

**UNIVERZITA KARLOVA V PRAZE  
FILOZOFICKÁ FAKULTA  
ÚSTAV ANGLISTIKY A AMERIKANISTIKY**

# **Supplementary Reading in Grammar School TEFL**

**The Introduction of the Concept of Teaching Reading-Related Skills in the Czech Republic**

## **APPENDIX TO THE THESIS**

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## **I. Common reference levels: global scale**

*The Common European Framework of Reference for Languages: learning, teaching, assessment* (2001, p. 24).

<b>GLOBAL SCALE</b>		
Proficient User	C2 Mastery	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1 Effective Operational Proficiency	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2 Vantage	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1 Threshold	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2 Waystage	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). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1 Breakthrough	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

## **II. Common reference levels: overall reading comprehension**

*The Common European Framework of Reference for Languages: learning, teaching, assessment* (2001, p. 69).

<b>OVERALL READING COMPREHENSION</b>	
<b>C2</b>	<i>Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.</i>
<b>C1</b>	<i>Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.</i>
<b>B2</b>	<i>Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low frequency idioms.</i>
<b>B1</b>	<i>Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.</i>
<b>A2</b>	<i>Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.</i> <i>Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.</i>
<b>A1</b>	<i>Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.</i>

### **III. Student questionnaire – blank form**



# DOPLŇKOVÁ ČETBA VE VÝUCE AJ – Dotazník pro studenty

Tento dotazník je určen studentům gymnázií ve věku 15 až 19 let. Jeho cílem je zjistit, jak je při výuce využívána doplňková četba v AJ, jaká je oblast zájmů studentů, co by je při práci s doplňkovou četbou motivovalo a jaké aktivity s ní by uvítali. Dotazník je anonymní a zjištěné výsledky budou použity pro moji diplomovou práci.

Prosím čtete pečlivě zadání a postupujte podle instrukcí. Velmi Vám děkuji za úplné zodpovězení všech otázek na obou stranách dotazníku.

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Doplňkovou četbou ve výuce AJ rozumíme nejrůznější materiály, knížky, čítanky, články, texty atd. psané v AJ, se kterými se můžete setkat mimo texty obsažené v učebnici AJ.

## A Odpověz na otázky 1 – 31, vybranou odpověď ZAKROUŽKUJ nebo ČITELNĚ vypiš slovy.

- Jméno školy: \_\_\_\_\_ Věk: \_\_\_\_\_ Jsem:  muž |  žena Třída: \_\_\_\_\_ Počet hodin (45 min.) AJ týdně: \_\_\_\_\_
- Považuji se za studenta zaměřeného:  a. humanitně |  b. jazykově |  c. přírodovědně |  d. technicky |  e. hudebně |  f. zatím nevím
- Ohodnocení vlastní úrovně AJ:  a. začátečník |  b. mírně pokročilý |  c. středně pokročilý |  d. pokročilý
- Moje zájmy a koníčky (jmenuj alespoň 3): \_\_\_\_\_
- Moje poslední známka na vysvědčení z AJ:  1 |  2 |  3 |  4 |  5 (Pokud jste hodnoceni v procentech: \_\_\_\_\_ %)
- Kolik let studuješ (jsi studoval) AJ ve škole (včetně ZŠ):  méně než 1 |  1 |  2 |  3 |  4 |  5 |  6 a více
- V případě, že studuješ AJ mimo školu, kolik let:  méně než 1 |  1 |  2 |  3 |  4 |  5 |  6 a více
- Ve škole patřím do skupiny AJ:  a. začátečníci |  b. pokročilí |  c. do skupin se nedělíme
- Kolik nás bývá na hodině AJ:  a. méně než 5 |  b. 6 – 10 |  c. 11 – 15 |  d. 16 – 20 |  e. 21 – 25 |  f. 26 – 30 |  g. 30 a více
- Jak zareaguji, když se mě na ulici někdo anglicky zeptá na cestu:  a. dělám, že neslyším |  b. odpovím, že nemluví AJ |  c. snažím se všemi způsoby cestu popsat, i když mám problémy s vyjadřováním |  d. bez problému odpovím a cestu popíšu
- Proč se učím AJ (uveď minimálně 3 důvody): \_\_\_\_\_  
\_\_\_\_\_
- Používám AJ i mimo školu:  ano |  ne Pokud ano, jak a kde: \_\_\_\_\_  
\_\_\_\_\_
- K čemu je podle tebe nejlépe možné využít AJ (uveď alespoň 3 nápady): \_\_\_\_\_  
\_\_\_\_\_
- Vyber 2 oblasti AJ, které ti jdou nejlépe:  a. poslech |  b. mluvení |  c. čtení |  d. psaní |  e. gramatika |  f. výslovnost
- Vyber 2 oblasti AJ, které ti jdou nejhůř:  a. poslech |  b. mluvení |  c. čtení |  d. psaní |  e. gramatika |  f. výslovnost
- Za jakých podmínek si myslíš, že by ses AJ lépe naučil: \_\_\_\_\_  
\_\_\_\_\_
- Jmenuj (alespoň) 2 přednosti svého učitele AJ: \_\_\_\_\_
- Jmenuj (alespoň) 2 zápory svého učitele AJ: \_\_\_\_\_
- Při běžné výuce AJ používáme učebnici (název, úroveň/díl): \_\_\_\_\_ Používáme Workbook:  ano |  ne
- Práce s učebnicí mi:  a. vyhovuje |  b. nevyhovuje Proč: \_\_\_\_\_  
\_\_\_\_\_
- Vyjmenuj alespoň 2 témata, která tě v učebnici bavila: \_\_\_\_\_
- Vyjmenuj alespoň 2 témata, která tě v učebnici nudila: \_\_\_\_\_
- Kolik hodin (45 min.) měsíčně máme konverzaci v AJ:  0 |  1 |  2 |  3 |  4 |  5 |  6 a více
- Kolik hodin (45 min.) měsíčně máme AJ zaměřenou na práci s doplňkovou literaturou:  0 |  1 |  2 |  3 |  4 |  5 |  6 a více
- Pokud s doplňkovou četbou v AJ při hodinách pracujete, baví tě to:  spíše ano |  spíše ne Proč: \_\_\_\_\_  
\_\_\_\_\_
- Za jakých podmínek si myslíš, že by práce s doplňkovou četbou měla větší smysl: \_\_\_\_\_  
\_\_\_\_\_
- Máme ve škole k dispozici knihovnu nebo zásobu knížek a časopisů ve zjednodušeném AJ:  ano – jdi na 28. |  ne – jdi na 29.
- Pokud ano, je možné ji využívat:  a. stále |  b. o přestávce |  c. některé dny odpoledne |  d. jindy (napiš kdy): \_\_\_\_\_
- Pokud teď knihovnu knížek a časopisů v AJ nemáte, využíval bys ji, kdyby byla ve škole k dispozici:  ano |  ne
- Na vytvoření společné knihovny knížek v AJ bych byl ochoten přispět částkou (Kč):  0 |  10 – 50 |  51 – 100 |  101 – 150 |  151 – 200
- Byl bych ochoten koupit si knížku ve zjednodušeném AJ pro práci v hodině za (Kč):  0 |  50 – 100 |  101 – 150 |  151 – 200

Prosím otoč...

**B** Vyplněním této části dotazníku máš možnost podílet se na zlepšení situace týkající se četby při hodinách AJ.

1. Nejprve na **zelené stupnici** ZAKROUŽKUJ hodnotu, která se blíží tvé představě o tom, jaký by měl být obsah doplňkové četby v AJ, aby tě práce s ní bavila. Až vyplníš zelenou tabulku, vrať se k bodu č. 2. – červená instrukce.
2. Pak do **červených čtverečků** ZAŠKRTNI tu doplňkovou četbu, témata a aktivity, se kterými ses již setkal při výuce AJ. Pokud ses s nimi nesetkal, nech čtvereček volný. Až vyplníš červené čtverečky, vrať se k bodu č. 3. – modrá instrukce.
3. Nakonec na **modré stupnici** ZAKROUŽKUJ, jak moc by ses s danou doplňkovou četbou chtěl v budoucnu setkávat při hodinách AJ a jaká témata a aktivity ti připadají užitečné v porovnání s ostatními.

