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UČEBNICÍCH OSMÉ A DEVÁTÉ TŘÍDY NA ZÁKLADNÍ
ŠKOLE**

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**Faculty of Education
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Thesis

**DEVELOPING READING SKILLS IN THE TEXTBOOKS
MOSTLY USED IN 8th AND 9th GRADE OF ELEMENTARY
SCHOOL**

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Plzeň 2016

Tato stránka bude ve svázané práci Váš původní formulář *Zadáni dipl. práce*
(k vyzvednutí u sekretářky KAN)

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Karolína Bacíková

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ABSTRACT

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The thesis deals with textbooks and reading skills in teaching English. First it introduces general information about textbooks, then the focus is shifted to reading - reading skills and reading strategies, types of reading, role of the participants during reading and three stages that are used when practicing reading skills, namely pre-reading, while- reading and post-reading stage.

The practical part consists of a description of the research carried out in 22 elementary and four secondary schools in Pilsen whose goal was to identify the most used textbook in the 8th and 9th grade, and of the analysis of reading texts and reading tasks in that textbook. For the analysis one text from each lesson was chosen.

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I. INTRODUCTION

Reading skills are one of the main skills that are taught at schools. Nowadays teaching of reading is very important. For many students and learners it is the only part of the day when they have to read different kinds of texts, think about them and work with them. Children are surrounded by modern technologies and they are more interested for example in writing short messages, e-mails, watching photographs or some fashion blogs. So it is very necessary and important to choose from some good and modern textbooks that would attract their attention. If they are led through the textbook by good teachers, reading could improve their imagination, grammar and vocabulary.

The aim of this thesis is to find out the most used textbooks in 8th and 9th grade of elementary schools in Pilsen and to analyse their reading parts. After that to describe the advantages and disadvantages of these reading parts and the actual texts and to find out if the practicing of reading skills in the textbook is sufficient for the learners or if it is necessary to use other sources for teaching reading.

This diploma thesis is divided into two main parts: theoretical and practical one. The theoretical one includes basic information about the most spread teaching tool – the textbook: a brief history of textbooks in general and of foreign language textbooks, their advantages and disadvantages and their general structure. Most of this part is concentrated especially on the English textbooks. In the part the topic is language skills. There will be shortly explained what this term means and its division into productive and receptive skills. The next part is concentrated on reading. In this part are included topics such as reading skills, reading strategies, types of reading, different roles during reading and practice of reading skills.

The practical part of the thesis covers the description of the methods that were used for the research about the mainly used textbooks in the 8th and 9th grade of elementary schools in Pilsen. The phases of the research are described in details there. It includes the methods that were chosen for collecting the data, information about respondents and a description of the process of data collection. Then there are the results of the research and the analysis of the six different texts focused on practicing reading skills in the textbook that was identified as the mostly used one. Each analysis is divided into three parts corresponding with the three stages of teaching reading: pre-reading stage, while- reading stage and post-reading stage.

The Implication chapter is divided into three parts: the implications for teachers, the limitations of the research and the suggestions for further research. At the end there is the Conclusion.

In the thesis there is very often used the word “teacher”. To avoid writing “she or he”, “her or his” it was decided to use this term in feminine gender, because in the Czech Republic most of the teachers are women.

II. THEORETICAL BACKGROUND

Firstly, this chapter will deal with the topic about the textbooks because the aim of my research is to find out the mostly used textbooks at the elementary schools in Pilsen and after that to analyse the reading parts in them. Their general history, advantages and disadvantages will be mentioned there and this topic will be mostly concentrated on the English textbooks. Secondly the chapter deals with the topics language skills, reading, types of reading and also with three different participants during this process. These participants are reader, teacher and text. Finally the chapter includes information about three important reading stages.

Textbooks

The Textbook is one of the oldest tools used in the system of education and it still belongs to the most spread didactic text which is used in all countries all over the world. It is the tool which arranges knowing to of the pupils and helps them with learning (Průcha, 2002, p. 272).

The textbook is determined as a book which is used for an instructional purpose. The typical school textbook looks like an ordinary book but pertains to an organized curriculum. Textbooks include some non-authentic text with pictures or photographs that are nowadays colourful and raise the attention of the learners. But truly, every textbook is a very well worked-out school textbook which has special structure and function (Průcha, 2002, p. 272). As Průcha (2002) mentions, the three main functions are:

- textbook as a curriculum project
- textbook as a source of education for students
- textbook as a didactic tool for teachers (p. 272).

Textbooks have a very long history and were used thousands years before Christ, which is proved by many archaeological discoveries found in Babylon, Egypt or China. The biggest development of the textbooks came in 15th century and Jan Ámos Komenský, the Czech philosopher and pedagogue, was one of the main founders of the modern textbooks which were used at schools. One of his most known language textbooks were his “The Door of Languages Unlocked” (*Janua linguarum resereta*, 1631) and “Visible World in Pictures” (*Orbis sensualium pictus*, 1658). The second one became very successful, because it combined texts with pictures. It was new thing. Nowadays the combination of texts with the pictures is typical for the modern textbooks (Průcha, 2002, p. 270).

We live in the world that is full of new technologies, so even though it does not look like the textbooks can still be a popular tool in competition with modern technologies such as PCs, notebooks, interactive boards or using internet, the researches show they are. The textbooks still have their place in the process of the education. It is nothing new that new textbooks, especially for foreign languages, have different supplements – some CDs, exercises on internet, where the pupils can practise their knowledge, make some tests or just study new vocabulary. Nowadays there exist many instructions for teachers how to use an interactive board, power point or e-learning during the lessons. So it is not surprising that nowadays in the curriculum there are included more often the lessons with using PCs. Schools are proud of using new techniques during the lessons and sometimes it is also the reason, why higher number parents choose a school for their children more carefully even if it is connected with commuting to another part of the town or another city. These new modern tools can make fun, offer big future opportunities to pupils and motivate them for further studying. It can also bring some problems mostly for older teachers because they have to operate with these new tools and combine them with the use of the textbook during the lessons. It can cause some stress to them, but the schools are prepared for that. They pay special courses for teachers to help them with this problem. Although it is the time of new technologies and virtual world, to have a good school textbook as a help during the lessons can always be very useful not just for pupils. The printed textbooks also bring big advantages that cannot be compared with new technologies. These are e.g. preparedness, nice design, no problems with working and there is not a need of another source for using the textbook. The competition between the modern technique tools and huge quantity of textbooks also gives the reason, why each textbook must be much more interesting and more sophisticated to find its popularity on the market (Knecht & Janík, 2008, p. 19-22).

According to Průcha (2002) the textbooks have two types of users. On one hand there are learners or students and on the other hand there are teachers. Even the textbooks are primarily made for learners or students and should be the main source of learning, the research made in 1980's, shows that the textbooks are very important not just for Czech teachers to plan their lessons but also in other European countries such as Germany, Austria or France. They really appreciate the help of this didactic tool for forming their lessons and inspiration for further teaching. Unfortunately how it was found out, they don't use very much the special textbooks prepared for teachers that could help them with preparing lessons in other way. As the research showed the textbooks are mostly used in every lesson for few minutes and are used differently in each subject. The most used are

the textbooks for foreign languages (p. 294-295).

The decision about the topics for lessons and used textbooks for teaching languages are not made in many cases by the teachers, but by higher authorities. It is necessary for higher institutions to know that the same kind of teaching and the same kind of textbooks in all the classes at school (Harmer, 1991, p. 256). In the past the state was the institution that controlled the content and authors of textbooks. Nowadays the decision about textbooks, that will be used, is mostly made by the schools themselves and in some cases also the teacher can say her opinion on the chosen textbook. The choice of the textbook can also be very easily influenced by the price because the textbooks, especially for foreign languages, are very expensive. The state has still largely responsibility for the education (in many cases just at elementary schools), so the textbooks are mostly financed by it. This is a positive thing, because the price of the textbooks for foreign languages is high and not every learner would be able to buy it then. It brings the advantage that all learners have mostly the same possibilities for learning (Průcha, 2002, p. 301). Although the textbooks for foreign language are nowadays quite expensive, they are still cheaper than some photocopied papers or computer software, so it is very good investment for the future (Ur, 1996, p. 184).

Another very important thing is to fulfil the objective of syllabus, where is written which skills, structures and functions, topics, situations, tasks or vocabulary the teacher should concentrate on. On one hand this is the big advantage of textbooks, because they provide the structure and syllabus that is needed. The textbooks are created systematically, carefully planned and include texts and learning tasks which should be on an appropriate level for most of the class. The teacher does not have to think long time about her preparation for the whole year and it saves her time that can be used in a different way such as use of other supplementary materials for teaching (Ur, 1996, 184). According to Ur (1996) it can be very good guidance and support during the school year also for experienced teacher (p. 184).

But on the other hand it brings also disadvantages, because this prepared programme can cause a problem to some creative teachers, whose style of teaching and classes could be then influenced by the textbook that was chosen. Some types of the textbooks can be really unsuitable. It can also be very stressful because not all classes are on the same level, with the same pace of learning and the teacher is expected to cover a certain number of units in the textbook by the certain date. Other problem could be that every school prepares its own curriculum and at many schools there are used different

types of textbooks, which can sometimes cause problem. For example it could be very difficult for the pupils when they change the school or move to another city. In this case these learners either can get worse in the subject or get bored of the exercises he or she already knows. But the main rule sounds, where the textbook is used, there are many advantages for both teachers and learners (Harmer, 1991, p. 256).

On one hand there are advantages. When the textbooks are well elaborated and offer interesting topics it can have many pluses. As the author Jeremy Harmer (1991) states:

“The good textbooks often contain lively and interesting material: they provide a sensible progression of language items, clearly showing what has to be learnt and in some cases, they summarize what has been studied. With this help the students can revise very well the grammatical and functional points, which they have been concentrating on.” (p. 257)

Firstly textbooks are systematically equipped with the vocabulary in each lesson and they allow students to study on their own outside the class, not just with the teacher during the lessons. The structure of them is elaborated and should raise interest and motivation in them (Harmer, 1991, p. 257).

Secondly a big advantage of well-made textbooks for foreign language is that they help to teachers with planning the lessons and they relieve them from the pressure of having to think of original material for every class. The teacher can concentrate herself on teaching and not just for preparing the materials for every lesson (Harmer, 1991, p. 257).

Thirdly the textbook is also a very good material that can bring new ideas and inspiration into the lessons, mostly also when it is accompanied by other sources such as workbooks, CDs or websites (Harmer, 1991, p. 257).

On the other hand, there are disadvantages of the textbooks. The textbooks, even if they are very well written, can cause some problems during the lessons, because they can have the adverse effect on teaching too. As it has been written above, they should be used for fulfilling of the syllabus, which is a controlled work by higher institutions. It can cause, that the teachers are sometimes not allowed to be very much original and the lessons can be very quickly boring and monotonous. The English textbooks also tend to follow the same format, exercises and structure from one unit to the next one. There are good reasons, why it is made in this way, but sometimes to use the textbook every lesson can be quite boring for both teachers and learners. Every lesson has very similar structure and similar

exercises, so in this case it is necessary to be creative and to know how to use the textbooks and at the same time how to find the interest by the pupils. This can be quite difficult (Harmer, 1991, p. 257).

The teachers, who demand, can just use some parts of the units that seem to be useful and skip over some exercises in the textbook that could seem quite boring and not important for the class. But most of the teachers are under the pressure, because they are obliged to complete the syllabus and they are also influenced by the institution, where they teach, by their colleagues and by the learners who are sometimes bored of using the textbooks and have no idea about the syllabus, which has to be fulfilled. They can find themselves very often in some stereotype and routine, and when the teacher has a boring lesson, so her students get the same feeling. So it is still important the teacher should think out some funny activities and avoid doing still the same exercises in each unit, which is no problem for experienced teachers. Nowadays there are many possibilities how to gain the attention of the learners. It is important to motivate the pupils and to be interested in the subject thanks to their teachers. Then both sides can be satisfied (Harmer, 1991, p. 257).

Another very important thing is to know the class very well. Although the teachers have good textbooks, they are written generally, not just for one special class. Some topics in the course book can be boring for one class and interesting for another one. Then it is important not to forget that every class is unique and teachers have to treat with every class individually and find the balance of activities during the lessons. Every good teacher knows what is suitable for her classes. The textbooks are made to be flexible and have balance of exercises. They rarely satisfy all teachers and count on slower pupils. Every teacher is different and has other demands on material that is used during the lessons. But every teacher should be able to work with the textbook in the way, that both teacher and learners will be satisfied and motivated (Harmer, 1991, p. 258).

General Structure

Every textbook for foreign language has its own special structure and each unit looks more or less like those that come before and after it. The content should be clearly organized and graded by difficulty. Most of the textbooks at the elementary schools start by introducing new language, and then they follow a sequence of practice combining the new language with the language that is already known by the pupils. In each textbook there should be a good pronunciation explanation and practice, introduction of new vocabulary and practice, a good grammar explanations and practice, listening and speaking

communicative tasks with some audio CDs, reading and writing communicative tasks, mixed-skills communicative tasks, short and long reading texts with interesting topics and tasks, some review of previously learnt material and some entertaining activities. In some textbooks there are some tests sections too (Ur, 1996, p. 186, 188).

According to Červenková (2010) each textbook includes various text components: text of motivation (what to expect in the unit and to raise interest in the pupils), explanatory text (giving facts and theories), regulatory text (it gives instructions for doing the exercises), presentations and examples, exercises (it gives the chance to the pupil for revision and to gain specific skills), questions and at last tools of feedback (the keys to the exercise to be able make control of your practicing) (p. 33).

Language skills

Every literate person, who is a user of a language, uses many different abilities for his or her communication with the outer world. He or she is for example able to speak on the telephone, write e-mails, listen to the TV or radio or read a book or newspapers. These all examples belong to four basic language skills as speaking, writing, listening and reading (Harmer, 1991, p. 16).

These four language skills are further divided into productive skills and into receptive skills. As Harmer (1991) writes, the productive skills mean production of language and involve writing and speaking. The receptive skills include listening and reading, because it means receiving messages. Even the language skills are divided into four different groups, the language users use the combination of them mostly at the same time and in basic situation from everyday life. The language skills influence each other and mostly happen simultaneously, for example as speaking and listening or reading and writing. Therefore it is important to know the situation in which the language users are found (p. 16-17).

