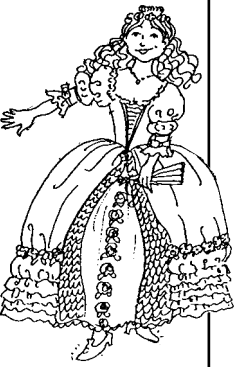


Contents

1. Introduction	2
The look of the Readers Levels and banding The mixed ability class The lexical and structural framework at the four levels Reading as a receptive skill Reading as a step to education, the wider world and further independence	
2. Why stories with young learners?	4
What are stories? Links with how children learn Reading the pictures as well as the words Story shapes and familiar elements Stimulating creativity and ownership Stories as a means of extending experience	
3. Using story Readers	6
Linking stories into teaching Extensive reading for children How to manage group and individual reading Reading together: buddy reading	
<i>Photocopiable materials</i>	8
Mini book	9
Books I Like/My Reading Books/Books I've Read at School	
Class reading record	
Game	
Topic plan	
Making a badge	
4. Introducing the Reader/Readers to the class	17
Activities before, while and after reading Planning for the use of a class Reader Using the factsheets Using the audio and video cassettes Learner training	
5. Bringing Readers into the classroom	22
Classroom display Titles and range for a class library	
6. Using Readers for drama and creativity	22
Use of puppets How to dramatize stories Learners making their own stories and books Creating board games and quizzes	
7. Using Readers at home	23
Introducing Readers at home Activities to do at home	
8. Some questions answered	23



1 Introduction

Children like stories and through hearing and reading stories they can be introduced to a world of knowledge. Reading in English should be as much fun for children as reading in their mother tongue.

Many teachers find the idea of using graded readers in their classes an appealing one, but do not always know how to exploit the materials to the full. The aim of this guide is to explain the rationale behind the Penguin Young Readers, and to make practical suggestions for ways of using the readers with children.

The *Penguin Young Readers Teacher's Guide to Using Stories in Class* takes into account the different contexts in which children might be learning, ranging from the classroom in a range of contexts worldwide, to children reading at home with parents.

The books in the Penguin Young Readers series are designed for children between the ages of 5 and 11. Some of the books in this series are written in British English, some in American English, each with accompanying audio and some with video materials. This is so that there are materials to suit children learning in different parts of the world: in many cases children are quite happy to read materials written in both these 'Englishes'.

There are three types of Penguin Young Readers: *original*, *classic* and *contemporary*. *Classics* consist of fairy tales and other traditional stories. *Originals* are books specially commissioned for the Penguin Young Readers and include both fiction and non-fiction. *Contemporary* titles are modern stories and film tie-ins from all over the world.

◆ The look of the Readers

The Readers in the Penguin Young Readers series are printed in three sizes. These three sizes are meant to appeal to children of different ages, (though of course, teachers can choose any book

in the series to use with any age group and children can choose any book that appeals to them.) Please see the chart below.

The information about age does not appear on the books, however, since children can so easily become demotivated and discouraged if they feel a book is intended for someone younger or older than themselves.

◆ Levels and banding

The table shows the story books published so far in the different formats in the series.

There are four different levels in the series as well as three different formats. The levels relate to the learners' level of English. It is more usual in the case of young learners to talk about hours of learning – this is what course books and examinations do – rather than use the terms 'elementary' or 'intermediate'. Therefore, this convention is used for this series and should enable you to link Readers more easily to course books you are using.

Level banding is not the whole story, however. A child of 5 or 6 is very different from a child of 9 or 10 even when both are in their first year of learning English. The 5- or 6- year-olds are probably only just beginning to read in their mother tongue and so will need a book which has few words and is written in a clear script. In addition their interests and understanding of the world around them are likely to be very different from those of 9- or 10- year-olds. So, for the youngest readers at the lowest level titles use: *Goldilocks and the Three Bears*; *Sleeping Beauty*.

On the other hand, 9- or 10- year-olds in their first year of English will probably already be proficient readers in their mother tongue and generally may be able to read faster than their younger counterparts. They will subsequently be able to cope with more words on a page and will want to read books which have 'older' themes. Titles for these readers include: *Dick Whittington*;

The Elves and the Shoemaker.

Sometimes an older child might need the enjoyment or reassurance of reading a very simple book and this is why there is no mention of age on the books themselves!

◆ The mixed ability class

The levels are each described as 'up to' a number of hours: Level 1 is up to 100 hours, Level 2 up to 200 hours and so on. This means that the books at each level are suitable for learners who fall within the full range.

For example, Level 1 books are suitable for children at any time within their first year of learning English, and Level 3 books are suitable for learners who have been learning English for at least 200 hours, though they might not yet have been learning for 300 hours.

In many situations 100 hours is roughly equal to a year of study, so learners throughout their second year of English will probably be reading Level 2 books, with some reading Level 1s and some Level 3s. This disparity in levels is always a component of young learner classes, the 'mixed ability' factor, since children learn and develop at different rates.

The series takes full account of such learner variety allowing you to select materials for a range of levels within a single age band, or even choose levels outside the age you are teaching. Full account has also been taken of the gender mix in a class, with titles that will appeal to both.

Some learners might find reading a whole book rather intimidating. They may prefer reading magazines and comics. *Story Shops* have been designed particularly with these learners in mind. Other children will also like this easily accessible format, as will teachers who want to focus on a short story or comic strip, for example. *Story Shops* are very much like magazines, with a collection of stories, fascinating facts, quizzes, games and so on. Learners can 'dip into' them,

reading parts that appeal to them first or starting with a page in the middle if they like rather than at the beginning.

◆ The lexical and structural framework at the four levels

All the books in the Penguin Young Readers series are written using structural and vocabulary frameworks for each of the four levels. There are four structure frameworks, one for each level, four vocabulary frameworks, one for each level and three topic frameworks, one for each age group. Within the structure and vocabulary frameworks, there is indication of which items can be used with the different age groups at each level.

The vocabulary framework also includes simple phrases such as 'What's your name?' and 'Once upon a time' as well as single words, to take account of the way children learn 'chunks' of language. The topic framework is used to generate books in the original category, such as *Tom's Cake and Kate's Lunch* and *Happy Granny and The Wood Circle*. The US titles are written from separate frameworks.

◆ Reading as a receptive skill

Reading offers contextualized language and helps learners understand the concepts of new and revised language. Illustrations in the books have been carefully designed to support and complement language concepts as clearly as possible for the readers: there is no unsupported language.

Reading is a receptive skill and subsequently learners will tend to understand more than they can say or produce in speaking or writing. It is possible for children to read books and understand the gist of the text without necessarily understanding every word. This gives children confidence and can be a motivating experience which stimulates them to explore this

	Level 1 (up to 100 hrs of English)	Level 2 (up to 200 hrs of English)	Level 3 (up to 300 hrs of English)	Level 4 (up to 400 hrs of English)
A4 Format: (Age 5–7) 210 x 297mm	Goldilocks and the Three Bears The Musicians of Bremen The Sleeping Beauty Tom's Cake and Kate's Lunch	Puss-in-Boots Tom Thumb Story Shop: The Present The Best Christmas Cinderella	Jack and the Beanstalk The Princess and the Frog The Ugly Duckling Hansel and Gretel Snow White and the Seven Dwarves	Pinocchio The Toy Soldier A Monkey's Tale The Pied Piper of Hamelin Rapunzel
Crown Quarto: (Age 7–9) 246 x 189mm	The Little Mermaid The Sorcerer's Apprentice The Three Billy Goats Gruff	Chicken Run Little Red Riding Hood The Tinder Box Aladdin and the Lamp The Golden Goose Snow White and Rose Red	Story Shop: Winners and Losers Ali Baba and the Forty Thieves Beauty and the Beast Happy Granny and The Wood Circle	The Emperor and the Nightingale Rumpelstiltskin The Snow Queen Story Shop: Grounded A Thief in the Village and Other Stories
B Format: (Age 9–11) 198 x 129mm	Dick Whittington The Elves and the Shoemaker			



genre further, allowing them to develop their full potential.

We often think of learning in two ways: what the child is able to do alone and what the child is able to do with support from a teacher, an adult or another child. The use of Readers is one way in which children can be offered opportunities to bridge the gap, either on their own, with their teacher, or a parent, or with their friends. Suggestions of activities for using the Readers are given in section 3 on page 6.