př. spíše kratší: 1 2 3 4 5

př. nechci se v budoucnu setkávat: 1 2 3 4 5

již jsem se setkal

Jaký by měl být obsah četby v AJ	rozhodně					Druh doplňkové četby	rozhodně						
	spíše	něco mezi	spíše	rozhodně	rozhodně		setkal jsem se	nechtěl	spíše nechtěl	je mi jedno	spíše chci	rozhodně chci	
krátký	1	2	3	4	5	douhý	článek z časopisu v AJ	<input type="checkbox"/>	1	2	3	4	5
veselý, vtipný	1	2	3	4	5	vážný	celý časopis v AJ	<input type="checkbox"/>	1	2	3	4	5
popisný	1	2	3	4	5	dějový	novinový článek v AJ	<input type="checkbox"/>	1	2	3	4	5
historický	1	2	3	4	5	ze současnosti	celé noviny v AJ	<input type="checkbox"/>	1	2	3	4	5
vědecký	1	2	3	4	5	populární	knížky ve zjednodušeném AJ	<input type="checkbox"/>	1	2	3	4	5
zjednodušený AJ	1	2	3	4	5	originál	článek z internetového časopisu v AJ	<input type="checkbox"/>	1	2	3	4	5
tištěná podoba	1	2	3	4	5	elektronická p.	článek z internetových novin v AJ	<input type="checkbox"/>	1	2	3	4	5
z reálného života	1	2	3	4	5	smyšlený	e-kniha na internetu v AJ	<input type="checkbox"/>	1	2	3	4	5
hodně postav	1	2	3	4	5	méně postav	<b>Napiš konkrétní názvy:</b>						
dobrodružný	1	2	3	4	5	romantický							
životopisný	1	2	3	4	5	rozhovor							
cestopisný	1	2	3	4	5	reportáž							
divadelní hra	1	2	3	4	5	poezie							
Témata doplňkové četby (POZOR: ne učebnice!)	setkal jsem se	nechtěl	spíše nechtěl	je mi jedno	spíše chci	rozhodně chci	Aktivity s doplňkovou četbou (POZOR: ne učebnice!)	setkal jsem se	nechtěl	spíše nechtěl	je mi jedno	spíše chci	rozhodně chci
denní zprávy	<input type="checkbox"/>	1	2	3	4	5	čtení	<input type="checkbox"/>	1	2	3	4	5
nové objevy	<input type="checkbox"/>	1	2	3	4	5	mluvení o textu	<input type="checkbox"/>	1	2	3	4	5
počítače	<input type="checkbox"/>	1	2	3	4	5	gramatika a práce s textem	<input type="checkbox"/>	1	2	3	4	5
zeměpis a svět	<input type="checkbox"/>	1	2	3	4	5	překlad	<input type="checkbox"/>	1	2	3	4	5
kulturní odlišnosti	<input type="checkbox"/>	1	2	3	4	5	vypsání si neznámých slovíček	<input type="checkbox"/>	1	2	3	4	5
příroda a ekologie	<input type="checkbox"/>	1	2	3	4	5	použití nových slovíček ve větách	<input type="checkbox"/>	1	2	3	4	5
zvířata	<input type="checkbox"/>	1	2	3	4	5	poslech	<input type="checkbox"/>	1	2	3	4	5
záhady a tajemství	<input type="checkbox"/>	1	2	3	4	5	psaní slohu na přečtené téma	<input type="checkbox"/>	1	2	3	4	5
životní styl a móda	<input type="checkbox"/>	1	2	3	4	5	psaní slohu na související téma	<input type="checkbox"/>	1	2	3	4	5
lidé, kteří něco dokázali	<input type="checkbox"/>	1	2	3	4	5	otázky na porozumění textu	<input type="checkbox"/>	1	2	3	4	5
celebrity	<input type="checkbox"/>	1	2	3	4	5	zjišťování informací o autorovi	<input type="checkbox"/>	1	2	3	4	5
přátelství a láska	<input type="checkbox"/>	1	2	3	4	5	diskuze o obsahu četby	<input type="checkbox"/>	1	2	3	4	5
knihy a čtení	<input type="checkbox"/>	1	2	3	4	5	řízená debata	<input type="checkbox"/>	1	2	3	4	5
výtvarné umění	<input type="checkbox"/>	1	2	3	4	5	hraní divadla	<input type="checkbox"/>	1	2	3	4	5
divadlo	<input type="checkbox"/>	1	2	3	4	5	trénink a nahrávání své výslovnosti	<input type="checkbox"/>	1	2	3	4	5
film	<input type="checkbox"/>	1	2	3	4	5	utváření si vlastního názoru	<input type="checkbox"/>	1	2	3	4	5
hudba	<input type="checkbox"/>	1	2	3	4	5	zaujímání kritického postoje	<input type="checkbox"/>	1	2	3	4	5
sport	<input type="checkbox"/>	1	2	3	4	5	prezentace svého názoru před třídou	<input type="checkbox"/>	1	2	3	4	5
další (dopíš):	<input type="checkbox"/>	1	2	3	4	5	další (dopíš):	<input type="checkbox"/>	1	2	3	4	5
	<input type="checkbox"/>	1	2	3	4	5		<input type="checkbox"/>	1	2	3	4	5

**C** Následující prostor využij pro další nápady a návrhy týkající se doplňkové četby v AJ, se kterou se setkáváš a o kterou bys měl zájem:

Mnohokrát děkuji ☺

#### **IV. Teacher questionnaire – blank form**

# DOPLŇKOVÁ ČETBA VE VÝUCE AJ – Dotazník pro učitele

Tento dotazník je určen učitelům AJ na 2. stupni gymnázií. Jeho cílem je zjistit, jak je při výuce využívána doplňková četba v AJ, co studenty de/motivuje při práci s doplňkovou četbou v AJ, k jakým aktivitám ji učitelé nejčastěji využívají a jaké podněty by mohly vést ke zlepšení celkové situace. Dotazník je anonymní a zjištěné výsledky budou použity pro moji diplomovou práci. Prosím čtěte pečlivě zadání a postupujte podle instrukcí. Velmi Vám děkuji za zodpovězení všech otázek.

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Doplňkovou četbou ve výuce AJ rozumíme nejrůznější materiály, knížky, čítanky, články, texty atd. psané v AJ, se kterými se studenti mohou setkat nad rámec textů obsažených v učebnici AJ.

**A** Odpovězte prosím na otázky 1 – 13, vybranou odpověď ZAKROUŽKUJTE nebo ČITELNĚ vypište slovy.

1. Jméno školy: \_\_\_\_\_ Věk: \_\_\_\_ Jsem:  muž |  žena Kolik let učím AJ (celkem/zde): \_\_\_\_ / \_\_\_\_

2. Zaměření studia na gymnáziu:  a. humanitní |  b. jazykové |  c. přírodovědné |  d. technické |  e. hudební |  f. všeobecné

3. Kolik hodin (45 min.) týdně průměrně učíte jednu třídu AJ: \_\_\_\_\_ Kolik studentů průměrně bývá na hodině AJ: \_\_\_\_\_

4. Jak studenty motivujete k četbě v AJ: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Obecně se soudí, že práce s doplňkovou četbou je podceňována a doplňková četba při výuce AJ je nedostatečně využívána. Proč myslíte, že to tak je: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Jak studenti přistupují k práci s doplňkovou četbou: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. Co podle Vás studenty při práci s doplňkovou četbou v AJ demotivuje: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. Za jakých podmínek si myslíte, že by práce s doplňkovou četbou v AJ studenty více bavila: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9. Uveďte 3 návrhy na zlepšení situace týkající se využití doplňkové četby v AJ tak, aby práce s ní měla větší smysl:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

10. Je ve škole k dispozici knihovna nebo zásoba knížek a časopisů ve zjednodušeném AJ:  ano – jděte na 11. |  ne – jděte na 12.

11. Pokud ano, studenti ji mohou využívat:  a. stále |  b. o přestávce |  c. některé dny odpoledne |  d. jindy (napíšte): \_\_\_\_\_

12. Pokud nyní knihovna knížek a časopisů v AJ není k dispozici, využíval/a byste ji pro práci v hodině, kdyby byla:  ano |  ne

13. Uvítal/a bych, kdyby si studenti sami pořídili knížku ve zjednodušeném AJ pro systematickou práci v hodině:  ano |  ne

**B** Následující řádky využijte pro další podněty a nápady týkající se práce s doplňkovou četbou při výuce AJ:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**C** Vyplněním této části dotazníku umožníte zmapování druhu doplňkové četby v AJ a aktivit s doplňkovou četbou, které jsou při hodinách nejvíce využívány. Dále poskytnete podněty pro budoucí obohacení práce s doplňkovou četbou při výuce AJ.

1. Nejprve do prázdných čtverečků zaškrtněte tu doplňkovou četbu a aktivitu, které v současnosti využíváte při výuce AJ. Pokud je nevyžíváte, nechte čtvereček volný.