To the language skills (sometimes called macro skills) belong also other skills that are called sub-skills (sometimes called micro skills). The users of language use in processing the language the sub-skills that are the most appropriate for their tasks. In receptive skills (reading and listening) there are many sub-skills that are differently used by the users. Sometimes listening is used just for general understanding, for example when you are listening to your friend, which is different from listening when you try to extract specific information. The same it is with reading that could be divided for example into reading for gist, reading for extracting specific information, reading for detailed

understanding or reading for information transfer. It is very important to know, in which situation the user of language is situated, because in different situations there are used different micro skills (Harmer, 1991, p. 17-18)

Reading

As it was written above, reading belongs together with listening to the receptive skills and each educated person uses reading skills in everyday life. There is a variety of reasons why to read. The main reason for reading is to get some information from or about the writer or just for pleasure. There are many types of texts such as novels, short stories, tales, letters, postcards, messages, e-mails, newspapers, advertisements, textbooks, instructions, notes, magazines or some recipes (Grellet, 1981, p. 3-4). According to CDC (1999) reading is not a passive language skill, whereby the reader absorbs some meaning without effort (p. 73). CDC (1999) states that:

“Reading is fundamentally an active, purposeful and creative process, in which the reader interprets a message in the light of his or her previous knowledge and experience, predicts and anticipates, selects and evaluates information and then applies this knowledge to new experience.” (p. 73)

At school, reading is one of the main activities for learning. This receptive skill helps to increase lexical and grammatical awareness in the context. It helps learners to make sure about previous learning of language items too and to make them more confident. Mastery using of this skill also helps to extend the other language skills such as speaking, listening and writing (CDC, 1999, p. 73).

Reading skills and reading strategies

Every type of reading has a number of different reading strategies that are used for different purposes and it includes the use of the different reading skills. For example there are used different reading skills for reading a book for pleasure or for reading an advertisement about some flat (Grellet, 1981, p. 3-4).

It is quite difficult to distinguish between these two terms: reading skills and reading strategies. According to Afflerbach, Pearson and Paris (2008) reading skills and reading strategies are sometimes used as synonyms and sometimes they complement each other (p. 364). These two terms are used by teachers to describe what they teach and what learners learn. A lot of teachers use these terms almost daily in their work and they

describe the relationship between these two terms for example such as: ‘Skills make up strategies’, ‘Strategies lead to skills’ or ‘Skills are automatic, strategies are effortful and mediated’ (Afflerbach, Pearson, Paris, 2008, p. 364 -365).

Afflerbach, Pearson and Paris (2008) define that:

“Reading strategies are deliberate, goal-directed attempts to control and modify the reader’s efforts to decode text, understand words and construct meanings of text. Reading skills are automatic actions that result in decoding and comprehension with speed, efficiency, and fluency and usually occur without awareness of the components or control involved.” (p. 368)

Some of the reading skills that Grellet (1981) mentions are besides skimming and scanning also: deducing the meaning and use of unfamiliar lexical items, understanding explicitly stated information as well as when it is not explicitly stated, interpreting text by going outside it, understanding relations within the sentence, basic reference skills, understanding relations between the parts of a text through grammatical and lexical cohesion or distinguishing the main idea from supporting details (p. 4-5).

Types of reading

As it was mentioned above, readers have a number of special skills when they read and which should be practised. The understanding of the text can be influenced by the reader’s ability to operate with them. These skills are mostly subconscious in the mind of the experienced readers and mostly easily used in the mother language. For many learners reading in foreign language can create some barriers because they could be afraid of failure or be frustrated. This can re-activate the reading skills that are normally used in the mother tongue. Then there is the teacher, who should help to improve using these skills. The reading skills are also differently used in everyday life or at school, where the reading is one of the major activities of learning. In in this part some of the skills will be nearly described (Harmer, 1991, p. 183-184).

Reading aloud and silent reading. As Nuttall (1982) writes, it could be distinguished between reading aloud and silent reading. In mother tongue, after passing the early reading stage, when the reading aloud is used, later the silent reading is used more often, unless there are special circumstances such as reading to children or to someone, who is not able to read. At school, especially in language teaching, teachers use reading

aloud quite a lot when they and their learners read texts, articles, books or instructions (p. 2-3).

Intensive and extensive reading. Most of the reading skills and strategies we want to develop could be trained by the use of short texts with details. But others must be developed by the use of some longer texts which include the complete books too. These two approaches are intensive reading (reading for accuracy) and extensive reading (reading for fluency). They complement each other and both of them are important. Primarily in the case, when the learners should be successful readers in a foreign language (Nuttall, 1982, p. 23-24).

Intensive reading (or accurate reading) is used with the short sections or sentences when it is needed to understand or study some information or language use in a detail. In real life intensive reading is used for example when reading some philosophical texts or a letter from a friend, in class e.g. when reading explanation of grammar (Scrivener, 1994, p. 152). In classes, intensive reading is used most, because one lesson is too short for using larger texts. It is used under the close guidance of the teacher or tasks, which forces the learner to pay attention during the reading and concentrate on details in the text. This type of reading should learners train in reading strategies (Nuttall, 1982, p. 23).

Extensive reading, sometimes also called fluent reading or gist reading, means reading in order to gain an overall understanding of a longer piece of the text. The text is mostly some longer story or article, where the reader does not concentrate on individual words and sentences, but on the whole piece of the text (Scrivener, 1994, p. 152). This type of reading is not very often practised in the classes, because the class time is always in a short supply. Although there is not much time for it, the teacher should try to train learners how to deal with the longer texts and should encourage them in reading habit (Nuttall, 1982, p. 23-24).

As the next skill, every efficient reader should have the predictive skills. It means that readers predict what they are going to read (Harmer, 1991, p. 183). Harmer (1991) wrote that: “the process of understanding the text is the process of seeing how the content of the text matches up to these predictions. In the first instance their prediction will be the result of the expectations which readers have” (p.183). After more reading and getting more information from the text, these predictions will change (Harmer, 1991, p. 183).

Scanning and skimming. The other very important and most known reading skills are extracting specific information (scanning) and getting the general picture (skimming). The distinction between these two types is not important but both of them are useful skills

and are not used for careful reading. In both cases the reader is not reading in the normal sense of the word, but concentrates him or her on beginnings and ends of paragraphs, titles or subtitles. Each of them is used for another purpose (Nuttall, 1982, p. 34).

Scanning means going rapidly through a text. Its objective is to find a specific piece of information or some specific facts. It means to scan some important information. This can happen in everyday life, for example when reading newspapers and searching for some specific information about an interesting topic. At school, the teacher can give the task for example to find a specific date or name in the text. It could be used also for getting a general impression of the text and to get information, if the text is suitable for a given purpose. If the teacher wants to practise for example some special topic, she could use scanning to check if the text includes the vocabulary that is needed for the given topic (Nuttall, 1982, p. 34).

According to Nuttall (1982) the exercises for scanning are not difficult to devise. The easiest requires the students to scan for a single date or some specific fact. These exercises must be done quickly and are indicated as races. These questions look for example as ‘What time did XY wake up?’, ‘What is the telephone number of XY?’ or ‘What is the name of XY’s son?’ (p. 40).

As Nuttall (1982) mentioned in his book, on the other hand there is skimming. It means glancing rapidly through the text to determine its gist and to look at the main points of the text. It means it is possible to read more in a less time and to get the quick overview about the topic and to summarize it easily (p. 34).

At the skimming exercises learners can be asked to say briefly what the text is about or answer the specific questions by glancing quickly through the text. The learner does not concentrate on single words but on facts that are expressed in the sentences. The reader should concentrate on understanding the text. The skimming exercises are not taken as races, but the speed of doing these tasks is still important. In some cases the teacher can fix a time limit or the learners can show, how many exercises they are able to finish in a given time. The skimming questions can be given in this way: ‘Which of the topics are in the text?’, ‘Which texts belongs to this picture?’, ‘Find out the title for each paragraph.’ (Text is divided into shorter texts), ‘Which of these texts deals with the topic XY?’ or ‘Summarize the text in few sentences.’ (Nuttall, 1982, p. 40).

If skimming and scanning is practised during the lesson, it is necessary to adapt also the text to it. If the learners should read faster, they should practise their reading skills with simple material without difficult grammar and language difficulties. It is also good if

the topic is interesting for the learners. It is also necessary to keep an eye on the level of the material because it should be identical with the level of the course book. The teacher should always have in her mind, that these types of reading are something new for the learners. At the beginning not every learner will believe that he or she can get a main gist of a text without reading word by word. So it is necessary to make good conditions for practising these skills. When the learners get used to reading this type of the text, later it is possible to use more difficult one and also to show them that not every unfamiliar vocabulary is needed to know for understanding the whole text. In the case there is a lot of new vocabulary and some language difficulties, it is better to avoid practicing these skills. It could be too difficult and demotivate the learners (Nuttall, 1982, p. 34).

Reading for detail. Some of the texts must be read very carefully and it is necessary to read every word. For example when we read some complicated instructions or some legal documents. At school the teacher can set some questions and tasks after reading. To answer these questions and to complete these tasks it is necessary for learners to read the text again and more carefully (Hadfield & Hadfield, 2008, p.92-93). According to Harmer (1991) reading for details could be recognized by the questions that are given. In many cases they begin with: 'How many?', 'How often?', 'Why?' or sometimes the details, which should be found in the text, are the writer's attitudes to the topics, described people or situations (p. 184).

The other important reading skills. According to Harmer, to make the readers more efficient it is also necessary to teach them general function of phrases, structure of text and discourse patterns. By the phrase 'for example', the reader should know that an example will follow, or that 'in other words' means, that it will be explained in a different way. The last important skill is deducing meaning from context. This is very useful and should be practised more often. Learners can see that it is not necessary to know every word and they can even find out the meaning from the context in which an unknown word appears. If the learners can operate with this skill, they can feel more self-confident during reading of unfamiliar and difficult texts (p. 184).

Different roles

This part will shortly explain the different roles during the reading process. To make from a learner a successful reader it is necessary to know the tasks and aims of the participants during this process. Also there will be written some advice what to do for developing of the reading skills.

The role of the reader. According to Nuttall (1982) sometimes the role of the reader seems to be passive. But it is not the truth so much (p. 5). See the Figure 1 below:

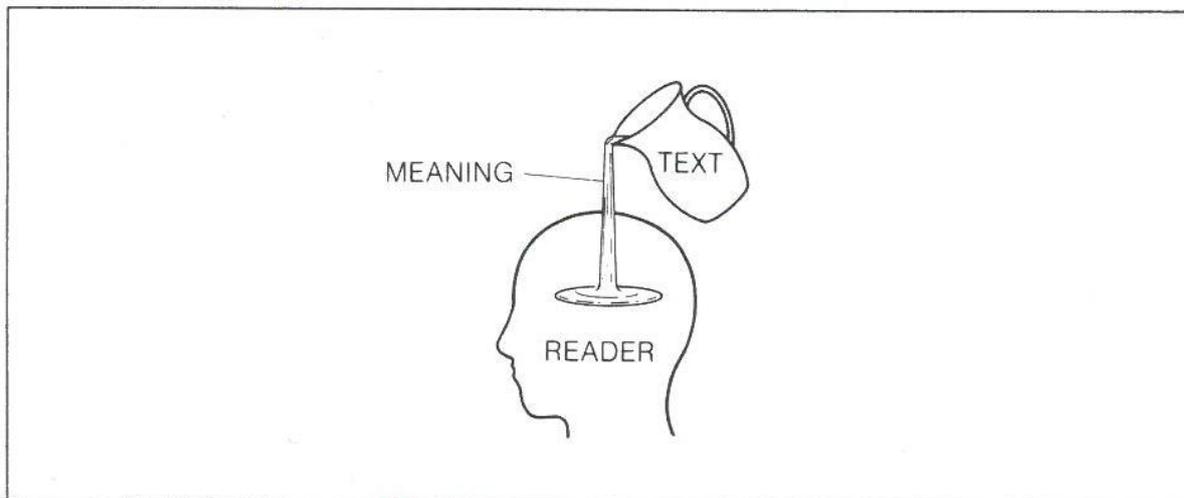


Figure 1. One view of reading (Nuttall, 1982, p. 5)

As Nuttall (1982) states: “the text is full of meaning as a glass full of water and sometimes it can be easily poured straight into the readers mind and the knowledge will come into the brain.” (p. 5) In this case the role of the reader is passive. All the work was done by the writer and the reader just has to open his mind and let the meaning pour in. But this is not a usual situation. It does not very often happen like that. The fact that the meaning is in the text, does not mean the reader will understand it. The reader should do his best to get the meaning of the text. For every reader each text is also differently hard and every reader needs to use different effort to get its meaning (Nuttall, 1982, p. 5).

The role of the teacher in developing reading skills. Some people think reading cannot be taught but just learned. However, the role of the teacher is very important in developing learners’ reading skills. The teacher is an idol for many learners, so she should give good advice and help them. Of course the learners should develop their own skills and the teacher is here as a mentor, who shows them the way (Nuttall, 1982, p. 22). Firstly it is necessary to create a supportive and encouraging atmosphere during the lessons and if it is possible, to set up some reading corner in the school. It is necessary that the teacher is interested in reading too and is able to give good advice to the learners. She must be able to choose books that reflect the interests and the developmental level of the learners. If the texts will be too difficult or boring, the learners would not be interested in reading them. It is important that the teacher increases learner’s motivation in reading and for it. It is useful to write essays about famous writers or to display posters of the authors in the classroom

and to design creative and interesting reading tasks and activities. It is also good to set aside time for learners to practise reading together or to introduce to the whole class, which book they liked. The teacher could give advice also to the parents, who can help their children with reading at home and invest in some nice readable book (CDC, 1999, p. 82-83).

The selection of the text. According to Nuttall (1982) the teacher should be able to choose suitable texts for the learners to achieve the aims of reading skills. She should be aware of the difficulty of the text and on the density of the information that the text carries (p. 35). As Nuttall (1982) defines: “A text is ‘dense’ when the minimum number of words expresses the maximum amount of information. A dense text is usually more difficult to follow than one which presents information in a more extended way.” (p. 35) Next it is important to be aware of the level of the material, because it is necessary to use the same level of the material as the current textbook. The text should include no difficulties at all too, because it could demotivate the learners. Also it is necessary to know the learners and to find out, if all learners have the same level of the language and what they are interested in. The teacher can ask her learners about their hobbies or what was their last book they liked. The materials should be interesting and motivating for them and bring them some new information (Nuttall, 1982, p. 25, 29).

Before choosing the text, it is necessary to know which reading skills will be practised. For example if it is skimming or scanning, which is connected with the reader’s speed. It is necessary to practise it on simple text without much new vocabulary. In the case it would be some difficult text, the learner may feel unsure and stressed. After managing this simple text, it is possible to read some more difficult one. The teacher should help and show learners how to work with such material (Nuttall, 1982, p. 35). Very helpful it is the use of some authentic texts too. These texts come from real life as magazine and newspaper articles, tourist brochures or some advertisements. In this way the learners can learn to read “real” language, not just the texts that are written for the textbooks. In this case, it is necessary to be careful when choosing the texts, because authentic texts can be difficult. It is better to use them with the advanced learners (Hadfield & Hadfield, 2008, p. 96).

