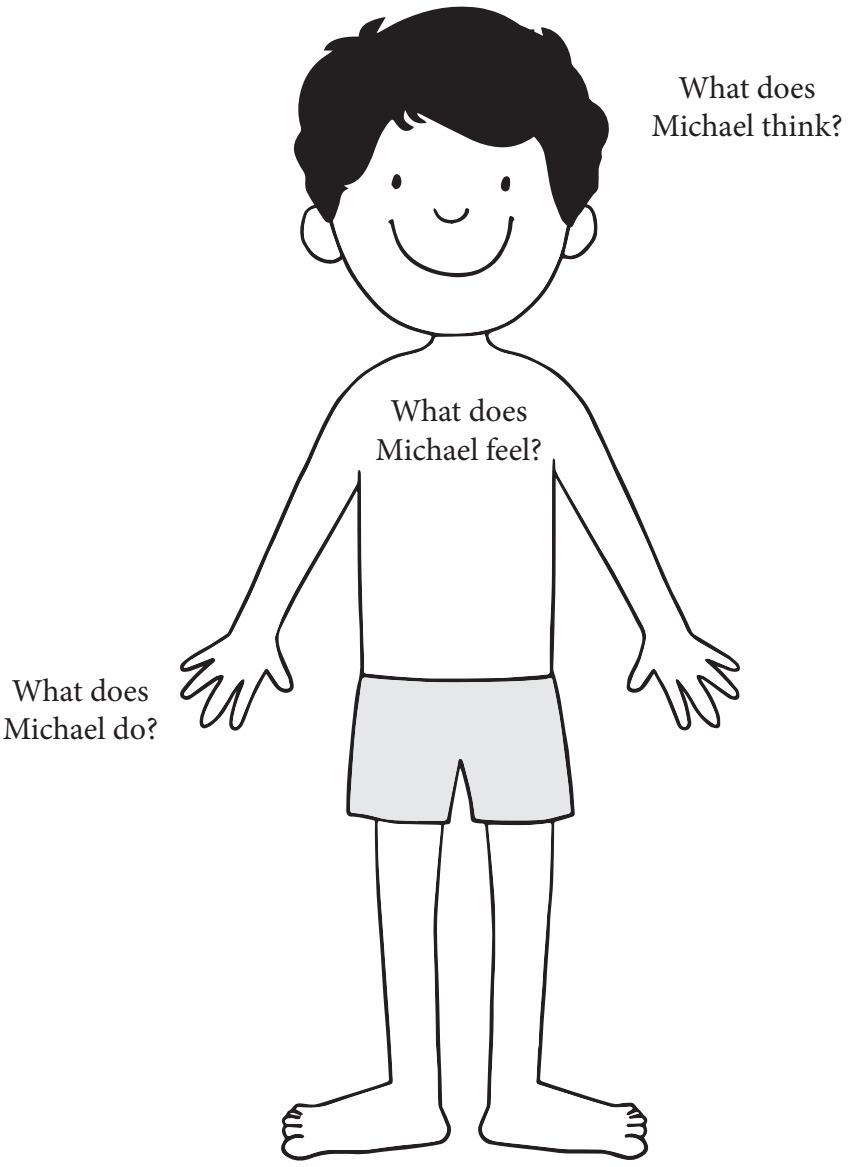
Answer the questions.

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

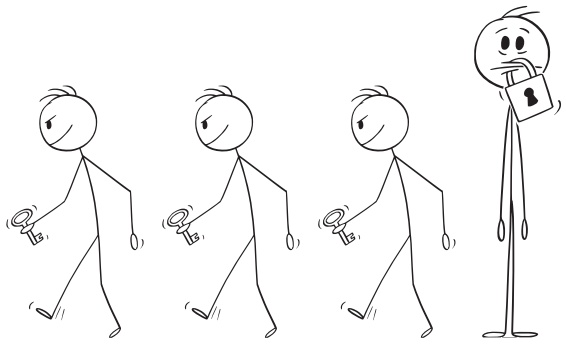
TASK 2

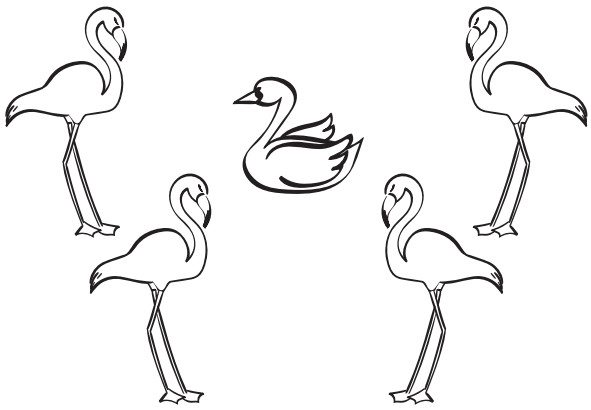
Make a list of items that you consider weird today. After finishing the list, discuss with your classmates: Why are those things considered weird?

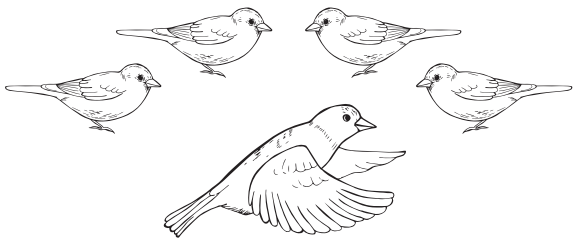
TASK

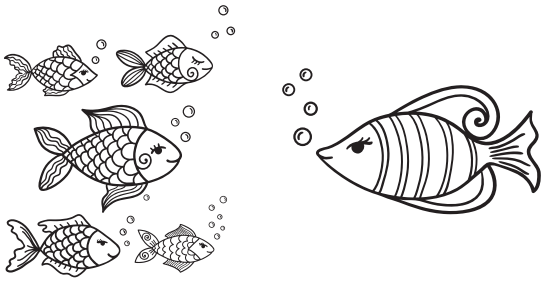
In groups try to explain what the pictures mean.













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?

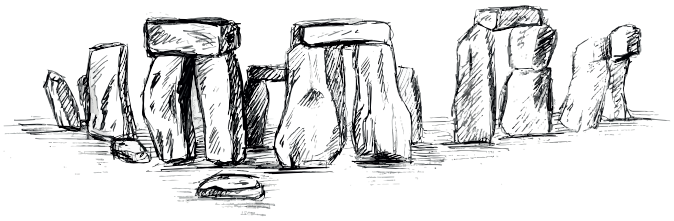
TASK 1

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.

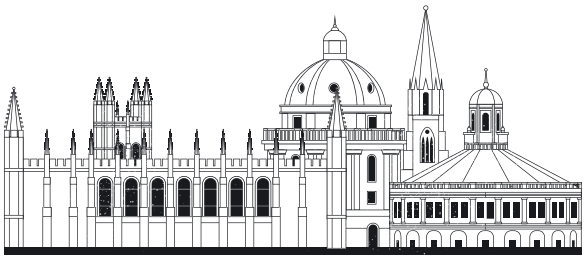
1



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.

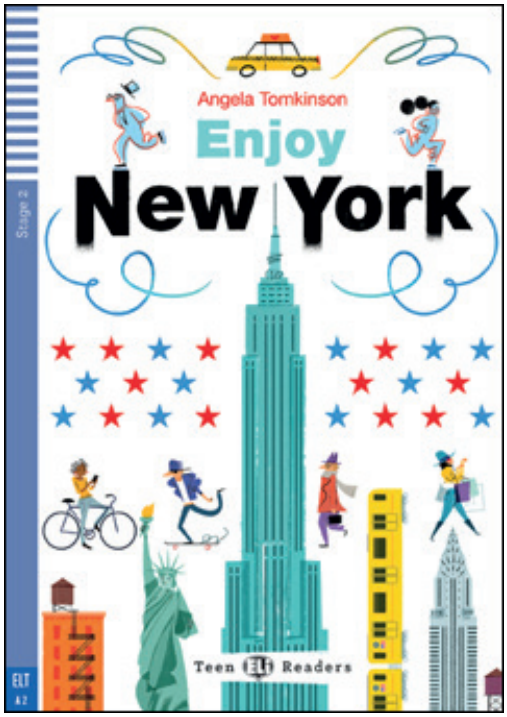
LESSON 4 (optional)
The class can watch and discuss the movie *The Giver*. Encourage them also to read the book, which is relatively easy language-wise.

