

UNIVERSITY OF PARDUBICE

BACHELOR THESIS

2019

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Faculty of Arts and Philosophy

Reading Strategies Improving Reading Ability

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Bachelor Thesis

2019

Univerzita Pardubice
Fakulta filozofická
Akademický rok: 2017/2018

ZADÁNÍ BAKALÁŘSKÉ PRÁCE

(PROJEKTU, UMĚLECKÉHO DÍLA, UMĚLECKÉHO VÝKONU)

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Osobní číslo: **H13207**
Studijní program: **B7507 Specializace v pedagogice**
Studijní obor: **Anglický jazyk - specializace v pedagogice**
Název tématu: **Strategie čtení jako nástroj podporující dovednost čtení**
Zadávací katedra: **Katedra anglistiky a amerikanistiky**

Z á s a d y p r o v y p r a c o v á n í :

Studentka se ve své práci zaměří na problematiku rozvoje strategií čtení ve výuce anglického jazyka u žáků druhého stupně základní školy. Ve své práci bude definovat čtení jako jednu z řečových dovedností v kontextu rozvoje komunikační kompetence v anglickém jazyce, přičemž se zaměří na strategie podporující rozvoj čtení a možnosti integrování těchto strategií do výuky anglického jazyka. V praktické části práce bakalantka navrhne soubor plánů hodin a aktivit rozvíjejících čtení u žáků anglického jazyka na druhém stupni základní školy.

Rozsah grafických prací:

Rozsah pracovní zprávy:

Forma zpracování bakalářské práce: **tištěná**

Jazyk zpracování bakalářské práce: **Angličtina**

Seznam odborné literatury:

- ALDERSON, J. Charles. Assessing Reading. Cambridge: Cambridge University Press, 2000. ISBN 0 521 59000 0.**
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Vedoucí bakalářské práce: **Mgr. Irena Reimannová, Ph.D.**


Katedra anglistiky a amerikanistiky

Datum zadání bakalářské práce: **30. dubna 2018**

Termín odevzdání bakalářské práce: **31. března 2019**


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V Pardubicích dne 29. listopadu 2018

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ACKNOWLEDGEMENT

I would like to express my sincere gratitude to Mgr. Irena Reimannová, Ph.D. who provided me with constructive feedback, valuable advice, and who always encouraged me as well as showed great patience throughout the whole process of completing this thesis. Furthermore, I wish to thank my family, colleagues, and friends for their long-term support and help.

ANNOTATION

This bachelor thesis discusses the development of specific reading skills which are defined in the Common European Framework of Reference for Languages, the Framework Education Programme for Basic Education of 2017, and a chosen School Education Programme, focusing on lower secondary pupils within the context of the Czech education system. The main objective of the theoretical part is to provide the reader with an overview of how individual reading skills can be fostered through a variety of reading strategies and their specific techniques. The practical part aims to create a set of lesson plans and to analyse how individual tasks help develop different reading skills with the use of the reading strategies discussed in the theoretical part. The set of reading lessons is created mainly for lower secondary school English teachers to inspire them and their reading lessons. The final part of this bachelor thesis formulates its own conclusions in relation to its specific aims.

KEYWORDS: reading strategy, reading technique, reading skill, reading task, style of reading, strategic reader

ANOTACE

Tato bakalářská práce se zabývá rozvojem konkrétních čtecích dovedností, které jsou vydefinované Společným evropským referenčním rámcem, Rámcovým vzdělávacím programem pro základní vzdělávání z roku 2017 a vybraným školním vzdělávacím programem se zaměřením na žáky druhého stupně této základní školy. Hlavním cílem teoretické části je poskytnout čtenáři přehled jednotlivých čtecích dovedností a možnostech jejich rozvoje skrze strategie čtení a skrze konkrétní techniky těchto strategií. Praktická část si klade za cíl vytvořit soubor plánů hodin, kde autorka provádí analýzu jí navrhnutých úloh, tedy rozebírá, jakými způsoby tyto úlohy napomáhají k rozvoji jednotlivých dovedností čtení skrze použití strategií a technik, které jsou vydefinované v teoretické části. Tento soubor plánů hodin je koncipován především pro učitele anglického jazyka na základních školách, kterými se mohou ve svých hodinách čtení inspirovat. Závěrečná část bakalářské práce formuluje vlastní závěry v souvislosti se stanovenými cíli této práce.

KLÍČOVÁ SLOVA: strategie čtení, technika čtení, dovednost čtení, styl čtení, úlohy pro rozvoj čtenářské dovednosti, strategický čtenář

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INTRODUCTION

Reading comprehension is barely avoidable in our modern world and even though the Czech Republic is predominantly a monolingual country, the Czech language is often being substituted with the English one and reading in English has become an inseparable part of our everyday lives and so this thesis is devoted to reading development in the English language for lower secondary students in the context of the Czech education system. The aim of this paper is to explore how lower secondary pupils' ability may be developed by acquiring various reading strategies.

Therefore, the theoretical part defines the concept of reading, explains how the communication process between the reader and text functions and interprets who a strategic reader is. This part also offers a division of styles of reading later used for the classification of reading strategies which may help master each style and therefore develop corresponding reading skills, which are withdrawn from the Common European Framework of Reference (CEFR) and the latest Framework Education Programme for Basic Education (FEP).

The main aim of the practical part is to explain and evidence how particular strategies (e.g. top down, bottom-up, and indirect strategies) used in each reading lesson, might help develop specific reading skills. This part also discusses how to proceed with teaching reading classes in the English language and interprets the functions of individual reading tasks. The practical part also aims to present a chosen school education programme (SEP) and its reading skills, however, some lesson plans present connections to CEFR and FEP. The lesson plans have been designed exclusively by the author of this thesis to be an inspiration for lower-secondary English teachers in their reading classes. Choosing relevant literature for the reading class is also an important issue (Jones, 2001, p. 24) but it does not fall within the scope of this thesis; reading texts were chosen on the basis of the textbook stated in the SEP and the topics listed in the FEP and CEFR.

The question of pronoun reference in formal writing in English is still an unresolved problem so to avoid any inconvenience for the user of this thesis we state that all pronouns referring to the reader are of male gender and the teacher is always introduced as she.

THEORETICAL PART

1 AIMS OF THE THEORETICAL PART

The objectives of the theoretical part are to:

- create a theoretical basis for the practical part,
- support the claim that reading is a highly active process,
- define different styles of reading and explain why they are important to distinguish,
- determine the concept of strategic reader in English as a foreign language,
- present a variety of reading strategies which may develop different reading skills in English,
- excerpt all reading skills from the relevant curricular documents with respect to the reader's level of proficiency.

2 DEFINING READING

The term reading indicates a variety of different concepts and not to provide any further interpretation would mean being overly unspecific. What is, and also what is not, suggested by this term within the range of this thesis is answered in the following paragraphs.

This thesis focuses on the development of such reading skills which are past the elementary level. Teaching reading in early stages, e.g. phonic learning and reading, learning the alphabet, getting rid of subvocalizing, head movements, finger pointing, etc. is outside of the range of this paper and thus not further discussed.

Reading aloud is sometimes used in the class, but research shows that the ability to produce written language orally does not influence or significantly promote reading efficiency (Kramplová, Potužníková, 2005, p. 34) in which case the reader decodes written language and utters sounds which are represented by means of their corresponding graphemes. However, our goal is not to discuss reading as a medium for promoting other language skills and subskills, but the skill of reading itself.

Authors generally agree that, in life, the reader usually reads silently and to achieve a certain purpose (e.g. Nuttall, 1982, p. 3; Smith, Barrett, 1976, p. 99-100; Jeřábek, Tupý, 2017, p. 8), which is why we have decided to investigate such reading strategies so as to help the reader perform his silent reading successfully. As long as our attention is directed to silent reading, the following subchapter discusses the mental processes which happen between the reader and the text.

2.1 READING PROCESS

The reading process starts with the writer who encodes an idea, puts a thought into a comprehensible sequence of words and then the reader, also receiver or decoder, tries to decode the message the writer put there (Nuttall, 1982, p. 4). Nuttall's definition is developed from the perspective of both participants – the reader and the writer – but it is a rather simplistic explanation of how the reading process works not concerning subsidiary factors which accompany the reader while reading. Alderson, on the other hand, investigates the side of the reader in great detail and perceives the process of reading rather multidimensionally.

Not only is the reader looking at print, deciphering in some sense the marks on the page, 'deciding' what they 'mean' and how they relate to each other. The reader is presumably also 'thinking' about what he is reading: what it means to him, how it relates to other things he has read, to things he knows, to what he expects to come next in texts like this. He is presumably thinking about how useful, entertaining, boring, crazy the text is. He may be consciously reflecting on the difficulties or ease he is experiencing when

reading, and on ways of overcoming the difficulties or of continuing the pleasure. He may be completely unconscious of how the reading is, and of what is happening around him: he may be fully absorbed in ‘reading’ (2000, p. 3).

We understand that the reader employs a variety of different domain areas, e.g. retrieves previous knowledge, decides on the use of the text, determines what makes it difficult, etc. also other authors generally agree that reading is a highly active process (e.g. Grellet, 1991, p. 8; Johnson, 2001, p. 169), but Nuttall furthers her understanding and calls it ‘interactive’ (1982, p. 10). According to her book, interactive reading may be pictured as a path on which the reader is either strolling or fighting his way towards the desirable end (Nuttall, 2005, p. 11) – actively decoding the message. We, as teachers, may ask how the reader can be helped to interact more with his text because ‘the more learners interact with texts the more learning takes place’ (Jones, 2001, p. 29); similarly, only engaged readers will develop new reading skills. Research suggests that the teacher should provide strategy-based instruction as it has been proven to be crucial in language learning (Oxford, 1990, p. 201), therefore vital to reading development as well.

Not only is a successful reading experience determined by active engagement of the reader, understanding any text greatly depends on many presuppositions, e.g. the writer and reader should share the same code (speak the same language), have similar background knowledge, and reading also becomes easier if the world is perceived similarly by both participants, e.g. attitudes, beliefs, and other values – Nuttall calls these factors ‘the area of shared assumptions’ (2005, p. 7) which is an overlapping ‘zone of interest’ with which both participants are familiar (Alderson, 2000, p. 69), thereby choosing relevant texts plays a pivotal role as well (Jones, 2001, p. 29). The choice of texts will depend on the thematic areas defined by the relevant curricular documents, limited by the time period for which the lesson plans are created, and the language level of the reader.

2.2 PURPOSES OF READING

In the subchapter above it was stated that to tackle a piece of text successfully, the teacher needs to activate the reader, but why should the pupil be essentially interested in reading his text? In life, the reader has his own purpose for which he desires to read, but in the school environment, it is the reading task which sets the purpose for the reader – it is therefore fairly important that the teacher communicates this purpose to the class and makes it as similar to everyday, real use as possible so that the reader understands why he should perform his task.

There is a huge variety of purposes for which the reader may be possibly interested in reading but in her book, Tricia Hedge, quoting Rivers and Temperley, names the following ones to be the main reasons (2000, p. 195):

- to get information
- to respond to curiosity about a topic
- to follow instructions to perform a task
- for pleasure, amusement, and personal enjoyment
- to keep in touch with friends and colleagues
- to know what is happening in the world
- to find out when and where things are

The purpose of reading answers the question of why one should read, however, it does not determine one concrete strategy to be used; it is the style of reading (see chapter 2.3) which narrows down the choice of strategies appropriate for given reading tasks. Our goal is to offer the reader a set of different reading strategies so that he may be able to choose which strategies suit him best to perform different reading tasks successfully.

2.3 STYLES OF READING

Styles of reading are ways in which the reader approaches his text. Experts traditionally distinguish between two groups of approaching the text, either top-down or bottom-up processing. The choice depends on the reading task the reader needs to do (e.g. Alderson, 2000, 16-20; Johnson, 2001, p. 269-291), for example if the reader's task is to understand the main idea of his text, he is very likely to employ the top-down approach and he may specifically use the strategy of getting the idea quickly because it is appropriate for this task. Greenall and Swan pinpoint that it is essential that the reader is exposed to both styles often and regularly (1994, p. 5).

Scrivener (1994, p.152) uses the term 'approach', Hedge (2000, p. 194) applies 'style of reading' to refer to the same concept, and Harmer (1998, p. 69) presents the following division of styles of reading as 'skills' the reader should learn. There is a slight disunity in division among these three authors, so this paper introduces those four basic styles of reading in which the last two writers overlap. Nevertheless, we quote the terminology presented by Nuttall (1982, p. 24-25) because 'the use [of strategies] ... will frequently depend on what we are reading... *for*' (Harmer, 2001, p. 201).

The first group is focused on top-down processing which is appropriate where the reader needs to comprehend overall meaning of text or perceive it generally. It can be further divided into three styles: reading to find specific details, reading to extract general ideas, and reading for pleasure.

The goal of reading to find specific details ‘involves searching rapidly through a text to find a specific point of information’ (Hedge, 2000, p. 195). This style can be often labelled as scanning (e.g. Harmer, 1998, p. 69; Hedge, 2000, p. 195). Although scanning involves details, Scrivener explains it is a top-down style because of ‘the way that a reader finds those details involves processing the whole text, moving... eyes quickly over the whole page’ (2005, p. 184).

The task of reading to extract general ideas is to get an overall understanding of text as quickly as possible. It is also frequently called ‘skimming’ (Harmer, 1998, p. 69) or ‘skim reading’ (Hedge, 2000, p. 195).

The last of the three styles is reading for pleasure which can be found under terms such as receptive reading (Hedge, 2000, p.195), interpreting text (Harmer, 2001, p. 202) and also extensive reading (Scrivener, 1994, p. 152). Reading for pleasure is also focused on overall understanding (Nuttall, 1982, p. 24-25) but unlike skimming and scanning the reader should not experience any time pressure (Harmer, 2001, p. 204). Some authors support the idea that extensive reading is exclusively for pleasure therefore reason that it does not require any guidance of the teacher and should not contain any ‘activities, tasks, explicit analysis or pedagogic point of predetermined outcome’ (Jones, 2001, p. 43). However, we suggest that although the teacher can ensure understanding by choosing the right level, she cannot expect that the reader has reached fluency in reading. Fluency is much needed for comprehension because if the reader is not able to read at a consistent speed level and ‘plods through’ his text he might not be able to understand, let alone enjoy, his reading and stop reading texts for pleasure completely. It is very probable that fluency comes largely through practice, but the teacher may instruct the reader with some helpful strategies, e.g. widening the visual span, skipping unfamiliar vocabulary, etc. We shall, therefore, claim that some level of interference is possible and, in some cases, needed. Harmer suggests (2001, p. 211-212) that the teacher should show that extensive reading can be exciting by letting the reader choose his text and genre to fulfil his own ‘likes and interests’ and to let the class share their opinions on their reading, which means that affective and social strategies may be genuinely helpful for the development of reading for pleasure.

The second way of processing text is a bottom-up style of reading which requires bottom-up processing strategies and a very thorough way in which the text is analysed. Nuttall titles this style ‘reading for accuracy’ (1982, p. 23). Harmer prefers ‘reading for detailed comprehension’ (2001, p. 202) and many other authors call it ‘intensive reading’ (e.g. Hedge, 2000, p. 195; Scrivener, 1994, p. 153). Reading for detailed comprehension is either

concentrated on extracting detailed content information or linguistic feature (Harmer, 1998, p. 69) and requires close guidance of the teacher or the task (Nuttall, 1982, p. 23).

Authors generally agree that top-down processing strategies complement bottom-up ones (e.g. Hedge, 2004, p. 190) because ‘sometimes it is the individual details that help us understand the whole; sometimes it is our overview that allows us to process the details’ (Harmer, 2001, p. 201); the reader should be able to apply both groups to the reading process (Nuttall, 2005, p. 34).

2.3.1 STRATEGIC READER

Greenall and Swan claim that ‘being able to read accurately and efficiently and to understand as much of the passage as you need in order to achieve your purpose’ (1994, p. 2) means being a good reader. We understand that accuracy equals adequate comprehension which is determined in the relevant curricular documents (see chapter 3 and 6) and the ability to apply a variety of strategies to different reading tasks is efficiency.

It has been previously suggested that the teacher can activate her pupils by instructing them with strategies on how to tackle the reading task; we, however, suggest that there is a slight discrepancy between activating the reader and teaching him to become an efficient and strategic reader; but how does the teacher ensure the reader becomes an independent user of reading strategies? Rebecca Oxford claims that ‘strategy training is most effective when students [readers] learn why and when specific strategies are important’ as well as ‘how to use these strategies and how to transfer them to new situations’ (1990, p. 12). Jones states that ‘if reading... strategies are made explicit both for and by the students and if they are developed systematically then language learning is likely to improve’ (2001, p. 34). Grenfell and Harris also imply that if the teacher explains the pupils’ learning processes, it will broaden the spectrum of strategies which the student may employ when encountering a difficult piece of text; but the authors at the same time warn that mere informing about such strategies does not ensure that the reader would start using, let alone master, them (Jones, 2001, p. 34). Costa and Kallick also think that every pupil should be aware of his reading strategies because ‘a common cure for attacking literacy deficiency is the use of appropriate strategies’ (2009, p. 116). Similarly, we suggest that it is of major significance to do strategy-based training explicit and systematic as well as have each individual reflect on which strategies work best for them.

We prefer the term strategic reader because it evokes the idea of the reader being an independent user of befitting strategies for different purposes. The strategic reader is equipped with a set of strategies so to be able to consciously and actively act upon those situations in

which he struggles to understand his text to successfully overcome his reading problem as well as he can apply such strategies which are appropriate for the given reading task by himself. A bigger self-reliance of the reader means a growing independence of the teacher which we see as a desirable outcome of teaching reading strategies.

2.3.2 TAXONOMY OF READING STRATEGIES BY REBECCA OXFORD

Rebecca Oxford, Ph.D. is the author of a taxonomy of learning strategies to help teachers teach and learners learn the target language more efficiently. There are many authors who have also composed taxonomies of learning strategies, e.g. O'Malley 1985, Stern 1992, Ellis 1994, etc. (Vlčková, 2007, p. 33), but this thesis refers to Oxford's taxonomy because it offers a holistic approach to teaching reading as it is significantly broader than those classifications of the other authors.

The taxonomy is divided into two big strategy groups – direct and indirect – both of which function best when employed simultaneously (Oxford, 1990, p. 14-15, Jones, 2001, p. 36). The first group consists of memory, cognitive, and compensatory strategies. The function of memory strategies is to 'store and retrieve new information, cognitive strategies enable learners to understand...new language... and compensatory strategies allow learners to use the language despite their... gaps in knowledge' (Oxford, 1990, p. 37). The second group is divided into metacognitive, affective, and social strategies. They are called indirect as they are rather universal strategies which support learning of any study subject (Vlčková, 2007, p. 66) and can be used to enhance learning of the target language without actually using the language itself. Metacognitive strategies 'allow learners to... coordinate the learning process, ... affective strategies help regulate emotions, motivations, and attitudes, and social strategies help students facilitate understanding through interaction with others' (Oxford, 1990, p. 135). Research shows that affective strategies are especially important because successful learners are those who are in control of their emotions and attitudes (Vlčková, 2007, p. 71).

Oxford's taxonomy was designed to develop all four macro skills (reading, writing, listening, and speaking). The six strategy groups are subdivided into nineteen strategy sets with the total of sixty-two individual strategies (Oxford, 1990, p. 16-21) but this paper presents altogether five strategy groups and thirty-eight strategies as the nature of this thesis allows us to further investigate only those learning strategies which develop reading skills – reading strategies. Oxford herself indicates which learning strategies foster which macro skill so all strategies which are not meant to develop reading skills are excluded, for example using mime or gesture, switching to mother tongue, avoiding communication partially or totally, formally

practising with sounds and writing systems, recombining, etc. Some other strategies are not presented because they do not match the aim of this paper, e.g. the whole group of memory strategies has not been included because the aim of this paper is not to help the reader remember new concepts, e.g. new words, phrases, etc. but to equip him with strategies to cope with, handle, and understand his text.

This paper presents Oxford's taxonomy through the four styles of reading to fulfil one of the aims of this thesis – to present strategies which may support the development of different reading skills. Some strategies supporting the development of all reading skills, mostly indirect ones, do not fit into any of the four styles of reading so they created one extra subchapter of unclassifiable strategies

There is always a definition of the strategy, its application, and a set of techniques which constitute it. Some strategies are very narrow so that the strategy and technique overlap but other strategies cover a wide amount of functions so that they are divided into sub-strategies and each sub-strategy might be constituted of its own techniques. In addition to Oxford's taxonomy, some more strategies outside of her scope have been included below, e.g. widening the visual span and skipping unfamiliar vocabulary.

2.3.2.1 TERMINOLOGY

Before we approach the division of reading strategies itself, all important terms which are to be used since this moment need to be clearly defined. Up until now, the term strategy has been used to keep the text neat and comprehensible, but since this point a distinction is made between the reading strategy, reading technique, and reading skill.

Strategies can be understood as 'special thoughts or behaviours that individuals use to help them comprehend, learn or retain new information' (O'Malley, Chamot, 1999, p. 1) as well as they might be defined as 'specific actions taken by the learner [reader] to make learning [reading] easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations (Oxford, 1990, p. 8).

Several authors imply that there are no clearly identified boundaries between 'strategy' and 'technique' (e.g. Lojová, Vlčková, 2011, p. 124; Alderson, 2000, p. 309). The reason can be that the spirit of these concepts interferes with each other and expert writers use these terms in slightly different ways or even interchange them, for example Nuttall and Grellet use 'technique' (Nuttall, 1982, p. 34; Grellet, 1991, p. 19) and Jones uses 'strategy' to refer to the same idea (2001, p. 34). Vlčková implies that this inconsistency stems from not distinguishing between individual levels of different processes and subprocesses (2007, p. 19).