2. Potom ke každé aktivitě s doplňkovou četbou v AJ (tedy i k té, kterou nevyžíváte,) napište, jaké kladné stránky a omezení v sobě podle Vás její využití skrývá vzhledem k faktorům vyučovacího procesu (př. nárokům na učitele, studenta, čas atd.).

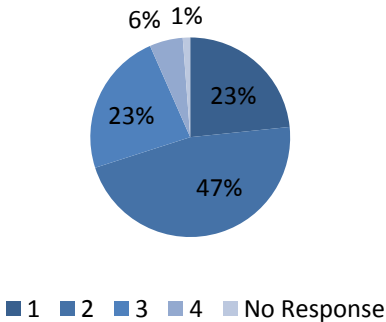
jž využívám

<u>Druh doplňkové četby v AJ</u>	<u>vyžívám</u>		<u>vyžívám</u>	<u>Napište konkrétní názvy:</u>
článek z časopisu	<input type="checkbox"/>	článek z internetového časopisu	<input type="checkbox"/>	
celý časopis	<input type="checkbox"/>	celý internetový časopis	<input type="checkbox"/>	
novinový článek	<input type="checkbox"/>	článek z internetových novin	<input type="checkbox"/>	
celé noviny	<input type="checkbox"/>	celé internetové noviny	<input type="checkbox"/>	
knížky ve zjednodušeném AJ	<input type="checkbox"/>	e-books	<input type="checkbox"/>	
<u>Aktivity s doplňkovou četbou pro práci v hodně AJ</u>	<u>vyžívám</u>	<u>Jaké 2 KLADY vidíte ve využití jednotlivých aktivit</u>		<u>Jaká 2 OMEZENÍ vidíte ve využití jednotlivých aktivit</u>
čtení	<input type="checkbox"/>			
mluvení o textu	<input type="checkbox"/>			
gramatika a práce s textem	<input type="checkbox"/>			
překlad	<input type="checkbox"/>			
vypsání a naučení neznámých slovíček	<input type="checkbox"/>			
použití nových slovíček ve větách	<input type="checkbox"/>			
poslech	<input type="checkbox"/>			
psaní slohu na přečtené téma	<input type="checkbox"/>			
psaní slohu na související téma	<input type="checkbox"/>			
otázky na porozumění textu	<input type="checkbox"/>			
studenti zjišťují informace o autorovi	<input type="checkbox"/>			
diskuze o obsahu četby	<input type="checkbox"/>			
řízená debata	<input type="checkbox"/>			
hraní divadla	<input type="checkbox"/>			
trénink a nahrávání výslovnosti studentů	<input type="checkbox"/>			
studenti si tvoří vlastní názor	<input type="checkbox"/>			
zaujímání kritického postoje k tématu	<input type="checkbox"/>			
studenti prezentují svůj názor před třídou	<input type="checkbox"/>			
<b>další (dopíšte):</b>	<input type="checkbox"/>			
	<input type="checkbox"/>			

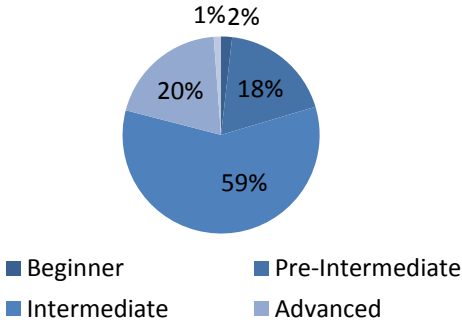
## **V. Charts from the analysis of student questionnaires**

Note: for easier orientation in the pie charts and colours, please start reading the data clockwise (from the darkest colour) which is also the order in which the legend is presented in rows from left to right.

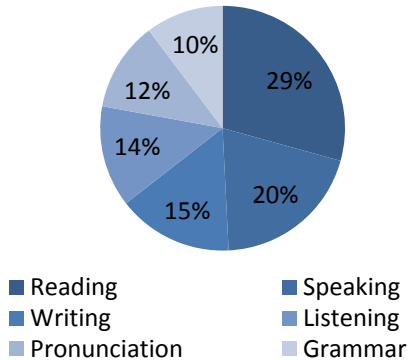
**Last grade from English**



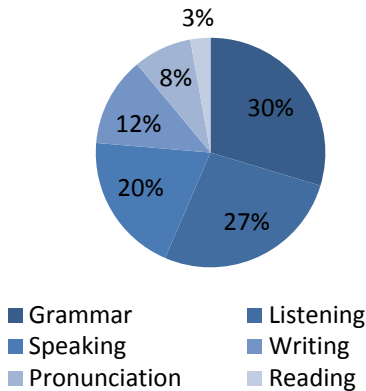
**Level of English (self-assessed)**



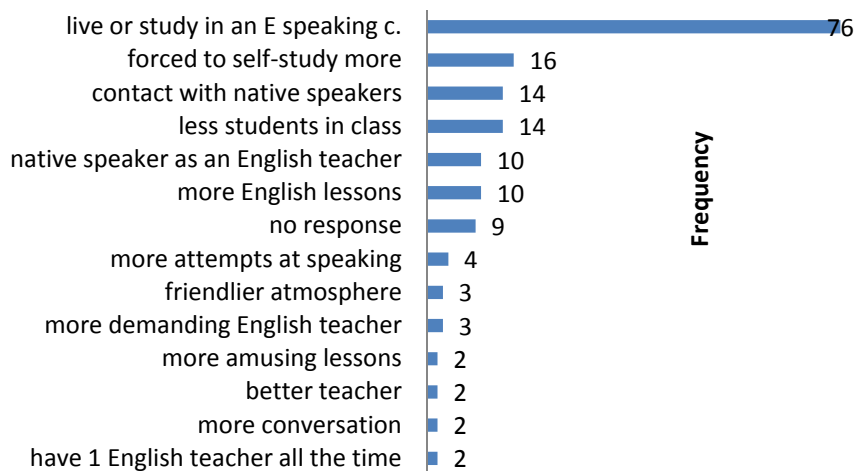
**Areas of English students are good at (self-assessed)**



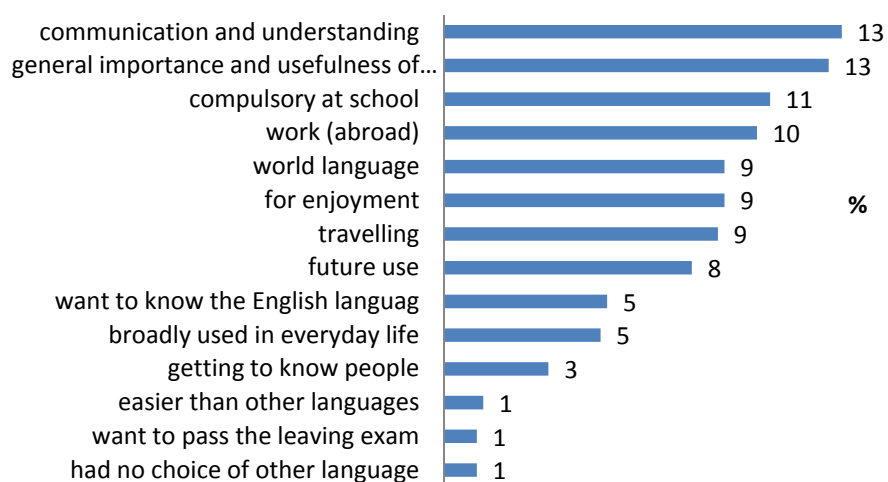
**Areas of English students are bad at (self-assessed)**



### Conditions under which students think they would learn English better



### Reasons why students learn English

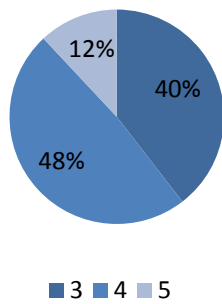




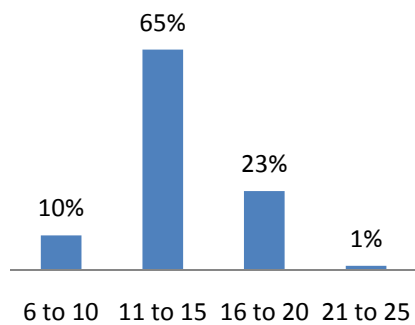
### What students find English useful for



