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Závěrečná práce

Teaching Reading with Authentic Literary Texts

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České Budějovice 13. února 2017

PODĚKOVÁNÍ

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ANOTACE

Předkládaná závěrečná práce se blíže teoreticky i prakticky zaměřuje na čtení, jednu z řečových dovedností, která spolu s poslechem, psaním a mluvením tvoří základní pilíře oblasti cizojazyčného vzdělávání. Zvláštní pozornost je kladena na využívání autentických, zejména pak literárních textů ve výuce cizích jazyků. Práce zároveň představuje návrhy, jak konkrétní literární text (výňatky z fantasy knihy Harry Potter and the Philosopher's Stone) zapojit do výuky anglického jazyka.

ABSTRACT

This final work focuses in theory and also in practice on reading – one of the learning skills which, together with writing, speaking and listening, represents the core of learning foreign languages. The work puts a great emphasis on using authentic, mainly literary texts in foreign language lessons. The final work also introduces specific proposals how to use a particular literary text (an extract from the fantasy book Harry Potter and the Philosopher's Stone) in English lessons.

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INTRODUCTION

This final work focuses in theory and also in practice on reading – one of the learning skills which, together with writing, speaking and listening, represents the core of learning foreign languages.

The work consists of two separate parts. The first part presents theoretical findings concerning teaching reading in the foreign language classroom. Using authentic, mainly literary texts is the main focus.

The second part introduces a specific proposal for the work with an authentic text. My own experience played an important part in choosing the suitable literary text. Teenagers are interested in fantasy literature, they generally enjoy reading about fantasy creatures, imaginary worlds or superheroes. That is why this created material deals with extracts from the first fantasy book in the Harry Potter series – *Harry Potter and the Philosopher's Stone* written by the English author Joanne Kathleen Rowling.

The main practical outcome of this final work will be a worksheet for the English lesson which will develop pupils' reading skills while using an authentic literary text.

1 THEORETICAL PART

1.1 READING

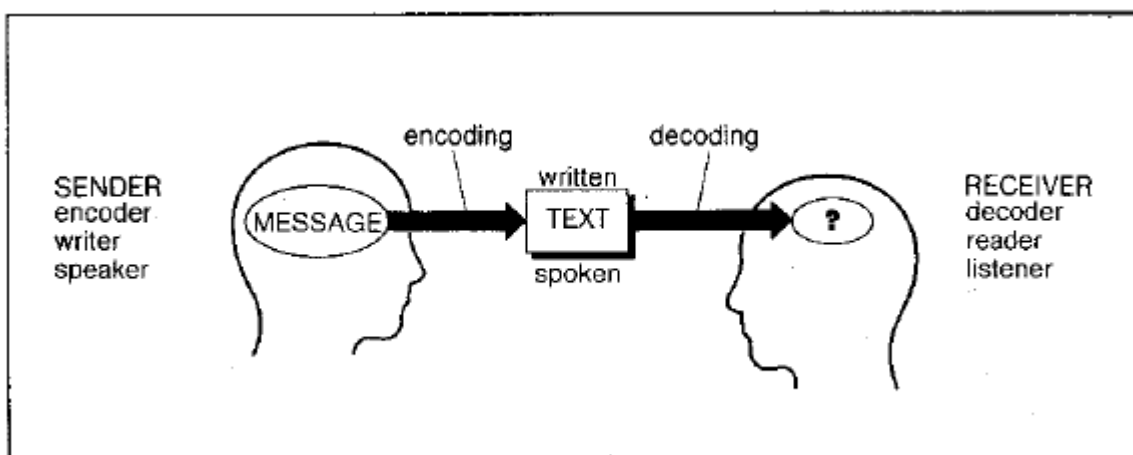
According to Nuttall (1982) the term reading is often used in different ways. If we want to define reading as a didactical term, we would probably use words like understanding, interpretation, meaning, sense or decoding. In general it is true we read because we want to get something from the writing. It could be facts, ideas, etc. Whatever it is, the main ideas about reading is to get the message which the writer wanted to express.

Another author, Harmer (1991), characterizes reading as a process which involves eyes as well as brain. We can perceive messages through the eyes and the brain reveals the meaning.

The following schematic drawing by Nuttall (1982: 4) describes the communication process. On the left side, there is a writer, the author of the text. The writer, also called encoder or sender, has an idea, a fact, a feeling, an argument – speaking in general a message. He wants to share this message with somebody else. To make this process possible, he has to transform the message into words, it means, he has to encode it. The most important thing is that the message is now available as a text. The text is accesible for another person who is able to decode that. This person is called reciever, decoder or reader. Nuttall (1982: 5) writes:

“Obviously this model is too simple, for things can go wrong at any stage in the process. That is why I have put a question mark in the decoder’s mind, for we cannot be sure that he has received the message that was intended. However, the proces is clear enough for us to say that reading means getting out of the text as nearly as possible the mesage that the writer put into it.”

The communication proces according to Nuttall (1982: 4):



Grellet (1990: 3) also pays attention to reading comprehension and writes about reading:

“Understanding a written text means extracting the required information from it as efficiently as possible.”

Grellet speaks about different reading strategies for a particular type of text and sources we can read, not only for developing our reading skills: novels, short stories, tales, plays, poems, letters, newspapers and magazines, reports, handbooks, guidebooks, recipes, travel brochures, rules for games, instructions, directions, menus etc. According to Grellet (1990: 4) there are four main ways of reading:

“SKIMMING – quickly running one’s eyes over a text to get the gist of it.

SCANNING – quickly going through a text to find a particular piece of information.

EXTENSIVE READING – reading longer texts, usually for one’s own pleasure. This is a fluency activity, mainly involving global understanding.

INTENSIVE READING – reading shorter texts, to extract specific information. This is more an accuracy activity involving reading for detail.”