Although these terms might be perceived synonymously by some authors, we understand that strategies are hierarchically above techniques and we interpret the term technique as a variant within one strategy, for example the cognitive strategy of highlighting offers many alternatives such as underlining, circling, writing capital letters, highlighting by means of exclamation marks, stars, etc. These alternatives are techniques the reader may use to tackle his reading tasks. Vlčková defines techniques as ‘individual subprocesses or steps which are thoroughly considered in advance’ which are ‘deliberate, observable, measurable, and specific to a certain situation’ (Vlčková, 2007, p. 19).

The word skill means ‘the ability to do something well’ (Hornby, 2010, p. 1441), especially because you have practised it. The teacher needs to teach the reader which reading tasks require which strategies and to create many opportunities for the reader to practise them. When the reader understands how and when to use these strategies, he will eventually master them. This mastery of reading strategies leads to proficiency in a particular reading skill.

2.3.2.2 TOP-DOWN PROCESSING STRATEGIES

The strongest common feature for top-down reading strategies is speed, together with general perception of text, and for this reason several strategies which cannot be classified to any of the three styles of reading are presented at the beginning of this subchapter.

The strategy of skipping unfamiliar vocabulary might be one of the biggest challenges for the teacher to have the reader believe that ignoring unknown lexis can be genuinely helpful in the reading process (Nuttall, 1982, p. 65). Nuttall refers to this strategy many times throughout the course of her book but Greenall and Swan (1994, p. 16) only briefly mention it and suggest that the reader should be able to decide if the exact meaning of unknown vocabulary needs to be perfectly understood in order to decipher the meaning of a sentence or a paragraph.

Widening the visual span is crucial to efficient reading because readers who do not read word by word but divide sentences into several chunks of words so-called ‘sense groups’ (Nuttall, 1982, p. 33) are more efficient readers as they make fewer stops when they read. We know that the bigger the visual span – the number of letters identified in one eye movement – the faster the process of reading is; as Kwon, Legge, and Dubbels see it ‘the size of the visual span imposes a fundamental limit on reading speed’ (2006, p. 2889). One technique to realize this strategy is by dividing text into sense groups which are put into a column and while sliding down a card guide or a cardboard mask the reader tries to fixate his eye once for each line. Other techniques are overhead projectors, pacers, etc. where the rate and the pace are caused by the device, but such technology is old-fashioned and Nuttall suggests that the cardboard mask will have a similar effect (1982, p. 38). This strategy should facilitate reading speed,

however, some researchers argue that speed cannot be developed through strategy instruction and only comes with practise ‘but materials have been developed for this purpose and are claimed to be useful’ (Nuttall, 1982, p. 33).

Practising naturalistically in an authentic context with authentic material is an effective cognitive strategy because it is highly motivational since the reader uses the target language for real life purposes, therefore it is useful. The techniques are practising with original versions of texts, e.g. newspaper and magazine articles, books, menus, pamphlets, comixes, leaflets, travel brochures, advertisements, letters, etc. (Oxford, 1990, p. 76).

The strategy of recognizing and using formulas and patterns frequently practises recognition of basic phrases, phraseological expressions, illustrational examples, and other patterns because such expressions are the basis of every conversation. This strategy builds self-confidence and increases understanding (Vlčková, 2007, p. 54) and fluency of passive skills (Oxford, 1990, p. 72).

2.3.2.2.1 Strategy appropriate for reading to extract general ideas

Getting the idea quickly is a helpful strategy for effective, real-life reading as it usually includes rather general understanding (Scrivener, 2005, p. 184; Greenall and Swan, 2007, p. 2-3; Nuttall, 2005, pp. 23). For such purposes, two sub-strategies which constitute the strategy of getting the idea quickly – skimming and scanning – may be used. Skimming is used to get the gist of a passage (Jones, 2001, p.34). In other words, the reader is supposed to comprehend the main idea or to gain a general understanding of his text. Alderson suggests that one of the techniques to skim fast is to ‘read the first and last lines of each paragraph to identify the topics dealt with’ (2000, p. 328). Another technique is to read the first and the last paragraphs of an article or the title, and use the visual support to predict the topics, if available (Glendinning and Holmström, 1993, p. 33-35).

2.3.2.2.2 Strategy appropriate for reading to find specific details

Scanning is another sub-strategy of the strategy called getting the idea quickly. This sub-strategy helps the reader almost instantly comprehend text on a general basis (Vlčková, 2007, p. 56). When scanning (reading to find specific details) the reader searches for a specific piece of information, effectively eliminating big amounts of text he does not need for this task. Scrivener argues that scanning should be classified to top-down processing strategies because, although in search of details, the reader processes text as a whole, overseeing a huge quantity of it in order to find one specific piece of information and ‘searching for key words or clues

from the textual layout and the content that will enable her [the reader] to focus on smaller sections of text that she is likely to get answers from' (2005, p. 184).

2.3.2.2.3 Strategies appropriate for reading for pleasure

The strategy of summarizing facilitates understanding of longer texts. The techniques can be suggesting a title, assigning pictures to paragraphs in the correct order, writing an abstract, etc. (Oxford, 1990, p. 88).

Using other clues is a strategy of finding a variety of non-linguistic clues to guess or deduce meaning (Oxford, 1990, p. 92). The first technique is analysing the text structure, e.g. the title, numbering which indicates the importance of individual sections, introduction, graphs, pictures, etc. The second technique is prediction on the basis of what has been written in the text so far, for example after reading the title, first paragraph, first half of a story, etc. The reader should prompt questions such as what is going to happen now on the basis of what he has already read (Oxford, 1990, p. 92), doing this, as Greenall and Swan see it, makes it easier for the reader not to become 'overloaded with too much new information' (1994, p. 3). Nuttall furtherly pinpoints that this technique is worth training because it 'arouses the reader's active involvement' (1982, p. 120). Other techniques are drawing the reader's attention to forms of addressing people, descriptions of characters and general knowledge they have and subsequently make inferences from such observations.

Using progressive relaxation, deep breathing, or meditation is a strategy which can be realized by stretching and releasing muscles, practising deep breathing, concentrating on a sound or a mental picture, etc. to help the reader perform his task more efficiently by disposing him of stress (Oxford, 1990, p. 164).

Using music is a very narrow strategy whose substance is listening to music to calm the reader's mind to be able to perform a reading task, e.g. relaxation, classical, meditation, baroque music, etc. (Oxford, 1990, p. 164).

2.3.2.3 BOTTOM-UP PROCESSING STRATEGIES

Using resources for receiving messages is a cognitive strategy which supports more accurate understanding of the background knowledge by means of material and non-material didactic means as well as utilises resources such as dictionaries, encyclopaedias, grammar books, reading magazines, etc. (Vlčková, 2007, p. 57) which 'can provide useful background information so that learners can better understand the... written language' (Oxford, 1990, p. 81). Using a dictionary is a common technique to fulfil this strategy. However, dictionaries should serve as a 'last resort' when none of the other techniques work because translating is not

believed to be amongst the most effective reading strategies and its use should be practised mainly in initial stages of language learning (Vlčková, 2007, 59). If the reader applies all techniques he knows and still is not able to adequately understand his text, he will have to find the key words in the dictionary. Greenall and Swan (1994, p. 8) propose that the teacher impose a reasonable limit on the number of words the pupil can translate, this limit probably depends on the purpose of reading and the length of the text but the reader needs to know that looking up all lexis in the dictionary is not always essential (Greenall, Swan, 1994, p. 5). Making frequent stops does not help the reader become faster and makes the reading process ineffective (Nuttall, 2005, p. 62) as it takes much longer, which is off-putting but more importantly, the reader does not 'see the wood for the trees' after finally finishing his lines.

Analysing expressions is a strategy of examining bigger units and dismantling them into smaller ones. This strategy is valuable any language which has compound words as it is also useful for analysing phrases, sentences, and paragraphs into smaller parts (Oxford, 1990, p. 83).

Analysing contrastively across languages means analysing the similarities and differences between the reader's mother tongue and the target language and most readers do this naturally (Oxford, 1990, p. 83-84). Vlčková suggests that the teacher may consider paying attention to so called false friends (Vlčková, 2007, p. 58).

The strategy of translating from the target language helps the reader understand the target language, especially at the beginning stages of language learning (Oxford, 1990, p. 84-85). However, translating can be often misused, e.g. when it comes to translating phraseological expressions, phrases, etc. so the teacher should teach the reader to use it carefully.

The strategy of highlighting helps the reader focus on the important parts. The techniques are highlighting by means of colouring, underlining, writing in capital letters, writing in initial capital letters, using letters in bold, using stars, boxes, circles, exclamation marks, etc. (Oxford, 1990, p. 89). It is of utmost importance that the reader is provided with a demonstration on how to work with his text. The teacher may 'underline, circle or draw lines from one word to another, use colours to indicate differences in function or structure, block off certain sections, annotate in the margins, and so on (Nuttall, 1982, p. 85) because being aware of the possibility of analysing text in a similar way leads the reader to an increasing linguistic awareness, which usually results in a growing independence of the teacher. Nuttall says that the teacher should focus the reader's attention to sentence structure, pronoun reference, substitution, elliptical structures, discourse markers, structure of noun groups, co-ordination, etc. (1982, p. 83-87).

Using linguistic clues is a compensation strategy to deduce general meaning of words, using either the target language, mother language or any other language at the reader's disposal (Oxford, 1990, p. 90). Efficient readers are very good guessers unlike poorer readers who desire to perfectly understand every word and to always decipher exact meanings (Vlčková, 2007, p. 62). The first technique is mentioned by Nuttall who suggests that the teacher may draw the reader's attention to already learned semantics of surrounding words to guess meaning. The first step is to convince the reader that he can guess the meaning, e.g. by giving the learner a non-sense word in a paragraph and then by asking the right questions the teacher leads the pupil towards a sufficient understanding of this word within its context. Now that the reader is convinced, the second step is to train this procedure with real words. The last step is to make sure that the class understands that probability is much more important than certainty because probability is all they need in most cases (1982, p. 69). This teaches the reader how to become self-reliant and proves that approximate meaning of unknown words can be guessed and therefore fosters confidence in the reader's self-reliance. Another technique is suggested by Greenall and Swan who consider recognizing parts of speech to be one of the key aspects in deducing the meaning of unknown lexis (1994, p. 8). Although the reader will not understand the precise meaning, he will know the grammatical function of the word, which should move him closer to understanding the meaning of a sentence. There is one more advantage to this, even if the reader stops the process of reading to look up the unknown word in the dictionary, he will be able to 'slot the meaning straight to its place' (Nuttall, 1982, p. 67). We suggest that in this case, the teacher should explain the meaning of basic abbreviations which appear in most dictionaries, e.g. abbreviations of nouns, verbs, adjectives, prepositions, etc. Another technique is teaching the meaning of basic affixes because if the reader knows about the existence of prefixes and suffixes, he will be able to better deduce the meaning of new vocabulary for himself (Nuttall, 1982, p. 69).

Reasoning deductively is a strategy of deductive analysing of vocabulary and grammar. Similarly, this strategy is based on applying general, already learned, rules to more specific cases (Oxford, 1990, p. 82).

2.3.2.4 UNCLASSIFIABLE STRATEGIES

The strategy of practising repeating includes reading more than one time, or rereading. The purpose of this strategy is deeper understanding. The techniques are reading for a variety of purposes, e.g. to understand the main theme, to predict, to read for detail, to write down questions, to make notes about a passage, etc. (Oxford, 1990, p. 70).

The strategy of transferring means applying previous knowledge to the target language to facilitate new knowledge (Vlčková, 2007, p. 59). 'Transferring can involve applying linguistic knowledge from the learner's own language to the new language, linguistic knowledge from one aspect...to another aspect of the new language, or conceptual knowledge from one field to another' (Oxford, 1990, p. 85).

Overviewing and linking with already known material is a strategy of 'previewing the basic principles and/or material... for an upcoming... activity and linking these [principles] with what the learners already know' (Oxford, 1990, p. 152). The author implies that the reader needs to make his own linkages, e.g. he may also link the content of text with his life to make it relevant or pinpoint linguistic similarities or differences between two languages, etc. (Oxford, 1990, p.152-153).

The strategy of paying attention means that the reader in advance decides to dedicate his attention to the task and to specific aspects of the target language and chooses to ignore distractors (Oxford, 1990, p. 154).

Taking notes is a strategy to organize and therefore better understand new information. There techniques to realize this strategy are 'raw notes, a shopping list, a T-formation, a semantic map, a tree diagram, and a standard outline form' (Oxford, 1990, p. 86). The technique of raw notes is an 'unstructured and untransformed' way to take notes (Oxford, 1990, p. 86). This means that while reading the reader makes notes in a rather unorganized way and does not structure them into any form. A shopping list or a T-formation mean organizing text into 'clusters according to some internal consistency or meaning' (Oxford, 1990, p. 87). These two formats are very similar, but T-formation is a well-arranged technique, which is divided into three parts; the top part should be filled with the main topic, the left side may be dedicated to key points of text and the right side is for writing down details. Another technique, which facilitates better understanding of text, is a semantic map. This technique allows the reader to organize text and identify relationships between individual words or ideas by means of lines or arrows. A tree diagram and a standard outline form allow the reader to take very detailed notes on his text. The reader may add as many details as he needs for his understanding and purpose.

Finding out about language learning is a strategy which involves seeking information about language learning to enhance one's own language learning, therefore reading. The techniques can be acquiring information through reading on this topic, talking to classmates about which strategies they have been using, etc. (Oxford, 1990, p. 156).

The strategy of organizing involves techniques such as arranging a scratch pad, developing a time schedule, e.g. a weekly plan for practising, but also making one's

surroundings comfortable, e.g. adjusting the room light, temperature, sound etc. (Oxford, 1990, p. 156).

Setting goals and objectives is the strategy of creating, both long and short term, aims which must be noted down together with deadlines for finishing them (Oxford, 1990, p. 157).

Identifying the purpose of a language task means deciding on the task purpose, for example by discussing it in a group before doing the actual task. The reader needs to be able to choose appropriate strategies for different reading purposes ‘in light of the situation and the type of material’ (Oxford, 1990, p. 158).

The strategy of self-monitoring means centring the reader’s consciousness to notice his errors. The techniques are identification of errors, the sources of difficulty and reasons for erring and possibly writing these into a scratch pad for future elimination (Oxford, 1990, p. 161).

Self-evaluating is a strategy to evaluate one’s own progress over time. The techniques are using checklists, diaries, journals or different sheets to measure improvement, e.g. the reader can write into his diary about being able to read quicker than a month ago, understand more of a passage, etc. (Oxford, 1990, p. 162).

The strategy of using laughter to reduce tension is also a useful strategy to perform a reading task successfully. The techniques can be reading a comic book and other humorous literature, reading a joke, rehearsing and participating in an amusing role play, etc. (Oxford, 1990, p. 165).

Making positive statements is a strategy which encourages the reader through creating positive statements about himself to help him ‘persevere as...[he] tries to understand’ (Oxford, 1990, p.165). The techniques can be saying positive and constructive statements to oneself or writing them down and then reading them.

Listening to your body is a strategy of paying attention to body signals and altering one’s behaviour according to such signals as the reader’s performance is very much influenced by his physical state. There are three techniques to fulfil this strategy – ‘tuning in to the body’, conscious realization of tension in the body and deciding on taking action to start feeling positively, contented, and calm (Oxford, 1990, p. 167).

Taking risks wisely facilitates the reader’s acceptance of reasonable risk taking when trying to understand the target language even though there is a possibility that his guesses might be wrong, e.g. the reader consciously decides to guess meanings of some words regardless of not being necessarily always right (Oxford, 1990, p. 166).

The strategy of using a checklist to realize and track feelings, attitudes, and motivation about one's reading and ascertain whether they are changing to the better or worse (Oxford, 1990, p. 167).

The strategy of writing a language learning diary is very similar to the previous strategy but has a rather loose structure. It is used to track emotional changes towards one's reading development of the target language (Oxford, 1990, p. 167-168).

Discussing feelings with someone else is a strategy which uses talking to other people to diminish anxieties about reading in the target language, to express one's feelings about it and to discover what the reader needs to become more efficient (Oxford, 1990, p. 168).

Asking for clarification or verification from more proficient people, e.g. the teacher, a native speaker, or another student to give feedback whether the reader understood his text/phrase/word well (Oxford, 1990, p. 169).

Cooperating with peers 'involves a concerted effort to work together with other learners [readers] on an activity with a common goal or reward' through games or other tasks, for example jigsaw reading (Oxford, 1990, p. 171).

The teacher helps the reader comprehend a piece of text better by the strategy of developing cultural understanding, that is pinpointing differences and similarities between the target culture and the reader's culture (Oxford, 1990, p. 172).

Becoming aware of others' thoughts and feelings helps the reader understand what is being communicated. The reader makes a conscious decision to try to 'walk in the writer's shoes' to better understand the writer's perspective (Oxford, 1990, p. 173).

3 CURRICULAR DOCUMENTS

3.1 COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGE LEARNING

The Common European Framework of Reference for languages (CEFR) is a supranational document which, among other things, defines all six broad language levels from A1 to C2. Although our target group is on the verge between the A2 and B1 levels, we will focus on the A2 level of competence, as this very level is compulsory for all lower secondary pupils according to the Czech Framework Education Programme for Basic Education.

The authors of CEFR define reading skills by means of so called ‘can-do statements’ and give us specific information about the reader’s skills. Council of Europe defines that the reader on the A2 level can:

- ‘Understand sentences and frequently used expressions related to areas of most immediate relevance, e.g. very basic personal and family information, shopping, local geography, employment’ (2001, p. 24).
- ‘Understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language’ (2001, p. 69).
- ‘Find and understand relevant information in everyday material, such as letters, brochures and short official documents’ (2001, p. 70).
- ‘Find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables’ (2001, p. 70).
- ‘Use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context’ (2001, p. 72).
- ‘Pick out and reproduce key words and phrases or short sentences from a short text within the learner’s limited competence and experience’ (2001, p. 96).
- ‘Identify specific information in simpler written material such as letters, brochures and short newspaper articles describing events’ (2001, p. 231).
- ‘Understand basic types of standard routine letters and faxes, e.g. enquiries, orders, letters of confirmation etc. concerning familiar topics’ (2001, p. 69).
- ‘Understand regulations, for example safety regulations, when expressed in simple language’ (2001, p. 71).

To summarise the previous points, the reader can – up to his level of language competence – understand different types of texts, find specific information in them, and deduce probable meaning of unknown words from the context. The skill of deduction is not mentioned in the Framework Education Programme nor in the School Education Programme, but some attention is dedicated to its development in the practical part because it is an important skill to be trained in addition to the first two skills.

3.2 FRAMEWORK EDUCATION PROGRAMME FOR BASIC EDUCATION

The Czech Framework Education Programme for Basic Education of 2017 (FEP), the section concerning foreign language learning, is based on the Common European Framework of Reference (Jeřábek, Tupý, 2017, p. 17) and the Framework Education Programme at the same time creates the basis for all School Education Programmes in the Czech Republic, which means that the skills defined in all documents approximately correspond.

This document defines only two reading skills which a lower-secondary learner should be able to accomplish in terms of reading comprehension by the end of the ninth grade. Jeřábek and Tupý (2017, p. 27) formulate that the reader should be able to:

- ‘look up specific pieces of information in everyday, simple, and authentic materials’
- ‘understand short, elementary texts and find required information in them’

According to the Framework Education Programme for Basic Education the reader should be comfortable with reading about topics such as ‘home, family, housing, school, leisure, culture, sport, health care, feelings and moods, eating habits, weather, the nature and the city, fashion and shopping, society and its problems, career choice, modern technologies and media, traveling, and realms of the English-speaking countries’ (Jeřábek, Tupý, 2017, p. 27).

4 CONCLUSION OF THE THEORETICAL PART

The theoretical part explores all aims stated at the beginning of this paper; it creates a solid theoretical basis for the following part, discusses reasons for learning reading strategies, describes and defines the four main styles of reading and explains that distinguishing them is crucial for the reader to be able to read accurately and efficiently. For all four styles of reading is later assigned a body of different reading strategies which complement each other and together create a complex set for the strategic reader to be able to accomplish mastery of different reading skills. This part further presents a list of reading skills withdrawn from the Common European Framework of Reference for Languages and the Framework Education Programme with respect to the reader's level of proficiency.

Once both important components are assembled – the division of reading strategies and the reading skills to be achieved, the implementation of theoretical concepts may begin. This means creation of lesson plans for the development of concrete reading skills with the help of different reading strategies. However, to decide on the effectiveness of the presented strategies, an action research would have to be conducted.

PRACTICAL PART

5 AIMS OF THE PRACTICAL PART

The aims of the practical part are to:

- apply theoretical outcomes,
- introduce the chosen school education programme and present all reading skills,
- describe an applicable and methodological approach to teaching a reading lesson and explain the functions of different reading tasks in English classes,
- provide analyses on how particular reading techniques, which are realized in individual reading tasks, may improve reading ability.

6 SCHOOL EDUCATION PROGRAMME

The chosen primary school has a well-structured School Education Programme which contains much valuable information about the school's teaching philosophy with which this thesis correlates.

The programme contains several learning principles which go hand in hand with the aims presented in this thesis, for example:

- 'The pupil is taught to grow independent of the teacher' (Nejedlá, 2013, p. 9).
- 'The pupil is directed towards analysing, choosing the appropriate methodology, and problem solving concerning specific didactic tasks' (Nejedlá, 2013, p. 10).
- 'The pupil is taught how to actively work with different types of texts' (Nejedlá, 2013, p. 11).

