



Sultanate of Oman  
Ministry of Education  
Directorate General of  
Curriculum Development

# English Language Newsletter

2016-2017

# Contents

Content		page
<b>Introduction</b>		3
<b>Section ONE</b>	Cycle One (Grades 1 – 4)	4
	English Language Textbooks Guide	5
	Inventory of the materials teachers should have received	6
	Suggested scheme of work	8
	Useful hints	13
	Guide to Jolly Phonics	14
<b>Section TWO</b>	<b>Cycle 2 (Grades 5 – 10)</b>	21
	English Language Textbooks Guide	22
	Inventory of the materials teachers should have received	23
	Suggested scheme of work	24
	Useful hints	29
<b>Section THREE</b>	<b>Post Basic (Grades 11 – 12)</b>	32
	English Language Textbooks Guide	33
	Inventory of the materials teachers should have received	33
	Suggested scheme of work	34
	Revised Grade 12 Course Materials	40
	Useful Tips about the Teacher’s Book	42
	Graded Readers for Grades 10 – 12	44

## Introduction

Welcome to this new school year after what we hope has been a peaceful and enjoyable summer holiday.

In order to help deliver the most effective teaching program, the English Language Curriculum Section (ELCS) has compiled this newsletter for you. **Please read it carefully** so that you may get the best out of the Ministry of Education teaching materials. Your Senior Teacher, Supervisor, and the Teacher Trainer in your region can provide further assistance if required.

## Information on using the newsletter

This newsletter is addressed to Basic Education schools for the school year 2016/2017. It contains the following:

- **Section ONE:** *Cycle One* (Grades 1 – 4) [ pages 2 – 18 ]
- **Section TWO:** *Cycle Two* (Grades 5 – 10) [ pages 19 – 30 ]
- **Section THREE:** *Post-Basic* (Grades 11 – 12) [ pages 31 – 43 ]

## PLEASE NOTE

**Acknowledgments of the received books and materials – together with a list of any shortages – MUST BE NOTIFIED within the first two weeks of the Semester.**

Send correspondence to the ELCS (queries and/or suggestions are always welcome):

Postal address: Department of Human Sciences Curriculum Development

English Language Curriculum Section (ELCS)

P.O. Box 3

Muscat 100

E-mail: [hu-sc@hotmail.com](mailto:hu-sc@hotmail.com)

Office: 24255540 - 24255424

# Section One : Cycle 1

## (Grades 1 - 4)

**This section of the newsletter contains the following:**

- English Language Textbooks Guide
- Inventory of the materials teachers should have received
- Suggested scheme of work
- Useful hints:
  - *Advice for tackling each new Unit*
  - *Tips on improving teaching methods*
- Guide to Jolly Phonics

### **What's New This year :**

- All phonics materials have been updated for the 2016/2017 academic year. Please check the date on your materials to ensure you are using the most recent version.
- Posters of Grade 1 and Grade 2 reading texts were produced and distributed last year. All schools should now have received these posters.
- A Grade 3 Phonics Guide has been produced to help teachers to support Grade 3 teachers support students and continually review and reinforce the phonics learning from Grades 1 and 2. It provides suggestions on how to continue practising and reviewing phonics letter sounds and spellings within the context of English for Me Grade 3A.
- There is a new online collection of phonics activities and resources, submitted by teachers, on the Ministry's Moodle platform. This will be accessible to all teachers and the Moodle team will send instructions on how to access the Moodle.
- A new model lesson video is now available, with a teacher demonstrating how to teach a Grade 1, Semester 2 reading text lesson.
- The Assessment Department has updated the assessment document to include more emphasis on phonics knowledge and skills. Please check these updates.

## English Language Textbooks Guide

### Cycle 1 (Grades 1- 4)

Grade	Number of Periods per Week	Book Title	Edition	Year
Grade 1	7	Class Book A & B	Second Edition	2016-2017
		Skills Book A & B		
		Teacher's Book A & B		
		Phonics Booklet A & B		
Grade 2	7	Class Book A & B	Second Edition	2016-2017
		Skills Book A & B		
		Teacher's Book A & B		
		Phonics Booklet A & B		
Grade 3	7	Class Book A & B	Second Edition	2016-2017
		Skills Book A & B		
		Teacher's Book A & B		
Grade 4	7	Class Book A & B	Revised Edition	2016-2017
		Skills Book A & B		
		Teacher's Book A & B		

**\*NB :**

*In the two-shift schools only 6 periods a week are allocated for Grades 3 and 4*

## Inventory of the materials teachers should have received

You should have received the following for Cycle 1 (Grades 1 – 4):

### Materials for grade 1 *[Second Edition]*

- Class Book: 1A & 1B
- Skills Book: 1A & 1B
- Teacher's Book: 1A & 1B
- Listening CD: 1A & 1B
- Songs and Rhymes CD: 1A & 1B
- Resource Packs: **Class Resource Pack** (*printed/Non-printed materials*)

### Materials for grade 2 *[Second Edition]*

- Class Book: 2A & 2B
- Skills Book: 2A & 2B
- Teacher's Book: 2A & 2B
- Listening CD: 2A & 2B
- Songs and Rhymes CD: 2A & 2B
- Resource Packs: **Class Resource Pack** (*printed/Non-printed materials*)

### **Materials for grade 3** *[Second Edition]*

- Class Book: 3A & 3B
- Skills Book: 3A & 3B
- Teacher's Book: 3A & 3B
- Listening and Songs and Rhymes CD: 3A & 3B
- Resource Packs: Class Resource Pack (printed/Non-printed materials)

### **Materials for grade 4** *[Revised Edition]*

- Class Book: 4A & 4B
- Skills Book: 4A & 4B
- Teacher's Book: 4A & 4B
- listening and Songs and Rhymes CD: 4A & 4B
- Resource Packs: Class Resource Pack (printed/Non-printed materials)

## Suggested scheme of work

### Grade 1 Semester ONE - 2016/2017

There are 6 units in each Course book and each unit is divided into 10 lessons.

