



Ministry of Education
Directorate General of Curriculum
Department of Human Sciences
English Language Curriculum Section

ELCS

Newsletter

2012- 2013

Message for the Academic Year 2012/ 2013

Dear English Teaching Staff,

We hope you had a very enjoyable summer holiday. We also wish that this new academic year will prove to be highly successful. In order to help deliver the most effective teaching program, 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 and General Education schools for the Academic Year 2012/ 2013. It contains the following :

- **Section ONE:** English Language Textbooks Guide
- **Section TWO:** ELCS Message for Cycle 1 (1 – 4)
- **Section THREE:** ELCS Message for Cycle 2 (5 – 10)
- **Section FOUR:** ELCS Message for Post-Basic (11 – 12)
- **Section FIVE :** Suggested Scheme of Work
- **Section SIX:** Guidelines for Teachers teaching the new grade 10 reader “ *The Magic Shop & Other Stories*”

*** IMPORTANT ***

**Acknowledgment of the received books and materials, together with a list of any shortages, MUST BE NOTIFIED within the first two weeks of September .
Contact details below.**

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

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SECTION ONE

English Language Textbooks

Basic & General Education Schools

Cycle 1: Grades 1-4

| Grade | Number of Periods per Week | Book Title | Edition | Year |
|---------|----------------------------|----------------------|-----------------|------------|
| Grade 1 | 7 | Class Book A & B | Second Edition | |
| | | Skills Book A & B | | |
| | | Teacher's Book A & B | | |
| Grade 2 | 7 | Class Book A & B | Second Edition | |
| | | Skills Book A & B | | |
| | | Teacher's Book A & B | | |
| Grade 3 | 7 | Class Book A & B | Revised Edition | |
| | | Skills Book A & B | | |
| | | Teacher's Book A & B | | |
| Grade 4 | 7 | Class Book A & B | Revised Edition | 2012- 2013 |
| | | 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

Basic & General Education Schools

Cycle 1: Grades 5- 10

| Grade | Number of Periods per Week | Book Title | Edition | Year |
|------------------------------------|----------------------------|----------------------------------|----------------|------------|
| Grade 5 | 5 | Class Book A & B | First Edition | |
| | | Skills Book A & B | | |
| | | Teacher's Book A & B | Second Edition | |
| Grade 6 | 5 | Class Book A & B | First Edition | |
| | | Skills Book A & B | | |
| | | Teacher's Book A & B | | |
| Grade 7 | 5 | Class Book A & B | First Edition | |
| | | Skills Book A & B | | |
| | | Teacher's Book A & B | Second Edition | |
| Grade 8 | 5 | Class Book A & B | First Edition | |
| | | Skills Book A & B | | |
| | | Teacher's Book A & B | | |
| Grade 9 | 5 | Class Book A & B | First Edition | |
| | | Skills Book A & B | | |
| | | Teacher's Book A & B | | |
| Grade 10 Basic Education Schools | 5 | Class Book A & B | First Edition | |
| | | Skills Book A & B | | |
| | | Teacher's Book A & B | | |
| | | The Magic Shop and Other Stories | New | 2012- 2013 |
| Grade 10 General Education Schools | 5 | Activities' Book A & B | | |
| | | Pupil's Book A & B | | |
| | | Teacher's Book A & B | | |
| | | The Magic Shop and Other Stories | New | 2012- 2013 |

Basic & General Education Schools

Grades 11- 12

| Grade | Number of Periods per Week | Book Title | Edition | Year |
|---------------------------------------|----------------------------|-----------------------------------|----------------|------------|
| Grade 11 Basic Education Schools | 6 | Course Book A & B | Second Edition | 2011- 2012 |
| | | Work Book A & B | | |
| | | Teacher's Book A & B | | |
| | | Triangle (Reader) | | |
| Grade 11 General Education Schools | 6 | Activities' Book A & B | | |
| | | Pupil's Book A & B | | |
| | | Teacher's Book A & B | | |
| | | Triangle (Reader) | | |
| Grade 12 Basic Education Schools | 6 | Course Book A & B | First Edition | |
| | | Work Book A & B | | |
| | | Teacher's Book A & B | | |
| | | The Man in the Iron Mask (Reader) | | |
| Grade 12 General Education Schools | 6 | Activities' Book A & B | | |
| | | Pupil's Book A & B | | |
| | | Teacher's Book A & B | | |
| | | The Man in the Iron Mask (Reader) | | |

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

ELCS Newsletter for Cycle 1

This newsletter contains the following:

- An inventory of the materials you should have received
- Useful Hints:
 - *Advice for tackling each new Unit*
 - *Tips on improving teaching methods*
- Changes in the new Grade 4 materials
- The Literacy Approach
- Shared Reading
- Shared Writing

- **You should have received the following in grades 1-4:**

Materials for Grade 1 [Second Edition]

- Class Books: 1A and 1B
- Skills Book: 1A and 1B
- Teacher's Book for each teacher Grade 1 A & 1B
- 1A and 1B Listening CD
- 1A and 1B Songs and Rhymes CD
- Resource Packs : **Teacher's Resource Pack** (*Non-printed materials*) and **Class Resource Pack** (*printed/Non-printed materials*) **combined in ONE pack** (newly opened schools only)
- Phonics CD for teachers which was used by Integrated Curriculum Schools (*To help teachers with the pronunciation of sounds*)

Materials for Grade 2 [Second Edition]

- Class Book : 2A and 2B
- Skills Book : 2A and 2B
- A Teacher's Book for each teacher Grade 2A & 2B
- 2A and 2B Listening CD's
- 2A and 2B Songs and Rhymes CD 's
- Resource Packs : **Teacher's Resource Pack** (*Non-printed materials*) and **Class Resource Pack** (*printed/Non-printed materials*) **combined in ONE pack** (newly opened schools only)
- Phonics CD for teachers which was used by Integrated Curriculum Schools (*To help teachers with the pronunciation of sounds*)

Materials for Grade 3 [Revised Edition]

- Class Book: 3A and 3B
- Skills Book : 3A and 3B
- A Teacher's Book for each teacher Grade 3A & 3B 2012-2013
- 3A and 3B listening and songs CD's
- Resource Packs : **Teacher's Resource Pack** (*Non-printed materials*) and **Class Resource Pack** (*printed/Non-printed materials*) **combined in ONE pack**(newly opened schools only)
- Phonics CD for teachers which was used by Integrated Curriculum Schools (*To help teachers with the pronunciation of sounds*)

Materials for Grade 4 [Revised Edition]

- Class Books: 4A and 4B 2012-2013
- Skills Book : 4A and 4B 2012-2013
- A Teacher's Book for each teacher Grade 4A & 4B 2012-2013
- 4A and 4B listening and songs CD's
- Resource Packs : **Teacher's Resource Pack** (*Non-printed materials*) and **Class Resource Pack** (*printed/Non-printed materials*) **combined in ONE pack** (newly opened schools only)
- Phonics CD for teachers which was used by Integrated Curriculum Schools (*To help teachers with the pronunciation of sounds*)

- **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.

