

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 be dangerous? 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). Starting with the politician, cards should come to the front of the class. Then other students should come out, starting for a few minutes with a topic of some interest to their character, then go to sit. Meanwhile, the politician, this time, let us that they can think about the topic of questions they may have to answer. Finally, invite someone from the class to 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, while 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 card. 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 card, 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

Roman Wölfel



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 **Introducing Teachers and Administrators to the NGSS** Eric Brunsell, 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 Assessing Through the Lens of Social and Emotional Learning Cynthia Sistek, 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 **Whitaker's Cumulative Book List** ,1976 **Curriculum Studies: Boundaries : subjects, assessment, and evaluation** David Scott, 2003 *Resources in Education* ,1992 *Subject Guide to Books in*

Print, 1997 **The Elementary School Library Collection** Lauren K. Lee, Linda L. Homa, 1994 Cited in Sheehy and Walford this comprehensive reference recommends print and audiovisual materials as well as microcomputer software and CD ROM products for preschool through sixth grade children The present edition includes 12 294 recommended titles 3 070 being new listings Each entry notes the format s available and provides cataloging and ordering information a critically descriptive annotation interest and reading level estimates and priority for acquisition For school public and academic librarians and preservice and inservice faculty Published by the Brodart Company 500 Arch St Williamsport PA 17705 Annotation copyright by Book News Inc Portland OR **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

The Practice of English Language Teaching Jeremy Harmer, 1983 The Third Edition of this A classic 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 *Current Literature*, 1963 **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 Open Minds to Equality Nancy Schniedewind, Ellen Davidson, 1983 This book contains activities that help students recognize and change inequalities based on sex race class age and competitive individualism *Te HS&T a* Holt Rinehart & Winston, Holt, Rinehart and Winston Staff, 2004-02 **El-Hi textbooks in print** R. R. Bowker LLC, 1983 **The London County Council Gazette**, 1912

Paperbound Books in Print, 1992 **Education**, 1960

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Table of Contents Penguin Active Reading Teacher S Notes Level 3

1. Understanding the eBook Penguin Active Reading Teacher S Notes Level 3
 - The Rise of Digital Reading Penguin Active Reading Teacher S Notes Level 3
 - Advantages of eBooks Over Traditional Books
2. Identifying Penguin Active Reading Teacher S Notes Level 3
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Penguin Active Reading Teacher S Notes Level 3
 - User-Friendly Interface
4. Exploring eBook Recommendations from Penguin Active Reading Teacher S Notes Level 3
 - Personalized Recommendations
 - Penguin Active Reading Teacher S Notes Level 3 User Reviews and Ratings
 - Penguin Active Reading Teacher S Notes Level 3 and Bestseller Lists

5. Accessing Penguin Active Reading Teacher S Notes Level 3 Free and Paid eBooks
 - Penguin Active Reading Teacher S Notes Level 3 Public Domain eBooks
 - Penguin Active Reading Teacher S Notes Level 3 eBook Subscription Services
 - Penguin Active Reading Teacher S Notes Level 3 Budget-Friendly Options
6. Navigating Penguin Active Reading Teacher S Notes Level 3 eBook Formats
 - ePub, PDF, MOBI, and More
 - Penguin Active Reading Teacher S Notes Level 3 Compatibility with Devices
 - Penguin Active Reading Teacher S Notes Level 3 Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Penguin Active Reading Teacher S Notes Level 3
 - Highlighting and Note-Taking Penguin Active Reading Teacher S Notes Level 3
 - Interactive Elements Penguin Active Reading Teacher S Notes Level 3
8. Staying Engaged with Penguin Active Reading Teacher S Notes Level 3
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Penguin Active Reading Teacher S Notes Level 3
9. Balancing eBooks and Physical Books Penguin Active Reading Teacher S Notes Level 3
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Penguin Active Reading Teacher S Notes Level 3
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Penguin Active Reading Teacher S Notes Level 3
 - Setting Reading Goals Penguin Active Reading Teacher S Notes Level 3
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Penguin Active Reading Teacher S Notes Level 3
 - Fact-Checking eBook Content of Penguin Active Reading Teacher S Notes Level 3
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning

- Utilizing eBooks for Skill Development
- Exploring Educational eBooks

14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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