

Build your skills through reading

Series Editors **Bill Bowler and Sue Parminter**

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A Word From the Series Editors

We are very pleased to welcome you to the new edition of *Dominoes* Readers. The story and the Activity and Project pages in the readers remain the same, but now every *Domino* has:

- new Grammar Activity Pages
- an accompanying MultiROM featuring fully dramatized audio, interactive activities, and an interactive wordlist
- a fresh cover and a new look

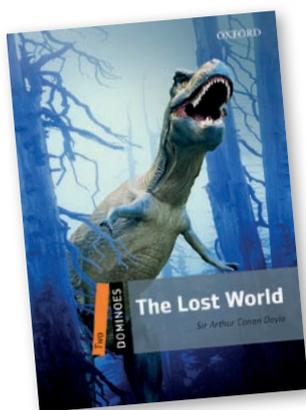
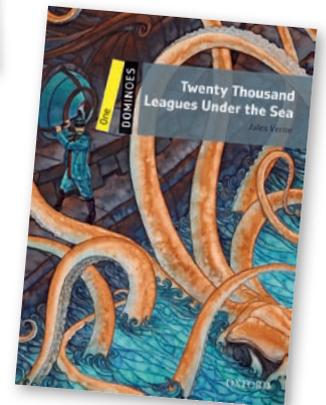
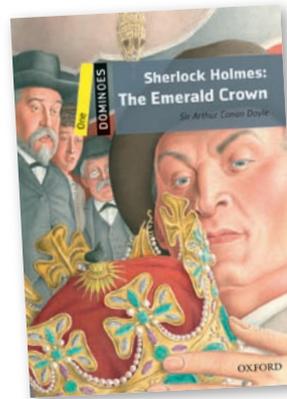
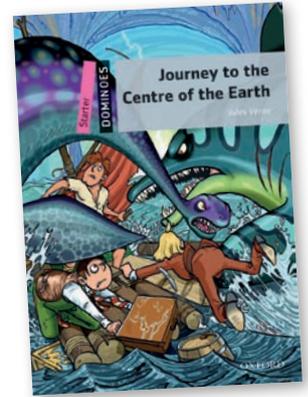
Teacher resources are still available online to accompany each *Domino*. They include:

- Answer Keys to Activity Pages, including keys for the new Grammar Pages
- a fifty-item multi-choice Test
- Test Answer Key

Photocopiable Graphic Organizer pages are now available to further support reading- and post-reading writing and speaking activities. For readymade playscripts of scenes from popular titles, and some extra end-of-term display projects, please see the Plays and Projects pack.

For teachers and students already familiar with the *Dominoes* series, we hope these additions will make *Dominoes* even more attractive. For teachers and students who are new to *Dominoes*, we trust that the carefully structured all-round reading support they offer will now prove a firm favourite.

Bill Bowler and Sue Parminter



Introduction to *Dominoes*

Dominoes are varied and interesting full-colour graded readers. They provide a range of supported reading material that can act as a bridge into Extensive Reading for learners of English. *Dominoes* readers offer a range of different reading texts, and also feature integrated language activities, projects, and contextualized grammar work. They are available at four levels, from beginner to intermediate.

At each level the language is carefully graded to make reading motivating and fun. The text is attractively illustrated and divided into manageable chapters. Each chapter is followed by Activity Pages which check comprehension of the story and new vocabulary. There are five pages of Projects and seven Grammar Pages at the end of every book. At Starter level many books are in comic-strip form, making them especially suitable for younger readers and lower level

	CEF	Cambridge Exams	IELTS	TOEFL iBT	TOEIC
Level 3	B1	PET	4.0	57-86	550
Level 2	A2-B1	KET-PET	3.0-4.0	-	-
Level 1	A1-A2	YLE Flyers/KET	3.0	-	-
Starter	A1	YLE Movers	-	-	-

learners. Some continuous text Starter *Dominoes* are also provided, offering a greater reading challenge for beginner level students. There is a choice of different story types at the different levels – Human Interest, Mystery and Horror, Story Collections, True Tales, TV and Film Adventure, and World Literature.

[\(Read more about the syllabus.\)](#)

	TV & Film Adventure	World Literature	Mystery & Horror	Human Interest	Story Collections	True Tales
LEVEL 3	Little House on the Prairie AmE The Last of the Mohicans AmE	The Count of Monte Cristo BrE Hard Times BrE Mansfield Park BrE NEW	The Moonstone BrE The Secret Agent BrE Sherlock Holmes: The Sign of Four BrE	My Family and Other Animals BrE	The Faithful Ghost and Other Tall Tales BrE	Dian and the Gorillas AmE Revolution AmE
LEVEL 2	A Close Shave™ BrE The Lost World BrE White Fang AmE	Emma BrE Nicholas Nickleby BrE The Three Musketeers BrE	The Turn of the Screw BrE Sherlock Holmes: The Norwood Mystery BrE	Ariadne's Story BrE The Drive to Dubai BrE Typhoon BrE NEW	Eight Great American Tales AmE Lord Arthur Savile's Crime and Other Stories BrE	Green Planet BrE UPDATED Saladin BrE NEW
LEVEL 1	The Wrong Trousers™ BrE Twenty Thousand Leagues Under the Sea BrE NEW	Macbeth BrE Pollyanna AmE	The Curse of the Mummy BrE Sherlock Holmes: The Blue Diamond BrE Sherlock Holmes: The Emerald Crown BrE	Deep Trouble AmE From the Heart BrE Housemates AusE Studio Five BrE	Five Canterbury Tales BrE The Real McCoy & Other Ghost Stories BrE The Teacher's Secret and Other Folk Tales BrE & AmE	The Travels of Ibn Battuta BrE NEW True Heroes of Sport AmE UPDATED The Wild West AmE
STARTER	Around the World in Eighty Days BrE Journey to the Centre of the Earth BrE NEW Hercules* BrE NEW	Sinbad BrE The Happy Prince* BrE The Tempest BrE	Kidnap! AmE The Big Story BrE	A Pretty Face* AmE Changing Places AmE Tristan and Isolde BrE	Rip Van Winkle & The Legend of Sleepy Hollow AmE William Tell & Other Stories BrE & AmE	Blackbeard BrE The Great Fire of London BrE Mulan AmE