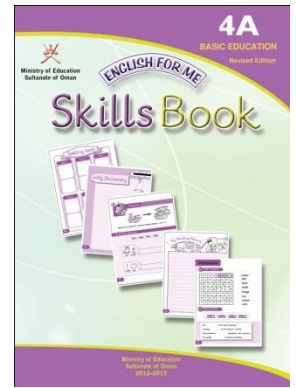
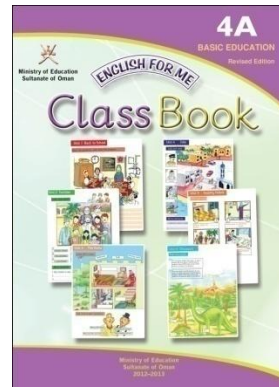
❻ **Read and study very carefully** the assessment procedure in the Student Assessment Handbook 2012/2013.

❼ **Read and study** the additional literacy activities and the photocopiable activities in the Teacher's Book.

- **Changes in the new Grade 4 materials**

This is your first year working with the New Grade 4 materials.

In Grade 4 you will need to pay special attention to the following:



Read the Teachers Book carefully!

It's a good idea to meet with your colleagues and go through the Introduction together. Take particular note of the following:

- The lesson Introduction and Review tasks are new and very important parts in these materials.
- There are 6 core units per semester and a supplementary unit at the end of the book.
- Each Unit consists of 12 lessons.
- The approach to literacy is different to the (*English For Me approach*).
- Literacy tasks are highlighted because they are new and need particular attention.
- The course supports mixed ability teaching and learning. These are highlighted with the key icon.
- Pay special attention to the Shared Writing Session, because they are very important for developing children's writing skills.
- You can move the order of Tasks within the lesson to suit your teaching and children's needs. However, the Lesson Introduction and Review tasks must remain to start and end each lesson.

• The Literacy Approach in Grades (3 – 4)

Phonics

In this course, phonics activities are carefully sequenced so that children progress from individual letter and sound work, to blending and segmenting sounds at word level, to identifying more complex sounds and spelling patterns.

Shared Writing Activities

In these sessions, the teacher and children write together modelling sentence structure, grammatical uses and target language appropriate to their level. Children then develop their own writing from the model text according to their level of ability .

Reading Time and Reading Record

It is a specific time which is allocated for the enjoyment of reading .Children choose a book from the Class Readers to read independently (or with a partner)and with accuracy and fluency . At the back of the Skills Book, children should keep a record of the books they have read. You should spend some time with the class discussing what to record (e.g. title, author, date they read it). In addition, it is important that you provide regular opportunities for children to talk about the books they are reading either to you or other children in the class.

It is very important that you listen to children read for assessment purposes. However, this must not be done in front of the whole class. When you wish to hear a child read, make sure the rest of the children are busy reading their own books. You may, ask a child to come up to you and privately read a few sentences of their book, or you may wish to join a group and get individual children to read. This allows you to observe and support their reading sensitively and effectively. It is important to keep a systematic record of which children you hear read, when you hear them and what you observe.

Spelling practice and Tests

Spelling activities focus on teaching children to look, cover, write check strategy for spelling words. They contain both content and high frequency grammatical words. It is important to do the spelling practice with children as advised in the Teachers Book. Children need time to absorb the spelling words and get ready for the spelling test. Please

do not ask children to learn the spelling words on their own. This needs to be done in class under your supervision.

High Frequency Words

Children learn to sight read high frequency grammatical words that have difficult phonetic patterns.

Homework

Homework activities are introduced and set up in the classroom by the teacher. You may decide to allocate the homework activities at relevant times during the unit, or at the end of the unit. A brief description of the homework activities is provided by the end of each unit. Time is provided for giving feedback on the homework activities in Lesson 2 of each unit.

Explore

It is important to understand that language rules are not presented and 'taught' in these activities. Instead, children investigate examples of English and answer questions to lead them to discover language patterns and grammatical rules for themselves.

Sometimes children will ask about features before they are met explicitly in the materials. If this happens, try not to turn the query into a teaching point for the whole class – since the whole class may not be ready to 'explore' this language feature. Instead, get the individual child to try and tell you what they already understand about the language feature or set them a challenge to find out about it and tell you the next day.

My Dictionary

In grade 4, children are encouraged to collect and record new vocabulary. The Skills Book contains a double page where children can organise and write their words. This provides children with their own resource, develops vocabulary recording strategies and referencing. Children are not told how to record their words since it is an opportunity for them to experiment with different ways of recording vocabulary and to reflect on the way that suits them most.

• Shared Reading

The Shared Reading approach is derived from the bedtime story experience, when parents read stories with their children. Through sharing the reading of a story, children learn about the purpose of texts, the different genres and also learn how an expert reader gets meaning from a text. Children learn about story structure, the importance of illustrations in supporting meaning, how to use knowledge and informed guessing to predict meaning and to understand unknown words, and also how to decode difficult words through phonics. The ideal text for Shared Reading in the language classroom is a text written on a large format or a Big Book, as this means the teacher can model and demonstrate using a text large enough for all the children to see.

A typical Shared Reading activity involves the children sitting on a mat around the teacher so that they are close enough to see the text and illustrations of the Shared Reading story and the facial expressions and gestures of the teacher.

First Session

- Read and tell the story to children for meaning and enjoyment. Model the skills and strategies a skilled reader uses when they read.
- Focus on understanding the story, using pictures and illustrations to support comprehension.
- Make the first time of reading and telling the story to children an enjoyable and exciting experience so they remember the story's events.
- Keep a good pace whilst reading the story and do not focus on language or insist on children's participation at this stage
- Encourage the children to predict what will happen next before turning to a new page.
- It is important that the children understand how the story ends.
- After you finish reading, close the Big Book and talk to children about the story. See if they can recall events, pictures or characters from the story. Ask them about their reaction to the story; what part did they like, who did they like, etc.
- You could open the Big Book again and get the children to re-tell the story with you using the pictures on each page. For Grade 1, this could be done in L1.

Second Session

- Review the story. Ask children to remember some of the characters and the important points in the story. See if they can remember any of the repetitive language, actions or sound effects.
- Read the story to the children and encourage their participation, especially the repetitive phrases.
- Ask children if they can remember what happens next before you turn some of the pages.
- This time you could also have a language focus. For example, you could focus on rhyming words, prepositions, or even difficult or new vocabulary. You can do this using a variety of techniques, such as covering these words with a "post-it", hand or finger, and getting the children to guess them.

Third Session

- The children's role in reading the story is more than yours at this stage. Your role should be limited to pointing to words or pictures and encouraging children to participate by using gestures and mimes.
- After the children have read the story, you could do a number of activities with them. For example, get the children to draw their favourite character from the story, encourage groups to make a small-size book of the story, or act out the story in groups.
- If you feel that your children are confident enough, you could try some of the language activities listed below.

Shared Reading activities to support and extend the story

- Predicting events or solutions
- Sequencing events using cut-out story cards or pictures
- Acting out some scenes from the story
- Making masks and acting out some scenes
- Drawing some favourite characters and writing their names
- Making a small book of the story
- Designing a new cover for the book

Shared Reading activities to support and extend language:

- Matching pictures with words from the story

- Covering words or phrases (with a 'post-it')
- Writing labels for pictures from the story
- Reading aloud lines from the story
- Making a picture or word dictionary
- Playing word bingo (vocabulary or characters' names)
- Solving anagrams (words with scrambled letters)
- Classifying and organising words into lexical sets (word families)
- Solving crosswords
- Finding words in a word search puzzle
- Playing pelmanism with rhyming words or picture cards and word cards.