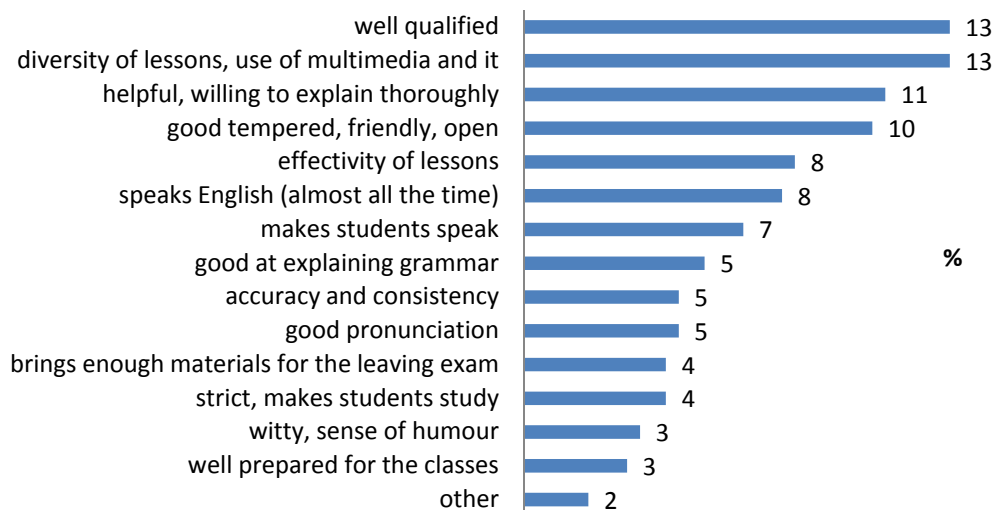
### The number of English lessons per week



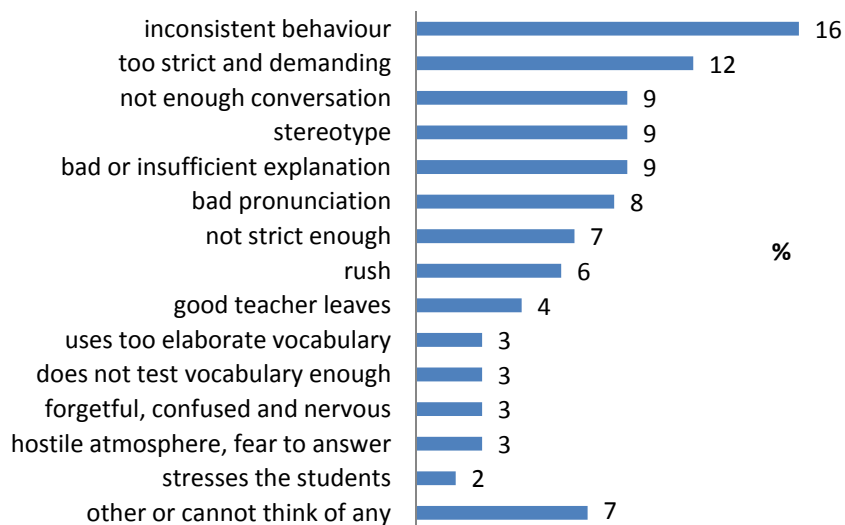
### The number of students in class



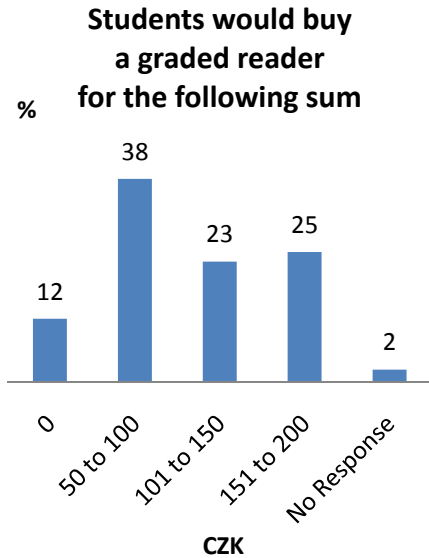
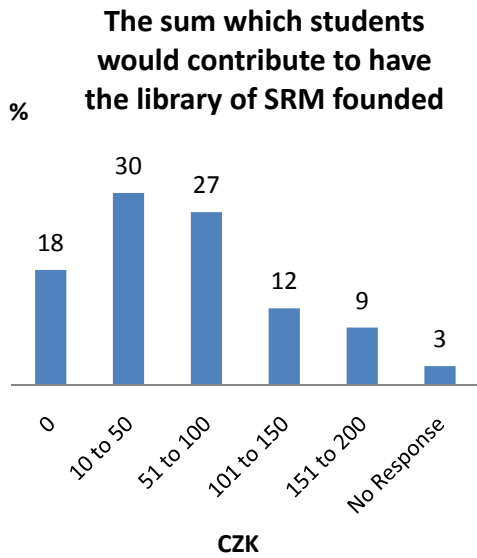
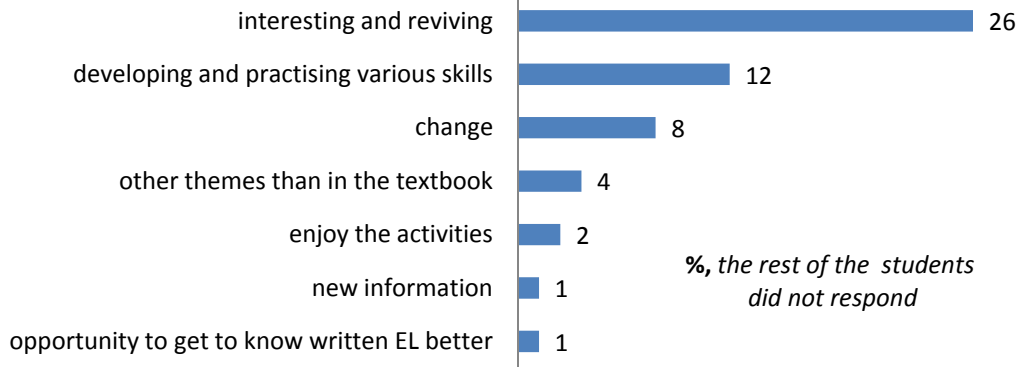
### Teachers' strengths



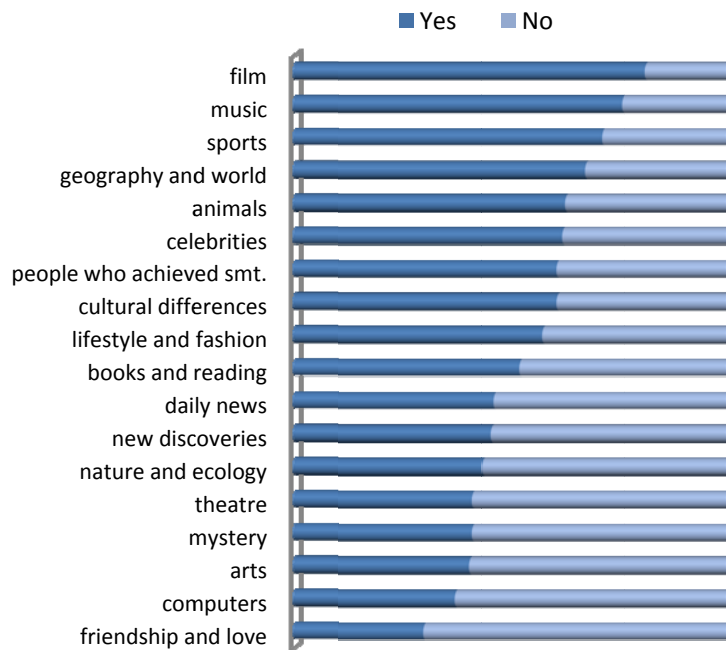
### Teachers' weaknesses



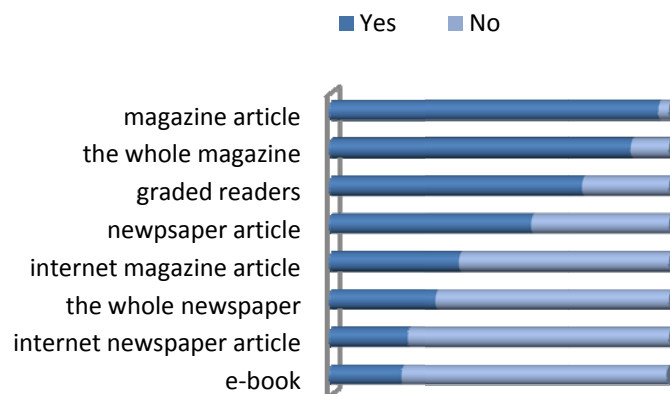
**Why students enjoy activities with SR**