AmE = American English audio
 AusE = Australian English audio
 BrE = British English audio
 * = continuous text Starters

= readers for which a film or TV version exists

Available digitally – *Dominoes* titles have accompanying:

- MultiROM (comprising fully dramatized audio, and interactive activities)

And, available online:

- Activities Answer Key pdf
- Multi-choice Test (pdf or Word.doc for customization)
- Test Answer Key pdf

The Books

Dominoes offer reading texts and support material which can be used as class readers, for 'reading teams' in the classroom, to develop individual reading skills through a class library for home reading, or as holiday readers. Integrated Activity, Project and Grammar Pages, and an on-the-page glossary provide reading support, and allow students to monitor their own language comprehension. In the classroom or at home, students will find reading a *Domino* stimulating and motivating.

Activity, Project and Grammar Pages

Before Reading Activity Page

This page introduces key characters and/or the theme or setting of the story. As well as introducing some key vocabulary and background information, this page helps students examine their own ideas about the story before they read. These pre-reading prediction activities help to build motivation to read, and foster good reading sub-skills. Students can use a dictionary to help them.

ACTIVITIES

BEFORE READING

1 In the story, Hercules does different things. Match the first and the second parts of the sentences. Use a dictionary to help you.

		
a Hercules kills ..2	b Hercules runs after ...4	1 some apples.
		
c Hercules goes to a far away garden and gets ..1	d Hercules cleans ..3	2 a big lion.
		
		3 some dirty stables.
		
		4 a very quick deer.

2 Who helps Hercules? Tick two boxes.

		
a <input type="checkbox"/> King Eurystheus	b <input checked="" type="checkbox"/> the goddess Athena	c <input type="checkbox"/> the goddess Hera
		
d <input type="checkbox"/> King Creon	e <input checked="" type="checkbox"/> Iolaus	f <input type="checkbox"/> Princess Admete

**Sample exercises completed by Rose Bowler Parminter*

Dominoes Starter: Hercules

While Reading Activity Pages

At the end of every chapter there are three types of activity:

- **READING CHECK** focuses on comprehension of the previous chapter or story;
- **WORD WORK** checks new vocabulary. By encouraging students to look back at the story pages, these Activities reinforce and help to activate new vocabulary;
- **GUESS WHAT** asks students to predict what will happen in the next chapter. This kind of mid-reading prediction helps to maintain motivation, and is a good reading sub-skill to encourage.

After the last chapter, students are generally offered a **GUESS WHAT** activity, inviting them to predict what happens after the story ends, or a **WHAT NEXT?** activity, proposing a follow-up task. This sort of post-reading hypothesizing offers a personalized conclusion to the reading, and is another good reading sub-skill to foster.

ACTIVITIES

READING CHECK

Who says these words?

1 If those Chinese men think that you've come to take their money, it can easily turn dangerous.

2 You'll never see the sun come up.

3 The second mate ran at me. He isn't well. I had to knock him on the head.

4 Typhoon or no typhoon, I don't want any fighting on the *Nan-Shan*.

5 I can steer her all day and night if no one talks to me.

6 Haven't you officers got anything better to do?

7 I think that some are dead, and it seems that many are hurt.

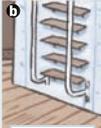
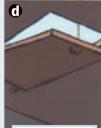
8 I have to pick up the labourers' money in the hold.

a ...3... says MacWhirr to Rout.
 b ...7... says Jukes to MacWhirr.
 c ...4... says MacWhirr to Jukes.
 d ...1... says the boatswain to Jukes.

e ...8... says Jukes to Rout.
 f ...6... says Rout to Jukes.
 g ...5... says Hackett to MacWhirr.
 h ...2... says the second mate to MacWhirr.

WORD WORK

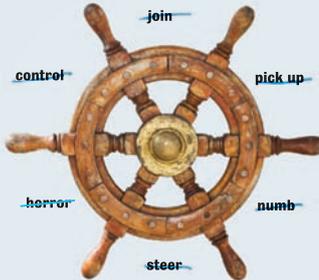
1 These words don't match the pictures. Correct them.

a  ladder
 b  wheelhouse
 c  rudder
 d  helmsman
 e  hatch

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ACTIVITIES

2 Complete these sentences with the correct form of the words around the ship's wheel.



a We watched with horror as the ship slowly sank. It was a terrible accident!

b My hand is going numb. I can't feel my fingers any more.

c When he was still a young man, he joined the crew of a ship that was sailing for South America.

d It's very difficult to steer a ship well in a storm. The wind and the waves push you off course.

e The rudder is broken, and the engines have no power: we've lost control of the ship. The sea will take it here and there and we can't do anything about it!

f Can you pick up your things from the floor? You're very untidy.

GUESS WHAT

What happens in the next chapter? Match the two halves of each sentence.

a MacWhirr — 1 climbs the enormous wave.
 b Jukes — 2 go with Jukes to help him.
 c The centre of the typhoon — 3 points to 'Very Stormy'.
 d The *Nan-Shan* — 4 says that the typhoon will get worse.
 e The barometer — 5 is less windy.
 f Some of the crew — 6 goes to pick up the Chinese labourers' money.