Reading aloud is not the same as the receptive skill of reading. It is possible to read aloud with reasonable pronunciation but minimal understanding. Asking children to read aloud demands different skills and abilities from 'silent' reading, turning reading into something other than a receptive skill. Reading aloud activities can usefully be used as consolidation, for example when a story is being dramatized in the classroom, although such activities should only be done once it is clear that learners fully understand the story.

◆ Reading as a step to education, the wider world and further independence

The final point to make about reading in this introduction, is the way reading can be seen as a step to wider education and independence. Reading, whether from books or from the Internet, can open up new worlds and ideas for learners. Children who learn to read with confidence and enjoyment tend to retain that skill and outlook all their lives.

Reading should be fun and enjoyable, offer choice and challenge for everyone, from the 5-year-old beginning English to the 11-year-old who has been studying the language for four years. There is material in this series to suit both these extremes as well as all the variables in between.

2 Why stories with young learners?

◆ What are stories?

Children are used to hearing stories from the very beginning of their lives. Parents, teachers and siblings tell stories to young children. Often these stories are traditional tales from their culture or stories about everyday life in the local community: they can be old stories, they can be new stories.

Stories are all around us all the time. Many ordinary conversations during the day are stories,

for example. Introducing children to stories in the target language introduces them to a full range of language, which is extremely central to success in the target language.

Cinderella is a traditional story which is familiar to many children, though there are variations in different cultures.

Happy Granny and The Wood Circle are two new stories set in the present day. Both have themes which will be familiar to many children.

Stories might be about a context which is very familiar to the children or allow the children to experience a world very different from their own:

Tom's Cake and Kate's Lunch are two stories about children at home: one is about a child trying to cook, the other about a child organizing a party.

A Thief in the Village has three stories set in a small village in Jamaica.

◆ Links with how children learn

The ways that stories are organized have strong links with the ways that children develop their thinking skills and their understanding of concepts. In many ways they mirror the development of the child:

- ◆ a very simple story such as *Goldilocks and the Three Bears* which has a very limited number of characters and a simple, single plot with a clear beginning, middle and end, is particularly suitable for the younger learner;
- ◆ a simple story such as *The Tinder Box* which has a number of characters and a more complex plot, covering a longer time span, is more suitable for the slightly older learner;
- ◆ a story such as *The Emperor and the Nightingale* which is more complex in its characters, setting and plot, is more suitable for a learner who is at a later stage of development.

◆ Reading the pictures as well as the words

One of the main ways that children learn to read in a foreign language is through pictures. The first 'reading' in the foreign language that children often carry out is of pictures or the illustrations in a book they are being read.

Children initially read words in meaning chunks, moving on later to separate these chunks into single words. Throughout this process, the pictures and illustrations act as a vital support: they help children guess the words they do not know, they reinforce for the children the words they think they know and, very importantly, they support the overall concept and meaning of the target language.

Some activities that take children from the



pictures to the words are where they:

- ◆ predict some key aspects of the story and the characters from the picture on the cover; 'what might happen next' before the teacher turns over certain pages;
- ◆ focus particularly on the illustrations when they hear or read the story for the first few times;
- ◆ retell the story using the pictures as prompts;
- ◆ match key phrases and sentences to the 'right' picture: first as a listening activity, then
- ◆ as a silent reading activity.

Big Books

The use of 'big books' with children, where the teacher reads a story using a 'big' story book, helps take children through the process above: initially arousing children's interest in books and reading and subsequently enabling them to develop their reading skills from picture recognition to word/picture relationship to word recognition.

After children have been read the story from the big book, they can be given the small version of the same story to read alone or in groups, so that they have the pleasure and the pride of reading it by themselves and for themselves.

◆ Story shapes and familiar elements

Many stories are already familiar to children, although they might know a particular version of a story. Many of the stories in the Penguin Young Readers series fall into this category as they are known throughout the world. Children are, therefore, familiar with the main characters and what happens in these stories. However, even when they do not know a particular story, there are usually familiar elements such as the shape of the story, the plot and the character types which they recognize and which help them to become involved.

Stories can be thought of as having two main shapes: *linear* and *cumulative repetitive*.

Linear stories are very common. These are stories where the plot line starts at the beginning, and moves on to the middle and finally to the end of the story. In *The Princess and the Frog* for example, the story moves from event to event until it reaches its conclusion.

Examples of other linear stories in this series are:

The Toy Soldier, The Pied Piper of Hamelin, The Snow Queen, A Monkey's Tale, Pinocchio.

These stories lend themselves well to the children making their own mini books of the story, using simple pictures and words.

Cumulative repetitive stories are very common

story types too. The main character usually sets out on a quest or has a task or tasks to do. In order to complete each task successfully, he/she becomes involved in a series of repetitive actions. For example, in *The Musicians of Bremen*, a donkey sets out on his way to Bremen. On the way he first meets a dog, then a cat, then a cock. He asks each one the same question and as a result each one joins him on his journey. The donkey asks each of the other animals the same question: Can you sing?

This question is asked three times, each time the donkey meets a new animal. By the time the children have heard the story three or four times, they will have heard these key phrases at least nine times, and will probably have started to join in on the second or third listening. The repetition is a central feature of the story and is not placed there merely for language learning purposes.

Examples of other stories of this type in the Penguin Young Readers series are:

Goldilocks and the Three Bears, Jack and the Beanstalk, Rapunzel, The Three Billy Goats Gruff, The Golden Goose.

Some stories are a combination of both linear and cumulative repetitive types, for example, *The Sorcerer's Apprentice* and *Snow White and the Seven Dwarves*.

In many of the stories in this series there are characters which children will immediately recognize: *Cinderella, Snow White, Aladdin* and so on. They may have seen films of the stories or heard a version of the story in their mother tongue. Either way, it is familiar.

In other stories, rather than recognizing specific characters, they may recognize character types: for example the 'bad' Snow Queen, the 'modern' granny in *Happy Granny*, the children in *The Best Christmas*, the 'good' and 'bad' monkeys in *A Monkey's Tale*. They will also be quite familiar with giants, such as the one that appears in *Jack and the Beanstalk*, and animals changing shapes, as in *The Princess and the Frog*.

◆ Stimulating creativity and ownership

Children are always keen to make changes to stories, to personalize them, to suggest other endings, other characters and so on. This is a feature of stories through the ages: that they constantly change to suit the individual and the context. This can be very stimulating for children since it promotes creativity and lets them develop their own stories, which they are often very, very proud of. This aspect also provides children with ways of interacting with you the teacher as well as the other learners in the class.

Some possible activities are for children :

- ◆ to suggest names for characters in a story, for example in *The Musicians of Bremen* or *The Three Billy Goats Gruff* or *Cinderella*;
- ◆ try and guess the ending of a story, for example, *The Princess and the Frog* or *The Pied Piper*;
- ◆ draw and/or tell their preferred ending for a story, for example *A Monkey's Tale* or *The Toy Soldier*;
- ◆ make changes to parts of the story, for example *Ali Baba and the Forty Thieves* or *Aladdin and the Lamp*;
- ◆ draw their own picture of their favourite part of the story or favourite character and label it, for example *The Ugly Duckling*.

There are endless ways in which children can be creative with stories. Why not send in to us ways you have exploited the books. We will share your ideas with other teachers.

◆ Stories as a means of extending experience

Stories can be a way of extending children's experience beyond the world immediately around them. Children might find the location of *A Thief in the Village and Other Stories* an unfamiliar one and this might lead to links with geography. Links with music can lead to finding out, listening to, and even playing, the kinds of music that are played in the Caribbean.

In the story, 'The Wood Circle' in *Happy Granny and The Wood Circle* two girls find a historic monument and have to decide whether to leave it where it is, or tell someone so it can be protected. For many children, this might well be relevant to their local context, where the preservation of ancient monuments, old buildings and artifacts is a focus of discussion and debate.

Younger children can also be helped by the teacher to compare the story in the Reader with the version they know in their mother tongue. *Little Red Riding Hood*, for example, has many different endings: granny dies in some versions, survives in others, the wolf is shot, thrown into a well, and even runs away.

taught within a context which is familiar and meaningful to the children.

This topic approach makes the language more memorable for the learners as well as allowing them to build on their previous knowledge. Such previous knowledge will come from their work on other school subjects as well as their experience of life outside school. You will find that the stories in the Penguin Young Readers series fit easily into the topics and themes used in the classroom because the series was designed with a topic framework in mind.