### The topics of SR students have worked with



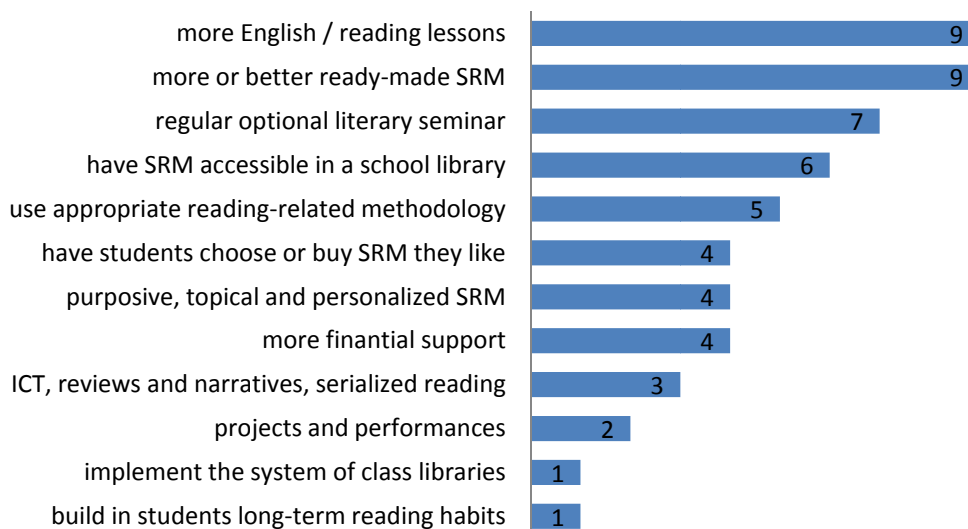
### The type of SR most commonly used according to students



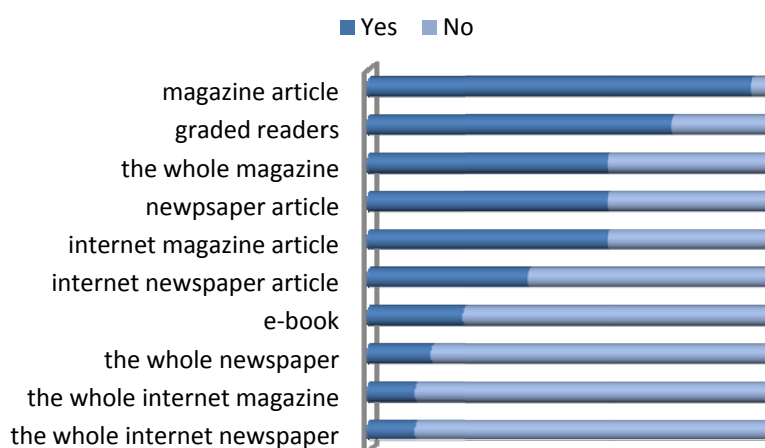
<u>The Type of SR Boys and Girls Prefer</u>					
	definitely not	preferably not	do not mind	preferably yes	definitely yes
magazine article	1	2	3	4	5
the whole magazine	1	2	3	4	5
newspaper article	1	2	3	4	5
the whole newspaper	1	2	3	4	5
graded readers	1	2	3	4	5
internet magazine article	1	2	3	4	5
internet newspaper article	1	2	3	4	5
e-book	1	2	3	4	5

## **VI. Charts from the analysis of teacher questionnaires**

### Teachers' suggestions for the improvement of the reader climate



### The type of SR most commonly used by teachers



**VII. Macmillan Readers**  
**– guide to structural grading and the choice of genres**

# Guide to the Structural Grading of Macmillan Readers

		Verb Group	Nominal Group	Adverbials	Adjectives	Sentence Structure
<b>Starter</b> (about 300 key words)		Present simple Present continuous Future with <i>going to</i>	Simple common nouns Proper nouns	Verb + one simple adverbial phrase of manner, place or time	One adjective before the noun or in the predicate	Sentences of one clause only – subject + verb; subject + complement; subject + verb + object Simple sentences introduced by <i>There is, There are, It is</i> Simple questions with yes/no answers
	Occasionally found at <b>Starter Level</b> and frequently at subsequent levels	Modal – <i>must</i> (obligation) Modal – <i>can</i> (ability)	–	–	Two adjectives before the noun	Questions beginning with <i>wh-</i> words
<b>Beginner</b> (about 600 key words)		Past simple Past continuous Future with <i>will/shall</i> Modal – <i>have to</i> Catenative verbs – <i>want to, try to, like to, hate to, stop, start</i>	Nouns in simple apposition Two nouns linked by and	Verb + maximum of two adverbs Verb + maximum of two simple adverbial phrases of direction, time or manner	Maximum of two adjectives + noun Noun + one simple adjectival phrase Simple comparatives	Compound sentences with two co-ordinate clauses joined by <i>and, but</i> or <i>or</i>
	Occasionally found at <b>Beginner Level</b> and frequently at subsequent levels	Present perfect Past perfect <i>See, hear, watch</i> + infinitive or present participle	Noun phrase in apposition to a noun	Adverbs of frequency – <i>sometimes, never</i> etc.	–	–
<b>Elementary</b> (about 1100 key words)		Simple passive forms More extensive use of catenative verbs – <i>like to, decide to</i> , etc. Infinitives of purpose	Abstract nouns Maximum of three adjectives verbs – + noun Two adjectives + adjectival phrase	–	Superlative forms of adjectives	Complex sentences – main clause + one subordinate clause Adverbial clauses of time Relative clauses
	Occasionally found at <b>Elementary Level</b> and frequently at subsequent levels	Conditional forms Modal – <i>could</i> (ability) Modal – <i>can</i> (permission)	–	–	Superlative form of adjectives + adjectival clause	Adverbial clauses of comparison Adverbial clauses of reason
<b>Intermediate</b> (about 1600 key words)		Present perfect continuous Past perfect continuous Future perfect Extended use of modals and conditional forms – <i>might/may</i> Copular use of <i>look, feel</i> etc.	Maximum of three adjectives + noun + adjectival phrase or clause	Verbs + two adverbs + adverbial clause Adverbs of duration – <i>still, just</i>	More complex groups modifying a noun	Complex sentences – maximum of main clause + two subordinate clauses Adverbial clauses of purpose – concession, condition Embedded clauses
<b>Pre-intermediate</b> (about 1400 key words)		Relative clauses with <i>who, which, that</i> Conditional forms <i>would/could/might</i>	Two nominal phrases in co-ordination	Adverbials clauses of purpose – concession, condition	–	Maximum of three clauses: main clause + two subordinate clauses  Main clause + one co-ordinate clause
<b>Upper Intermediate</b> (about 2200 key words)		Future perfect conditional Extended verb forms – maximum of three verbs	Noun modifiers Maximum of four adjectives + noun + adjectival phrase or clause	Verb + maximum of two adverbs + two adverbial clauses	–	Complex sentences – maximum of main clause + three subordinate clauses





## Starter Level

About 300 key words

Council of Europe level: A1

Alissa\*\*  
 Blue Fins\*\*  
 In The Frame\*\*  
 L. A. Detective\*\*  
 Lost Ship, The\*\*  
 Lucky Number\*\*  
 Magic Barber, The\*\*  
 Photo Finish\*\*  
 Sara Says No!\*\*  
 Shooting Stars\*\*  
 Ski Race\*\*  
 Umbrella, The\*\*  
 Well, The\*\*

	human interest	travel/background	non-fiction	short stories	humour	mystery/horror/ghost	western	romance	crime/detection	adventure/thriller/spy	science fiction/fantasy	myths/legends/folk	Audio CD	Extra exercises	British English	American English
Alissa**	●												●		●	
Blue Fins**	●												●		●	
In The Frame**		●											●		●	
L. A. Detective**									●	●			●		●	
Lost Ship, The**						●							●		●	
Lucky Number**	●												●		●	
Magic Barber, The**					●					●			●		●	
Photo Finish**									●	●			●		●	
Sara Says No!**	●												●		●	
Shooting Stars**		●								●			●		●	
Ski Race**	●									●			●		●	
Umbrella, The**						●		●					●		●	
Well, The**													●		●	