• Shared Writing

During shared writing, there needs to be a considerable amount of dialogue and discussion between yourself and the children. You and children are composing, transcribing and discussing the text throughout the activity. The children are working collaboratively and drawing on each other's strengths and knowledge. Therefore, it is important that they can all see the text and participate in its formation.

Shared writing can help children to develop a sense of the writing process. It is a time when the teacher can demonstrate a whole range of skills and knowledge about an act of literacy. By thinking 'out loud'. The teacher can draw attention to:

- The layout of the page
- The organisation and layout of text
- Preparing for writing orally
- Handwriting
- Spelling strategies
- Punctuation
- Word choice and order
- The conventions of different genres

You can also model aspects of process writing such as planning, drafting and editing during shared writing sessions. In this way, shared writing can help children progress from copying texts to creating their own original texts.

Texts for shared writing

Any text can be composed and scribed during a shared writing session. However, the best texts are ones that help children understand that writing usually has a purpose, an audience, content and a procedure. Therefore, during a shared writing session try and clarify the following points by thinking 'out loud' or by asking questions:

Purpose

It is important to clarify the purpose of writing. This can be done by asking children Why are we writing? Purposes might include 'to thank someone for a present', 'to complain about something', or 'to provide pleasure for a reader'.

Preparing yourself

Before doing a shared writing activity with your class you may want to do the following:

- Read the notes in the Teacher's Book and identify any specific language focus
- Think about how you will set the scene for the writing activity
- Think about how you will start the text
- Decide if you want to highlight any specific features of the writing process
- Prepare questions which will get children producing sentences orally
- Practise writing a whole text by yourself or with a colleague so you can identify possible problems

**For further information about Shared Writing you may get back to the introduction of the Teacher's Book*

ELCS Newsletter for Cycle 2

This newsletter contains the following:

- An inventory of the materials you should have received
- Useful hints:
 - *Teacher's Book*
 - *Contents Map in the Teacher's Book*
 - *Advice for tackling each new Unit*
 - *Tips on improving teaching methods*
- Brief on the New Classroom reader for Grade 10 entitled, ***The Magic Shop and Other Stories***

• You should have received the following materials for Grades 5, 6, 7, 8, 9 & 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 and Teacher's Resource Pack for Grades 5,6 &7((Printed/Non-Printed Materials)
6. Class Resource Pack for Grades 8, 9, 10 (Printed Material)
7. **New 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)
9. Student Assessment Handbook (SAH) **2012** (produced by the Directorate General of Educational Evaluation at the Ministry of Education)

• 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 four themes 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 units;
- 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

- ① **Try to observe** other English teachers' lessons to gain more teaching experience and do team teaching with your colleagues.
- ② **Visit** other cycle two education schools nearby.
- ③ **Observe** classes and discuss the curriculum and methodology with experienced teachers. Invite them to your school, too!
- ④ **Aim to cover the syllabus** in 5 periods a week.

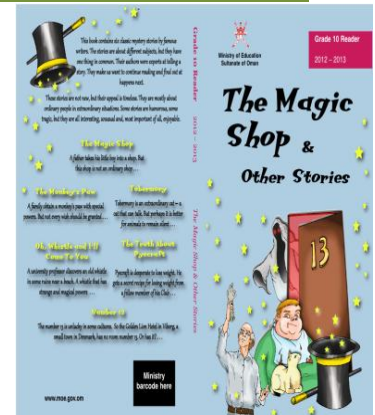
- ⑤ **Always remember to liaise** with your Senior Teacher and Supervisor.
- ⑥ **Always remember to liaise** with the LRC teacher to ensure receipt of the English materials in the LRC room in your school.
- ⑦ **Read and study very carefully** the assessment procedure in the Student Assessment Handbook 2012/2013.
- ⑧ **Read and study** the poster activities and the photocopiable activities at the back of the Teacher's Book.
- ⑨ ***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.

- ***The New Grade 10 Reader (The Magic Shop & Other Stories)***

The new Grade 10 Reader *The Magic Shop & Other Stories* consists of six short stories by classic authors who were experts at writing mystery stories. The stories are:

1. *The Magic Shop* (H.G. Wells)
2. *The Monkey's Paw* (W.W. Jacobs)
3. *Tobermory* (H.H.Munro)
4. *Oh, Whistle and I'll Come to You* (M.R.James)
5. *The Truth About Pycraft* (H.G.Wells)
6. *Number 13* (M.R.James)



Teachers are encouraged to be flexible in their approach to the stories. They are free to cover all or only some of the stories, according to the level of their class. It does not matter which order the stories are read in, as there is no progression in difficulty. It is up to teachers to decide how best to retain students' interest in the stories and whether it is better to distribute the Readers in lesson time only, or allow students to take them home.

The stories follow a similar pattern. Each one contains two full-page illustrations to arouse students' interest and encourage them to want to read it. The stories are preceded by Before Reading activities. These are discussion activities requiring no pre-knowledge on the part of the student. Students are asked questions relating to the general theme of the story, or directed to look at one of the illustrations and describe what they think is happening.

The stories are followed by While Reading and After Reading activities. The purpose of the While Reading activities is as a comprehension check, to make sure that students are understanding and following the story, and to get them thinking about key characters and events. There is a variety of activity types which include True/False/ Not Given, matching, multiple choice and table completion. The After Reading Activities are more challenging, and take students outside what happens in the story. They encourage students to use their imaginations through discussion and role play, and include tasks such as writing a dialogue or letter, or doing research or a group project about a topic arising from the story.

Teachers are encouraged to get students to write a story report about one or more of the stories, based on a story report form at the back of the Reader. A wordlist of the key words is also given at the end of each story for students to refer to when encountering unknown vocabulary. *The Magic Shop & Other Stories* is **accompanied by a booklet, Guidelines for Teachers**, which contains further information about the activities, suggestions for approaches to reading and a key to the activities.

***NB:** The booklet, Guidelines for Teachers, is in section SIX of this ELCS Message.

ELCS Newsletter for Grades 11 & 12 (Post-Basic)

This newsletter contains the following:

- An inventory of the materials you should have received
- Useful hints:
 - *Teacher's Book*
 - *Contents Map in the Teacher's Book*
 - *Advice for tackling each new Unit*
 - *Tips on improving teaching methods*

• You should have received the following materials for Grades 11 & 12

1. Listening CD
2. Core reader entitled, *The Triangle* - Grade 11
3. Core reader entitled, *The Man in the Iron Mask* - Grade 12
4. Lesson Preparation Book (produced by the Supervision Department at the Ministry of Education)
5. Student Assessment Handbook 2012- 2013 (produced by the Directorate General of Educational Evaluation at the Ministry of Education)

• Useful Hints:

- **Teacher's Book**

Make sure that you read the introduction in the **Teacher's Book** (Post-basic Education Grades 11, 12) 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 four themes of the course
- Cross-curricular links between English and other school subjects as well as learning strategies
- Activities included in the syllabus
- Feedback and Monitoring
- Details on the following :
 - Across Cultures and Reading for Pleasure
 - Review and Reference
 - Communication Activities
 - Grammar Practice
 - Writing Guide
 - Grammar Reference
 - Wordlist
 - Functional Language

- 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 themes/ units;
- Main language focus of the themes/ units;
- New and recycled lists of vocabulary in each theme/ unit;
- Skills and strategies in each theme/ unit;