On pages 14-15, you will find a topic plan for the current books in the series. You will notice:

- ◆ Each book can be used with a number of different topics. This means there is choice for learners with differing interests and for learners who want to read more than one book on a certain topic;
- ◆ There are books at all four levels for each topic area. This gives you flexibility: if you have learners of different ability levels in your class, they do not all have to read the same book;
- ◆ There are books aimed at different ages for each topic area. This means that if you teach the same topic with different age groups, there is material which is suitable for the whole age range. This also means that you can recycle books from one topic to another: it is common for a topic which is taught in the first year of English to appear again in the course book for the third year of English: for example Food or Animals.

◆ Extensive reading for children

Children using the Penguin Young Readers series will already be reading in their mother tongue. They will, therefore, be used to interpreting both words and pictures to help them understand the meaning of stories.

Younger children may still be getting used to: reading from left to right; reading from top to bottom.

For these children, the largest books in the series, are probably the most suitable. These books have a very limited number of words on a page and are printed in larger type.

Extensive reading is not the same as reading aloud or intensive, study reading. Children will need to be reminded that:

- ◆ They do not have to understand every word in the story. It is the general meaning which is important;
- ◆ They can 'read' the pictures as well as the words;
- ◆ They do not need to read the story aloud. They may want to, of course, to give an example of what a character says or if they acting out that character;

- ◆ They can read the story as many times as they like;
- ◆ They can talk about the story with their friends and with their teacher;
- ◆ They do not necessarily have to finish the book. They can choose another story if they want to;
- ◆ Reading is enjoyable and fun.

There is a range of books for each topic in both British and American English.

◆ How to manage group and individual reading

As with other classroom activities, reading can be done on an individual as well as a group basis.

Individual reading is appropriate:

- ◆ as a 'settler' ie. to settle children down at the beginning or the end of a lesson;
- ◆ in a mixed ability class for those learners who have finished an activity earlier than the others;
- ◆ as a homework activity together with a specific task.

Individual reading should never:

- ◆ be given as a punishment;
- ◆ be done when there is distracting classroom or background noise;
- ◆ continue for too long.

Group reading activities are appropriate for:

- ◆ mixed ability groupings: children of different ability levels can work together;
- ◆ mixed interest groupings: each group can read a different book according to their interest;
- ◆ mixed age groupings: groups can be organized by age and read books appropriate for the age profile (this applies particularly to classes where there is a wide age range).

Managing group reading activities requires some planning and forward thinking from the teacher. As with all types of reading, there is usually a pre-reading activity, a while-reading activity and a post-reading activity. There are examples of each of these below. The focus of all these activities is on the meaning of the story and the children's reaction to it, rather than the mere form of the language.

As with all group activities, it can be helpful if members of a group have different roles, whether they choose these themselves or are allocated them by the teacher. The types of roles you use will depend on the age of the learners and their level of English, as well as the type of activity. To help with classroom management and carrying out activities more effectively, someone is needed who:

- ◆ makes sure the group is doing the activity and not something else;

- ◆ is time-keeper and makes sure the group has finished in the time set by the teacher;
- ◆ makes sure that most of the speaking is in English and not the mother tongue;
- ◆ is in charge of completing the activity sheet, when there is only one worksheet per group.

You will then be able to go round the class and monitor what each group is doing, giving help where needed. If learners have been working on different stories in their groups, or perhaps on different activities about the same story, it is possible to re-group the learners for a 'real' information exchange activity. They can then talk about and hear about what they and others have found out. For example: Groupings for first activity with groups of 4 children:

AAAA BBBB CCCC DDDD

Groupings for second activity:

ABCD ABCD ABCD ABCD

Individual reading also needs to be planned and managed. Learners reading on their own can be supported by the teacher, by other learners and by parents: in the classroom, for example, they can put their hand up if they need some help, at home, they can show parents what they have read.

When learners are reading on their own, they need to be given a clear purpose for reading – as is true with every reading situation. There are examples of pre- while- and post-reading activities below which apply to group and individual reading. One way of consolidating individual reading is for the learner to use reading record cards. There are photocopiable examples of these for different age groups in the centre of this guide, pages 12-13.

Individual learners can show what they think of a book they have read by filling in a record sheet:

- ◆ they can write a few comments about the story;
- ◆ they can give it a grade or a rating;
- ◆ they can draw a smiley or sad face in response to statements about the book;
- ◆ they can compile a list of 'my favourite books and why I like them'.

Younger learners can complete a class record sheet of books read, since individuals will not read very many books. Older learners will read more and can compile a personal record sheet of the books they have read. The oldest learners will read even more widely and can complete a record sheet for each book they read. However, learners can easily be discouraged from reading if they feel they have to complete a record sheet whenever they finish a book. So, these types of activities should not be used all the time.

3 Using story readers

◆ Linking stories into teaching

One of the most common and most effective ways of teaching English to children is through the use of topics and themes. These topics and themes may be part of the English syllabus or may cover a number of school subjects, in which case they are called cross-curricular or interdisciplinary topics. They allow language to be



◆ Reading together: buddy reading

Children do not develop at the same rate. Individual children have different strengths and weaknesses: a learner who is slow at reading may be very good at listening activities, for example.

Those learners who find reading more difficult than other learners, may find they are much slower at reading than other children in the class. Such children can find individual reading periods stressful and often react by misbehaving or distracting other children.

In the class, there will also be learners who have fewer difficulties with reading. It is possible to pair these weaker and stronger readers together for the benefit of both. The more able readers will help their partners with activities and the interpretation of the book, the less able readers will benefit from working with someone

who, though more skilled at reading, is at the same cognitive level as they are and can understand their difficulties.

Pairings tend to work best if the learners share the same interests and like reading the same types of books.

Buddy reading does not mean that the two 'buddies' always work together during class reading activities. They might:

- ◆ get together once a week to talk about what they have read and what they understand, think and feel about it;
- ◆ choose the same book, read it over a period of time, then talk about it in lesson time;
- ◆ decide to read the same pages for homework and talk about it the next day;
- ◆ read a different book and then tell each other about their respective books.

Text is continued on page 17

How to use the photocopiable materials

Reading Record Sheets

There are two pages of these, with two record sheets on each page. They are designed to be photocopied and enlarged for class use. You will notice there are three different 'individual' reading record sheets. These are designed for different ages of learners. **'Books I like'** is for the youngest learners. They can give the book stars depending on how much they like it: one star might mean it is OK, 5 stars that it is great. You will need to tell them how many stars are possible and what they mean. **'My Reading Books'** is for learners who are able to write brief comments about the books. They have the prompt 'I think ...' at the top so that they might write 'it's good' or 'it's OK'. You might want to suggest some phrases for them to use. **'Books I've Read in School'** is for learners who not only read a lot of books but who can write quite detailed comments about what they read. The **Class Reading Record** needs to be enlarged so that it can be displayed on the wall in your classroom. Down the left hand side you will need to write the titles of the Readers which everyone in the class has the opportunity to read. Along the top of the grid you can write the children's names – or use a number code if there is not enough room. Then the children can tick the books they have read. At the end of the term you can all see which book most people have read and who has read the most books!

Mask

You will want to photocopy and enlarge it for the children to colour and use.

The Board Game

In the centre of the Guide there is a 2-page board game for your children to play.

How to play the Penguin Young Readers board game.

This is an action game. When a player lands on a square they must do the action before following the instructions in the square about moving forward or back. The other children in the group can make sure that each player does the right action.

You will need to check the children understand and can do the action words before they start the game. The words are:

Catch Carry Climb Comb Dance Eat Fly Hide Hold Hold hands Keep still Make a face

Make a noise Mend Move Open Play Rub Run Say Sing Smile Stand Swim Touch You will need one board for each group of four to six children.

Each group will need a dice and each child will need a counter of the same sort. The first player in each group to throw a six starts. The player moves according to the number on the dice and carries out the action. The player then moves forward, back or misses 1 turn according to the instructions.

The next player throws the dice and so on until there is a winner.

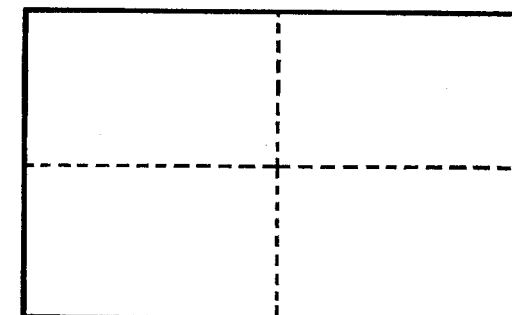
MAKE THIS!