The premise is that once the learner learns a reading strategy, he becomes a more independent reader, therefore the teacher's role is less directive. Similarly, the growing independence of the teacher is the very substance of learning reading strategies. In principal the reading strategy facilitates comprehension because it helps the reader to actively work to overcome a reading problem. Eventually, this the lesson plans cover a whole range of different types of texts, e.g. short newspaper articles, narrative stories, fairy tales, articles, a brochure or an educational comic story.

The programme additionally provides the user with details about organizational forms – individual, pair, and group work (Nejedlá, 2013, p. 373) – all of which are incorporated into our designed lesson plans (see the column with interaction patterns in the lesson plans in the appendix below).

The points written below enunciate specific reading skills, but concrete teaching methodology the school supports – attainment of these skills – is not to be found, for example the programme does not state that the reader can find concrete information by means of the sub-strategy of scanning. Deeper discussion on how individual reading skills can be developed is missing. The following learning outcomes were retrieved from the SEP (Nejedlá, 2013, p. 399-401), concentrating on Units 4 and 5 and stating only those outcomes which are relevant to this paper, i.e. the section with reading comprehension and the texts presented in the practical part. To conclude, the reader in the seventh grade can:

- 'Find concrete information in a fairy tale.'
- 'Find concrete information in the text describing ambitions of his peers.'

- ‘Understand the content and the main idea of a comic story and distinguish doings of individual characters.’
- ‘Find concrete information in a text describing a negative impact on the highest mountain on the planet.’

As stated above, the texts come from the fourth and fifth units of Project 3 by Tom Hutchinson, however, none of the instructions for reading tasks below are copied from the book – the texts are solely taken out without further observing of their purpose or objective. The rest of the texts is a creation of the author of this thesis as well as a result of a lack of suitable text types in the textbook. The choice of the texts is mostly influenced by the overall aim of the lesson but also by the topic the textbook concerns. The common topic of the first four lesson plans is culture and leisure. The lesson plans five, six, seven, and eight are more diverse in theme as stated in the Framework Education Programme, i.e. career choice, society and its problems or leisure, however, the common topic of this cluster of four lesson plans might be achievements and ambitions – given by the strong focus on the present perfect tense.

Lastly, the common objective of the designed block of reading lesson plans is to be able to understand the main idea, storyline, plot, content of different text types; find specific information, e.g. key words, phrases etc.; and derive probable meaning of unknown vocabulary from the context regarding discussed topics and semi-authentic texts with the help of visual support. The development of reading strategies as such is not reflected in any of the main aims, although all, with a very few exceptions, reading tasks aim to foster at least one reading strategy, if not more. We follow the pattern of the curricular documents in which no reading strategies are stated as the main objective. Nevertheless, all targeted strategies are defined next to the corresponding reading task and thoroughly discussed in the analysis.

7 PLANNING A READING LESSON

In the chapters above there have been discussed topics for reading, reading skills which should be accomplished, and reading strategies which may help the reader facilitate learning and mastering such skills. The last step for the teacher to do is to didactically transform this scientific knowledge in the form of reading tasks so that it is comprehensible for the reader.

Vaculová, Trna, and Janík (2008) define a learning task as ‘a challenge which stimulates the learner to direct his attention towards curriculum’ (in Zormanová, 2014, p. 176) and the learning task should fulfil several functions, these are (Zormanová, 2014, p. 184-185):

- activate and motivate the learner
- lead to mastery of new mental processes and knowledge, etc.
- serve as a connecting link between the teacher and the pupil
- should be directly connected to learning objectives
- verify the accomplishment of learning objectives, etc.

Learning tasks and their functions are crucial for the teacher to be able to construct a lesson plan. However, the points above are rather general and apply to any learning task and to any school subject matter, English reading classes included, but teaching a reading lesson has its recommended steps and each step has its specific function. Harmer calls this ‘a procedure for teaching receptive skills’ (2015, p. 302).

The first step to start a reading class with is a lead-in, which does not often include any actual reading and functions as a pre-activity to the following reading tasks. It ‘engages the students with the topic of the reading’ and ‘activates... background knowledge’ (Harmer, 2015, p. 303). Similarly, the readers’ schemata are activated in order to facilitate understanding of the upcoming tasks.

The second step is to set a comprehension/response task – in this task the reader reads for general understanding, which is easier than detailed reading (Harmer, 2015, p. 303) and therefore also poor readers have a good chance of feeling satisfaction of not having failed a reading task, this task therefore holds a highly motivational function. Motivation is a great factor in reading development, also Smith and Barret suggest that as often as possible should the teacher leave the reader with the feeling of a ‘successful reading experience, which can sometimes give the child enough emotional security to permit the development of good skills and attitudes’ (1974, p. 156).

The third step in this procedure is detailed reading, which has one function, that is to either withdraw specific information about content from text or a linguistic feature (Harmer, 2015, p. 303).

The final step to perform is a text-related task. The text-related task can be any follow-up activity, maybe to give a rather more detailed information about the text (Harmer, 2015, p. 303). We understand that the function of this last step is to give the reader a feeling of entirety of the whole reading procedure and to connect his initial schemata with the content of the text to create new outcomes.

Having discussed the concept of the learning task, we can say that the learning task is a means of achieving a specific reading goal through learner's activation. It is very much important that the teacher creates such tasks which follow the principles previously mentioned and that the reader experiences them all, otherwise his reading skills will not develop to the fullest potential.

8 LESSON ANALYSES

The following are analyses of eight lesson plans designed exclusively for the purposes of this thesis. The analyses provide a careful reflection on how particular strategies which are realized within each reading task help the reader develop reading ability; similarly, what techniques the reader specifically does to enhance different reading skills. Examining individual tasks separately allows to better examine how each task contributes to accomplishing the overall aim of the lesson.

The texts are chosen on the basis of Project 3, the textbook defined in the chosen School Education Programme, in which case the source is always written at the bottom of the page. If no citation is provided, the source is original.

8.1 LESSON ONE

The aim of the first lesson is ‘to be able to pick out and reproduce required information, e.g. key words and phrases or short sentences from simpler written material such as letters, brochures and short newspaper articles’ (CEFR, 2001, p. 96, 231) – two can-do statements were withdrawn from the Common European Framework of Reference and blended into the overall aim of this lesson. This aim fits the procedure in which all the lesson plans are outlined – that is first lessons concentrate on texts generally and then in detail. Therefore – in terms of direct reading strategies – the overall aim of this lesson is to learn the strategy of scanning.

The very first activity involves speaking to a colleague about a favourite sightseeing tour and sharing reasons for liking it. The reader’s background knowledge is activated, and the reader is engaged with the topic of the lesson by sharing the personal experience which is the main function of a lead-in. The topic of this lesson is sightseeing; this theme could be placed under the topics such as travelling, culture or leisure defined in the FEP for Basic Education (Jeřábek, Tupý, 2017, p. 27).

Secondly, the reader works alone to quickly find or pick out specific information such as searching a telephone number in a newspaper advertisement, searching opening hours of a museum on a certain day, etc. The reader should be able to dispose himself of reading whole texts because the teacher highlights that there are only two minutes to finish this task and because the reader is given clues where exactly to look for the required information, e.g. words in bold, highlighted words, beginnings and endings, etc. because this kind of information is usually important. The reader should be able to accomplish this task easily for the graphically distinctive character of these types of texts. To be able to find similar information quickly is a useful skill to possess because certain life situations require it, for example to scan a newspaper

article for the telephone number to make a last-minute reservation. This exercise offers a hand-on reading experience (practising naturalistically) to motivate the reader. The teacher is the creator of the purpose of all reading tasks, so the texts chosen for this exercise are as similar to real life as possible.

The aim of the third activity is to be quickly able to identify key words and phrases or short sentences to recognize London's famous places (this activity can only be done if the class have already read the text on page 44 in the student's book). Before the actual reading, the reader is given the topic to prepare him mentally for guessing concrete names of famous places in London. The reader is also given several questions to have him concentrate on key words and phrases only. In the worksheet, there is a definition of what a key word/phrase means but the teacher should explain it properly and give different examples to have the reader understand that he needs to be searching for the words with linguistic meaning, e.g. icon of London, clock, huge bell, etc. The competitive character of this activity sets the sub-strategy to be used – scanning – but it also fulfils a motivational function (cooperation with peers). The class also learners another indirect strategy – making positive statements – which is helpful when the reader needs to find inner motivation for finishing his reading tasks by making positive statements about himself as a reader. There is also a possibility that some pupils may employ their conceptual knowledge about London to recognize the places (transferring).

In the following task, the readers are asked to stay in the same group (cooperation with peers), read the same text in a normal speed, and together identify and highlight which key words and phrases or short sentences helped them guess the famous place. The strategy of highlighting should help the reader see whether he understood what key information is and whether he was looking for correct key words/phrases. The purposes of this task are to give individual readers feedback and to fulfil the main objective of this lesson – to identify and reproduce key words.

The last task is a follow-up activity to become aware of two strategies which were used in this lesson – scanning and making positive statements. It is important to understand the term scanning because it will raise the reader's awareness of different reading styles (finding out about language learning). If the reader becomes aware of such a technique, he may use it, on the other hand, if he is not cognisant of it, the chance that he would use it decreases rapidly. The reader is also asked to think of examples when he could use scanning because making it relevant to his life will increase the chance of him learning and using it for his own needs. The second strategy to realize is making positive statements – it is absolutely crucial to be able to motivate oneself for different reading tasks and know what to say or write about oneself. The

very last task the reader is asked to do is to self-evaluate himself whether he can find specific information and identify key words/phrases in his text or not. It is helpful for the reader to genuinely realize whether he was able to fulfil the main aim of this lesson. If the reader himself is not content with his performance, he may go from there to improve his reading skills.

8.2 LESSON TWO

The overall aim of this lesson is to be able to find specific information in a fairy tale and understand a simple fantasy story which consists of high frequency everyday language. The first part of this aim is taken out from the School Education Programme (Nejedlá, 2013, p. 399) because it was created by the school specifically for the text which is used in this lesson. The second part specified for the needs of this lesson is withdrawn from CEFR (2001, p. 69). This lesson concentrates mainly on learning the top-down direct processing strategies, scanning and skimming.

As in every lesson, in the lead-in, the readers' schemata are activated at first. In this pre-reading activity, the reader is required to share his opinion; with a colleague, on the most favourite fairy tale of his childhood and give reasons for liking it which helps him to elicit language related with the topic, i.e. fairy tales.

The second activity is a comprehension/response task where the reader is supposed to match the names and the summaries of four fairy tales finding specific information in the short texts. Scanning was discussed and trained in the previous lesson, so this exercise aims to practise this sub-strategy again to give the reader the opportunity to master it. This task should be motivational for it is done in pairs (cooperating with peers) and for the content of the text as well.

The assignment of the following task requires that the reader works with text in bigger detail than in the previous exercise. The reader is asked to answer questions on the content of the Tailor of Swaffham by applying the sub-strategy of skimming, i.e. concentrates only on some parts of the text, e.g. look at the title, the pictures, read the first lines of all paragraphs, etc. This activity fulfils the first part of the overall aim of this lesson.

Skimming is also required in the fourth exercise; the procedure is the same, but the text is different. Practising the same techniques more times ensures that the reader eventually learns them. The reader is asked to skim the story of Peter Pan, take notes on the main events in the story, and make a summary of it. The reader understands longer texts better when he summarizes them. This strategy is employed simultaneously with the strategy of taking notes because it will help the reader follow the order of the story events. The text is on the A1 level

of language competence, therefore appropriately selected for the target learner. The story comes from an on-line library – English e-Reader: a provider of online graded books.

The character of the follow-up exercise is essentially the same as in lesson plan one. Finding out about language learning holds several functions such as raising awareness of targeted strategies and realizing different reading styles. Doing so and relating reading strategies to the reader's life stresses the importance of these strategies for the reader and therefore increases the chance that he will be more willing to learn and use them. Self-evaluation helps the reader identify whether he attained the main aim of the lesson, but at the same time it helps the reader realize if he needs to take steps in the future to improve his skimming or not.

The very last exercise allows the reader to choose to read either of the two texts he previously skimmed. This activity is incorporated in this lesson plan because rereading the whole text provides deeper understanding of it (practising repeating) and therefore the correct procedure of teaching a reading lesson is followed – from general to specific. The reader is not asked to do any following tasks but simply read one of these semi-authentic texts for pleasure which is very motivational because this way of reading texts is most similar to real life (practising naturalistically).

8.3 LESSON THREE

The overall aim of lesson three is to be able 'to understand the main plot of a simple fantasy story which consists of high frequency everyday language'. This aim was taken out from CEFR (2001, p. 69), but it has been adjusted specifically for the purposes of this lesson plan. The difference is that CEFR defines this aim for short texts, but this lesson plan is based on a long fantasy story of Peter Pan. The problem with all curricular documents is that they do not define that the reader should be able to read a long text in the target language so there is no pressure on the teacher to include such texts in the lesson because they are not compulsory. Nevertheless, extensive reading is very much needed for many reasons, e.g. naturally gaining new vocabulary, developing new grammatical structures in an authentic context, practising fluency, raising attention span, etc. This reasons that there are longer texts covered in some of the lesson plans. The fantasy story was chosen because the topic of the previous lesson and this lesson is designed as a continuum of two lesson plans dedicated to the topic of fairy tales or fantasy stories, both of which could be placed under the topic of leisure or culture defined in the FEP (Jeřábek, Tupý, 2017, p. 27).

The first activity aims to show ways to calm the reader's mind and spring his concentration, both of which is crucial to a successful reading experience, especially when asked to read a long text. The reader has to follow the instructions of the teacher, who plays the role of a 'spiritual mentor' here, and do some physical (deep breathing, using music, listening to one's body) and mental work (meditation). The reader is also asked to use a checklist on how he feels about reading a book in the target language so that he can later compare the situation before and after reading and diminish any potential anxieties through discussion in small groups (discussing your feelings with someone else).

The second activity instruct the reader to get in small groups of three (cooperating with peers) to act the second chapter of Peter Pan as a theatrical performance. This helps the reader reduce any remaining tension because the story happens to be funny or at least amusing, when Peter Pan dances happily around the window, Wendy figures she can fly and so on (using laughter). Firstly, the reader is asked to read chapter two silently and then act it - rereading the same text twice for different purposes contributes to understanding it (practising repeating).

In activity number three the reader needs to understand the whole story of Peter Pan. Understanding the content is up to some extent secured by the high frequency everyday language occurring in the story as it is one level below the reader's level of language competence. Also, providing a 'reader-friendly' text allows the reader to practise for his fluency which fosters understanding as well. Another factor which grants understanding is paying attention to the text, however, the teacher can only present this reading strategy as one of the most important ones, but it is a conscious decision on the reader's side which no one but he himself can force. The instructions inform the reader that he can ask the teacher to clarify some parts of the text (asking for clarification) so that he understands it better. To further support the authenticity and motivation to read the text, there are no more questions or tasks to do after finishing this story (practising naturalistically). Although this causes a violation from the recommended procedure of teaching a reading class, this lesson has been designed this way because I and some other authors also believe that reading for pleasure does not require any pedagogical intervention (see chapter 2.3).

The aim of the fourth activity is to raise awareness of the reading techniques used in the first task by revising them (finding out about language learning). The reader therefore becomes more autonomous, for he will know which techniques may help him overcome a reading problem, e.g. a lack of concentration, self-confidence, etc. The strategies of discussing feelings and using a checklist have been already discussed above.

8.4 LESSON FOUR

The main aim of this lesson is to be able to ‘use the idea of the overall meaning of a short article on the topic of culture in a huge city to derive the probable meaning of unknown words from the context’. Although this lesson takes the text about New York from the student’s book – Project 3, the School Education Programme does not mention any expected outcome as far as this text is concerned. Therefore, the overall aim was taken from CEFR (2001, p. 72) and adjusted for the type and topic of the text and the purpose of the reading.

The first task is to talk about a trip to the biggest city; it is a lead-in activity to acquaint the reader with the topic of the lesson and to activate his linguistic knowledge about it. The reader gets much input in the form of many questions in order to engage his mind as much as possible. This activity aims to be motivational because through sharing their personal experience the pair needs to agree on two factors which make the visit to a big city worthwhile (cooperation with peers).

The second activity aims to develop an overall understanding of the text. This aim is achieved through rereading the text for two different purposes (practising repeating), that is thinking of a suitable heading for the article and assigning a topic for each paragraph (analysing expressions, summarizing). At this stage the reader should be able to understand the overall meaning and choose the best summary from the given options (summarizing).

This task requires that the reader employs bottom-up processing strategies because he is asked to deduce approximate meaning of chosen unknown words from immediate context (using linguistic clues) which gradually leads him to bigger self-reliance in reading. This is done by drawing the reader’s attention to the concrete sentences in the text where he finds the answer for what the words means and by giving him clues in the form of appropriate questions to be able to formulate the meaning himself. Besides centring the reader’s attention to context clues, the reader is also asked to analyse the meaning of the word countless (reasoning deductively) by getting the leads on the linguistic meanings of the root and the suffix. He should be able to understand the word sufficiently with all the leads. The instructions tell the reader to be aware that he may not be able to formulate the meaning of the chosen words correctly (taking risks wisely); this awareness helps the reader not to be disappointed when he fails to work out the meaning and understand that to try and guess incorrectly is more important than not try at all. Therefore, erring should not lead to reluctance to try guessing meanings of unknown words in the future.

By this time, the reader has worked with the text in great detail so he should be able to match the pictures with the proper names of the places. This activity is done in pairs to spring motivation for reading again after a very careful linguistic analysis of the text. If the reader cannot decide on the right answers, he is asked to scan the text to find the names of the places in the text, highlight them and then reread the paragraph again, but it is not the goal of the fourth activity to practise these techniques.

8.5 LESSON FIVE

The overall aim for the reader is to be able to ‘understand the main idea of the text describing ambitions of his peers and all find proper names and similarly looking words in the Czech and English languages in it’. This aim comes from the School Education Programme (Nejedlá, 2013, p. 401), but it was altered and more specified for this lesson, for example the original definition says the reader will be able to ‘find concrete information’ but these words were changed for ‘proper names and similarly looking words in CZ an EN’ to make the overall aim more specific.

The aim of the first activity is to have the reader talk about his ambitions with another classmate, several prompts are included in the worksheet to engage ideas to talk about. This lead-in concentrates on the reader’s active involvement in the topic – both participants have to lead a dialogue to find one same ambition they share for the future.

In activity number two, the reader is asked to glance through the text quickly until he spots a proper name. This activity is focused on finding concrete information in the text through the strategy of scanning. The reader is required to glance through the text and focus his attention to words beginning with capital letters and words in italics. This way he should be able to scan fluently and eliminate the rest of unnecessary text. The second part of this exercise also demands scanning but for cognates in English and Czech. This way the reader’s attention is shifted to realizing there are many words looking similarly in the mother language and the target language (analysing contrastively across languages) which helps him understand the text better.

The purpose of the third activity is to understand the main idea of the two texts. Comprehension of the first short article about Angelina Jolie should be guaranteed because the reader already knows much information from this text from the previous activity and because he has read it three times for two different purposes (practising repeating). Another task in this activity is to predict (using other clues) the similarity between the two texts on the basis of the visual support and what the reader already knows about the first text. Prediction mentally

prepares the reader for the content of the second article and springs curiosity if the guesses were correct.

The last follow-up activity is targeted at metacognitive strategies, such as finding out about language learning, self-evaluating, and self-monitoring. To understand the label and the meaning of the term scanning is a useful piece of knowledge as it raises the reader's awareness of different styles of reading and likelihood of applying fitting techniques. In the following task, the reader marks the rating scale to evaluate his performance for this lesson in order to see if he has fulfilled the overall aim of the lesson and to instantly realize how much more practise he needs in this area. Similarly, he needs to evaluate himself over time by comparing the first and the last rating scales. Lastly, if there is very little or even no progress, the reader needs to identify the reasons for stagnation (self-monitoring). The reader might not be able to identify why there is not a satisfactory level of betterment in which case he will need individual support from the teacher.

8.6 LESSON SIX

The overall aim of this lesson is taken out from the School Education Programme because it is satisfactorily specific for the given text. The overall aim states that the reader will be able to 'understand a short article on the topic of negative impact of tourists on the highest mountain in the world and find concrete information in it' (Nejedlá, 2013, p. 401).

One of the intentions of the first activity is to engage the reader with the overall theme of the lesson – nature – through listening to a recording. This recording contains forest and nature sounds. The reader is asked to breathe deeply, listen to the music (using music) and imagine what places the sounds evoke (using meditation), which is altogether very calming for the mind. The aim of this activity is to help the reader concentrate better on the upcoming tasks, specifically to widening visual span because it is a new strategy which demands great focus.

The second activity is targeted to understanding the main idea of the whole article. This is achieved with the strategy of skimming. Two concrete techniques the reader uses are checking the visual support provided under the short article and reading the first and last lines of each paragraph. These are the places in the text which allow the reader to quickly comprehend the problem the article presents.

The main aim of this activity is to train smooth eye movements to gain speed in the future (widening the visual span). However, the teacher has to highlight that this particular exercise is now not about reading the text quickly but about the correct, gentle eye movement and eye fixations. The first step is to understand the concept of visual span and practise the

movement many times on text. For this purpose, the first paragraph of the text is divided vertically into a column of sense groups and the reader is asked to fixate his eyes only once for each line which over time helps him learn to read in sense groups, not word by word. Reading word by word is undesirable because it slows the process of reading down and slow reading not only takes longer time and more energy, but it also affects comprehension as the reader is likely to forget the beginning of text by the time he gets to finish his text. The second part of this exercise also aims to broaden visual span but with a regularly looking graphic design of the article. The reader may decide to take a cardboard to help him fixate but he may choose to try without it, in either case the teacher has to draw the way the reader's eyes should be moving over the text. This all may be a very demanding procedure for the reader so the strategy of finding out about language learning is incorporated so that the reader understands the compelling reasons of why to learn these techniques.

