

READING MATERIALS

TO EXTEND PROJECT ENGLISH I

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In- Service III

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## O U T L I N E

Thesis: Reading is a part of the communication process, and it is important to improve students' reading skills in foreign language lessons, therefore, a rich supply of reading texts is necessary.

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### A B S T R A C T

Reading is a major source of learning in today's society. Teaching reading is often limited to sources that are offered in textbooks. Teachers try to avoid supplementary texts to extend textbooks. Appropriate materials for reading are short articles in magazines or newspapers, short stories, fairy--tales, etc. These are intended to appeal to the interest and need of students. Children enjoy reading. Reading is the language skill which is the easiest to keep up. An affective reading needs good preparation it means pre-, while-, and after reading activities. Also pictures and other realia enrich any reading text. Comprehension, vocabulary development, oral and grammar practice are the core elements in the composition of the supplementary reading materials.



## I. Textbooks for learning English

### A. The situation in the Czech Republic in the past and now

There are a lot of interesting books for learning English now. It is quite a change from the situation only a few years ago. And a very positive change too. In the past there was never more than one book, now there are five, fifty, a hundred. The thing is, how to know which is the suitable book for the teachers and students?

### B. Choosing a coursebook

#### 1. The suitable textbook from the teachers point of view

Teachers want a course that offers a good, thorough coverage of grammar, plenty of variety in the type of activity to keep students interested, yet does not involve hours of preparation before classes. They also want to be able to hold the attention of the students in classes where discipline can be a problem and there are often distractions.

#### 2. The suitable textbook from the students' point of view

The students want to enjoy their English lessons. They want to learn language that is useful and contemporary through subjects that are relevant to them. They do not want to get bored with the book. Through the lively photo-story, and a host of other topics which interest children, they want to meet in the classroom language they need and understand. They want to be confident with grammar basics.

### 3. What does the suitable textbook contain?

Choosing a book for the use of a whole class is always something of a leap in the dark. It may well be that you will not have a really good picture of its suitability until you have been working through it for some time.

The suitable book for teachers is designed to help them with the practical realities of teaching. It is organized clearly and simply. Each unit covers grammar and language topics which are explored through a specially chosen theme. It provides thorough, systematic coverage of grammar, and plenty of practice.

These are points to bear in mind when looking at all the books now on display.

#### C. Reading as an active skill

In our schools most teachers use Project English by Tom Hutchinson. Project English is a truly communicative course, because the language is always used to communicate about something. The Project English textbooks are full of interesting texts, nice pictures, funny games, a variety of listening and speaking exercises for developing the four language skills--speaking, listening, reading and writing.

I understand that a language serves to communicate, but I think that all teachers and students know the importance of reading. The most important aspects about reading are expanding and fixing vocabulary, understanding a variety of texts, identifying concepts, ideas. Students also fix grammar rules.



Moreover, reading contributes to the development of the sense for correct writing and to the extension of students' knowledge about the country where the language is spoken.

Reading is a part of the communication process, and it is important to improve students' reading skills in foreign language lessons; therefore, a rich supply of reading texts is necessary.

The main purpose of my paper is to help elementary school teachers that use Project English I. There is the lack of the appropriate reading texts, and I would like to supplement this textbook with reading exercises to particular projects.

This work shows how reading can be linked to other language skills. Elementary school teachers can find a general overview of reading as one of the communication skills necessary for all children. It also contains a set of practical reading texts that teachers may find helpful. These texts are suitable for children at the age of 12 to 14 in primary schools.



## II. Reading

### A. Specifics of language skills

The language skills include four activities: listening, speaking, reading and writing. They all are important if someone hopes to have mastery in a foreign language. Foreign language teachers should use them in their lessons proportionally - i.e. equitably taking the age and abilities of students or the purpose of learning a language into consideration.

### B. The important elements of the reading text

As pupils become better and better in the foreign language, the printed word becomes the main source of expanding and strengthening the language. Books open up other worlds to young children, and making reading an enjoyable activity is a very important part of the language learning experience. In the following part of the paper are suggestions for making the best use of some of the elements of the text. It considers ways of organising reading, and what can be done before and after reading.

#### 1. Pictures and pre-reading discussion

At the beginning of each article is a picture related to the following text. The teacher asks students to describe the picture and say how they feel about it. The class can briefly discuss some ideas related to the article before reading. For example, in the case of "Sleep, sleep", the teacher asks, "How long do you sleep every day?" "Do you snore?" "Do you talk in your sleep?" "Are you a sleepwalker?" "What kinds of

things do sleepwalkers do?"

## 2. Reading comprehension exercise

The first thing that students should ask themselves after reading a text is "Have I understood what I have just read?"

"What is the main idea of the article?" This will show whether students really have understood what the article was about.

If students cannot answer other reading--comprehension questions, they should reread specific paragraphs for answer.

They need to comprehend. Comprehension leads students to understand the overall meaning of the passage and at the same time focuses attention on some of the key vocabulary item.

## 3. Vocabulary development

The purpose of these exercises is to allow students, through repetition, to concentrate on and better learn some of the important vocabulary and expressions used in the text.

## 4. Communication exercises

Ideally, this exercise/discussion/ should be done in small groups of three or four students so that each student in the class gets a chance to speak. The goal of the exercises is to allow students to express their feelings and opinions about questions raised in the text.

## 5. Follow up activity

These activities can be used for additional classwork or for homework. The students should be prepared to write a short task. For example, the text "Sleep, sleep". Students write



two sentences about themselves and their partner for each question on the questionnaire "How do you sleep?" Example: I sleep for eight hours every night. My partner sleeps for seven hours."