Practice of reading skills

To make from learners effective readers, it is not enough just to ask them to read a text and later to answer the questions which are given. They need to learn how the

language is used, its structure and how to get the meaning from the text in the easiest way. They need practise their reading strategy and reading skills. The tasks should be focused on different types of exercises with different types of texts and should be interesting, educative and gain learner's attention (CDC, 1999, p. 73).

Grellet (1981) writes that in order to practice these different types of reading skills (see above), there are several types of questions that can be used in the lessons and can have different functions. To clarify the organization of the passage, the questions can be about the function of the passage, the general organization (e.g. argumentative), the rhetorical organization (e.g. comparison), the cohesive devices (e.g. link-words) or the intrasentential relations (e.g. derivation, morphology, hyponymy). To clarify the contents of the passage, the questions can be about plain fact, implied fact, deduced meaning or evaluation (p. 5),

There are three main important stages that appear during the reading process and every author calls them differently. According to CDC (1999), these reading stages could be divided into:

- pre-reading stage
- while-reading stage
- post-reading stage (p. 74-81).

Pre-reading stage

As J. and C. Hadfield (2008) mention in their book, this stage could be called also as lead-in stage and it helps to engage learners' interest, introduce the topic and to activate learners' background knowledge (p. 95). In this stage it is necessary to set the purpose for reading. Learners should decide, if it is the reading for a gist (skimming) or reading for specific information (scanning). The teacher can help learners by setting a clear purpose, for example by giving them some questions or tasks before reading the text. These questions and task should point to the purpose. Then learners don't have to be worried about, what they should concentrate on. Before reading it is also very useful to go through the introduction of the text that involves the topic, the setting, the background and the text type. The objective of this is to motivate the learners and to evoke some interest in reading the text. Teacher can help again. She can give for example some interesting questions about the topic and to start some short discussion about it. Next, the learners should interpret the message, which was found in the text and to compare it with their previous experience. For this, they use schemas that mean some reader's concepts, beliefs or

expectations (CDC, 1999, p. 74-75). To activate the learner's schemas, according to CDC (1999) there are some good tips:

Previewing. It means to take the time for going through the material that will be read. Check the title, look at the pictures, and preview the text by skimming. This helps with the comprehension (p. 75).

Prediction. It activates learner's schema. According to CDC (1999): "As learners make hypotheses about what the writer intends to say, the experiences and associated knowledge they already have about the topic of the text will be called into mind." (p. 75) To know the topic of the text helps reader to set a purpose for his next reading. For example it could be predicted the content of the texts, articles books just from some titles or headings (CDC, 1999, p. 75).

Use of semantic maps. As CDC (1999) states: "a semantic map is an arrangement of key words which embody concepts about a topic."(p. 76) It can be developed through associations, categorization and revision (CDC, 1999, p. 76).

Using signpost questions. The teacher should direct learners to the main points of the text in order to prevent them of losing the track in the text. The best questions are connected with the whole section or the final part of the text, because the reader has to read the whole text to get the answers (CDC, 1999, p. 76).

While-reading stage

The aim of the while-reading stage is to repeat the reading several times with the help of different tasks and exercises (Hadfield & Hadfield, 2008, p. 95). This stage includes the task breaking up the text, which should change some difficult text into the easier one. If the text is too long and complicated, the teacher can divide this text to the shorter sections. The learners are then able to concentrate them better on the shorter sections than on the whole long text (CDC, 1999, p. 78).

As the next point, the teacher should not translate to learners all unknown vocabulary before reading. The learners should be able to analyse the unfamiliar lexical items and words during the reading on their own. They should make an effort to cope with difficult texts and vocabulary. It can be made in two different ways. On the one hand, to find the meaning of words from the context that should be practised during the lessons. For example the learners can find the meaning from the position of the word in the sentence and they can guess the grammatical category. On the other hand, to look up the word in a dictionary. It is necessary to teach learners, how to use dictionaries. Learners should

practise to work with them effectively and without any problems. Sometimes it could be quite difficult to recognize which word is the suitable one. In this case teacher should help with the meaning of the word and with its use (CDC, 1999, p. 78).

As CDC (1999) claims, this stage includes also the practice of two speed reading strategies that were mentioned before. On one side there is skimming that is used for getting the general impression of the text and to determine the gist of the text. This reading skill can be practised in different ways, such as: supplying a text and several titles and asking the learners to decide which title is the best for the text, supplying some letters for the learners to categorize them (letters of complaint, invitation letters or letters of requests), supplying a text and several photos and diagrams and ask the learners what the text could be about, skimming the text for getting the answers to simple global questions or supplying a text and several figures with the question which figure illustrates the text (p. 78-79).

On the other side there is scanning that helps to find specific information and details in the text. Scanning can be done also just orally, but the tasks must be done fast. These tasks encourage learners to find for example some dates, some names, some word or years (CDC, 1999, p. 79).

Next CDC (1999) writes that some tasks in this while-reading stage concentrate on understanding of main ideas. This is very important skill that the learner should develop because it helps them to become more efficient readers. These tasks may look as: ‘match heading with newspaper articles’, ‘select from a list the main ideas most relevant to the text they read’, ‘identify the key phrases or sentences in a text’ or ‘summarize orally or in writing the main points of the text (p. 80).

Post-reading stage

As J. and C. Hadfield (2008) state, the post-reading stage concentrates on some new vocabulary, new expressions, new grammar or particular structure. The reading can be used also for practicing another language skill (p. 95). There are many types of tasks, which are mostly situated in the course books after the text. The task can be for example like: evaluating characters, arguments, incidents or ideas, choosing or creating a title in order to assure reader’s comprehension of the text, working out the implications of the ideas of the text, finding out the development of thoughts and arguments, eliciting a personal response from the readers and to find out if they agree or disagree (CDC, 1999, p. 81).

III. METHODOLOGY

This chapter includes the description of the research methods, which were chosen for collecting information about the most used textbooks at the elementary schools in Pilsen. In this chapter there is information about the place where the research was made, how it was made, when it was made and how the research was carried out.

The main aim of this research was to obtain information about the most used textbooks in the elementary schools in Pilsen in the 8th and 9th grade and after this research to be able to analyse the reading tasks in the chosen textbook. Two types of questionnaires were used. One was made for the students in the grammar schools (see Appendix A) and was given to them at the beginning of the new school year in September 2015. The second questionnaire (see Appendix B) was sent by email to the teachers who teach in the elementary schools in Pilsen in November 2015.

The research questions were formulated as:

- Which textbook is used during the English classes in the 8th and 9th grade at elementary schools in Pilsen?
- Which school did the respondent attend or work at?

Methods

It was considered, that the research would be made with the help of a questionnaire, because it was appraised as the best tool to use. The choice was between the questionnaires with opened or closed questions, and the latter were preferred. In the questionnaires there are more questions than were needed for the research in the end after the focus was narrowed. Although some answers were not used for the research, it was interesting to read them and to find out the opinions of respondents about the textbooks. The main questions for this research were the questions about the used textbooks and the name of elementary schools that the respondent attended or worked at.

Finally the questionnaires with the opened questions were used in this research, although it could be more complicated to make the results of them. The opened questions were used, because of giving chance to the respondents, to fill the questionnaires with their own opinions. If there would be the options, so it could happen that the questionnaires would not have all options, which respondents want to mark. It was supposed, that the respondents will not write very different and complicated answers.

In the questionnaires for students were ten questions (see Appendix A), written in the Czech language, to make sure, that everybody would understand the questions and would be able to answer them as the level of the students' command of English might vary a lot. These questions were concentrated on the opinions of the students about the textbooks. The questionnaires for the teachers (see Appendix B) included just five questions written in the Czech language again to encourage teachers to express themselves more freely. The questionnaire for the teachers was designed to get information about the textbooks used in their elementary school and teacher's opinions about them. Though some answers were not used in the actual research they provided useful information about the textbooks.

Subjects

For the purpose of the research 100 questionnaires were used altogether. The 85 student questionnaires were filled by students in the age of 15 and 16, who are in the first grade of secondary schools. Another 15 questionnaires were completed by the teachers from the elementary schools in Pilsen. Both questionnaires were anonymous.

The student questionnaires were distributed at four secondary schools in Pilsen:

- Secondary Technical School of Transportation (Střední průmyslová škola dopravní Plzeň)
- Masaryk Grammar School (Masarykovo gymnázium Plzeň)
- Technical College of Civil Engineering (Střední průmyslová škola stavební)
- High School of Electrical Engineering (Střední průmyslová škola elektrotechnická Plzeň).

At each school two classes were chosen, where in average 30 questionnaires were filled. It means 30 questionnaires at each school. The research was made the first and the second week of the new school year in September 2015, because it was a big chance that the students did not forget, what textbooks they used at elementary school. Also the teachers who gave the questionnaires to their students were not so much busy.

The idea to do the research at secondary schools was a good step, because as it was expected, in each class there were a lot of students who attended different elementary schools in Pilsen. In this way it was easier to gain the data about the most used textbooks in Pilsen. However, there were also students from other places who had not attended the elementary schools in Pilsen and some students did not fill the school they had attended.

That is the reason, why at the end just 85 questionnaires filled by students were used for the research.

As mentioned before, the research was also carried out with the help of the teachers at elementary schools in Pilsen. The questionnaires were sent by email directly to the schools and the idea was to confirm by their statements, that the students have answered truly and to find out exactly the levels and editions of the textbooks. It was also very interesting to read, how the textbooks are used during lessons and to compare the teachers' answers with the students' ones.

Process

The questionnaires for students were given to the students in the four above mentioned secondary schools in Pilsen and were anonymous. The questionnaires were given to the students by their teachers during the English lessons in September 2015. The teachers, according to my instructions, explained to their students, what is expected from this questionnaire. The questionnaires were written in the Czech language, to make sure, that everyone will understand the questions and will be able to answer. The students were encouraged to ask questions, if there was anything unclear, but it did not happen. In this case it was no problem to get the questionnaires back, because all students were very helpful and enjoyed filling the questionnaires. Out of 120 distributed and then collected questionnaires 85 were used for the data analysis, as they contained information both about the textbook and the school, and these schools were in Pilsen.

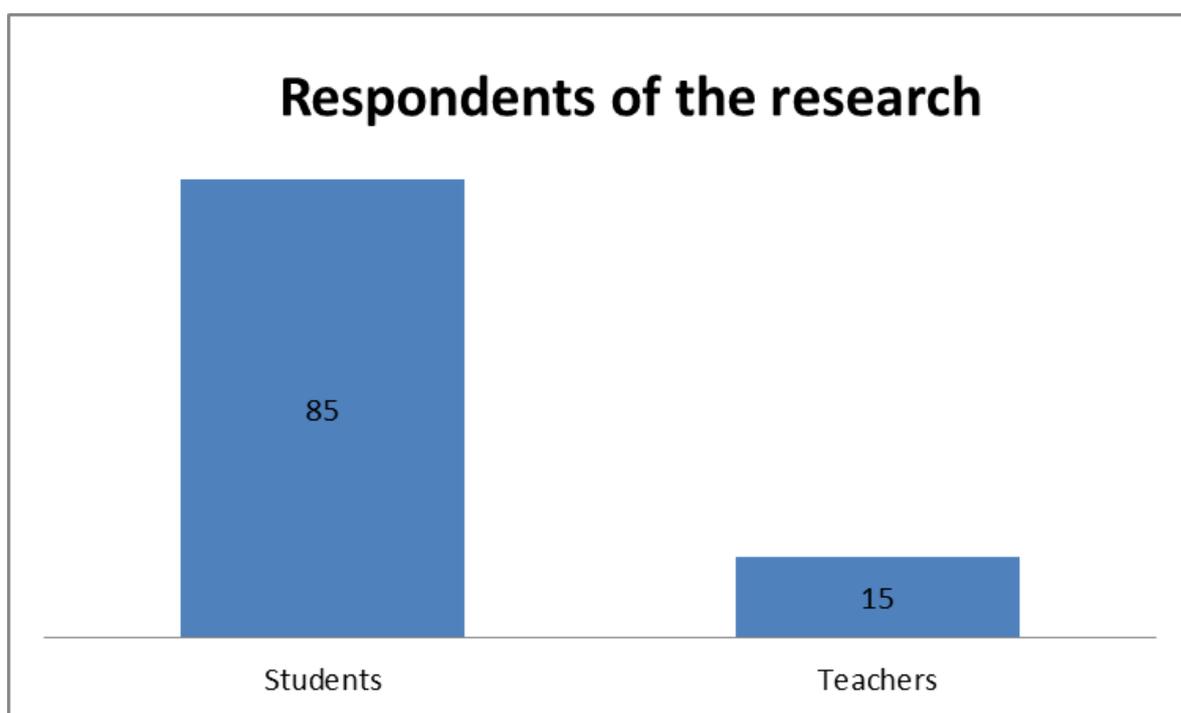
The questionnaires for teachers were sent by e-mail to 22 different elementary schools in Pilsen. Together to 33 different e-mail addresses. In the e-mail it was explained, how the questionnaires would be used in the future and very short advice as how to fill them. If the teacher of English was known, the email with the questionnaire was sent straight her. Sometimes it was sent to the head of the school and was expected, that he or she will forward the email to the English teachers at the lower secondary level (grades 6-9). These questionnaires were sent at the beginning of November 2015, in the first week. It was very surprising, that the teachers were not very helpful and many of them just read the email and never wrote back. It was very stressful to find this out, because it was expected, that this short questionnaire with just five questions would be easy to fill in. I did not understand their unwillingness to help.

Just 15 questionnaires were answered and sent back. When the English teachers wrote back, they were very polite and offered their help if any further questions appeared.

The questionnaires were again in the Czech language and contained five questions. The most important questions were the first and second questions (see Appendix B). It was needed to gain information about the name of the elementary school and used textbooks in the school. Another questions had to demonstrate, how the articles in the textbooks are used and if the articles fulfil the expectation of the teachers. These questions had to show, if the textbooks are popular with them and if the teachers find them useful.