The previous exercise is aimed at developing reading speed, however, if there is only speed and no or little comprehension, it is a vain attempt to read. As far as speed or fluency is concerned, the reader's eyes are now prepared to perform a considerable speed after the last two exercises. Understanding is partially ensured by asking the comprehension questions before the actual reading so that the reader knows the concrete information he is supposed to concentrate on in and by rereading the text for different purposes (practising repeating), e.g. skimming the text, speedreading, and reading to answer questions.

In the fifth exercise, the reader is asked to scan the text and highlight all words he does not understand and look up their exact meaning in the dictionary. The aim of this task is to de facto rather dissuade the reader from using the dictionary because it is not always the most effective reading strategy as it is not necessary to understand all words to fulfil a variety of different reading tasks. Lastly, translating is included here because it serves as bottom-up processing technique and as a detailed reading task oriented linguistically. Additionally, this activity requires that the reader applies the strategies of scanning and highlighting but their development is not the main focus of this activity.

The last follow-up activity intends to reveal and subsequently diminish any anxieties about the strategy of widening the visual span and its use. The reader is asked to express his opinion on the paper and then share his perception with the whole class (discussing feelings with someone else). The objective of this exercise is to lead the reader to the belief that speed is vital for his reading comprehension and this particular technique may help him achieve it. This activity should probably demand a lot of supplementary questions by the teacher, depending on the particular ideas the class brings to this discussion. This activity holds one

more purpose, that is to bring the reader back to the overall aim of this lesson and check if the aim has been achieved. The reader is asked to evaluate himself (self-evaluating) whether he understands the article and can find specific information in it. If the reader does not know how to evaluate himself, the teacher might consider drawing the reader's attention to the comprehension questions in exercises two and four. The reader needs to give himself genuine feedback to know whether he needs to take steps to improve his reading skills hereafter.

8.7 LESSON SEVEN

The overall aim of this lesson is to be able to 'understand a long, simple story which consists of high frequency everyday language'. This aim was withdrawn from the Common European Framework of Reference for Languages (2001, p. 69), nevertheless, one major alternation has been made to the original version. Although the Framework specifies this aim for short texts, the reasons why longer texts have been included in this thesis, e.g. the reader cannot practise fluency on short texts and other compelling arguments, are discussed in lesson analysis number three (see above). The overall aim, however nebulous it may seem, reflects the very character this lesson plan which is to understand a semi-authentic narrative story. Additionally, the class should be on the verge of the A2 and B1 levels in the following unit, understanding is ensured by relative easiness of the language level of this story, that is A2 according to the Framework.

The purpose of the first activity is to revise several strategies (making positive statements, using deep breathing, using meditation) the reader already knows from previous lessons to help himself when reading becomes trying and too much challenging. The reader is given an overview of six different techniques and is supposed to circle those which he thinks best operate in favour of his reading. The reader becomes more aware of those techniques which work for him and therefore may spend less time on deciding how to help himself and more time on actual reading. The functions of all previously mentioned strategies are described in the analysis for lesson three. There two more strategies and several techniques with which the reader gets acquainted in this activity. The first strategy involves skipping unfamiliar vocabulary which can be helpful when the reader reads for pleasure. Telling the reader that it is safe to leave out unknown words may de facto help boost fluency in reading. However, the reader needs to be aware that he cannot hurriedly and excessively leave out words he does not know without thinking about it, he has to first decide whether they are or are not key to comprehending a passage. The other strategy is formulated as a set of instructions which organize the reader and his surroundings, e.g. adjusting the light in the room, tidying the table,

hiding any possible distractors, etc. The strategy of organizing promotes better concentration on the reading task. After going through this exercise, the reader possesses a considerable scale of complementary reading techniques to assist him in upcoming reading tasks.

The following activity is targeted at both general understanding and detailed comprehension. Firstly, the reader is asked to read the introduction to gain an insight in the background story of Robin Hood. Then he has to reread it and take out specific information, such as creating a family tree of Robin Hood or matching personality traits to different story characters (practising repeating). This is done because it might be a little overwhelming to orientate oneself among so many new names and because drawing the reader's attention to the main personality traits of flat characters such as Good King Richard, Bad Prince John and Greedy Sheriff help the reader predict the upcoming doings of these characters, even if he comes to a difficult reading situation (using other clues). The reader is also asked to use his dictionary to translate the word 'greedy', it is appropriate to use the strategy of translating in this case because the word is a key word which help the reader understand the substance of the Sheriff's character.

In activity number three, the reader trains fluency on a longer text. Authenticity of this task not only comes from the type of the text – semi-authentic narrative text – but also from the style of reading the reader is asked to do – reading for pleasure (practising naturalistically). Aiming at this very purpose means that there are no text-related tasks such as answering comprehension questions after reading because it is not a real-life example of an activity the reader would do when reading for pleasure. Before the reading begins the reader needs to determine how many pages he will endeavour to read (setting goals and objectives). Setting short term objectives helps the reader achieve this objective because more responsibility for his own reading achievements is assigned to him. Furthermore, if the reader did not set any objectives at the beginning of this activity, he would never know that he has reached them. Eventually, the reader needs to retell the story to allow him to check his comprehension in a pair. Talking about a book to friends is a very genuine life situation, however, this activity demands that the reader work in a pair and retell the story together (cooperating with peers). This activity is designed this way because it is motivational to cooperate with a classmate on a task together, this encouragement might be convenient after reading for such a long time. The narration is a text-related task and functions effectively to complete the cycle of this reading lesson. In conclusion, the reader may employ the strategy of transferring, but this is only possible under the condition that the reader has read Robin Hood in Czech. Transferring facilitates understanding because even if the reader does not understand a particular passage or

key word, he might be able to solve the reading situation by transferring his conceptual knowledge about the story from the Czech to the English language.

The last exercise also functions as a text-related task. Firstly, it concentrates on evaluating changes in attitudes about reading and reading techniques (skipping unfamiliar vocabulary) by means of rating scales (self-evaluating). It is important to realise and monitor feelings about reading and reading techniques. If a negative attitude persists, using a checklist makes the reader aware about it and allows him to consciously decide to change the situation. On the other hand, positive feelings about reading are motivational. Secondly, the worksheet concentrates on evaluating the reader's own comprehension which he checked in the previous exercise by retelling the story in pairs. The reader should know how much he understood the story from this interaction. Thirdly, the reader has to evaluate if he has reached the number of pages which he set in the third exercise. The reasons for setting goals and objectives is discussed above in this analysis. Fourthly, the reader's attention is drawn to the strategy of transferring to make him realize he can utilize and transfer his conceptual knowledge between languages. Lastly, the reader is asked to reflect on specific techniques which helped him concentrate, understand, etc. because he has learned a variety of reading techniques in this lesson (finding out about language learning) and reflecting on them is helpful because the reader summarizes which techniques operate in his favour.

8.8 LESSON EIGHT

The overall aim of the last lesson is to be able to 'understand the content and main idea of a comic story and distinguish the doings of individual characters in it' (Nejedlá, 2013, p. 401). This lesson plan is based on a comic story about the Project 3 book characters and their accomplishments. The topic of the comix could be placed under leisure and sport (Jeřábek, Tupý, 2017, p. 27). This lesson is mostly concentrated on detailed comprehension.

The first exercise is a lead-in exercise which focuses on practising the questions and short answers in the present perfect tense. Practising these frequently used structures helps understanding and raises fluency because the reader recognizes the shape of these words automatically in the text (recognizing and using formulas and patterns).

The following comprehension/response task is targeted at understanding the main idea of the comic story through the strategy of becoming aware of others' thoughts and feelings. The reader's task is to explain why was one of the characters happy at the end of the story. The reader is guided to general comprehension with trying to be sympathetic to the character. He is also given a clue in the form of a subsidiary question which should lead him to sufficient, overall

understanding. In essence, the comix is a humorous story (using laughter), which is motivating for working on upcoming tasks.

The third exercise can be considered a second comprehension/response task because it focuses on finding specific details with the help of scanning. The reader is asked to scan the text to find the doings of the three characters of the story and highlight the spots where he found the answers. Highlighting helps the reader realize where exactly he found the specific information in the story to be able to answer given questions correctly. In the process of scanning or immediately after, the reader needs to fill the grid according to the instructions. This will help him organize and so comprehend information in a more effective way (taking notes). Understanding the content of this story is supported by practising repeating – in the previous task the reader read for general understanding and in this task to find specific pieces of information.

The fourth activity focuses on detailed comprehension by means of the strategy of translating in small groups (cooperating with peers). Translation is included, although it might not be believed to be the most effective reading strategy, because the present perfect tense is a grammatical feature the Czech language does not possess and translating it eases understanding it, therefore understanding of the story. The class has dealt with the present perfect tense before therefore creating a Czech version of this text should not be too difficult. However, if too challenging, the reader has a support of his group or the teacher.

The last follow-up activity aims to repeat creating more questions and short answers in the present perfect tense to be able to use them actively. The reader needs to find one other person who has the same experience or accomplishment as him (cooperating with peers).

9 CONCLUSION OF THE PRACTICAL PART

The assignment of this thesis defines that the practical part is targeted at creating a set of lesson plans developing reading ability for the class of lower-secondary learners. The seventh-grade learners are defined by means of reading skills withdrawn from the chosen School Education Programme, which creates a fluent transition between the theoretical and practical parts – from the international and national levels to the programme of a concrete school. Considering the main objective of this part, one more different topic area needs to be explored, planning a reading lesson. This part defines the four main stages on which basis every reading lesson should be created. It further discusses the concept and function of individual reading tasks, giving us a deeper insight of the recommended procedure of a reading class. Special attention is given to lesson analyses which provide profound reflection on how individual reading techniques, realized within each reading task, may improve reading ability

10 CONCLUSION

This thesis concentrates on the topic of developing reading ability in the English language for lower secondary students. Both theoretical and practical parts are presented, however, the practical part includes applying theoretical outcomes for creation of reading lesson plans which were never taught. To examine how our lesson plans and concrete activities function in reality, action research, with real learners, would be needed.

The theoretical part is devoted to the concept of reading – what is meant by the term within the scope of this thesis and how complex the communication process between the reader and the text is. Further, this part discusses four main styles of reading and a variety of strategies and techniques the teacher may deploy in her lessons to help her learners develop necessary reading skills to fulfil the required objectives stated in the relevant curricular documents, i.e. the Common European Framework of Reference for Languages and the Framework Education Programme for Basic Education. To continue, another topic slightly touched in the theoretical part is the choice of text. Text is one of the main agents for comprehension which, if chosen randomly and irresponsibly, may make difficulties for the reader to understand. In the pedagogical settings, the teacher needs to select texts carefully at the appropriate level of the reader's competence – she has to find texts which are educational, engaging but also enjoyable. These aspects were taken into consideration when planning the reading lessons, however, writing about the choice of texts does not fall within the scope of this thesis. Nevertheless, this would be the key element to discuss carefully if an action research was to be conducted.

The practical part is divided into two main sections. The first part includes analyses on the already mentioned lesson plans. Each analysis devotes special attention to interpreting how individual strategies, employed within the reading activity, contribute to mastering specific reading skills. The eight reading lesson plans are tailored to lower-secondary learners at the Elementary level of language competence. The second part consists of eight lesson plans which are attached in the Appendix below.

To conclude, English reading lessons are an important means of achieving reading competence. Therefore, learning reading strategies might be an effective way to reach the previously mentioned reading objectives defined by the curricular documents.

11 RESUMÉ

Mohlo by se zdát pozoruhodné, že i v České republice, která je do velké míry jednojazyčnou zemí, se anglický jazyk dostává do stále hlubšího povědomí většího počtu obyvatel. Jeden z hlavních důvodů je pravděpodobně vliv mezinárodní vzdělávací politiky, která klade nároky na českou legislativu upravující obsah kurikula pro všechny stupně vzdělávání v ČR. Mluvíme především o nárocích na zvýšení standardů výuky cizích jazyků na všechny občany Evropské unie, tedy i české. Globalizace se neprojevuje pouze ve školských zařízeních, nýbrž také v každodenním životě každého z nás, jedním z typických příkladů jsou restaurace, jejichž obvyklým standardem jsou přinejmenším dvoujazyčná menu. Je tedy pravdou, že se anglický jazyk a čtení v anglickém jazyce stalo neoddelitelnou součástí našich běžných životů a je také pravdou, že základní vzdělávání se orientuje na rozvoj vědomostí, schopností a dovedností, které žáci uplatní především v každodenním životě.

Tato bakalářská práce se zabývá právě rozvojem čtení, přesněji aplikací strategií a technik čtení v anglickém jazyce na žáky sedmých tříd základních škol. Celkovým cílem této práce je tedy popsat takové strategie a techniky, které mohou být použity na konkrétní úlohy tak, aby rozvíjeli dané dovednost čtení u těchto žáků.

Práce se dělí na dva hlavní oddíly. První část práce je teoreticky zaměřená a je dále rozdělená do dvou velkých kapitol. Druhá, praktická část se věnuje především rozborům plánů hodin, které tvoří rozsáhlou část praktické části. Plány hodin, které jsou přiložené níže v appendixu, autorka zpracovala samostatně.

První kapitola v teoretické části vymezuje cíle této části. Teoretická část si klade za cíl především vytvořit teoretickou základnu pro praktickou část, podpořit tvrzení, že čtení je vysoce aktivním procesem, na kterém se čtenář musí aktivně podílet. Dále vydefinovat styly čtení a důvody proč jsou pro žáka důležité tyto styly rozlišovat. Podpořit myšlenku, že učení se čtecím strategiím posiluje autonomii čtenáře. Formulovat seznam čtecích dovedností žáků druhého stupně ZŠ z relevantních dokumentů upravujících tuto problematiku, tedy ze Společného evropského referenčního rámce pro jazyky a Rámcového vzdělávacího programu pro základní vzdělávání z roku 2017. V neposlední řadě také definovat ty strategie a techniky čtení, které rozvíjí schopnost čtecích dovedností v Anglickém jazyce.

Druhá kapitola diskutuje veškerou problematiku spojenou s pojmem čtení. První podkapitola této části začíná charakteristikou konceptu čtení pro tuto práci. Termín čtení jsme zde definovali jako čtení, které provádíme potichu, protože takové čtení je přesně to, které potřebujeme pro každodenní účely; čili autentické.

Další velmi důležitou podkapitolou jsou styly čtení. Mezi tyto styly se řadí zejména čtení pro rychlé hledání specifických informací z textu, čtení pro získání hlavní myšlenky, extenzivní čtení a detailní čtení. Zaměření na rozvoj všech těchto stylů je potřebný, pokud chceme, aby se žáci stali efektivními čtenáři, přičemž výraz „efektivní čtení znamená použití různých přístupů k textu závisících na účelu, kvůli kterému tento text čteme“ (Greenall, Swan, 1994, s. 2). Pokud je čtenář schopný samostatně (a vědomě) strategie aplikovat, je nazýván strategickým čtenářem.

Značná část druhé kapitoly práce je zasvěcena strategiím a technikám čtení. Je totiž pravdou, že „pokud učitel vysvětlí žákovy procesy učení, rozšíří tak jeho spektrum strategií, které může použít při čtení těžkého textu“ (Jones, 2004, s. 34). Strategie a techniky, které rozvíjí schopnost čtení můžeme rozdělit do dvou velkých skupin. První skupinou je takzvaný přístup „shora dolů“, kdy čtenář nahlíží na text jako na celek a detailní rozbor textu neprovádí. Druhou skupinou je přístup, kdy čtenář skládá význam textu kousek po kousku a význam tvoří tzv. „zdola nahoru“. Průzkumy zjistily, že oba přístupy jsou nutné k efektivnímu čtení a rozvoj těchto schopností je tedy klíčový k rozvoji strategického čtenáře. Přístupy „shora dolů“ a „zdola nahoru“ patří do přímých strategií. Aby se ale žák stal dobrým čtenářem, potřebuje k tomu větší množství stimulů mimo tyto přímé strategie. Druhou skupinou jsou tedy strategie nepřímé, které napomáhají rozvoji čtení mnohdy bez vlastního použití cílového jazyka. Obě skupiny strategií fungují nejlépe, když jsou použity současně. Dále tato podkapitola upravuje terminologii, která se vztahuje ke slovům strategie, technika a dovednost čtení. Odborné názvosloví bylo nutné vymezit především proto, že tato slova bývají zaměňována jedno za druhé, což je z terminologického hlediska působí značně neprofesionálně, pokud se pohybujeme v odborné oblasti výchovy a vzdělávání.

Další podkapitola propojuje dva stěžejní dokumenty, které upravují dovednosti čtení v anglickém jazyce v nadnárodním a národním měřítku. Prvním je Společný evropský referenční rámec pro jazyky, který také definuje dovednosti čtení na úrovni A2, na které je naše cílová skupina žáků sedmé třídy. Tento rámec zkráceně definuje tři dovednosti čtení a to, že čtenář dokáže porozumět různým druhům textů, vyhledat v nich konkrétní informace a odvodit pravděpodobný význam neznámých slov z kontextu. Dalším dokumentem, který upravuje výuku anglického jazyka na druhém stupni základních škol je Rámcový vzdělávací program pro základní vzdělávání, který vychází právě ze Společného evropského referenčního rámce pro jazyky. RVP pro základní školy kopíruje stejné dovednosti, které jsou popsány výše s výjimkou třetí dovednosti, dedukce neznámých slov v RVP zmíněná není. Důležité ale je, že tento dokument uvádí konkrétní tematické okruhy, kterými by se měl čtenář na druhém stupni

ZŠ zabývat. Do těchto tematických okruhů patří: domov, rodina, bydlení, škola, volný čas, kultura, sport, péče o zdraví, pocity a nálady, stravovací návyky, počasí, příroda a město, nákupy a móda, společnost a její problémy, volba povolání, moderní technologie a média, cestování, a realie zemí příslušných jazykových oblastí. (Jeřábek, Tupý, 2017, p. 27).

Jakmile jsou vydefinovány styly čtení, dovednosti čtení a strategie a techniky čtení, kterými tyto styly rozvineme, můžeme přistoupit k další části práce, k části praktické. Tato část je teoreticko-praktickou, protože výstupy z teoretické části se pouze teoreticky aplikují na rozvoj konkrétních dovedností, na konkrétních textech, i žácích. Cílem praktické části je tedy vytvořit soubor učebních úloh pro učitele základní školy (celé plány hodin jsou přiložené v appendixu), kterými se mohou ve své výuce inspirovat a následně analýzami hodin vysvětlit, jak konkrétní aktivity přispívají k rozvoji čtecích dovedností, které jsou uvedené v dokumentech zabývajících se touto problematikou (konkrétně SERR, RVP a ŠVP).

Třetím dokumentem, který vytváří kontext pro tuto práci je školní vzdělávací plán vybrané základní školy. Tento školní vzdělávací plán vychází z RVP pro ZŠ a nepřináší tedy žádné nové informace, které by se týkaly schopností čtení, nýbrž pouze aplikuje tyto dvě schopnosti na konkrétní texty nacházející se v učebnici, kterou tato základní škola používá. Na základě vydefinovaných dovedností čtení byla v praktické části vytvořena cvičení, které napomáhají rozvoji těchto dovedností.

Cílem sedmé kapitoly je formulovat metodologicky správného postupu výuky hodiny čtení. Tato kapitola tedy popisuje čtyři hlavní fáze hodiny čtení, zabývá se učební úlohou a funkcemi, které tyto úlohy ve vyučovací hodině plní. Učební úloha je definována jako „podnět, který motivuje žáka, aby směřoval svou pozornost směrem k jeho učební úloze“ (Zormanová, 2014, s. 176).

Hlavním cílem praktické části je aplikace strategií a technik čtení na takové učební aktivity, které by žáka donutily provést takovou činnost, aby si tyto strategie a techniky osvojil a následně je dovedl použít při čtení různých druhů textů, přičemž je kladen důraz na fakt, že účel, kvůli kterému čtenář čte vždy určuje jeho přístup, který k tomuto textu zvolí.

Ústřední myšlenkou této práce je rozvoj správných strategií čtení a osvojení si účinných technik čtení pro rozvoj čtecích dovedností, které jsou vydefinované v příslušných kurikulárních dokumentech. Techniky byly praktikovány na kratších i delších textech, převážně však na „semi-autentických“ materiálech.

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13 APPENDIX

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Appendix 1: LESSON PLAN 1

Class: 7th grade

Level: A2

Time: approx. 35 minutes

Topic: sightseeing (travelling, culture, leisure)

Overall aim: The learner will be able to identify (pick out and reproduce required information, e.g.) key words and phrases or short sentences from simpler written material such as letters, brochures and short newspaper articles.

	Activity	Materials	Time needed	Interaction patterns	Objectives	Targeted strategies
1.	Tell your partner about your favourite sightseeing tour and why you like it.	-	3 min.	T <=> Ss S <=> S	To share a personal experience with going on a sightseeing tour.	-
2.	Find prices and telephone numbers in newspapers, opening hours, etc.	Appendix 2	5 min.	T <=> Ss S <=> text S <=> Ss	To find required information quickly in real life texts.	Scanning, practising naturalistically.
3.	Compete in groups, guess famous places in London.	Appendix 3 Scissors	8 min.	T <=> Ss Ss <=> S S <=> text	To identify key words and phrases or short sentences in a travel brochure.	Cooperating with peers, (transferring), scanning, making positive statements.
4.	Stay in your group, find the key words and mark those which helped you recognize the famous places.	Appendix 3 Two markers with different colours for each group	12 min.	T <=> Ss Ss <=> text S <=> Ss	To reproduce key words and phrases in a travel brochure.	Cooperating with others, highlighting.
5.	Think of real-life examples when you may need scanning. Evaluate your performance.	Appendix 4	7 min.	T <=> Ss S <=> T	To describe the techniques used for identifying required information quickly, relate them to the reader's life, and self-evaluate the process.	Finding out about language learning, self-evaluating.

