

# Penguin Readers Factsheets

## Teacher's Notes

### Communicative activities

The following teacher-led activities cover the same content of text as the exercises at the back of the Reader, and supplement those exercises. For supplementary exercises, see the 'Further Activities' page of the Factsheet. These are provided for use with class Readers but, with the exception of discussion and pair/group work questions, can also be used by students working alone in a self-access centre.

#### ACTIVITIES BEFORE READING THE BOOK

- 1 Students look at the front cover of the book. Ask them to say what (and what) they see in the pictures. Which picture comes first in the history of Britain? Which one comes last? (It doesn't matter if students don't know – they will find out by reading the book.) As a follow-up exercise, cut out historical images from magazines and newspapers and stick them on cards. Then divide the class into groups and ask them to place the cards in chronological order. This exercise helps students to think about history in small terms – a useful preparation for reading the book.
- 2 Students work individually. Ask them to read the introduction on page vi. It highlights some of the most important people and developments in Britain's history. Then ask students to write a similar introduction to a history of their own country. Students may want to research their country's history before writing, but this is a good exercise for homework.

#### ACTIVITIES AFTER READING A SECTION

##### Chapter 1

Students work in pairs. Ask them to prepare and then act out the following conversation.

Student A: You are Cleoburn. Your husband has just died and the Romans want to take his money. You want to build an army and fight the Romans. Talk to Student B about your army. Tell them why you want to fight. How can you help him if you win? Can you make him join your army?

Student B: You are a British farmer in the west of England. Your local owner, Cleoburn, wants you to fight in his army. Do you want to join him? Why do you feel about the Romans? Will you do anything? What will you get for fighting? Will you join his army?

##### Chapter 2

Students work in small groups. Ask them to think about the history of Ireland. Why are there still problems between Catholics and Protestants today? Have the students should work in their groups to make a list of other places in the world where religious groups have a long history of disagreement. After about five minutes, ask the groups to read out their lists. Which group has the longest list?

##### Chapter 3

Students work individually. Ask them to write a page in Elizabeth's diary about one of these events:

- Elizabeth learns that her cousin, Mary, is planning against her. What does she decide to do – and why?
- Elizabeth catches a spy for William (Philipusians). How does it make her feel? What does she say about it?
- Elizabeth learns that King Philip's Spanish ships are coming to England to fight. What does she decide to do? How does she feel about it?

##### Chapter 4

Students work in small groups to write their own Magna Carta for an imaginary state. Ask them to think of ten rules for good government. Walk around the class and help students with vocabulary. Then ask the groups to read out their rules and explain why they chose them. If you have time, choose two of the best rules from each group and get the students to write them on the board.

##### Chapter 5

Before the class, prepare enough role-play cards for the whole class. On each card write one of the following characters from late 18th/early 19th-century Britain:

wealthy landowner poor farmer factory owner  
adult factory worker child factory worker politician

Give each student a card (some students will have the same cards). Students with the politician cards should come to the front of the class. The other students should come individually for a five-minute slot of time, explain the problem their character has, want to ask. Meanwhile the politician should listen but not that they can think about the state of questions they may have to answer. Finally, invite someone from the class to be the politician and encourage students to discuss and debate the issue in character.

##### Chapter 6

Students work individually. Ask them to choose an event from Chapter 6 and rewrite it as a newspaper article from the same time. Encourage students to make their articles as individual and imaginative as they can. They should include imaginary interviews with the people, and direct quotes from them. Students may want to research their chosen event from other books or the Internet. Ask them to include phrases or photographs. Then you can publish the finished articles in a newspaper format for the whole class to enjoy.

#### ACTIVITIES AFTER READING THE BOOK

- 1 Ask students to look at the map on page 5. What can they remember about each of the places on the map? Then ask them to make a historical map of their own country. What places names will they include, and why? In a mixed-ability class, students could show their maps to the rest of the class whilst they explain the significance of each place marked on the map.
- 2 Before class, choose some important people from British history and write their names on little pieces of paper. If you want to increase the game, write, of some other famous people who the students will know and write their names on some pieces of paper too. In class, put the students into ten teams. Choose a name from each team to come to the front of the class. Show them one of the cards. Then students, both both teams ask the student questions about the person on the card. The student can only answer 'yes' or 'no'. Can the other students guess the identity of the person on the card? Give one point to the team that guesses correctly.

### Word list

It will be useful for your students to know the new words found on the inside back cover of the Reader. They are provided in the 'Before you read' sections at the back of the book. (The definitions are based on those in the Longman Active Study Dictionary.)



