**Rationale for using literary texts in EFL classes**

Nowadays, many pupils at primary schools do not enjoy reading in their mother tongue and consequently books in English are even less popular among them. Reading, however, is an important language skill and it also provides exposure to written language which serves as a model for learners. Moreover, reading widens learners´ horizons. Thus, English teachers should attempt to arouse their pupils’ enthusiasm for authentic literary texts.

Using English books in lessons can be very beneficial for many reasons. Firstly, pupils learn many new vocabulary items and see them used in a context, which might make the remembering easier. Secondly, teachers can use books or extracts from them to consolidate grammar structures and use them in new contexts. Thirdly, when reading pupils learn and practise many things unconsciously and, at the same time, they can see the real, authentic language.

However, reading books in English is not only beneficial in terms of developing the language systems, it also helps with improving pupils’ reading strategies, they learn that it is not always necessary to read and understand each word and, last but not least, it can enhance pupils’ confidence about learning the languages as they make sure that, with their current English knowledge, they are able to read an authentic literary text.

**Criteria of the choice of the book**

 When choosing a book to be used in English lessons, it is necessary to consider several aspects. The choice of the book must always be based on the needs and characteristics of the specific class. These are the questions a teacher should ask when choosing an appropriate book:

* Is the book available (in libraries, on the Internet, etc.) for the whole class?
* Is the genre and topic of the book appropriate for the pupils?
* Does the book correspond to the pupils’ age level?
* Is the story of the book attractive for the pupils?
* Is the language of the book appropriate – manageable and yet challenging?
* Are there any additional materials (a film on DVD, an audio CD, a web pages, etc.)?
* Is the length of the book and the number of chapters suitable for in-class work?
* Is it possible to create enough tasks and activities based on the book?

**The course**

 I have decided to work with a classic book **Charlie and the Chocolate Factory** written by Roald Dahl in 1964. I would use it with pupils at upper primary school, probably with the class of 6th graders, depending on the specific class. The book is divided into 30 short chapters, which enables us to read two of them in each lesson and still have enough time to work with it. I would prefer dedicating one lesson per week to the project, which means it would take about 15 weeks to complete it. You can see four lessons that can serve as an inspiration for reading the book.

**Lesson plan 1**

Pre-reading activities (10 minutes)

**Title of the book:** Each pair of pupils gets 8 pieces of paper with parts of the words from the book title. Pupils know it is a title of a book. Their task is to order the papers to form the title.

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| Char | lie | and | the | Choco | late | Fact | ory |

**Discussion:** The whole class discusses the book. Drawing on pupils´existing knowledge.

Possible questions:

*Has anybody read the book? Have you seen the movie? What was it about? Do you know the writer? Have you read any books by him?* etc.

**Instructions**: As a class we talk about reading as such. The aim is to ensure pupils that they do not have to know each word to understand the overall meaning.

Possible questions and suggestions:

*Do you often read in Czech? Which is your favourite book? Is reading in English difficult for you? Why yes, not? What do you do if you don´t know a word in a text? Do you often use a dictionary?*

You can talk about some compensation strategies (guessing the meaning, predicting, using pictures etc.) in Czech.

While-reading activities (25 minutes)

**Reading**: I read the first chapter of the book (Here Comes Charlie). Pupils read the second one silently (Mr Willy Wonka’s Factory).

**Family tree:** Pupils look at the very first paragraph of the first chapter again and draw a family tree of Charlie Bucket’s family.

**Candy:** Pupils get a list of Willy Wonka’s candies that have a special quality. Pupils search in the second chapter for information and in pairs they write what is special about the candies.

Ice cream ....................................................................................................................................

Marshmallows ............................................................................................................................

Caramels .....................................................................................................................................

Little feathery sweets .................................................................................................................

Chewing-gum .............................................................................................................................

Sugar balloons ............................................................................................................................

Blue birds’ eggs ..........................................................................................................................

Post-reading activities (10 minutes)

**Checking comprehension:** I ask several questions to check comprehension, e.g. *Who is Charlie Bucket? Where does he live?* etc. Each pair of pupils writes two similar questions for checking comprehension. Then they ask the class.

Homework

**My own special candy:** Pupils think up their own kind of candy with special characteristics. They make a poster about it with a description and a picture.

**Lesson plan 2**

Pre-reading activities (10 minutes)

**Posters:** Pupils present their posters about their own candies. The class vote for the best candy.

While-reading activities (20 minutes)

**Reading:** Pupils read chapters 3 and 4 individually (Mr Wonka and the Indian Prince, The Secret Workers).

**Ordering the sentences:** Pupils get ten sentences written on separate pieces of paper summarising the two chapters. They must put them in the right order according to the story.

Grandpa Joe talks about Prince Pondicherry.

Grandpa Joe changes the topic to Mr Wonka’s factory.

Grandpa Joe points out that nobody ever goes to or from the factory.

Charlie’s mother wants Charlie to go to bed.

The storytelling continues the next day.

Grandpa Joe remembers there used to be spies in Wonka’s factory.

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| Grandpa Joe says that Mr Wonka had to close his factory.Grandpa Joe points out that only chocolate comes out of the factory.Charlie doesn’t believe what his grandpa says about the factory workers.Charlie’s father brings exciting news. |

Post-reading activities (15 minutes)

**Direct speech:** Pupils get an extract from the third chapter with some parts of direct speech missing. These parts are written below the text. Pupils work in pairs. The aim is to put the parts of direct speech in the right places. Then they check with the text in the book.

*... 'Well? Have you?'* asked Grandpa Joe. *'I . . . \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, Grandpa,'* Charlie stammered. *'Whenever I walk past the factory, the gates seem to be closed.'* *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_!'* said Grandpa Joe.