Appendix 2: WORKSHEET 1 FOR LESSON PLAN 1

INSTRUCTIONS:

Find this information as quickly as possible. Concentrate on the types of text, highlighted words, bigger font, beginnings and endings, order of things, headings, subheadings, etc.

Imagine you want to:

- 1) Book three tickets to go to the London Eye, you need to call _____.
- 2) Make a reservation to Madam Tussauds. The number you call is _____.
- 3) Eat Margarita Pizza. What is the price? It's £_____.
- 4) Know how much it is for London Eye. It's £_____.
- 5) Eat some salad, what two options have you got? _____ and _____.
- 6) Visit the Globe Theatre on a Saturday morning at 8 a.m., is it open? Yes/No.

Shakespeare's Globe
OPENING HOURS
Monday 10am until 5pm
Tuesday 9am until 4pm
Wednesday 9am until 4pm
Thursday 8am until 3pm
Friday 9am until 4pm
Saturday 11am until 3pm
Sunday closed

Appetizers
Onion Rings 3.49
Sweet Potato Fries 3.99
Prawn Cocktail 5.49

Soaps
Garlic Soup with Cheddar Cheese 4.49
Chicken Noodle Soup 5.49
The soup of the day 3.49

Salads
Fresh Garden Salad 5.39
Caesar Salad 7.99

Pizzas
Margarita 7.99
Quattro Formaggi 8.99
Vegetarian 8.99
Ham & Cheese 9.49
Chicken and Spinach 10.49

Kids' menu
Fried Cheese with French Fries 5.99
Chicken Nuggets 6.49
Chicken Strips 6.99

UNUSUAL SIGHTSEEING
London Eye – Come and see London from a different perspective.
This is a unique and amazing experience to see such spectacular views!
It's only £23 per person and if you pre-book now, you will save 20% and you will skip the queue so there will be no waiting. We are open from 10AM to 8:30 PM. For pre-booking, contact our ticket office at +44 (0)871 222 6944*.

WANT TO SEE YOUR FAVORITE ACTORS, SINGERS AND HISTORICAL FIGURES AT THE SAME PLACE?
Madam Tussauds:
If you are interested in the looks of all well-known figures from the British history and from the present, please visit our wax museum in London known worldwide.
Check: <https://www.madametussauds.com/london/en>
or make booking by phone at: 03333212001*.

Appendix 3: TEXT FOR LESSON PLAN 1

INSTRUCTIONS:

3/

Compete in a group of four against other teams – which group can recognize all London's famous places first? One person reads (silently), the rest supports him with mild, rhythmical clapping, encouraging him with helpful words, for example 'we know you know' or 'you can do this'. Take turns in reading. If you cannot guess the place, another member can try for you.

Read and remember these questions; they will help you concentrate on the key words/phrases:

- What is it? (building, square, museum, etc.)
- What does the place look like or what is around it?
- What else do I know?

Key words/phrases = important pieces of information which carry linguistic meaning.

Scan the text = read the text as quickly as possible and concentrate on key words/phrases only.

This is truly an icon of London. It is an enormous clock in a tower which is 86 meters high. The first bell rang in 1856. Nowadays, there is one huge bell inside of it which rings loudly every hour and four smaller bells which ring every 15 minutes. This notoriously known clock has been under construction since 2017; the works will be finished in 2021.

(Big Ben)

This is a place where thousands of people pass every day; in fact, around 15 million tourists visit it every year. It is the busiest on the New Year's Eve because it is a great place for celebrations and folk just love it. In the middle of it, there is Nelson's Column and there are also impressively spectacular, big, old fountains on the spot.

(Trafalgar Square)

This is a huge building and royal place. You can visit the inside of it as well as the gardens. You can watch Changing of the Guard every day in the morning – it is a great show. In front of it there are colourful flower beds and a golden statue. This place is the home for the Queen.

(Buckingham Palace)

In this museum you can see many important, realistically looking, figures from the British and American history and famous characters from the present. Indeed, the actors, actresses and other famous people are not actually there, they are made of wax. The best exhibition is probably the one with queens and kings of England. The waxworks are amazing!

(Madame Tussauds)

This is an enormous wheel. It takes half an hour to hop on, take a ride around and hop off – it is very slow so that you will have a plenty of time to take many pictures for your friends or family. The greatest thing about this wheel is that you can see all the other sights and important places in London from the top, so you don't have to walk long distances to see them yourself.

(London Eye)

This is a place where the remains of many old animals, for example dinosaurs are stored and shown to the public. The head and teeth of the dinosaurs are very scary! There aren't only extinct animals there but also the skeleton of the blue whale! It is the biggest ever living creature on Earth.

(Natural History Museum)

4/

Stay in your group and identify which key words/phrases helped you recognize the famous places in London. Highlight them with a marker in your text. You will get feedback from your teacher about which were key words and phrases, mark them with a marker with a different colour.

Some examples of key words/phrases are:

icon of London, clock, high, huge bell, _____, _____, _____,
_____, _____, _____, _____, etc.

Some examples of key words, phrases or short sentences are not:

The first bell rang in 1856, a, an, the, of, there is, smaller, has, _____, _____,
_____, _____, _____, etc.

Appendix 4: WORKSHEET 2 FOR LESSON PLAN 1

When I want to find specific information only, I overlook the rest of the text with great ease.

This reading is called _____.

I use _____ when I need to quickly find:

- A telephone number to make a reservation.
- What time my favourite shop closes.
- How much it is for a pizza.
- Concentrate on specific details/information in text.

Give different examples (from your life):

- _____
- _____
- _____
- _____

When I want to encourage myself for a good reading performance, I may use phrases such as:

- I know this!
- I can do this!
- Go!
- Try harder!
- I am a good reader!
- _____
- _____

EVALUATE YOURSELF:

Can I quickly find specific information?



Can I identify key words/phrases in my text?



Appendix 5: LESSON PLAN 2

Class: 7th grade

Level: A2

Time: approx. 39 minutes

Topic: fairy tales (culture, leisure)

Overall aim: The reader will be able to find specific information in a fairy tale and understand a simple fantasy story which consists of high frequency everyday language.

	Activity	Materials	Time needed	Interaction patterns	Objectives	Targeted strategies
1.	Think of a fairy tale you really liked as a small child, justify your choice by giving details what you liked most.	-	3 min.	T <=> Ss S <=> S	To reason the choice of a favourite fairy tale.	-
2.	Match the summaries of fairy tales and their titles.	Appendix 6 Scissors	5 min.	T <=> Ss S <=> S S <=> text	To pick out specific pieces of information to recognize the tales.	Cooperating with peers, scanning, summarising.
3.	Read the first lines of all paragraphs and the first and last paragraphs of the fairy tale. Answer the questions on the content.	Appendix 7	6 min.	T <=> Ss S <=> text	To find specific information in the fairy tale called the Tailor of Swaffham.	Skimming.
4.	Read the first and last chapter of Peter Pan in the same fashion and make a summary.	Appendix 8	13 min.	T <=> Ss S <=> S	To make a summary of a longer story on the basis of a general understanding.	Skimming, summarizing, taking notes.
5.	Summarise why skimming is a useful sub-strategy and understand when to use it.	Appendix 9	4 min.	T <=> Ss	To understand when skimming is useful and to verbalize reasons for its uses from the reader's life.	Finding out about language learning, self-evaluating.
6.	Read the whole text of whichever story.	Appendix 7 or 8	8 min.	S => text	Read an authentic text for joy.	Practising naturalistically, practising repeating.

Appendix 6: WORKSHEET 1 FOR LESSON PLAN 2

INSTRUCTIONS:

Work with a partner. Scan the short texts and match them with their names. After you finish reading, write down what the topic of today's lesson is. The topic is _____.

SHREK

I'm an ogre and a frightening giant! One day, many different creatures are thrown into my marsh, but I like to be alone! I go to see the king and he tells me to save a princess and then he would clean my march, so I go. On my way there I meet Donkey who speaks very, very fast. Finally, we save the princess, Fiona, and bring her to the king, but she falls in love with me and we later marry. We are now living in our marsh with our green kids.

FROZEN

I'm a girl who has extreme powers in her hands; I can freeze anything! I am always worried that I may hurt someone, just like I hurt my sister when we were little children. My sister is the only family because our parents have died. I fled and locked myself in my ice castle but my sister Anna and her friend Olaf, the snowman, came and saved me from my loneliness.

SNOW WHITE AND THE SEVEN DWARFS

I am a girl who is very, very pretty, in fact, the Talking Magic Mirror says I am the prettiest of all women. My stepmother, the queen, doesn't like this because she wants to be the most beautiful one in the land. One day, my stepmother wants to kill me, but I escape and find a small house of the seven dwarfs where I live with them. The queen comes dressed as an old woman and gives me a poisoned apple. The dwarfs find me and put me into a glass coffin because they think I am dead. The prince comes and gives me a kiss and I open my eyes and then we fall in love and marry.

THE LION KING

I live with my father, the king of the jungle, and my mother. My uncle hates my father and me, too because he wants to become the king. He kills my father and I run away. I come back after years when I am already an adult lion and take back my kingdom.

Appendix 7: TEXT 1 FOR LESSON PLAN 2

INSTRUCTIONS:

Read the questions first, then skim the text = look only at the title, pictures and read the first and last paragraphs and the first lines of all other paragraphs. They try to answer the following questions:

- 1) Where was the family from? _____
- 2) What type of housing did they have? _____
- 3) Did the shopkeeper in London believe in the tailor's dream? Yes/No
- 4) Did the tailor find gold in London? Yes/No
- 5) Would you be interested in reading the story?
Yes/No/I cannot decide just yet.

The tailor of Swaffham

Once upon a time there was a tailor. He lived with his wife and five children in the village of Swaffham. The tailor and his wife worked hard, but they never had enough money.

They lived in a small cottage. In the garden there was a big, old oak tree. The tailor often sat under the tree. One day he was sitting under the tree when he fell asleep. While he was sleeping, his wife came out of the house. She woke him up.

"Why aren't you working?" she said angrily. "We haven't got any money for food."

"Don't worry," said the tailor. "We'll soon be rich. While I was asleep, I had a strange dream. In my dream a voice said: 'Go to London Bridge. You'll find treasure there.'"

"Don't be silly," said his wife. "You can't leave everything and go to London."

However, the next day the tailor packed his bag and set off to London. It was a long journey, but after four days he arrived in the capital city. He went straight to London Bridge. There were lots of shops on the bridge in those days, so it was a busy place.

The tailor walked up and down the bridge all day, but nothing happened and nobody spoke to him. The next day, as he was walking along the bridge, two boys suddenly ran towards him. They pushed him and they stole his bag. Then they ran away into the crowd of people.

The tailor sat down on the pavement. 'I had very little money when I arrived,' he thought. 'Now I haven't got anything.'

While he was sitting there, somebody spoke to him. It was one of the shopkeepers. 'What are you doing?' he asked. 'I saw you yesterday. You were walking up and down the bridge all day.'

The tailor told the shopkeeper about his dream.

'That's silly,' said the shopkeeper and he laughed. 'You can't believe dreams. I had a dream last night. In the dream I was digging under an old oak tree and I found a big box of gold. But it was only a dream. I'm not going to look for the tree.'

'Where was the tree?' asked the tailor.

'Oh, it was in a village called Swaffham,' said the shopkeeper. 'Swaffham! I don't even know where it is!'

When he heard this, the tailor jumped up. He said 'thank you' to the shopkeeper and started the long journey home.

Four days later, tired and hungry, he arrived home.

'Well, where's the treasure?' said his wife.

The tailor didn't say anything. He grabbed a spade, ran into the garden and started to dig under the old oak tree. It was hard work, but soon the spade hit something. It was a wooden box.

The tailor opened the box. It was full of gold and silver. 'I walked all the way to London,' he said. 'But the treasure was here in my own garden!'



Source:

HUTCHINSON, Tom. *Project 3: Student's Book*. 3rd ed. Oxford: Oxford University Press, 2008. Pp. 48. ISBN 9780194764162.

Appendix 8: TEXT 2 FOR LESSON PLAN 2 AND 3

INSTRUCTIONS:

Skim the text to get the gist of the story of Peter Pan. Then skim it again and take brief notes on the main events of the story during your reading. Write a minimum of seven sentences about the story; say only that information which is important for retelling the story.

Take notes here:

Write your summary here:

Read your summaries in pairs; do you agree on the main points? Yes/No

Would you be interested in reading this story? Yes/No/I cannot decide just yet.

PETER PAN

Chapter one

The Nursery

Wendy, John and Michael Darling live in a lovely house in London. They have got a big, sunny nursery. There are colourful pictures and a big clock on the wall. There are toys here and there. The Darlings are a happy family. Mr. Darling and Mrs. Darling love their children very much. Wendy is the first child, John is the second, and Michael is the third.

The children's nanny is called Nana and she is a big Newfoundland dog! Her kennel is in the nursery and she is a wonderful nanny. She loves the children and the children love her.

One evening Mr. and Mrs. Darling want to go to a dinner party. They have their best clothes on.

'Nana, it's time to put the children to bed,' says Mrs. Darling.

Nana goes to the bathroom. She turns on the hot water for Michael's bath. She puts her paw in the water to check the temperature. It's perfect!

'I don't want to have a bath!' says little Michael.

But Nana is a firm nanny and Michael has his bath.

Then Nana gives the children their pyjamas. Now they are ready for bed.

Mrs. Darling comes into the nursery and smiles. 'Good work, Nana! I see the children are ready for bed.' Nana wags her big tail.

Suddenly there is a noise. Mrs. Darling sees a young boy outside the nursery window. She is very surprised. Nana barks and shuts the window quickly. The boy's shadow falls on the floor. The young boy flies away. 'Who's there?' asks Mrs. Darling. She opens the window and looks outside, but she sees nothing. Then she sees the boy's shadow on the floor and says, 'Poor boy, this is his shadow. Let's put it in the drawer.'

The children are in bed. Mr. Darling takes Nana to the garden. Then he goes to the sitting room and waits for Mrs. Darling.

Mrs. Darling sings to the children and kisses them. She is a perfect mother. Soon the three children are sleeping. Mr. and Mrs. Darling go to their bedroom. They put on their coats and go to the dinner party.

CHAPTER SEVEN

Home at Last!

At the Darling home, Mr. and Mrs. Darling and Nana are desolate. They always think about Wendy, John and Michael. They look at the three empty beds and tears come to their eyes. Mr. and Mrs. Darling never smile or laugh anymore.

Mrs. Darling sits in the silent nursery and cries. She thinks of her children, their games and their happy voices. Nana tries to comfort her, but nothing can make Mrs. Darling happy.

One night after several months something incredible happens. Wendy, John and Michael fly into the nursery. Mrs. Darling is sitting near the fireplace.

'Mother, Mother we're home!' says Wendy.

Mrs. Darling turns around and sees her three dear children.

'Is this true or is it a dream? I can't believe it!' she says.

'Oh, Mother, we are home at last,' the children say.

Wendy, John and Michael embrace their mother and kiss her.

'How wonderful to see you, my dear children! How wonderful to hear your sweet voices. Oh, let me look at you!' She calls Mr. Darling. Mr. Darling is very happy and surprised.

There is great joy in the Darling nursery tonight.

'Mother,' says Wendy, 'Peter Pan and the Lost Boys are here too. They are waiting outside.'

The six Lost Boys slowly enter the nursery. They look at Mrs. Darling and smile at her.

'Mother, these are the Lost Boys. They haven't got a mother. Can they stay with us?' says Wendy.

'What dear little boys!' says Mrs. Darling. 'Of course they can stay with us. And where is Peter Pan?'

Peter enters the nursery and says, 'I am here, but I don't want to stay here. I don't want to go to school and I don't want to grow up! I want to be a young boy forever. I must return to Neverland. I am happy with the Indians and the fairies.'

Wendy is surprised and says, 'But Peter, when will I see you again?'

Mrs. Darling says, 'I have an idea. Wendy, you can visit Peter in Neverland every spring! You can stay there for a week.'

'Can I really go to Neverland every spring, Mother?' asks Wendy.

Peter looks at Mrs. Darling and asks, 'Is that a promise?'

'Of course it is,' says Mrs. Darling.

'Then I want spring to come quickly,' says Peter.

'Yes, very quickly,' says Wendy.

'Come on, Tink! Let's fly home and wait for spring,' says Peter.

Peter Pan and Tinker Bell fly out of the nursery window into the night sky. Their destination? Neverland!

- THE END -

Hope you have enjoyed the reading!

Source:

English e-Reader. *Peter Pan* [online]. [cit. 2019-06-01]. Available at: <https://english-e-reader.net/book/peter-pan-j-m-barrie>

Appendix 9: WORKSHEET 2 FOR LESSON PLAN 2

INSTRUCTIONS:

Choose the correct answer.

I use skimming when:

- 1) I need to know all details.
- 2) It is OK to create a rather general understanding.

Can you say how to skim text? If not, look at the instructions for the Tailor of Swaffham. You will find it there.

To skim means to _____.

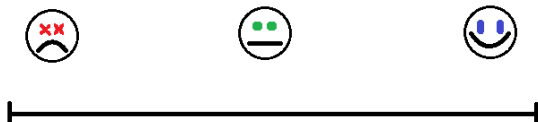
Think of some specific examples when you can use skimming in your life.

Skimming is useful when:

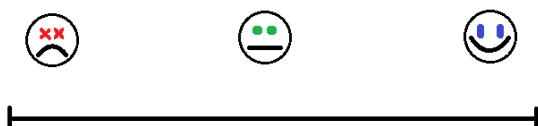
- I want to know the main points of a story.
- I want to find out if I am interested in a story.
- The topic and content of a text is what I am looking for (e.g. when doing a project)
- _____
- _____
- _____

EVALUATE YOURSELF:

Can I skim and find concrete information in a text at the same time?



Can I skim and understand a text at the same time?



Appendix 10: LESSON PLAN 3

Class: 7th grade

Level: A2

Time: approx. 40 minutes

Topic: fantasy story of Peter Pan (leisure, culture)

Overall aim: The reader will be able to understand the main plot of a simple fantasy story which consists of high frequency everyday language.

	Activity	Materials	Time needed	Interaction patterns	Objectives	Targeted strategies
1.	Try out several techniques to ease the process of upcoming reading.	Appendix 11	2 min.	T <=> Ss	To become aware of specific techniques which may help the reader prepare himself for (extensive) reading tasks.	Listening to one's body, using meditation, using deep breathing, using music, using a checklist.
2.	Act chapter two in groups of three.	Appendix 12, pillow, ball, window, shadow, sewing basket, fairy dust	10 min.	T <=> Ss S <=> Ss	To read aloud to perform the second chapter from Peter Pan.	Using laughter, cooperation with peers, practising repeating.
3.	Read the story of Peter Pan, mark how many pages you have read.	Appendices 8 and 13	25 min.	T <=> Ss S => text	To understand an interesting fantasy story and read it for pleasure.	Paying attention, using laughter, practising naturalistically, asking for clarification, practising repeating.
4.	Comment on the ease of your reading and say which strategies work best for you.	Appendix 11	3 min.	T <=> Ss S <=> Ss	To become a more autonomous reader through raising one's awareness of several reading strategies.	Finding out about language learning, using a checklist, discussing your feelings with someone else.

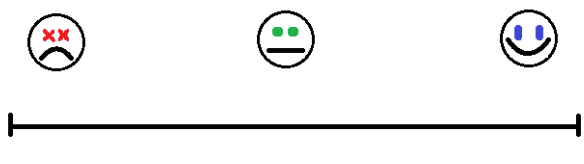
Appendix 11: WORKSHEET 1 FOR LESSON PLAN 3

1/

INSTRUCTIONS before reading:

You are going to read a book in English today. Please, sit comfortably, breathe deeply, close your eyes, imagine yourself happily and successfully reading a book in English while listening to some calming music the teacher is going to play for you. Tune into your body to find any nervousness before reading the book. If you are not nervous, great! If you are, music, deep breathing, and concentrating on a mental image should help you calm down.

How do you feel before reading a book in English? Mark your checklist and make any comments about your feelings; say for example 'I feel positive/OK/worried because...'.

 _____

4/

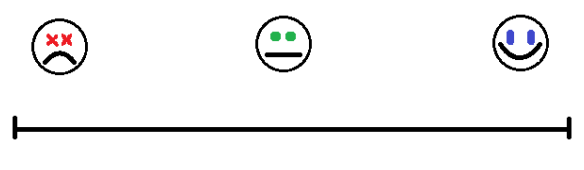
INSTRUCTIONS after reading:

Say if you had to stop during your reading to use any of the techniques learned at the beginning of this lesson? Yes/No

If so, which techniques did you use? Please, circle all the options you used and underline the ones which you think helped you best.

- 1) Deep breathing
- 2) Creating a mental image
- 3) Closing my eyes
- 4) Sitting comfortably
- 5) Music

How do you feel after reading the book? Compare your attitude before and after reading, make comments such as 'I feel much more/less... because...'. Discuss it in small groups.