### C. Reading techniques

#### 1. Reading aloud

According to Scott and Ytreberg/1990/, when we went to school, most of the reading done in class was reading aloud. Reading aloud is not the same as reading silently. It is a separate skill and not one which most people have that much use for outside the classroom. But it can be useful, especially with beginners in a language.

Reading aloud to the teacher should be done individually or in small groups. The reader then has the teacher's full attention. Reading aloud from a book lets the teacher ask about meaning, what the pupils think of the book, how they are getting on with it, as well as smooth out any language difficulties which arise. High priority should be given to this kind of reading aloud, especially at the beginner stage for all ages. The teacher can use it as a means of training and checking rhythm and pronunciation. The teacher can read a sentence or phrase and the class or parts of the class can read in chorus after. This is particularly useful if the text is a dialogue, but should only be done for a very short time.

Reading dialogues aloud in pairs or groups is an efficient way of checking work. The pupils can help each other with words they find difficult to pronounce, and you should try to get them to be a little critical about what they sound



like: "You do not sound very friendly, Michelle" or "Are you angry, Heinz?"/Scott and Ytreberg, 1990: 57-58/

## 2. Reading for meaning

According to Doff,/1991/, reading aloud can be useful skill to have in the classroom, and one which teachers make good use of, but silent reading is what remains with most people for the rest of their lives.

Reading for meaning is the activity we normally engage in when we read books, newspapers, road signs, etc., it is what you are doing as you read the text. It involves looking at sentences and understanding the message they convey, in other words 'making sense' of written text.

When we read for meaning, we do not need to read all letters or words. This is because, provided the text makes sense, we can guess much of what it says as we read it.

Reading is an active process. When we read, we do not merely sit there as passive 'receivers' of the text; we also draw on our own knowledge of the world and of language,/Doff, 1991:67/.

### 3. Project English I

#### A. General view

Project English is one of the most interesting textbooks for young teenagers. It is the most widely used textbook in our country. The themes of projects are suitable for children. I think it is necessary to work out a collection of exercises. Some of them are too difficult for bad pupils while the others are too easy for the excellent ones.

Project English I encourages learning through project work. The textbook is divided into eight projects covering a wide range of topics designed to appeal to young teenagers. Pupils enjoy talking about themselves through their project work. They will have fun taking part in the many games, quizzes, competitions, and problemsolving activities.

#### 1. Introducing the projects and language areas

Project 1:	Communication	Verb: to be Possessive adjectives Articles Numbers 0-20
Project 2:	My World	have/has Plurals Numbers 20-100
Project 3:	Our Town	can/can't there is/are Imperatives must
Project 4:	Time	Telling the time Present simple



Project 5:	People	Genitive
		Present continuous
Project 6:	Animals	some/any
		adverbs
		Present tenses revision
		Adjectives
		Object pronouns
Project 7:	Doctor, doctor	Past simple tense
Project 8:	Space	Ordinal numbers
		Dates
		Future tense

#### B. Conditions for reading activities

All the following reading texts have these conditions in common:

Age:	9-14
Location:	Classroom
Level:	Young teenagers - beginners
Readers:	The whole class / usually 12-15 pupils/
Timing:	Changes according to the reading texts
Materials:	Short stories, letters, poems, postcards, articles in newspapers and magazines, puzzles, maps
Language:	Grammar points for beginners and every day vocabulary
Skills:	Reading, speaking, writing



D. Supplementary texts to Project English I

The following part of the paper includes a set of supplementary reading texts to extend Project English I.

These texts are taken from magazines for young teenagers--  
Friendship and Hello.

Students will develop reading skills such as scanning, skimming, looking for information, matching the text to pictures, etc., as well as gaining further language practice. The activities include prereading, while- reading and after- reading tasks to help students consolidate and develop their vocabulary, grammar and communicative ability.

Text 1        Freddie Mercury is dead

Text is extracted from the magazine Friendship

/Zuzana Čiderová,1992/

Text 2        Hartfield

Text is extracted from the textbook Hotline

/Tom Hutchinson,1991,p.48/

Text 3        The animal kingdom

Text is extracted from the Vocabulary Builder

/Bernard Seal,1990,p.60/

Text 4        At the seaside

Text is extracted from the magazine Hello/At the seaside

6,1991, p.7/

Text 5        Jobs

Text is extracted from the magazine Friendship

/Barrie Robinson,6,1991,p.16/

## Text 1

Freddie Mercury is dead

aim: This section develops students' reading skills. Students read this text in a series of scanning activities. They use the pictures to establish who and what the text is about, what they already KNOW about the person. They read the text to find the main stages of the text. They read the text again to add more details and to learn new words.

Grammar - The past tense

time: 90 minutes

Pre-reading activity

1. Look at the pictures. Who is the text about?

Find his name in the text if no one knows.

The teacher asks how many students in class have heard of Freddie Mercury.

2. Students cover their texts. In pairs, they can write down everything they know about him. Students give their answers and the teacher makes a list on the blackboard.





While-reading activity

The teacher asks children to pay attention to the places where Freddie Mercury lived. They read the text quickly.