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

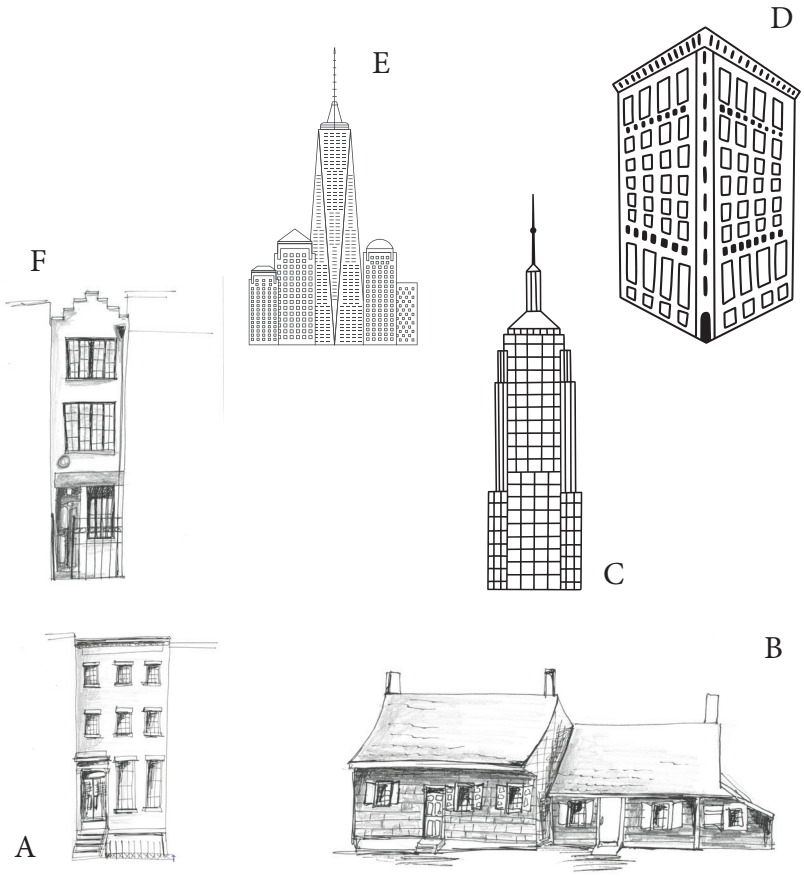
Which district (Q, BX BN, SI or M) in New York is connected with the following names/buildings/places.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

TASK 3

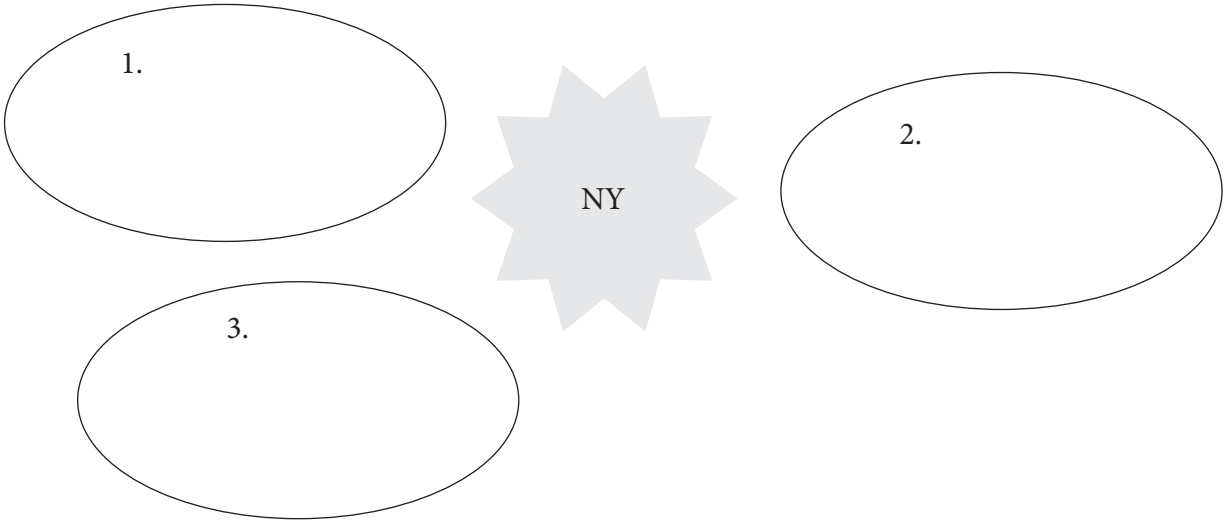
Match names and pictures of famous buildings.

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

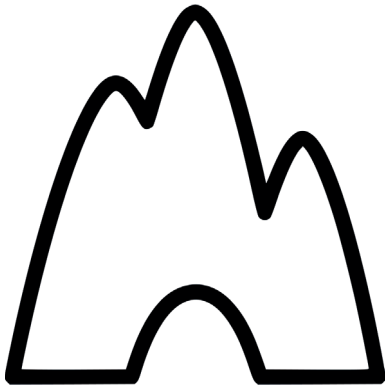
Write what you did not know about famous buildings in NY.



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

_____

_____

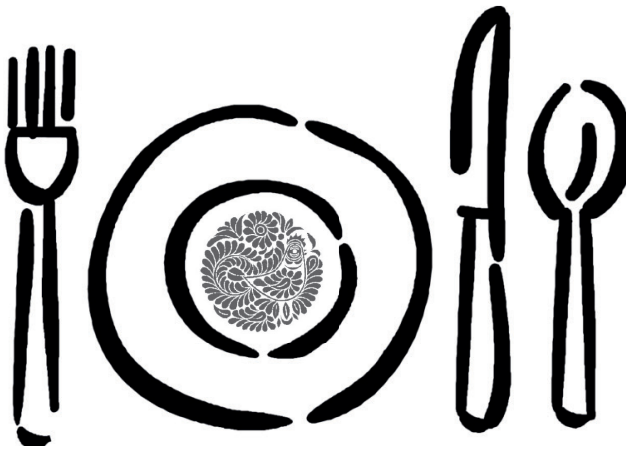
_____

_____

_____

_____

Culture/Food



_____

_____

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_____

TASK 2

Match the pictures and words/phrases/dates with the names of landmarks

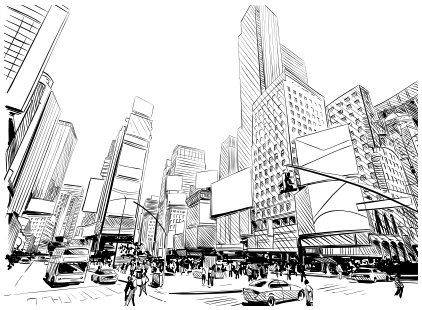
Names of landmarks:

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*	

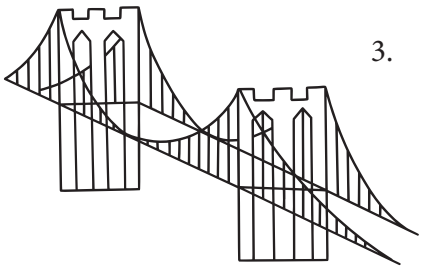
1.



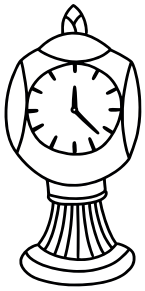
2.