Month	Week	Dates	Unit	Number of Teaching Periods	Remarks
August	1	(28 -1)*			*28 August: Start of Academic Year
September	2	(4 – 8) ❶	One	18	*13-15 September: Eid Al Adha Holiday
	3	(11 – 15) *			
	4	(18 – 22)			
	5	(25 – 29) ❷			
October	6	(2 – 6) *	Two	21	*4 October: (Hijri Year Holiday)
	7	(9 – 13)	Three	23	
	8	(16 – 20) ❸			
	9	(23 – 27)			
	10	(30 – 3)			
November	11	(6 -10) ❹	Four	23	*27-28 November: National Day Holiday
	12	(13 - 17)			
	13	(20 – 24)			
	14	(27 – 1) *			
December	15	(4 – 8) ❺	Five	20	*13 December: Birth of the Prophet
	16	(11 – 15) *			
	17	(18 – 22)			
	18	(25 – 29) ❻			
January	19	(1 – 5)	Six	34	
	20	(8-12)			
	21	(15-19)			
	22	(22-26)			

❶ start a new unit

## Suggested scheme of work

### Grade 2 Semester ONE - 2016/2017

There are 6 units in each Course book and each unit is divided into 10 lessons.

Month	Week	Dates	Unit	Number of Teaching Periods	Remarks
August	1	(28 -1)*			*28 August: Start of Academic Year
September	2	(4 - 8) ❶	One	27	*13-15 September: Eid Al Adha Holiday
	3	(11 - 15) *			
	4	(18 - 22)			
	5	(25 - 29) ❷			
October	6	(2 - 6) *	Two	23	*4 October: (Hijri Year Holiday)
	7	(9 - 13)			
	8	(16 - 20)			
	9	(23 - 27) ❸	Three	22	
	10	(30 - 3)			
November	11	(6 -10)	Four	23	*27-28 November: National Day Holiday
	12	(13 - 17) ❹			
	13	(20 - 24)			
	14	(27 - 1) *			
December	15	(4 - 8) ❺	Five	22	*13 December: Birth of the Prophet
	16	(11 - 15) *			
	17	(18 - 22)			
	18	(25 - 29)			
January	19	(1 - 5) ❻	Six	28	
	20	(8-12)			
	21	(15-19)			
	22	(22-26)			

❶ start a new unit

## Suggested scheme of work

### Grades 1 & 2 Semester TWO - 2016/2017

There are 6 units in each Course book and each unit is divided into 10 lessons.

Month	Week	Dates	Unit	Number of Teaching Periods	Remarks	
February	1	(12 – 16) ❶	One	14		
	2	(19 – 23)				
	3	(26 – 2) ❷	Two	18		
	4	(5 - 9)				
March	5	(12 – 16) ❸	Three	20		
	6	(19 – 23)				
	7	(26 – 30)				
	8	(2 - 6) ❹				
April	9	(9 – 13)	Four	18		
	10	(16 – 20)				
	11	(23 – 27) ❺	Five	19		*Issra and Miraj Day
	12	(30 - 4) *				
May	13	(7 – 11)	Six	21		
	14	(14 – 18) ❻				
	15	(21 – 25)				
	16	(28 – 1)				

❶ start a new unit

## Suggested scheme of work

### Grades 3 & 4 Semester ONE - 2016/2017

There are 6 units in each course book and each unit is divided into 12 lessons.

Month	Week	Dates	Unit	Number of Teaching Periods	Remarks
August	1	(28 -1) ❶	One	22	*28 August: Start of Academic Year *13-15 September: Eid Al Adha Holiday
September	2	(4 – 8)			
	3	(11 – 15) *			
September	4	(18 – 22) ❷	Two	24	*4 October: (Hijri Year Holiday)
	5	(25 – 29)			
October	6	(2 – 6) *	Three	22	
	7	(9 – 13)			
	8	(16 – 20) ❸			
	9	(23 – 27)			
	10	(30 – 3)			
November	11	(6 -10) ❹	Four	24	*27-28 November: National Day Holiday
	12	(13 - 17)			
	13	(20 – 24)			
	14	(27 – 1) *			
December	15	(4 – 8) ❺	Five	22	*13 December: Birth of the Prophet
	16	(11 – 15) *			
	17	(18 – 22)	Six	31	
	18	(25 – 29) ❻			
January	19	(1 – 5)			
	20	(8-12)			
	21	(15-19)			
	22	(22-26)			

❶ start a new unit

## Suggested Scheme of work

### Grades 3 & 4 Semester TWO - 2016/2017

There are 6 units in each course book and each unit is divided into 12 lessons.

Month	Week	Dates	Unit	Number of Teaching Periods	Remarks
February	1	(12 – 16) ❶	One	18	
	2	(19 – 23)			
	3	(26 – 2) ❷	Two	18	
	4	(5 - 9)			
March	5	(12 – 16)	Three	19	
	6	(19 – 23) ❸			
	7	(26 – 30)			
	8	(2 - 6)			
April	9	(9 – 13) ❹	Four	18	
	10	(16 – 20)			
	11	(23 – 27) ❺	Five	19	*Issra and Miraj Day
	12	(30 - 4) *			
May	13	(7 – 11)	Six	18	
	14	(14 – 18) ❻			
	15	(21 – 25)			
	16	(28 – 1 )			

❶ start a new unit

## Useful hints

### - Advice for tackling each new Unit

**Before** starting each new unit, you should read and study the following points in detail in the content map:

- ⇒ The aims of the units;
- ⇒ The main language of the unit;
- ⇒ The vocabulary covered in each unit;
- ⇒ The activities;
- ⇒ Skills and strategies
- ⇒ Literacy
- ⇒ Cross-curricula links and concepts.

### - Tips on improving teaching methods

- ❶ **Try to observe** other English teachers' lessons to gain more teaching experience and do team teaching with your colleagues.
- ❷ **Visit** other C1 Basic Education Schools nearby.
- ❸ **Observe** classes and discuss the curriculum and methodology with experienced teachers. Invite them to your school, too!
- ❹ **Always remember to liaise** with your Senior Teacher and Supervisor.
- ❺ **Always remember to liaise** with the LRC teacher to ensure the receipt of the English resources.
- ❻ **Refer back to "Notes for Teachers"** at the beginning of the Lesson Preparation Book for some tips on preparing and reflecting on a lesson and some other tips.
- ❼ **Read and study** the additional literacy activities and the photocopiable activities in the Teacher's Book.

# Phonics

Students in Grade 1 and 2 should receive two phonics lessons per week. The sections below provide information about updates to the phonics programme, the new schemes of work, a list of materials and resources and video links to model lessons and activity demonstrations.