A mini book for you to make

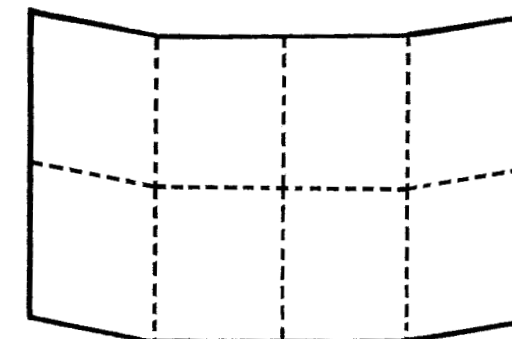
You will need:

- a pair of scissors
- a piece of squared paper

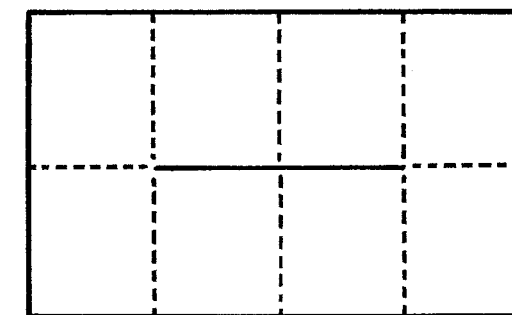
1. First, fold the paper like this.



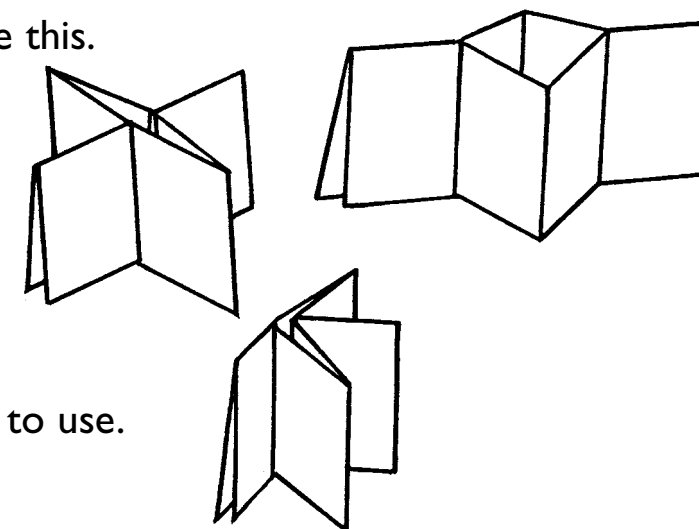
2. Then fold it again, like this.



3. Now open it and cut along the line in the middle.



4. Now fold your book like this.



5. Your book is now ready to use.

5-7 years

Books I Like

My name

The Story Book

How many stars?

© Pearson Education 2000

7-9 years

My Reading Books

My name

The Book

I think

© Pearson Education 2000



www.penguinreaders.com

photocopiable

9-11 years

Books I've Read in School

My name

DATE

STARTED

FINISHED

Comment

© Pearson Education 2000

Class Reading Record

Class: Number of children: Dates: from to

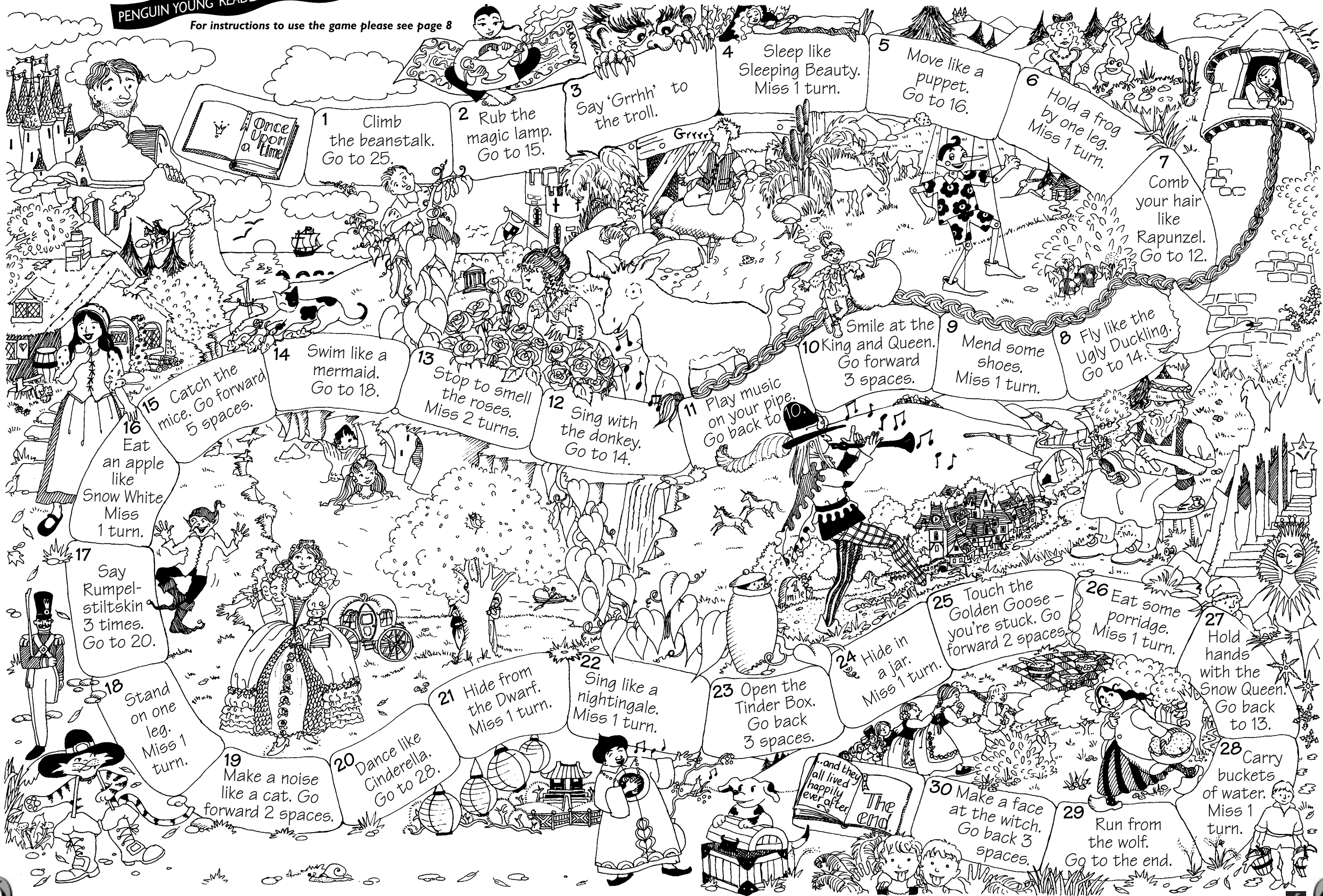
Title of book																				

© Pearson Education 2000 www.penguinreaders.com



photocopiable

For instructions to use the game please see page 8



1 Climb the beanstalk. Go to 25.

2 Rub the magic lamp. Go to 15.

3 Say 'Grrrh' to the troll.

4 Sleep like Sleeping Beauty. Miss 1 turn.

5 Move like a puppet. Go to 16.

6 Hold a frog by one leg. Miss 1 turn.

7 Comb your hair like Rapunzel. Go to 12.

8 Fly like the Ugly Duckling. Go to 14.

9 Mend some shoes. Miss 1 turn.

10 Smile at the King and Queen. Go forward 3 spaces.

11 Play music on your pipe. Go back to 10.

12 Sing with the donkey. Go to 14.

13 Stop to smell the roses. Miss 2 turns.

14 Swim like a mermaid. Go to 18.

15 Catch the mice. Go forward 5 spaces.

16 Eat an apple like Snow White. Miss 1 turn.

17 Say Rumpelstiltskin 3 times. Go to 20.

18 Stand on one leg. Miss 1 turn.

19 Make a noise like a cat. Go forward 2 spaces.

20 Dance like Cinderella. Go to 28.

21 Hide from the Dwarf. Miss 1 turn.

22 Sing like a nightingale. Miss 1 turn.

23 Open the Tinder Box. Go back 3 spaces.

24 Hide in a jar. Miss 1 turn.

25 Touch the Golden Goose - you're stuck. Go forward 2 spaces.

26 Eat some porridge. Miss 1 turn.

27 Hold hands with the Snow Queen. Go back to 13.

28 Carry buckets of water. Miss 1 turn.

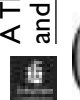
29 Run from the wolf. Go to the end.