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?)

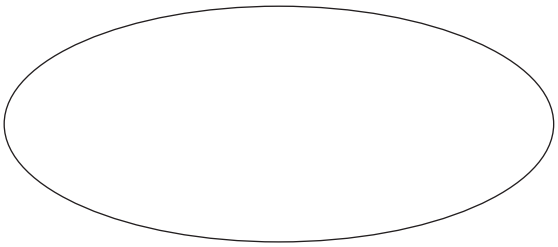
(Adapted from Eliašová, V. 2005. Creative Writing. MPC Bratislavského kraja v Bratislave)

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.

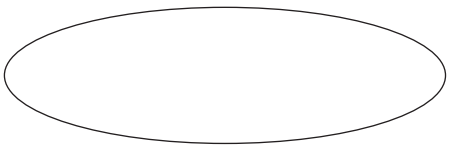
Alicia Keys "New York"

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!

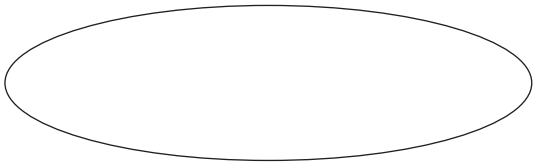


Frank Sinatra, New York, New York

I want to wake up in a city
That never sleeps

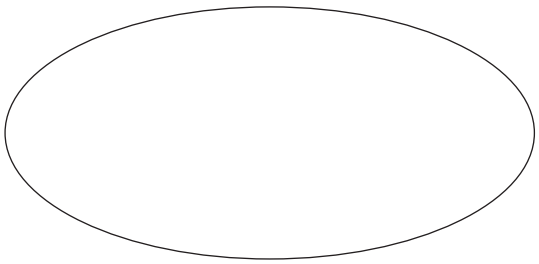


If I can make it there
I'll make it anywhere
It's up to you
New York, New York



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:

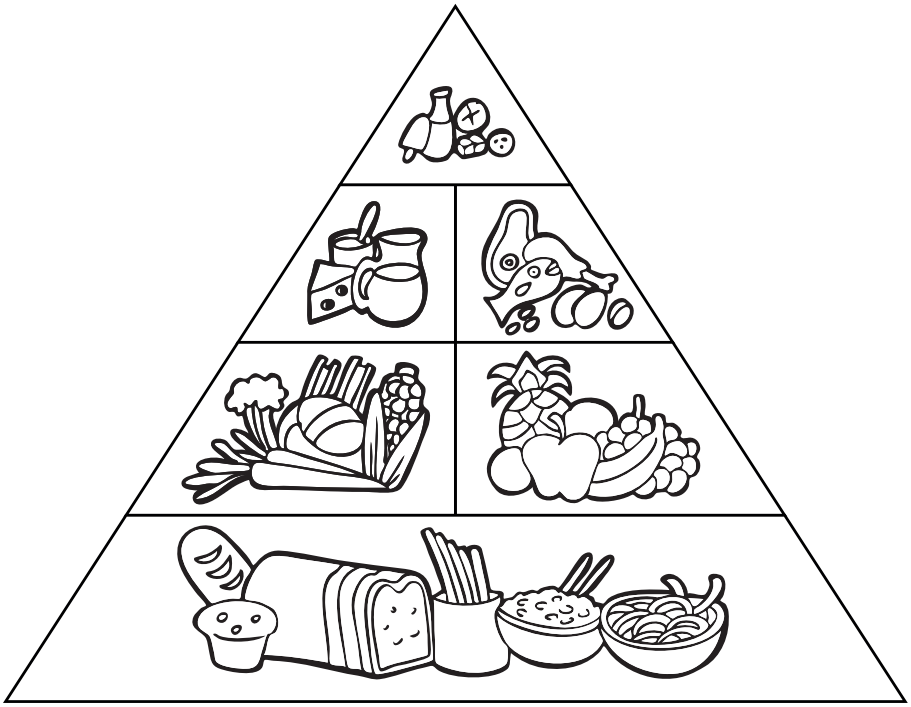
Dessert:

Drink:

ACTIVITY 9 (YUMMY THINGS TO EAT) CLIL BIOLOGY

TASK 1: Name each part of this food pyramid, use the given clues.

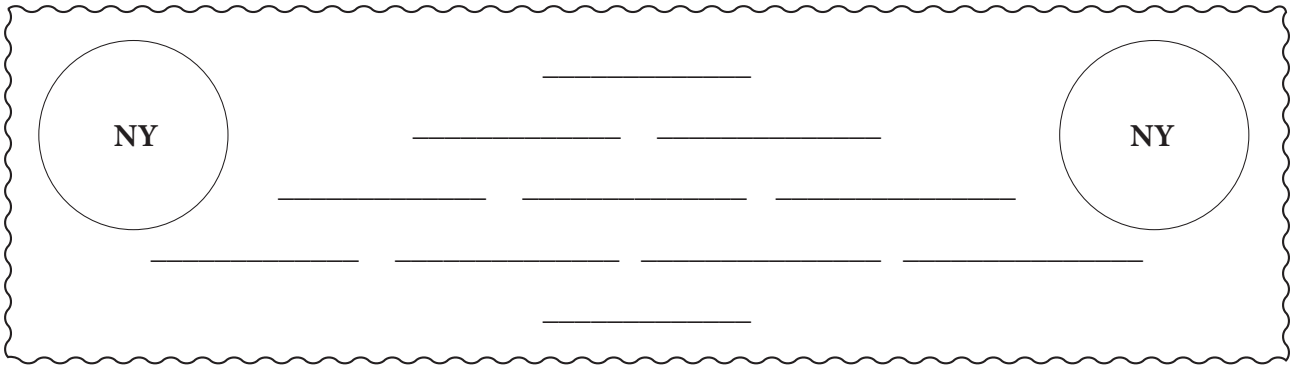
cereals	*meat and fish*	*fruit*	*vegetables*
junk food/sweets	*dairy products*		



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

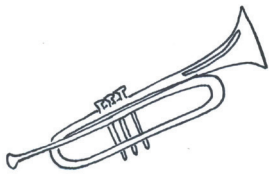
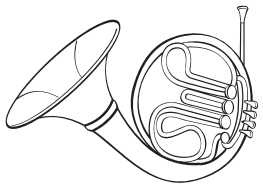
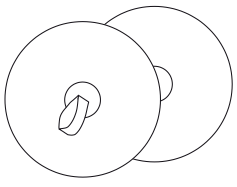
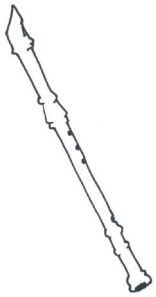
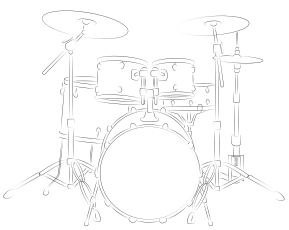
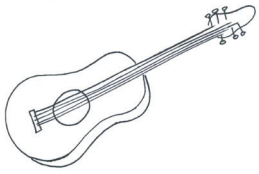
T1: Pirate summary of part 1
1p, 2i, 3r, 4a, 5t, 6e; hidden word: PIRATE

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.
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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

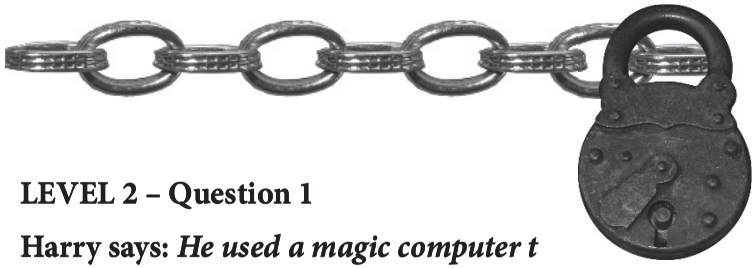
Which are conductors?