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After Reading Project Pages

After the final chapter and Activities, there are two Projects which require students to produce some writing. The *Dominoes* Projects are varied, and may be creative, personalized, research-based, imaginative, or language-

based. Each Project offers some kind of interactive model text, and moves through semi-controlled to freer writing. Teachers may choose to assign Projects individually, or to groups of students to work on collectively.

PROJECTS

Project A Character Acrostic

An acrostic is a poem where the first letters of the lines spell a name when you read them down the page.

1 Complete the acrostic about Fanny Price with the words or names from the box.

Edmund wife Henry Crawford William lonely Lady Bertram
sensible Aunt Norris noisy duty

Feels lonely at Mansfield Park at first.
Always helpful to Lady Bertram.
Never forgets her brother William.
Not excitable or noisy.
Young but sensible.
Poor but knows her duty.
Refuses Henry Crawford.
Interested in Edmund.
Can't bear her Aunt Norris.
Edmund's wife at last.

2 Read and match the sentence parts in this acrostic about Edmund Bertram.

a	Enjoys listening	j
b	Different from Tom	g
c	Madly in love with Mary	e
d	Understands his real feelings	h
e	Not interested in	i
f	Determined	k
g	in many ways.	
h	in the end.	
i	a high social position.	
j	to the harp.	
k	to be ordained.	
l	for a time.	

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PROJECTS

3 Now choose a different character and write your own acrostic.



Mrs Norris



Mary Crawford



Sir Thomas



Lady Bertram



Julia



Maria

Mean with her own money.
Runs Mansfield Park.
So free with others' money!

Nice to Maria and Julia.
Only because they're rich.
Really unpleasant to Fanny.
Rushworth's her dream for Maria.
In the end, after the divorce,
She and Maria end up together.

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Dominoes Level Three: Mansfield Park, Project A

All Projects have a written outcome, suitable for 'wall magazine' display in the classroom, or for portfolio work (see the [Dominoes Reading Portfolio pdf](#) in the [Photocopiables folder](#)). Teachers may sometimes wish to adapt Project outcomes to include a 'show and tell' oral poster presentation, or an oral presentation supported by a Powerpoint display.

Example:

Writing activity from Project B, *Dominoes Starter: Journey to the Centre of the Earth*:

Think about a cave in your country, or choose another famous cave, and find out more about it.

THE BLUE GROTTTO, CAPRI

by Alberto Pasquini

The Blue Grotto is a beautiful sea cave on the Italian island of Capri. You can enter it by boat with a guide. You must lie down in the boat when you enter the cave. (The entrance is only 1 metre higher than the sea and only 2 metres wide).

The Blue Grotto is 60 metres long and 25 metres wide. It is 7 metres high at the front and 14 metres high at the back. Sunlight comes through an underwater hole into the cave. The seawater makes the cave all blue. You can't visit the Blue Grotto in bad weather.



After Reading Grammar Pages

Following the Projects, seven Grammar Pages offer students review work on grammar areas appropriate for their level, to be done after reading. Each Grammar Page works on a different grammar area.

Every Grammar Page starts with a GRAMMAR CHECK. This highlights the grammar area under review, and contains example sentences related to the story. A short explanation reminds students of the basic rules of meaning, form, and use, to help them complete the following activity.

The characters and situations in the grammar activity sentences are drawn from the story. As a result, these pages provide students with a memorable, meaningful, and motivating context for grammar work. The GRAMMAR CHECK box is not designed to teach totally new grammar, nor is the aim to provide examples and practice of *all* forms and uses of the grammar point in question. Instead, each grammar activity is designed to give further practice in the form(s) of the grammar point that appear in the story, and that are appropriate for the students' level.

GRAMMAR

GRAMMAR CHECK

Past Simple Yes/No questions and short answers

We use **was/were** or the auxiliary verbs **did** and **could** + **infinitive without to** in Yes/No questions in the Past Simple.

*Did Captain Nemo **attack** the warship?*

*Was Ned Land **happy** on the submarine?*

In the short answer we re-use the **auxiliary verb** or **was/were**.

*Yes, he **did**.*

*No, he **wasn't** (was not).*

1 Write answers for the questions about Captain Nemo. Use the short answers in the box.

Yes, he was. ~~Yes, he did.~~ No, he wasn't. Yes, he could.
 No, he couldn't. Yes, he did. No, he didn't. No, he wasn't.

a Did Nemo have any children? *Yes, he did.*

b Was he from a rich country? *No, he wasn't.*

c Could he speak different languages? *Yes, he could.*

d Did he love the sea? *Yes, he did.*

e Was he a happy man? *No, he wasn't.*

f Could he live far from the sea? *No, he couldn't.*

g Did he hate poor people? *No, he didn't.*

h Was he interested in sea animals? *Yes, he was.*

2 Now write short answers to these questions about Dr Aronnax.

a Was he interested in the *Nautilus*? *Yes, he was.*

b Did he have a servant? *Yes, he did.*

c Did he hate Ned Land? *No, he didn't.*

d Could he understand Nemo's love of the sea? *Yes, he could.*

e Was he happy when Nemo's men died? *No, he wasn't.*




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On-the-page Glossary

The range of vocabulary in a *Domino* is carefully controlled at each level. This allows students to read fluently without stopping to worry over the meaning of new words. Words that are necessary for telling a story naturally, but which are above the grading level, are explained in a gloss at the foot of the page or in the margin. The glosses give a simple definition of the word according to the contexts in which it is used in the story. They also provide any irregular past tense or plural forms. In addition, the glosses include phonetic transcriptions of the names of people and places (and on occasion words) that may be difficult to pronounce in English.