- Advice for tackling each new Unit

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

- ⇒ The aims of the theme/unit;
- ⇒ The main language of the theme/ unit;
- ⇒ The vocabulary covered in each theme/ unit;
- ⇒ The activities;
- ⇒ Skills and strategies
- ⇒ The materials you will need

- Tips on improving teaching methods

- ① **Try to observe** other English teachers' lessons to gain more teaching experience and do team teaching with your colleagues.
- ② **Visit** other post-basic education schools nearby.
- ③ **Observe** classes and discuss the curriculum and methodology with experienced teachers. Invite them to your school, too!
- ④ **Aim to cover the syllabus** in 6 periods a week.
- ⑤ **Always remember to liaise** with your Senior Teacher and Supervisor.
- ⑥ **Always remember to liaise** with the LRC teacher to ensure receipt of the English materials in the LRC room in your school.
- ⑦ **Read and study very carefully** the Student Assessment Handbook 2012- 2013

SECTION FIVE

Suggested Scheme of Work

Grades 1 & 2 Semester One

*There are 6 units in each coursebook and each unit is divided into 10 lessons.

| Month | Week | Number of Periods | Unit | Remarks | | |
|---------------|------------------|-------------------|------------------------------------|---|-------------------------------------|----------------------------|
| September | First Week 8-12 | 21 | Unit One | | | |
| | Second 15-19 | | | | | |
| | Third 22-26 | | | | | |
| | Fourth 29-3 | 19 | Unit Two | | | |
| Fifth 6-10 | | | | | | |
| October | Sixth 13-17 | | 17 | | Unit Three Starts on 16- 17 October | 24- 28 Eid Al Adha Holiday |
| Seventh 20-23 | | | | | | |
| Eighth 29-31 | | | | | | |
| November | Ninth 3-7 | 18 | Unit Four | 14 Nov. Hijri Year Holiday 27- 28 National Day Holiday | | |
| | Tenth 10-13 | | | | | |
| | Eleventh 17-21 | | | | | |
| | Twelfth 24-26 | | | | | |
| December | Thirteenth 1-5 | 19 | Unit Five | | | |
| | Fourteenth 8-12 | | | | | |
| | Fifteenth 15-19 | | | | | |
| | Sixteenth 22-26 | 17 | Unit Six Starts on 18- 19 December | | | |
| | Seventeenth 29-2 | | | | | |
| January | 8- 30 Exams | | | | | |

Suggested Scheme of Work

Grades 1-2 Semester Two

*There are 6 units in each coursebook and each unit is divided into 10 lessons.

| Month | Week | Number of Periods | Unit | Remarks |
|----------|------------------|-------------------|-----------------------------|--|
| February | First Week 9-13 | 21 | Unit One | |
| | Second 16-20 | | | |
| | Third 23-27 | | | |
| March | Fourth 2-6 | 19 | Unit Two | |
| | Fifth 9-13 | | | |
| | Sixth 16-20 | | 18 | Unit Three Starts on 19 March |
| | Seventh 23-27 | | | |
| | Eighth 30- 3 | | | |
| April | Ninth 6-10 | 17 | Unit Four | |
| | Tenth 13-17 | | | |
| | Eleventh 20-24 | | 19 | Unit Five Starts on 22 April |
| | Twelfth 27-1 | | | |
| May | Thirteenth 4-8 | 16 | Unit Six Starts on 8 May | |
| | Fourteenth 11-15 | | | |
| | Fifteenth 18-22 | | | |
| | Sixteenth | | | 25- 27 Students' have three days to prepare for their exams and from 28 June exams start |
| June | Exams | | | |

Suggested Scheme of Work

Grade 3 Semester One

*There are 6 units in each coursebook and each unit is divided into 14 lessons.

| Month | Week | Number of Periods | Unit | Remarks |
|-----------|------------------|-------------------|--|---|
| September | First Week 8-12 | 21 | Unit One | |
| | Second 15-19 | | | |
| | Third 22-26 | | | |
| | Fourth 29-3 | | | |
| October | Fifth 6-10 | 21 | Unit Two | |
| | Sixth 13-17 | | | |
| | Seventh 20-23 | 18 | Unit Three | 24- 28 Eid Al Adha Holiday |
| | Eighth 29-31 | | | |
| November | Ninth 3-7 | 18 | Unit Four | 14 Nov. Hijri Year Holiday 27- 28 National Day Holiday |
| | Tenth 10-13 | | | |
| | Eleventh 17-21 | | | |
| | Twelfth 24-26 | | | |
| December | Thirteenth 1-5 | 19 | Unit Five | |
| | Fourteenth 8-12 | | Unit Six Starts on 18- 19 December | |
| | Fifteenth 15-19 | 17 | | |
| | Sixteenth 22-26 | | | |
| | Seventeenth 29-2 | | | |
| January | 8- 30 Exams | | | |

Suggested Scheme of Work

Grade 3 Semester Two

*There are 6 units in each coursebook and each unit is divided into 14 lessons.

| Month | Week | Number of Periods | Unit | Remarks |
|----------|------------------|-------------------|-----------------------------|--|
| February | First Week 9-13 | 19 | Unit One | |
| | Second 16-20 | | | |
| | Third 23-27 | | | |
| March | Fourth 2-6 | 17 | Unit Two Starts on 26 Feb. | |
| | Fifth 9-13 | | | |
| | Sixth 16-20 | 19 | Unit Three | |
| | Seventh 23-27 | | | |
| | Eighth 30- 3 | | | |
| April | Ninth 6-10 | 17 | Unit Four Starts on 2 March | |
| | Tenth 13-17 | | | |
| | Eleventh 20-24 | 19 | Unit Five | |
| | Twelfth 27-1 | | | |
| May | Thirteenth 4-8 | 17 | Unit Six Starts on 7 May | |
| | Fourteenth 11-15 | | | |
| | Fifteenth 18-22 | | | |
| | Sixteenth | | | 25- 27 Students' have three days to prepare for their exams and from 28 June exams start |
| June | Exams | | | |

Suggested Scheme of Work

Grade 4 Semester One

*There are 6 units in each coursebook and each unit is divided into 12 lessons.

| Month | Week | Number of Periods | Unit | Remarks |
|-----------|------------------|-------------------|---|---|
| September | First Week 8-12 | 21 | Unit One | |
| | Second 15-19 | | | |
| | Third 22-26 | | | |
| | Fourth 29-3 | | | |
| October | Fifth 6-10 | 18 | Unit Two | |
| | Sixth 13-17 | | | |
| | Seventh 20-23 | 17 | Unit Three Starts on 16- 17 October | 24- 28 Eid Al Adha Holiday |
| | Eighth 29-31 | | | |
| November | Ninth 3-7 | 18 | Unit Four | 14 Nov. Hijri Year Holiday 27- 28 National Day Holiday |
| | Tenth 10-13 | | | |
| | Eleventh 17-21 | | | |
| | Twelfth 24-26 | | | |
| December | Thirteenth 1-5 | 19 | Unit Five | |
| | Fourteenth 8-12 | | | |
| | Fifteenth 15-19 | | | |
| | Sixteenth 22-26 | 16 | Unit Six Starts on 18- 19 December | |
| | Seventeenth 29-2 | | | |
| January | 8- 30 Exams | | | |

Suggested Scheme of Work

Grade 4 Semester Two

*There are 6 units in each coursebook and each unit is divided into 12 lessons.