Text

On November 24, 1991 the leader of the rockgroup "QUEEN" Freddie Mercury died in Kensington in London. He was only 45 and during his 20-year-long career he gave his fans hits like "We Are The Champions", "We Will Rock You" or "Bohemian Rhapsody". Freddie, who didn't make a secret of his bisexuality, had been infected with AIDS. He himself announced it one day before his death. Freddie Mercury's real name was Frederick Bulsara. He was born on September 5, 1946 in Zanzibar, Africa, as a son of the British diplomat Bomi Bulsara and his wife Jer. In 1947 the family moved to Bombay, India and in 1959 to England. In 1967 Freddie changed his family name to "Mercury". In London he met Roger Taylor, who played with Brian May in the group "Smile". In 1970 Freddie re-named the group "Queen" and in February 1971 the fourth member - the bassist John Deacon - entered the group. In October 1972 Queen's song "Killer Queen" became the number one in England. The last song of the group is the hit "The Show Must Go On", which is also Freddie Mercury's message to all his fans.

After- reading activity

1. Students look at the list of places. They write the place names in the correct order down one after another as they appear in the text. Complete the table.

Kensington	London	England	Zanzibar	Bombay
------------	--------	---------	----------	--------



Date	Place	What Freddie did
------	-------	------------------

2. Students read the text again. They choose the correct dates and match them in the places in Exercise 1. They write them to the table.

1991	1959
1984	1975
1946	1947

3. Students read the text again. They write down everything that Freddie did at each place

Word work

4. Students write down all the words associated with pop music that appear in the text. The teacher makes a list of these words on the blackboard.

Communication work

5. The teacher asks questions about Freddie Mercury such as Who was the leader of the group "Queen"? When did he die? What was his real name? Who did he meet in London? When did he change his name?

Grammar work

6. Students look through the story and find the past tenses of these verbs.

Present	Past
die	
give	
make	
announce	
be	
move	
change	

Present	Past
play	
re-name	
enter	
become	

Homework

7. Students write a short biography of Freddie Mercury

Note

I use this text to extend Project English I--Project 8--Doctor. I like this lesson and my students too. This topic is very interesting for them.

The pupils that are not too good at a foreign language have difficulties understanding the whole text. To encourage these pupils it is better to explain new words in pre- reading activity. For example: the leader, a secret, entered, message, announced. After- reading exercises are not difficult for pupils. Only the exercises, when the pupils have to use the Past Simple tense are more difficult.

Exercise 5. My task is to revise everything the children know about F. Mercury. They can use the table they completed in exercises 1,2,3. It is possible to do this activity more difficult without looking at the text. This exercise needs not only pupil's knowledge of grammar and vocabulary, but also their ability to remember the content of the text. One of the difficulties is that not all of pupils are able to use correct forms of irregular verbs. For example:

I ask questions like these: "What hits did he give during his career?" "Who did he meet in London?", "When did the song Killer Queen become the number one in England?".

Instead of using the Past tense of irregular verbs /gave, met, became/ they use the verbs in the basic form or they add-ed.

I recommend to drill the past forms of irregular verbs appearing in the text. Another variation is to use the transformation activity. Pupils transform my sentences into the Past



tense.

For example: He dies in London. Pupils: He died in London.

He is 45.

He was 45.

He moves to Bombay.

He moved to Bombay.

I do this activity orally or in the written form. Children prefer to do them orally.

After pupils have mastered these activities it is possible to start with Exercise 6.

It is easy for them. They are looking through the text and find the Past tense of the verbs and complete the table.

This lesson is successful. All pupils are active. They develop all language skills-- reading, listening, speaking and writing. They are not bored, because the topic of this text is very interesting for them. They like talking and reading about their pop stars.

## Text 2

Hartfield

aim: The reading section has a number of aims. Students read these texts for specific information. They read six small texts and using a map, they decide whether these texts are correct or not. They practise new vocabulary items /places/.

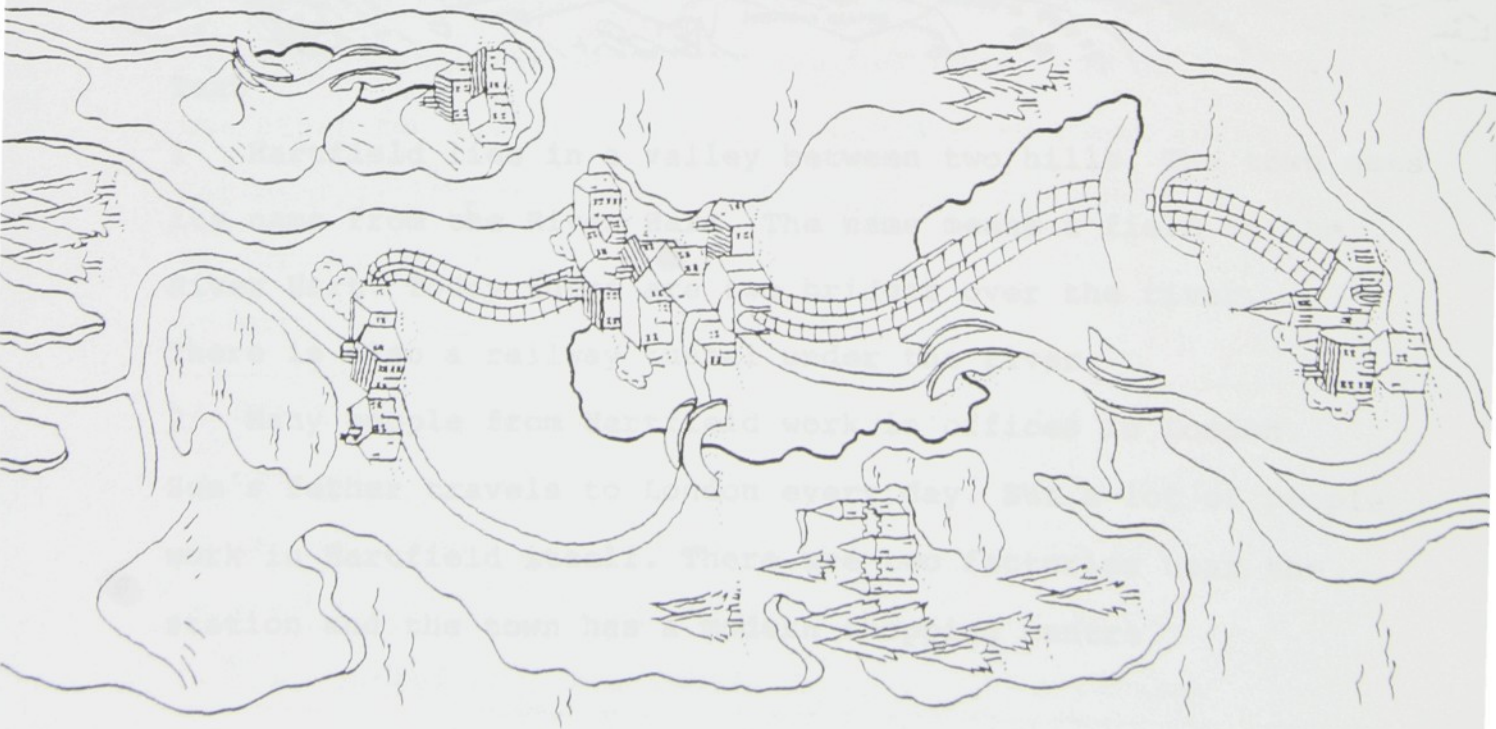
Grammar - prepositions and the expressions there is,  
there are