By having an on-the-page glossary, students can read without having to look up unknown words in a dictionary. Once introduced, new vocabulary items are recycled naturally later in the story, so students extend and consolidate their vocabulary range as they read.

Glossed vocabulary items are then practised in the WORD WORK activities at the end of each chapter/story, and in the Vocabulary sections of the MultiROM. They also appear in the MultiROM interactive wordlist.



time, we sometimes sent one of them into the Labyrinth when he or she was still alive. Of course, we didn't want to send Cretan children to the monster.

The Labyrinth was under the ground at the bottom of our palace. Sometimes we could hear the Minotaur inside it: he **roared** like an angry bull under our feet. It was a terrible noise. Sometimes little boys ran inside the great door of the Labyrinth to show their friends how **brave** they were. Those who went in far enough never came out again because they always lost their way inside. One of my father's oldest friends, Dedalus, once told me that the Minotaur had the head of a bull but the body of a man.

'How do you know?' I asked him.

'Because I was there when the monster was born, and I built the Labyrinth to be his prison and his home,' answered Dedalus. 'Your father and I put the Minotaur there many years ago.'

'But why?' I asked. 'Why not kill him if he's so dangerous?'

'This is a question that you must ask your mother,' answered Dedalus. 'But don't worry, princess. The Minotaur can never escape from the Labyrinth. Only I know the way in and out – and your father, of course. It is good that most people are afraid of the Minotaur, but you must never be. The daughter of Minos should never be afraid.'

rear to make a loud noise like a big animal
brave not afraid of doing dangerous things

2

Dominoes Level Two:
Ariadne's Story



Chapter 5

Hans, Lidenbrock and Axel sail on the raft across the underground sea. The professor is looking for **land**. 'Look at those **clouds**,' says Axel. 'A storm's coming.'

The raft is sailing very quickly now. There is a lot of **lightning** in the clouds.

Suddenly some blue and white lightning comes from the clouds. It **explodes** over them, and breaks the raft.

Just then, the raft hits some **rocks**. At last they are back on land.

land the part of the Earth that is not the sea
cloud a big white or grey thing that rain comes from
lightning the light in the sky when there is a storm
explode to break suddenly with a big noise
rock a very big stone

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Dominoes Starter:
Journey to the Centre of the Earth

Answer Keys

Answers and model answers to the Activities, Projects, and Grammar Pages can be found under the relevant title. The Answer Keys are photocopiable, making it easy for you to provide answers for the whole class, or to students working individually. Giving individual students the relevant section of the Answer Key so that they can check their own (or a classmate's) work, allows different students in the class to use different readers, and to read at their own pace in homework reading assignments.

Ariadne's Story
DOMINOES Two

BEFORE READING
Encourage students to guess but do not tell them the answers now. They will find out as they read that the answers are:

1 1 2 3 4 5 6 7 8 9 10 11
2 a 1 2 3 4 5 6 7 8 9 10 11

Activity pages 4-7
READING CHECK
1 a false (she is the daughter of King Minos of Crete)
b true
c false (she has the head of a bull and the body of a man)
d false (she has the head and legs of a girl)
e true
f true
g false (Phaedra tells a servant about Ariadne's secret)

WORD WORK
1
[m | e | s | a | g | e | s | i | n | e]
[d | p | r | i | e | s | t | a | r | a]
[c | i | v | i | l | i | z | e | d | c | i | v | i | l | i | z | e | d]
[r | a | f | t | s | a | i | l | i | n | g]
[l | a | n | d | r | o | c | k | s | c | l | o | u | d | s]
[e | x | p | l | o | d | e | s]
[a | t | l | a | s]
[a | r | a | d | n | e]
[m | i | n | o | t | a | u | r]

2 a messages - game
b rocks - legends
c spiral - temple - god
d snake - road
e moon - look after
f sea

GUESS WHAT!
Encourage students to guess but do not tell them the answers now. They will find out as they read that the answer is:

1 c

Activity pages 12-13
READING CHECK
a 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18

WORD WORK
1 a diamonds f map
b horns g clay
c ordinary h moon
d saw i melting
e rope j heart
f ring k river
g melting h law
i cage j horns
k heart l ordinary
m map

GUESS WHAT!
Encourage students to guess but do not tell them the answers now. They will find out as they read that the answers are:

1 d and 4

Activity pages 20-21
READING CHECK
1 a b Ariadne quietly tells Dedalus about her plans to escape.
c b Dedalus is angry with Ariadne for stealing the ball.
d b The king is angry because Ariadne is coming to help him.
e At the harbor, Ariadne must find a boat with a white sail.
f Ariadne and Dedalus sail into the Labyrinth to try to find her way back.
g The second door into the Labyrinth is next to the ball in the king's bedroom.
h Ariadne has a plan to help her father on his day.
i Ariadne has a plan to help her father on his day.
j Ariadne has a plan to help her father on his day.
k Ariadne has a plan to help her father on his day.
l Ariadne has a plan to help her father on his day.
m Ariadne has a plan to help her father on his day.
n Ariadne has a plan to help her father on his day.
o Ariadne has a plan to help her father on his day.
p Ariadne has a plan to help her father on his day.
q Ariadne has a plan to help her father on his day.
r Ariadne has a plan to help her father on his day.
s Ariadne has a plan to help her father on his day.
t Ariadne has a plan to help her father on his day.
u Ariadne has a plan to help her father on his day.
v Ariadne has a plan to help her father on his day.
w Ariadne has a plan to help her father on his day.
x Ariadne has a plan to help her father on his day.
y Ariadne has a plan to help her father on his day.
z Ariadne has a plan to help her father on his day.