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.*

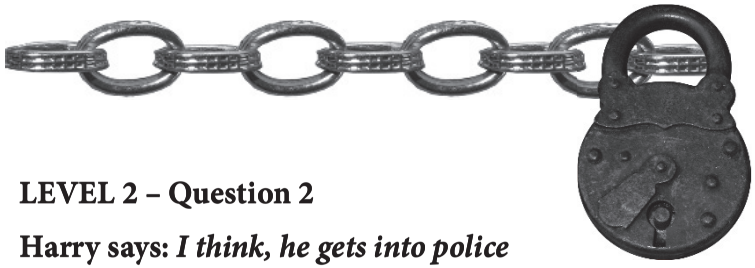
What was the Chief detective's question?

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.*

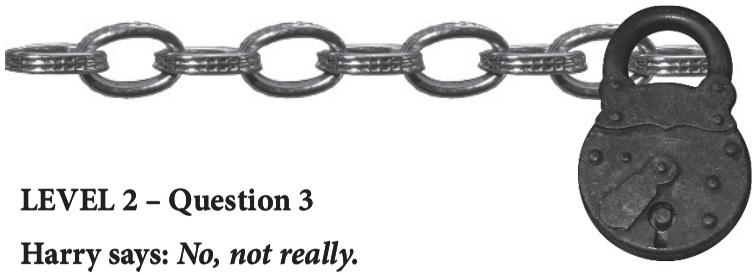
What did the Chief ask?

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.*

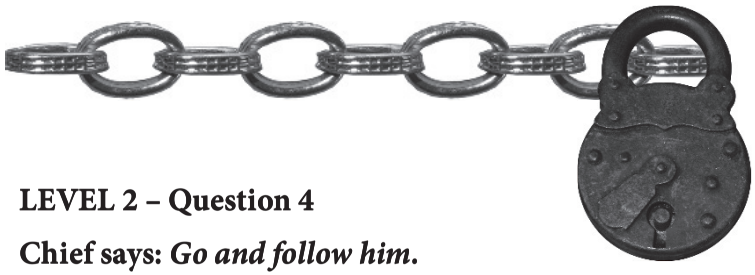
What was the Chief detective's question?

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.*

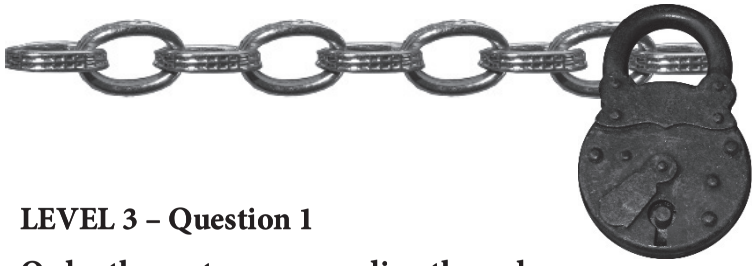
What did Harry ask?

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

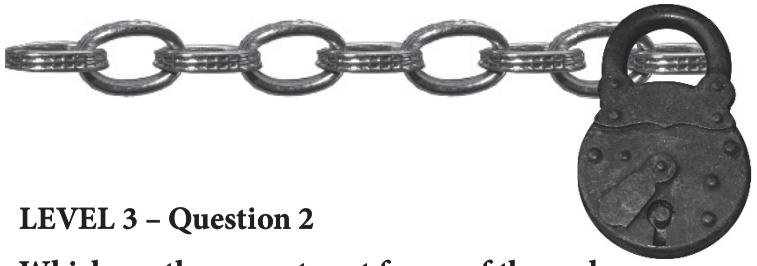
Order the sentences according the order they appeared in a story:

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

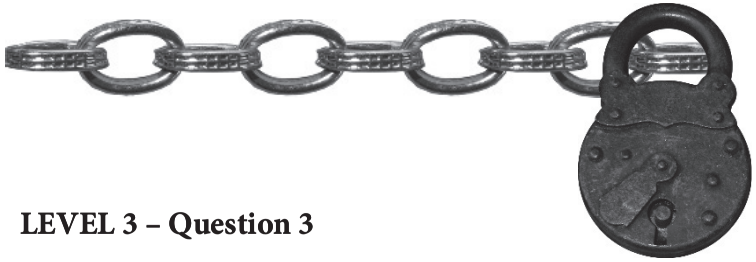
Which are the correct past forms of the verbs – hide, lose, steal, seek, think, cut

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

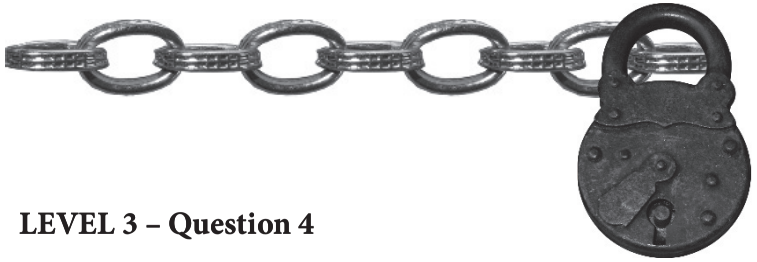
Write C if the sentence is correct and I if the sentence is incorrect. Indicate the mistake. Check both, content and grammar

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

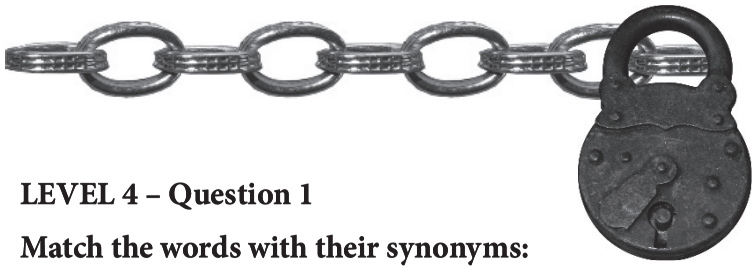
Which set of words is spelled correctly?

A dangeros, lorry, magican, suprise

B dangerous, lory, magician, suprise

C dangerous, lorry, magician, surprise

D dangerous, lorry, magican, surprise

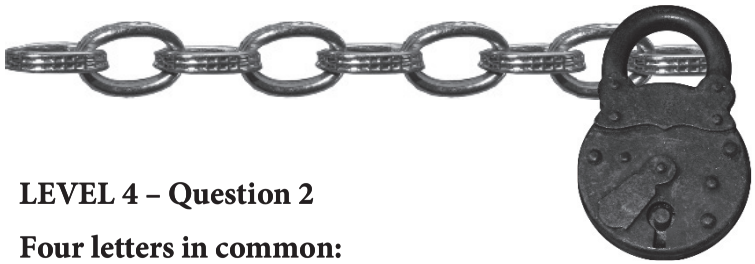


LEVEL 4 – Question 1

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) — **1** question, complication
B reluctant (cover) — **2** cellar
C basement (p.4, 16) — **3** messy
D problem (p.12) — **4** hesitant, cautious

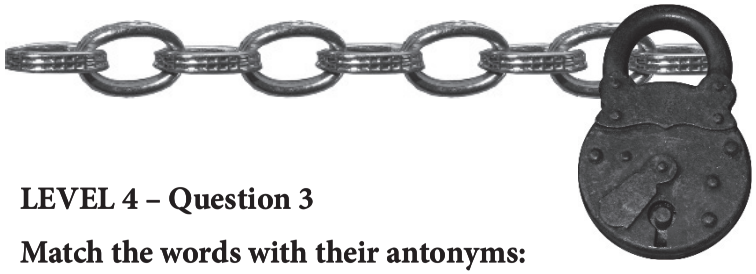


LEVEL 4 – Question 2

Four letters in common:

The answer to each definition is a five-letter word, all words have same 4 letter)

A number **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**

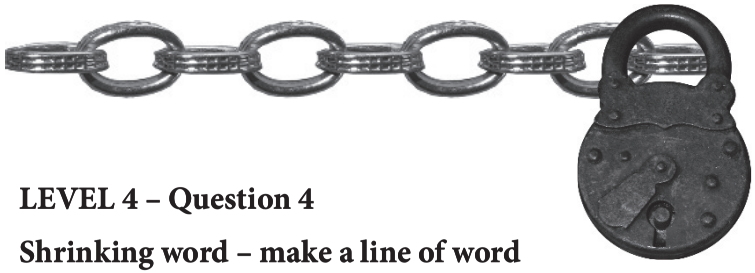


LEVEL 4 – Question 3

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) — **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*)?