Swaffar and Arens¹, two instructors of reading in a foreign language, also summarize what learning to read means:

“1. Reading is a process undertaken to reduce uncertainty about meanings a text conveys.

2. The process results from a negotiation of meaning between the text and its reader.

3. The knowledge, expectations, and strategies a reader uses to uncover textual meaning all play decisive roles way the reader negotiates with the text's meaning.”

They claim it is not necessary to know every word in a text before reading it. According to Swaffar and Arens² it is possible to be able to draw meaning from a text even though you do not know all the words and grammar structures. They also attach great value to:

“- background knowledge about the topic [...];

- knowledge of the genre [...];

- strategies for guessing and working with uncertainty [...];

- strategies for identifying cognates and other textual clues (illustrations, subtitles, etc.).”

¹ <https://coerll.utexas.edu/methods/modules/reading/01/>; 28th December 2016

² <https://coerll.utexas.edu/methods/modules/reading/02/>; 28th December 2016

1. 2 READING PROCESS IN THE CLASSROOM

According to the Hadfields (2000: 2) there is a list of criteria that need to be met while thinking about a suitable text. The Hadfields mention for example usability in large classes as well as small classes, suitability for learners, concentration on the universals of human experience, coverage of the main language skills, cultural neutrality or flexibility to complement standard syllabus or coursebook. The text should also:

“Be traditional enough to be recognizable by all teachers [...]; be non-threatening in the demands they make on learners; be teacher-based ,resource material‘ rather than books for learners or assume that no technical and reprographic resources are available and be based on the human resource rather than the technical.“

While working with the text, according to the criteria above (the Hadfields (2000: 2)), we can determine three main stages:

“LEAD-IN – This introduces the learners to the topics and draw their attention to them.

READ AND RESPOND – This is the main part of the activity. The learners are first encouraged to read through the text quickly. They then read it more carefully.

FOLLOW-UP – This stage, which is optional, gives the learners the opportunity to practise the other language skills using materials from the reading activity. “

LEAD-IN: According to the Hadfields (2000) in the lead-in stage students are asked to start thinking about the topic of the text. Before knowing the text, the teacher should introduce and revise the vocabulary and familiarize the students with the key words from the text. These activities should be very short, they recommend no more than five minutes. The main aim of these activities is to provoke learners’ interest, catch their attention and get their minds focused on the topic.

There is a wide variety of techniques to stimulate the reader’s interest in the text (according to the Hadfields (2000)):

- questions about learners’ personal experience related to the topic
- work with learners’ opinion, short discussions about the topic
- work with pictures - description of something or someone in the text
- work with imagination - imagination a scene or person like one described in the text

READ AND RESPOND: Before thorough reading the students should read the text through quickly to get the gist – the general idea of what it is about. The Hadfields (2000) define the techniques used in this phase of reading as follows:

Read and complete – students should read the text and on the basis of the text they are asked to complete the prepared material (list, table, chart, picture etc.)

Read and correct – students are asked to correct mistakes in the text

Read and draw – students should read the text and on the basis of the text draw what is described

Read and guess – students guess according to the text what is described

Read and order – students should match the information from the text to the other words/texts or pictures

Read and reorder – students read a jumbled text and according to their own experience and meaning they should number the sentences or paragraphs in the correct order

Read and sort – in this type of exercises there are two mixed texts, students have to decide which sentences belong to which text

FOLLOW-UP: The follow-up phase is focused on subsequent work with the information from the text. Reading a text is considered as a very good source of new vocabulary and language structures. According to the Hadfields (2000) students can also practise other skills using the material from the reading text.

Vaezi (2006) divides reading into three main parts. He distinguishes a pre-reading, during-reading (also called as while-reading) and after-reading stage. The pre-reading phase should help the reader to make the reading process more comprehensible. Experienced readers expect familiar grammatical structures or vocabulary to understand what they are reading. If the structure or vocabulary is not familiar, the teacher will present the key vocabulary before reading, to be more precise during the pre-reading activities. It is also necessary to think about the meaning of the text before the reading process. The reader can formulate his expectations, think about writer's intention or summarise, what he knows about the topic. The second part of the process is devoted to the active reading. The reader should work with the specific text, find the main idea, find the particular piece of information. He should react, argue, evaluate, summarise etc. information from the text. According to Vaezi to the recommended activities belong for example: making predictions, making selections,

integrating prior knowledge, monitoring, answering questions, paraphrasing or re-reading. The third part of the whole process is the after-reading stage. This type of activities is mostly related to the purpose of reading and the type of given information. The readers are forced to work with the knowledge of the text, with a newly discovered piece of information. According to Vaezi in this stage of the reading process are used for example these techniques: discussion, summarizing, answering questions, filling in forms, writing logs, completing a text, role-playing etc.

BASIC STEPS OF READING PROCEDURE: The Hadfiels (2000: 4 - 5) describe six elementary steps of each reading activity:

- “1. Put up the text.*
- 2. Set the 'skimming' task, or give the 'scanning' questions. Explain clearly what you want the learners to do and make sure they understand.*
- 3. Set the 'read and respond' task. Again be sure that you explain clearly, and that the learners understand what they have to do.*
- 4. Give the learners time to read the text and do the activity individually. At this stage you will need to walk around the class and deal with any problems or queries.*
- 5. When they have finished the activity, it is often a good idea to ask the learners to compare their answers in pairs. If they discover that their answers are different, they have an opportunity to check the text again and perhaps discover the correct answer for themselves.*
- 6. Finally, go through the answers with the whole class and discuss them. “*

Hendrich (1988) focuses on the steps of reading procedure as well. He distinguishes four main stages of the whole process. Hendrich labels the visual perception of the text as the first stage. The reader gets acquainted with the text and perceives it as a cluster of graphical symbols. The second part of the reading process could be called a global perception. It is not necessary to perceive all the letters in the words, the reader works with his knowledge of the language, it means he can estimate, guess, deduce the meaning. Identification is the third part. It is based on recognizing language structures which helps to read the text. The last part is called interpretation. The main aim of this stage is to understand the author's intention. Hendrich also mentions that even if the reader knows all the grammatical structures used in the text, they might not comprehend it.