## Materials from the Curriculum Department

In addition to the Jolly Phonics Kit, the Curriculum Department provides the following teacher and student materials:

### Grade 1

- Grade 1 Phonics Booklet for students
- Grade 1, Semester 1 Phonics Guide and Grade 1, Semester 2 Phonics Guide
- Grade 1, Semester 2 Lesson Plans
- Sound Set Guide
- Videos of model Semester 1 and Semester 2 lessons

### Grade 2

- Grade 2 Phonics Booklet for students
- Grade 2, Semester 1 Phonics Guide and Grade 2, Semester 2 Phonics Guide
- Grade 2, Semester 1 Lesson Plans and Grade 2, Semester 2 Lesson Plans
- Videos demonstrating Semester 2 lesson steps

### Grade 3

- Grade 3 Phonics Guide

### Grade 1, 2 and 3

- Phonics Activity Resource Booklet for teachers (Grade 1 and 2)
- Reading text posters (Grade 1 and 2)
- Online collection of phonics resources
- Videos demonstrating blending, segmenting and tricky word activities

## Video Links

**Grade 1, Semester 1 Letter Sound Lesson (Demonstrated by a Grade 1 Teacher)** <https://drive.google.com/file/d/0By4FMyzQa2VgV3JBVkJVMclQxREk/view?usp=sharing>

**Grade 1, Semester 2 Lesson 1 and 2** (Links available soon)

**Grade 1, Semester 2 Reading Lessons (Demonstrated by the Curriculum Department)**

Lesson 1 (part 1) <https://www.youtube.com/watch?v=p0s9eDUPuMQ>

Lesson 1 (part 2) <https://www.youtube.com/watch?v=awxE04NKZKk>

Lesson 2 (part 1) <https://www.youtube.com/watch?v=n9zmJ1QGPCQ>

Lesson 2 (part 2) <https://www.youtube.com/watch?v=s8-G6C7wwkY>

**Grade 2, Semester 2 (Demonstrated by the Curriculum Department)**

Lesson 1 <https://drive.google.com/file/d/0By4FMyzQa2VgSHJldUVGclNZREk/view?usp=sharing>

Lesson 2 <https://drive.google.com/file/d/0By4FMyzQa2VgVGEwcHNwTjQwNDA/view?usp=sharing>

**Information about blending**

<https://www.youtube.com/watch?v=0Lqk9rqJ4R8>

**Blending activities:**

- Make the word <https://www.youtube.com/watch?v=rGqJcYAmB7U>
- Read the word <https://www.youtube.com/watch?v=uuU3n7Pt5ZI>
- Listen for your sound <https://www.youtube.com/watch?v=mgEriq91oac>

**Information about segmenting**

<https://www.youtube.com/watch?v=CI8LB0A9wj4>

**Segmenting activities:**

- Sound buttons <https://www.youtube.com/watch?v=IHYpTUfRRCM>
- Find the letter <https://www.youtube.com/watch?v=IHYpTUfRRCM>

**Information about tricky words**

<https://www.youtube.com/watch?v=Q8MDqCWfXbc>

**Tricky word activities:**

- Hit the board [https://www.youtube.com/watch?v=yPH\\_S-hD7fQ](https://www.youtube.com/watch?v=yPH_S-hD7fQ)
- Point to <https://www.youtube.com/watch?v=H-rDckCVptE>

## Scheme of Work

- The schemes of work for Grade 1 and Grade 2 are provided on the following pages.
- There are seven English lessons per week. You should teach two Jolly Phonics lessons and five English for Me lessons per week. It is also very important that you teach three Shared Reading lessons per English for Me unit.
- Please refer to the Grade 1 and Grade 2 Phonics Guides for detailed sample timetables showing how to complete all Jolly Phonics, English for Me and Shared Reading lessons in a semester.

## Grade 1, Semester 1 Scheme of Work

The scheme of work suggests starting phonics in Week 4 after Eid. Schools can start earlier if they prefer.

Month	Week	Dates	Jolly Phonics Lesson 1	Jolly Phonics Lesson 2
September	4	18-22	<b>s</b>	<b>a</b>
	5	25-29	<b>t</b>	<b>i</b>
October	6	2-6	<b>p</b>	<b>n</b>
	7	9-13	Consolidation lesson	<b>ck</b>
	8	16-20	<b>e</b>	<b>h</b>
	9	23-27	<b>r</b>	<b>m</b>
	10	30-3	<b>d</b>	Consolidation lesson
November	11	6-10	<b>g</b>	<b>o</b>
	12	13-17	<b>u</b>	<b>l</b>
	13	20-24	<b>f</b>	<b>b</b>
	14	27-1	Consolidation lesson <i>Tricky word: l</i>	<b>j</b> <i>Tricky word: the</i>
December	15	4-8	<b>ee + or</b> <i>Tricky word: he</i>	<b>z</b> <i>Tricky word: she</i>
	16	11-15	Prophet's Birthday 13 <sup>th</sup> December	<b>w</b> <i>Tricky word: me</i>
	17	18-22	<b>ng</b> <i>Tricky word: we</i>	<b>v</b> <i>Tricky word: be</i>
	18	25-29	<b>oo + OO</b> <i>Tricky word: to</i>	<b>y</b> <i>Tricky word: do</i>
January	19	1-5	<b>x</b> <i>Tricky word: are</i>	Consolidation lesson
	20	8-12	Review Lesson	Review Lesson
	21	15-19	Review Lesson	Review Lesson
	22	22-26	Review Lesson	Review Lesson

## Grade 1, Semester 2 Scheme of Work

Month	Week	Dates	Jolly Phonics Lesson 1	Jolly Phonics Lesson 2
February	1	12-16	<b>S1 Review</b>	<b>S1 Review</b>
	2	29-23	<b>S1 Review</b>	<b>S1 Review</b>
	3	26-2	<b>ch</b> <i>Tricky word: all</i>	<b>sh</b> <i>Tricky word: you</i>
March	4	5-9	<b>th + th</b> <i>Tricky word: your</i>	<b>qu</b> <i>Tricky word: come</i>
	5	12-16	<b>Reading 1 (Lesson 1)</b>	<b>Reading 1 (lesson 2)</b> <i>Tricky word: here</i>
	6	19-23	<b>Reading 2 (Lesson 1)</b>	<b>Reading 2 (lesson 2)</b> <i>Tricky word: there</i>
	7	26-30	<b>Reading 3 (Lesson 1)</b>	<b>Reading 3 (lesson 2)</b> <i>Tricky word: they</i>
April	8	2-6	<b>Reading 4 (Lesson 1)</b>	<b>Reading 4 (lesson 2)</b> <i>Tricky word: go</i>
	9	9-13	<b>Reading 5 (Lesson 1)</b>	<b>Reading 5 (lesson 2)</b> <i>Tricky word: no</i>
	10	16-20	<b>Reading 6 (Lesson 1)</b>	<b>Reading 6 (lesson 2)</b> <i>Tricky word: my</i>
	11	23-27	<b>Reading 7 (Lesson 1)</b>	<b>Reading 7 (lesson 2)</b> <i>Tricky word: one</i>
	12	30-4	<b>Reading 8 (Lesson 1)</b>	<b>Reading 8 (lesson 2)</b> <i>Tricky word: like</i>
May	13	7-11	<b>Reading 9 (Lesson 1)</b>	<b>Reading 9 (lesson 2)</b> <i>Tricky word: have</i>
	14	14-18	<b>Reading 10 (Lesson 1)</b>	<b>Reading 10 (lesson 2)</b> <i>Tricky word: live</i>
	15	21-25	<b>Review</b>	<b>Review</b>
	16	28-21	<b>Review</b>	<b>Review</b>