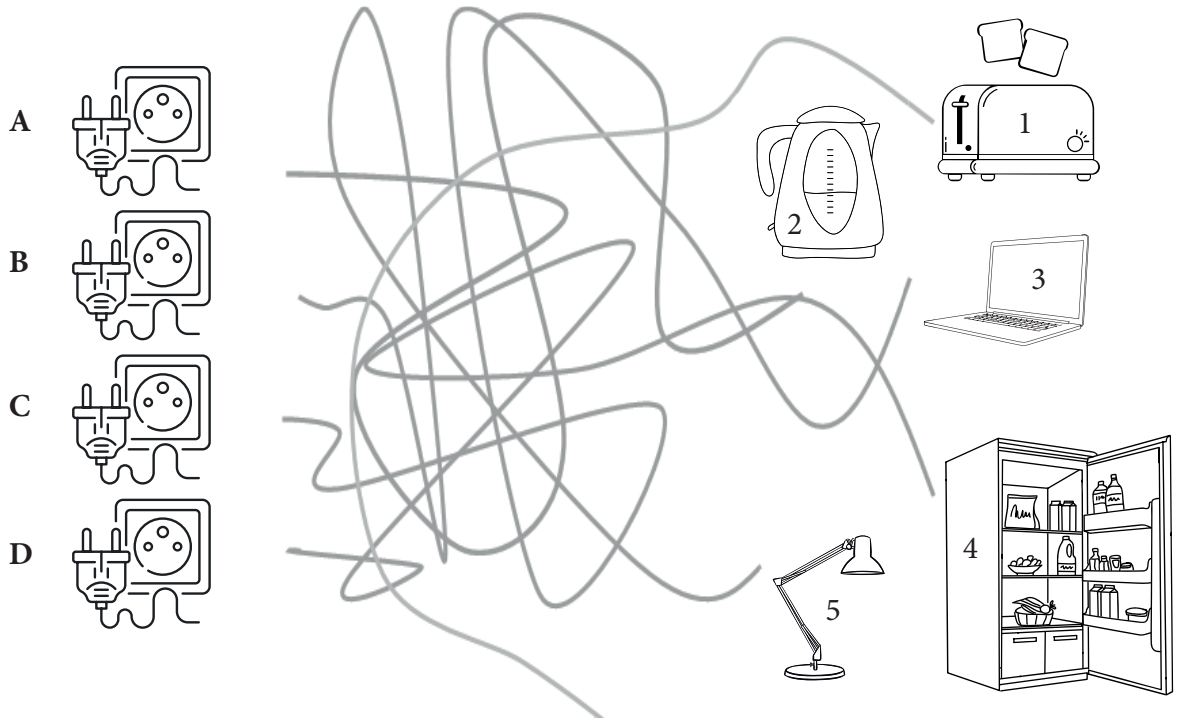
A that – **hat – at**

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.



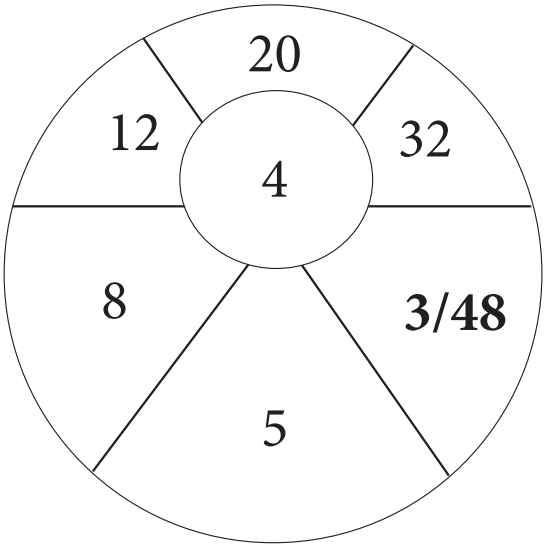
LEVEL 2

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.

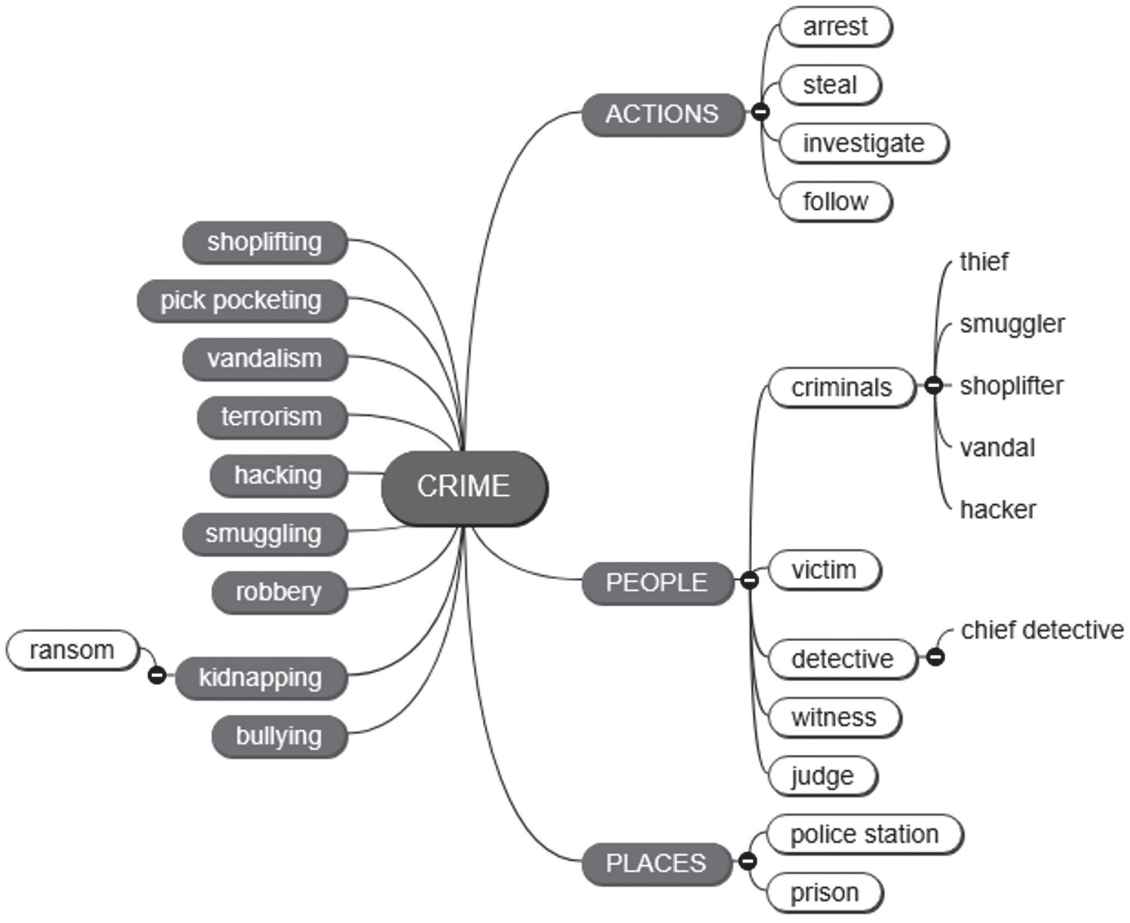
WS 2

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.