time: 45 minutes

Pre-reading activity

1. Pairs are given a map. Students label an example of these things on the map.

a lake	a valley	an island	a river
a castle	a hill	a road	a tunnel
a forest	a railway	a village	





While- reading activity

Students look at the map of Hartfield and the six texts. Four of the texts are correct, and two are not. The map is correct. They read each short text and decide whether it is correct.



## Text

1 Hartfield lies in a valley between two hills. The town gets its name from the River Hart. The name means a field on the River Hart. Today there are two bridges over the river. There is also a railway tunnel under the river.

2 Many people from Hartfield work in offices in London. Sue's father travels to London every day. But a lot of people work in Hartfield itself. There are two factories near the station and the town has a modern shopping centre.



- 3 All the young people go to school in the morning. Terry and his friends go to school by bus. The bus stop is in King George Avenue in front of the library.
- 4 There is a park near Victoria Road. There is the lake in the middle of the park. Next to the park there is a leisure centre. Casey plays football here every Saturday. The centre is behind the church near the entrance to the park.
- 5 There are some shops in King George Avenue. On one side of the street there is a cafe and a library. The cafe is called Fat Cat. On the opposite side of the street there is a petrol station, a supermarket and a hairdresser's.
- 6 There is a shoe factory in Marsh Road. This factory is next to the River Hart. Kamala's parents work there. In front of the factory there are some cars.

#### After- reading activities

1. Students identify the four correct texts and in pairs, students compare answers. The teacher asks "How do you know the other two are incorrect?" Students give their ideas. For example: There is not a tunnel under the river. It goes through the hill.
2. Which of these are not on the map?

---

a bridge	a river	a park
a hospital	a castle	a swimming pool
a railway line	a lake	the sea
a forest	an island	a school
a bus station	a canal	a factory

---



Students read aloud the list of places, they check understanding and students underline the places not on the map

3. Tom is showing Pam around the town. Read what Tom says.  
Where are they?

Students read the example and the things Tom says aloud. They write a sentence, starting They are... for each one.

- Example:
- You can buy food and clothes there.
  - They are at the shopping centre.

Communication work

4. Answer these questions  
The teacher asks questions and students give answers.

- Example:
- What is the name of the river?
  - What are the two hills called?
  - What is the name of the cafe?

Word Work

5. Students find as many words as possible and they complete the table. They can use a dictionary.

Table

buildings	man- made features	natural features

Grammar work            /there is, there are/

6. Students play a game. How good is your memory? They look at the map for one minute, and then they cover their papers. One student asks the questions and chooses another student to give the answer.

Example: How many bridges are there?

There are three bridges.

7. For homework students learn the words from Exercise 5.

#### Note

I use this text to extend Project English I--Project 3--My town. My experience has shown that pupils need more practice with these vocabulary items--names of buildings, label places on the map. I choose exercises not too difficult for pupils. These exercises are intended to further the students interest in the topic and to give them the opportunity to use this vocabulary item in everyday life situation.

Exercise 5 is interesting for them. Pupils like working with dictionaries and finding new words. This activity is useful and enjoyable for pupils. One of the difficulties is that not all of the children can concentrate for long on one activity, and, of course, they will find other things to do if their concentration goes. In this case, we would make this activity less complicated.

We use time limited competition. The teacher prepares cards with the names of buildings, man-made features and natural features /15 words/. It is better to do this activity in small groups of 3-4 children to be succesful in a short time limit. It takes too much time to do it with the whole class at once. Each child gets a card. They find these words in dictionaries. The winner is the group who finds all these words as the first.



## Text 3

The animal kingdom

aim: This reading section has a number of aims.

Reading for specific information. Using texts, pictures, background knowledge to work out vocabulary items. Practising present simple tense.

time: 45 minutes

Pre--reading activity

1. The teacher reads the text as a motivation:

"What is an animal? For many people, an animal has four legs, a head and a tail. There are many different kinds of animals. Some are so small that you cannot see them with the human eye. Some have no head, no mouth, no legs. Some live in the sea. Some can fly. They come in thousands of different shapes, sizes and colours."