## Grade 2, Semester 1 Scheme of work

Month	Week	Dates	Jolly Phonics Lesson 1	Jolly Phonics Lesson 2
September	1	28-1	G1 Review	G1 Review
	2	4-8	G1 Review	G1 Review
	3	11-15	G1 Review	<i>Eid holiday 13<sup>th</sup>-15<sup>th</sup> September</i>
	4	18-22	ai	ai
	5	25-29	oa	oa
October	6	2-6	Reading 1 (Lesson 1)	Reading 1 (Lesson 2)
	7	9-13	ie	ie
	8	16-20	ou	ou
	9	23-27	Reading 2 (Lesson 1)	Reading 2 (Lesson 2)
November	10	30-3	Consolidation	Consolidation
	11	6-10	oi	oi
	12	13-17	ue	ue
	13	20-24	Reading 3 (Lesson 1)	Reading 3 (Lesson 2)
	14	27-1	er	er
December	15	4-8	ar	ar
	16	11-15	<i>Prophet's Birthday 13<sup>th</sup> December</i>	
	17	18-22	Reading 4 (Lesson 1)	Reading 4 (Lesson 2)
	18	25-29	Consolidation	Consolidation
January	19	1-5	Review	Review
	20	8-12	Review	Review
	21	15-19	Review	Review
	22	22-26	Review	Review

## Grade 2, Semester 2 Scheme of Work

Month	Week	Dates	Jolly Phonics Lesson 1	Jolly Phonics Lesson 2
February	1	12-16	Review	Review
	2	29-23	Review	Review
	3	26-2	Magic ⟨e⟩	Magic ⟨e⟩
March	4	5-9	<b>Reading 1 (Lesson 1)</b> <i>Alternative spelling: ai/ay</i>	<b>Reading 1 (Lesson 2)</b> <i>Alternative spelling: ai/ay</i>
	5	12-16	<b>Reading 2 (Lesson 1)</b> <i>Alternative spelling: ee/ea</i>	<b>Reading 2 (Lesson 2)</b> <i>Alternative spelling: ee/ea</i>
	6	19-23	<b>Reading 3 (Lesson 1)</b> <i>Alternative spelling: oa/ow</i>	<b>Reading 3 (Lesson 2)</b> <i>Alternative spelling: oa/ow</i>
	7	26-30	<b>Reading 4 (Lesson 1)</b> <i>Alternative spelling: ie/igh/y</i>	<b>Reading 4 (Lesson 2)</b> <i>Alternative spelling: ie/igh/y</i>
April	8	2-6	Consolidation	Consolidation
	9	9-13	<b>Reading 5 (Lesson 1)</b> <i>Alternative spelling: oi/oy</i>	<b>Reading 5 (Lesson 2)</b> <i>Alternative spelling: oi/oy</i>
	10	16-20	<b>Reading 6 (Lesson 1)</b> <i>Alternative spelling: ou/ow</i>	<b>Reading 6 (Lesson 2)</b> <i>Alternative spelling: ou/ow</i>
	11	23-27	<b>Reading 7 (Lesson 1)</b> <i>Alternative spelling: er/ir/ur</i>	<b>Reading 7 (Lesson 2)</b> <i>Alternative spelling: er/ir/ur</i>
	12	30-4	<b>Reading 8 (Lesson 1)</b> <i>Alternative spelling: or/au/aw</i>	<b>Reading 8 (Lesson 2)</b> <i>Alternative spelling: or/au/aw</i>
May	13	7-11	Consolidation	⟨ph⟩ /f/
	14	14-18	⟨c⟩ /c/, /s/	⟨g⟩ /g/, /j/
	15	21-25	Review	Review
	16	28-21	Review	Review

## Sample letter:

Research has shown that a home-school connection is essential in any literacy programme. It is important that parents are aware of, and involved in the programme. Therefore, we recommend that you send a letter to parents informing them about the phonics programme. A sample letter is provided below.

المحترم

الفاضل / ولي أمر الطالب

تواصل وزارة التربية والتعليم هذا العام ٢٠١٦/٢٠١٧ تعميم تطبيق البرنامج العالمي في تدريس القراءة في اللغة الإنجليزية ، (برنامج 'جولي فونيكس' (Jolly Phonics) للصف الثاني ، وذلك بعد أن تم تطبيقه على الصف الأول بالحلقة الأولى في جميع محافظات السلطنة ولعينة من الصف الثاني بمجموعة من مدارس الحلقة الأولى بالمحافظات التعليمية بالسلطنة.

تعتمد فكرة هذا البرنامج على تدريس حروف اللغة الإنجليزية بصورة شائقة وممتعة تساعد الطفل على تذكر الحروف لاحقاً، حيث تقوم المعلمة بتعريف الطفل بالحرف الجديد عن طريق سرد قصة قصيرة يتكرر فيها ذكر الحرف المستهدف وتشمل القصة حدث معين يستدعي القيام بحركة معينة تطلب المعلمة من الطلاب تقليدها، أما الهدف من الحركة فهو تذكير الطالب بالحرف ، فعلى سبيل المثال عند تقديم الحرف S للطالب تسرد المعلمة قصة عن طفل يذهب إلى الغابة ولكنه يفاجأ بوجود أفعى تقوم بإصدار الصوت SSSSSS فيشعر الطفل بالخوف ويفر هارياً، تطلب المعلمة بعد ذلك من الطلاب تلويح يدهم في الهواء لتصف لهم طريقة حركة الأفعى باتجاه الطفل والصوت الذي تصدره، فتقوم المعلمة بربط الحركة بشكل الحرف عن طريق كتابته على السبورة بحيث يردده الطلاب، وبذلك تكون القصة بما تحمله من صور ووسائل بصرية معبرة عن أحداثها بالإضافة إلى الحركة عاملاً مهماً في تذكير الطالب بالحرف لاحقاً.