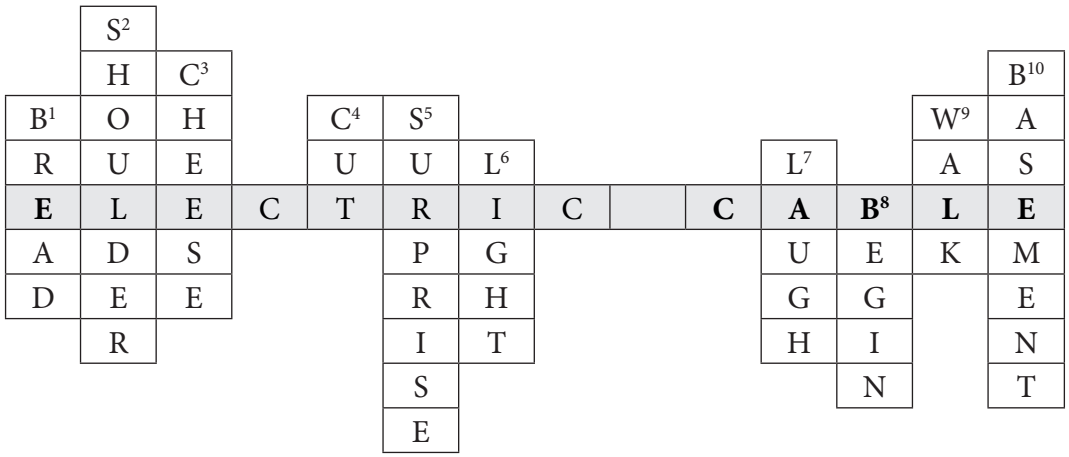
WS 3

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

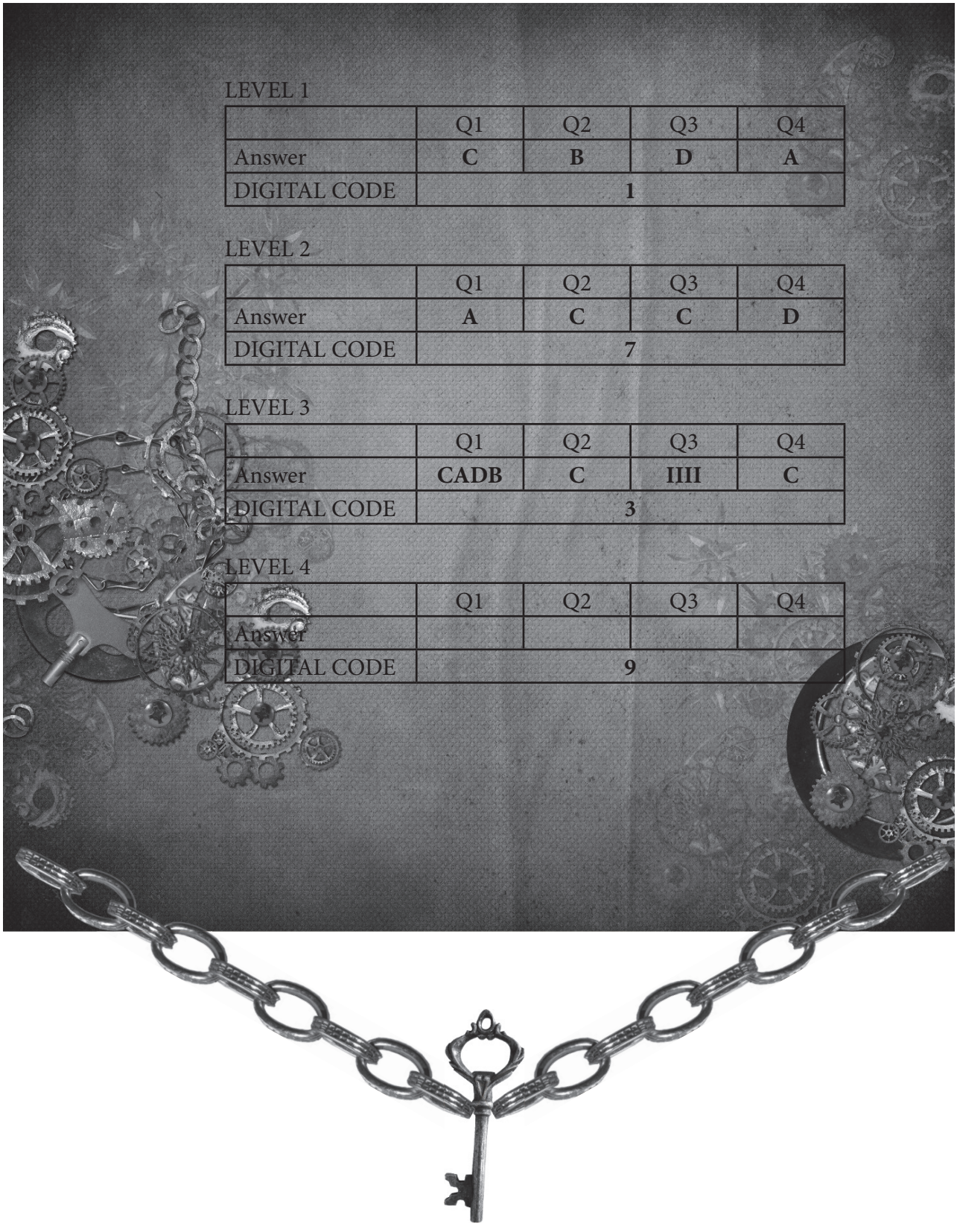
T1: Read the text 20-27. Fill in the missing words

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

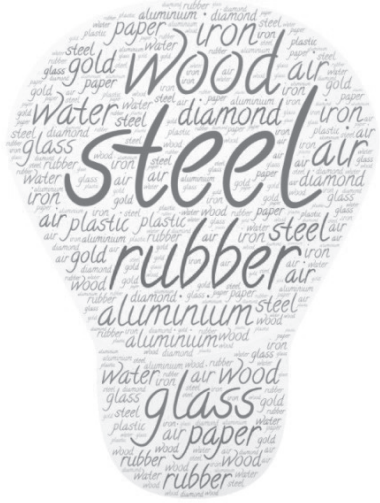
	Q1	Q2	Q3	Q4
Answer				
DIGITAL CODE	**9**			

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

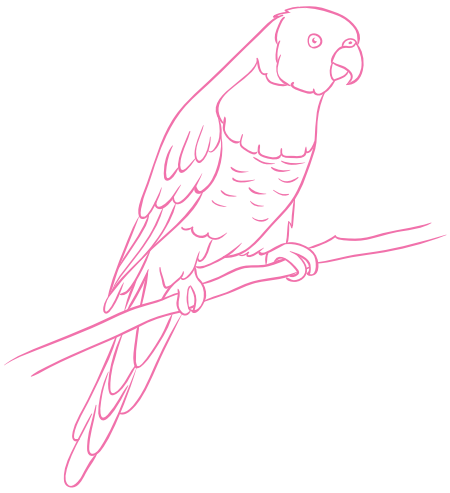
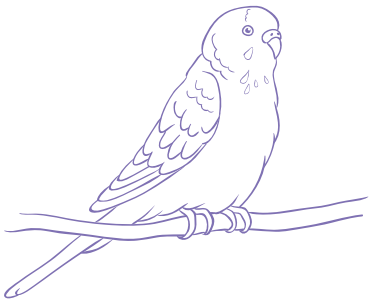
The parrot says these words because in the past the Spanish dollar was often cut into eight parts or pieces for change