1.3 SELECTING A TEXT

Hughes (2003: 142) writes about the choice of appropriate text:

“Successful choice of texts depends ultimately on experience, judgement, and a certain amount of common sense. Clearly these are not qualities that a handbook can provide. Practice is necessary.”

The following criteria³ should be kept in mind during text selection. One of many criteria of textselection should be the correspondence with the topic areas dealt with in the textbooks. The text is suitable when it gets student’s interest. The linguistic accessibility and readability is of great importance. This can influence student’s motivation for work.

While selecting the text, the teacher should not forget the suitability. According to Nuttal (1982: 31) it is dangerous to generalize the requirement of suitability, because there are lots of variations of age, nationality and interests to take into consideration. Exploitability is another aspect to be mentioned. Exploitability is the most important criterium:

“A text that you cannot exploit is no use for teaching even if the students enjoy reading it. We are using the term exploitation to mean facilitation of learning. When you exploit a text, you make use of it to develop your student’s competence as readers.”

Last but not least important criterion is of course the length of the text.

Ur (1996: 148) also thinks about the characteristics of efficient reading in general. She writes the text should meet some requirements for us to be able to speak about efficient reading. The requirements refer to ten fields: language, content, speed, attention, incomprehensible vocabulary, prediction, background information, motivation, purpose and strategies (see details on page 13).

³ <http://blog.enroll.com/post/Text-Selection-and-Reading-Comprehension>; 28th December 2016

BOX 10.10: EFFICIENT AND INEFFICIENT READING

	<i>Efficient</i>	<i>Inefficient</i>
1. Language	The language of the text is comprehensible to the learners.	The language of the text is too difficult.
2. Content	The content of the text is accessible to the learners; they know enough about it to be able to apply their own background knowledge.	The text is too difficult in the sense that the content is too far removed from the knowledge and experience of the learners.
3. Speed	The reading progresses fairly fast: mainly because the reader has 'automatized' recognition of common combinations, and does not waste time working out each word or group of words anew.	The reading is slow: the reader does not have a large 'vocabulary' of automatically recognized items.
4. Attention	The reader concentrates on the significant bits, and skims the rest; may even skip parts he or she knows to be insignificant.	The reader pays the same amount of attention to all parts of the text.
5. Incomprehensible vocabulary	The reader takes incomprehensible vocabulary in his or her stride: guesses its meaning from the surrounding text, or ignores it and manages without; uses a dictionary only when these strategies are insufficient.	The reader cannot tolerate incomprehensible vocabulary items: stops to look every one up in a dictionary, and/or feels discouraged from trying to comprehend the text as a whole.
6. Prediction	The reader thinks ahead, hypothesizes, predicts.	The reader does not think ahead, deals with the text as it comes.
7. Background information	The reader has and uses background information to help understand the text.	The reader does not have or use background information.
8. Motivation	The reader is motivated to read: by interesting content or a challenging task.	The reader has no particular interest in reading.
9. Purpose	The reader is aware of a clear purpose in reading: for example, to find out something, to get pleasure.	The reader has no clear purpose other than to obey the teacher's instruction.
10. Strategies	The reader uses different strategies for different kinds of reading.	The reader uses the same strategy for all texts.

© Cambridge University Press 1996

According to Wallace (1993) as well, the teacher should pay great attention to the choice of the text. She focuses on a difference between simple and authentic texts and claims that authentic texts are in general better than texts written for textbooks.

1.4 AUTHENTIC LITERARY TEXTS IN THE CLASSROOM

According to Puebla (2013: 2):

“For hundreds of years, the role of literature in the foreign language curriculum was unquestioned. It was believed that learners could only appreciate a language through the study of its highest form of expression. Literature was seen as the only way to get to know a nation’s culture, and in many cases, its people. Even though the literary language was often above the level of the learner, and the vocabulary load unbearable, classes persevered in their laborious word-by-word translation of entire books.”

She believes that times changed and that we can follow the requirement of bringing the outside world into the classrooms. An authentic material enables readers to talk, think and cope with their personal real life. Without regards to the types of literary texts.

Béřešová (2014) also thinks the time when people wanted to master the language like native speakers is gone. Nowadays, learning foreign languages means to require the language to a certain extent, which allows communication with native as well as non-native speakers, expression of our communicative intention, perception of the culture and customs. She thinks about the term authenticity. *Slovník cizích slov pro nové století* (2002: 47) explains the term authentic as *real, original, credible* as well as Béřešová. In the education, the term authenticity means that the texts are not created because of the educational reasons.

According to Béřešová (2014) literary texts are a good source of authentic materials which are really important for our language acquisition. Literary texts are meant for native speakers, they are not created for the purpose of education, that’s why they can deal with the real language.

Authenticity, interactivity and developing language and cultural skills are the main reasons for using literary texts in the classroom. Literature reading in the classroom copes with some difficulties, for example the choice. The teacher should be careful, the choice of the suitable

text is of great importance to the learners motivation. An easy extract cannot catch student's attention, on the other hand, an difficult extract can demotivate the learners. The teacher should take the adequacy, continuity of the curriculum, student's interests and cultural acceptability into consideration. On the other side, using real texts helps improving vocabulary and grammar structures. Běrešová also mentions the fact that not every language learner has a possibility to leave the country and exercise and improve his language skills abroad. Using authentic texts in the learning process also helps to get in touch with the real life.

In contrast to Běrešová, Hendrich (1988) claims that only texts written for a pedagogical purpose should be used in the early phase of acquisition of language. The teacher teaches through these articles the technique of reading and acquisition of phonetic, graphic, grammatical and spelling rules. Original (authentic) texts can be used later in the learning process but still they have to be abridged.