## Beginner Level

About 600 key words

Council of Europe level: A1

Adventures of Tom Sawyer, The\*\*\*  
 Adventures of Huckleberry Finn, The  
 Anna and the Fighter\*\*  
 Billy Budd  
 Black Tulip, The  
 Dangerous Journey\*\*\*  
 Good Wives  
 Hawk-eye, the Pathfinder  
 House in the Picture and  
 Abbot Thomas' Treasure, The  
 House on the Hill, The\*\*  
 Jane Eyre\*\*\*  
 L. A. Raid  
 Last Leaf and Other Stories, The  
 Last of the Mohicans, The\*\*  
 Little Women\*\*  
 Long Tunnel, The\*\*\*  
 Lorna Doone  
 Man in the Iron Mask, The\*\*\*  
 Marco\*\*  
 Mill on the Floss, The\*\*\*  
 Money for a Motorbike\*\*  
 Newspaper Boy  
 Northanger Abbey\*\*  
 Phantom of the Opera, The  
 Picture Puzzle  
 Prisoner of Zenda, The  
 Rich Man, Poor Man\*\*\*  
 Tale of Two Cities, A\*\*  
 Signalman and  
 The Ghost at the Trial, The  
 This is London\*\*\*  
 Trumpet-Major, The  
 Truth Machine, The  
 Washington Square

Adventures of Tom Sawyer, The***	●				●				●	●			●	●	●	
Adventures of Huckleberry Finn, The	●				●				●	●			●	●	●	
Anna and the Fighter**	●							●					●	●	●	
Billy Budd	●									●			●	●	●	
Black Tulip, The	●									●			●	●	●	
Dangerous Journey***	●									●			●	●	●	
Good Wives	●							●					●	●	●	
Hawk-eye, the Pathfinder	●									●			●	●	●	
House in the Picture and Abbot Thomas' Treasure, The	●			●					●				●	●	●	
House on the Hill, The**	●							●					●	●	●	
Jane Eyre***	●					●		●					●	●	●	
L. A. Raid	●				●			●					●	●	●	
Last Leaf and Other Stories, The	●			●	●			●	●	●			●	●	●	
Last of the Mohicans, The**	●							●	●	●			●	●	●	
Little Women**	●							●		●			●	●	●	
Long Tunnel, The***	●								●	●			●	●	●	
Lorna Doone	●							●	●	●			●	●	●	
Man in the Iron Mask, The***	●							●		●			●	●	●	
Marco**	●							●		●			●	●	●	
Mill on the Floss, The***	●							●		●			●	●	●	
Money for a Motorbike**	●							●		●			●	●	●	
Newspaper Boy	●			●				●	●	●			●	●	●	
Northanger Abbey**	●							●		●			●	●	●	
Phantom of the Opera, The	●					●		●	●	●			●	●	●	
Picture Puzzle	●							●	●	●			●	●	●	
Prisoner of Zenda, The	●					●		●	●	●			●	●	●	
Rich Man, Poor Man***	●							●		●			●	●	●	
Tale of Two Cities, A**	●							●		●			●	●	●	
Signalman and	●							●		●			●	●	●	
The Ghost at the Trial, The	●			●		●		●	●	●			●	●	●	
This is London***	●	●						●		●			●	●	●	
Trumpet-Major, The	●					●		●		●			●	●	●	
Truth Machine, The	●					●		●		●	●		●	●	●	
Washington Square	●							●		●	●		●	●	●	

### Key

\*\* with Audio CD  
 \*\*\* with Audio CD and  
 8pp of extra exercises



## Elementary Level

About 1100 key words

Council of Europe level: A2

Black Cat, The\*\*  
 Canterville Ghost and Other Stories, The\*\*\*  
 Christmas Carol, A  
 Claws  
 Dawson's Creek: The Beginning of  
 Everything Else\*\*  
 Dawson's Creek: Long Hot Summer\*\*  
 Dawson's Creek: Major Meltdown\*\*  
 Dawson's Creek: Shifting Into Overdrive\*\*  
 Don't Tell Me What To Do  
 Dr Jekyll and Mr Hyde  
 Escape and Other Stories, The  
 Frankenstein\*\*\*  
 Hound of the Baskervilles, The\*\*\*  
 L. A. Winners\*\*\*  
 Legends of Sleepy Hollow  
 and Rip Van Winkle, The\*\*\*  
 Lost World, The  
 Love by Design  
 Mark of Zorro, The\*\*\*  
 Phantom Airman, The\*\*  
 Picture of Dorian Gray, The\*\*\*  
 Princess Diaries: Book 1, The\*\*\*  
 Princess Diaries: Book 2, The\*\*\*  
 Promise, The  
 Quest, The  
 Room 13 and Other Ghost Stories\*\*\*  
 Seven Stories of  
 Mystery and Horror\*\*\*  
 Silver Blaze and Other Stories  
 Stranger, The\*\*\*  
 Tales of Horror  
 Tales of Ten Worlds  
 Treasure Island  
 Unquiet Graves\*\*  
 Woman in Black, The\*\*\*

	human interest	travel/background	non-fiction	short stories	humour	mystery/horror/ghost	western	romance	crime/detection	adventure/thriller/spy	science fiction/fantasy	myths/legends/folk	Audio CD	Extra exercises	British English	American English
Black Cat, The**	●									●			●	●	●	
Canterville Ghost and Other Stories, The***				●	●	●			●				●	●	●	
Christmas Carol, A						●									●	
Claws						●				●					●	
Dawson's Creek: The Beginning of Everything Else**	●							●					●			●
Dawson's Creek: Long Hot Summer**	●							●					●			●
Dawson's Creek: Major Meltdown**	●							●					●			●
Dawson's Creek: Shifting Into Overdrive**	●							●					●			●
Don't Tell Me What To Do								●		●					●	●
Dr Jekyll and Mr Hyde								●		●					●	●
Escape and Other Stories, The	●			●				●	●	●					●	●
Frankenstein***						●		●					●	●	●	●
Hound of the Baskervilles, The***						●		●		●			●	●	●	●
L. A. Winners***					●			●		●			●	●	●	●
Legends of Sleepy Hollow and Rip Van Winkle, The***	●			●		●		●					●	●		●
Lost World, The	●							●		●	●				●	●
Love by Design								●	●	●					●	●
Mark of Zorro, The***					●		●	●		●			●	●	●	●
Phantom Airman, The**						●		●		●			●	●	●	●
Picture of Dorian Gray, The***						●		●		●			●	●	●	●
Princess Diaries: Book 1, The***	●				●			●					●	●	●	●
Princess Diaries: Book 2, The***	●				●			●					●	●	●	●
Promise, The	●							●							●	●
Quest, The								●		●					●	●
Room 13 and Other Ghost Stories***				●		●		●					●	●	●	●
Seven Stories of Mystery and Horror***				●		●		●					●	●		●
Silver Blaze and Other Stories				●				●		●					●	●
Stranger, The***						●		●					●	●	●	●
Tales of Horror				●		●							●	●	●	●
Tales of Ten Worlds				●							●				●	●
Treasure Island	●									●					●	●
Unquiet Graves**						●		●					●	●	●	●
Woman in Black, The***						●		●					●	●	●	●

## NEW LEVEL

## Pre-intermediate Level

About 1400 key words

Council of Europe level: A2-B1

A Midsummer Night's Dream  
 Casino Royale\*\*\*  
 Daisy Miller\*\*\*  
 Far from the Madding Crowd\*\*\*  
 The Princess Diaries 3\*\*\*  
 The Princess Diaries 4\*\*\*  
 Romeo & Juliet  
 Robin Hood\*\*\*  
 Selected Short Stories by D H Lawrence\*\*\*  
 Stories by Ambrose Bierce Owl Bridge Creek\*\*\*  
 The Tenant of Wildfell Hall\*\*\*  
 The Treasure of Monte Cristo\*\*\*  
 The Wizard of Oz\*\*\*

	human interest	travel/background	non-fiction	short stories	humour	mystery/horror/ghost	western	romance	crime/detection	adventure/thriller/spy	science fiction/fantasy	myths/legends/folk	Audio CD	Extra exercises	British English	American English
A Midsummer Night's Dream					●										●	
Casino Royale***	●	●								●			●	●	●	●
Daisy Miller***	●							●						●	●	●
Far from the Madding Crowd***		●								●		●	●	●	●	●
The Princess Diaries 3***		●				●			●				●	●	●	●
The Princess Diaries 4***		●				●			●				●	●	●	●
Romeo & Juliet			●			●									●	●
Robin Hood***						●		●		●			●	●	●	●
Selected Short Stories by D H Lawrence***	●							●					●	●	●	●
Stories by Ambrose Bierce Owl Bridge Creek***				●		●		●					●	●	●	●
The Tenant of Wildfell Hall***				●		●							●	●	●	●
The Treasure of Monte Cristo***	●					●				●			●	●	●	●
The Wizard of Oz***						●							●	●		●

simply read





**VIII. Macmillan Readers**  
**– sample guided reading activities**

# Using Graded Readers in the Classroom

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## 14 The Class Reader

The Class Reader is a book which every student in the class reads, so multiple copies of the same book are bought and read both in class and at home. This type of extensive reading approach is sometimes referred to as 'shared experience reading' as learners support each other both in their reading and in the activities. Faster readers can help slower readers and students with more cultural or background knowledge related to the story can share that knowledge with their classmates.