# Penguin Active Reading Teacher S Notes Level 3

**Bowker**



### **Penguin Active Reading Teacher S Notes Level 3:**

**Active Reading** Ben Knights,Chris Thurgar-Dawson,2008-08-01 This book makes a practical case that re writing should be a core activity for English students complementing analytical activity and providing bridges between creative writing media studies and traditional forms of reading and criticism **Resources in Education** ,1992 **Assessing Through the Lens of Social and Emotional Learning** Cynthia Sistik,Dee L. Fabry,2024-01-11 Help usher in a new era of student assessment This empowering guide revolutionizes the assessment process by putting students at the center Dive into practical strategies and best practices for fostering social and emotional learning SEL competencies through student centered assessments and discover how you can transform classrooms into inclusive spaces where learning thrives Inside you ll find Humanistic assessing practices to integrate into everyday teaching and learning Best practices for designing and implementing savvy SEL assessments Ways to develop a classroom that is student empowered and culturally relevant Rubrics portfolios and digital tools that demonstrate students competencies and knowledge through an SEL lens Explore dozens of practical examples case studies and field tested activities that support research based teaching and learning across the curriculum Assessing Through the Lens of Social and Emotional Learning inspires educators to move beyond traditional testing to focus on nurturing and fostering skills that students will need for both academic and lifelong success The Elementary School Library Collection, Phases 1-2-3 ,1998 **Introducing Teachers and Administrators to the NGSS** Eric Brunzell,Deb M. Kneser,Kevin J. Niemi,2014-05-01 If you re charged with helping educators achieve the vision of the new science standards this is the professional development resource you need This book is chock full of activities and useful advice for guiding teachers and administrators as they put the standards into practice in the classroom Written by three experts in professional development for science teachers Introducing Teachers and Administrators to the NGSS Introduces the vocabulary structure and conceptual shifts of the NGSS Explores the three dimensions of the Framework science and engineering practices crosscutting concepts and disciplinary core ideas and how they re integrated in the NGSS Provides classroom case studies of instructional approaches for students challenged by traditional science teaching Covers curricular decisions involving course mapping designing essential questions and performance assessments and using the NGSS to plan units of instruction Examines the connections between the NGSS and the Common Core State Standards Offers advice for getting past common professional development sticking points and finding further resources Given the widespread changes in today s education landscape teachers and administrators may feel overwhelmed by the prospect of putting the new standards into practice If you re a science specialist curriculum coordinator or instructional coach who provides professional development you will find this collection immensely helpful for heading off initiative fatigue whether in an individual school or throughout a district **Curriculum Studies: Boundaries : subjects, assessment, and evaluation** David Scott,2003 **Australian Books in Print 1997** Bowker,1997-03 excellent coverage essential to worldwide bibliographic coverage

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**Handbook of Research on Digital Information Technologies: Innovations, Methods, and Ethical Issues** Hansson, Thomas, 2008-06-30 This book provides a collection of successful designs defined as communicative relation building solutions for individuals and collectives of interlocutors It includes a longitudinal perspective of past mistakes current trends and future opportunities and is a must have for beginners in the field as well as qualified professionals exploring the full potential of human interactions Provided by publisher

**SLA Research and Materials Development for Language Learning** Brian Tomlinson, 2016-05-20 SLA Research and Materials Development for Language Learning is the only book available to focus on the interaction between second language acquisition theory and materials development for language learning It consists of contributions written by experts in SLA experts in materials development researchers who have expertise in both fields and introductions and conclusions by the editor The book is organized into four major sections position statements materials driven by SLA theory evaluations of materials in relation to SLA theory and proposals for action that offer a diverse range of perspectives while maintaining a cohesive and comprehensive overview on the subject This book is ideal for post graduate courses in applied linguistics and second language acquisition and for researchers interested in the relationship between SLA and materials development

*The Practice of English Language Teaching* Jeremy Harmer, 1983 The Third Edition of this AclassicA text incorporates a broader and more detailed analysis of issues relevant to language teachers The Practice of English Language Teaching is full of practical suggestions and samples from actual teaching materials

**Education is Special for Everyone** Janet Mulvey, Bruce S. Cooper, Kathryn Accurso, Karen Gagliardi, 2014-07-07 Reform in education has focused mainly on development of new programs and procedures to increase the achievement of the student in the classroom Teacher evaluations are now based on how students perform in their classrooms on yearly standardized tests The advent of integrating students with special needs into the regular classroom has brought both benefits and concerns for average and above average students Special education in the United States has evolved from institutional and segregated environments to inclusion in the regular education classrooms We examine how the practice has affected all students and question whether this change has created equal opportunity for those students without special education needs This book researches and reports on issues of current practice e g teacher preparation placement of students with special needs implications for the average and above in the classroom and the financial costs driving placement decisions in the education system We examine the lowering of standards so all can pass tests report on loss of engagement of students by middle school and mourn the squandering of creativity to appease a mandate Sir Ken Robinson relates that Education is meant to take us into a future we

cannot even grasp Yet we continue on a road that lowers our educational ranking internationally We recommend to provide services for all students and take the system from its current state to one that provides a Free and appropriate education for all