2. I introduce the topic of the unit with some pre- questions relating to the topic.

- Do people in our country keep pets? If so, which are most common?
- What unusual pets do some people keep?
- What dangerous animals do we have in our country?
- Some people think it is wrong to keep animals in zoos. Do you agree?

While--reading activity

Pupils read the text from a biology book which shows how different animals can be. They look through the story to answer questions in Exercise 3.

## Text

Insects. One of the largest groups of animals is the insect group. These animals have six legs and three parts to their bodies. Many insects cause humans problems. Some carry diseases. They eat the food that farmers grow. But there are insects, like bees and butterflies, that we need because they help flowers and fruits to grow.

Birds. Birds have wings and they can fly. There are many different types of birds. Some eat fish and are happy living near rivers or the sea. Others like to live in the town and country side and eat mostly insects, and there are birds which like to live alone high in the mountains. These birds, like the mountain eagle, eat meat with their strong sharp beaks. They also have sharp claws on their feet, which are perfect for hunting and killing.

Fish and reptiles. Fish live in the sea, but reptiles usually live on the land. Reptiles are probably the least popular animals. They include the long thin snakes that many people are afraid of. However, some people keep snakes in their homes as pets!

Mammals. All birds have feathers, all mammals have hair on their bodies. Sometimes you can hardly see the hair. Sometimes the hair is very thick, and then it is called fur. There are several different groups of mammals. There are the cats, which include lions and tigers; there are animals with large front teeth, which include mice and rats; there are the sea mammals, which include the whale, the largest animal in the world. Then there are animals which have two arms and can walk on two legs like monkeys and humans.



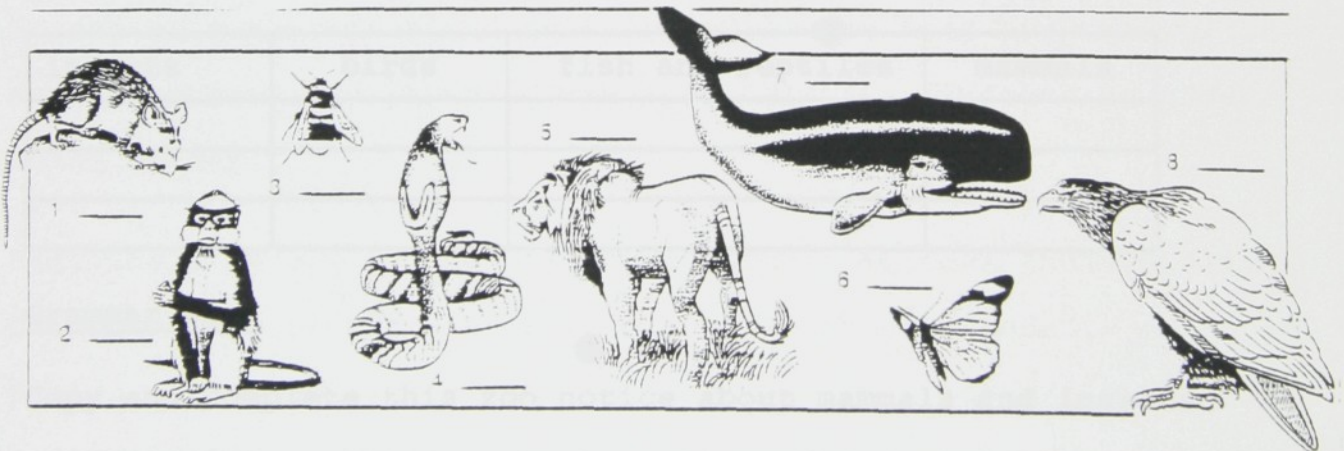
After--reading activity

1. Students decide whether these statements are true /T/ or false /F/ according to the passages.

- 1---- All animals have four legs.
- 2---- All insects have three parts to their bodies.
- 3---- All insects cause people problems.
- 4---- All birds and insects have wings.
- 5---- Some birds eat fish.
- 6---- Some fish live on the land.
- 7---- All reptiles live on the land.
- 8---- All mammals live on the land.
- 9---- All mammals have hair on their skin.
- 10--- A whale is a mammal.

2. Students match the names of the animals with the pictures.

- a. a bee   b. a butterfly   c. a rat   d. a whale   e. a lion  
f. an eagle   g. a snake   h. a monkey



3. Students match the parts of animals on the left with the definitions on the right.

- 1----- wing                      a. a bird's mouth
- 2----- fur                        b. a part which sticks out at the end of  
an animal's body
- 3----- tail                        c. thick hair on the bodies of some mammals
- 4----- feather                    d. one of the sharp, hard points on the  
feet of some birds and mammals
- 5----- beak                        e. part of an animal which is used for  
flying
- 6----- claw                        g. one of many parts of the covering that  
grows on a bird's body

### Dictionary work

Students put each animal in one of the four columns, do as many as they can and then check their answers in dictionaries.

shark	crocodile	parrot	owl	wasp	mouse
goat	seagull	fly	lizard	beetle	tiger

insects	birds	fish and reptiles	mammals

### Grammar work

Copy and complete this zoo notice about mammals and insects.

All mammals----- hair on their bodies. You----- hardly see the hair. The hair----- very thick. There----- several different groups of mammals. These animals----- six legs and three parts to their bodies. They----- the food that farmers grow.