WORD WORK
1 a Ariadne quietly tells Dedalus about her plans to escape.
b Ariadne has a plan to help her father on his day.
c Ariadne has a plan to help her father on his day.
d Ariadne has a plan to help her father on his day.
e Ariadne has a plan to help her father on his day.
f Ariadne has a plan to help her father on his day.
g Ariadne has a plan to help her father on his day.
h Ariadne has a plan to help her father on his day.
i Ariadne has a plan to help her father on his day.
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t Ariadne has a plan to help her father on his day.
u Ariadne has a plan to help her father on his day.
v Ariadne has a plan to help her father on his day.
w Ariadne has a plan to help her father on his day.
x Ariadne has a plan to help her father on his day.
y Ariadne has a plan to help her father on his day.
z Ariadne has a plan to help her father on his day.

Activity pages 26-27
READING CHECK
1 a 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

WORD WORK
1 a Ariadne quietly tells Dedalus about her plans to escape.
b Ariadne has a plan to help her father on his day.
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k Ariadne has a plan to help her father on his day.
l Ariadne has a plan to help her father on his day.
m Ariadne has a plan to help her father on his day.
n Ariadne has a plan to help her father on his day.
o Ariadne has a plan to help her father on his day.
p Ariadne has a plan to help her father on his day.
q Ariadne has a plan to help her father on his day.
r Ariadne has a plan to help her father on his day.
s Ariadne has a plan to help her father on his day.
t Ariadne has a plan to help her father on his day.
u Ariadne has a plan to help her father on his day.
v Ariadne has a plan to help her father on his day.
w Ariadne has a plan to help her father on his day.
x Ariadne has a plan to help her father on his day.
y Ariadne has a plan to help her father on his day.
z Ariadne has a plan to help her father on his day.

Activity pages 32-33
READING CHECK
1 a 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

WORD WORK
1 a Ariadne quietly tells Dedalus about her plans to escape.
b Ariadne has a plan to help her father on his day.
c Ariadne has a plan to help her father on his day.
d Ariadne has a plan to help her father on his day.
e Ariadne has a plan to help her father on his day.
f Ariadne has a plan to help her father on his day.
g Ariadne has a plan to help her father on his day.
h Ariadne has a plan to help her father on his day.
i Ariadne has a plan to help her father on his day.
j Ariadne has a plan to help her father on his day.
k Ariadne has a plan to help her father on his day.
l Ariadne has a plan to help her father on his day.
m Ariadne has a plan to help her father on his day.
n Ariadne has a plan to help her father on his day.
o Ariadne has a plan to help her father on his day.
p Ariadne has a plan to help her father on his day.
q Ariadne has a plan to help her father on his day.
r Ariadne has a plan to help her father on his day.
s Ariadne has a plan to help her father on his day.
t Ariadne has a plan to help her father on his day.
u Ariadne has a plan to help her father on his day.
v Ariadne has a plan to help her father on his day.
w Ariadne has a plan to help her father on his day.
x Ariadne has a plan to help her father on his day.
y Ariadne has a plan to help her father on his day.
z Ariadne has a plan to help her father on his day.

Activity pages 38-39
READING CHECK
1 a Ariadne quietly tells Dedalus about her plans to escape.
b Ariadne has a plan to help her father on his day.
c Ariadne has a plan to help her father on his day.
d Ariadne has a plan to help her father on his day.
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v Ariadne has a plan to help her father on his day.
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y Ariadne has a plan to help her father on his day.
z Ariadne has a plan to help her father on his day.

DOMINOES Two 115 © OXFORD UNIVERSITY PRESS

Using Dominoes

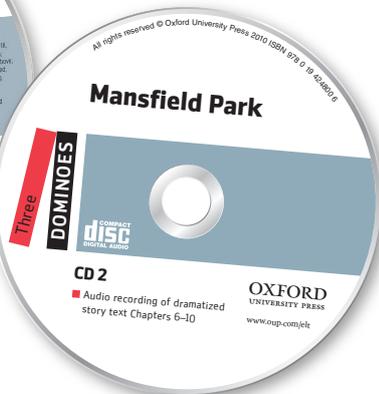
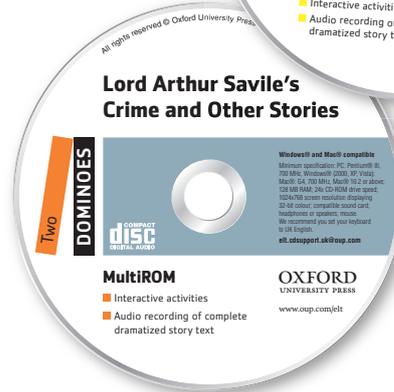
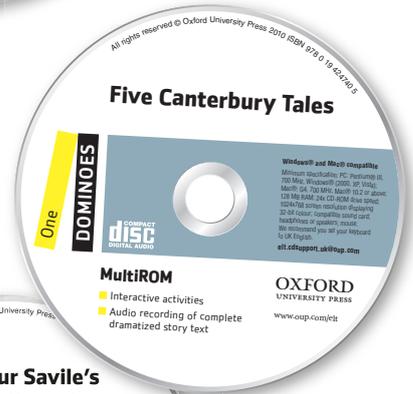
The MultiROMs

All *Dominoes* packs include a MultiROM. This includes a dramatized audio of the story read aloud by professional actors, and also interactive activities. These activities provide language consolidation focusing on Vocabulary, Grammar, and Skills work related to the story, as well as Story Check comprehension and summarizing tasks, together with a selection of interactive games. The MultiROM interactive wordlist allows students to hear and practise each item of new vocabulary in the story.