Whitaker's Cumulative Book List ,1976      **Teaching College Students to Read Analytically** Jan Cooper,Rick Evans,Elizabeth Robertson,1985 Based on the experiences of writing lab instructors working with college students whose writing was affected by poor comprehension of difficult texts this book explores the use of writing about reading to help students become more aware or analytical of their reading processes The first chapter provides a theoretical context for teaching analytical reading in the context of writing The second chapter recounts a teacher s work with a basic writing student whose inexperience with reading interfered with his writing and describes the individualized reading course that balanced familiar and unfamiliar reading materials The third chapter describes adapting a similar approach in a class of 22 freshman English students focusing on a single book and how the teacher s responses to student journal entries concerning their reactions to the book helped the students develop both critical reading and critical writing abilities The fourth chapter discusses how the same approach was adapted to a sophomore literature class and how the students writing about reading allowed the instructor to take part in their attempts to understand the assigned texts at every stage of their reading The book concludes with a 16 item annotated bibliography of works exploring the psychological and pedagogical theory behind this approach HTH

**Linguistics for Teachers** Linda Miller Cleary,Michael D. Linn,1993 This reader aims to give the background necessary in both the underlying research and the applications of language theory Emphasizing the connections between theory research and pedagogy the readings should reflect the diverse and multicultural nature of today s classroom The book is designed to stand alone or to be used as a supplement to an introduction to linguistics text The text includes chapters on dialects teaching of grammar syntax and teaching English as a second language      *Resources in Education* ,1992

The Writing Classroom Janet Evans,2013-07-04 This book brings together a collection of essays on the teaching of writing It is a companion to Prue Goodwin s *The Literate Classroom* and *The Articulate Classroom* and aims to augment our existing knowledge about the teaching and learning of writing stimulate thought and provoke discussion about writing offer a blend of theory and practice give food for thought and ideas for teaching writing to primary age children The topic of writing is one which is under the spotlight with increasing regularity as politicians and policy makers move on from reading as an issue This has already happened in England where the National Literacy Strategy is urging more emphasis on the teaching of writing to remedy weaknesses in this area

*Yin and Yang in the English Classroom* Sandra Eckard,2014-12-31 English studies today are driven by demanding curriculum but this need is often met with unenthusiastic students Fun work like movie days or projects is often seen as what to do after the real work is finished But what if instructors could blend the two pieces together more effectively motivating students with interesting material while still achieving curriculum goals This text attempts to fuse the pieces in to a cohesive philosophy *Yin and Yang in the English Classroom Teaching With Popular Culture*

Texts is designed to provide college professors and high school teachers with both halves they need to tackle the job of teaching students literature and writing skills theoretical foundations of and practical applications for the modern classroom In addition to theory and research each chapter also offers ready to use activities and projects that can be immediately brought into the classroom Whether you re new and need a guide to begin your journey as a teacher or you re experienced and want to add some spice to your classroom this text can offer new ways to fold popular culture effectively into your teaching toolbox Other key features of this book include Clear easy to read sections for each chapter including a Review of Current Literature and Classroom Connections Student centered solutions to increase engagement with popular culture and technology Step by step plans for taking the activities from the page to the classroom easily

**Subject Guide to Books in Print** ,2001 Gaming and Simulations: Concepts, Methodologies, Tools and Applications Management Association, Information Resources,2010-11-30 This book set unites fundamental research on the history current directions and implications of gaming at individual and organizational levels exploring all facets of game design and application and describing how this emerging discipline informs and is informed by society and culture Provided by publisher

**Routledge Handbook of Physical Activity Policy and Practice** Joe Piggin,Louise Mansfield,Mike Weed,2017-12-22 Physical activity inactivity and their relationship to health are serious concerns for governments around the world This is the first book to critically examine the policy and practice of physical activity from a multi disciplinary social scientific perspective Moving beyond the usual biophysical and epidemiological approaches it defines and explores the key themes that are shaping the global physical activity debate Unrivalled in its scale and scope it presents the latest data on physical activity from around the world including case studies from Europe North and South America Africa and Asia Drawing on social economic and behavioural sciences it covers contexts from the global to the local and introduces the dominant ideas which inform the study of physical activity Its 41 chapters examine the use of different forms of evidence in policymaking the role of organisations in advocating physical activity and the practical realities of public health interventions The Routledge Handbook of Physical Activity Policy and Practice is a landmark publication for all students academics policymakers and practitioners interested in the social scientific study of sport exercise physical activity and public health

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