## Text 4

At the seaside

aim: This is a scanning activity. First students scan the text to find out where the information is located, before they read the text in detail. The aim is to encourage students to get a general picture of what the text is about, before they read. This will give them a context that will help them to read and understand the text more easily.

time: 45 minutes

Pre- reading activity

- 1 The teacher asks "What are you going to read about?"
- 2 Before students look at the text, students read questions a-e.
  - a Where are the Browns having their holiday?
  - b Where is Mr. Brown sitting?
  - c What does Mrs. Brown like wearing?
  - d What are the Browns' children doing?
  - e What is dangerous?

While- reading activity

Students do not read the text carefully. They find out which paragraph contains the answer to each question. They write the number of that paragraph next to the question.

## Text

The Browns are having a holiday at the seaside. They go to the seaside every summer. Today the Brown family is on the beach. It is very hot-over 30 Centigrade.

Mr. Brown is sitting in a deck chair and he is drinking beer.

Note

I use this supplementary text to extend English Project I--Project 6-- Animals.

I like this topic, because pupils are interested in this topic too. I use a collection of pictures and a short text to motivate pupils. Pupils talk about their pets very enthusiastically. They bring pictures of their pets to this lesson. It is very useful, because through pictures they can revise and extend vocabulary.

After reading the text, they should attempt to answer the questions in Exercise 1. It is a comprehension exercise which leads pupils to understand the overall meaning of the passage and at the same time focuses attention on some of the key vocabulary items.

In this exercise pupils have difficulties with pronunciation of words like: a whale, cause, reptiles, mammals, etc.

I read this passage aloud so that pupils can hear how the words are pronounced. My phrasing may also help the students to understand better.

Exercise 2 is easier and I think it should be done individually. Students can check their answers with their neighbours.

Pupils cannot understand the words a bee and a butterfly. I use a description to explain the meaning of these words.

Exercise 3 may be done in small groups. Pupils solve more difficult logical problems. Only definitions can help them to match the right parts of animals. Students discuss in groups and they do this activity easier.

Dictionary work exercises may either be done in class with dictionaries or set as homework.







It is a cold beer because he has taken it out of his cooler. Can you see the cooler on his right? He usually puts some cans of beer and Coke in it and takes it to the beach. Of course he has to put some ice in it as well.

Mrs. Brown is reading a women's magazine. She likes wearing sunglasses in summer. She says: "Nobody sees when I am sleeping". The Brown children are playing in the sand. Oh, sorry! Charlie is not playing because he is buried in the sand. Can you see his head and feet? He seems to be very happy.

Mark and Betty are building a sandcastle. They have a bucket and small shovels. They prefer playing in the sand to bathing in the sea. But staying a long time in the sun is dangerous. You may get sunburnt.

#### After- reading activity

3 Students check their answers and now read the text again and find the answers.

4 Students read the statements a-j. They look through the text again. They write "Right, Wrong or Don't know" next to each. Students explain their answers.

---

Right, Wrong or Don't know

---

- a The Browns are having holiday in Scotland.
  - b Today it is raining.
  - c The Browns have four children.
  - d Mr. Brown is swimming.
  - e Mrs. Brown is eating.
  - f Mr. Brown is a doctor.
  - g Mark and Betty are twins.
  - h Mrs. Brown likes wearing glasses.
  - i Charlie is buried.
  - j Mark is six.
-



Follow up

For homework, students write down descriptions of these pictures. What are they doing?

Note

I use this text to extend Project English I--Project 5--People. Pre-reading and after-reading exercises are not difficult for pupils. They dispose of them easily; only the exercise when the pupils have to use the Present Continuous tense is difficult for them. Then it is important to choose different exercises to give the pupils more practice with this grammar task.

For example: The teacher can use pictures. They motivate pupils. The pictures give the pupils an opportunity to practice a foreign language in real context. Each pupil gets a card and decides what the person is doing on the card and mimes this activity. Then the pupils have to find companions. The pupils go round asking each other. "What are you doing now?" If two or more find that they are doing the same activities, they could go together. Through this activity they can also improve their knowledge of vocabulary and making the questions.

Exercise 5 is funny for them. They can mime and compete to be the first to guess what activity is being presented. I recommend

Word Work

5 These two exercises are based on the picture on page 31.

There are 4 water sports in the picture: diving, surfing, wind-surfing and water skiing.

---

Who are the people doing these sports?

---

we call someone who dives.....

Who surfs.....

who windsurfs.....

who water skis.....

---

6 Students work out meaning of these words in the picture

a swim ring or inflatable rubber ring /1/

If you can not swim

water wings or rubber arm-bands /2/

well you need to have

an air mattress /3/

a black tire ring /4/

Grammar Work /The present continuous tense/

7 Use these verbs to fill the spaces.

have sit read be play build

The Browns..... a holiday. I.....sleeping.

Mr. Brown.....in a deck chair They.....a sandcastle.

Mrs. Brown.....a magazine. The children.....in the sand.

8 Mime game

One person in the group thinks of an activity and present it as a mime. The others in the group try to find out what he/she is doing. The person who is miming the activity can only answer yes or no.

Example: Are you playing golf?

Are you singing?