| Month | Week | Number of Periods | Unit | Remarks |
|----------|------------------|-------------------|--|---------|
| February | First Week 9-13 | 19 | Unit One | |
| | Second 16-20 | | | |
| | Third 23-27 | | Unit Two Starts on 26 Feb. | |
| March | Fourth 2-6 | 16 | | |
| | Fifth 9-13 | | | |
| | Sixth 16-20 | 19 | Unit Three | |
| | Seventh 23-27 | | | |
| | Eighth 30- 3 | | Unit Four Starts on 2 March | |
| April | Ninth 6-10 | 16 | | |
| | Tenth 13-17 | | | |
| | Eleventh 20-24 | 19 | Unit Five | |
| | Twelfth 27-1 | | | |
| May | Thirteenth 4-8 | 16 | Unit Six Starts on 7 May | |
| | Fourteenth 11-15 | | | |
| | Fifteenth 18-22 | | | |
| | Sixteenth | | 25- 27 Students' have three days to prepare for their exams and from 28 June exams start | |
| June | Exams | | | |

Suggested Scheme of Work

Grades 5- 7 Semester One

*There are 5 units in each coursebook and each unit is divided into 15 lessons.

| Month | Week | Number of Periods | Unit | Remarks |
|-----------|------------------|-------------------|------------|---|
| September | First Week 8-12 | 15 | Unit One | |
| | Second 15-19 | | | |
| | Third 22-26 | | | |
| | Fourth 29-3 | | | |
| October | Fifth 6-10 | 15 | Unit Two | |
| | Sixth 13-17 | | | |
| | Seventh 20-23 | 16 | Unit Three | 24- 28 Eid Al Adha Holiday |
| | Eighth 29-31 | | | |
| November | Ninth 3-7 | 18 | Unit Four | 14 Nov. Hijri Year Holiday 27- 28 National Day Holiday |
| | Tenth 10-13 | | | |
| | Eleventh 17-21 | | | |
| | Twelfth 24-26 | | | |
| December | Thirteenth 1-5 | 18 | Unit Four | |
| | Fourteenth 8-12 | | | |
| | Fifteenth 15-19 | 15 | Unit Five | |
| | Sixteenth 22-26 | | | |
| | Seventeenth 29-2 | | | |
| January | 8- 30 Exams | | | |

Suggested Scheme of Work

Grades 5- 7 Semester Two

*There are 5 units in each coursebook and each unit is divided into 15 lessons.

| Month | Week | Number of Periods | Unit | Remarks |
|----------|------------------|-------------------|------------|--|
| February | First Week 9-13 | 15 | Unit One | |
| | Second 16-20 | | | |
| | Third 23-27 | | | |
| March | Fourth 2-6 | 15 | Unit Two | |
| | Fifth 9-13 | | | |
| | Sixth 16-20 | | | |
| | Seventh 23-27 | 15 | Unit Three | |
| | Eighth 30- 3 | | | |
| April | Ninth 6-10 | 15 | Unit Four | |
| | Tenth 13-17 | | | |
| | Eleventh 20-24 | | | |
| | Twelfth 27-1 | | | |
| May | Thirteenth 4-8 | 15 | Unit Five | |
| | Fourteenth 11-15 | | | |
| | Fifteenth 18-22 | | | |
| | Sixteenth | | | 25- 27 Students' have three days to prepare for their exams and from 28 June exams start |
| June | Exams | | | |

Suggested Scheme of Work

Grades 8- 10 Semester One

*There are 4 units in each coursebook and each unit is divided into 15 lessons.

| Month | Weeks | Number of Periods | Unit | Remarks |
|-----------|------------------|-------------------|----------------------------------|---|
| September | First 8-12 | 20 | Unit One | |
| | Second 15-19 | | | |
| | Third 22-26 | | | |
| | Fourth 29-3 | | | |
| October | Fifth 6-10 | 20 | Unit Two | 24- 28 Eid Al Adha Holiday |
| | Sixth 13-17 | | | |
| | Seventh 20-23 | | | |
| | Eighth 29-31 | | | |
| November | Ninth 3-7 | 19 | Unit Three starts on 6-7 October | 14 Nov. Hijri Year Holiday 27- 28 National Day Holiday |
| | Tenth 10-13 | | | |
| | Eleventh 17-21 | | | |
| | Twelfth 24-26 | | | |
| December | Thirteenth 1-5 | 20 | Unit Four | |
| | Fourteenth 8-12 | | | |
| | Fifteenth 15-19 | | | |
| | Sixteenth 22-26 | | | |
| | Seventeenth 29-2 | | | |
| January | 8- 30 Exams | | | |

Suggested Scheme of Work

Grades 8-10 Semester Two

*There are units in each coursebook and each unit is divided into 15 lessons.

| Month | Week | Number of Periods | Unit | Remarks |
|----------|------------------|-------------------|------------------------------|--|
| February | First Week 9-13 | 20 | Unit One | |
| | Second 16-20 | | | |
| | Third 23-27 | | | |
| March | Fourth 2-6 | 20 | Unit Two | |
| | Fifth 9-13 | | | |
| | Sixth 16-20 | | | |
| | Seventh 23-27 | | | |
| April | Eighth 30- 3 | 18 | Unit Three | |
| | Ninth 6-10 | | | |
| | Tenth 13-17 | | | |
| | Eleventh 20-24 | | | |
| May | Twelfth 27-1 | 17 | Unit Four Starts on 30 April | |
| | Thirteenth 4-8 | | | |
| | Fourteenth 11-15 | | | |
| | Fifteenth 18-22 | | | |
| June | Sixteenth 25-29 | | | 25- 27 Students' have three days to prepare for their exams and from 28 June exams start |
| | Exams | | | |

Suggested Scheme of Work

Grade 11 Post-Basic Semester One

*There are 4 themes in each coursebook and each theme is divided into 5 units.

| Month | Weeks | Number of Periods | Unit | Remarks |
|-----------|------------------|-------------------|-----------------------------------|---|
| September | First 8-12 | 24 | Theme One | |
| | Second 15-19 | | | |
| | Third 22-26 | | | |
| | Fourth 29-3 | | | |
| October | Fifth 6-10 | 23 | Theme Two | 24- 28 Eid Al Adha Holiday |
| | Sixth 13-17 | | | |
| | Seventh 20-23 | | | |
| | Eighth 29-31 | | | |
| November | Ninth 3-7 | 23 | Theme Three starts on 6-7 October | 14 Nov. Hijri Year Holiday 27- 28 National Day Holiday |
| | Tenth 10-13 | | | |
| | Eleventh 17-21 | | | |
| | Twelfth 24-26 | | | |
| December | Thirteenth 1-5 | 24 | Theme Four | |
| | Fourteenth 8-12 | | | |
| | Fifteenth 15-19 | | | |
| | Sixteenth 22-26 | | | |
| | Seventeenth 29-2 | | | |
| January | 8- 30 Exams | | | |

Suggested Scheme of Work

Grades 11 Post-Basic Semester Two

*There are 4 themes in each coursebook and each theme is divided into 5 units.