IV. RESULTS AND COMMENTARIES

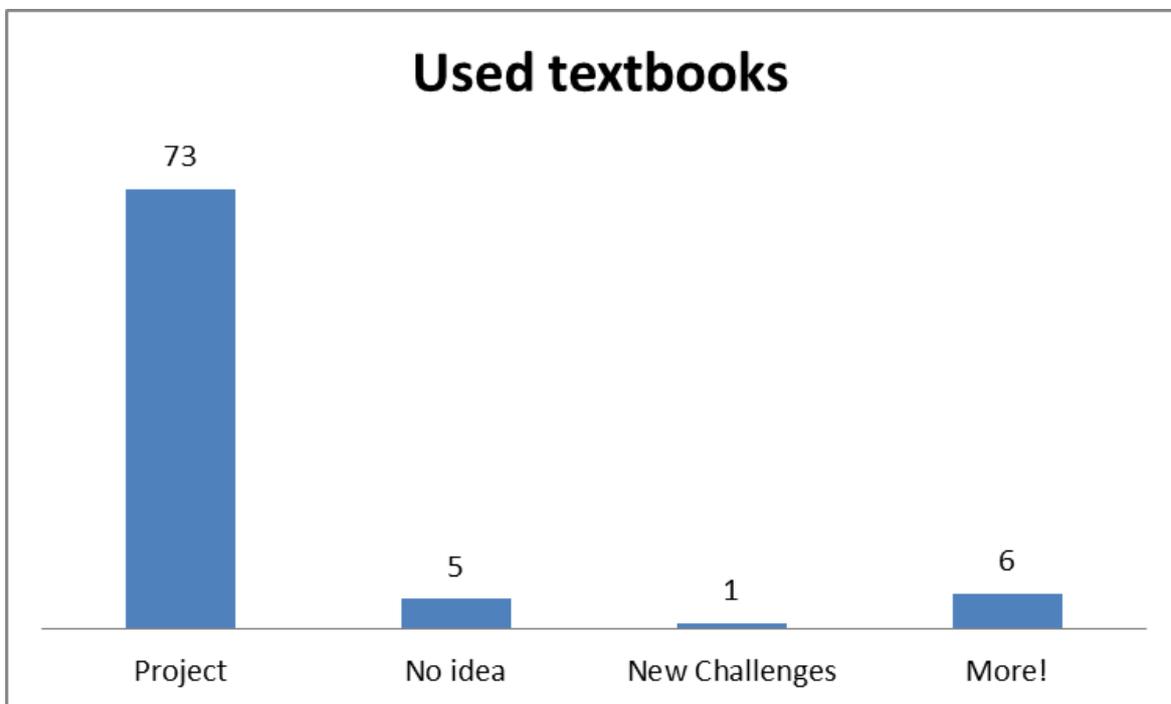
The objective of this chapter is to show the data that were collected during the research in the period of September – November 2015. The research had to find out, which textbook is the most used one during the English lessons at the elementary schools in Pilsen. After that, the another step was to analyse the textbook with the focus on the reading parts and their texts in the most used textbook at the elementary schools of Pilsen in the 8th and 9th grade.



Graph 1. Respondents of the research

As it is shown on the diagram above (see Graph 1), this research was done by two types of questionnaires. One type of questionnaire was given to the students at four different secondary schools in Pilsen and was used 85 answers of 120 received questionnaires. The other 33 questionnaires were sent by e-mail to the teachers to 22 elementary schools in Pilsen. From these 33 sent e-mails just 15 answers came back. This was quite big surprise because I did not expect so low number of returned questionnaires. The total research, which had to help me to find out the most used textbook at the elementary schools in Pilsen, was done altogether by 100 answers.

In the first questionnaire for students at secondary schools were used the questions number 2 and 3 (see Appendix A). The results of the questionnaires are showed below in the diagram.

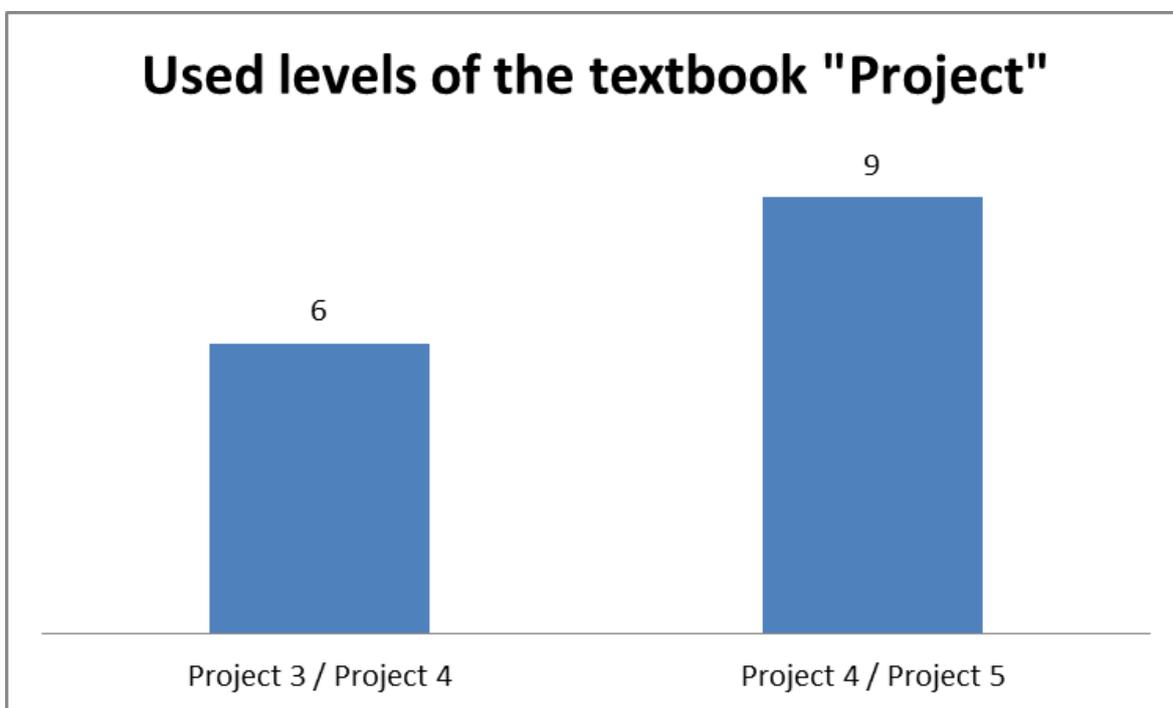


Graph 2. The used textbooks at elementary schools in Pilsen

As the diagram (see Graph 2) shows, the questionnaires included four different answers. According to the results “Project” is the most used textbook at the elementary schools in Pilsen. It was a big surprise for me, because I did not expect just one type of the textbook so much spread in Pilsen. I thought there will be also another type of textbook. This textbook “Project” was answered by 73 students and this research came from 22 different elementary schools in Pilsen. Some of the students did not remember which textbook they used, but there were just five answers like that. Other textbooks were mentioned too. They were “New Challenges” and “More!”. The second one had six answers, but these students attended the same elementary school.

In other questionnaires for teachers were used just the questions 1 and 2 (see Appendix B) and it showed the level of the textbooks exactly, which was not filled in the questionnaires by students. The results came from fifteen teachers who were from fourteen different elementary schools in Pilsen. They have confirmed the most used textbooks in the 8th and 9th grades were the textbooks “Project” - the third edition. They also wrote there

which levels of the textbooks were used, which was necessary for the research. See the results in the diagram below (see Graph 3).



Graph 3. Used levels of the textbook Project

As the Graph 3 shows, the most used level of the textbook is “Project 4”. This part of the textbook is used differently in 8th or 9th grade and depends on at which school it is used. Some classes or schools have a higher donation of foreign languages, so it means their learners are more advanced in the language.

The characteristic of the textbook Project 4 – third edition

As the research showed, this textbook is the most used in the 8th and 9th grade at elementary schools in Pilsen. Before the analysis of reading parts of this textbook, it is important to write a few words about this textbook.

Project 4 – the third edition (2009) is written in English language and is used mostly by students at the age of 14-15. It is a monolingual textbook, written by Tom Hutchinson. It was published by Oxford University Press and it is not big surprise, why this textbook is so popular with teachers and learners of English. It includes together six chapters that are divided into four different parts A-D and every part is concentrated on different purpose. In the textbooks there are colourful pages with a lot of pictures that motivate pupils to learn English and gain their attention. The topics, that are chosen, are

interesting and suitable for the pupils of this age. Every part is very well and clearly made and a positive thing is a special part which is called “Culture”. This part of the textbook offers interesting topics and articles for pupils and can lead to some projects or discussions. Very helpful is, that the last part of each lesson is the revision part and it is accompanied with CDs, workbook and teacher’s book. The workbook, written by Hutchinson and Edwards (2009), has a very similar structure as the student’s book. It is again divided into four parts A-D and is used for practising the grammar, reading skills, writing and vocabulary which were taught in the textbook. It has also a special teacher’s book that was written by Hutchinson and Gault (2009). It can be a good helper and inspiration for teachers during preparing their lessons. It is possible to find there some advice how to use the exercises, the key for them, some games and revision tests for each lesson. If pupils want to practise at home, there is also a possibility to visit the webpages where it is possible to find all levels of Project textbooks and practise there grammar, vocabulary, listening, play some games or fill tests with immediate results.

Analyses of the reading parts with the focus on developing reading skills

The objective of this chapter is to analyse the reading parts of the textbook “Project 4 - the third edition” and to describe the texts and their importance and use during the English lessons. There are altogether six lessons and every of them include two reading parts with two different texts. In these texts there are practised different reading skills and are used for different purposes. It will be always chosen just one text of each lesson and will be analysed in more details. It was chosen always the text that seemed more interesting to me. The analysis will have introduction to the text and then the exercises will be divided into pre-reading stage, while-reading stage and post-reading stage. The research questions that were set for this analysis are:

- How to do the exercises for practising reading skills look?
- What is the purpose of these exercises?
- What reading skills are practised in these types of exercises?
- What are the advantages or disadvantages of these exercises?
- Is the textbook eligible for practicing the reading skills during the English lesson?

Lesson 1 (Hutchinson, 2009, p. 8-9). This lesson deals with the topic “Past and present” and the reading part is called “The Iceman”. This title is the same as the article which is the main part of this page. This text “The Iceman” includes a short story about a frozen body from Stone Age that was found in the Alps by two German tourists. Later the name Ötzi was given to him and he became very important for the further archaeological research.

As you can see in Appendix C, this text is divided into four short paragraphs and it is accompanied also by interesting pictures. This is very useful to encourage the interest of the pupils for reading the article, because it is the first thing that gains their attention and gives some ideas about the article. Also the short paragraphs are very useful and have their importance in the text, because it is easier for understanding and the teacher can work always just with one paragraph, not with the whole text.

- Pre-reading stage. Before reading, it is useful to go through the exercises that come before. These exercises help the reader to prepare him for the text. The first exercise is called “Vocabulary” (see Appendix C). This part is concentrated on vocabulary that could appear later in the text. This vocabulary part deals with the topic materials and the 1a exercise challenges the learners to use dictionaries for translating unknown words. The use of dictionaries during lessons is also very important for learners, because it is necessary to learn, how to find the right meaning of the word. The next task is to match the words with four given questions. This task helps learners to get unknown words that can appear in the text before they start reading. This is an important part, because it gives them feeling of certainty and prepares them for reading a text with new words. Then there is exercise 1b, where it is explained how to create compound words and it shows some examples how they can be used and some exceptions too. In exercise 1c, there is a task for pairs to practise the use of the materials. The learners can use their imagination and their ideas when doing this task. The next part is “Comprehension” and it is divided, as shown in Appendix C, into three exercises again. In this exercise learners start to work with the text. The first exercise 2a includes the task, where the learners should check the title and pictures. After that some questions follow (see Appendix C). This exercise 2a employs the learners’ imagination and belongs still to the pre-reading stage. This type of task is very important for gaining learner’s attention and thinking

about the text before listening and reading. The pictures and also the title can give a lot of information about the text and help with understanding.

- While-reading stage. As the first exercise in this stage, there is exercise 2b – read and listen to the text. After listening and reading, the readers are finally able to compare their ideas about Ötzi and his story. The last exercise 3a should check, if the learners understood the vocabulary and the task is to label the picture of Ötzi. This is a typical example of scanning, which means going quickly through the text to get answers. In this task the expression for various materials are mostly used. The learners should understand, because this vocabulary was translated and explained before reading the text. Reading the new vocabulary in the sentences helps with their adopting.
- Post-reading stage: After reading the text, there are some exercises that explain grammar on the text that was read. In this case it is the use of “past simple” and “past continuous”. The text is full of clear examples and shows the difference between them.

Lesson 2 (Hutchinson, 2009, p. 20-21). The lesson 2 deals with the topic “Fame and Fortune” and the first reading part is about movies. This first article of this lesson is called “Stunt doubles”. It tells a story about this profession and introduces some of the stunt doubles and the different situations of this work.

The text is divided into four short paragraphs that are again very useful for the work with the text. The text is also accompanied with five interesting photographs where it is possible to see some of the cases in which the stunt doubles could be used. At first glance these photographs tell the reader what the text is about and if the reader does not understand the title, after seeing the photographs the topic will be clear. These photographs raise the reader’s interest and help with understanding.

- Pre-reading stage. Before reading and listening to the text, there is exercise 1 (see Appendix D). This exercise prepares learners for understanding some difficult expressions (verbs + prepositions) that may appear in the text about the stunt doubles. This exercise encourages the learners to match these five expressions with the five photographs that accompany the text. These

photographs are marked with the letters A-E. Matching these five expressions with the photographs helps the learners to understand the meaning of the expressions and to remember them.

- While-reading stage. The next exercise is exercise 2. There are given two questions (see Appendix D) that can be answered just if the learner reads the text properly. This exercise helps learners to develop reading for details. The next exercise is focused on detailed reading too, it is exercise 3, where are given six questions. These questions are typical examples of practicing this type of reading - to find specific answers in the text. These two exercises can be done orally or in a written form. Through these exercises the teacher can check, if the learners understand to the text and if they are able to find the right answers.

- Post-reading stage. The next exercises are focused on grammar again, in this lesson there is the present perfect tense. These examples come from the text and the vocabulary deals with the topic “Stunt doubles”. The learners should understand all the vocabulary because it was practised many times in the pre-reading stage and also in the while-reading stage. Showing and practicing new grammar on the text that was read before helps the learner to understand the grammar easily.

Lesson 3 (Hutchinson, 2009, p. 32-33). Lesson 3 deals with the topic “Health and safety” and the first reading part is focused on “You and your body”. The text is divided into five short paragraphs (see Appendix E) that are marked with numbers 1-5. This dividing into short paragraphs is important here because of the further use of the text. Each paragraph gives some advice, how to be fit and healthy. It is also very educative. This text is not accompanied by any picture, because it is not necessary. The only picture on this page is in exercise 1 and is used for learning new vocabulary that may appear in the text.