ACTIVITY 2

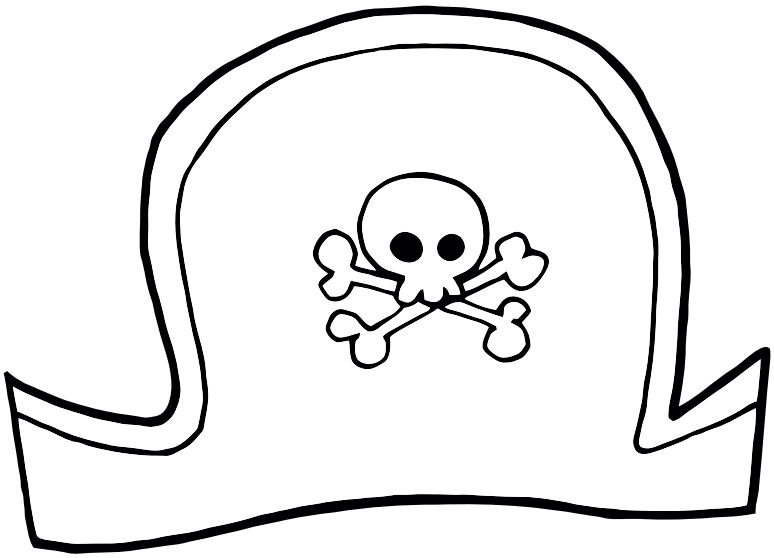
1. Because it repeated prayers
2. African Grey
3. Amazon Parrot
4. It's not true.

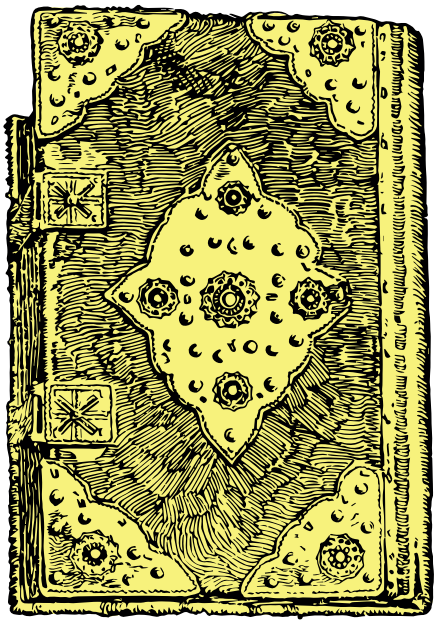
NOTES

APPENDIX 1

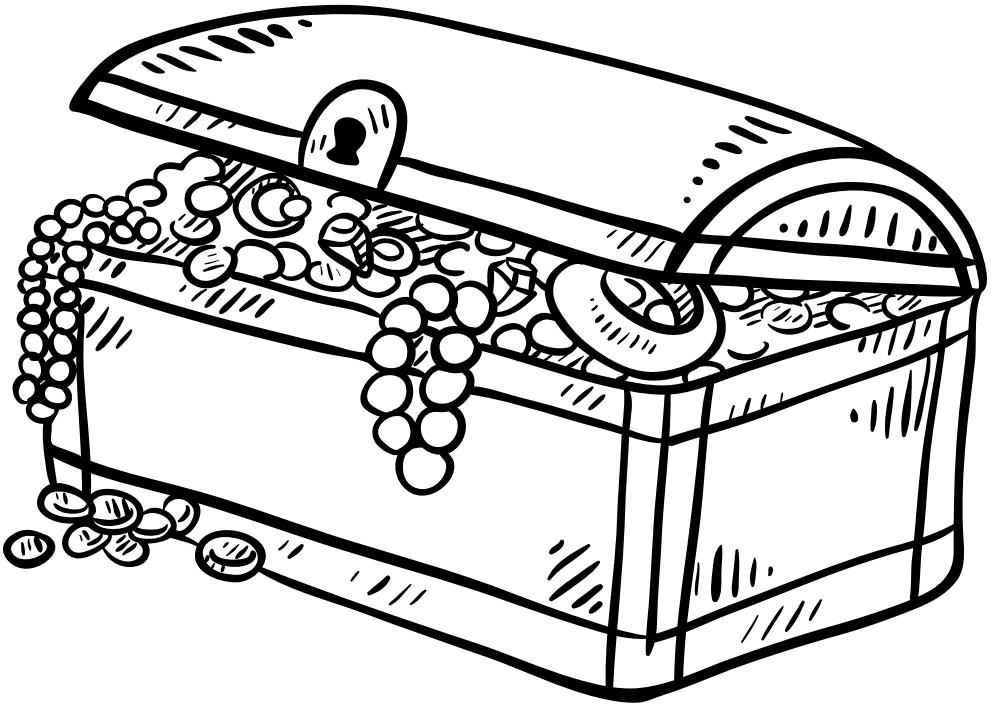
PINK 	**BLUE** 
GREY 	**PURPLE** 
GREEN 	**YELLOW**