| Month | Week | Number of Periods | Unit | Remarks |
|----------|------------------|-------------------|-------------------------------|--|
| February | First Week 9-13 | 24 | Theme One | |
| | Second 16-20 | | | |
| | Third 23-27 | | | |
| March | Fourth 2-6 | 24 | Theme Two | |
| | Fifth 9-13 | | | |
| | Sixth 16-20 | | | |
| | Seventh 23-27 | | | |
| April | Eighth 30- 3 | 22 | Theme Three | |
| | Ninth 6-10 | | | |
| | Tenth 13-17 | | | |
| | Eleventh 20-24 | | | |
| May | Twelfth 27-1 | 20 | Theme Four Starts on 30 April | |
| | Thirteenth 4-8 | | | |
| | Fourteenth 11-15 | | | |
| | Fifteenth 18-22 | | | |
| June | Sixteenth 25-29 | | | 25- 27 Students' have three days to prepare for their exams and from 28 June exams start |
| | Exams | | | |

Suggested Scheme of Work

Grade 12 Post-Basic Semester One

*There are 5 themes in each coursebook and each theme is divided into 5 units.

| Month | Week | Number of Periods | Unit | Remarks |
|-----------|---------------------|-------------------|-------------|-----------------------------|
| September | First Week 8-12 | 18 | Theme One | |
| | Second 15-19 | | | |
| | Third 22-26 | | | |
| | Fourth 29-3 | | | |
| October | Fifth 6-10 | 18 | Theme Two | |
| | Sixth 13-17 | | | |
| | Seventh 20-23 | 19 | Theme Three | 24- 28 Eid Al Adha Holiday |
| | Eighth 29-31 | | | |
| November | Ninth 3-7 | 21 | Theme Four | 27- 28 National Day Holiday |
| | Tenth 10-13 | | | |
| | Eleventh 17-21 | | | |
| | Twelfth 24-26 | | | |
| December | Thirteenth 1-5 | 18 | Theme Five | |
| | Fourteenth 8-12 | | | |
| | Fifteenth 15-19 | | | |
| | Sixteenth 22-26 | | | |
| | Seventeenth 29-2 | | | |
| January | 8- 30 January Exams | | | |

Suggested Scheme of Work

Grade 12 Post-Basic Semester Two

*There are 5 themes in each coursebook and each theme is divided into 5 units.

| Month | Week | Number of Periods | Unit | Remarks |
|----------|------------------|-------------------|-------------|--|
| February | First Week 9-13 | 18 | Theme One | |
| | Second 16-20 | | | |
| | Third 23-27 | | | |
| March | Fourth 2-6 | 18 | Theme Two | |
| | Fifth 9-13 | | | |
| | Sixth 16-20 | | | |
| | Seventh 23-27 | 18 | Theme Three | |
| | Eighth 30- 3 | | | |
| April | Ninth 6-10 | 18 | Theme Four | |
| | Tenth 13-17 | | | |
| | Eleventh 20-24 | | | |
| | Twelfth 27-1 | | | |
| May | Thirteenth 4-8 | 18 | Theme Five | |
| | Fourteenth 11-15 | | | |
| | Fifteenth 18-22 | | | |
| | Sixteenth | | | 25- 27 Students' have three days to prepare for their exams and from 28 June exams start |
| June | Exams | | | |

Suggested Scheme of Work

Grades 10- 12 General Education Semester One

| Month | Weeks | Number of Periods | Unit | Remarks |
|-----------|------------------------|-------------------|-------------------------------------|---|
| September | First 8-12 | 24 | Unit One | |
| | Second 15-19 | | | |
| | Third 22-26 | | | |
| | Fourth 29-3 | | | |
| October | Fifth 6-10 | 23 | Unit Two | 24- 28 Eid Al Adha Holiday |
| | Sixth 13-17 | | | |
| | Seventh 20-23 | | | |
| | Eighth 29-31 | | | |
| November | Ninth 3-7 | 22 | Unit Three starts on 6-7 October | 14 Nov. Hijri Year Holiday 27- 28 National Day Holiday |
| | Tenth 10-13 | | | |
| | Eleventh 17-21 | | | |
| | Twelfth 24-26 | | | |
| December | Thirteenth 1-5 | 24 | Unit Four | |
| | Fourteenth 8-12 | | | |
| | Fifteenth 15-19 | | | |
| | Sixteenth 22-26 | | | |
| | Seventeenth 29-2 | | | |
| January | 8- 30 January Exams | | | |

Suggested Scheme of Work

Grades 10-12 General Education Semester Two

| Month | Week | Number of Periods | Unit | Remarks |
|----------|------------------|-------------------|---------------------------------|--|
| February | First Week 9-13 | 24 | Unit One | |
| | Second 16-20 | | | |
| | Third 23-27 | | | |
| March | Fourth 2-6 | 24 | Unit Two | |
| | Fifth 9-13 | | | |
| | Sixth 16-20 | | | |
| | Seventh 23-27 | | | |
| | Eighth 30- 3 | | | |
| April | Ninth 6-10 | 21 | Unit Three | |
| | Tenth 13-17 | | | |
| | Eleventh 20-24 | | | |
| | Twelfth 27-1 | | | |
| May | Thirteenth 4-8 | 21 | Unit Four Starts on 30 April | |
| | Fourteenth 11-15 | | | |
| | Fifteenth 18-22 | | | |
| | Sixteenth 25-29 | | | 25- 27 Students' have three days to prepare for their exams and from 28 June exams start |
| June | Exams | | | |

Suggested Scheme of Work

Elective: Grade 11 Semester One

| Month | Week | Number of Days | Unit | Remarks |
|-----------|------------------|----------------|------------|-----------------------------|
| September | First Week 8-12 | 8 | Unit One | |
| | Second 15-19 | | | |
| | Third 22-26 | 8 | Unit Two | |
| | Fourth 29-3 | | | |
| October | Fifth 6-10 | 8 | Unit Three | |
| | Sixth 13-17 | | | |
| | Seventh 20-23 | 10 | Unit Four | 24- 28 Eid Al Adha Holiday |
| | Eighth 29-31 | | | |
| November | Ninth 3-7 | 8 | Unit Five | 14 Nov. Hijri Year Holiday |
| | Tenth 10-13 | | | |
| | Eleventh 17-21 | 8 | Unit Six | 27- 28 National Day Holiday |
| | Twelfth 24-26 | | | |
| December | Thirteenth 1-5 | 8 | Unit Seven | |
| | Fourteenth 8-12 | | | |
| | Fifteenth 15-19 | 8 | Unit Eight | |
| | Sixteenth 22-26 | | | |
| | Seventeenth 29-2 | | | |
| January | 8- 30 Exams | | | |

Suggested Scheme of Work

Elective: Grade 11 Semester Two

| Month | Week | Number of Days | Unit | Remarks |
|------------|------------------|----------------|------------------------|--|
| February | First Week 9-13 | 8 | Unit Nine | |
| | Second 16-20 | | | |
| | Third 23-27 | 8 | Unit Ten | |
| Fourth 2-6 | | | | |
| March | Fifth 9-13 | 8 | Unit Eleven | |
| | Sixth 16-20 | | | |
| | Seventh 23-27 | 8 | Unit Twelve | |
| | Eighth 30- 3 | | | |
| April | Ninth 6-10 | 8 | Unit Thirteen | |
| | Tenth 13-17 | | | |
| | Eleventh 20-24 | 8 | Unit Fourteen | |
| | Twelfth 27-1 | | | |
| May | Thirteenth 4-8 | 8 | Unit Fifteen | |
| | Fourteenth 11-15 | | | |
| | Fifteenth 18-22 | 4 | Suggested for revision | 25- 27 Students' have three days to prepare for their exams and from 28 June exams start |
| | Sixteenth | | | |
| June | Exams | | | |