- Pre-reading stage. The pre-reading stage includes exercise 1 divided into 1a and 1b. These exercises are focused on vocabulary about the parts of human body. As usual, it helps to prepare learners for reading the text as some of the vocabulary appears in the text. This vocabulary can be easily practised with the help of the picture of a boy below the task. The picture is very helpful to remember the vocabulary, because the learner should label the numbered parts

of his body. Firstly the learners should label the parts marked with red numbers (see Appendix E), which are used for the basic parts of the body and known from the elementary level of English. This should make the learner more confident that he or she knows some of the words. Next there are blue numbers that are connected with new vocabulary items. The new vocabulary is practised by listening in exercise 2b and should extend learner's present vocabulary.

- While-reading stage. The next part "Comprehension" includes exercises 2a and 2b. To do these tasks it is necessary to look at the text first. After that it is possible to tick the answers and to determine which topics could be found in each paragraph. This task helps to practise the skimming, to get the main gist of each paragraph. It is not necessary to read the text properly because the answers are in the first sentence of each paragraph (see Appendix E). The teacher does not have to give a lot of time to learners to do this task, because the speed is practised there and the paragraphs are quite short. Task 2b is about learner's opinion. They should choose two most important things for themselves and their health. It leads to a discussion and thus practising speaking.

- Post-reading stage. In this stage there is practised grammar – subject relative clauses. Some clauses appear in the text and the learners are encouraged to work with the text and to find them. The sentences on which the grammar is practised come from the text or are very similar to the sentences in the text. To manage these tasks, it is necessary to understand the vocabulary and expressions that appear in the text.

Lesson 4 (Hutchinson, 2009, p. 44-45). This lesson introduces the topic "Heroes" and includes the reading part "King Arthur". In comparison to the previous texts, this text is longer, with direct speech, and is divided into five paragraphs. The text is called "Sir Bedivere and Excalibur" and is accompanied with a colourful picture. The text tells story about the King Arthur, his knight Sir Bedivere and the magic sword Excalibur. The king Arthur gives a command to the knight to throw the sword to the lake but he does not want to do it. The story is without the end.

- Pre-reading stage. In the pre-reading stage there is exercise 1 that is focused on vocabulary that appears in the text. There are together eight new vocabulary (see Appendix F) and learners should label them in the picture that accompanies the text. In task 1b they can check then their answers by listening. To label the picture with new words helps the learners to remember them in an easier way. Also learners will check the picture and can get the first awareness about the text.

- While-reading stage. In the while-reading stage there is “Comprehension” part, exercise 2a and 2b. In the exercise 2a there is practised the reading skill – scanning. The learners should look quickly at the story and to find who or what the terms refer to, as these terms are names of some people or things (see Appendix F). By scanning the speed and orientation in the text is practised. Then to complete exercise 2b, it is necessary to use imagination again. It encourages the learners to think about the picture and about the text that will be read. This picture shows the main idea about the text so it is very helpful for understanding of the story. The exercise 3 belongs to this stage too. The learners should read the text and to answer six short questions. In this case reading for details is practised. It is not necessary to answer these questions with long sentences. This tasks checks learner’s understanding of the story.

- Post-reading stage. This stage is focused on the grammar Verb + - ing or infinitive. The examples come from the text. It is very useful, because the learners know these sentences from the previous reading and should have no problems with understanding. Also there is exercise 5 where are ten sentences and some of them extending the story about the king Arthur.

Lesson 5 (Hutchinson, 2009, p. 60-61). This reading part is called “Caring for the environment”. This is quite an interesting and current topic. The text with the name “Save the orphan bears” is at the first view very interesting because it is accompanied with three photographs of bear cubs. It must raise the learners’ interest. It tells the story about a little bear Yuri that lost his mother, when the hunters killed her. After that he was found by another hunter and was taken to The Russian Bear Orphanage.

The text is divided into four quite long paragraphs and it is written in the form of a letter to a friend (see Appendix G). This is a very good thing, because the learners can also practise writing informal letters.

- Pre-reading stage. Exercise 1a belongs to the pre-reading stage. The learners are instructed to look at the pictures and at the title. They should think about the topic of the text. It prepares learners for the next exercise 1b - reading and listening to the text.

- While-reading stage. In exercise 1b the learners read and listen to the text and think about the author's attitude to this topic. This exercise practises to extract detailed information from the text. It can be quite difficult and learners should think about the topic properly. Exercise 1c is focused on scanning. There are five proper nouns, names that should be shortly explained (see Appendix G). It is not difficult to find them in the text. Learners practise the speed of finding the information in the text and it is not necessary to explain these terms with long sentences. In exercise 2 there are eight statements and learners should make a decision whether they are true, false or are not in the text. With this exercise the learners practise reading for details.

- Post-reading stage. In this reading part the post-reading stage is focused on discussion about the text and about the animals in danger. There are altogether seven questions. These questions can lead to a very interesting discussion about a current topic and learners have possibility to express their opinions and to advocate them in front of the classmates. Also there is the part "Vocabulary", task number 4. Learners should match twelve words from the text with their meaning. If the unknown words were not well explained during reading, in this task learners can practise finding the meaning from the context. This task is necessary for developing reading skills too, because it helps learners to feel more confident in reading, if they do not know some words in the text.

Lesson 6 (Hutchinson, 2009, p. 72-73). Lesson 6 is focused on the topic "Relationships" and the name of section C is "Generation gap". The text looks like a page from a magazine for teenagers (see Appendix H). It is called "Problem page". There are

four letters from four children – Megan, Gemma, Jason and Fred. They have some problems with their parents and are asking for advice from Katrina. Katrina tries to give them some good advice and to help them solve their problems.

The text is colourful and is accompanied by four photographs of Megan, Gemma, Jason and Fred. The topics of the letters are interesting and can raise interest of the learners, because they can have similar problems with their parents at home too. Each letter has a different colour, which is helpful, because each letter can be worked with separately.

- Pre-reading stage. Exercise 1a belongs to this stage. It should prepare learners for reading the text. They are instructed to look at the pictures first and try to find out what problems the teenagers may have (see Appendix H). However, these photographs are not very helpful for finding the problems of these four teenagers, so the learners have to use their imagination apart from their own experience.
- While-reading stage. The next task 1b is focused on skimming. Firstly learners should read these four short letters. After that, they should answer two general questions (see Appendix H). In order to answer these questions it is not necessary to read this text properly and to understand all the words. In exercise 1c learners should read the text again, but in this case very carefully. Some sentences from the letters as well as from pieces of Katrina's advice are missing and learners should match sentence a-h with gaps 1-8 in the text. This exercise is quite difficult and learners will need more time for doing it. It is reading for details. In exercise 1d they will check their answers then – by listening to the text.
- Post-reading stage. The reading for detail is again practised in exercise 2a. There are eight sentences (see Appendix H) that should be matched with the names from the text. It is necessary to work with the text again, because the learners are not expected to remember all the statements. Then there are exercises 2b and 3, they both lead to a discussion in which is practised understanding of the text. Of course there is also the part "Vocabulary", exercises 4a and 4b. This time it is focused on "Verbs and nouns". In the first task 4a learners should fill the chart with the help of the text "Problem page". It

is not likely to be difficult because after all the previous exercises, learners are supposed to know the text well and it should be easy for them to find these words. Scanning can be practised through this exercise. Next exercise 2b follows with the previous one. There are six sentences with missing words that should be filled with the vocabulary from the chart. The topic of these sentences is the same as the topic of the text – problems with parents. It helps to adopt the new vocabulary.

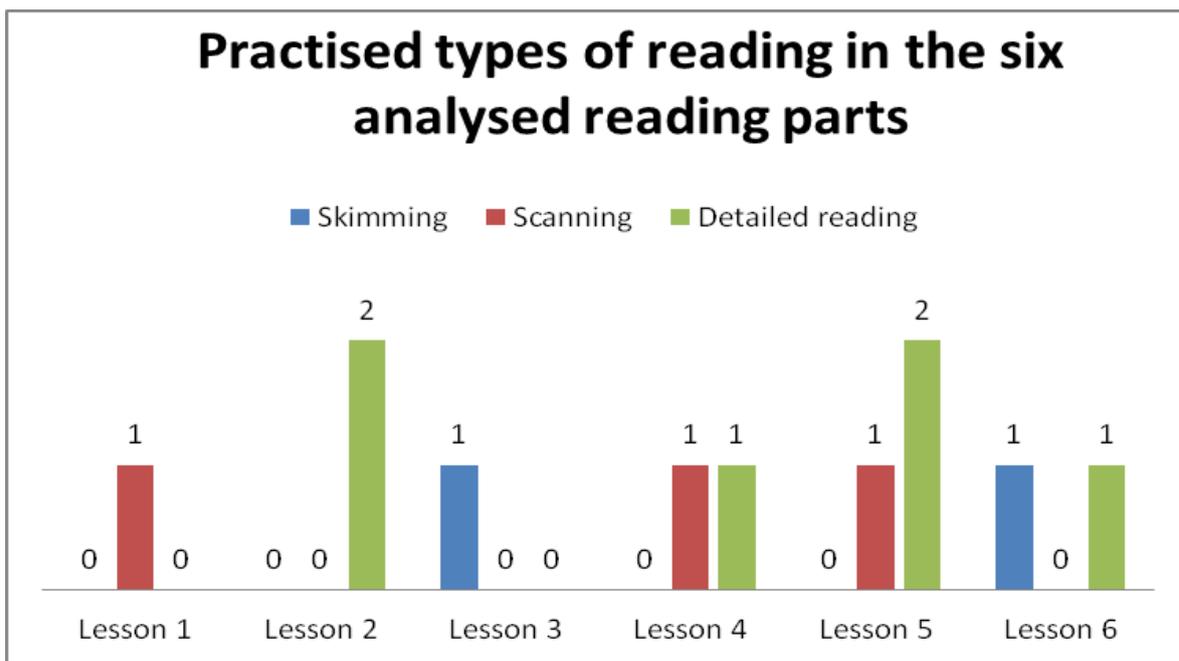
Summary of the six analyses

As it is shown in the analyses of the textbook Project 4 – third edition and in its six chosen reading parts, the developing reading skills are practised well there. The topics of the texts are interesting, educative, suitable for the age of the learners and the difficulty of the texts corresponds with the level of learners' English. The texts are also not too long and are divided into shorter paragraphs. This is very helpful and offers variety of tasks how the reading skills can be practised. Also every text includes a different topic which offers a lot of various vocabulary. The topics from the chosen texts are from history, environment, health and relationships. The variety is very important in order to practise new vocabulary from various areas, not just from one. The pages are colourful and texts are accompanied with pictures or photographs that raise interest of the learners and make them think about the content of the text. The exercises are elaborated in harmony with the three stages: pre-reading, while-reading and post-reading.

Exercises to be done before reading, i.e. in the pre-reading stage, are mostly concentrated on practicing new vocabulary that may appear in the texts. They employ work with the pictures or photos that accompany the texts or the whole reading part. Sometimes this vocabulary extends the present vocabulary to the topic as it was the case in the activities before the text "You and your body". Most of the vocabulary is practised with the help of pictures in the tasks such as 'label the words with the pictures' or 'match the expressions with the photographs'. The pictures and photographs also help to get the awareness about the topic in the text. These pre-reading stages fulfil their objective – to prepare learners for the reading and to make them more confident about the words and expressions that may appear there.

In the while-reading stages three different types of reading appear alternately. These are: skimming, scanning and reading for detail. At least one of them is always practised in the chosen reading part. As the Graph 4 shows, the reading for detail is

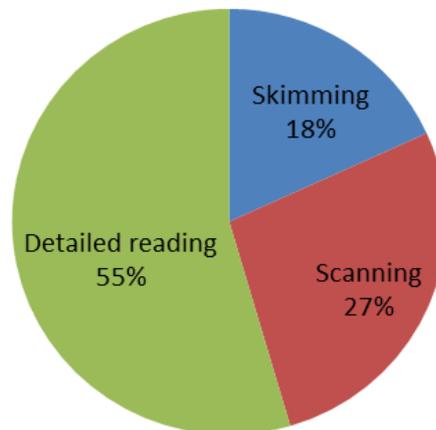
practised more often than speed reading - skimming and scanning. Skimming was practised two times, scanning three times and reading for detail appeared six times. In my opinion the detailed reading is the most important and the most difficult one so that could be the reason why it is practised more often. The learners should think properly about what they read and about their answers. To complete the exercises for detailed reading it is necessary to understand to the text and to know the vocabulary.



Graph 4. Practised types of reading in the six analysed reading parts

The graph below shows the occurrence of the three types of reading in the six chosen reading parts expressed as a percentage (see Graph 5).

Occurrence of skimming, scanning and detailed reading in the six chosen reading parts



Graph 5. Occurrence of skimming, scanning and detailed reading in the reading parts

As it was written in the theoretical part, all these three types of reading are very important for developing reading skills. These reading skills are practised there with exercises such as ‘answer the given questions’, ‘decide about true and false statements’, ‘explain the words given from the text’ or ‘decide which topics are discussed in the text’. These exercises are well explained and fulfil again their purpose. It is very helpful if the teacher works with the teacher’s book where the use of the exercises is explained.

The disadvantage can be here that the exercises are in each lesson quite similar, monotonous and it can lead to stereotype. In this case it would be good to use also other materials and authentic texts or to think out some new types of exercises and tasks to the articles. The teacher is likely to know what can be fun and helpful for her class.

The post-reading stages in these six chosen reading parts deal mostly with practicing new grammar. The grammar is practised mostly on sentences from the texts that were read or they include the vocabulary that appeared in the texts. This means that the text is still worked with after reading it. In my opinion it is very helpful because the learners can see the new grammar on the sentences they already know and understand its use in an easier way. In the other tasks such as ‘match the sentences with the names from the text’, ‘fill the chart’ or ‘discussion about the topic’, learners work with the text again and practise their memory, understanding and it helps them to remember and to adopt the

new vocabulary and expressions. The objectives of these stages were fulfilled too.

In this chapter the results received from the research about the most used textbooks in 8th and 9th grade at elementary schools in Pilsen were presented and after that six analyses of chosen reading parts of the most used textbook – Project 4 – third edition were done. As it was evaluated above, this textbook is suitable for developing reading skills. The only disadvantage that was found was the monotonousness and very often similar exercises.

During collecting the data for the research some limitations appeared. These limitations will be mentioned together with further suggestions and implications for teachers in the next chapter.

V. IMPLICATIONS

This chapter, that includes three parts, will be written from author's point of view. The first part presents implications for teachers as implied by the results of the research. The second part deals with the limitations of the research and describes the limitations and weaknesses in the process of carrying out the research and the data of the analyses. The third part is about suggestions for further research.