2 PRACTICAL PART

2.1 HARRY POTTER

*“Harry Potter is a series of fantasy novels written by British author J. K. Rowling. The novels chronicle the life of a young wizard, Harry Potter, and his friends Hermione Granger and Ron Weasley, all of whom are students at Hogwarts School of Witchcraft and Wizardry.”*⁴

Each book (Harry Potter and the Philosopher’s stone; Harry Potter and the Chamber of Secrets; Harry Potter and the Prisoner of Azkaban; Harry Potter and the Goblet of Fire; Harry Potter and the Order of the Phoenix; Harry Potter and the Half-Blood Prince; Harry Potter and the Deathly Hallows) maps one year in their lives, most of the events take place at Hogwarts.

Harry Potter is an English poor orphan, he lost his magical parents when he was a newborn. Since then he lives with his non-magical (known as Muggles) aunt and uncle Dursley and cousin Dudley, his mother’s sister’s family. At the age of eleven, he discovers he is a wizard.

“The wizarding world exists parallel to the Muggle world, albeit hidden and in secrecy. His magical ability is inborn and children with such abilities are invented to attend exclusive magic schools that teach the necessary skills to succeed in the wizarding world.

*The main story arc concerns Harry's struggle against Lord Voldemort, a dark wizard (who killed Harry's parents) who intends to become immortal, overthrow the wizard governing body known as the Ministry of Magic, and subjugate all wizards and Muggles.”*⁵

⁴ https://en.wikipedia.org/wiki/Harry_Potter; 27th December 2016

⁵ https://en.wikipedia.org/wiki/Harry_Potter; 27th December 2016

2.2 PRE-READING ACTIVITIES

INTRODUCTION

AIM: to activate the students' knowledge of the topic, to revise the vocabulary

AIDS: flashcards, dictionary

Put the flashcards on the board and ask students to guess what you are going to talk about. Students can use English or Czech to talk about the pictures.



Write the headline **WIZARDRY** on the board.

Do you like wizardry?

Which equipment does the wizard need? What do you think?

Each student gets the worksheet READING – Harry Potter and the Philosopher’s Stone.



1. Match the names to the pictures:

Divide students into pairs, ask students to match the names to the pictures.



wand · cauldron · phials · scales · robe · hat · gloves · telescope · broomstick

Check the results out.

Students repeat after the teacher the name of each piece of equipment in chorus.



2. Try to imagine that you are a young wizard and you are waiting for a letter of invitation from a magic school. Which words would you expect in the letter like this? Use your dictionary to check vocabulary.

Expected answers:

answer	deputy	headmaster	midnight ●	take away ●
as soon as possible	dragon ●	headmistress	necessary	tall ●
await	easy ●	illegal ●	owl ●	term
begin	enclosed	inform	please	toad ●
cat ●	equipment	later	pleased	trouble ●
dear	glad	love ●	still ●	yours sincerely

Check your ideas with your partners.

2.3 WHILE-READING ACTIVITIES

SKIMMING

AIM: to find the gist, to understand the text



3. Read quickly the letter of invitation on the next page and find the answers to these questions:

Ask students to have a look at the invitation letter. (limited time) *Read the text quickly and find the answers to these questions.*

Who is the letter from? [Minerva McGonagall](#)

Who does the letter belong to? [Harry Potter](#)

What is the name of the magic school? [Hogwarts School of Witchcraft and Wizardry](#)

SCANNING

AIM: to find a particular piece of information



4. Read the invitation letter again and decide if these sentences are true or false:

Let's look carefully at the letter and decide if the sentences are true or false.

The headmaster of the Hogwards school is Albus Dumbledore. [T/F](#)

A part of the letter is a list of books and equipment. [T/F](#)

School begins on 1st October. [T/F](#)

[on 1st September](#)

Harry should send the answer after 31st July. [T/F](#)

[no later than 31st July](#)

Harry can send the answer by post. [T/F](#)

[by owl](#)

Minerva McGonagall works as a secretary. [T/F](#)

[deputy headmistress](#)

You can find the names of Dumbledores magic orders in the letter. [T/F](#)



Hogwarts School of Witchcraft and Wizardry

Mr. Harry Potter
The Cupboard under the Stairs
4 Privet Drive
Little Whinging, Surrey

Dear Mr. Potter,

We are pleased to inform you that you have a place at Hogwarts School of Witchcraft and Wizardry. Please find enclosed a list of all necessary books and equipment. Term begins on 1 September. We await your owl by no later than 31 July.

Yours sincerely,

Minerva McGonagall

Minerva McGonagall
Deputy Headmistress

ROWLING, J. K. *Harry Potter and the Philosopher's Stone*. London: Bloomsbury, 2014, p. 55-56.