### A How activities can support extensive reading programmes

It has been suggested that learners should not need any activities in an extensive reading approach. However, more recently, several convincing arguments have been put forward to support the use of activities before, during and after reading. Pre-reading activities help to build a positive attitude to reading in a foreign language and get the students involved in the content of what they are going to read. Reading a whole novel or play in another language can be intimidating, so using thought-provoking, fun activities to help the learners engage with the content will reduce anxiety, increase self-confidence and create a good 'feeling' about reading. Activities while reading can help to keep students motivated, providing them with a sense of support and allowing them to check their progress. Apart from enabling learners to recycle language through speaking and writing activities, post-reading activities allow students to consolidate their learning without being tested. They can express and share opinions and ideas, give personal feedback, recommend and generally feel like part of a reading community. All these factors add to motivation and encourage learners to read more and more. Furthermore, they will be able to observe their own progress and refer to the 'can do' statements in the Common European Framework, where appropriate.

### B Activities

These activities can be used with different age-groups in different kinds of learning environments. The main aim of these activities is to aid global comprehension, rather than a more detailed study of a text. Students are not asked to analyze word order or give the meaning of specific vocabulary items because such tasks are more appropriate to intensive reading. They are encouraged to 'ignore' words they do not understand as long as this does not prevent their global understanding of the text.

The activities below are divided into three sections: pre-reading, while-reading and post-reading. Pre-reading activities aim to motivate the student to want to read, either by getting them involved in the theme of the book or in the text itself. While-reading activities are designed to guide the student through the text, providing help where necessary. Finally, post-reading activities aim to get the student to think about what they have read.

Students are given the freedom to use their imagination and bring their own experience to bear on their own interpretation of the text. They are not being tested in any way, but are being invited to express opinions and share their reading.

### C Pre-reading activities

**Many of these activities can be adapted for use with a class library.**

**For additional pre-reading activities refer to the Setting the Scene section (page 9) and the Motivating Activities section (page 14) of this booklet.**

#### Chapter headings

##### A

1. Take the chapter headings from the chosen class Reader and contrasting Reader and mix them up.
2. Give students the titles of the two books and show them the front covers.
3. Ask students to choose which chapter headings go under which Reader title.

##### B

Some chapter headings provide information about their order. By looking at these chapter headings, students can begin to predict how a story develops. To test this, try out the activity below.

1. Give students a list of chapter headings from a Reader. Make sure the headings are in the wrong order.
2. Ask students to decide which chapter heading they think is the first and which is the last.
3. Ask them which chapter they think is going to be the most exciting, the saddest, the most important etc.
4. Ask students to look at the remaining chapter headings and to decide their own order for these.
5. Ask students to predict what will happen in a chapter or to predict what will happen in the story. (This may need to be in the students' own language with lower levels).
6. Ask students to invent their own story based on their order for the chapter headings. You can even ask them to write a short paragraph about what they think happens in each chapter.

# Using Graded Readers in the Classroom

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## Using illustrations and other pictures

### A

1. If students already have their copies of the book, ask them to work together and look at the illustrations.
2. Ask them to discuss what they think is happening in each picture.
3. Ask them who they think the characters are.
4. Ask them what they think the story is about.

### B

1. If students already have their own copies of the book, ask them to look through the illustrations for a minute or two.
2. Play a short extract from the accompanying CD. Ask students to identify which illustration it corresponds to.
3. Repeat this, playing three or four extracts.
4. Ask the students what they think the story will be about, what the characters seem like and how they think it will end.

### C

Produce individual drawings (stickmen will do) showing the main events in a story for students to predict the correct order. Remember NOT to include a drawing showing the end of the story!

**Note: Alternatively, you can give the students the chapter headings as well as the pictures to enable them to tell their own story.**

### D

1. Give students a 'storyboard', a cartoon strip, of the main events in the story already in the correct order (do NOT include the ending!).
2. Ask them to predict the story.
3. Ask them to guess how the story ends.
4. You may want students to use pictures of stick men to demonstrate their predictions, so that they can compare them with the book when they have finished it.

### E

Some of the books in the Macmillan Readers series have real maps at the start, to provide background information. If any students are familiar with the area shown, you could ask these students to share their knowledge with the class.

### F

Some of the Macmillan Readers, such as *The Princess Diaries*, have simple picture dictionaries.

1. Ask students to look at the picture dictionary in their own copy. Discuss the items.
2. Ask them to predict the relevance of each item. Encourage your students to use their imagination and sense of humour! This is best done after reading the blurb and discussing the covers, in order to provide some kind of context.

# Using Graded Readers in the Classroom

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## Looking at the characters

### A

Many of the Macmillan Readers have a family tree or similar illustration showing the characters in the story at the front of the book.

1. Ask students to look at the family tree and speculate about the characters, if they look friendly, unkind, sad etc.
2. Ask them who they think the hero is, who they think the villain is and what the relationship between the different characters could be.
3. Ask students to look at the illustrations in the rest of the book, to find more clues.
4. Finally, in groups, ask them to write down their predictions, to compare with the real story after reading.

**Variation:** There are films based on some of the books in the Macmillan Readers series, and students may have seen the films e.g. *Pride and Prejudice*, *Emma*, *The Great Gatsby*, *The Princess Diaries*, *The Perfect Storm*. Ask students who have seen the film to explain the characters to their classmates, following the four steps above, using the family tree or illustrations as a visual aid.

### B

Some of the Readers give a short introduction to the characters at the beginning of the book. This sometimes includes their name, their job and their relevance in the story. You can use this information to make roleplay cards for your students, adding a small amount of information to each description. Alternatively, if you are already familiar with any of the books, you can create your own information cards. The aim of this activity is for students to become familiar with all the characters in the story before reading the book.

Imagine you have six characters in the story and thirty students in your class.

1. Make five sets of the six character rolecards.
2. Divide the class into five groups of six students.
3. Give out different character rolecards to each student in every group.
4. The students read their character rolecards and take notes if necessary.
5. Keeping the five groups separate, tell students that they are at a party with the other members of their own group. They should all stand up and meet everyone in their own group by introducing themselves and taking notes of the other people's names, jobs etc.
6. Once they have met all the other people in their group, ask students to sit down again.
7. Ask them to write down what they have found out about the other characters. Then ask them to write a brief description of what they think their character looks like.
8. Give students the books and ask them to compare their own descriptions with the artist's impression in the Reader.

**Note: This activity can be further exploited by giving different groups of students different selections of character rolecards. The groups would then have to question each other and pool their facts to find the missing information. If you have an uneven number of students, take out some minor characters from the rolecards.**

# Using Graded Readers in the Classroom

## Presentations

Before reading, ask your class to research the author. This can be done in groups (more suitable for the class reader), or individually (more suitable for the class library).

1. Put students into groups of three or four.
2. Give them copies of the Author Data Sheets available at [www.macmillanenglish.com/readers](http://www.macmillanenglish.com/readers) eg Jane Austen, Wilbur Smith, Philip Prowse. Alternatively, ask them to research the author using the Internet.
3. Ask students to prepare a short presentation on the author. They should consider when and where the author was born and any interesting details.
4. For written practice, you could ask students to write up their own class Author Data Sheet by compiling all the information from the different presentations. This can be put on the wall or kept with the class library, as appropriate.

## D While-reading activities

For additional while-reading ideas refer to the Reading Journals and portfolios section (page 17) of this booklet.

### Points for understanding

Many of the titles in the Macmillan Readers series include Points for Understanding, towards the end of the book. This example is taken from Chapter 5 of *Tess of the d'Urbervilles* by Thomas Hardy (Intermediate level)

1. Who is in love with whom?
2. What kind of woman does Reverend Clare think will be the best wife for Angel?
3. 'But I've met someone else!' Why does Angel think that this person will be a better wife than Mercy Chant?
4. 'But I can never marry you!' Who says this and why?

#### A

Ask students to look at the points and answer them as they read, for example in their reading journals.

#### B

Use the Points for Understanding as the basis for an activity in the classroom.

Put learners in pairs and ask them to discuss their answers.

Allow them to refer to their books if they wish, so they don't feel they are being tested.

Some titles include Points for Understanding which encourage this type of discussion. This example is taken from Chapter 5 of *The Jewel That Was Ours* by Colin Dexter (Intermediate Level).