At lower levels, audio and interactive activities are provided on one disc. At higher levels two discs are provided. (Disc 1 contains the first part of the audio and the interactive activities. Disc 2 contains the second part of the audio.)

Audio

Audio versions of *Dominoes* provide a valuable resource of authentic spoken English. When students listen to the story as they read, it helps them to recognize words in written and spoken forms, and also provides a pronunciation guide for all new vocabulary items. For weaker students, listening to the story read aloud – with clear pauses, phrasing, and intonation – can help the reader to understand the written text. Listening to a dramatized audio, with different actors taking the parts of the narrator and the other characters, brings the story to life. Sound effects and music at all levels also enhance the pleasure of the reading experience. The audio may be used with the whole class or for self-study. American English audio is provided for *Dominoes* by American authors, or stories that are set in America.



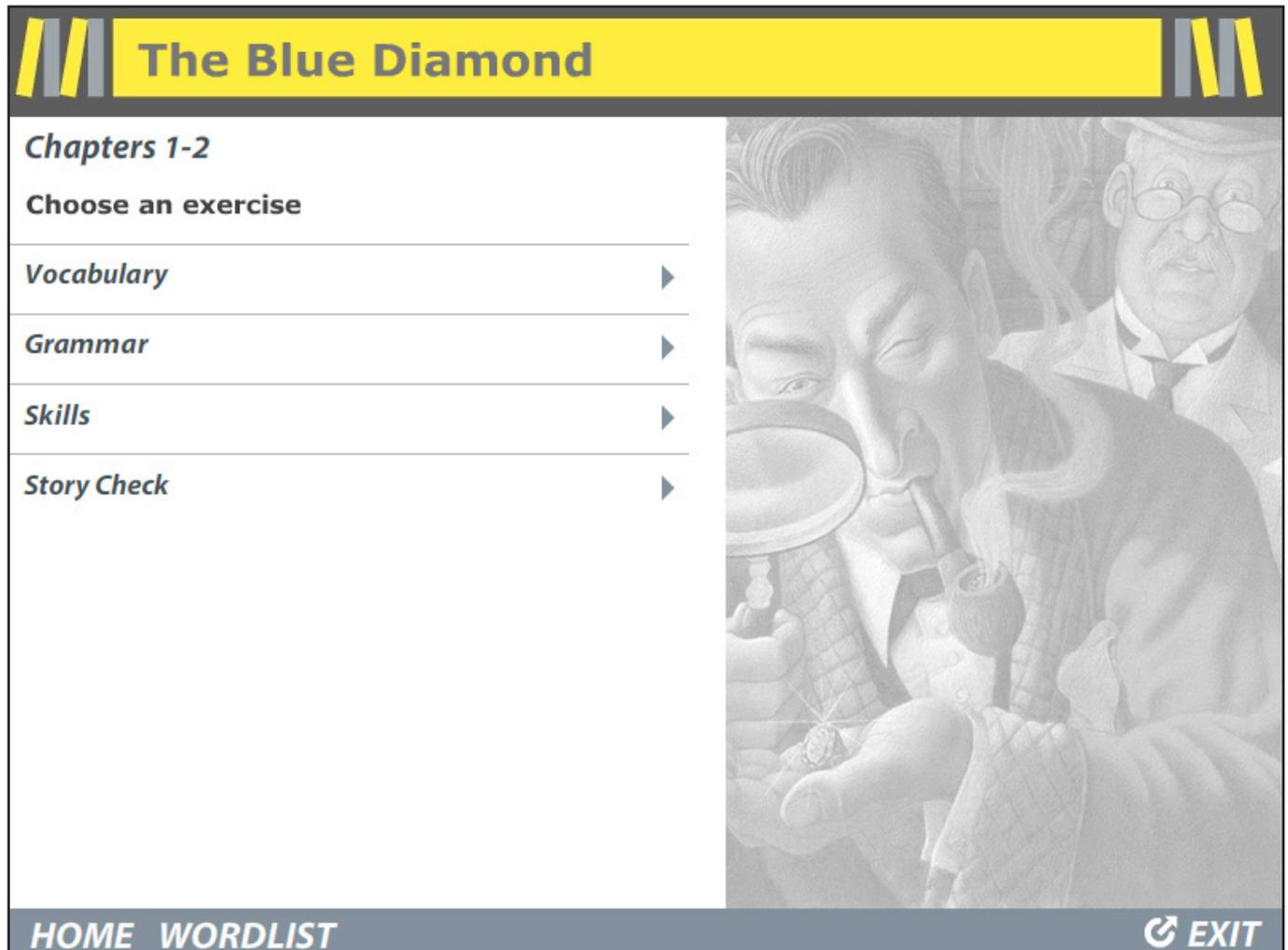
Dominoes MultiROM – Technical Information

1. Minimum system requirements
2. Running the application
3. Playing the audio
4. Technical support

MultiROM Activities

These are divided into sections. The first of these are designed to be used as 'while reading' story review opportunities, after every two chapters of the reader. (For some story collections, for example *Lord Arthur Savile's Crime and Other Stories*, these sections are organized slightly differently, but the links to the book are always clear on the opening menu screen.) Each 'while reading' section contains one of each of the following types of activity: Vocabulary, Grammar, Skills and Story Check.