SKIMMING

AIM: to find the gist, to understand the text



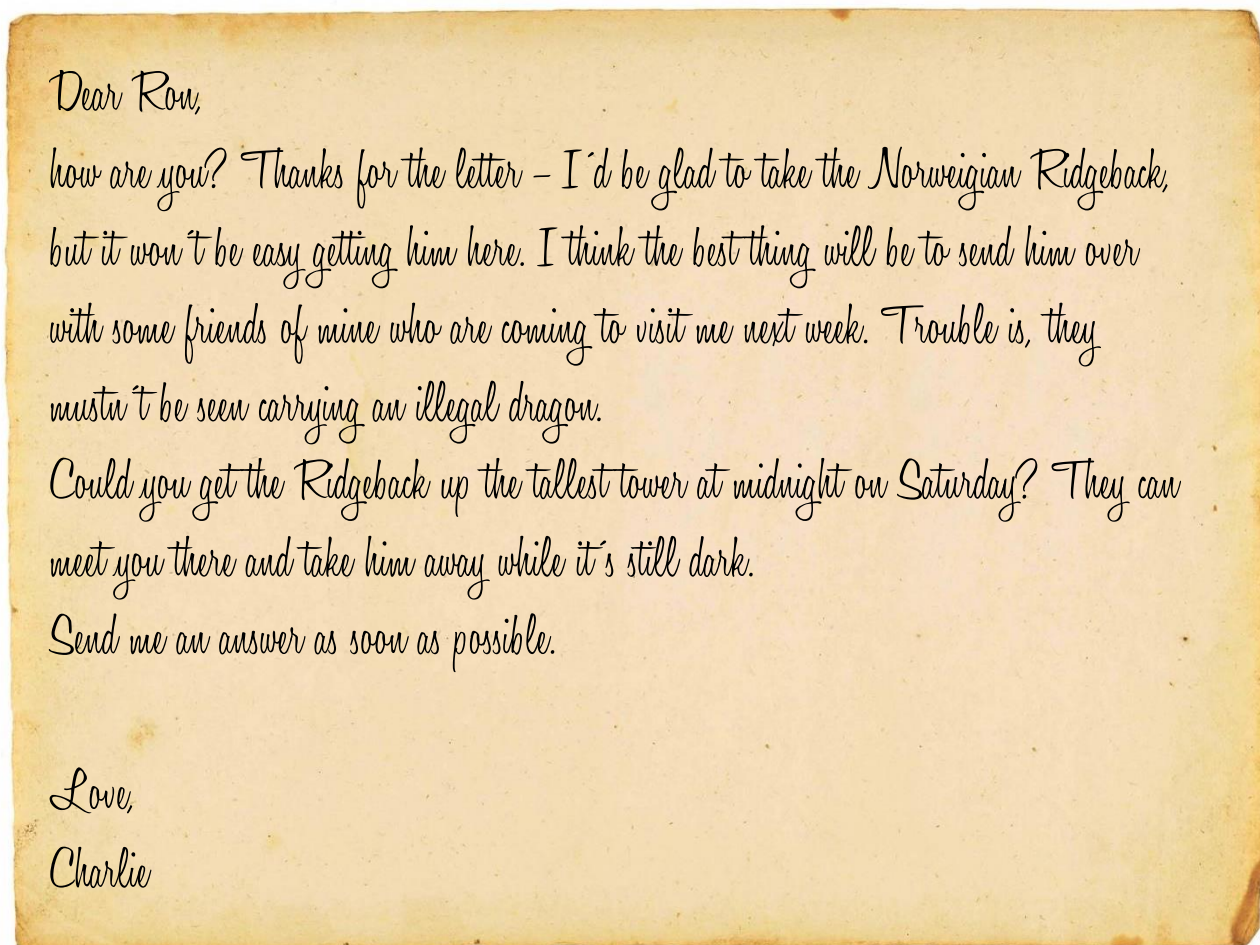
5. Read quickly the letter from Charlie and answer these questions:

Let's have a look at the second letter - read the text quickly and answer these questions:

Who is the letter from? **Charlie**

Who does the letter belong to? **Ron**

What is the „Norwegian Ridgeback“? **a dragon**



ROWLING, J. K. *Harry Potter and the Philosopher's Stone*. London: Bloomsbury, 2014, p. 255.

SCANNING

AIM: to find a particular piece of information



6. Read the Charlie's letter carefully and choose the correct possibility according to the text:

Back to the second part of the invitation letter – to the necessary school books and equipment.

HOGWARTS SCHOOL OF WITCHCRAFT AND WIZARDRY

UNIFORM

First-year students will require:

1. Three sets of plain work robes (black)
2. One plain pointed hat (black) for day wear
3. One pair of protective gloves (dragonhide or similar)
4. One winter cloak (black, silver fastenings)

Please note that all pupils' clothes should carry name tags.

SET BOOKS

All students should have a copy of each of the following:

- The Standard Book of Spells (Grade 1) by Miranda Goshawk
- A History of Magic by Bathilda Bagshot
- Magical Theory by Adalbert Waffling
- A Beginner's Guide to Transformation by Emeric Switch
- One Thousand Magical Herbs and Fungi by Phillida Spore
- Magical Drafts and Potions by Arsenius Jigger
- Fantastic Beasts and Where to Find Them by Newt Scamander
- The Dark Forces: A Guide to Self-Protection by Quentin Trimble

OTHER EQUIPMENT

- 1 wand
- 1 cauldron (pewter, standard size 2)
- 1 set glass or crystal phials
- 1 telescope
- 1 set brass scales

Students may also bring an owl OR a cat OR a toad.

PARENTS ARE REMINDED THAT FIRST-YEARS ARE NOT ALLOWED THEIR OWN BROOMSTICKS!

ROWLING, J. K. *Harry Potter and the Philosopher's Stone*. London: Bloomsbury, 2014, p. 71-72.

- All first-year students should have three sets of grey work robes. T/F
black
- The protective gloves can be made only from the dragonhide. T/F
dragonhide or similar
- The author of the book *Magical Theory* is called Adalbert Waffling. T/F
- All students should have one wand, one telescope and two cauldrons. T/F
1 wand, 1 telescope, 1 cauldron
- Students can bring maximum three animals to Hoqwarts. T/F
1 animal: an owl OR a cat OR a toad



9. Complete the Czech list of necessary books and equipment:

AIM: to be able to find information in the foreign language text, to find the missing words in a dictionary and translate these words to Czech

ŠKOLA ČAR A KOUZEL V BRADAVICÍCH

STEJNOKROJ

Žáci prvního ročníku budou **potřebovat**:

1. tři **jednobarevné** pracovní hábity (černé)
2. jednu **jednobarevnou špičatou** čapku (černou) na každodenní nošení
3. jeden pár ochranných rukavic (z dračí kůže nebo **podobné**)
4. jeden zimní **plášť** (černý, se stříbrnými sponami)