 _____

Appendix 12: TEXT 1 FOR LESSON PLAN 3

INSTRUCTIONS:

Firstly, read the whole text silently. Secondly, work together with your group of three and act chapter two as a theatrical performance; the text is adapted for it, some passages are left out, altered, etc. One person is the storyteller, the second is Peter Pan, and the third is Wendy. The teacher will help you set the scene and give you different things such as a pillow, small ball, window, shadow, sewing basket, and fairy dust; use these props when the time comes. If you are not currently reading aloud, follow the text anyway. Have fun!

PETER PAN

The Shadow

The children are sleeping and dreaming. Suddenly the window opens. A small ball of light enters the nursery and flies around. It is a lovely fairy called Tinker Bell. She is looking for something. After a moment a young boy goes into the room and says, 'Tink, where are you? Please find my shadow.'

Tinker Bell finds his shadow in the drawer and gives it to him. 'Now I can stick the shadow to my feet with some soap,' he thinks. He tries and tries again, but he can't. He is very confused and starts crying.

Wendy wakes up and sees the boy, but she is not afraid. His clothes are made of leaves. 'Little boy, why are you crying?' Wendy asks.

The boy takes off his cap and asks, 'What's your name?'

'Wendy Moira Angela Darling. What's yours?'

'Peter Pan.'

'Is that all?'

'Yes!' says Peter. Then he thinks, 'My name is very, very short.'

Wendy looks at his shadow and asks, 'Can I help you with your shadow?'

'Yes, please!' says Peter.

Wendy gets her sewing basket and sews on (našije) Peter's shadow.

After a few minutes she says, 'Finished! Now you have your shadow again.'

Peter looks at the floor and sees his shadow. He is very happy and dances around the room.

'Oh, Wendy, you are wonderful!' says Peter.

'Do you really think so?' asks Wendy.

'Yes,' says Peter.

Wendy smiles. 'How old are you, Peter?' asks Wendy.

'I don't know, but I am young. I don't want to grow up. I always want to be a boy and have fun.'

'Where do you live, Peter?' asks Wendy.

'I live in Neverland with the Lost Boys,' says Peter.

'Neverland? The Lost Boys? Who are they?' asks Wendy.

'The Lost Boys haven't got a mother or father. They are alone in the world and they live in Neverland. I am their Captain. In Neverland we fight the pirates. We also swim in the lagoon with the beautiful mermaids. Fairies live in the trees in the forest. The fairies are my friends,' says Peter.

'Oh, what fun!' says Wendy.

'I must go back now. I must tell the Lost Boys a story. They love stories,' says Peter.

'Don't go away! I know a lot of stories,' says Wendy.

'Then come with me, Wendy. You can tell us stories. We all want a mother. Please come,' says Peter.

'But I can't fly,' says Wendy.

'I can teach you to fly,' says Peter. 'Here is some fairy dust.' He puts some fairy dust on her shoulders. 'Now try again,' says Peter.

'Look, I can fly!' says Wendy.

'Tink, show us the way to Neverland,' says Peter.

They follow Tinker Bell and fly out of the nursery window. In the garden Nana looks at the sky and barks. Mr. and Mrs. Darling return from the dinner party. They go into the nursery, but it is empty!

Source:

English e-Reader. *Peter Pan* [online]. [cit. 2019-06-01]. Available at: <https://english-e-reader.net/book/peter-pan-j-m-barrie>

Appendix 13: TEXT 2 FOR LESSON PLAN 3

INSTRUCTIONS:

You are going to read a book for 20 minutes – all text silently. Use what you learned at the beginning of this lesson, e.g. deep breathing, mental image, etc. if your reading gets hard and you become tired. It is okay to stop and have a little break for a while. If you think you need to understand an unknown word, consider whether it is important for understanding the meaning of the sentence/paragraph and if so, feel free to ask your teacher about it. Please, pay attentions to your reading. Mark where you finish. Start with chapter one and finish with chapter seven, you have both chapters from the previous class.

CHAPTER ONE

The Nursery

CHAPTER TWO

The Shadow

The children are sleeping and dreaming. Suddenly the window opens. A small ball of light enters the nursery and flies around. It is a lovely fairy called Tinker Bell. She is looking for something. After a moment a young boy enters the nursery and says, 'Tink, where are you? Please find my shadow.'

Tinker Bell finds his shadow in the drawer and gives it to him. 'Now I can stick the shadow to my feet with some soap,' he thinks. He tries and tries again, but he can't. He is very confused and starts crying.

Wendy wakes up and sees the boy, but she is not afraid. His clothes are made of leaves. 'Little boy, why are you crying?' Wendy asks.

The boy takes off his cap and asks, 'What's your name?'

'Wendy Moira Angela Darling. What's yours?'

'Peter Pan.'

'Is that all?'

'Yes!' says Peter. Then he thinks, 'My name is very, very short.'

Wendy looks at his shadow and asks, 'Can I help you with your shadow?'

'Yes, please!' says Peter.

Wendy gets her sewing basket and sews on Peter's shadow.

After a few minutes she says, 'Finished! Now you have your shadow again.'

Peter looks at the floor and sees his shadow. He is very happy and dances around the room.

'Oh, Wendy, you are wonderful!' says Peter.

'Do you really think so?' asks Wendy.

'Yes,' says Peter.

Wendy smiles and gives Peter a kiss on the cheek.

'Oh!' says Peter. 'How nice!'

'How old are you, Peter?' asks Wendy.

'I don't know, but I am young. I don't want to grow up. I always want to be a boy and have fun.'

Peter looks around the room for his fairy. He hears a noise and looks in a drawer. Tinker Bell flies out. Wendy is delighted to see a fairy, but Tinker Bell is afraid. She hides behind the big clock.

'Where do you live, Peter?' asks Wendy.

'I live in Neverland with the Lost Boys,' says Peter.

'Neverland? The Lost Boys? Who are they?' asks Wendy.

'The Lost Boys haven't got a mother or father. They are alone in the world and they live in Neverland. I am their Captain. In Neverland we fight the pirates. We also swim in the lagoon with the beautiful mermaids. Fairies live in the trees in the forest. The fairies are my friends,' says Peter.

'Oh, what fun!' says Wendy.

'I must go back now. I must tell the Lost Boys a story. They love stories,' says Peter.

'Don't go away! I know a lot of stories,' says Wendy.

'Then come with me, Wendy. You can tell us stories. We all want a mother. Please come,' says Peter.

'But I can't fly,' says Wendy.

'I can teach you to fly,' says Peter.

'Can you teach John and Michael to fly too?'

'Yes, of course,' says Peter.

'John! Michael! Wake up! This is Peter Pan. He's from Neverland. It's a beautiful place,' says Wendy.

John and Michael are very surprised.

'We can go there with him. But first we must learn to fly,' Wendy says.

Wendy, John and Michael are very excited. They try to fly but fall on the beds and on the floor.

'No, no,' says Peter. 'Here is some fairy dust.' He puts some fairy dust on their shoulders.

'Now try again,' says Peter.

'Look, I can fly!' says Wendy.

'I can too,' says John.

'Me too,' says little Michael.

'Tink, show us the way to Neverland,' says Peter.

They follow Tinker Bell and fly out of the nursery window. In the garden Nana looks at the sky and barks.

Mr. and Mrs. Darling return from the dinner party. They go into the nursery, but it is empty!

CHAPTER THREE

The Neverland

Wendy, John and Michael fly over cities, towns, mountains, forests and seas.

Finally, they see an island in the sea below them.

'Look, that's Neverland,' says Peter.

'Neverland!' say the children.

In Neverland the Lost Boys live in the forest in a secret underground home. There are six Lost Boys: Slightly Soiled, Tootles, Nibs, Curly and the Twins. They are waiting for Peter.

Suddenly they hear the voices of the pirates. Nibs is very brave. He goes out, hides behind a tree and looks around him. He sees the horrible pirates. They are walking in the forest. They are big and ugly. Their pirate ship is the Jolly Roger.

The pirates' captain is James Hook. He is a cruel pirate and a very bad man. He's got black eyes, black hair and a black beard. He hates Peter Pan. He's only got one arm. The other is a hook! In the past Peter Pan cut off Captain Hook's right arm during a fight. A crocodile ate the arm. Now the crocodile follows Captain Hook everywhere because he wants to eat him. The crocodile has an alarm clock in its stomach! Captain Hook can always hear it.

'I know the Lost Boys live in this forest. We must find them and Peter Pan!' says Captain Hook.

'Tick, tock, tick, tock!' Captain Hook hears the alarm clock.

'Oh, no, the crocodile is coming to eat me!' says Captain Hook. He runs away and the pirates follow him.

Soon some Indians arrive in the forest. They are looking for the pirates. The pirates are their enemy. Tiger Lily is their leader. She is the beautiful daughter of the Indian chief. She loves Peter Pan. Tinker Bell and Wendy love him too. The Indians go away and the Lost Boys return to play in the forest.

Then Nibs looks at the sky and says, 'Look, there is a lovely white bird in the sky.'

'Is it really a bird?' the Lost Boys ask.

Tinker Bell says, 'Yes, yes, it's a bird. It's a Wendy bird. You must shoot it!' Sometimes Tink is a bad fairy. She knows it is Wendy, but she doesn't like her.

Nibs takes his bow and arrow and shoots Wendy. Poor Wendy falls to the ground. The Lost Boys see Wendy and say, 'She's not a bird! She's a lovely girl.'

Peter flies down with John and Michael and asks, 'Where is Wendy?'

Tootles says, 'Here she is.'

Peter goes over to her and asks, 'Wendy, are you all right?' Wendy slowly opens her eyes and smiles. 'Yes, but I'm very tired,' she says.

The Lost Boys are sorry. They decide to build her a little house.

When the house is ready Wendy says, 'What a lovely little house! Thank you.'

'Can you be our mother now? Can you tell us bedtime stories before we go to bed?' asks Nibs.

'Of course,' says Wendy. 'Come in and I can tell you the story of Cinderella.'

They enter, sit down and listen to Wendy's story. It is a wonderful story.

Peter Pan is outside the house with his sword. He wants to protect Wendy and the Lost Boys.

CHAPTER FOUR

The Mermaid's Lagoon

One summer evening Peter, Wendy, John, Michael and the Lost Boys go to the Mermaid's Lagoon. Beautiful mermaids live here and they are Peter's friends. They swim and play in the blue lagoon. Then they sit on Marooner's Rock to comb their long hair. They sit in the sun and laugh.

The children like the mermaids and John says, 'I want to catch one!' He tries, but the mermaid jumps into the water.

Peter says, 'It is very difficult to catch a mermaid.'

Suddenly someone says, 'Look, the pirates are coming!'

A small boat with two pirates is coming to the lagoon. John, Michael and the Lost Boys jump off the rock and swim away. But Wendy stays with Peter. They hide behind the rock. Peter sees Tiger Lily. She is sitting in the small boat. Poor Tiger Lily is a prisoner of the pirates.

'Let's leave her on this rock. When the sea rises, she will die!' says Smee. The two pirates laugh. It is already night and it is very dark.

Peter wants to save Tiger Lily and thinks of something intelligent. He imitates Captain Hook's voice and says, 'Cut the ropes and let her go! Do as I say, you idiots! Let her go!' The two pirates are amazed.

'Can you hear Hook's voice?' asks Smee.

'Yes, but what do we do?' asks Starkey.

'We must obey him and cut the ropes,' says Smee.

They cut the ropes and Tiger Lily is free. She quickly jumps into the water and swims away.

Captain Hook sees everything and he is furious.

'That horrid Peter Pan! This time I must attack him,' he says.

He swims to the rock and fights with Peter. It is a long fight.

The Captain hurts Peter with his hook, but Peter fights courageously. At last, Peter wins the fight and Hook swims back to the Jolly Roger. Peter is now alone on the rock with Wendy.

'The sea is rising and we are in great danger here. We must leave this rock,' says Peter.

'Oh, Peter, I am very tired and I cannot swim or fly.'

He sees a big kite with a long tail. It is flying slowly over the lagoon. He takes the tail of the kite and says, 'Wendy, hold on to this tail and fly away with the kite.' Wendy flies away.

'The sea is rising. I must fly away,' Peter thinks. When he gets home everyone is happy to see him especially Wendy.

CHAPTER FIVE

The Underground Home

The Underground Home is a secret place. No one knows where it is. It is a happy, warm place. There is only one room with a big fireplace. Tinker Bell has her tiny room too.

Wendy is a perfect mother. She cooks and sews for everyone. She also tells beautiful bedtime stories. The Lost Boys are happy because they finally have a mother. John and Michael are happy because there is a new adventure every day.

Peter Pan is a perfect father. He brings home food and protects the family.

Wendy and Peter play with the children and laugh with them.

But one night something happens. Wendy tells the children this bedtime story:

'In the big city of London there are two parents. They are very sad because they cannot find their three children. Every night they leave the nursery window open. They wait and wait for their children to return. But they don't return. Poor parents! They are very sad without their children.'

'Oh, Wendy, this is the story of our parents,' says John.

'Yes, it is,' says Michael.

Peter listens and says, 'Sometimes parents forget their children and other children take their place.'

Wendy is very surprised. 'Oh, no!' she says! 'Perhaps there are other children in our beds! John, Michael we must go home!'

'Do we really have to?' ask John and Michael.

'Yes, we've got to return home.'

The Lost Boys are sad and say, 'Oh, Wendy, please don't leave us!'

'Don't be sad. You can come and live with us in London,' says Wendy.

'Oh, how wonderful!' the Lost Boys say. 'We can have a real family.' They jump up and down with joy. They dance around the room.

But Peter is not happy. He is very serious and says, 'I'm not coming with you to London. I don't want to grow up. I want to be a boy forever.'

Everyone says goodbye to Peter. Outside, the pirates are waiting for them! The children come out of the underground home and the pirates capture them. Then they take them to the Jolly Roger.

They don't make any noise. Peter doesn't know where they are.

He is sad without Wendy, John, Michael and the Lost Boys. He sits and thinks.

'Tap, tap, tap!' There is someone at the door.

'Who is it?' asks Peter.

He can hear the sound of little bells and opens the door. Tinker Bell flies in and says, 'The pirates have got Wendy, John, Michael and the Lost Boys! They are in danger. Let's help them!'

'I must save them. Come Tink, let's go to the Jolly Roger! This time I must attack Hook!'

CHAPTER SIX

The Jolly Roger

There is a yellow moon in the night sky. The Jolly Roger is in the bay near Kidd's Creek. The children are on the pirate ship. They are prisoners of Captain Hook and his cruel pirates.

Captain Hook looks at them and says, 'This time it's Peter Pan or me! You idiots! Peter Pan can't save you now.' Hook laughs and then calls Smee. 'Smee, get the plank ready!'

'Yes sir!' says Smee.

'Now listen to me,' says Hook. 'You must all walk the plank!'

'Walk the plank?' asks John.

'Yes! First you walk the plank and then you fall into the sea with the crocodile. It will eat you! Ha, ha!' laughs Hook. 'But I can save two of you. I want two young pirates. Who wants to be a pirate?'

The Lost Boys look at John. John looks at Michael and says, 'The life of a pirate is exciting. I don't want to walk the plank. I don't want to be food for the crocodile. Let's be pirates!' Michael looks at his brother. Then they look at Wendy. She doesn't like their idea.

Captain Hook laughs and moves his hook in front of their faces.

'Do you want to be pirates, yes or no?' he asks.

John and Michael say, 'Never!'

Captain Hook is angry and says, 'Then you must walk the plank and die!'

Wendy is afraid. She loves her brothers and the Lost Boys. She has tears in her eyes.

The boys stand near the plank and Wendy watches them. A pirate asks, 'Who is the first to walk the plank?'

At that moment there is a loud noise. 'Tick! Tock! Tick! Tock!'

Captain Hook's face is white. He says, 'The crocodile is here. He wants ME!' He runs to his cabin and hides there.

'Who is the first to walk the plank?' asks a pirate. 'Come on! Let's go! The crocodile is hungry.'

Suddenly Peter Pan appears on the pirate ship. Tinker Bell follows him. Wendy and the boys cheer. They are very happy to see their young hero.

Hook and his pirates are furious. Hook takes his sword and says, 'I want to fight you, Pan! Tonight you will die!'

Hook fights with his long sword and with his hook. Peter fights courageously. He pushes Hook to the back of the ship. It is a terrible fight. John, Michael and the Lost Boys fight the pirates. After a long fight they throw the pirates into the sea.

Peter and Hook move all around the big ship. Their swords make a loud noise. Suddenly Peter takes Hook's sword and pushes him into the sea! Hook shouts, 'OH, NO!' He falls into the sea and into the mouth of the hungry crocodile.

'Oh, Peter, we are proud of you!' says Wendy. She kisses him on the cheek. The boys cheer. Peter smiles and says, 'The Jolly Roger is ours now. Let's go home!'

CHAPTER SEVEN

Home at Last!

- THE END -

Hope you have enjoyed the reading!

Source:

English e-Reader. *Peter Pan* [online]. [cit. 2019-06-01]. Available at: <https://english-e-reader.net/book/peter-pan-j-m-barrie>

Appendix 14: LESSON PLAN 4

Class: 7th grade

Level: A2

Time: approx. 37 minutes

Topic: New York (culture, the nature and the city, realms of the English-speaking countries, travelling, leisure)

Overall aim: The reader will be able to use the idea of the overall meaning of a short article on the topic of culture in a huge city to derive the probable meaning of unknown words from the context.

	Activity	Materials	Time needed	Interaction patterns	Objectives	Targeted strategies
1.	Prepare yourself to speak about your trip to the biggest city you have ever been to.	Appendix 14	10 min.	T <=> Ss S <=> S	To talk about a trip to a city and agree on factors which make going to a big city worthwhile.	Cooperation with peers.
2.	Read the article about New York and choose the best summary.	Appendix 15	7 min.	T <=> Ss S <=> text	To understand the overall idea of the article.	Analysing expressions, summarizing, practising repeating.
3.	Formulate the linguistic, approximate meaning of the chosen words.	Appendix 16 Appendix 17 Dictionaries	15 min.	T <=> Ss S <=> S S <=> Ss	To deduce the meaning of words on the basis of the clues from the immediate context.	Using linguistic clues, reasoning deductively, translating, taking risks wisely, practising repeating.
4.	Match pictures of the famous places in NY with their names in a pair.	Appendix 17 scissors	6 min.	T <=> Ss S <=> S	To match the pictures of famous places in NY with their proper names.	Cooperating with peers, (highlighting, scanning, practising repeating).

Appendix 15: WORKSHEET 1 FOR LESSON PLAN 4

INSTRUCTIONS:

Prepare yourself you tell your partner about your trip to the biggest city or town. Below are some ideas you could talk about; make notes. Take turns in speaking.

- 1) The name of the biggest city/town is?
- 2) What were you doing there?
- 3) How long did you stay? Was it too short or long? Why?
- 4) Who did you go with?
- 5) What places or sights did you see? Can you name them?
- 6) Did you enjoy the trip? Say more details.
- 7) Do you want to go there again?

Agree on two factors which make a visit to a big town/city a good experience for you and say why. Here are some ideas but feel free to add anything else.

- 1) The programme.
- 2) How long you spend there.
- 3) The people you go with.
- 4) The places you visit.
- 5) The atmosphere of the city itself.
- 6) A good tour guide.
- 7) Street shows.
- 8) Unusual experiences, e.g. taking a boat trip.
- 9) _____
- 10) _____
- 11) _____
- 12) _____

Appendix 16: TEXT FOR LESSON PLAN 4

THE BIG APPLE

It's the most famous city in the world. There are songs about it. It's in hundreds of films and TV programmes. Think of America and you think of 'The Big Apple' – New York.

The centre of New York is the island of Manhattan. Today the island is full of skyscrapers, but 400 years ago it was the home of the Delaware Indians. The first Europeans to arrive were from the Netherlands. In 1626, a Dutchman, Peter Minuit, bought the island from the Indians for just 24 dollars and built some houses there. He called it New Amsterdam. However, in 1664, the British took it and they called it New York, because the King's brother was the Duke of York.

Over the next 300 years, New York grew into the largest city in the USA. People from countries like Germany, Ireland, Italy, Poland and China came to find a new life there. There are countless things to do and places to go in New York – museums, art galleries, theatres and nightclubs, plus thousands of restaurants and shops, including the biggest shop in the world, Macy's.

The Statue of Liberty was a gift from the people of France and it stands on Liberty Island. You can get a ferry to the island and visit the statue.

The Empire State Building is the most famous skyscraper in New York. It was built in 1931, and it was the tallest building in the world for forty years. It has 102 floors, and on a clear day you can see for 120 km from the top.

Times Square is the entertainment centre of New York. It is full of theatres, bars and restaurants. On New Year's Eve, New Yorkers come to Times Square to celebrate the New Year.

In the middle of Manhattan is Central Park. Here you can walk, take a boat on the lake, play baseball or just relax away from the noise and the traffic. Central Park is bigger than two European countries – the Vatican and Monaco.



INSTRUCTIONS 1:

Read the whole article once. Think of a heading you could give to this article.

INSTRUCTIONS 2:

Reread it and decide on the topic of each paragraph, write down your ideas.

INSTRUCTIONS 3:

Choose the best summary for this text from the options below.

The article is about:

- 1) The story why New York is called the Big Apple.
- 2) The history of New York and its famous places.
- 3) The island of Manhattan.

Source:

HUTCHINSON, Tom. *Project 3: Student's Book*. 3rd ed. Oxford: Oxford University Press, 2008. Pp. 52. ISBN 9780194764162.

Appendix 17: WORKSHEET FOR LESSON PLAN 4

INSTRUCTIONS:

Work alone. Find the words countless, ferry, skyscraper, and entertainment in the text and highlight them. Below are clues to help you think of the probable meaning of these words. Don't be alarmed if you cannot formulate the meaning. Please, understand that you might not be completely or at all close to the meaning but make a guess anyway; you can make more suggestions for one word. Consult the dictionary to check your answers.