بعد ذلك تدرّب المعلمة الطلاب على كتابة الحرف الذي تمّ تدريسه ومن ثمّ تقوم بدمج الحرف المستهدف مع حروف أخرى حتى يتمكن الطلاب من البدء في قراءة الكلمات القصيرة. مثال على ذلك هو دمج الحروف c, a, t بحيث يقوم الطالب بقراءة الحروف منفصلة في البداية ثم يدمج الحرف الأول مع الثاني ومن ثم الحرف الثالث ليقرأ كلمة cat.

وتدرك الوزارة أهمية تواصلكم وتعاونكم مع إدارة المدرسة في تطبيق البرنامج من خلال الوقوف مع أبنائنا العباقرة الصغار وهم يشقون بداية طريقهم في عالم القراءة وتشجيعهم على قراءة الكلمات بنفس الطريقة المتبعة شاكرين ومثمنين لكم حسن تعاونكم.

## Section Two: Cycle 2

### ( Grades 5- 10 )

**This section of the newsletter contains the following:**

- English Language Textbooks Guide
- Inventory of the materials teachers should have received
- Suggested scheme of work
- Useful hints:
  - *Teacher's Book*
  - *Contents Map in the Teacher's Book*
  
  - *Advice for tackling each new unit*
  - *Tips on improving teaching methods*

### **What's New This year :**

- **Grade 5B, Unit 5 should be omitted.** Due to the feedback from the field and the intensity of the materials compared to the actual time for teaching in Semester Two, the English Language Curriculum Section ( ELCS ) has decided that Unit 5, Grade 5B should be omitted. ***Please see the suggested scheme of work for Grade 5 Semester Two.***
  
- **Grade 7A , Classbook , Unit 2 page 14 needs to be replaced.** Due to an error which has occurred while printing the Grade 7A Classbook mistake ( see CB - Unit2 - P14), please replace the ***current page 14 with the attached page 14 in this newsletter on appendix A.***

## English Language Textbooks Guide

### Cycle 2: Grades 5- 10

Grade	Number of Periods per Week	Book Title	Edition	Year
Grade 5	5	Classbook A & B	First Edition	2016-2017
		Skills Book A & B		
		Teacher's Book A & B	Second Edition	2016-2017
Grade 6	5	Classbook A & B	First Edition	2016-2017
		Skills Book A & B		
		Teacher's Book A & B		
Grade 7	5	Classbook A & B	First Edition	2015-2016
		Skills Book A & B		
		Teacher's Book A & B	Second Edition	2015-2016
Grade 8	5	Classbook A & B	First Edition	2016-2017
		Skills Book A & B		
		Teacher's Book A & B		
Grade 9	5	Classbook A & B	First Edition	2015-2016
		Skills Book A & B		
		Teacher's Book A & B		
Grade 10	5	Classbook A & B	First Edition	2016-2017
		Skills Book A & B		
		Teacher's Book A & B		
		<i>The Magic Shop and Other Stories</i> <i>-Reader</i>	First Edition	2016-2017

## Inventory of the materials teachers should have received

**You should have received the following for Cycle Two (Grades 5 – 10):**

1. Class Book
  2. Skills Book
  3. Teacher's Book
- \* *For Grades 5 & 7, the Teacher's Book is marked 'Second Edition'*
4. Listening CD (All grades) / Songs & Rhymes CD (Grade 5-8 ONLY)
  5. Class Resource Pack for Grades 5,6 &7 (Printed/Non-Printed Materials)
  6. Class Resource Pack for Grades 8, 9, 10 (Printed Material)
  7. **Classroom reader** for Grades 10 entitled, *The Magic Shop and Other Stories*
  8. Lesson Preparation Book (produced by the Supervision Department at the Ministry of Education)>

## Suggested Scheme of work

### Grades 5 -7 Semester ONE - 2016/2017

There are 5 units in each course book and each unit is divided into 15 lessons.

Month	Week	Dates	Unit	Number of Teaching Periods	Remarks		
August	1	(28 -1) ①*	One	18	*28 August: Start of Academic Year		
September	2	(4 – 8)			Two	17	*13-15 September: Eid Al Adha Holiday
	3	(11 – 15) *					
	4	(18 – 22)					
October	5	(25 – 29) ②	Three	17	*4 October: (Hijri Year Holiday)		
	6	(2 – 6) *					
	7	(9 – 13)	Four	17	*27-28 November: National Day Holiday		
	8	(16 – 20) ③					
	9	(23 – 27)					
November	10	(30 – 3)	Five	17	*13 December: Birth of the Prophet		
	11	(6 -10)					
	12	(13 - 17) ④					
	13	(20 – 24)					
December	14	(27 – 1) *	Exams		**Start exams on 4 <sup>th</sup> January 2017		
	15	(4 – 8)					
	16	(11 – 15) ⑤*					
	17	(18 – 22)					
January	18	(25 – 29)					
January	19	(1 – 5) **					

① start a new unit

## Suggested Scheme of work

### Grade 5 Semester TWO - 2016/2017

There are 4 units in each course book and each unit is divided into 15 lessons.

Month	Week	Dates	Unit	Number of Teaching Periods	Remarks
February	1	(12 – 16) ❶	One	18	
	2	(19 – 23)			
	3	(26 – 2)			
March	4	(5 - 9) ❷	Two	18	
	5	(12 – 16)			
	6	(19 – 23)			
	7	(26 – 30) ❸			
April	8	(2 - 6)	Three	18	
	9	(9 – 13)			
	10	(16 – 20) ❹			
	11	(23 – 27)	Four	18	*Israa and Miraj Day
12	(30 - 4) *				
May	13	(7 – 11) ❺	Four	18	*Israa and Miraj Day
	14	(14 – 18)			
	15	(21 – 25)**			

❶ start a new unit

## Suggested Scheme of work

### Grades 6 -7 Semester TWO - 2016/2017

There are 5 units in each course book and each unit is divided into 15 lessons.

Month	Week	Dates	Unit	Number of Teaching Periods	Remarks
February	1	(12 – 16) ❶	One	15	
	2	(19 – 23)			
	3	(26 – 2)			
March	4	(5 - 9) ❷	Two	15	
	5	(12 – 16)			
	6	(19 – 23)			
	7	(26 – 30) ❸	Three	15	
8	(2 - 6)				
April	9	(9 – 13)	Four	15	*Israa and Miraj Day
	10	(16 – 20) ❹			
	11	(23 – 27)			
	12	(30 - 4) *			
May	13	(7 – 11) ❺	Five	12	
	14	(14 – 18)			
	15	(21 – 25)**			

❶ start a new unit

## Suggested Scheme of work

### Grades 8 – 10 Semester ONE - 2016/2017

There are 5 units in each course book and each unit is divided into 15 lessons.