Upozorňujeme, že žáci by měli mít veškeré oblečení opatřeno **jmenovkou.**

PŘEDEPSANÉ KNIHY

Každý žák bude **potřebovat** tyto učebnice:

- Miranda Jestřábová: Příručka kouzelných slov a zaklínadel (1. ročník)
- Batylda Bagshtová: Dějiny čar a kouzel
- Adalbert Waffling: Teorie kouzelnického umění
- Emeric Cvak: Úvod do přeměňování
- Phyllida Výtrusová: Tisíc kouzelnických **bylin** a hub
- Arsenius Stopečka: Kouzelnické odvary a lektvary
- Mlok Scamander: Fantastická **zvířata** a kde je najít
- Quentin Trimble: Černá magie – příručka sebeobrany

DALŠÍ VYBAVENÍ

- 1 hůlka
- 1 kotlík (**cínový**, standartní velikost 2)
- 1 sada **skleněných** nebo křišťálových lahviček
- 1 dalekohled
- 1 **mosazné** váhy

Žáci si s sebou mohou rovněž přivést **sovu NEBO kočku NEBO žábu.**

UPOZORŇUJEME RODIČE, ŽE ŽÁKŮM PRVNÍHO ROČNÍKU NENÍ POVOLENO MÍT VLASTNÍ KOŠTATA!

2.4 AFTER-READING ACTIVITIES

AIM: to revise students' knowledge of writing letters, to be able to distinguish between formal and informal letters

*Look at the form of the letters. Are these letters **formal** or **informal**? Which parts of the letter can you see?* formal letter (address, greeting, ending, signature) X informal letter (greeting, ending)

Look at the top left-hand corner of the formal letter. The address tells you who the letter is to.⁶

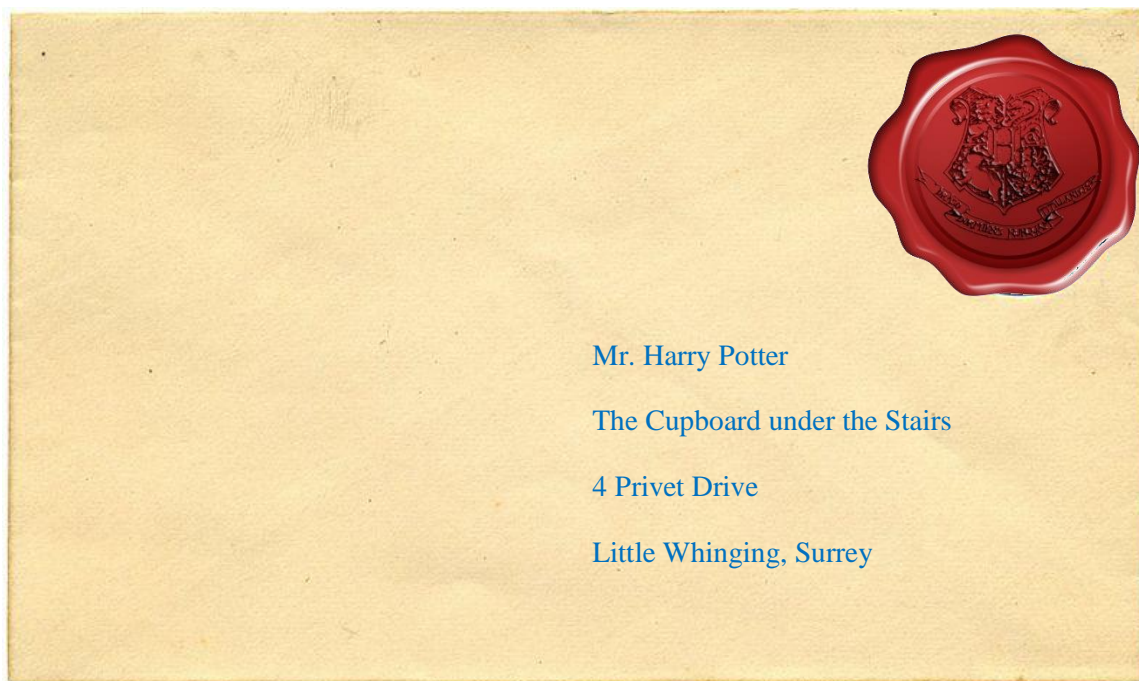
(Project the picture of the envelope on the board.)



8. Write Harry's or your address on the envelope.

Come and write Harry's address on the board.

Now write your address on the board.



⁶ HODLIN, Tim a Susan HODLIN. *Writing Letters in English: a practical guide*. Oxford: Oxford University Press, 1990, p. 9.



10. Which type of greeting is used in formal and which is used in informal letters?

The address tells us who the letter is for. While writing a letter, you also have to choose the correct way to begin the letter – the **greeting**. Which type of greeting is used in these letters? *Dear Mr. Potter,* X *Dear Ron,*

Do you know other possibilities how to address somebody in the letter? Look at your handout and decide, which greetings we use for writing to a stranger and which for writing to someone we know or to our friends:⁷

Dear Sir, / Dear Mother, / Dear Mr. Weasley, / Dear Lily, / Dear Miss Weasley, / Dear Professor Dumbledore, / Dear Mrs. Weasley, / Dear Uncle, / Dear Madam,

Don't forget the comma after the greeting.



11. Which endings fit formal letters and which informal letters?

What about the **ending** and the **signature** of the letters? Which ending do we have here in these letters? *Yours sincerely,* X *Love,*

Do you know other possibilities?

The end of your letter has to match the greeting. Which phrases do we use in formal letters / in letters to our friends?