Implications for teachers

The teachers' aim should be to help learners to become successful readers. The reading process is quite complicated, specifically in the foreign language when the learners get acquainted with new grammar, pronunciation, words and expressions. Consequently, it is necessary to have a good help of the teacher. This thesis should give some advice as how to help learners with developing their reading skills during the English classes. For the teacher it is important to know all the aspects of teaching reading skills, know the types of reading and how to teach them. In this thesis teachers can find the main types of reading with their explanations and given examples. It is also important to know which stages the reading includes, namely the pre-reading stage, while- reading stage and post reading stage. These stages are clearly explained, which can help inexperienced teachers with their understanding. There are also some of the exercises that belong to each stage.

The analyses of the six reading parts in the textbook Project 4 – third edition show what the reading parts look like; it is then easier to compare the exercises there. Also if the teachers are not sure about the use of each exercise, these analyses can show them the purpose of each task. In every lesson there are very often the same or very similar exercises to practise skimming, scanning or reading for details. All these reading skills are practised on short texts that are not very complicated because the particular topic of the text is discussed during the whole lesson.

It would be very good if the teachers used also texts taken from other sources, not just from the textbooks. The other sources, the authentic texts, from "real world" such as advertisements, magazines, newspaper can help to develop reading skills as well as to extend vocabulary. Another source is the Internet with numerous webpages that deal with the topics in which the learners might be interested. Nowadays there are many possibilities how to make reading more interesting. I would like to recommend reading some popular

children books, where the learners can practise extensive reading which is also necessary for developing their reading skills.

Limitations of the research

In the research there were some limitations that were found during collecting of the data. As the first limitation there was the problem with the questionnaires and with their structure. At the beginning it was not known which questions will be used for this thesis, so there were given more questions that were not used in the end. Also it was not planned to have two different types of questionnaires. When I found out that the students did not write the level and edition of the textbook, it was necessary to create the second questionnaire for teachers. Next time it would be better to have more elaborated questionnaires and to think more about their aims and answer possibilities. For the research it would be enough to have just two main questions that would be properly given. It is positive that also these questionnaires (despite of the fact they were not perfect) were sufficient in the end for the research about the most used textbooks at elementary schools.

The second limitation was with the respondents – teachers. It was not expected that so many teachers would just read the e-mails and would not be willing to fill in such a short questionnaire. Another problem was the students who answered the type of the textbook but forgot to write its level. After that it was necessary to make another questionnaire for teachers, which had not been originally planned.

The third limitation was with the results. It was not expected that the research would show just one type of the textbook which is used the most at elementary schools in Pilsen. It was supposed that the results would show at least two different textbooks that could be analysed and after that they would be compared. But this expectation did not happen. The results were quite surprising.

Suggestions for further research

Firstly the further research could be aimed on the other texts that are in the textbooks. In the textbook there were always given two reading parts with two different texts, but for this research it was enough to choose just one of the texts. Sometimes it was very difficult to choose just one text, because both had nice topics and interesting tasks. Both reading parts were mostly concentrated on different reading skills and it would be interesting to have the overview about all the texts in the textbook and compare them.

Secondly it would be also good to compare the textbook Project 4 – third edition

(2009) with the different textbooks that are used at the other elementary schools in different cities. Then it would be interesting to compare the topics of the texts and their exercises.

Thirdly it could be also quite interesting to have an opportunity to include the teachers' opinions about each text in the textbook and to ask them in which way they use the texts and if they go through all the exercises that are given to the texts. It would also be interesting to include all questions of these two questionnaires to the research and to find out how the textbook would be evaluated by both teachers and their students.

VI. CONCLUSION

As mentioned several times in the theoretical part of the thesis, reading is very important process in learner's life and it is necessary to practise its developing. Reading influences learner's personality, his or her expressing as well as imagination or knowledge.

The aim of the theoretical part was to introduce the most spread teaching tool – the textbook and to mention its history, to find out its advantages, disadvantages and to describe its general structure. Most of this part concentrated on the English textbooks. Next I introduced the language skills and their division with the main focus on the receptive skill “reading”. This topic included the description of this term, difference between reading skills and reading strategies, different types of reading, different roles during developing reading skills and three main stages during this process. These stages were then properly described.

The practical part included the methodology of the research that was done at four secondary schools and 22 elementary schools during the period of September – November 2015. There was the description of the methods which were used, the subjects and the process. The aim of this research was to find out the most used textbook in the 8th and 9th grade of elementary schools in Pilsen. Although there were many limitations, the research was successful and it was found out, that the most used textbook is Project 4 – third edition.

Following the research six analyses from the chosen reading parts of this textbook were done. The analyses included three reading stages: pre-reading stage, while-reading stage and post-reading stage. The aim of these analyses was to describe the exercises, their purposes and to find out if the reading parts of this textbook are suitable for developing reading skills. My results were that this textbook is very well written and there are many things that were evaluated as positive with the focus on developing reading skills.

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APPENDICES

Appendix A. The questionnaire for students at four secondary schools in Pilsen.

Prosím o vyplnění krátkého dotazníku za účelem průzkumu k diplomové práci. Děkuji za ochotu.

1, Jak dlouho se učíš anglický jazyk?

2, Jakou ZŠ jsi navštěvoval/a? (celý název, město)

3, Jakou učebnici anglického jazyka jste používali v 8 a 9 třídě na ZŠ? (Název)

4, Co se Ti na učebnici líbilo / nelíbilo?

5, Byly v učebnici články na čtení a porozumění textu?

6, Pamatuješ si na některý z článků v učebnici? Pokud ano, proč?

7, Doprovázeli Tě učebnicí nějaké hlavní postavy v každé lekci?

Ano Ne Nepamatuji si

8, Jak jste s články ve třídě pracovali?

9, Byly pro tebe články obtížné? Pokud ano, týkal se problém:

Mnoho neznámých slov Gramatika Složitě téma

10, Je něco, co Ti v člancích chybělo? Někaké téma?

Appendix B. The questionnaire for teachers at elementary schools in Pilsen.

Vyplněním tohoto krátkého dotazníčku, přispějete k vypracování mé diplomové práce.

Děkuji za Vaši ochotu a pomoc. Karolína Bacíková

1. Na jaké ZŠ v Plzni působíte jako učitel?

2. Jakou učebnici anglického jazyka používáte v 8. a 9. ročníku ZŠ?

3. Jak často učebnici využíváte?

4. Jakým způsobem používáte texty v učebnici k procvičování čtení a porozumění?

5. Co se Vám na textech a úkolech k nim v učebnici líbí / nelíbí? Proč?

1 Past and present

Grammar • past simple v past continuous • used to • too / enough • had to / could

A The Iceman

Vocabulary

Materials

1 a Look at the list of materials. Use your dictionary. Which ones:

- are kinds of metal?
- come from plants?
- come from animals?
- can you make clothes from?

plastic cotton stone wool copper
wood silver paper iron silk leather
steel glass polyester gold rubber

b Look. This is how we make compound nouns.



This is a ring.
It's made of gold.
It's a gold ring.



These are cups.
They're made of paper.
They're paper cups.

Note: These two words don't follow the pattern.

wood → a wooden box
wool → woollen gloves

c Work with a partner. Think of an object for each material in exercise 1a.



a plastic ruler



cotton socks

Comprehension

2 a Look at the title of the text and the pictures. Who was the Iceman? What do you think happened to him?

b Read and listen to the text. Check your ideas.

c Label the items in the picture.



The Iceman

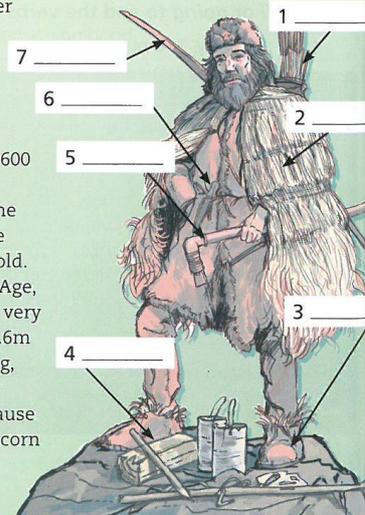
In September 1991, two German tourists were on holiday in the Alps. One day, they were walking along a path, when they saw something in the ice. They stopped and looked. It was part of a body. They thought it was a climber, but they were wrong. They weren't looking at the body of a modern climber. This body was over 5,300 years old. They were looking at a man from the Stone Age.

Who was he? What was he doing in the mountains? How did he die? Did he fall or did somebody murder him? Archaeologists from all over the world wanted to study the Iceman.

Ötzi, as the archaeologists called him, lived between 3350 BC and 3100 BC – over 600 years before the Egyptians built the Pyramids. He came from northern Italy and he was about forty-six years old. That was old in the Stone Age, because people didn't live very long then. He was about 1.6m tall, had blue eyes and long, dark brown hair. We know that he was a farmer, because scientists found pieces of corn

in his clothes. He was probably taking his sheep and goats into the mountains when he died.

Ötzi changed our ideas about the Stone Age. Before Ötzi, archaeologists thought that copper didn't arrive in Europe until 2000 BC. However, Ötzi was carrying a copper axe 1,300 years earlier. He was also carrying a bow and arrows, a knife and some wooden tools. He was wearing warm clothes, with a waterproof cloak and leather boots. These things show that Stone Age people were very sophisticated.



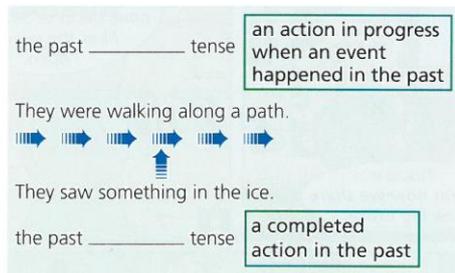
Grammar

Past simple and past continuous

3 a Complete the sentences from the text. What are the two tenses? Why are they different in the first sentence, but the same in the second sentence?

- They _____ along a path, when they _____ something in the ice.
- They _____ and _____.

b Copy and complete the diagram.



4 a Find examples of these forms for the past simple and the past continuous in the text.

an affirmative statement a negative statement
a question

b How do we make each form in the past simple and the past continuous?

c Find examples of these forms for the past simple.

the verb *be* two regular verbs two irregular verbs

Pronunciation

/g/ and /dʒ/

5 a Copy and complete the chart. Put the words in the correct column.

German goat get age again gold gas
archaeologist Egyptian begin gym change

/dʒ/	/g/
German	goat

b Listen, check and repeat.

c Add two more words for each sound.

6 Write three true sentences about each of these people.

the tourists Ötzi the archaeologists

The tourists were walking along a path, when they found the body.

7 a Complete the interview with an archaeologist. Put the verbs in brackets into the past simple or the past continuous.

INTERVIEWER How ¹ _____ Ötzi _____ (die)?
² _____ he _____ (have) an accident?

ARCHAEOLOGIST No, he ³ _____ (not fall) down the mountain or anything like that. For a long time we ⁴ _____ (not know) what happened, but in 2001, scientists in Italy ⁵ _____ (X-ray) the body again. This time they ⁶ _____ (see) something very surprising. There ⁷ _____ (be) an arrow head in Ötzi's shoulder.

INTERVIEWER So, ⁸ _____ someone _____ (kill) him?

ARCHAEOLOGIST Yes. We think that it ⁹ _____ (happen) like this. One day he ¹⁰ _____ (take) his animals into the mountains, when somebody ¹¹ _____ (attack) him. He ¹² _____ (escape), but as he ¹³ _____ (run away), they ¹⁴ _____ (shoot) him in the back with an arrow. Ötzi ¹⁵ _____ (run) up the mountain and ¹⁶ _____ (lie down) to rest. While he ¹⁷ _____ (lie) there, it ¹⁸ _____ (start) to snow. Ötzi probably ¹⁹ _____ (freeze) to death.

b Listen and check your answers.

Listening

8 Listen to a talk about the Stone Age. Answer the questions.

- What is the difference between the Old Stone Age and the New Stone Age?
- When and where did the New Stone Age start?
- Was Ötzi from the Old or the New Stone Age?
- What two other materials did Stone Age people use?
- What three things did people in the New Stone Age do?



2 Fame and fortune

Grammar • present perfect • been / gone • present perfect v past simple • question tags

A

The movies

Vocabulary

Verbs + prepositions

1 Match the expressions to the pictures.

- 1 jump off
- 2 dive in(to)
- 3 drive out of
- 4 fall through
- 5 drive down

Comprehension

2 Read and listen to the text. What job is it about? Why will the job probably disappear in the future?

3 Answer the questions.

- 1 What is a *stunt double*?
- 2 What stunts has Rick done?
- 3 What happened to Angela in 2002?
- 4 What was the most dangerous stunt ever and who did it?
- 5 Where has Jack been recently?
- 6 What have film directors started to use recently?

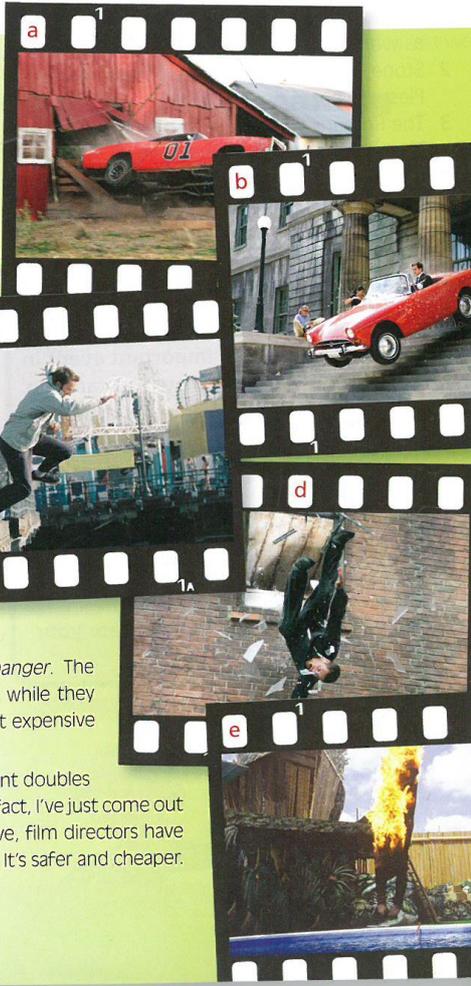
STUNT DOUBLES

Have you ever done anything really dangerous? Have you fallen off a bridge? Have you walked through a fire? Rick English and Angela Meryl have. You've probably never heard of Rick or Angela, but you've seen them when you've been to the cinema or watched a DVD. They've been in a lot of famous films, including *Kill Bill*, *Pirates of the Caribbean*, *Casino Royale* and the Harry Potter films. You haven't heard of them, because they're stunt doubles. Most film stars don't want to do dangerous things in films, so stunt doubles do them. Rick and Angela have been stunt doubles for some of the biggest movie stars.