30 Make a face at the witch. Go back 3 spaces.

...and they all lived happily ever after.

The end.

TOPICS	level 1			level 2			level 3			level 4		
	5-7	7-9	9-11	5-7	7-9	9-11	5-7	7-9	9-11	5-7	7-9	9-11
Animals	✓		✓									
Body												
Buildings		✓										
Celebrations		✓										
Clothes												
Colours	✓	✓										
The Country		✓										
Family	✓	✓										
Film, Media, TV												
Food	✓		✓									
Friendships			✓									
The Future												
Health												
Hobbies												
Holidays												
Jobs												
Magic		✓										
Monsters			✓									
Music			✓									
My House	✓		✓									
My Town												
Numbers	✓		✓									
School												
Senses												
Shapes												
Size	✓		✓									
Space												
Sports		✓										
Time												
Toys												
Travel			✓									
Weather/seasons												
World/environment												



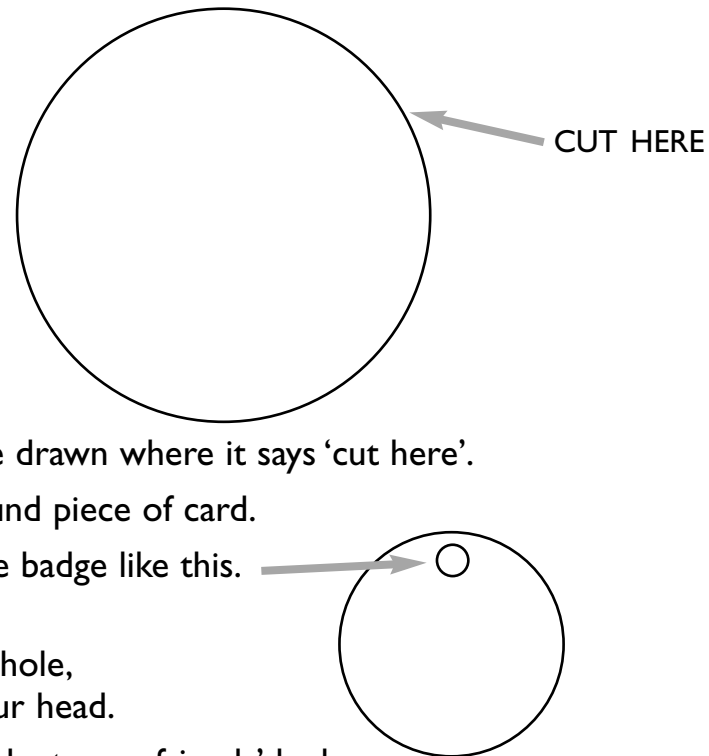
MAKE THIS

Make a badge or button of your favourite character

You will need:

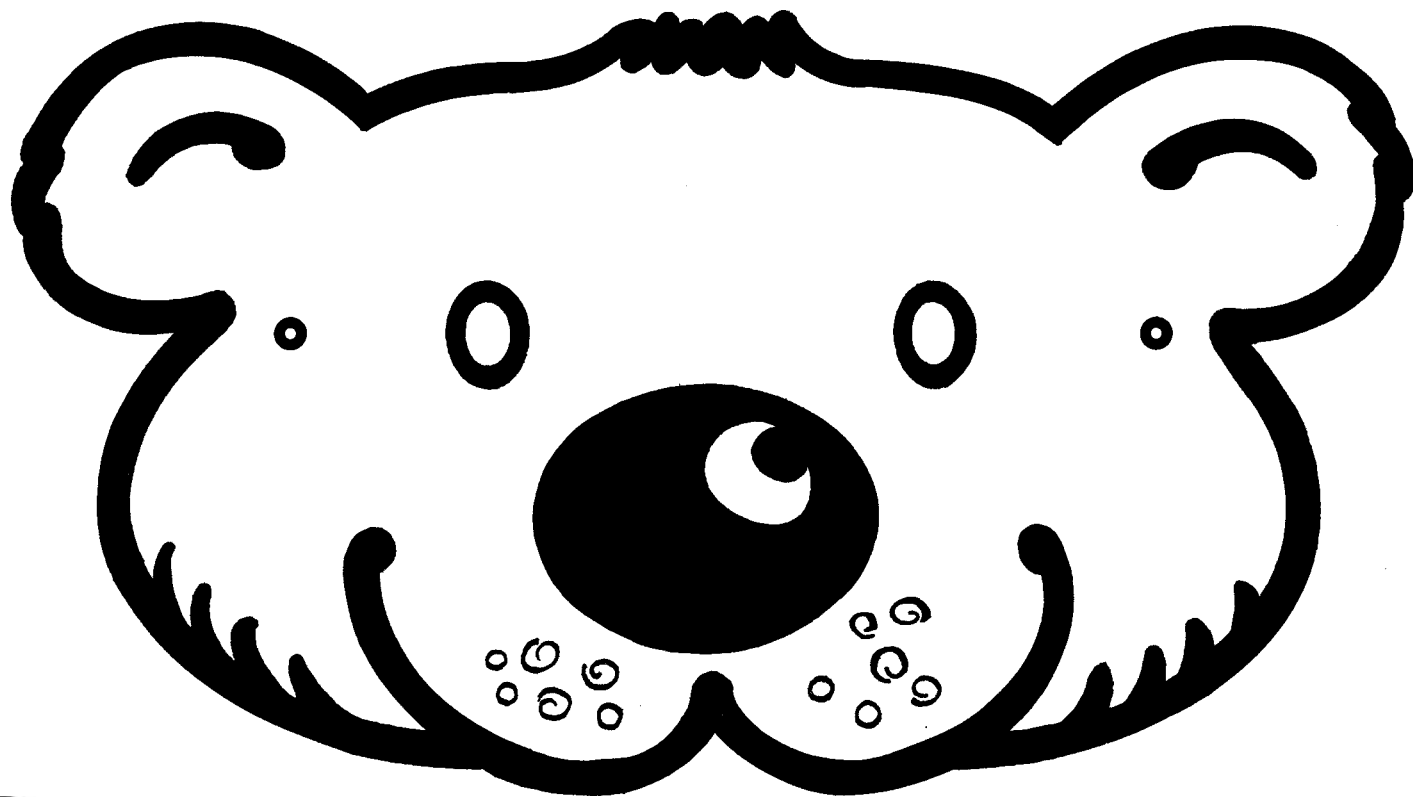
- a picture of your favourite character
- a round piece of card
- string
- a pencil and an eraser
- coloured pencils
- glue

1. First draw a picture of your favourite character inside the circle.
2. Then, colour the picture.
3. Next, cut round the picture you have drawn where it says 'cut here'.
4. Now, stick your picture onto the round piece of card.
5. Next, you need to make a hole in the badge like this. Ask your teacher to help you.
6. Finally, thread the string through the hole, tie it in a knot and put it on over your head.
7. You can walk round the class and look at your friends' badges. Tell them why you like your character.



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Mask to cut, colour and wear



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Buddy reading is also very positive for learners who share similar reading abilities. This approach can give a pair of weaker learners confidence and a pair of stronger learners can be challenged by working alongside someone who is at the same reading level as they are.

4 Introducing the Reader/Readers to the class

This section provides examples of how you can use Readers in the class with children, moving from activities for introducing the Reader to the children in the first instance, the pre-reading phase, to the while- and post-reading stage of activities. In this guide it is only possible to give a few ideas for activities. You will find more ideas on how to exploit the books in this series in the factsheets and these forthcoming publications: *Penguin Young Readers Fairy Stories: Instant Lessons* and *Penguin Young Readers Games and Activities*

We want the children to feel that the activities they are going to do will be exciting and fun: not too easy, but not too difficult either. We need to make sure that the activities do not continue for too long so that the children become bored and lose interest in the book: sometimes it is better to have fewer rather than more activities for this very reason. In fact, in some situations, the best activity might be to talk about the story as a whole class, after everyone has read the book, with no other follow-up activities.