Decide again which endings fit formal letters and which fit informal letters:

I look forward to hearing from you. / Lots of love, / Yours faithfully, / Please write soon. / Write soon!
/ Regards, / Best wishes, / Love, / I hope you will write soon. / See you soon,⁸

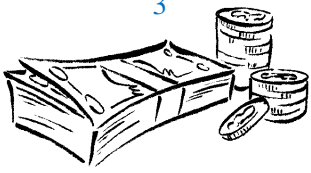
⁷ HODLIN, Tim a Susan HODLIN. *Writing Letters in English: a practical guide*. Oxford: Oxford University Press, 1990, p. 18-22.

⁸ HODLIN, Tim a Susan HODLIN. *Writing Letters in English: a practical guide*. Oxford: Oxford University Press, 1990, p. 22-27.



12. Here are some formal phrases often used in the correspondence. Which phrases refer to enquiries and understanding, to letters of acceptance and refusal or to booking and buying something?

Let's think about **answers** to the letters. Here are some formal phrases often used in the correspondence. Which phrases refer to **enquiries** and **understanding**, to letters of **acceptance** and **refusal** or to **booking and buying** something?⁹

enquiries and understanding 1 ?	acceptance and refusal 2 ✓ X	booking and buying 3 

Thank you for your letter. I am pleased to accept ... (the position of ...) 2

I would be grateful if you would register my name ... 2

I would be grateful if you would send me information / more details about ... 1

I am sure I will get on well with ... 2

I would like to book ... 3

Thank you for your letter. I am afraid that I am unable to accept your offer ... 2

Thank you for your letter. I have great pleasure in accepting the offer.¹⁰ 2

⁹ HODLIN, Tim a Susan HODLIN. *Writing Letters in English: a practical guide*. Oxford: Oxford University Press, 1990, p. 34-61.

¹⁰ HODLIN, Tim a Susan HODLIN. *Writing Letters in English: a practical guide*. Oxford: Oxford University Press, 1990, p. 34-61.



13. Answer one of the letters into your exercise book.

Choose one slip of paper. We are going to answer the letters. If you choose Minerva McGonagall, you will answer the formal invitation letter to Hogwarts. Don't forget all necessary parts of the formal letter. If you like, you can accept the invitation to Hogwarts. If you don't want to attend this school, you have to refuse the invitation. If you choose Charlie Weasley, you have to write an answer to Ron's letter about getting the Norwegian Ridgeback.

Minerva McGonagall

Charlie Weasley

CONCLUSION

I hope that the main aim of this final work was fulfilled. The created worksheet should develop pupils' reading skills through authentic literary text – an extract from the fantasy book Harry Potter and the Philosopher's Stone written by J. K. Rowling.

This teaching material puts emphasis on developing of vocabulary, reading comprehension and extension of the knowledge of writing letters.

This worksheet has not been tried in the classroom yet, it will be used in the 1st year at a secondary school (15 years old apprentices). It meets the aims of reading in a foreign language according to ŠVP (School Educational Programm).

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APPENDICES

WORKSHEET FOR PUPILS

J. K. Rowling

? Do you like wizardry?
Which equipment does the wizard need?

1. Match the names to the pictures:



wand · cauldron · phials · scales · robe · hat · gloves · telescope · broomstick

2. Try to imagine that you are a young wizard and you are waiting for a letter of invitation from a magic school. Which words would you expect in the letter like this? Use your dictionary to check vocabulary.

answer	deputy	headmaster	midnight	take away
as soon as possible	dragon	headmistress	necessary	tall
await	easy	illegal	owl	term
begin	enclosed	inform	please	toad
cat	equipment	later	pleased	trouble
dear	glad	love	still	yours sincerely

3. Read quickly the letter of invitation on the next page and find the answers to these questions:

Who is the letter from?

Who does the letter belong to?

What is the name of the magic school?

4. Read the invitation letter again and decide if these sentences are true or false:

The headmaster of the Hogwards school is Albus Dumbledore.	T/F
A part of the letter is a list of books and equipment.	T/F
School begins on 1st October.	T/F
Harry should send the answer after 31st July.	T/F
Harry can send the answer by post.	T/F
Minerva McGonagall works as a secretary.	T/F
You can find the names of Dumbledores magic orders in the letter.	T/F



Hogwarts School of Witchcraft and Wizardry

Headmaster: Albus Dumbledore (Order of Merlin, First Class, Grand Sorc., Chf. Warlock,
Supreme Mugwump, International Confed. of Wizards)

Mr. Harry Potter
The Cupboard under the Stairs
4 Privet Drive
Little Whinging, Surrey

Dear Mr. Potter,

We are pleased to inform you that you have a place at Hogwats School of Witchcraft and Wizardry. Please find enclosed a list of all necessary books and equipment. Term begins on 1 September. We await your owl by no later than 31 July.

Yours sincerely,

Minerva McGonagall

Minerva McGonagall
Deputy Headmistress

5. Read quickly the letter from Charlie and answer these questions:

Who is the letter from?

Who does the letter belong to?

What is the „Norwegian Ridgeback“?

Dear Ron,

how are you? Thanks for the letter - I'd be glad to take the Norwegian Ridgeback, but it won't be easy getting him here. I think the best thing will be to send him over with some friends of mine who are coming to visit me next week. Trouble is, they mustn't be seen carrying an illegal dragon. Could you get the Ridgeback up the tallest tower at midnight on Saturday? They can meet you there and take him away while it's still dark.

Send me an answer as soon as possible.

Love,
Charlie

6. Read the Charlie's letter carefully and choose the correct possibility according to the text:

1. **The transport of the dragon** a) will be easy.
b) won't be easy.
2. a) Ron's friends **will transport the dragon.**
b) Charlie's friends
3. **The transport will take place** a) at the top of the tallest tower in Hogwarts.
b) in front of the tallest tower in Hogwarts.
4. **The dragon should be transported during the night because** a) nobody should see it.
b) it is easier to transport him while asleep.
5. **Charlie** a) expects a quick answer from Ron.
b) does not expect Ron's answer.
6. **The dragon is native to** a) Norway.
b) Scotland.
7. **Charlie** a) is happy to get the dragon.
b) is not happy to get the dragon.