They've done a lot of very dangerous stunts. Rick has driven cars through walls and into rivers. Angela has fallen off bridges, high buildings and motorbikes. She's also fallen out of windows and cars. Stunts look good in films, but they can be very dangerous. In 2002, Angela fell through a glass table in the film *Kill Bill*. The glass cut her hand very badly and she ended up in hospital.

Probably the most dangerous stunt ever was in the film *Cliffhanger*. The stuntman, Simon Crane, climbed from one aeroplane to another, while they were flying at nearly five thousand metres. That was also the most expensive stunt ever. Simon Crane got a million dollars for it.

'Danger is part of our life,' says stuntman, Jack Walker. 'A lot of stunt doubles have died and most of them have been in hospital several times. In fact, I've just come out of hospital myself.' Because stunts are so dangerous and expensive, film directors have recently started to use CGI (Computer Generated Imagery) instead. It's safer and cheaper. So, in the future there probably won't be any stunt doubles.'



Grammar

Present perfect

4 a Read the rules. Complete the sentences from the text.

We use the present perfect tense to talk about:

- experiences up to now
Rick _____ cars through walls.
- recent events (usually with *just* or *recently*)
I _____ just _____ out of hospital myself.

b Find more examples of the present perfect tense in the text.

c Look.

been / gone
They've been to the USA. They aren't there now.
They've gone to the USA. They are in the USA now.

5 a Have you ever done these things?

- I've fallen out of bed. or I haven't fallen out of bed.*
- | | |
|--------------------------|-----------------------------|
| fall out of bed | ride a motorbike |
| do karate | be on the radio |
| see a shooting star | write to someone in English |
| live in a different town | forget your homework |

b Work with a partner. Ask and answer questions about the activities in exercise 5a.

- *Have you ever fallen out of bed?*
- *Yes, I have / No, I haven't.*

6 Write three things that you've done recently and three things that you haven't done.

I've been to the cinema recently.
I haven't played tennis recently.

Present perfect v past simple

7 a Complete the sentences from the text.

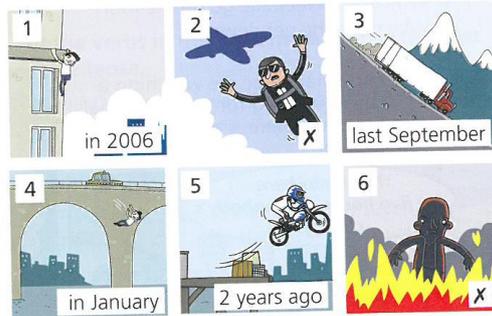
- Angela _____ off bridges, high buildings and motorbikes.
- In 2002, Angela _____ through a glass table.

b Which tense do we use:

- when there is a past time reference?
- when there is no past time reference?

8 a Look at the pictures. What stunts has Jack Walker done? Make sentences about what he has or hasn't done. When did he do the stunts?

He climbed up a skyscraper in 2006.
He hasn't jumped out of a plane.



b Work with a partner. Test your memory. Student B, close your book. Student A, ask questions about the stunts in exercise 8a.

- A *What did he do in 2006?*
B *He climbed up a skyscraper.*

Listening

9 a Listen to six people. What have they done for the first time recently? Copy the chart and complete the first column.

What?	When?	How did they feel?

b Listen again. Complete columns 2 and 3.

Pronunciation

/ɪ/ and /i:/

10 a Listen. Underline the syllables with the short /ɪ/ sound.

- We've seen this film on DVD.
- He's driven down a steep hill.
- She's in *Deep River* and *Casino*.
- It's cheaper with CGI.

b Listen, check and repeat.

3 Health and safety

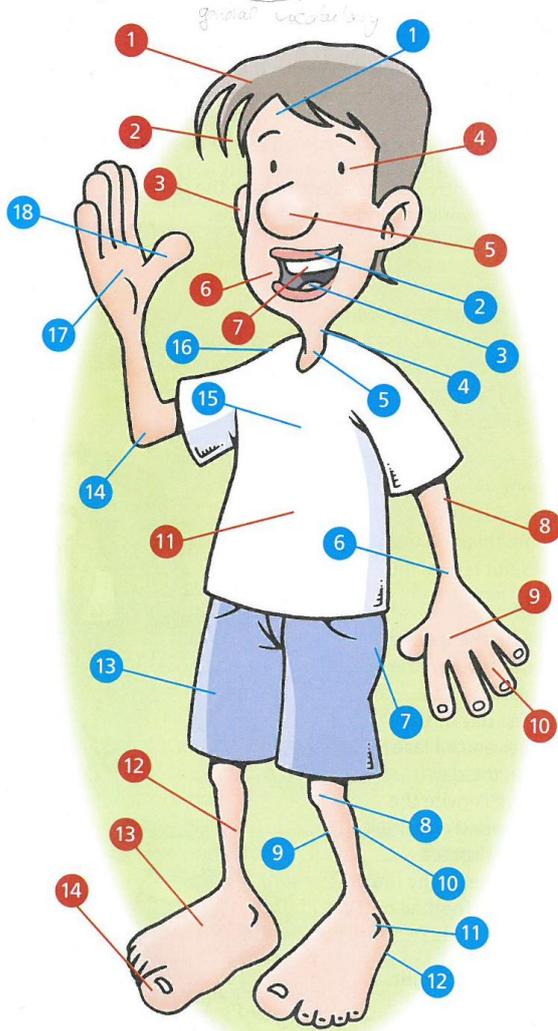
Grammar • subject and object relative clauses • should / might

A You and your body

Vocabulary

Parts of the body

1 a Look at the picture. Write the names of the parts with the red numbers.



b Listen. Match the words to the parts of the body with the blue numbers.

heel ankle thigh calf shin knee bottom
forehead tongue lips thumb palm wrist
chest neck throat elbow shoulder

c Listen again and check your answers.

Comprehension

2 a Look at the text. What does it give advice about? Tick (✓) the correct answers.

your stomach eating your skin sleep
your ears your feet smoking exercise

b Which two pieces of advice do you think are the most important?

You and your body

You only have one body, so you need to look after it. Young people who don't look after their bodies will have problems when they are older.

- 1 Don't spend all your time in front of the TV or the computer. Young people that take exercise are fitter, healthier and happier than people who don't. Healthy people exercise for thirty minutes a day. You don't have to do strenuous exercise. Even simple things can help. Walk instead of taking the bus, for example.
- 2 Avoid junk food. Don't fill yourself up with things that contain lots of fat and sugar. Choose things that are good for you, like fruit and vegetables. Try to eat at least five portions of fruit or vegetables a day.
- 3 Don't start smoking. People that smoke live, on average, 7-10 years less than non-smokers. It's hard to give up smoking, so it's best if you don't start in the first place. Other people's smoke is also bad for you, so try to avoid places that are smoky.
- 4 Protect your skin. People who sunbathe a lot are more likely to get skin cancer. In hot, sunny weather wear sunscreen, sunglasses and a hat.
- 5 Wear shoes that fit properly. Shoes which are too tight or too loose will damage your feet, your ankles and your posture. As a result you'll have problems in the future.

Grammar

Subject relative clauses

3 a Look.

When we want to give more information about people and things we can use a relative clause.

- 1 Wear shoes ...
What kind of shoes?
- 2 Wear shoes that fit properly.

b Underline the relative clause in sentence 2. How do you make relative clauses in your language?

c Look at the text on page 32. Underline all the relative clauses.

d What words do we use to introduce relative clauses? We call these words relative pronouns. Complete this rule with the relative pronouns.

Relative pronouns
We can use _____ with people and things.
We can use _____ with people.
We can use _____ with things.

e Look at the relative clauses in the text. Change *that* to *who* or *which*.

4 a Make relative clauses to complete the sentences. Use the expressions and *that*.

don't fit properly contains vitamins and minerals
isn't good for you have fair skin
don't get enough exercise look after their bodies
People that look after their bodies live longer.

- 1 People _____ live longer.
- 2 Shoes _____ are bad for your feet.
- 3 You should eat a diet _____.
- 4 Sunscreen is important for people _____.
- 5 Junk food is food _____.
- 6 People _____ often feel tired.

b Rewrite the sentences with *who* or *which*.
People who look after their bodies live longer.

5 Listen. Which part of the body is it?

The joint that's between your arm and neck.

shoulder

Reading and writing

6 a Read the clues. Match the names to the correct boys.



- 1 The boy who is talking on a mobile isn't Oliver.
- 2 Rupert isn't standing next to the boy that's listening to some music.
- 3 The two boys that are talking to each other aren't Henry or Timothy.
- 4 The boy that's called Giorgio hasn't got fair hair.
- 5 Oliver isn't one of the boys who are carrying bags.
- 6 The boy who's wearing sunglasses isn't standing next to Giorgio.
- 7 Henry isn't the boy who's wearing shorts.
- 8 The boy who is standing between Rupert and Timothy isn't Oliver.

b Write a sentence with a relative clause to identify each boy.

... is the boy who's carrying a green bag.

Pronunciation

th

7 a Listen and repeat the words.

- | | | | |
|-----------|--------|---------|-------|
| 1 that | sat | 5 thumb | some |
| 2 these | sees | 6 three | tree |
| 3 weather | wetter | 7 thigh | tie |
| 4 there | tear | 8 mouth | mouse |

b Listen. Tick (✓) the word that you hear in each pair.

8 Listen and repeat the tongue twister.

Thirty-three thousand people think that Thursday is their thirtieth birthday.

4 Heroes

Grammar • verb + -ing or infinitive • There's someone / something + -ing • see / hear someone + -ing

A King Arthur

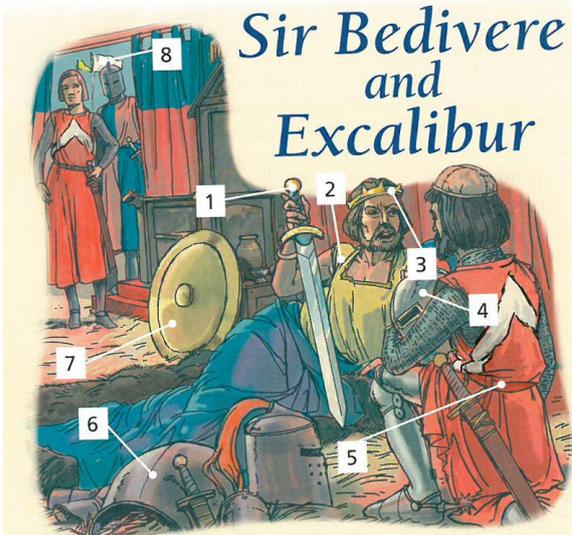
Vocabulary

Medieval knights

1 a Find these things in the picture. Write the numbers (1–8).

a king a crown armour a helmet
a flag a knight a sword a shield

b  Listen and check your answers.



Sir Bedivere and Excalibur

Long, long ago there lived a famous king. His name was Arthur and he was the king of the Britons. King Arthur and his Knights of the Round Table fought many battles. Arthur's last battle was against his own son, Mordred, at Camlan. The armies started fighting early in the morning and the battle lasted all day. When they finished fighting, Mordred was dead and the king was badly wounded. Only one of Arthur's knights survived – Sir Bedivere.

After the battle of Camlan, Sir Bedivere took the wounded king to the island of Avalon. The island was in the middle of a lake. Arthur knew the lake well. He remembered receiving his magic sword, Excalibur, from the Lady of the Lake when he was a young man. 'I need to return Excalibur to the lake,' he said to Sir Bedivere, but he was too weak to move, so the

Comprehension

2 a Look quickly at the story. Who or what are these?

Arthur Bedivere Mordred
Excalibur Camlan Avalon

b What is happening in the picture?

3  Read and listen to the story. Answer the questions.

- 1 What happened at the Battle of Camlan?
- 2 Where did Arthur get Excalibur from?
- 3 Why did Sir Bedivere take the sword to the lake?
- 4 Why didn't he throw it into the lake?
- 5 What did he do with it?
- 6 Why was King Arthur angry?

knight offered to take the sword. 'Throw the sword out into the middle of the lake,' said the king. Sir Bedivere promised to do it.

The knight stood on the shore of the lake and looked at Excalibur. It was such a beautiful sword. He couldn't imagine throwing it away. He decided to keep it. On the way back to the king, he stopped to hide the sword in the bushes. He remembered to mark the place and then went back to the king.

'Have you done it?' asked King Arthur.

'Yes, Your Majesty,' said Sir Bedivere.

The king smiled. 'Tell me,' he said. 'What did you see?'

'Nothing,' said the knight.

The king stopped smiling. 'You didn't throw the sword into the lake,' he said. 'Go back and do it.'

Sir Bedivere didn't want to throw the sword into the water, but he agreed to do it and went back to the lake. He picked up the sword and started to throw it, but he couldn't do it. He hid the sword again and went back to the king. Again the king asked him: 'What did you see?'

'Nothing happened,' he said. 'The sword just fell into the water.'

King Arthur was very angry. He refused to believe the knight's story. 'I see that I must do it myself,' he said, and he tried to stand up.

Grammar

Verb + -ing or infinitive

4 Complete the sentences from the story. Write the verbs in the correct places in the rules.

refuse promise remember
finish stop start imagine

1 These verbs are followed by an *-ing* form:
_____ don't mind enjoy
When they _____ fighting, Mordred was dead.
He couldn't _____ throwing it away.

2 These verbs are followed by an infinitive:
want _____ agree decide
_____ forget offer need
Sir Bedivere _____ to do it.
He _____ to believe the knight's story.

3 These verbs can have either the *-ing* form or an infinitive:
like hate prefer _____ try love
The armies _____ fighting early in the morning.
He picked up the sword and _____ to throw it.

4 These verbs can have either the *-ing* form or an infinitive, but the meaning is different:

He _____ to hide the sword in the bushes.
He stopped. Then he hid it.
The king _____ smiling.
He was smiling. Then he stopped.
He _____ receiving his magic sword.
He received the sword. Later he remembered it.
He _____ to mark the place.
He remembered and then marked the place.

5 Complete the sentences. Put the verbs in brackets into the correct form.

- Sir Bedivere wanted _____ Excalibur. (keep)
- He didn't enjoy _____ to the king. (lie)
- King Arthur tried _____, but he was too weak. (stand up)
- When he received the sword, he agreed _____ it. (return)
- King Arthur remembered _____ the Lady of the Lake. (see)

- Before he threw the sword, the knight stopped _____ at it one last time. (look)
- Did he finally decide _____ the sword into the lake? (throw)
- The armies didn't stop _____ till the evening. (fight)
- Sir Bedivere couldn't imagine _____ without the king. (live)
- Arthur promised _____ if Britain was in danger. (return)

Listening and writing

6 a What do you think happened at the end of the story? Discuss your ideas.

b Listen and check your ideas.

c Work with a partner. Close your books and retell the story to each other.