Countless (the third paragraph, sixth line)

- The text suggests that you can go to 'museums, art galleries, theatres, nightclubs and thousands of restaurants and shops.' Can you actually count all the things you can do in a such a huge city as New York?
- The words countless can be divided into two words – count + less
 - o Count! One, two three, four, five...
 - o '-less' has a negative meaning
- Countless = _____

Ferry (the fourth paragraph, fifth line)

- The Statue of Liberty is on an island and there is usually sea around islands. If the text says you 'can get a ferry to... visit the statue', ferry must be a kind of transport.
- Ferry = _____

Skyscraper (the fifth paragraph, second line)

- Consider the meaning of the whole paragraph. Empire State Building is a skyscraper and was the tallest building in the world for many years, it has got 102 floors.
- Skyscraper = _____

Entertainment (the sixth paragraph, first line)

- Times Square is the entertainment centre where there are many theatres, bars and restaurants. Think of the common reason why people go to such places. Circle one of the options below:
 - o To live there
 - o To exercise there
 - o To have fun there

Appendix 18: WORKSHEET 3 FOR LESSON PLAN 4

INSTRUCTIONS:

Work in a pair and match the pictures with the proper names. If you do not remember the descriptions of places, scan the text to quickly find the following names of places, circle them, and read the paragraph where you find the word again. Choose from: The Empire State Building, Manhattan, Times Square, Central Park, The Statue of Liberty, and Macy's.



Source:

Planet Ware. *20 Top-Rated Tourist Attractions in New York City* [online]. [cit. 2019-06-01]. Available at: <https://www.planetware.com/tourist-attractions-/new-york-city-us-ny-nyc.htm>

Appendix 19: LESSON PLAN 5

Class: 7th grade

Level: A2

Time: approx. 27 minutes

Topic: peers' ambitions (career choice, leisure)

Overall aim: The reader will be able to understand the main idea of the text describing ambitions of his peers and find all proper names and similarly looking words in CZ and EN in it.

	Activity	Materials	Time needed	Interaction patterns	Objectives	Targeted strategies
1.	In a pair, discuss your ambitions for the future. Find one concrete plan you share with your classmate.	Appendix 20	5 min.	T <=> Ss S <=> Ss	To verbalize the choice of future career, experiences, goals, etc.	Cooperating with peers.
2.	Quickly find and write down all required names and cognate words in the English and Czech languages.	Appendix 20	7 min.	T <=> Ss S <=> text	To eliminate unnecessary words and to find concrete information in the given text.	Scanning, analysing contrastively across languages.
3.	Read the first article, guess the analogy between the first and second articles on the basis of what you know about the first one and answer general questions.	Appendix 20	10 min.	T <=> Ss T <=> Ss S <=> S	To understand both articles generally.	Using other clues (prediction), practising repeating.
4.	Revise the purpose of scanning, evaluate yourself if you can scan well and compare.	Appendix 20	5 min	T <=> Ss S => sheet	To revise the strategy of scanning and evaluate possible progress since the very first lesson.	Finding out about language learning, self-monitoring, self-evaluating.

Appendix 20: TEXT AND WORKSHEET FOR LESSON 5

INSTRUCTIONS:

1/

Work in a group of two. Talk about your ambitions – who do you want to become in the future? Comment on your future job, plans, travel experience, skills... Find one ambition you have in common with your colleague, e.g. you both want to travel to Canada one day.

2/

Work alone. Quickly find all proper names of people, places, films, organizations, etc. in the first article. Do not stop glancing through the text until you spot words with CAPITAL LETTERS and words in *italics* but eliminate all the others.

The names are:

_____, _____, _____, _____, _____, _____,
_____.

2b/

Quickly find all words which are the same or very similar to the Czech language:

TV p_____

3a/

Read the first article in a regular speed. What is Greta's ambition for the future? Find what relationship Greta has to Angelina Jolie.

Angelina Jolie is Greta's _____.

3b/ Look at the other picture. Guess the similarity between the first and the second articles.

The second article will be probably about:

_____.

3c/

Read the text and confirm or alter your guesses. Why is Lewis Hamilton a hero to Terry?

Because Terry also wants to become a _____
_____.

4a/ When I quickly scan the text, I:

- a) I read carefully every word.
- b) I ignore most of the text and read until I find what I need.

4b/ Can I find concrete information quickly?



4c/ Compare your answers about your skill of scanning from the first worksheet and this worksheet. Can you see any improvements?

Yes/No.

Try to identify why.

Source:

HUTCHINSON, Tom. *Project 3: Student's Book*. 3rd ed. Oxford: Oxford University Press, 2008. Pp. 56. ISBN 9780194764162.

Ambitions

1 My name's Greta. I want to be an actress. I've been in some plays at the theatre. Last year, I was in our school play. I haven't been in any TV programmes or films, but I'd love to. My favourite actress is Angelina Jolie. I've seen nearly all her films. She became famous when she was very young, but she hasn't done anything silly like taking drugs and things like that. She's also done a lot of voluntary work to help refugees. She started this work in 2001 when she saw some refugees in Cambodia, while she was making *Tomb Raider*. Since then, she's visited refugee camps in Asia and Africa for the United Nations and she's given a lot of her own money to help refugees, too.



2 My name's Terry. I want to be a Formula One driver. I love go-karting and I'm pretty good at it. I've won several races. Last week, I was in the County Championship. I didn't win it, because my car broke down. My hero is Lewis Hamilton. He started go-karting when he was only eight years old. Then he moved up to bigger and bigger cars, and in 2007 he became a Formula One driver. Since then, he's won lots of races. I haven't seen a real Grand Prix, because I don't live near a racetrack. I've only watched them on TV, but I'd love to go to one and meet Lewis Hamilton.

Appendix 21: LESSON PLAN 6

Class: 7th grade

Level: A2

Time: approx. 35 minutes

Topic: Mount Everest (society and its problems)

Overall aim: The reader will be able to understand the main idea of a short article on the topic of negative impact of tourists on the highest mountain in the world and find concrete information in it.

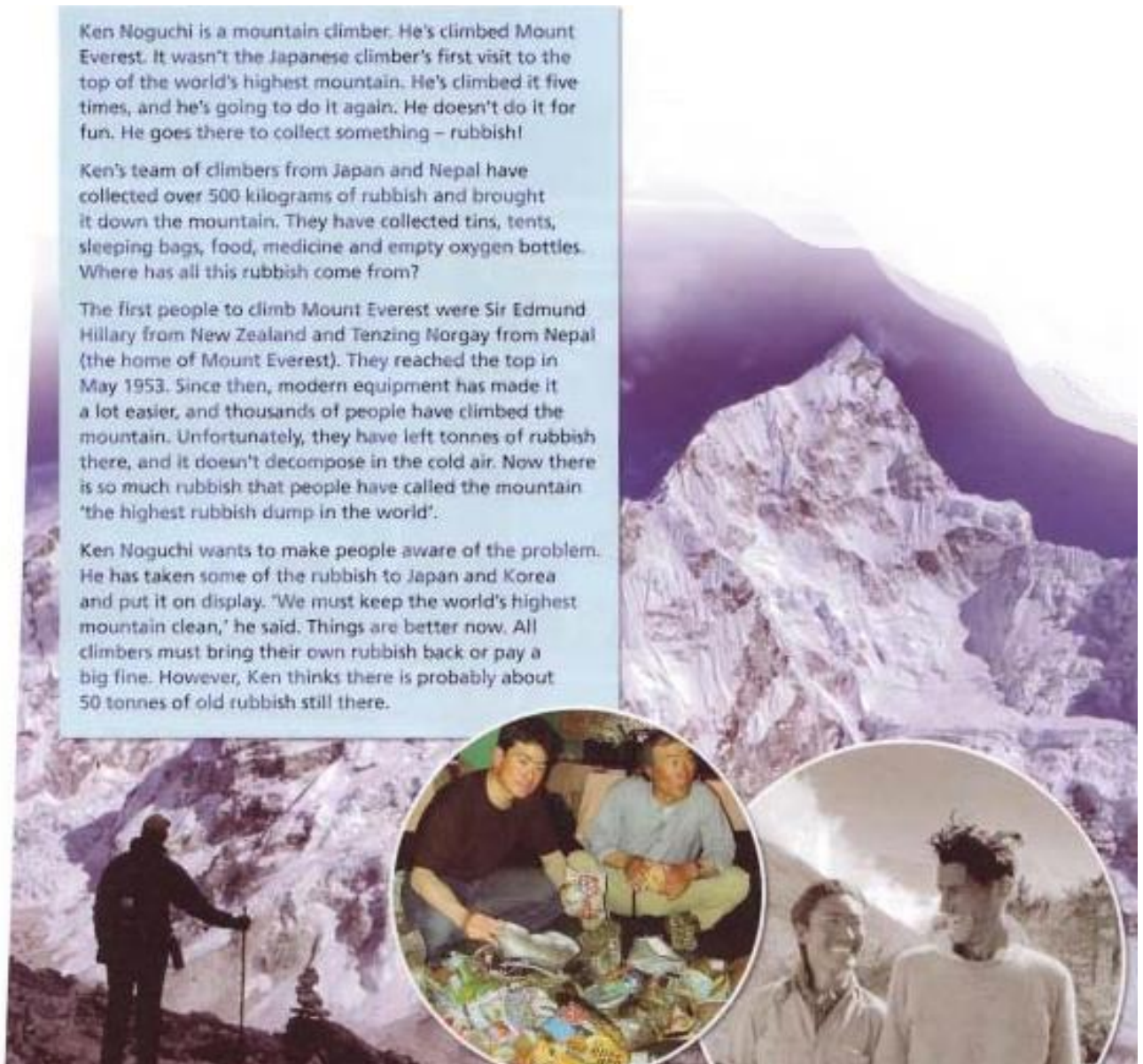
	Activity	Materials	Time needed	Interaction patterns	Objectives	Targeted strategies
1.	Listen, breathe deeply, and imagine the place which the music evokes.	Internet, PC, speakers, Appendix 22	1 min.	T <=> Ss Ss <=> music	To centre his concentration on reading tasks.	Using music, deep breathing and meditation.
2.	Check the pictures, skim the text, and write down the main message of this text.	Appendix 22	3 min.	T <=> Ss S <=> text	To understand the main idea of the article.	Skimming.
3.	Read the sheet in sense groups. Continue in the same fashion with the rest of the article, but horizontally.	Appendix 22 and 23, Cardboard	8 min.	T <=> Ss S => text	To increase reading fluency rate.	Widening the visual span, finding out about language learning.
4.	Read the same text again, try it quicker, answer questions.	Text from appendix 22, appendix 24	7 min.	T <=> Ss S <=> text S <=> T	To improve reading speed. To find concrete information.	Widening the visual span, practising repeating.
5.	Highlight all unknown words in the text and translate them.	Appendix 24, dictionaries, highlighters.	8 min.	T <=> Ss S <=> text S <=>	To decide if it is necessary to understand all unknown words.	(Scanning, highlighting), translating.
6.	Discuss the strategy of widening the visual span and skimming with your peers and teacher.	Appendix 24	8 min.	T <=> Ss S <=> Ss S <=> T	To discuss any anxieties about widening the visual span. To self-evaluate.	Discussing feelings with someone else, self-evaluating.

Appendix 22: TEXT AND WORKSHEET FOR LESSON PLAN 6

INSTRUCTIONS:

1/ The teacher will play some calming music for a minute. Close your eyes, breathe deeply, and imagine what places the music evokes. I imagined _____.

2/ Skim the text = look at the pictures, read the first and last lines of each paragraph. What problem does the article talk about? The problem is _____.



Ken Noguchi is a mountain climber. He's climbed Mount Everest. It wasn't the Japanese climber's first visit to the top of the world's highest mountain. He's climbed it five times, and he's going to do it again. He doesn't do it for fun. He goes there to collect something – rubbish!

Ken's team of climbers from Japan and Nepal have collected over 500 kilograms of rubbish and brought it down the mountain. They have collected tins, tents, sleeping bags, food, medicine and empty oxygen bottles. Where has all this rubbish come from?

The first people to climb Mount Everest were Sir Edmund Hillary from New Zealand and Tenzing Norgay from Nepal (the home of Mount Everest). They reached the top in May 1953. Since then, modern equipment has made it a lot easier, and thousands of people have climbed the mountain. Unfortunately, they have left tonnes of rubbish there, and it doesn't decompose in the cold air. Now there is so much rubbish that people have called the mountain 'the highest rubbish dump in the world'.

Ken Noguchi wants to make people aware of the problem. He has taken some of the rubbish to Japan and Korea and put it on display. 'We must keep the world's highest mountain clean,' he said. Things are better now. All climbers must bring their own rubbish back or pay a big fine. However, Ken thinks there is probably about 50 tonnes of old rubbish still there.

Sources:

HUTCHINSON, Tom. *Project 3: Student's Book*. 3rd ed. Oxford: Oxford University Press, 2008. Pp. 60. ISBN 9780194764162.

SCRAPPER9000. *Forest and Nature Sounds 10 Hours*. [online]. [cit. 2019-06-01]. Available at: <https://www.youtube.com/watch?v=OdIJ2x3nxzQ>

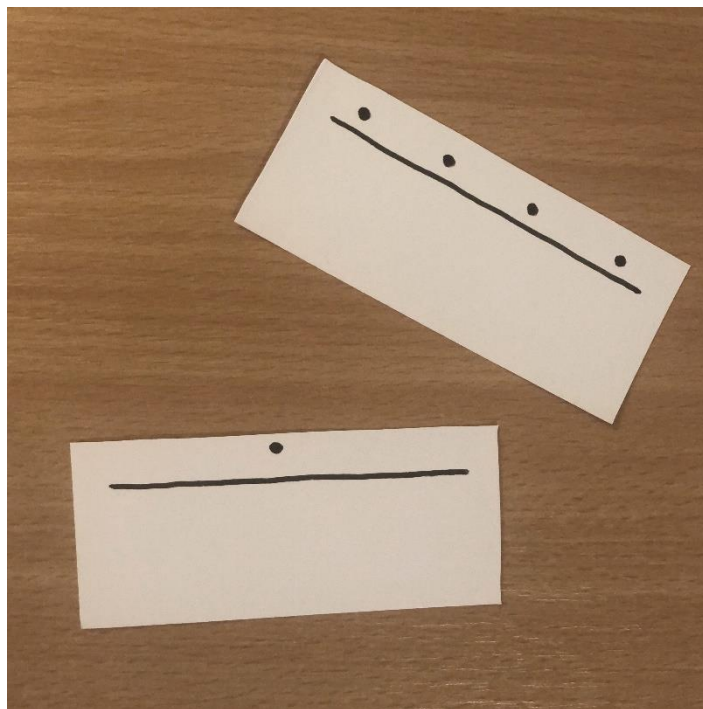
Appendix 23: WORKSHEET 1 FOR LESSON PLAN 6

INSTRUCTIONS:

Read the first paragraph of the text in this worksheet. Take the cardboard with one dot; it will help you concentrate on one point per each line. Read it twice. The more words you can read for one eye move, the quicker reader you become.

Then read the rest of the text similarly but on the original article. You may take the cardboard with more dots to help you fixate your eyes, but you can do the fixations yourself. **The task is to practise the smooth arched eye movement and read as many words for one eye fixation as you can.**

Ken Noguchi is
a mountain climber.
He's climbed
Mount Everest.
It wasn't
the Japanese
climber's
first visit
to the top
of the world's
highest mountain.
He's climbed it
five times,
and he's going to
do it again.
He doesn't
do it for fun.
He goes there
to collect something
– rubbish!



Source:

HUTCHINSON, Tom. *Project 3: Student's Book*. 3rd ed. Oxford: Oxford University Press, 2008. Pp. 60. ISBN 9780194764162.

Appendix 24: WORKSHEET 2 FOR LESSON PLAN 6

INSTRUCTIONS:

4/

Read the questions below and then read the same article again without the cardboard. Try it faster this time. This exercise requires a great lot of concentration because both speed and understanding are important now.

Answer the following questions.

- 1) Why does Ken Noguchi go to Mount Everest?

_____.

- 2) The reasons why there is so much rubbish on the mountain are that:

_____.

5/

Highlight all unknown words and phrases from the text. Find exact meaning in the dictionary. Decide whether it is necessary to understand all unknown words in a text to understand it.

_____.

6/

Discuss the technique of fixating your eyes with your peers and teacher. Here are some ideas to talk about but feel free to write down any other comments and share them with the class.

- What is the technique good for?
- Do I understand how to do this technique?
- How did I do? Why?
- Do I think it is useful to practise this technique for my reading?

Can I understand and find specific information in this article on the topic of society and its problems? Use two colours to mark your answers.



Appendix 25: LESSON PLAN 7

Class: 7th grade

Level: A2

Time: approx. 45 minutes

Topic: stories of Robin Hood (leisure, culture, society and its problems)

Overall aim: The reader will be able to understand the main storyline of a series of stories about Robin Hood which consists of high frequency everyday language.

	Activity	Materials	Time needed	Interaction patterns	Objectives	Targeted strategies
1.	Look at the overview of some reading techniques to ease your reading experience.	Appendix 26	3 min.	T <=> Ss	To realize several techniques to help himself proceed with reading if distracted or if it becomes difficult.	Making positive statements, using deep breathing, using meditation, skipping unfamiliar vocabulary, organizing.
2.	Read the introduction, then reread it and create Robin Hood's family tree.	Appendix 26 Appendix 27	8 min.	T <=> Ss S <=> text	To find mutual relations in the R.H.'s family and realize personality traits of other main characters.	Taking notes, practising repeating, translating.
3.	Set how many pages of the text you will be able to read. Start your reading. Take turns to retell the story.	Appendix 27	30 min.	T <=> Ss S => text	To practise fluency on a semi-authentic text.	Practising naturalistically, setting goals and objectives, using other clues, (transferring), cooperating with peers.
4.	Fill in the checklist on how you feel after the reading, compare it with the first checklist, and comment on which techniques helped you best go through the process of reading such a long text.	Appendix 27	4 min.	T <=> Ss	To concentrate on changes in attitude before and after one's reading, to realize more reading techniques, to summarize which techniques are most helpful.	Finding out about language learning, self-evaluating.

Appendix 26: WORKSHEET 1 FOR LESSON PLAN 7

INSTRUCTIONS:

1/

Below is an overview of techniques which may help you. Use them if your reading gets hard. We have tried everything from number 1 to 6. Go through the options below and circle the ones which are most helpful for you.

It helps me to:

- 1) Say nice words to myself, for example ‘I am a good reader/I enjoy reading in English’
- 2) Write down supportive comments about my reading skills or myself, for example ‘Go on!’, ‘I can read well!’
- 3) Close my eyes.
- 4) Breathe deeply.
- 5) Listen to calming music.
- 6) Concentrate on an image in my mind.

Here are two more techniques we haven’t done yet. Apply them on your upcoming reading tasks.

- 7) If you read a book it is OK to skip words and phrases you don’t know without worrying about it. Be careful to skip only those words which are not key to understanding.
- 8) Organize yourself and your surroundings, for example sit comfortably, ask your teacher to turn on more light, tidy your table, close your pencil case, hide any distractors such as mobile phone, food, etc.

2/

Read the introduction to Robin Hood once. Then read it again and fill in Robin’s family tree with the names Joanna, Lord Gamwell and Lady Marian. Match the rest of the names with the correct adjectives. Translate the word greedy if you do not know the meaning.

_____ (grandfather)

↓

_____ (mother)

↓ Robin Hood

_____ (girlfriend)

Greedy	Prince John
Bad	King Richard
Good	Sheriff of Nottingham

Appendix 27: TEXT FOR LESSON PLAN 7

INSTRUCTIONS:

3/



Mark how you feel about reading a book in English.



Set how many pages you will read in 25 minutes. Your teacher will give you more, if you need.

The number of pages I will read is _____.

Remember that the previous activity says a lot about the doings of certain characters, e.g. Bad Prince John is likely to have negative impact on the story compared to Good King Richard.

Robin Hood

Introduction

Lord Gamwell followed the man to the middle of Sherwood Forest. There, in the spring sunshine, he saw his daughter. He also saw a baby boy in her arms. Joanna looked up at her father and smiled. 'This is Robin, your grandson,' she said.

Robin Hood was born in the forest, and the forest was his home for much of his life. His story is hundreds of years old. At that time, in England, many Saxon people lived in small villages on the lands of important Norman lords (from Normandy, now in France). Other people lived on church lands. Life was hard for these villagers because they had to give money and food to their lord and to the church.

So village people loved to hear stories about Robin Hood. Robin Hood was clever, strong and brave. He loved adventure, and he was the best fighter in England. He took money from rich people and gave it to the poor villagers.

The most famous Robin Hood stories are in this book. They are about beautiful Lady Marian, the greedy Sheriff of Nottingham, good King Richard, and his bad brother, Prince John.

Many countries have stories about brave and clever adventurers. But is Robin Hood only a story? Perhaps Robin really did live, and perhaps not. There *was* a King Richard; he was king from 1189 to 1199. He left England and fought in Jerusalem. When he was away, Prince John was the most important man in England. Then, when Richard died, John was the next king.

The stories say that Robin Hood lived with his men in Sherwood Forest, near the town of Nottingham. Sherwood Forest and Nottingham are about two hundred kilometres north of London. Many people there say that Robin Hood really lived in the forest.

Chapter 1

Robin Fitzooth is Born in Sherwood Forest

The Robin Hood stories are very famous. Most people know that Robin lived in Saxon and Norman times. He robbed rich people and gave the money to poor people. But not everybody knows that he came from a rich family. And not many people know that Robin Hood was half-Saxon and half-Norman.