Month	Week	Dates	Unit	Number of Teaching Periods	Remarks
August	1	(28 -1) ① *	One	20	*28 August: Start of Academic Year
September	2	(4 – 8)			
	3	(11 – 15) *			*13-15 September: Eid Al Adha Holiday
	4	(18 – 22)			
	5	(25 – 29) ②			
October	6	(2 – 6) *	Two	20	*4 October: (Hijri Year Holiday)
	7	(9 – 13)			
	8	(16 – 20)			
	9	(23 – 27) ③	Three	21	
	10	(30 – 3)			
November	11	(6 -10)	Four	25	*27-28 November: National Day Holiday  *13 December: Birth of the Prophet
	12	(13 - 17)			
	13	(20 – 24)			
	14	(27 – 1) ④ *			
December	15	(4 – 8)	Exams		**Start exams on 4 <sup>th</sup> January 2017
	16	(11 – 15) *			
	17	(18 – 22)			
	18	(25 – 29)			
January	19	(1 – 5) **			

① start a new unit

## Suggested Scheme of work

**Grades 8 – 10**

**Semester TWO**

**- 2016/2017**

There are 5 units in each course book and each unit is divided into 15 lessons.

Month	Week	Dates	Unit	Number of Teaching Periods	Remarks
February	1	(12 – 16) ❶	One	18	
	2	(19 – 23)			
	3	(26 – 2)			
March	4	(5 - 9) ❷	Two	17	
	5	(12 – 16)			
	6	(19 – 23)			
	7	(26 – 30)			
April	8	(2 - 6) ❸	Three	17	
	9	(9 – 13)			
	10	(16 – 20)			
	11	(23 – 27) ❹	Four	20	*Israa and Miraj Day
12	(30 - 4) *				
May	13	(7 – 11)	Exams		**Start exams on 24 <sup>th</sup> May 2017
	14	(14 – 18)			
	15	(21 – 25)**			

❶ start a new unit

## Useful hints

### Teacher's Book

**Make sure** that you read the introduction in the **Teacher's Book** (Basic Education Grades 5, 6, 7, 8, 9, 10) with attention as it contains:

- A description of the course and the rationale for teaching English;
- The approach to the teaching of the four skills in the English Language: *Listening, Speaking, Reading and Writing*;
- Detailed learning objectives for each of the units of the course;
- Cross-curricular links between English and other school subjects as well as learning strategies;
- Dealing with diversity and mixed ability teaching;
- Unit design and the list of stories, projects and portfolio tasks in each unit;
- Lesson design (**Grade 5 Second Edition & Grade 7 Second Edition**);
- Activities included in the syllabus (games, songs, rhymes, chants & tongue twisters, stories, arts & crafts, role-play);
- Classroom management (preparation, classroom language, classroom organization, error correction, classroom display);
- Assessment and Evaluation;
- Description of course components;
- List of symbols and abbreviations.

### Contents Map in the Teacher's Book

**Make sure** that you study the **Contents Map** in the Teacher's Book very carefully because it contains the following:

- Aims of the units;
- Main language focus of the units;
- New and recycled lists of vocabulary in each unit;
- Skills and strategies in each unit;
- Lists of activities and projects in each unit.

## - Advice for tackling each new Unit

**Before** starting each new unit, you should read and study the following points in detail:

-  The aims of the units;
-  The main language of the unit;
-  The vocabulary covered in each unit;
-  The activities;
-  Skills and strategies
-  The classroom language used in each unit;
-  The list of projects and portfolio used tasks in each unit;
-  The materials you will need

## - Tips on improving teaching methods

- ❶ **Try to observe** other English teachers' lessons to gain more teaching experience and do team teaching with your colleagues.
- ❷ **Visit** other Cycle 2 schools nearby.
- ❸ **Observe** classes and discuss the curriculum and methodology with experienced teachers. Invite them to your school, too!
- ❹ **Aim to cover the syllabus** in 5 periods a week.
- ❺ **Always remember to liaise** with your Senior Teacher and Supervisor.
- ❻ **Always remember to liaise** with the LRC teacher to ensure receipt of the English materials in the LRC room in your school.
- ❼ **Refer back to "Notes for Teachers"** at the beginning of the Lesson Preparation Book for some tips on preparing and reflecting on a lesson and some other tips.
- ❽ **Read and study** the poster activities and the photocopiable activities at the back of the Teacher's Book.
- ❾ **For Grades 7 & 8 teachers only \***

Devote two lessons per month for teaching writing skills. You are strongly advised to make use of 'Keep Writing 1' and 'Keep Writing 2' which you should have received in the last academic year 2014/2015. These two titles have been purchased by the Ministry and distributed to all Cycle Two schools in the Sultanate. Kindly check availability of the two titles stated above and inform your educational supervisor if you did not receive them. Teachers can photocopy the activities' pages to their students or display them on the board using any of the available technological devices such as OHP, projector, etc.

**” For Grades 8, 9 & 10 teachers only \***

Make good use of the Graded Reading Cards. These cards aim to give students further independent reading practice. Each set (Gold, Silver and Bronze) has 15 cards, which can be used in any order. Students should answer the activities in their exercise books as the cards are designed as a re-usable resource. The reading cards can also be used or utilized as extra knowledge resources which students can refer to when they are doing/writing their projects or portfolio tasks. Refer to the introduction in the Teacher’s Book for further information.

**1. For Grade 10 teachers only \***

Discuss with your students and get them to choose *two* stories out of the six stories in the “ **Magic Shop & Other Stories**”. One story should be taught each semester. Therefore, three lessons are specified for teaching each story.

The other four stories can be used as independent reading.

Students can cover as much as they can of these four stories according to their level and interests.

## Section Three : Post Basic

### (Grades 11 - 12)

This section of the newsletter contains the following:

- English Language Textbooks Guide
- Inventory of the materials teachers should have received
- Suggested scheme of work
- Revised Grade 12 Course Materials.
- Useful Tips about the Teacher's Book:
  - *Teacher's Book*
  - *Contents Map in the Teacher's Book*
  - *Advice for tackling each new Unit*
  - *Tips on improving teaching methods*
- Graded Readers for Grades 10 – 12

#### What's New This year :

- **Grade 11 Reader :** a new Graded Reader [ *Four Stories of Suspense* ] replaces *The Triangle*, the previous Reader.