◆ Activities before, while and after, reading

Pre-reading activities

The purpose of these activities is to make the reading easier for the children by:

- ◆ arousing their interest in what they are going to read;
- ◆ encouraging them to predict what they are going to read;
- ◆ activating what they already know about the story or the topic;
- ◆ providing them with key words and concepts that they will need to understand the story.

In the case of young learners, there may be far more pre-reading activities than while- or post-reading activities. This is because the pre-reading activities may well include:

- ◆ the learners being prepared to hear the story being read by the teacher or parent;
- ◆ the learners hearing the story read by the teacher or parent or on audio cassette;
- ◆ the learners seeing the video of the story before they read it themselves.

Some suggestions for pre-reading activities

These should NOT all be done in one lesson, nor

should all of them be done with any one story. You will need to choose which are appropriate for your lessons and for your learners.

- ◆ Carry out the pre-reading activity from the back of the book with the learners.
- ◆ Use the cover of the book, encourage the children to talk about what they can see there. Or, encourage them to predict the story. When the children hear or read the story they can then find out if their predictions were right or not; This can be done as a whole class 'brainstorming' activity or in small groups;
- ◆ Choose a picture of a character from the book and ask the children to say who they think it is, and to tell a version of the story if they know it;
- ◆ Elicit key words from the cover of the book or from a picture in the book;
- ◆ Pre-teach some key words which are central to the children's understanding of the story;
- ◆ Tell the story to the children;
- ◆ Show the pictures in the book as the learners listen to the audio cassette of the story;
- ◆ Show the video of the story to the children;
- ◆ Encourage the children to participate with words or actions as they listen to the story.

While-reading activities

Reading demands considerable concentration from children and, unlike adults, they can find while-reading activities distracting and confusing. They do need to be set a clear task which gives them a purpose for reading. This will focus their reading: for example on a certain character or on events in the story.

After the children have done while- and post-reading activities, they should compare their answers either in pairs or small groups before there is a whole-class check. This gives learners confidence, if they find out that they have the same answer as their friends, and also gives them time to re-read the section of the story if they find they have a different answer.

You will need to choose which activities are appropriate for your lessons and your learners.

Some suggestions for while-reading activities

Learners:

- ◆ Listen to the audio cassette as they follow the text in the book;
- ◆ read a small section of text – perhaps one or two pages – to find out the answer to a specific question;
- ◆ quickly read the last pages or pages of the book to find out if they were right about the ending they predicted;
- ◆ read sections or pages of the book, ordering pictures as they read which mirror the events in the book;

Suggested sequences of pre-, while- and post reading activities

Each lesson would last about 50 minutes.

5- 7- year-old learners who are in their first year of English:

Materials: one book for the teacher, one book for each child.

The teacher:

- ◆ shows the children the cover of the book and encourages them to talk about what they can see there. This can be done as a whole class 'brainstorming' activity or in groups;
- ◆ elicits some key words from the cover of the book or from a picture in the book;
- ◆ reads the story several times to the children;
- ◆ encourages the children to participate with words or actions as they listen to the story; Learners draw a picture of their favourite part of the story and label it. The pictures are then displayed on the classroom wall. Learners take the book home and show/tell the story to their parents.

7- 9- year-old learners who are in their second year of English

Materials: one book for the teacher, one book for each pair of learners.

The teacher shows the children the cover of the book and encourages them to predict the story. This can be done as a whole class or a small group activity. When the children hear or read the story they can then find out if their predictions were right or not;

- Learners
- ◆ listen to the audio cassette as they follow the text in the book;

- ◆ work in pairs and compare whether their predictions about the story were right;
- ◆ talk about the story in pairs, saying which their favourite character is, which the best picture is, which part they like best or what they think of the story. The product from this discussion would be a poster from each pair; The teacher shows the video of the story.

9- 11- year-old learners in their third or fourth year of English

The children have just finished studying a topic and you have chosen four different Readers which link with the topic.

Materials: copies of the four different Readers so that there are enough for everyone in the class to have one book. The class would be divided into groups of 3 or 4 with all the members of a group having the same book.

Learners:

- ◆ do the pre-reading activities from the back of the book in their groups;
- ◆ read sections or pages of the book in their groups to find out if their predictions from the pre-reading activity were right;
- ◆ do the post-reading activities at the back of the book;
- ◆ retell the story in their group and then the groups briefly retell their whole story to the class, using their own words; (there are only four stories so several groups can collaborate to retell each story);
- ◆ choose which story they like best and, using the book for reference, write their own version of the story, changing elements in the story, making it more modern or more appropriate to their local context for example; Stories are displayed around the class.

- ◆ read sections or pages of the book to find out if their predictions from the pre-reading activity were right;
- ◆ read the text to find certain key words or language items.

Post-reading activities

Which activities you choose will depend how much time you have, the age of the learners, the materials and resources you have to hand, and so on.

Generally, it is through the post-reading activities that learners can show their creative sides, when they can react in some way to the story and produce something as a result.

These products may include mini-books of their version of the story, plays, drawings, for example. As with the above pre- and while-reading activities, choose activities which suit the

age of the learners and the focus of the lesson or topic.

Some suggestions for post-reading activities

Learners:

- ◆ do the post-reading activities at the back of the book;
- ◆ having worked in small groups in the while-reading phase with each learner in the group reading a different section of the book, they now tell the others in their group their section of the story and then tell the whole story to the class, using their own words;
- ◆ talk about the story in groups, ordering pictures to match the sequence of events in the story;
- ◆ talk about the story in groups, saying which their favourite character is, which is the best picture, which part they like best, what they think

of the story and so on. The product from this discussion could be a poster from each group or a class survey;

- ◆ draw a picture of their favourite part of the story and label it. The pictures are then displayed in the school or classroom;
- ◆ write 'new' words from the story in their personal or class dictionary and illustrate them;
- ◆ make their own mini-books of the story, drawing pictures and labelling them. They can be encouraged to change parts of the story;
- ◆ act out the story as they listen to the audio cassette;
- ◆ improvise the story using their own words, and perform mini role-plays for the class;
- ◆ dramatize the story. For more suggestions on this see page 22;
- ◆ complete a reading record for the story. See the photocopiable material in the centre of this guide for examples of reading records.

Older learners can write their own version of the story, changing elements in the story, making it more modern or more appropriate to their local context for example.

◆ Planning for the use of a class Reader

On pages 17 and 18 there are examples of the types of pre-, while-and post-reading activities that you can do with the readers. These activities were looked at as separate activities which you could link together if you wished and were not looked at in terms of a whole lesson.

There will be many occasions when you will want to use Readers with your classes and there will be many different ways that you can and will want to do this. You might use the same Reader with all the children or you might have different groups reading different books and comparing stories. See the box on Suggested Sequences.

For more ideas for lessons see the forthcoming: *Penguin Young Readers Fairy Stories: Instant Lessons*.

◆ Using the factsheets

Factsheets are produced for every title in the Penguin Young Readers series. These four-page factsheets contain additional information for teachers and parents. On each factsheet you will find:

- ◆ a summary of the book;
- ◆ information about the author or the source of the story;
- ◆ how the book links with classroom topics and themes;
- ◆ ideas for classroom activities;
- ◆ answers to the activities at the back of the book and in the factsheet;

- ◆ two pages of photocopiable follow-up activities.

The photocopiable activities are designed to complement and extend the activities at the back of the book. This photocopiable material provides useful extension activities for learners, as well as providing you with material which recycles the language and concepts from the story.

IDEA

Here is a suggestion of how to make use of these activities.

Photocopy each activity; laminate it (cover it in plastic) so it becomes an activity card; after the story has been read by the class or by some children in the class, put these activity cards in a display box or display boxes; these activity cards are now available for extension activities or homework activities and will last for a very long time as a classroom or school resource.

Children can complete individual record cards to show which activities they have completed.

Answers to activities

The way the children are given the answers to the book and factsheet activities will very much depend on their age and level of English. The teacher can tell the whole class the answers, children can either come to the teacher for the answers, or the answers can be photocopied and laminated so that learners are able to check the answers for themselves.

◆ Using the audio and video cassettes

The audio and video cassettes provide variety for the children and the teacher. There are audio cassettes for all the titles in the series and video cassettes for the fairy tales. Each video cassette is organized by level and contains a number of books at that level. Where the book is a US title, the book is read by an American actor; where the book is a UK title, it is read by a British actor.

The audio cassettes

The use of an audio cassette exposes children to other voices and allows the teacher to manage other activities while the cassette is playing. The following ideas are examples of how you can use the audio cassette in the classroom. You would probably use only one or two in any one lesson.