7. Read the second part of the invitation letter - the list of necessary books and equipment - and decide if the sentences are true or false:

HOGWARTS SCHOOL OF WITCHCRAFT AND WIZARDRY

UNIFORM

First-year students will require:

5. Three sets of plain work robes (black)
6. One plain pointed hat (black) for day wear
7. One pair of protective gloves (dragonhide or similar)
8. One winter cloak (black, silver fastenings)

Please note that all pupils' clothes should carry name tags.

SET BOOKS

All students should have a copy of each of the following:

- The Standard Book of Spells by Miranda Goshawk
- A History of Magic by Bathilda Bagshot
- Magical Theory by Adalbert Waffling
- A Beginner's Guide to Transformation by Emeric Switch
- One Thousand Magical Herbs and Fungi by Phillida Spore
- Magical Drafts and Potions by Arsenius Jigger
- Fantastic Beasts and Where to Find Them by Newt Scamander
- The Dark Forces: A Guide to Self-Protection by Quentin Trimble

OTHER EQUIPMENT

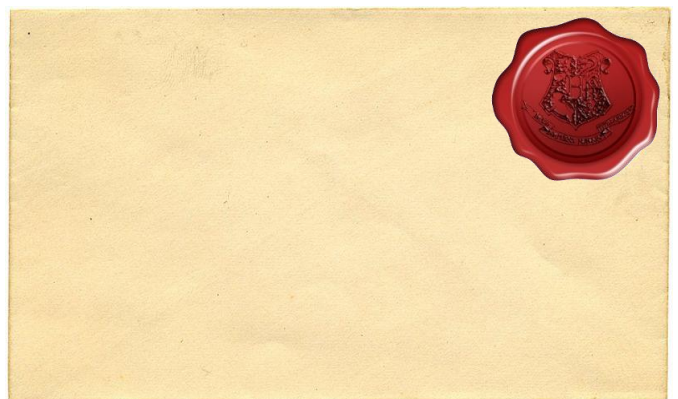
- 1 wand
- 1 cauldron (pewter, standard size 2)
- 1 set glass or crystal phials
- 1 telescope
- 1 set brass scales

Students may also bring an owl OR a cat OR a toad.

**PARENTS ARE REMINDED THAT FIRST-YEARS ARE NOT ALLOWED
THEIR OWN BROOMSTICKS!**

1. All first-year students should have three sets of grey work robes. T/F
2. The protective gloves can be made only from the dragon hide. T/F
3. The author of the book Magical Theory is called Adalbert Waffling. T/F
4. All students should have one wand, one telescope and two cauldrons. T/F
5. Students can maximum three animals bring to Hogwarts. T/F
6. First-year students can't bring their own broomsticks. T/F

8. Write Harry's or your address on the envelope:



9. Complete the Czech list of necessary books and equipment:

ŠKOLA ČAR A KOUZELV BRADAVICÍCH

STEJNOKROJ

Žáci prvního ročníku budou _____:

1. tři _____ pracovní hábity (černé)
2. jednu _____ čapku (černou) na každodenní nošení
3. jeden pár ochranných rukavic (z dračí kůže nebo _____)
4. jeden zimní _____ (černý, se stříbrnými sponami)

Upozorňujeme, že žáci by měli mít veškeré oblečení opatřeno _____.

PŘEDEPSANÉ KNIHY

Každý žák bude potřebovat tyto učebnice:

- Miranda Jestřábová: Příručka kouzelných slov a zaklínadel
- Batylda Bagshtová: Dějiny čar a kouzel
- Adalbert Waffling: Teorie kouzelnického umění
- Emeric Cvak: Úvod do přeměňování
- Phyllida Výtrusová: Tisíc kouzelnických _____ a hub
- Arsenius Stopečka: Kouzelnické odvary a lektvary
- Mlok Scamander: Fantastická _____ a kde je najít
- Quentin Trimble: Černá magie – příručka sebeobran

DALŠÍ VYBAVENÍ

- 1 hůlka
- 1 kotlík (_____, standartní velikost 2)
- 1 sada _____ nebo křišťálových lahviček
- 1 dalekohled
- 1 _____ váhy

Žáci si s sebou mohou rovněž přivést sovu NEBO kočku NEBO _____.

UPOZORŇUJEME RODIČE, ŽE ŽÁKŮM PRVNÍHO ROČNÍKU NENÍ POVOLENO MÍT VLASTNÍ KOŠTATA!

10. Which type of greeting is used in formal and which is used in informal letters?

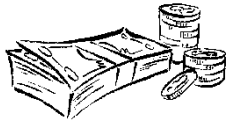
Dear Sir, / Dear Mother, / Dear Mr. Weasley, / Dear Lily, / Dear Miss Weasley, / Dear Professor Dumbledore, / Dear Mrs. Weasley, / Dear Uncle, / Dear Madam,

11. Which endings fit formal letters and which informal letters?

I look forward to hearing from you. / Lots of love, / Please write soon. / Write soon! / Regards, / Best wishes, / Love, / I hope you will write soon. / See you soon, / Yours faithfully,

12. Here are some formal phrases often used in the correspondence. Which phrases refer to enquiries and understanding, to letters of acceptance and refusal or to booking and buying something?

- Thank you for your letter. I am pleased to accept ... (the position of ...)
- I would be grateful if you would register my name ...
- I would be grateful if you would send me information about / more details about ...
- I am sure I will get on well with ...
- I would like to book ...
- Thank you for your letter. I am afraid that I am unable to accept your offer ...
- Thank you for your letter. I have great pleasure in accepting the offer.

enquiries and understanding ?	acceptance and refusal ✓ x	booking and buying 

13. Answer one of the letters into your exercise book.