## English Language Textbooks Guide

### Grades 11 - 12

Grade	Number of Periods per Week	Book Title	Edition	Year
Grade 11	6	Course Book A & B	Second Edition	2015- 2016
		Work Book A & B		
		Teacher's Book A & B		
		- Reader (Four Stories of Suspense)	First Edition	2016-2017
Grade 12	6	Course Book A & B	Second Edition	2016-2017
		Work Book A & B		
		Teacher's Book A & B		

**\*NB :** In the two-shift schools only 4 periods a week are allocated for Grades 11 and 12

### Inventory of the materials teachers should have received:

**You should have received the following for Grades 11 – 12:**

1. Listening CD
2. Core reader entitled, ***Four Stories of Suspense*** - Grade 11
3. Lesson Preparation Book (produced by the Supervision Department at the Ministry of Education)

## Suggested Scheme of work

### Grades 11 & 12 Post-Basic Semester One

There are 4 themes in each course book and each theme is divided into 5 units.

Month	Week	Dates	Theme	Number of Teaching Periods	Remarks
August	1	(28 - 1) ①*	One	22	*28 August: Start of Academic Year
September	2	(4 - 8)			*13-15 September: Eid Al Adha Holiday
	3	(11 - 15) *			
	4	(18 - 22)			
	5	(25 - 29)			
October	6	(2 - 6) ②	Two	21	*4 October: (Hijri Year Holiday)
	7	(9 - 13)			
	8	(16 - 20)			
	9	(23 - 27)			
	10	(30 - 3) ③			
November	11	(6 - 10)	Three	20	*27-28 November: National Day Holiday
	12	(13 - 17)			
	13	(20 - 24)			
	14	(27 - 1) *			
December	15	(4 - 8) ④	Four	22	*13 December: Birth of the Prophet
	16	(11 - 15) *			
	17	(18 - 22)			
	18	(25 - 29)			
January	19	(1 - 5) *	Exams		
	20	(8-12)			
	21	(15-19)			
	22	(22-26)			

① start a new theme

## Suggested Scheme of Work

### Grades 11 & 12 Post-Basic Semester Two

There are 4 themes in each course book and each theme is divided into 5 units.

Month	Week	Dates	Number of Teaching Periods	Theme	Remarks
February	1	(12 – 16) ❶	18	One	
	2	(19 – 23)			
	3	(26 – 2)			
March	4	(5 – 9) ❷	17	Two	
	5	(12- 16)			
	6	(19 – 23)			
	7	(26 – 30)			
April	8	(2 - 6) ❸	19	Three	*Isra and Miraj Day
	9	(9 – 13)			
	10	(16 – 20) ❺			
	11	(23 – 27) *			
May	12	(30- 4) ❹	18	Four	
	13	(7 – 11)			
	14	(14 – 18)			
	15	(21–25) *			
	16	(28- 1)	Exams		

❶ start a new theme

## Suggested Scheme of Work

### Elective: Grade 11 Semester One

Month	Week	Dates	Number of Teaching Periods	Unit	Remarks
August	1	(28 -1)*	8	One	*28 August: start of Academic year
	2	(4 – 8)			
September	3	(11 – 15)*	10	Two	*13- 15 September: Eid Al Adha Holiday
	4	(18 – 22)			
	5	(25 – 29)			
October	6	(2 – 6)*	8	Three	*4 Oct (Hijri Year Holiday)
	7	(9 – 13)			
	8	(16 – 20)	8	Four	
	9	(23 – 27)			
	10	(30 – 3)			
November	11	(6 -10)	8	Six	
	12	(13 - 17)			
	13	(20 – 24)	10	Six	*27- 28 Nov (National Day Holiday)
	14	(27 – 1) *			
December	15	(4 – 8)	8	Seven	*13 December: Prophet Mohammed’s Birthday
	16	(11 – 15)*			
	17	(18 – 22)	8	Eight	
	18	(25 – 29)			
January	19	(1 – 5)*	8		*Exams
	20	(8 – 12)			
	21	(15 – 19)			
	22	(22 – 26)			

## Suggested Scheme of Work

### Elective: Grade 11 Semester Two

Month	Week	Dates	Number of Teaching Periods	Unit	Remarks
February	1	( 12 – 16)	8	Nine	
	2	(19 – 23)			
	3	(26 – 2)	8	Ten	
March	4	(5 - 9)			
	5	(12- 16)	8	Eleven	
	6	(19 – 23)			
	7	(26 – 30)	8	Twelve	
April	8	(2 – 6)			
	9	(9 - 13)	8	Thirteen	
	10	(16 – 20)			
	11	(23 – 27)*	8	Fourteen	*Isra and Miraj Day
May	12	(30 – 4)			
	13	(7 - 11)	8	Fifteen	
	14	(14 – 18)			
	15	(21 – 25)	4	<i>Suggested for revision</i>	
	16	(28- 1)	Exams		

## Suggested Scheme of Work

### Elective: Grade 12 Semester One

Month	Week	Dates	Number of Teaching Periods	Unit	Remarks
August	1	(28 -1)	8	One	*Academic Year starts on 23 August 2015
September	2	(4 – 8)			
	3	(11 – 15)	8	Three	Unit Two cancelled
	4	(18 – 22)			
	5	(25 – 29) *	10	Four	*23- 27 September (Eid Al Adha Holiday)
October	6	(2 – 6)			
	7	(9 – 13)			
	8	(16 – 20) *	10	Six	Unit Five cancelled *14 Oct (Hijri Year Holiday )
	9	(23 – 27)			
	10	(30 – 3)			
November	11	(6 -10)	8	Seven	
	12	(13 - 17)			
	13	(20 – 24)	10	Eight	25- 26 Nov (National Day Holiday)
	14	(27 – 1) *			
December	15	(4 – 8)	8	Nine	*Prophet Mohammed’s Birthday
	16	(11 – 15)			
	17	(18 – 22)	8	Ten	
	18	(25 – 29)			
January	19	(1 – 5) *	8		*Exams
	20	(8 – 12)			
	21	(15 – 19)			
	22	(22 – 26)			

## Suggested Scheme of Work

### Elective: Grade 12 Semester Two

Month	Week	Dates	Number of Teaching Periods	Unit	Remarks
February	1	(12 – 16)	8	Eleven	
	2	(19 – 23)			
	3	(26 – 2)	8	Twelve	
March	4	(5 – 9)			
	5	(12 - 26)	8	Thirteen	
	6	(19 – 23)			
	7	(26 – 30)	8	Fifteen	<b>Unit Fourteen cancelled</b>
April	8	(2 – 6)			
	9	(9 - 13)	8	Sixteen	
	10	(16 – 20)			
	11	(23 – 27)*	8	Seventeen	*Isra and Miraj Day
May	12	(30 – 4)			
	13	(7 - 11)	8	Eighteen	
	14	(14 – 18)			
	15	(21 – 25)	4	<i>Suggested for revision</i>	
	16	(28 – 1)	Exams		

# Revised Grade 12 Course Materials

## General Points

The new course materials for Grade 12 have been written in response to feedback and suggestions offered by teachers and students.