*'But there must be people working there . . .'* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. *Not ordinary people, anyway.' 'Then who?'* cried Charlie. *'Ah-ha . . . That's it, you see . . . That's another of Mr Willy Wonka's clevernesses.' \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,'* Mrs Bucket called out from where she was standing by the door, *'it's time for bed. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.' 'But, Mother, I must hear . . .' 'Tomorrow, my darling . . .' 'That's right,'* said Grandpa Joe, *'\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*

*Charlie, dear*

*Exactly*

*I really don't know*

*I'll tell you the rest of it tomorrow evening.*

*Not people, Charlie.*

*That's enough for tonight*

**Workers:** The class discusses who actually works in Wonka’s factory. Pupils must be imaginative to answer questions such as *How many workers are there? Why do they never go out of the factory?* etc. A teacher plays ‘the devil’s advocate’ and leads children to be as persuasive in their explanations as possible.

Alternative: Appoint two or three learners, they will be the workers. The rest of the class will be journalists. They will ask the questions to find out about the workers.

**Lesson plan 3**

Pre-reading activities (10 minutes)

**Definitions:** One half of the class gets five adjectives from the two chapters for this lesson and creates short definitions. The other half gets the definitions and tries to come up with the words. Then they compare the results together.

brilliant extremely good, clever, skilled

dotty a bit strange or mentally ill

greedy wanting more of something than you need

repulsive extremely unpleasant

spoiled behaving as you want to, being selfish, not respecting others

While-reading activities (20 minutes)

**Reading:** Pupils read chapters 5 and 6 individually. (The Golden Tickets, The First Two Finders)

**True or false:** Pupils get a list of statements about the notice Mr Wonka sent out. They must decide whether they are true or false and correct the false ones.

1. Mr Willy Wonka will allow five young people to live in his factory.
2. He will show them the factory by himself.
3. They will see what magic Mr Wonka can do in his factory.
4. The five people will get as much chocolate and sweets as they can eat in one year.
5. If you want to visit Mr Wonka’s factory, you must find all five Golden Tickets.
6. The Golden Tickets are used as a wrapping paper of ordinary bars of chocolate.
7. Nobody knows where the Golden Tickets will be found.

Post-reading activities (15 minutes)

**Film comparison:** I play the part from the film that corresponds to the two chapters. I stop it after a short while. Pupils decide if it was the same as in the book or if there were any differences and say what is going to happen next (according to the book). I play another short part and pupils compare it again. This process will be repeated.

**Lesson plan 4**

Pre-reading activities (10 minutes)

**Summary:** Each pupil takes one paper from an envelope. There are various key phrases on the papers connected with the story (plot, characters, etc.) we managed to read so far. Each pupil must use the word in a sentence to describe how it is related to the story.

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| --- | --- | --- | --- | --- |
| Charlie | Wonka | factory | chocolate | bar |
| Augustus | Veruca | Bucket | Joe | finder |
| workers | spies | cabbage | golden | ticket |

While-reading activities (25 minutes)

**Reading:** Pupils work in pairs. Pupil A reads chapter 7 (Charlie’s Birthday) and pupil B reads chapter 8 (Two More Tickets Found). Pupils make short notes as the read.

**Re-telling:** Pupils re-tell the story to each other. They use their notes. At the end, they summarise both the chapters together to be sure everyone understood.

Post-reading activities (10 minutes)

**Characters:** Pupils get pieces of papers with four names of the children who found the golden tickets so far plus papers with three facts about each of them. The aim is to match the names with the facts.

|  |  |
| --- | --- |
| **Augustus Gloop** | **Veruca Salt** |
| **Violet Beauregarde** | **Mike Teavee** |
| ... is very fat. | ... loves chocolate. |
| ... has got rich parents. | ... is spoiled.  |
| ... loves chewing-gum. | ... is named as a flower. |
| ... has got many toy weapons. | ... loves watching TV. |
| ... found the first golden ticket. | ... found the second golden ticket. |
| ... found the third golden ticket. | ... found the fourth golden ticket.  |

**Letter:** Pupils choose one of the four characters who found the golden ticket. They write a letter to them in which they try to persuade them to give/sell the golden ticket to the pupil. In the lesson, pupils try to think up convincing arguments.

Homework

Pupils finish their letters at home.

**Assessment**

 For informal assessment of pupils’ progress, I would focus on pupils’ activity during the whole project, their involvement in discussions etc. to see whether and how the work done in the lessons improved pupils’ skills, vocabulary etc. Other parts of the course, such as various projects, exercises, quizzes etc. would serve for formal assessment.

At the end of the course, I would like pupils to create the book report and we would also dedicate at least one last lesson to tasks, activities and presentations concerning the whole book. Those would be used for the final assessment of pupils’ progress.

**Project evaluation**

 I hope that pupils would enjoy the change in the routine of English lessons and at the same time enrich their vocabulary and enhance their language skills. I would also like to arouse pupils’ enthusiasm for reading authentic literature in English. To evaluate whether these aims were met and thus decide to what extent the project was effective, I would need to focus on pupils’ progress as well as on their opinions about the project. For that reason, I would create a questionnaire in which pupils might express their thoughts. I would ask the learners to complete the following sentences: *Myslím, že tento projekt byl......, Nejtěžší pro mě bylo......., Naučil/a jsem se.......,* etc. according to their feelings. If pupils were willing to share their ideas with me, I would like to discuss the project with them in our last lesson. I believe this feedback, besides other aspects, would help me with deciding whether to run similar projects and how to make them more effective.