All the *Dominoes* interactive activities have easy-to-understand onscreen instructions and are very user-friendly. A help menu explains clearly how each activity type works. Classic activities are used throughout (drag-and-drop, pull-down multi-choice menu, type-in-the-box, pelmanism). So *Dominoes* MultiROMs are ideal for students to use independently outside class, at home, or in a computer lab. They can also be used in the classroom with a datashow projector, or an interactive whiteboard, for whole class review work. In this case, you can appoint one student to navigate and do the activities on the MultiROM, while other students call out suggestions to help them.



*Dominoes Level One MultiROM:
Sherlock Holmes: The Blue Diamond*

MultiROM Activities: Vocabulary

This activity focuses on the vocabulary in the story section under review.

Blackbeard
Chapters 1-2 > Vocabulary

Drag the words to the correct pictures.

cabin

island

mast

governor



sailor



ship





wife



beard







Score: _____

Check answers
Try again
See answers

HOME WORDLIST HELP
BACK ↻ EXIT

Dominoes
Starter MultiROM:
Blackbeard

MultiROM Activities: Grammar

This activity focuses on grammar areas appropriate for the students' reading level. Content is based on the story section under review.

Lord Arthur Savile's Crime and Other Stories
The Sphinx Without a Secret > Grammar

Choose the correct answer.

- ✓ 1 I a photograph of an interesting woman.
- ✓ 2 The photograph some years ago in London.
- ✓ 3 Murchison first the woman in a carriage in the street.
- ✓ 4 He first Lady Alroy at Lady de Rastail's.
- ✓ 5 He deeply in love with her.
- ✗ 6 She a strange note to him.
- ✓ 7 He to write to 'The Library, Green Street'.
- ✗ 8 Lady Alroy by Murchison.
- ✓ 9 He of her death in the newspaper.
- ✓ 10 The door by an old woman.

Score: **8/10**

Check answers
Try again
See answers

HOME WORDLIST HELP
BACK ↻ EXIT

Dominoes
Level Two MultiROM:
Lord Arthur Savile's Crime
and Other Stories

MultiROM Activities: Skills

This activity focuses on listening, reading and/or writing skills, and is based on the story section under review.

Lord Arthur Savile's Crime and Other Stories

Lord Arthur Savile's Crime: Chapters 1-2 > Skills

Listen and click on the correct answers.

- 1 Lord Arthur ... at twelve o'clock.
 got up woke up went out
- 2 A servant brought him a cup of ... in bed.
 coffee chocolate tea
- 3 His morning bath was ...
 deep late cold
- 4 He put his head under the water to stop thinking about ...
 the night before the wedding with Sybil the murder
- 5 He felt ... after his bath.
 happier sleepier worried
- 6 He looked at Sybil's ... eyes in a large photo of her.
 dark soft small
- 7 He decided to ... someone before he married Sybil.
 murder marry pay

Score: **6/7**

HOME WORDLIST HELP
BACK ↻ EXIT

*Dominoes
Level Two MultiROM:
Lord Arthur Savile's Crime
and Other Stories*

MultiROM Activities: Story Check

This activity either checks comprehension of the story so far, or involves students in producing guided summaries. There are also observation tasks based on an illustration from the story section under review.

Blackbeard

Chapters 1-2 > Story Check

Look at the picture and choose the correct answers. True or false?



- 1 His name's Edward Teach. true ▼
- 2 His children call him 'Blackbeard'. true ▼
- 3 He lives in Jamaica. false ▼
- 4 He's the most frightening pirate of all. true ▼
- 5 His ship's name is the 'Queen Anne's Revenge'. true ▼
- 6 His ship is big and slow. false ▼
- 7 All the sailors in the Caribbean know his name. true ▼
- 8 He wants to stop being a pirate. false ▼
- 9 He's got four wives, people say. true ▼
- 10 He loves gold and exciting adventures. true ▼

Score: **8/10**

HOME WORDLIST HELP
BACK ↻ EXIT

*Dominoes
Starter MultiROM:
Blackbeard*

MultiROM Activities: Review Games and Activities

The final 'after reading' section of the MultiROM activities is designed to be used at the end of the reader. It contains three global review games which focus on vocabulary, dialogue, and story characters or events.

*Dominoes Level One MultiROM:
Sherlock Holmes: The Blue Diamond*

MultiROM: Wordlist

There is also an interactive audio list of all the glossed words in the reader. Students can click on each word to hear its pronunciation.

Word	Definition
address	the number and the street where somebody lives
advertisement	you pay to put this in a newspaper
already	happening earlier than you think
Amoy	
arrest	to take a person to prison
assistant manager	an important job in a hotel
beer	a yellow or brown drink
believe	to think that something is true
bird	an animal that can fly; you can eat some birds
brain	this is in your head and you think with it

*Dominoes Level One MultiROM:
Sherlock Holmes: The Blue Diamond*

Global Evaluation

Here are suggestions for elements that you can include as criteria for evaluation of Projects or other written/oral work.