Suggested Scheme of Work

Elective: Grade 12 Semester One

| Month | Week | Number of Periods | Unit | Remarks |
|-----------|------------------|-------------------|------------|---|
| September | First Week 8-12 | 8 | Unit One | |
| | Second 15-19 | | | |
| | Third 22-26 | 8 | Unit Three | Unit Two cancelled |
| | Fourth 29-3 | | | |
| October | Fifth 6-10 | 8 | Unit Four | |
| | Sixth 13-17 | | | |
| | Seventh 20-23 | 10 | Unit Six | Unit Five cancelled 24- 28 Eid Al Adha Holiday |
| | Eighth 29-31 | | | |
| November | Ninth 3-7 | 8 | Unit Seven | Unit Five cancelled 14 Nov. Hijri Year Holiday |
| | Tenth 10-13 | | | |
| | Eleventh 17-21 | 8 | Unit Eight | 27- 28 National Day Holiday |
| | Twelfth 24-26 | | | |
| December | Thirteenth 1-5 | 8 | Unit Nine | |
| | Fourteenth 8-12 | | | |
| | Fifteenth 15-19 | 8 | Unit Ten | |
| | Sixteenth 22-26 | | | |
| | Seventeenth 29-2 | | | |
| January | 8- 30 Exams | | | |

Suggested Scheme of Work

Elective: Grade 12 Semester Two

| Month | Week | Number of Periods | Unit | Remarks |
|------------|------------------|-------------------|------------------------|--|
| February | First Week 9-13 | 8 | Unit Eleven | |
| | Second 16-20 | | | |
| | Third 23-27 | 8 | Unit Twelve | |
| Fourth 2-6 | | | | |
| March | Fifth 9-13 | 8 | Unit Thirteen | |
| | Sixth 16-20 | | | |
| | Seventh 23-27 | 8 | Unit Fifteen | Unit Fourteen cancelled |
| | Eighth 30- 3 | | | |
| April | Ninth 6-10 | 8 | Unit Sixteen | |
| | Tenth 13-17 | | | |
| | Eleventh 20-24 | 8 | Unit Seventeen | |
| | Twelfth 27-1 | | | |
| May | Thirteenth 4-8 | 8 | Unit Eighteen | |
| | Fourteenth 11-15 | | | |
| | Fifteenth 18-22 | 4 | Suggested for revision | |
| | Sixteenth | | | 25- 27 Students' have three days to prepare for their exams and from 28 June exams start |
| June | Exams | | | |

SECTION SIX

GRADE 10 READER

GUIDELINES FOR TEACHERS

The Magic Shop & Other Stories

1. Why Class Readers?
2. Storage and use of the Readers
3. Lesson planning
4. Choosing a story
5. How to use the Readers in class
6. Activities
 - Before Reading Activities
 - While Reading Activities
 - After Reading Activities
 - Story Report
 - Wordlist
7. Evaluation and shared reflection
8. Key to activities
 - The Magic Shop
 - The Monkey's Paw
 - Tobermory / tɔ:ba'mɒrɪ/
 - Oh, Whistle and I'll Come to You
 - The Truth About Pyecraft / paɪ'krɔ:ft/
 - Number 13

I. **Why Class Readers?**

Much of the reading that students do in class is based on sentences and short reading passages. In this type of reading (intensive reading) students focus on vocabulary or structure, or practise specific techniques such as scanning or guessing the meaning of unknown words. But a Class Reader helps students develop a different set of reading skills. In this type of reading (extensive reading), the focus is on content and meaning. It is similar to the reading that students are familiar with in their own language – i.e. reading fiction or reference books or the Internet, either for pleasure or to gain information.

The new Grade 10 Reader, *The Magic Shop & Other Stories*, consists of six short stories rather than one long story to make it more manageable for teachers and students. The six stories are all mystery stories by classic authors. They have been chosen because they are interesting, enjoyable and motivating. They have strong story lines, which will encourage students to read on and find out what happens.

It is very important for teachers to convey enthusiasm about reading to their students. The teacher's role in helping students to get the most out of these stories is crucial. Teachers should familiarize themselves as much as possible with the stories in advance, so that they can help students in their understanding of characters and events. Teachers should adopt a flexible approach to stories and activities. The main purpose of the stories is for students to read and enjoy the stories, rather than lose heart because they are asked to do too many activities.

2. Storage and use of the Readers

It is not recommended that teachers distribute the Readers to their class for use outside lesson time. The books may get damaged or lost, and there may not be enough copies for each student. In addition, class reading time will be compromised if students read outside class at different speeds. It is therefore suggested that teachers store the books safely and take them to class. Ideally, each student should have their own copy of the Reader, but there should be at least one copy between two students.

3. Lesson planning

Teachers should plan carefully how they incorporate lessons for the Reader into their overall lesson schedule. It is important for specific times to be allocated for the Reader in their scheme of work, perhaps two whole lessons for each story or four half lessons. Lessons should not be too far apart, as students may forget what has happened in a story and lose interest. Teachers should begin every lesson with a brief recap of what has happened previously, and by eliciting information about main characters and events.

4. Choosing a story

Teachers are free to cover all or some of the six stories, according to the level of their class. It does not matter which order the stories are done in. Teachers may choose the stories themselves, or, better still, ask their class which story they would like to do next. If students are involved in the choice of story, they are more likely to be interested. The two pictures in each story will attract students' interest and help them decide; there is also a line or two about each story on the back cover of the Reader.

Wherever possible, the topics of the stories can be linked to material already covered in Grade 10, or in earlier courses of the *English for Me* series. For example, the Before Reading Activities in the fifth story, *The Truth About Pyecraft*, are about advertising and how advertisements can be misleading. The topic of advertising is covered in Grade 10b Theme 1 where students have

the opportunity to discuss adverts and present their views. The topics of health and diet, also occurring in *The Truth About Pyecraft*, occur regularly throughout the *English for Me* courses. In one of the After Reading Activities for the sixth story, *Number 13*, students are asked to design a brochure for a hotel. They have previous experience of designing a hotel brochure in Grade 7b.

The topic of Unit 2 of the Grade 10A course is *Stories Around the World*. Students analyse a range of stories, and as a project, write their own story and present it to their group. The topics and skills covered in Unit 2 can be applied to the stories in the Reader. In the unit, students learn how to analyse plots, characters and settings. They consider the different elements of a fictional character and write a description. Students can be asked to write a description of a character from one of the stories in the Reader, applying the same techniques.

5. How to use the Readers in class

The following approaches to reading are given as suggestions for teachers to consider. Teachers may prefer other ways of dealing with a story, depending on the level and ability of their class. Teachers should use a mixture of approaches to keep their class interested in the Reader, and also to see which approach students like best, and which seems to work well.

a. Teachers read aloud while students follow in their books

This is like shared reading and helps students to match what they hear with what they see, as well as allowing the teacher to be a role model for reading. Teachers can read the beginning of a story (the first paragraph or two only) to start a story off and get students motivated to read more.

b. Students read silently

It is important for students to have some USSR (Uninterrupted Sustained Silent Reading Time) in class. However, teachers need to be very clear about which point they want students to read to. If some students finish more quickly than others, the teacher should sit with them and ask them questions about the story, and their reaction to it.

c. Students read aloud

This is also important and motivating for students. However, it should be done for relatively short periods and on a strictly voluntary basis – i.e. students shouldn't be forced to read aloud.