One important change is that students are now allowed to keep their Grade 12A and Grade 12B Coursebooks at the end of each semester. This also applies to the Grade 11 Coursebooks and means that students are able to write in their Coursebooks as well as their Workbooks. However, this only applies to the core subject Coursebooks. The Coursebooks used for Elective English classes should be returned to the teacher at the end of the semester.

As requested by teachers, the amount of jumping around between Coursebook and Workbook in the Grade 12 materials has been reduced. Wherever possible, students are asked to work through two or three activities in one book before changing to the other book.

Although the new Grade 12 course materials contain more exam type activities than the old Grade 12, teachers should be aware that the books were not designed solely as exam practice materials. They incorporate a wide range of other activity types as well.

The books allow for flexibility on the part of the teacher, so that teachers can focus on the activities which are most useful for their particular students, and adapt them according to the needs of their class. Some activities are more appropriate for high fliers than low achievers, and *vice versa*. Teachers can also work through the themes in a different order if they so wish.

The main features of the revised course materials are as follows:

## Themes

- Themes have been reduced from five to four in both Grades 12A and 12B to allow teachers and students time to complete the themes at a more comfortable pace.
- Topics have been updated to contain material that is interesting and motivating for students. There is one completely new theme in each book – *Starting University* in Grade 12A and *Health and Safety* in Grade 12B.
- There is a focus on jobs and careers in vocational fields that may be of interest to students – e.g. tourism and hospitality, journalism, business, aviation.
- Most countries in the *Across Cultures* sections remain the same as in the previous Grade 12, but the information has been revised and updated.
- A variety of new material has been introduced in most of the *Reading for Pleasure* sections to stimulate students' interest and encourage them to read.

## Writing and Speaking Activities

- The reduction from five to four themes means that teachers have more time to devote to writing activities. Each theme focuses on one of the four types of writing that students will encounter in the exams – evaluative, interactive, narrative and descriptive.
- Many additional writing activities have been suggested in the Teacher’s Book. Students are often asked to write a paragraph related to an oral activity – for example, summarising a discussion in the Time to Talk sections. Detailed guidance is given in the Teacher’s Book about how teachers can help students to structure their written work, and models and examples are given wherever possible.
- There are increased opportunities for speaking and discussion to enable students to improve their communication skills and oral fluency.

## Reading and Listening Texts

- In response to feedback from teachers and students, many reading texts have been reduced in length and complexity of structure and vocabulary.
- Listening texts have also been made shorter and more manageable in order to be more accessible for students.

## Grammar and Vocabulary

- Teachers should note that, as in the old Grade 12, the purpose of the grammar sections is not to teach grammatical items for the first time. These sections are intended to revise students knowledge of grammatical items they should already be familiar with.
- As with the revised Grade 11, a page of grammar activities relating to each theme appears in the grammar practice section at the back of the Workbook. The activities cover the main grammatical focus of the theme, as well as other grammar points.
- Vocabulary items have been reduced in number and complexity. A glossary of 12 – 14 key words appears at the end of each theme. Teachers are encouraged to give students a spelling test on these words at the end of each theme.

## Answer keys

- In response to requests from teachers, answer keys can be found at the end of each theme in the Teacher’s Book as well as students’ Workbooks.

## Useful Tips about the Teacher's Book

### Contents Map

Make sure that you read the Contents Map carefully as it contains:

- an overview of the four themes
- a breakdown of the units
- the main tasks in each unit

### Introduction

Make sure that you read the Introduction carefully as it contains:

- a description of the course rationale
- an overview of the course structure and overall course aims
- an overview of the non-linguistic objectives of the course
- a description of the teaching methodology
- a detailed description of the course materials

### Summary Page for each theme:

Make sure that you read the Summary Page for each theme carefully as it contains:

- an overview of the content of the theme
- a breakdown of each unit of the theme
- a list of the activities in order
- a description of the activity types

## Advice for starting each new theme / unit

Before starting each new theme or unit, you should familiarise yourself with the following:

- the aims of the theme / unit
- the content of the theme / unit
- the main grammatical and vocabulary structures
- the activity types
- the skills and strategies covered

## Tips for improving teaching methods

1. Observe other English teachers' lessons to gain more teaching experience.
2. Carry out team teaching with your colleagues.
3. Visit other post-basic education schools in your area. Observe classes and discuss methodology with experienced teachers. Invite them to your school too.
4. Aim to cover the syllabus in 6 periods a week.
5. Remember to liaise with your Senior Teacher and Supervisor.
6. Remember to liaise with the LRC teacher to ensure receipt of the English materials in the LRC in your school.
7. Refer to 'Notes for Teachers' at the beginning of the Lesson Preparation Book for tips on preparing and reflecting on a lesson and other tips.

## Graded Readers for Grades 10 – 12

### Grade 10 – The Magic Shop & Other Stories

Teachers should be aware that the cover of this Graded Reader has changed, but no changes have been made to the text, illustrations and activities.

### Grade 11 – Four Stories of Suspense

This Graded Reader is new and replaces *The Triangle*, the previous Grade 11 Reader.

The book contains four enjoyable stories by famous classic authors. The stories are set in different countries and are about different subjects, with interesting characters and plots that are strong and easy to follow. The stories are motivating, and students will want to continue reading to find out what happens. In addition, they are all tales with a ‘twist’ – in other words, a surprise ending which students cannot predict.

### Grade 12 – No Graded Reader

Teachers should note that *The Man in the Iron Mask* has been discontinued and there is no longer a Graded Reader for Grade 12.

# appendix A

UNIT  
**2**

## Great thinkers

### 1 Look and listen.

Look at the pictures of famous people on this page and in the frieze. Do you know any of them? What do you know about them?

All of these people were very successful, but life wasn't always easy for them. In this unit, you will learn more about these people and how they succeeded.



Now listen to these two children talking about one of the men in these two pictures and answer these questions.

1. Which man are they talking about?
2. What are his most famous inventions?



### 2 Read and remember.

Now look at the man in the other picture. What is his name? Read these statements about some books he wrote and decide if they are true **T** or false **F**.



**a** a Maths book that explained the idea of zero

**b** a Science book that described electricity

**c** a book on Astronomy that described stars and planets

**d** a book that gave information about making maps

**e** a book about famous Arabic explorers



Now listen to Vicky telling her friends some of the information she has found about him for her project.