7 Write sentences about your own life. Use the cues. Write about something that:

I've finished retelling the story.

- you've finished / do
- you remember / do as a child
- you like / do on Sundays
- you've decided / do at the weekend
- you've always wanted / do
- you enjoy / play
- you've promised / do
- you sometimes forget / do

Pronunciation

Word stress: verbs

8 a Copy and complete the chart. Put the words in the correct column.

finish enjoy decide survive promise
offer remember believe listen
agree happen refuse prefer
forget imagine receive follow

First syllable	Second syllable
<i>finish</i>	<i>enjoy</i>

b Listen, check and repeat.

C Caring for the environment

Reading

1 a Look at the title and the pictures. What do you think the text is about? *Bears*

b  Read and listen to the text. What does the writer want? *Save bears*

c Who or what are these?

Yuri Valentin Pazhetnov Fred O'Regan
The Russian Bear Orphanage Bryansk *Scansun*

2 Are the statements true or false or doesn't it say?

- 1 Yuri's mother died.
- 2 The hunters' dogs killed her.
- 3 Hunters usually shoot the cubs, too.
- 4 There are only 200 bears in the rest of Europe.
- 5 Yuri was found in a forest near Moscow.
- 6 Professor Pazhetnov has saved over 100 bears.
- 7 Some of the bears have been released in Poland.
- 8 All the orphan bears have survived.

Save the orphan bears

Dear Friend

I want to tell you about Yuri. Yuri is a young brown bear. He was born in winter and like all bear cubs he was blind and he had no teeth. His mother was hibernating in her den, deep inside the Russian forest. Outside it was very cold and everything was covered by thick snow. Inside the den with his mother, however, Yuri felt safe and warm.

Then, when Yuri was only a few weeks old, some hunters came. Dogs were sent into the den. Yuri's mother was woken up by the dogs. She tried to protect her cub, but when she climbed out of the den, she was shot by the hunters.

Every year between 3,000 and 4,000 brown bears are hunted and killed like this. There are only 110,000 brown bears in Russia today and they are almost extinct in the rest of Europe. Their meat and fur are sold for thousands of dollars, so people will continue to hunt them. The cubs are usually just left to die. Without their mothers they can't survive.

Yuri, however, was lucky. He was found by one of the hunters and he was taken to The Russian Bear Orphanage, 350 kilometres northwest of Moscow. The orphanage is run by Professor Valentin Pazhetnov. Here, Yuri will be looked after. He and other orphan bears will be fed and taught how to survive. When they are old enough they will be taken to a nature reserve in Bryansk, where they will be protected. Professor Pazhetnov hopes that in the future some bears will be released in other European countries where they are now extinct.

So far over a hundred bear cubs have been saved by the orphanage. Seventy bears have been returned to the forest. We want to save more. That's why I'm writing to you now. Money is needed for food, transport and for people to look after the baby bears. Yuri and his friends need your help. Please send a donation today. Together we can save the orphan bears.

Thank you.

Yours sincerely,

Fred O'Regan



3 Discuss the questions.

- 1 How do you feel when you read about the orphan bears?
- 2 What effect do the pictures have?
- 3 Why is the leaflet in the form of a letter?
- 4 Who is the letter addressed to? Why?
- 5 Would you send money to help? Why? Why not?
- 6 What other animals are in danger? Why?
- 7 How are animals treated in your country?

Vocabulary

Definitions

4 Match the words from the text (1–12) to the meanings (a–l).

- | | |
|--------------------|--|
| 1 a cub | a the bear's hair |
| 2 hibernate | b a child with no parents |
| 3 so far | c killed by a gun |
| 4 a den | d to sleep through the winter |
| 5 shot | e a place where animals are protected |
| 6 blind | f a baby bear |
| 7 a nature reserve | g money that you give to help |
| 8 an orphan | h a place where orphans are looked after |
| 9 an orphanage | i They have all died. |
| 10 extinct | j a bear's home |
| 11 fur | k can't see |
| 12 a donation | l up to now |

Speaking and listening

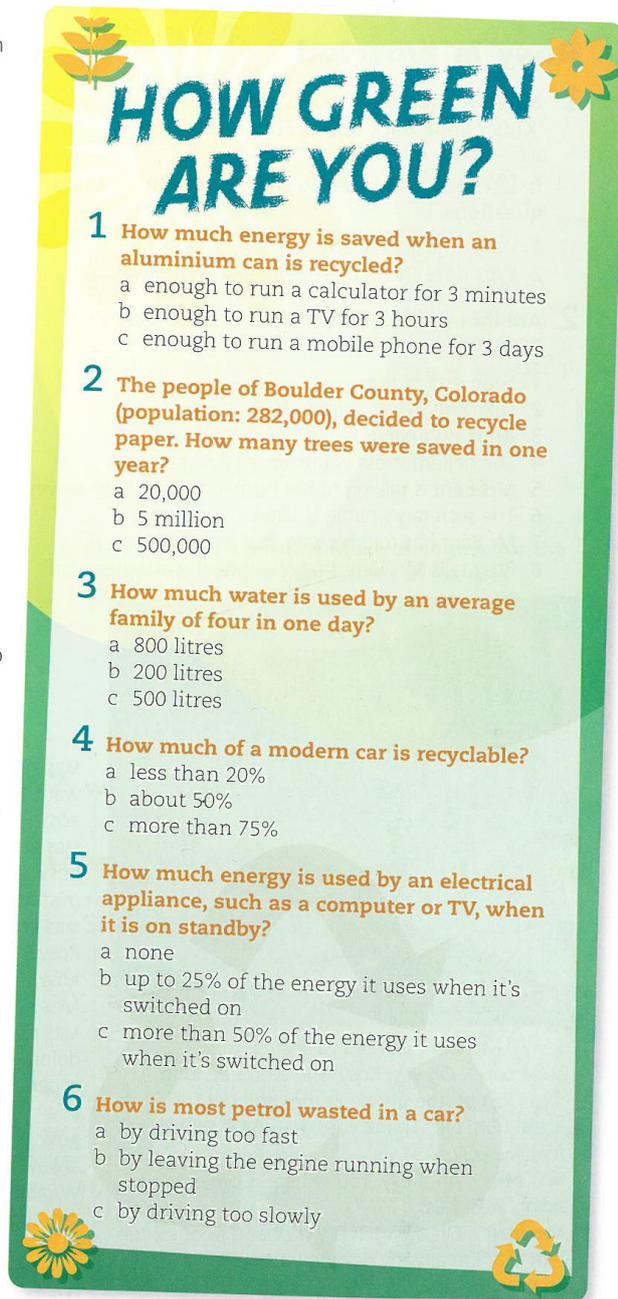
5 a Read the quiz and answer the questions.

b Work with a partner. Compare your answers.

6 a  Listen. Check your answers to the quiz.

b  Listen again. Answer the questions.

- 1 How do these things help the environment:
 - recycling aluminium and paper?
 - saving water?
- 2 How many appliances does an average family have on standby?
- 3 What is the best way to save petrol?



HOW GREEN ARE YOU?

- 1 How much energy is saved when an aluminium can is recycled?**
 - a enough to run a calculator for 3 minutes
 - b enough to run a TV for 3 hours
 - c enough to run a mobile phone for 3 days
- 2 The people of Boulder County, Colorado (population: 282,000), decided to recycle paper. How many trees were saved in one year?**
 - a 20,000
 - b 5 million
 - c 500,000
- 3 How much water is used by an average family of four in one day?**
 - a 800 litres
 - b 200 litres
 - c 500 litres
- 4 How much of a modern car is recyclable?**
 - a less than 20%
 - b about 50%
 - c more than 75%
- 5 How much energy is used by an electrical appliance, such as a computer or TV, when it is on standby?**
 - a none
 - b up to 25% of the energy it uses when it's switched on
 - c more than 50% of the energy it uses when it's switched on
- 6 How is most petrol wasted in a car?**
 - a by driving too fast
 - b by leaving the engine running when stopped
 - c by driving too slowly

C Generation gap

Reading

1 a Look at the photos. What problems do you think the teenagers have got?

b Read the letters and answer the questions.

- 1 What are all the letters about?
- 2 Who gives the advice?

c Read the texts again. Some parts of the letters and advice are missing. Match the sentences (a-h) to the gap in the text (1-8).

- a My parents never have time for me.
- b However, it can take time for both parents and teenagers to adjust.
- c I'm getting really fed up with it.
- d Talk to them about it and try to reassure them.
- e It's good to have an ambition in life.
- f When they read it, I'm sure they'll do something to help.
- g They say that I won't get a good job if I don't go to university.
- h I haven't said anything to my parents about it yet.

d  Listen and check your answers.

PROBLEM PAGE

Have you got a problem? Write to Katrina for advice.

1

I've got a real problem with my parents. I'm 14 and a boy from my school has asked me out on a date. ¹_____ I know that if I tell them, they'll just say 'No', because they think that I'm too young to go out with boys. I really want to go on the date. Should I say that I'm going somewhere with my friends?

Megan
Birmingham



This is a common problem between teenagers and parents. I'm sure that your parents are only trying to protect you. However, it's never a good idea to tell lies. If your parents find out, you'll be in real trouble. ²_____ Why not invite the boy to your house to meet them first? Perhaps that will solve it.

2

I play the electric guitar with a band. I want to leave school next year so that I can go on tour with the band, but my parents say that I have to stay on at school. ³_____. I like school but I want to be a rock star and I think we're good enough to be really famous.

Jason
Southampton



A lot of young people dream about being rock stars, sports stars, fashion models and so on ⁴_____. That's one of the good sides of being young, when your whole adult life is in front of you. However, my advice to you is to listen to your parents. In this case they're right. And don't worry. The music world will still be there when you finish university.

3

You often have letters from kids who want more freedom from their parents, but I've got the opposite problem. ⁵_____. My dad travels a lot on business, and my mum's always busy with something. I usually eat on my own. If I want someone to talk to, my parents are never there.

Gemma
Leeds



Yes, you can have too much of a good thing. This is a difficult situation. My usual advice is to talk to parents, but if they aren't there, that won't be easy. I think you should write to them and tell them how you feel. ⁶_____. It's much more difficult to ignore something that's written down.

4

I always used to get on well with my mum and dad, but now that I'm a teenager we seem to disagree on everything and we argue all the time. It's all 'Do this.' 'Don't do that.' 'You can't stay in bed all day, so get up.' ⁷_____. I think I'm old enough to make my own decisions.

Fred
Bristol



When you're young, your parents make decisions for you. They choose your clothes, organize your time and so on. When you're a teenager it's natural that you want to do some of these things for yourself. ⁸_____. Why not make a list of things that you want to decide for yourself. Then discuss it with your parents and try to reach an agreement. A calm discussion is always better than an argument.

2 a Complete the sentences with the correct names from exercise 1.

- 1 _____ has a lot of arguments with his mum and dad.
- 2 _____ doesn't normally eat with her family.
- 3 _____ usually advises people to talk to their parents.
- 4 _____ wants to be a rock star.
- 5 _____'s parents are always busy.
- 6 _____'s parents think that 14 is too young to go on a date.
- 7 _____ wants to make his own decisions.
- 8 _____ wants to go on a date.
- 9 _____ thinks that lying is not a good idea.
- 10 _____ doesn't want to stay on at school.

b Do you agree with the advice? Why? Why not?

3 Discuss the questions.

- 1 Which person do you think has got the worst problem?
- 2 What advice would you give him / her?

Vocabulary

Verbs and nouns

4 a Complete the chart. Find the missing words in the Problem Page.

Verb	Noun
to <i>argue</i>	to have an argument
to discuss	to have a _____
to _____	to make an adjustment
to decide	to make a _____
to _____	to find a solution
to choose	to make a _____
to agree	to reach an _____
to _____	to have a disagreement

b Use words from the chart to complete the sentences. In some cases more than one choice is possible.

- 1 I don't usually _____ with my parents. If we _____ on something, we usually _____ it and try to reach an _____.
- 2 You won't _____ a problem by having an _____ about it.
- 3 When we're young, our parents _____ most things for us, but teenagers want to make their own _____.
- 4 Some parents find it easy to make the _____ to living with a teenager, but others find it hard to _____.
- 5 Every year quite a lot of teenagers _____ to run away from home after they've had an _____ with their parents.
- 6 I want to _____ my own clothes. I'm going to wear them, so I should make the _____.

Listening and speaking

5 a Listen to a radio phone-in programme about parents and teenagers. Tick (✓) the issues that the callers mention.



Welcome to our phone-in programme. Tonight we're going to talk about parents and teenagers. If you've got something to say on this, give us a call. And our first caller is Tina. What do you want to say, Tina?

- 1 I don't often argue with my parents.
- 2 I don't get enough pocket money.
- 3 My parents don't like my girlfriend.
- 4 I can always go to my parents for advice.
- 5 I can't stay out late.
- 6 My mother always tidies my room.

b Listen again. Match the names to the issues in exercise 5a.

Tina Bill John Sarah

6 a What advice would you give to the callers? Discuss your ideas in a group.

b Choose one of the problems from the Problem page (page 72) or from exercise 5. Work in a group. Write and act a short play about it.

SHRNUTÍ

Tato diplomová práce se zabývá rozborem problematiky průběžného rozvoje dovednosti čtení v anglickém jazyce u žáků základních škol ve městě Plzni. Práce je členěna na dvě doplňující se části. První, teoretická část práce seznamuje obecně s tématem učebnic, především se zaměřením na výuku cizího jazyka. Součástí teoretického oddílu práce jsou jednak podkapitoly, které tematizují jazykové dovednosti a také se zaměřují na samotný pojem čtení. Dále jsou zde uvedeny různé druhy čtení a účastníci tohoto procesu. Teoretická část práce je pak uzavřena kapitolou zabývající se třemi důležitými fázemi procesu čtení. Druhá, praktická část diplomové práce je založena na vlastních výzkumech uskutečněných na základních a středních školách ve městě Plzni. Cílem prováděných výzkumů na plzeňských středních a základních školách bylo určit nejpoužívanější učebnici anglického jazyka a analyzovat, jaké metody zaměřené na rozvoj čtení jsou v ní převážně využívány. Na základě dat poskytnutých výzkumem bylo následně vytvořeno šest analýz zaměřených na rozvoj čtecích dovedností u žáků základních škol.