6. Activities

The purpose of the activities is to help students understand the story better. They are divided into three sections – Before Reading, While Reading and After Reading Activities. Students **MUST** do all the writing activities in their exercise books. The Readers themselves should not be marked, as they will be given to other students to use next year.

At all times, when deciding on activities, teachers should be flexible and take into account the needs and level of their class. They may choose to do all the activities, or only some. They should feel free to expand on the existing activities, or replace them with their own.

a. Before Reading Activities

The Before Reading Activities appear on the page before each story begins. Their purpose is to prepare students for what the story is about. These activities don't require any prior knowledge, and students don't need to read the story first. For example, in the Before Reading Activities for the first story, *The Magic Shop*, students are asked if they enjoy shopping, and to describe their favourite shop or mall. In the Before Reading Activities for the second story, *The Monkey's Paw*, they are asked to think, if they had three wishes, what they would wish for. These type of questions prepare students for the story and help them identify with the characters' situation and dilemmas.

Teachers can get students to discuss the Before Reading Activities in groups, then ask a spokesperson from each group to summarise that group's discussion for the rest of the class. Alternatively, the discussion can be conducted as a whole class discussion. In these discussions, students should be encouraged to justify or give reasons for their answers.

In other Before Reading Activities, students are asked to describe one of the pictures in the story to a partner. They can also be asked how they think the picture relates to the title of the story. Pictures can also be used for prediction as students imagine what will happen later in the story.

b. While Reading Activities

The purpose of the While Reading Activities is as a comprehension check, to make sure students are understanding and following the story, and to get them thinking about key characters and events. It is up to the teacher to decide whether they should be done as oral or written activities.

There is a variety of activity types, which include the following:

- True/False/Not Given
- matching two halves of sentences
- multiple choice
- table completion
- event ordering
- matching characters with spoken words
- comprehension questions
- multiple choice

c. After Reading Activities

The purpose of the After Reading Activities is to take students outside what happens in the story. There is a variety of activities to suit a range of abilities. Many activities encourage students to use their imaginations and can be done individually or in pairs or groups. Again, activities can be done as oral or written activities.

After Reading Activities include the following:

- discussion
- role play
- writing a dialogue
- writing a letter from one of the characters in the story
- doing research (e.g. animal communication after reading *Tobermory*)
- doing a group project (e.g. designing a hotel brochure after reading *Number 13*)

With discussion questions, teachers may like to ask students to write a summary of their discussion for extra writing practice.

d. Story Report

Students are asked to choose one of the stories from the book and write a report. Some teachers may prefer to ask students to write more than one story report, depending on the level of their class. There is a story report page which students copy into their exercise books.

Guidelines are given as to what the report should cover – plot, character, own opinion. Students

are also asked to write down ten useful words they have learned from the story, and to write their own sentences using these words.

e. Wordlist

A wordlist of the key words is given at the end of each story. Teachers should encourage students to refer to this wordlist when encountering unknown vocabulary. They may also decide to select some, but not all, of the words for spelling tests.

7. Evaluation and shared reflection

Teachers are encouraged to reflect on their use of the stories and the stories themselves. This reflection can include which stories their students found most enjoyable (and why), which ones were most challenging or boring (and why), which techniques seemed to work best (and why) as well as how they can improve their use of the stories with their learners in the future. Teachers should share their experience and reflections with colleagues.

8. Key to activities

The Before Reading Activities, and most of the After Reading Activities, except for the first After Reading Activity of *Oh, Whistle, and I'll Come to You*, have open answers. With the exception of this story, the Answer Key below contains answers to the While Reading Activities.

The Magic Shop

While Reading Activities

- | | | |
|----------|---|----|
| 1 | a | T |
| | b | NG |

- c T
- d F. Not all children can enter the Magic Shop.
- e F. A pigeon fell out of Gip's hat.
- f T

- 2**
- a The showroom was a very confusing place.
 - b The toy soldiers marched around by themselves.
 - c The assistant was doing things with his nose.
 - d Gip liked the shop very much.
 - e Gip's father became very afraid.
 - F The Shopman put a drum over Gip.

The Monkey's Paw

While Reading Activities

- 1**
- a Herbert
 - b Sergeant Major Morris
 - c Mr White
 - d Mrs White
 - e A man from the factory (Maw and Meggins' factory)

- 2**
- a Sergeant Major Morris. He is talking about the monkey's paw.
 - b Herbert. He is talking about the monkey's paw.
 - c The man from the factory. He is talking about Herbert.
 - d Mrs White. She is talking about the monkey's paw.
 - e Mr White. He is talking about Herbert, who is outside the front door.

Tobermory

While Reading Activities

- 1**
- a F. Tobermory is a cat.
 - b NG.
 - c T
 - d T.
 - e F. The yellow Tom cat lives at the Rectory.
 - f F. Tobermory dies in a fight with the Rectory cat.
- 2**
- a She was hoping that Mavis Pellington would buy her old car.
 - b He had just had his tea, and it was still two hours to his dinner-time.
 - c Agnes Resker came for the food.
 - d They thought Tobermory would tell everyone about their secrets.
 - e He was killed by an elephant in Dresden Zoo in Germany.

Oh, Whistle and I'll Come to You

While Reading Activities

- | | | |
|----------|---|---|
| 1 | 1 | c |
| | 2 | e |
| | 3 | b |
| | 4 | f |
| | 5 | a |
| | 6 | d |

- | | | |
|----------|---|---|
| 2 | a | When Parkins blows the whistle, strange things happen. |
| | b | The retired army officer (the Colonel) helps Parkins and saves his life. |
| | c | Parkins finds the whistle in the ruins. |
| | d | A strong wind starts blowing when Parkins blows the whistle. |
| | e | The boy is very frightened by a figure in white at the window. |
| | f | At the end of the story, there is only a heap of bed clothes on the floor beside Parkins. |

After Reading Activities

- | | | |
|----------|---|--------|
| 1 | 1 | went |
| | 2 | stayed |
| | 3 | had |
| | 4 | found |
| | 5 | blew |

- 6 appeared
- 7 could
- 8 was

The Truth About Pyecraft

While Reading Activities

- 1**
- a At the Club.
 - b Formalyn’s great grandmother’s recipe for Loss of Weight.
 - c Because the recipé could be dangerous.
 - d Because Pyecraft wasn’t there. He was floating up against the ceiling.
 - e To put lead in his underclothes and on the soles of his boots, and carry a bag of lead everywhere.
 - f Because Pyecraft keeps staring at him, and talking to him, and begging him to keep his secret.

2

| | Formalyn | Pyecraft |
|---------------------------|-----------------|-----------------|
| member of a club | √ | √ |
| slim figure | √ | |
| eats a lot of cakes | | √ |
| talks a lot about himself | | √ |

| | | | |
|----|---------------------------------------|---|---|
| 6. | had an Indian great-grandmother | √ | |
| | knows a secret about the other person | √ | |
| | has a problem with his weight | | √ |
| | can read Hindi | √ | |

Number Thirteen

While Reading Activities

- 1 b
 c
 b
 a
 c
 a

- 2 a The landlord, Herr Kristensen, talking about Rooms 12 and 14.
 b Andersen talking about a door with the Number 13.
 c The landlord, Kristensen, talking about the terrible noise coming from Room 14.
 d Jensen talking about the possibility of a cat stuck in the chimney.
 e The two servants talking about going into Room Number 13.