Suggestions for use of the audio cassette

Children listen to the story:

- ◆ and physically respond to what they hear, for example, by putting up their hands when they



hear a certain word or phrase. Different groups of children can listen and respond to different words or phrases.

- ◆ while the teacher shows the pictures in the book;
- ◆ and repeat parts of the story together with the cassette;
- ◆ by section, to find out certain information;
- ◆ while they silently follow the text in the book;
- ◆ in pairs or groups, ordering pictures from the story at the same time;
- ◆ whilst some children from the class act out parts of the story, or they all act out in groups.

One of the advantages of a recording is that each time children hear the story, the reading will be the same. In addition, if they have access to a personal tape player or there is a self-access centre in the school, they can listen to the story as many times as they want to.

The video cassettes

Video is a medium that most children are used to. In fact, many children are far more used to, and familiar with, watching videos than reading books. Therefore, the use of the video can be a way of introducing children to the story and encouraging them to read the book. It can open up the world of books to children who have not yet discovered the pleasure of reading.

Suggestions for use of the video cassette

Children watch:

- ◆ the video of the story as their first introduction to the book;
- ◆ without the sound, following the pictures which make up the story. After this, the children could talk about what they think the story is before they see and hear it again;
- ◆ the beginning only and talk about what might come next. They then watch it to see if they are right;
- ◆ a story after they have read it. They are then very likely to join in when the actor is speaking;
- ◆ and choose their favourite bit. This might be a piece of the story, an illustration or a gesture or facial expression that the actor makes;
- ◆ with their eyes closed and listen to the story, imagining the pictures in their heads;
- ◆ stopping at 'cliffhangers' so the child can guess at what will happen next.

◆ Learner training

Children are naturally quite dependent on the teacher. They often expect the teacher to tell them how to spell words, the meanings of words, to give them the answers to worksheets and even to choose books for them. As they get older, they will need to begin to develop skills which make them more independent of the teacher.

This path to independence is supported by learner training: helping the learners to be able to do things for themselves and to make decisions for themselves about their own learning.

In the classroom there are many ways in which children can be helped to become more effective and independent learners. Pair and group work for example is a way of working that for many children is unfamiliar. They may be used to working alone and do not know how to work well with other children. Therefore, teachers introduce pair and group work step by step. First the learners will do short pair work activities, such as checking answers together.

Gradually over a period of weeks, the teacher will introduce to the children other ways of working in pairs and then groups. This is always a slow process as children need to have time to become familiar and confident with these new ways of working. Trying to do a group work activity with a group of children who are not used to this approach and who have not been trained can be very different.

Using Readers with children means that there are many opportunities for learner training. When you plan your lessons you will want to think about which aspects are new to the children, and how you are going to adopt a step-by-step approach to these aspects of learner training.

The following skills and activities, help reading and learning.

- ◆ Using dictionaries
- ◆ Choosing books for themselves
- ◆ Group reading
- ◆ Expressing creativity through activities such as making mini-books, drawing and designing
- ◆ Extensive reading
- ◆ Reading by and for themselves
- ◆ Record keeping
- ◆ Self-accessing answers.

Using a dictionary

This is a skill that will help learners in all their school subjects, and one that is essential for extensive reading. You do not have to have a set of class dictionaries, though one or two picture dictionaries for the whole class is probably a minimum.

Children will need to learn how to find words in the dictionary first. With younger learners dictionaries are usually topic-based, with alphabetical dictionaries being more appropriate for older, young learners.

Children can also make their own dictionaries of words they have learnt in class and from their reading books. These words should be illustrated and there could be one for the class or one for each learner, or both.

Choosing books

There are ways that children can learn the skill of being able to choose Readers for themselves. There is the cover of the book and the title, there is the size of the book and also there are the number of words on each page.

They can first look at the picture on the cover and then read the title to see if it is a story they are interested in: it might be one they know already or one that is new to them.

Next they can have a quick look inside at the pictures and the text: they will soon get to know how much text they can manage. You can help learners by suggesting two or three books they might like, by getting their friends to suggest books and by getting them to look at the class reading record to see which books their class mates have liked.

An attractive book display in the classroom gives children time to look at the materials in a relaxed way, perhaps at the beginning of a lesson, or when they have finished an activity earlier than their classmates.

Group reading

Group reading initially needs to be very structured with a clear task or series of tasks for the children to complete and a set time limit. As your learners become used to this type of activity and you find out which groups need more support and which less, you can vary the tasks and be more flexible with the time limit.

Expressing creativity

Creativity can be expressed through activities. Children may be surprised when you suggest to them that they can change a story or an ending, make the characters very different from the ones in the book and so on. They will constantly want to check with you that what they are doing is 'OK': they may be anxious that they are doing the wrong thing. However, once they know that you want them to be creative then they will really become involved in these types of activities. The making of a mini-book or, more simply drawing single pictures and doing groups poster tasks are examples.

Extensive reading

The tendency when reading in a foreign language is to feel it is important for the learners to understand every word. This is not necessary for extensive reading and so children need to be helped to learn that what is important in the first place is that they understand the overall meaning.

You can help them with this in two ways: by giving them tasks and activities which focus on general meaning rather than very specific meaning and by giving them a time limit for

certain class activities.

Reading by and for themselves

There needs to be time set aside in the class for silent reading. Children might talk about what they have read afterwards, but they need time alone to do the reading.

This would need a step-by-step approach, children reading more as the year progressed and their reading and confidence improved. It can often help children if the teacher is reading too! Once they have found out that reading is relaxing and fun, they will want to take materials home to show to their families.

Record keeping

Many teachers feel they should be keeping a record of what all the children in the class are reading. This might be appropriate in some cases, but it is more useful to encourage and enable children to do this themselves. This will help them with organizational skills later in life too.

There is a photocopiable example of several record cards in the centre of this guide which you can use. Alternatively, you or the children can create your own.

Self-accessing activities and answers

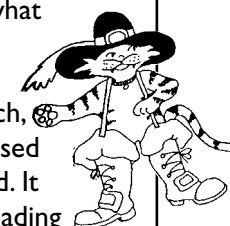
This point has been mentioned with reference to factsheets and activities above. Children can choose additional activities to do from a display box and then check the answers themselves or with their partner. The learners can also keep record cards of the extra activities they do and which kinds of activities they like best.

5 Bringing Readers into the classroom

Children will need to be able to see the Readers, look at them and have time to choose the ones they want to read. The best way to do this is to have an area in the classroom where you set up the Readers in your lesson or where they can be on display all the time. Children are curious and like to explore. If the Readers are in a place where the children can pick up the books, look at them, look through them, compare them and talk about them, this will motivate them to borrow and read them. Children who are initially reluctant can be attracted by a fun-looking display.

◆ Classroom display

There are really two types of classroom display you might have. One is more permanent, if you have an English classroom where you teach all your lessons for example. You can then display books on a table. They can be in display boxes or



spread out on a cloth. There could also be display boxes of factsheet activity cards and answers to activities.

You can put a rug on the floor in this corner of the room if there is not a carpet, with some big cushions scattered around to create a cosy corner for children to sit in.

This all helps to create a positive and child-centred environment where reading and books are seen as fun. When the children do activities from and about the books, you can display the material on the walls in this part of the classroom.

If you are not lucky enough to have an English classroom, then your display will be more temporary. Again you can use a table or a corner of the room to display the materials, spreading them out or having them in Level or Topic boxes. If you are short of space, you can hang a cotton sheet or a plastic sheet with see-through pockets on the wall, and display the books in the pockets.

◆ Titles and range for a class library

You will need to have a range of Penguin Young Readers titles in your class library. There will be books that you will be using with the class during the year as part of your teaching. There will also be books for the children to borrow, ones that you think will interest them. The books you choose will need to be suitable for different levels and perhaps different age bands too.

You will need to have:

- ◆ a range of books which will complement the topics that the learners are going to cover in the course book;
- ◆ something for everyone: a range of books that will appeal to all the learners in the class;
- ◆ books at different levels;
- ◆ books of different formats.

6 Using Readers for drama and creativity

The books in the Penguin Young Readers series offer considerable scope for dramatization. Many children are natural actors; those who are not can be involved in other aspects of drama in the classroom. No child should be forced to perform if s/he does not want to: however, many shy children will want to join in after watching others performing first.