## Text 5

Jobs

aim: This is a reading for information activity and increasing vocabulary on the topic-JOBS. Students do not need to understand the whole text. They only have to find the information they are asked for.

time: 45 minutes

Pre-reading activity

1 Look at the following objects and match them with the jobs.

a sailor

e nurse

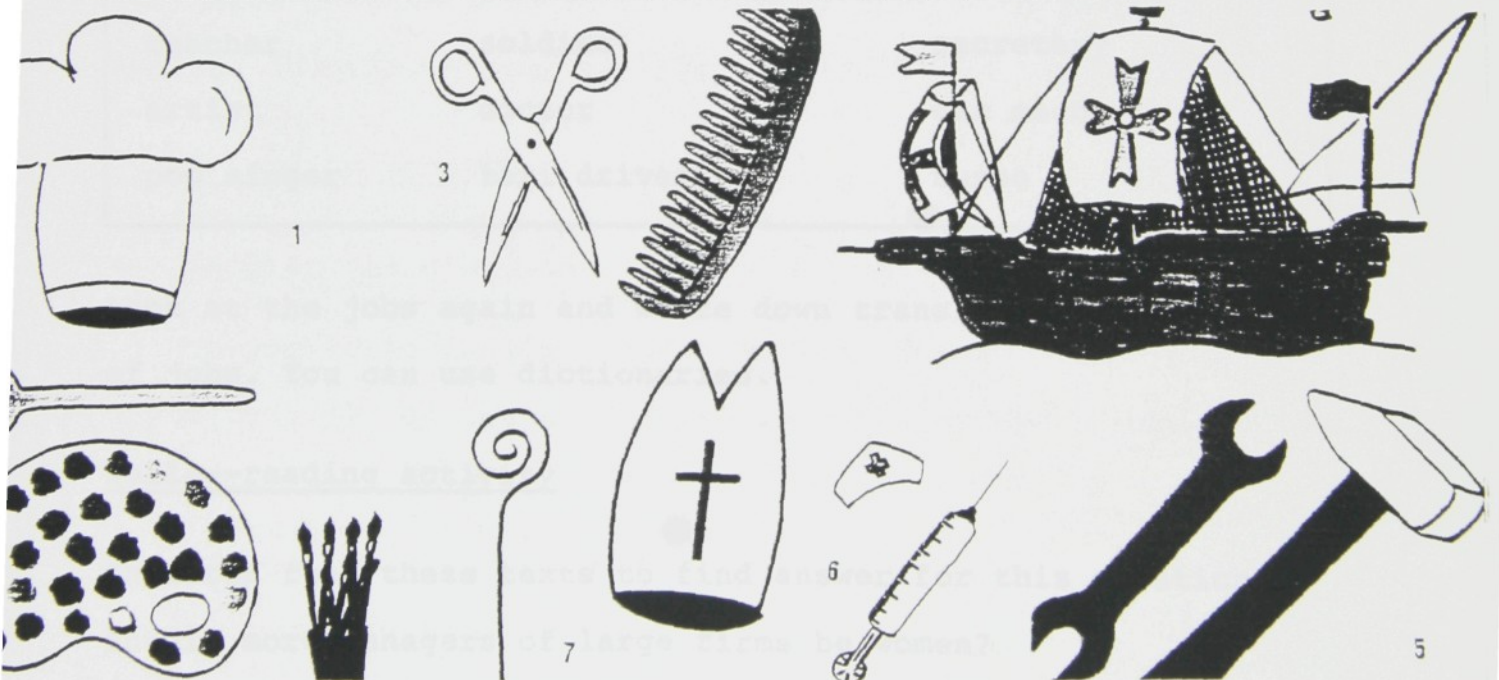
b car mechanic

f pope

c chef

g hairdresser

d artist



2 Can you match the jobs with these sentences? The meaning of the sentence should help you.

a I fly aeroplanes and sleep in a hotel a lot.

b At school, I like talking to my colleagues during the breaks.

using this game at the end of the lesson, when pupils are tired. Homework is suitable for pupils. They can revise using the Present Continuous tense through pictures. Pupils not only love to describe pictures, they also enjoy drawing. Another variation can also be used. They can draw and describe their own pictures as homework.

When they are asked for.

15 minutes

### Activity

Look at the following objects and match them with the jobs.

1. hammer

2

nurse

3. mechanic

4

pope

5. comb

6

hairstylist

7. key

8

lock

9. stethoscope

10

doctor

11. airplane

12

travel agent

13. cross

14

church

15. key

16

lock

17. stethoscope

18

doctor

19. airplane

20

travel agent

21. cross

22

church

23. key

24

lock

25. stethoscope

26

doctor

27. airplane

28

travel agent

29. cross

30

church

31. key

32

lock

33. stethoscope

34

doctor

35. airplane

36

travel agent

37. cross

38

church

39. key

40

lock

41. stethoscope

42

doctor

43. airplane

44

travel agent

45. cross

46

church



men are better bosses than women. They are better at organising things and dealing with people. I personally believe a woman's place is in the home looking after children. That is what they are good at. It is a man's job to earn the money.

### Secretary

It is a good idea. Women can do any job a man can do. And probably better. But we are educated from childhood to expect less from our careers. Little girls play with dolls because their parents want them to get married and have lots of children. Boys play with Lego sets because they are expected to do creative jobs. But many women are interested in good careers these days. I think women make good managers and leaders. The problem is who would be the secretary? Not many men could do my job. They have no idea when it comes to dealing with people. And most men are chaotic. A boss is important, but his secretary's vital.

### After-reading activity

4 Look at the statements below.

Do you agree or disagree with them?

Write true /T/ or false /F/ next to each. Students explain their answers.

Men are better at organising things.

Women cannot do any job men do.

Little girls are playing with Lego.

Many women are interested in reading.

Most men are chaotic.