**Morse learns that Ashenden has lied to him about what he was doing the previous afternoon.  
What has made Morse suspicious?**

### Putting events in order

1. Give students a number of randomly ordered events from a chapter of the book.
2. Ask them to put the events into the correct order while they are reading.
3. Give them various groups of sentences accompanying different chapters in the book.
4. Ask students to read the sentences and put them into the correct order.  
This example is based on Chapter 12 of *The Black Cat* by John Milne (Elementary Level).

**Salahadin and Peterson walk up the stairs to the deck.  
The gun falls.  
Peterson finds Salahadin in his cabin.  
A man falls into the sea.  
Peterson and Salahadin talk on deck.  
Peterson sees the Black Cat on the bed.**

**Note:** The sentences aim to summarize the events in the chapter and act as a guide to the students, to help them pick out the key points in the story.



## Using Graded Readers in the Classroom

**Variation:** Include a 'red herring' (an event which does not actually occur at all in the chapter in question). Students put the events in order, as previous exercise, and identify the 'false event'. For example:

Salahadin and Peterson walk up the stairs to the deck.  
The gun falls.  
The steward knocks on the door of the cabin.  
Peterson finds Salahadin in his cabin.  
A man falls into the sea.  
Peterson and Salahadin talk on deck.  
Peterson sees the Black Cat on the bed.

### Predict the story

1. Divide students into pairs or groups.
2. Choose a key passage in which an unexpected event occurs.
3. Give students the first and last line of a chapter, or of a section of a chapter.
4. Ask them to predict what they think will happen in this part of the story.

### Predictions using key words

1. Give students a selection of key words in the same order as they appear in the book.
2. Ask them to predict what happens in this part of the book.  
This example is based on the first four chapters of *The Stranger* by Norman Whitney (Elementary Level).

These words are from the first part of the story. Read them with your partner and talk about what you think happens in the story.

VILLAGE  
STRANGER  
BUYS HOUSE  
SHOP  
SPECIAL ROOM  
UNUSUAL CUSTOMER  
PALE AND FRIGHTENED

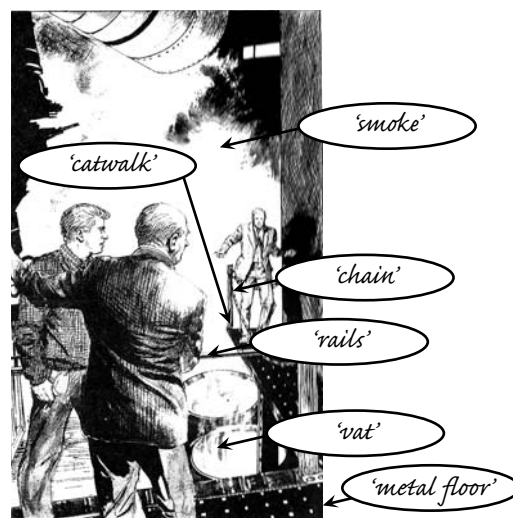
If you wish to pre-teach some vocabulary, you can incorporate some of the items from the glossary at the end of the books (from Pre-intermediate level upwards).

### Using illustrations

- A**
1. Put students into groups of three or four.
  2. Present students with the illustration(s) before reading the chapter or a section of the Reader.
  3. Ask them to discuss what they think is going to happen in the chapter, or what they think the picture is referring to.
  4. You can use the illustrations to present or elicit vocabulary, if appropriate, particularly as some of the new items are supported by illustrations in many of the Macmillan Readers.
  5. If students own their copies of the Reader, they may want to label new items in the picture, or copy the pictures into their reading journal and label them.

In the example students have speculated about what is happening in the picture – they are already familiar with the characters at this point – and have labelled the illustration with vocabulary items which could help their understanding of events in the chapter.

For example, this illustration is taken from Part Three Marion, 3 in *A Kiss Before Dying* by Ira Levin:



## Using Graded Readers in the Classroom

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### **B**

1. Put students into pairs.
2. Ask each student to choose an illustration in their book related to a part of the story they have already read. They should not show their partner the picture.
3. Each student takes it in turns to describe their picture. Their partner listens and explains which part of the story the picture refers to.

### **Points of view**

#### **A**

Invite students to retell a part of the story as if they were a main character in the story, using 'I ...'

#### **B**

Get students to retell part of the story from the point of view of another character.

**A** and **B** can be further exploited if you ask questions at appropriate points in the story such as, '*How do you feel?*' or '*What do you think of...?*' You might even want the characters to say what they think about each other at this point in the story (that is, the students' impression of what the characters probably think of each other).

### **Character studies**

1. Ask students to assess and make notes on the qualities of two or three characters at different points in the story, eg bravery, cruelty, generosity, selfishness etc.
2. Then put students in pairs or small groups to compare their impressions. Do these qualities change as the story progresses?
3. Ask students to write down their views in their reading journals, if appropriate.

### **E Post-reading activities**

The value of extensive reading often becomes clearer to students through post-reading activities, especially those that involve discussion, followed by writing up feedback on the discussion. They motivate learners as they are allowed to share their reading and opinions and to consolidate language they have learned while reading. If students live in a European country, they can incorporate some of the descriptors from the Common European Framework of Reference into their Reading Journal. You can also help your students to evaluate their own learning strategies and their progress in overall reading comprehension.

It is important that these feedback activities are non-competitive, with no 'right answers' being required, only personal reactions.

### **Characters**

#### **A**

1. Select parts of the story in which different characters are being described. Copy these passages, but do not copy the name of the character if it appears in the description. Hand out the descriptions to the students or display them on an overhead transparency.
2. Ask students to tell you the names of all the characters in the story, write this list on the board or ask students to write this list down in pairs.
3. When students have read the different character descriptions, ask them to write down the name of the character they think is being described in each passage.
4. Students can check their answers in the Reader.

#### **B**

1. Ask students to talk about their favourite, or least favourite, character in the book.
2. They should describe the character, mention some of the things the character does in the story and justify their feelings for the character.
3. This can be a spoken or written activity and can be written homework or part of a reading journal.

#### **C**

1. Put students into pairs.
2. Ask one student in each pair to imagine that they are one of the characters in the book.
3. Ask the other student to be a newspaper reporter, interviewing the character from the book.
4. Students interview each other and then reverse roles. They may change character if they want.
5. They then write up the interviews as a report.

# Using Graded Readers in the Classroom

## Guessing game

### A

1. Students play in pairs or small groups.
2. On the board, write a list of the characters in the story.
3. One student in each group thinks of a character from the list, the other students ask yes/no questions in order to guess the character.

### B

1. Ask students (particularly at lower levels) to make a 'Wanted' poster, or a 'Single male seeks ...' type advertisement for their favourite or least favourite character.
2. The other students then guess who the poster or advertisement is referring to. For example:

**Single lady around forty, living with mother and one niece in own small house. Seeks friendly person for conversation, cards, tea and cake. Must be patient and a good listener.**

*(Miss Bates – Emma by Jane Austen)*

## Continue the story or 'What happens next ...?'

Students speculate on what happens after the story ends. Variations of this activity are as follows:

### A

1. Put students into groups of three or four.
2. Ask students to decide what happens next.
3. Ask them to 'cast' the sequel, and design the storyboard.
4. Each group should then present their version to the class, using the storyboard as visuals and justify their choice of actors for the cast.

### B

1. Put students into pairs.
2. Ask them to imagine that two of the main characters meet again after ten years.
3. Students then write the dialogue.
4. Ask students to perform the dialogue for the rest of the class, or make an audio or video recording if they want to.

### C

Ask students to write 'The Next Chapter' for homework. With lower levels, you may want them to draw simple illustrations and use captions or speech bubbles, rather than write a complete text.

## 'What if ...?'

1. Ask students to imagine that a key event in the story they have read had not happened, or had happened differently. Imagine for example, that Emma had not married Mr Knightley (*Emma* by Jane Austen) or that Rachel had not gone for a walk in the sunken garden (*My Cousin Rachel* by Daphne du Maurier).
2. Put students into small groups to write the alternative ending to the story. This can be done either as a presentation, a dialogue/play or as written homework.

## 'Comic-book' dialogues

1. Some of the Readers at Starter and Beginner level include dialogues in a comic-book format, with full-colour illustrations and speech bubbles, for example in *Marco* by Mike Esplen, *The Long Tunnel* by John Milne (both Beginner level books) or *L.A. Detective* by Philip Prowse (Starter level).
2. Students act out the dialogue between the characters and include a narrator for the non-dialogue chunks. They can record their own work on cassette, audio file or video.



This illustration is taken from page 5 of *In the Frame* by Polly Sweetnan.

**IX. Student questionnaires – completed forms**

**X. Teacher questionnaires – completed forms**