◆ Use of puppets

The simplest way for children to bring a story to life is through the use of puppets. It is easy to make finger or stick puppets in the classroom. Many of the stories have ready-made short

scenes for the children to act out. You will find examples in:

The Musicians of Bremen; The Princess and the Frog; The Ugly Duckling; The Three Billy Goats Gruff; Little Red Riding Hood; Goldilocks.

◆ How to dramatize stories

Dramatization of stories should come only after the children are very familiar with the story. The version of the story that is dramatized does not have to be exactly the same as the one in the book; it may be one that a child or group of children have written from the original for their mini-book.

Dramatizing stories can simply be a 15 minutes classroom activity or it can be much more than creating dialogue: there can be the scenery, the costumes, the music, the masks and so on, rehearsals and performance. These all ensure there are roles for everyone in the class.

Creating simple dialogues from the stories

Many of the stories have ready-made dialogue in them. Children do not have to learn this dialogue by heart, they might remember key phrases such as: "Can you sing, dog?" "Let's sing in Bremen". When the section of a story is narrative not dialogue, children will need to be helped to create the dialogue.

After you are sure the children have read and fully understand the story you can do a number of activities which will help them create the dialogue. For example: you can first ask them to imagine they are the Pied Piper, the rats or perhaps the children.

Then you can ask them to think about a particular part of the story (showing the picture will help) and imagine what this character is feeling: are they happy, sad, angry? and so on.

You can then ask them in pairs or groups to compare what they felt and to imagine what they might say in the story to express this feeling.

Pairs or groups could work together on different pages of the book and then perform their simple dialogues to the class. This technique allows the children to explore and express their feelings, something which is very necessary for successful dramatization.

Rehearsal and performance

In order for a performance to be successful there needs to be several rehearsals. These rehearsals will ensure that there is plenty of opportunity for natural and meaningful repetition of language: repetition that is essential for successful language learning.

The children should not be frightened of not remembering the 'right' words. Small language

slips should be ignored: you want the children to be enthusiastic and fresh. For this last reason, the dramatization should not be rehearsed too many times as the children will become bored and the performance stale.

The performance itself is a source of such delight for children. They become very proud of what they have achieved. They should receive praise from their teacher and from their parents and other members of the school.

Learners making their own stories and books

The notion of creativity in connection with Readers has been mentioned a number of times in this guide. Reading can stimulate children's creativity, which in turn gives them confidence, gives them meaningful ways to use the language and finally encourages them to read more thus starting the cycle again.

Developing their own stories, and the ownership of a story that they have made up themselves makes children very proud and pleased.

Children like reading each other's stories too and will look at the books and stories that their friends have made. These books that they make can be displayed in the classroom, taken home and given to other classes to read.

Creating board games and quizzes

In the centre of this guide is a 2-page game based around the stories in this series. You can use this game with your children as a revision activity or to arouse their interest in the books in the series. Games are quite simple to make and you will find that the children are eager to help, so you do not have to do it all yourself. They will draw pictures of the characters to make quiz cards, write simple quizzes and so on.

7 Using Readers at home with learners

◆ Introducing Readers at home

Some of you reading this guide will be using Readers at home with children, as well, as or instead of, at school. Many of the techniques and ideas in this guide can apply equally to the home and the school context. One of the main differences must be that children will be reading alone or with a parent rather than friends.

You can introduce Readers at home in much the same way as at school by:

- ◆ showing, talking about and getting the child to talk about the cover of the book;
- ◆ showing the child the pictures in the book and talking about them;
- ◆ telling the story in the mother tongue (if it is a

familiar story) and then showing them the book of the English version;

◆ showing them the video and then giving them the book.

One technique which works with reluctant readers is to leave the book in a place where you know they will find it, and look at it. They may resist if they feel it is something they have to do, if it is work, but may be encouraged if they feel it is for pleasure.

◆ Activities to do at home

The before- and after- reading activities at the backs of each book in the Penguin Young Readers series are ones that you can do at home.

However, the child will need support from an adult. For example you may need to make sure that they understand the instructions, have all the material they need for the activity and so on.

The same applies to the factsheet activities: the children can easily do these at home though they might need some support from an adult.

After they have read the story for themselves, you may want to get them to tell you the story and what they like about it. This does not mean that they read it aloud to you, but that they tell the story in their own words using the pictures to help them communicate what they mean. You will then see if there are any key words which they have not understood and you can then introduce them to the child.

The audio and video materials provide excellent support for the child using the Readers at home. They can listen to the audio tape as they look at and read the book.

The video too is an excellent home resource: it can be used at home before the child has read the book, as a means of interesting them in the story, as well as after they have read it as a means of reinforcing the story and the language.

8 Some questions answered

What if the learner does not finish the book?

Maybe it is too difficult for the child, or even too easy. Maybe the story is not interesting for them. Maybe they feel it is something they have to do rather than something they want to do. Children should not be made to read a book they clearly have no wish to finish. If it is a class Reader there are ways you can re-stimulate interest: for example:

- ◆ getting the class to recap the story so far;
- ◆ encouraging prediction of and guessing what might happen next;
- ◆ giving groups of learners one of these class predictions each and they read on to find out



which is true;

◆ you can suggest a number of possible endings for the story and then learners read on to find which is the right one – maybe none of them are!

However, if the book is a Reader that the child has chosen, then it is fine if they decide to stop reading that book and choose another. It is helpful for them to identify, in writing or orally, why they did not like that particular book so they can choose more effectively the next time.

An unfinished book does not mean the child has failed: it can in fact be a positive sign that they are interacting with and thinking about what they are reading. However, the teacher or other children might need to suggest possible titles for the child to choose the next time.

What if some learners are not interested in reading?

Some learners will always be less interested in reading than others. These learners generally need help with choosing appropriate books which are not too difficult or too long. They also need support from other students in the class, (see Buddy Reading, page 8) as well as interest from the teacher and parents on how the reading is going.

How often should I use a Reader with the class?

This will really depend on the age of the learners and their language level. Many teachers like to use a class Reader to support each unit in the course book, as well as having a reading corner of topic-related books for learners to choose to read whenever they want, for example when they have finished an activity early.

If Readers are used on a regular basis, learners become familiar with the process and it makes a welcome change from the course book. A 'class reader' activity may in fact involve two or three books. With a mixed ability situation being common in many classrooms, teachers sometimes find it easier to group learners in ability groups for such reading, giving different books to different groups. For example if the

class topic is 'Animals', the following Readers could be used with the youngest learners: *Goldilocks and the Three Bears*; *The Musicians of Bremen*; *Puss-in Boots* and even *Jack and the Beanstalk*.

Groups of learners could work on one of the above four stories, with different groups working on different stories each producing different things, for example, posters, mini-books or even a dramatization as an outcome. Alternatively there could be opportunities for groups to swap books if time allowed or for children to take one of the other books home to read.

Should I give a Reader as homework?

There is no reason why Readers should not be given as homework as long as the children are given a clear reading task to do. 'Read the next three pages' is probably too vague. 'Read the next three pages and find out the giant's favourite food' (*Jack and the Beanstalk*) is a more focused, clear and meaningful task. Children often like reading to their parents and their parents like to hear them: however, reading aloud is best done as consolidation, after children have already read and understood the text for themselves.

Should I tell learners which books to read?

Suggest rather than tell is perhaps a better approach. Children may have difficulty deciding which book to choose and so giving them a limited choice or making suggestions can be helpful, with of course the final choice being their own. If you tell them which book to read, they may be put off. Choosing books is an important aspect of learner training.

How can I make sure they understand what they read?

By devising class or group activities where the learners talk about the characters, the story, what they like, dislike, how they would change it and so on. The pre- while- and post-reading activities in this guide will give you lots of suggestions for meaningful and creative activities.

Further resource materials available free for teachers:

The Penguin Young Readers Factsheets are free materials for use by teachers with Penguin Young Readers.

Each factsheet is based on one Reader and consists of:

- ◆ a summary of the book
- ◆ information about the story and its author/background
- ◆ lively, photocopiable activities.

Penguin Young Readers Factsheets March 2000, new titles pack 0 582 34417 4

Penguin Young Readers Factsheets August 2000, new titles pack 0 582 34418 2

All Penguin Young Readers Factsheets and Teacher's Guides can be downloaded free from www.penguinreaders.com where you can also buy on-line.

For a full list of Readers in the Penguin Young Readers series, and copies of the Penguin Readers catalogue, please contact your local Pearson Education office:

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