### Groupwork

5 Form groups of five. Write down the job you think you would

- c You must be able to type and keep the bosses' secrets, Mary.
- d We need a dynamic man, age roughly fifty, to lead our firm.
- e I have to sail or row the boat.
- /pilot, teacher, secretary, manager, sailor/

### Groupwork

3 Which of the following jobs are usually done by men and which are usually done by women? Some are done by both men and women. Which ones? Compare your list with those of the other members of your groups.

housewife	shop assistant	hairstresser
manager	architect	chef
pilot	politician	pope
teacher	soldier	secretary
artist	doctor	car mechanic
pop singer	taxi driver	nurse

Look at the jobs again and write down translation of the names of jobs. You can use dictionaries.

### While--reading activity

Children read these texts to find answer for this question.

Should more managers of large firms be women?

The first was a manager and the second was his secretary. Here are their answers.

Text

Manager

More women managers? Good lord, no. I think, that basically,



There are difficulties with pronunciation. I read aloud all these words and pupils repeat after me. This activity is very important, because they can hear how these words are pronounced. This activity I do as the first step.

The pupils that are not talented have difficulties with understanding the text. They want the teacher to explain meaning of these words: earn, expect, less, creative etc. I should recommend that it is better to give them new vocabulary in pre-reading activity.

After-reading exercises are not difficult for pupils. Only the grammar game, when pupils have to use the Present Simple tense-questions. This game needs revision by drilling the structures:

Do you....?

Yes, I do.

No, I do not.

When the children are quite good in both forms the teacher can change questions and drill 3<sup>rd</sup> person.

Does she....?

Yes, she does.

No, she does not.

be good at. Do not let the others see what you have written. Now write down jobs for the other people in the group. Compare what you have written. Did anybody get the right job for you?

Grammar game /drilling of the simple present tense/

One person in the group thinks of a job and the others in the group try to find out what it is. The person who is thinking of the job can only answer YES or NOT. Here are some questions you can ask.

Do you work indoors? Yes, I do.

Do you work in hospital? No, I do not.

Note

I use this text to extend Project English I--Project 4--Time. Pre--reading and after--reading activities are based on increasing and revising vocabulary on the topic--Jobs.

Exercise 1 is interesting for students. Each pupil has cards and pictures and they match them. The children work individually and they compete. They compare their answers with their neighbours.

Exercise 2 may be done by the whole class. Children do it without problems.

Exercise 3. This activity is enjoyable for them, because they like working in groups, they like working with dictionaries and talking about themselves. In groups each child has cards with the names of jobs. They have to explain to other members of the group what jobs they have on their cards.



more versions of reading exercises. It means that these activities are also very creative. It depends on the age and language level of students. Each piece of written material should have pictures and other realia that make reading more interesting.

I wanted to emphasize the importance of teaching reading. Nobody can guarantee that all our pupils will love books, but a positive attitude to books and reading from the beginning will help. Let our pupils read books for understanding and for pleasure.

#### IV. Conclusion

Reading is a part of the communication process, and it is important to improve students' reading skills in foreign language lessons; therefore, a rich supply of the reading texts is necessary.

This work shows how reading can be linked to other language skills. Elementary school teachers can find a general overview of reading as one of the communication skills necessary for children.

Reading should be prepared well. Pre-reading activity is very important for reading to be successful. After-reading activity tells the teacher if the aim was reached.

In the magazines and books there is a wide range of topics designed to appeal to young teenagers. I think it is necessary to choose a collection of interesting reading texts according to the students knowledge, interests and competence in the language.

Books open up other worlds to young children, and making reading an enjoyable activity is a very important part of the language learning experience. Practice shows if there is a lot of fun during the lesson and the topic is interesting for children you can hear children talk about it even after the lesson.

This paper gives five examples of reading texts. These can be used as supplementary texts to extend the textbook Project English. There are some instructions about preparing and using these texts. There are also several possibilities for making



**Zuzana Fišerová**

**Reading Materials to extend Project English I**

In her project Zuzana Fišerová describes the situation with different textbooks in these days and compares it to the previous situation. Because the market is full of books now she considers that advice for choosing the suitable textbook would be valuable for colleagues. She adds comments about choosing a suitable coursebook from the point of view of a teacher and a student. She uses both points of view for summarising the contents that a suitable textbook should have.

She has decided to focus her attention on teaching reading skills. In her perception reading is described as an active skill and for teaching that skill she suggests supplementary reading texts for Project English I.

She comments on important elements of the reading text, stresses the necessity of pre-reading activities, either with pictures or discussions, while - reading activities necessary for comprehension, vocabulary development and communication development, and follow-up activities that can be oriented at classwork or homework.

She describes different reading techniques that a teacher can utilise and with each of them she explains in detail the importance of the particular technique for both the pupil and the teacher.

She gives an introduction to Project English I with a list of the units and their topics and language structures and functions dealt with in them and adds a list of sources she used for finding her supplementary texts.

In all five of her lesson plans she defines well the age, level, timing, materials, language functions and skills that have to be kept in mind for activities suggested by her. Each lesson plan is followed by a very detailed chapter with notes about her experience.

The topics chosen are suitable for children, interesting and encouraging, the activities suggested by her cover a great variety. Through them the teacher can develop all skills and grammar and vocabulary, not only one reading skill in isolation. She has also included an activity where children can practise working with dictionaries.

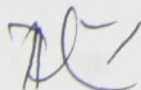
She uses many game-like activities. In adapting games for classroom usage and adapting texts that might be too difficult for children she demonstrates her creativity and deep understanding the teaching/learning process.

The project is written with a generally very good language.

I recommend this paper to be evaluated as a passing one.

Liberec, 18 June, 1994

PhDr. Ivana Pekařová



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