APPENDIX 2





APPENDIX 3: A PIRATE'S TREASURE



APPENDIX 4: TREASURE ISLAND

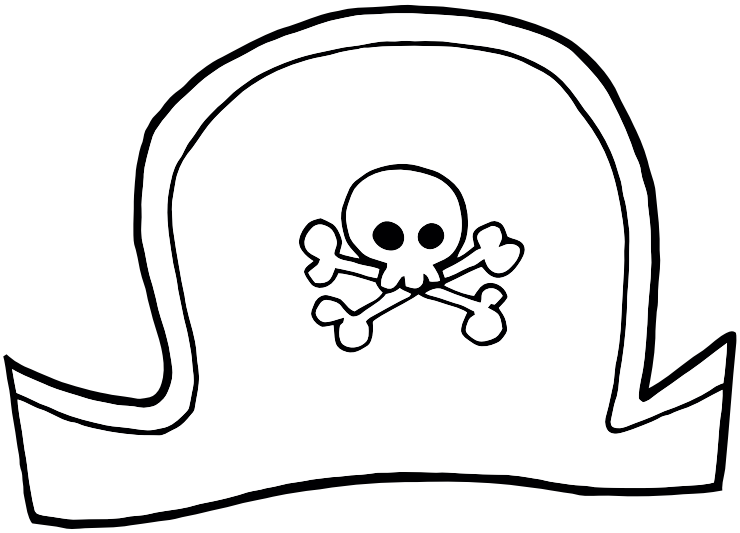


APPENDIX 4: RUNNING DICTATION

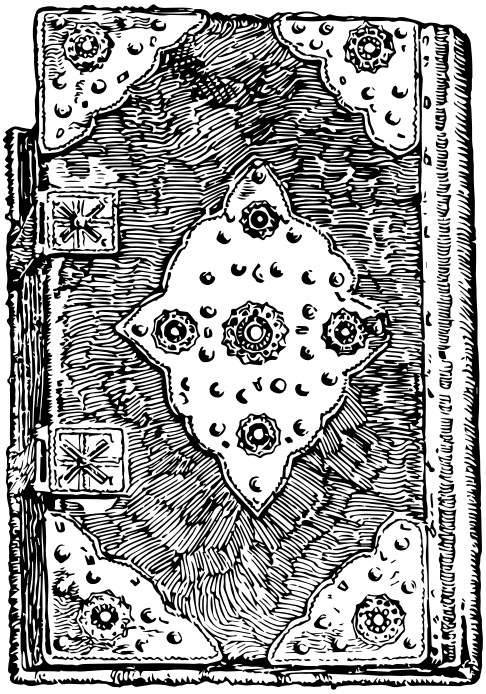
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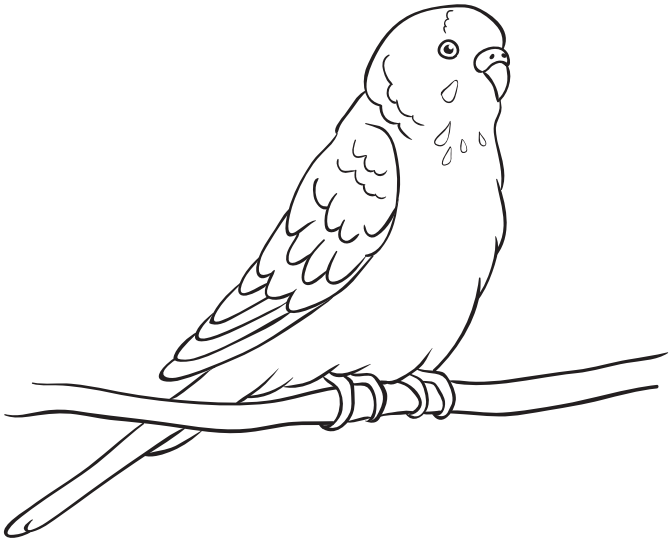
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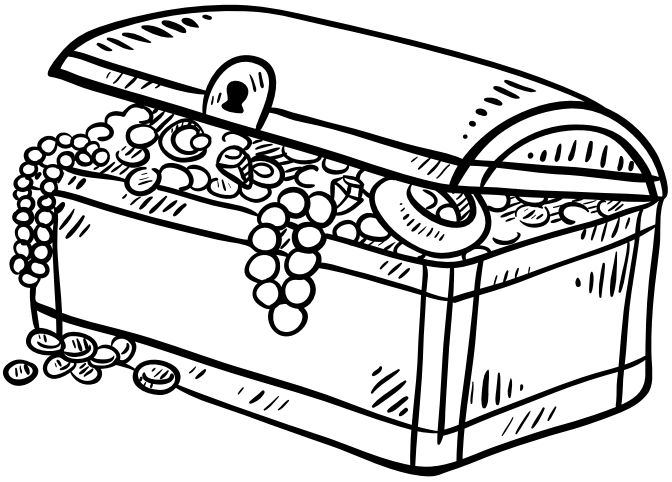
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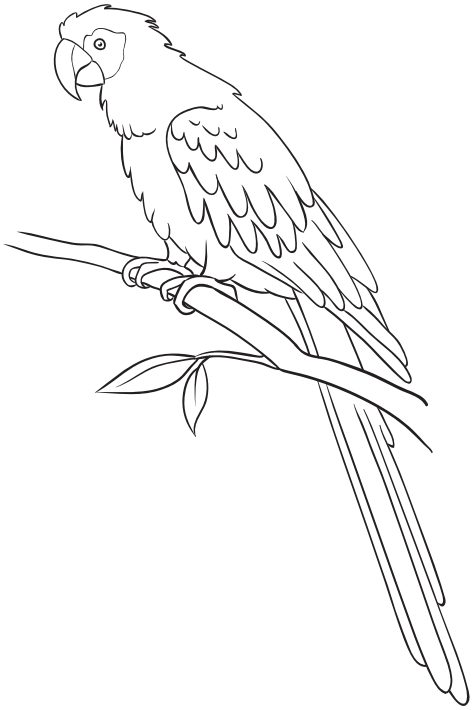
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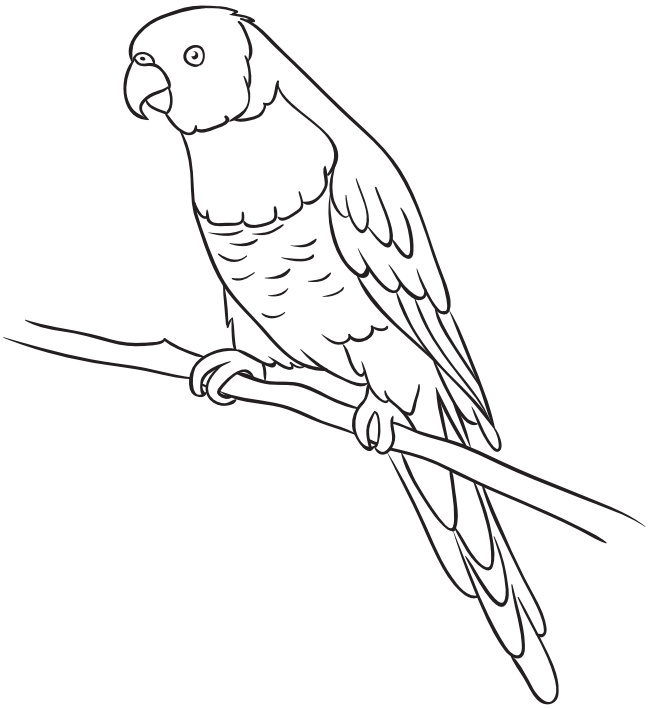
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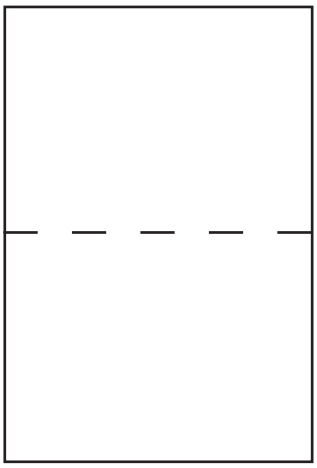


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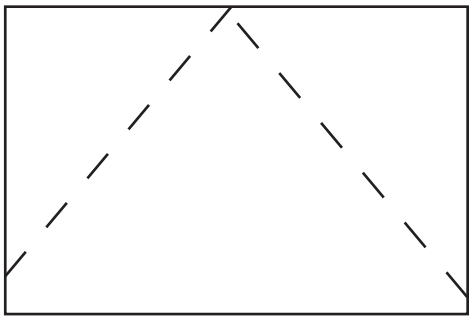


APPENDIX 5: HOW TO MAKE A PIRATE HAT

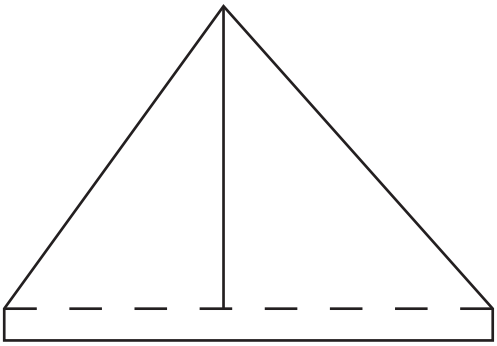
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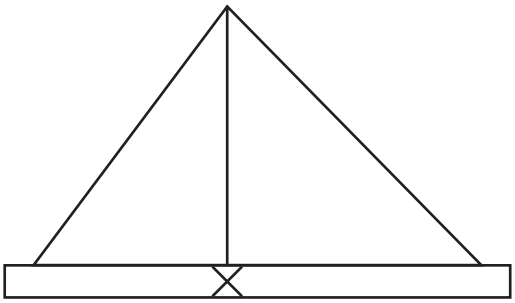
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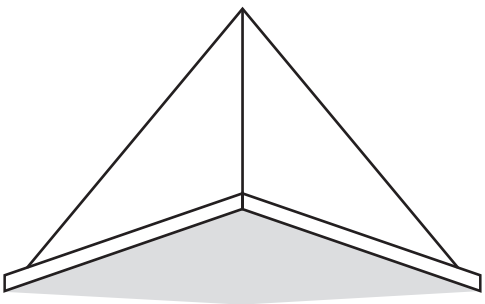
c)



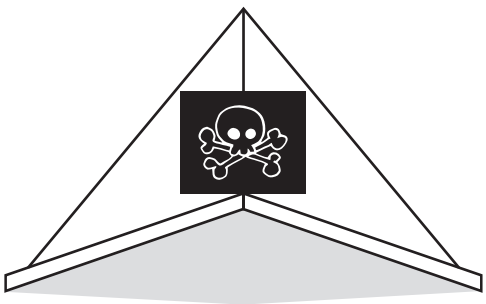
d)



e)



f)



Source and the instructions:

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

NOTES

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