The story begins with Robin Hood's Saxon grandfather, Sir* George Gamwell. Gamwell lived near a Norman lord*. This lord wanted to take Gamwell's house and his lands. The two men fought, and the Norman lord killed Gamwell's two sons. Gamwell's wife also died.

But Sir George also had a young daughter, Joanna.

'I have no sons,' Gamwell said to Joanna. 'So I will teach you to fight with a sword, and with a bow and arrow.'

Five years later, Joanna was nineteen years old and very beautiful. One day, a young man visited Sir George. His name was William Fitzooth, and he was a Norman.

'Sir George,' he began, 'I love your daughter. I hope that she loves me. I would like to marry her. I have money and land...'

But Sir George was very angry.

Never!' he answered. 'My daughter will never marry you. Get off my land. Do not come here again or I will kill you!'

Joanna loved this young man. So she tried to talk to her father, but he didn't want to listen.

'Go to your room!' he shouted. 'I do not want to hear that man's name again.'

That night, William came back to Sir George's home. He stood under Joanna's window and called to her. Joanna took some clothes and came quietly out of the house.

William took her hand. 'Will you come with me and marry me?' he asked. 'We cannot live in my home because your father's men will look for you there. So we will live in the green forest.'

'I am sorry for my father,' Joanna said sadly, 'but I love you. I know you are a good man. I will marry you.'

In the morning, Sir George woke late. He called to his men, 'Where is my daughter? I want to speak to her.'

But Joanna was nowhere in the house.

Sir George was very angry, then very sad.

‘I have no family now,’ he thought.



One fine day in April, a year later, a man came to the house.

‘Your daughter sent me here,’ he said. ‘She wants you to come and see her.’

Sir George followed the man to the middle of Sherwood Forest. There, in the spring sunshine, he saw his daughter. He also saw a baby boy in her arms. Joanna looked up at her father and smiled.

‘This is Robin, your grandson,’ she said.

She gave the baby to her father. Sir George wanted to be angry, but he was very happy with his grandson in his arms.

‘Robin? Is that your name?’ he said. ‘Well, little Robin, I wanted to kill your father but that is not possible now. Please, daughter, come with your husband and live near me. Let's forget the past.’

‘We will come and live near you, father,’ said Joanna. ‘But I will often bring my son to the forest. I will teach him to find his way in the forest in the day and at night. He will learn to make arrows for his bow, and to catch forest animals. He will make a fire and cook the meat. The forest will always be his second home.’

Chapter 2

The Sheriff of Nottingham Finds Robin Hood

Robin's grandfather died, then his mother and father. After twenty-five years, Robin was lord of Gamwell and Locksley, and lived in his father's home, Locksley House.

The village people liked Robin Fitzooth.

‘He is a good man,’ they said. ‘No man, woman or child is hungry on Robin of Locksley's lands.’

Not all lords were so kind. The worst person was the greedy Sheriff of Nottingham. The sheriff took everything from the villagers, and often these poor people were very hungry. Robin listened carefully to the stories about the sheriff. He sent food and clothes to the poorest families.



At about this time, people began to tell stories about a robber. They called him Robin Hood.

‘The sheriff is a hard man,’ they said. ‘He and his rich friends take everything from us. But now brave Robin Hood and his men rob rich people and give their money to poor villagers!’

In those days, the Great North Road went through Sherwood Forest. Robin Hood's men often stopped rich men in the forest and took their money. Sometimes Prince John's men also used the road. So Robin Hood robbed him too.

‘The forest is on your land,’ said Prince John to the sheriff. ‘Why don't you catch and kill this robber?’

‘It is not so easy,’ answered the sheriff. ‘The village people don't want to tell me much. They say only that the robbers live in or near Sherwood Forest. But they know more than they say. I have a plan to learn more about this man Robin Hood.’

‘What is your plan?’ asked the prince.

‘It is this,’ answered the sheriff. ‘Robin of Locksley lives near Sherwood Forest. Tonight, there is going to be a great party at Locksley House. I know that Fitzooth will invite the village people on his land. So I will send one of my men. He can wear village clothes and ask questions about “good” Robin Hood, “the people's friend”. When I know more about this Robin, I can catch him.’

That evening, there were a lot of people at Locksley House. There was food and drink for the villagers, and there was dancing and singing. Everybody was very happy. And Robin was the happiest person there, because he and the lovely Lady Marian Fitzwalter planned to marry the next day.

The sheriff's man turned to a villager next to him.

‘I often hear the name Robin Hood,’ he said. ‘Who is he? Does he live near here?’

The man laughed. ‘Don't you know, friend? Robin Fitzooth is Robin Hood!’

The sheriff's man quickly left Locksley House and went to his lord. ‘This is better than I hoped,’ said the sheriff. ‘Tomorrow, Robin Fitzooth will marry Lady Marian at St Mary's Abbey. But my men will stop him and bring him to me. Prince John will kill him and give me Fitzooth's money and lands. Lady Marian's family is also rich. She will not marry Robin, so perhaps I will marry her. Yes, tomorrow will be a great day for me!’

...

INSTRUCTIONS:

Retell the story in a pair. One person starts, the other continues with the story and so on. Do not stop, correct or interfere with the other person and start your narration where he or she finished.

Source:

AUSTIN, Liz. *Robin Hood* [online]. [cit. 2019-06-02]. Available at: <https://epdf.pub/robin-hood-penguin-readers-level-2.html>

Appendix 28: WORKSHEET 2 FOR LESSON PLAN 7

INSTRUCTIONS:

4/

Answer the questions below in detail. Compare your feelings and attitudes before and after your reading and say why you think there are (or aren't) changes.

How do I feel after reading the book? Why? How do I feel about skipping some words? Why?




					
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Can I understand a long story in English? Did I reach my goal of reading ___ pages?

					
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Have I read this book in CZ? Yes/No

If so, did it help me understand the English version?

Comment on which techniques helped you best with your reading, for example what helped you concentrate, keep reading, understand, etc. Give as many details as you can think of.

Appendix 29: LESSON PLAN 8

Class: 7th grade

Level: A2

Time: approx. 32 minutes

Topic: comic story about the book characters and their accomplishments (leisure, sport)

Overall aim: The reader will be able to understand the content and main idea of a comic story and distinguish the doings of individual characters in it.










	Activity	Materials	Time needed	Interaction patterns	Objectives	Targeted strategies
1.	Practise questions and short answers in the present perfect tense.	Appendix 30	6 min.	T <=> Ss S <=> S	To ask questions and say short answers in the present perfect tense fluently.	Recognizing and using formulas and patterns.
2.	Read the comic story. Say why Sweet Sue feels happy in the end.	Appendix 30	8 min.	T <=> Ss S <=> text S <=> Ss	To understand the overall idea of the story.	Using laughter, becoming aware of others' thoughts and feelings.
3.	Quickly find what each character has done in their life.	Appendix 30 Marker	5 min.	T <=> Ss S <=> text	To tell the accomplishments of Sweet Sue, her brother, and Smart Alec.	Practising repeating, scanning, taking notes, highlighting.
4.	Translate the story into CZ in small groups.	Appendix 30	10 min.	T <=> Ss S <=> Ss	To understand the content in detail.	Translating, cooperating with peers.
5.	As a class, take turns to ask and answer your own questions to find a person with whom you share at least one experience or accomplishment.	-	3 min.	T <=> Ss S <=> S	To create and use questions and short answers in the present perfect tense correctly.	Cooperating with peers, recognizing and using formulas and patterns.

Appendix 30: WORKSHEET AND TEXT FOR LESSON PLAN 8

INSTRUCTIONS:

1/

Make a pair. Practise saying the questions below. Answer 'Yes, I have' or 'No, I haven't.'

 <p>Have you ever won a race?</p>	 <p>Have you ever seen a sports event?</p>	 <p>Have you ever ridden a horse?</p>	 <p>Have you ever ridden a bike?</p>
 <p>Have you ever done some work?</p>	 <p>Have you ever won a competition?</p>	 <p>Have you ever visited friends?</p>	 <p>Have you ever been in a film?</p>
 <p>Have you ever been on TV?</p>	 <p>Have you ever done karate?</p>	 <p>Have you ever seen a UFO?</p>	 <p>Have you ever visited London?</p>

Source:

HUTCHINSON, Tom. *Project 3: Student's Book*. 3rd ed. Oxford: Oxford University Press, 2008. Pp. 56. ISBN 9780194764162.

2/

Read the story and say why Sweet Sue feels happy in the end. Try to empathise with Sweet Sue. Do you think it is pleasant for her to understand that she hasn't done anything as exciting as Smart Alec has?



Source:

HUTCHINSON, Tom. *Project 3: Student's Book*. 3rd ed. Oxford: Oxford University Press, 2008. Pp. 58. ISBN 9780194764162.

3/

Scan the text and find what Smart Alec, Sweet Sue and her brother has or hasn't done in their lives. If you find it in the text, highlight it with a marker. Put a tick ✓ a cross ✗ in the chart below. If you cannot find the information in the text, mark it with a — .

	Smart Alec	Sweet Sue	Sue's brother
Won lots of trophies?			
Climbed a mountain?			
Never fallen into a hole?			
Seen the Pyramids?			
Climbed Mount Everest?			
Never played any sports?			
Played basketball?			
Flown a balloon?			
Not climbed a mountain?			
Played tennis?			

4/

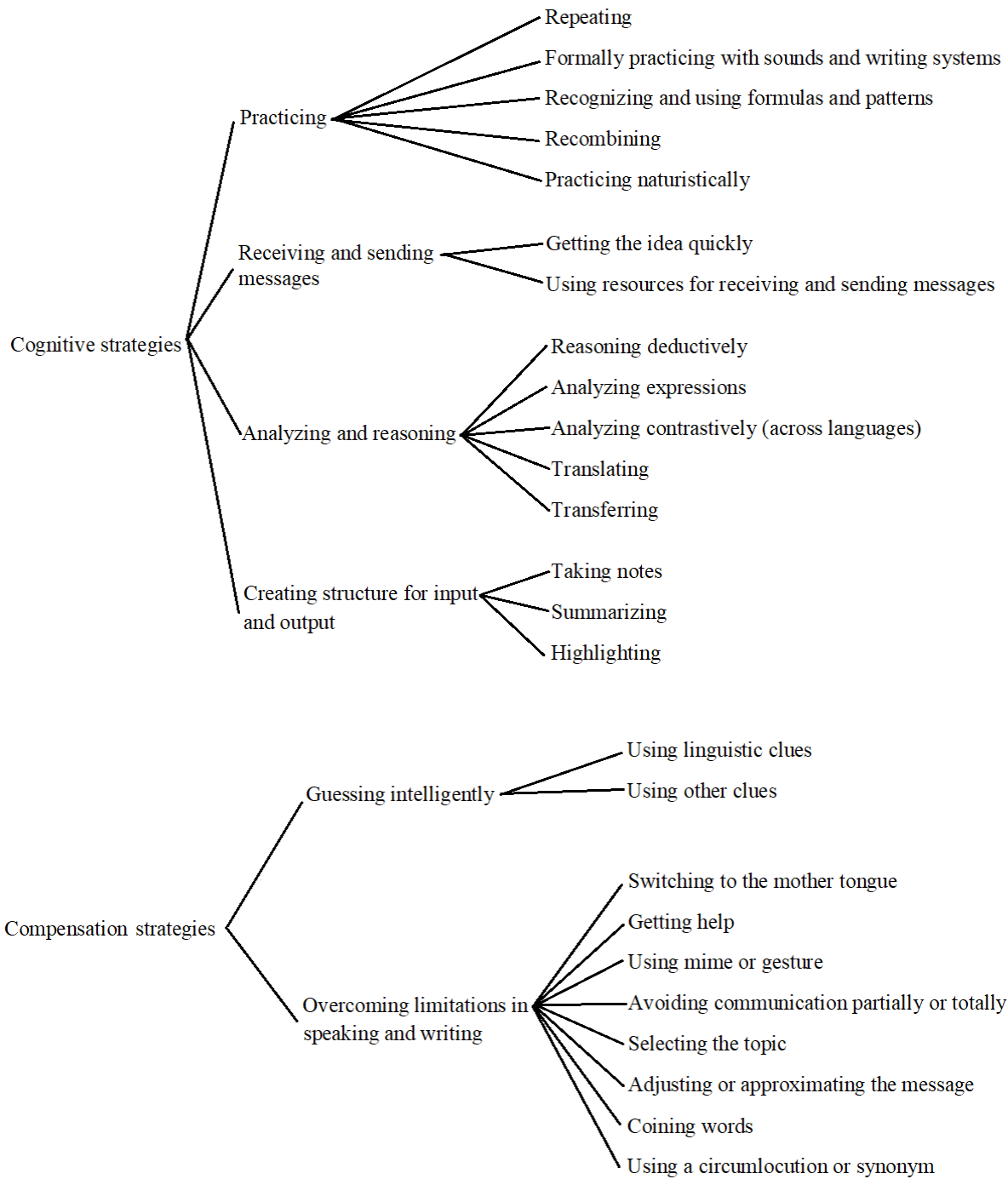
Work in groups of five to translate the story into the Czech language. Take turns in translating. Choose one person who will write into this sheet. In case you cannot work out the translation, ask the teacher to help you.



Source:

HUTCHINSON, Tom. *Project 3: Student's Book*. 3rd ed. Oxford: Oxford University Press, 2008. Pp. 58. ISBN 9780194764162.

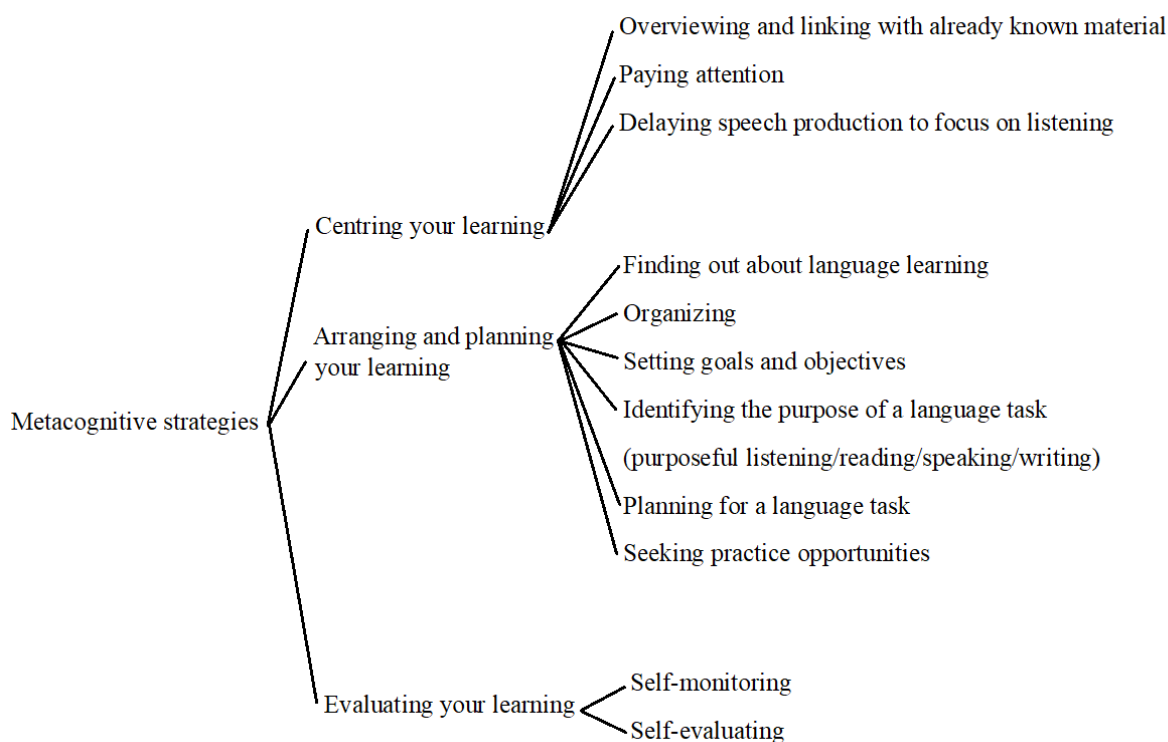
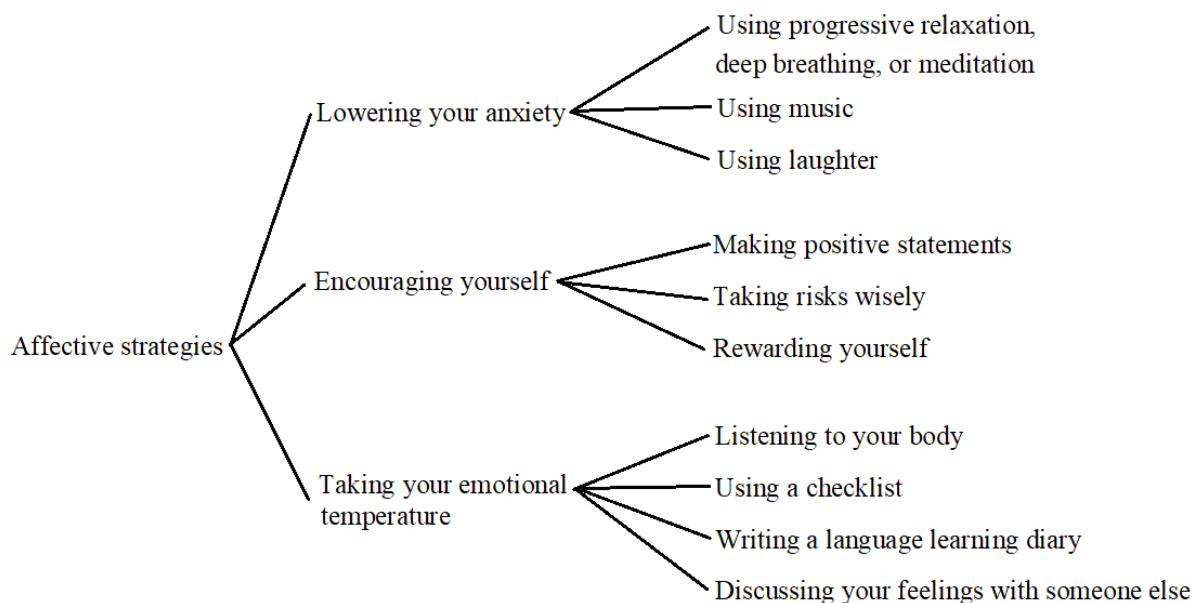
Appendix 31: TAXONOMY OF LANGUAGE LEARNING STRATEGIES BY R. OXFORD



Source:

OXFORD, Rebecca. *Language Learning Strategies: What Every Teacher Should Know*. Boston: Heinle & Heinle Publishers, 1990. Pp. 69. ISBN 08-384-2862-2

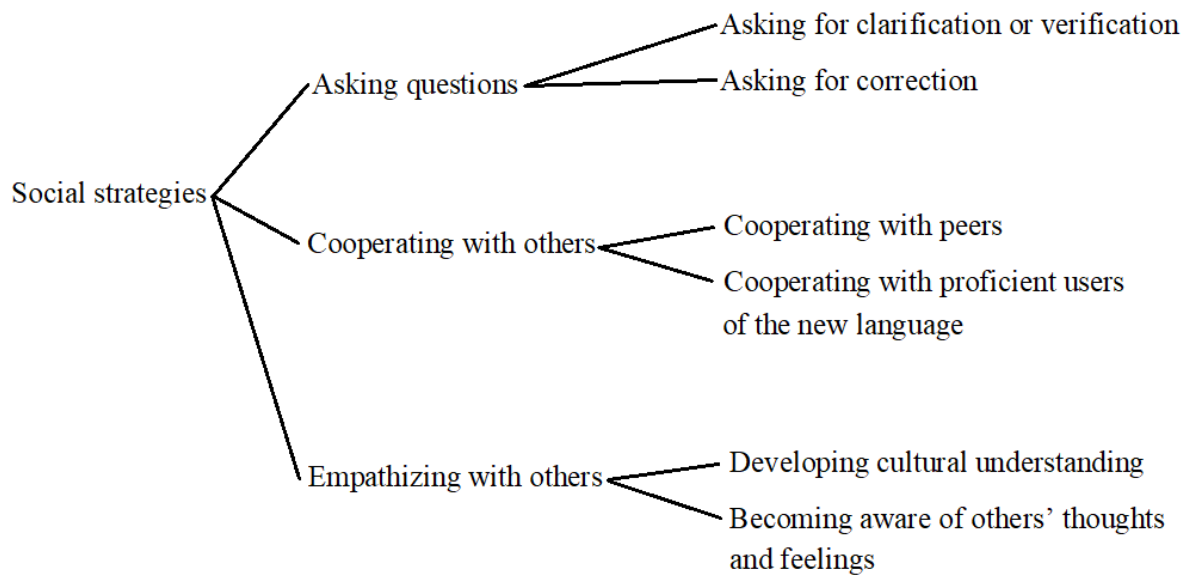
OXFORD, Rebecca. *Language Learning Strategies: What Every Teacher Should Know*. Boston: Heinle & Heinle Publishers, 1990. Pp. 91. ISBN 08-384-2862-2



Source:

OXFORD, Rebecca. *Language Learning Strategies: What Every Teacher Should Know*. Boston: Heinle & Heinle Publishers, 1990. Pp. 137. ISBN 08-384-2862-2

OXFORD, Rebecca. *Language Learning Strategies: What Every Teacher Should Know*. Boston: Heinle & Heinle Publishers, 1990. Pp. 141. ISBN 08-384-2862-2



Source:

OXFORD, Rebecca. *Language Learning Strategies: What Every Teacher Should Know*. Boston: Heinle & Heinle Publishers, 1990. Pp. 145. ISBN 08-384-2862-2