Written Work

Evaluation categories	Marks
Preparation (2 marks for each subcategory)	
<ul style="list-style-type: none"> ● Imagination and originality of thought in planning ● Quality and scope of research ● Drafting and revision 	6 marks
Execution (2 marks for each subcategory)	
<ul style="list-style-type: none"> ● Clarity of text organization ● Awareness of who will read the text (teacher/other students) ● Handwriting, spelling, and punctuation ● Appropriate visual presentation (of pictures, maps, diagrams, charts), effective design and layout ● Successful completion of task (including effort, thoroughness, appropriacy and efficiency of work methods) 	10 marks
Linguistic accuracy (3 marks for each subcategory)	
<ul style="list-style-type: none"> ● Vocabulary ● Grammar ● Appropriacy of functional phrases used 	9 marks
TOTAL	25 marks

Oral or Acting Out Work

Evaluation categories	Marks
Preparation (2 marks for each subcategory)	
<ul style="list-style-type: none"> ● Imagination and originality of thought in planning ● Pre-performance preparation ● Rehearsal 	6 marks
Execution (2 marks for each subcategory)	
<ul style="list-style-type: none"> ● Co-operation and turn-taking ● Awareness of and response to the audience ● Pronunciation (sounds, stress, intonation, contractions, and word-linking), clarity of speech, and appropriacy of speech speed ● Appropriate and effective dramatic presentation (stance, gestures, facial expression, body language, and eye contact with the person spoken to) ● Successful completion of task (including effort, thoroughness, appropriacy and efficiency of work methods) 	10 marks
Linguistic accuracy (3 marks for each subcategory)	
<ul style="list-style-type: none"> ● Vocabulary ● Grammar ● Functional appropriacy 	9 marks
TOTAL	25 marks

In the Classroom

Teachers may want to set aside regular classroom time for *Dominoes* reading. (See the [Lesson Planners](#) for each level to see how reading classes can be organized using the different *Dominoes* components.) *Dominoes* can be used in three classic ways:

1) The Class Reader

- Choose a book that the class can read together. Chapters can be read in class or assigned for homework.
- Build up class motivation before students begin the story by asking them to predict what they think it will be about. Ask them to focus in turn on the title, the front cover illustration, the author's biodata on the title page, the story description on the back cover, the chapter titles, and the story illustrations. Students' predictions should become more developed with each new element they focus on. It is not necessary for them to guess the story content 'correctly' at the prediction stage, but simply to make reasonable hypotheses, which they will check as they read the story. (This pre-reading hypothesizing is a useful reading sub-skill to develop.)
- If a film or TV version of the story is available, before students start reading you can show a short scene from the DVD to introduce the characters, and to make students curious about what is going to happen in the story. Once students begin reading, it can be interesting to compare a story scene with the same scene from the movie (see the '[Movie versus Book](#)' [Graphic Organizer pdf](#) in the [Photocopiables folder](#)).
- BEFORE READING, READING CHECK and GUESS WHAT activities provide an excellent starting point for reader-based discussion work in the classroom.
- Giving each student a [Recycled word spotter](#) sheet can help them to work on new vocabulary. (See the pdf in the [Photocopiables folder](#).)
- Giving each student a [Reading Comparisons](#) [Graphic Organizer](#) can help them prepare for oral or written description work. (See the pdf in the [Photocopiables folder](#).)
- More ideas for engaging reader-related activities can be found in the [Follow-up activities](#).

If students need training in Extensive Reading Skills (reading independently at length outside the classroom) it is best to start by using a Class Reader. Once students are confident with this approach, you can then organize the class into [Reading Teams](#). When students are coping well with Reading Teams, you can finally introduce the idea of a Readers Library. The structured nature of *Dominoes* readers, with their integrated Activity Pages, helps to support students as they progress from controlled class reading, through less controlled group reading, to autonomous individual reading, or extensive reading.

2) Reading Teams

- Students work in similar interest teams, with each team working on a different book at the same time. Chapters can be read in class or assigned for homework.
- Students discuss each chapter with others in their team after they have read it. At very low levels, part or all of this discussion could take place in the students' mother tongue.
- Giving a [Reading Detective Notebook](#) or a [Reading Diary](#) [Graphic Organizer](#) to each student in the team can provide a good basis for this discussion. (See the pdf in the [Photocopiables folder](#).)
- For more varied groupwork, six [Reading Team Cards](#) are provided to help structure post-reading discussion. (See the pdf in the [Photocopiables folder](#).) For teams larger than six, duplicate some cards (but not team captain). For teams smaller than six, eliminate some cards (but not team captain).
- With a mixed-level class, different ability teams can work on different level *Dominoes*.

3) The Class Library

- Set up a *Dominoes* library and let students choose a book to read to match their personal interests and level. Individual self-study reading can be done in class or at home. Classroom time can be used for borrowing books, monitoring progress, checking Activity Answer Keys, discussing books read with other students in the class, doing Projects, taking Tests, or marking Tests using the Test Answer Key.
- Provide each student with a [Dominoes Library Checklist](#) (see the pdf in the [Photocopiables folder](#)) so they can tick each book they finish, charting their route through the library. This helps you check individual progress at a glance.
- Give each student a [Reading Log](#) [Graphic Organizer](#) (see the pdf in the [Photocopiables folder](#)) so they work on improving their reading speed and reduce their reliance on using a dictionary.
- Ask each student to complete a [Book Report](#) [Graphic Organizer](#) about each book they read (see the pdf in the [Photocopiables folder](#)). These can be stuck on card and should go in a 'Book Report Box' to be read by other students thinking of which book to read next.
- Give each student a [Word Counter](#) [Graphic Organizer](#) to keep track of the number of words in each book they read (see the pdf in the [Photocopiables folder](#)).
- More detailed information on managing a class library can be found in [Background to Reading](#) on the OUP Readers website.

Reading Aloud

Stories are more suitable for reading aloud than factual texts. However, reading aloud in front of the class can be embarrassing for less confident students, or those with pronunciation problems. It can also be boring or frustrating for students who are listening. It is better to ask for volunteers to read aloud, or to dot around the class, rather than have students read aloud one after the other round the class. The best option, if you wish to do reading aloud in class, is for the teacher – or a stronger student volunteer – to be the narrator, and for other volunteer students to take different characters' parts.

If students wish to work on their pronunciation privately, reading aloud is a useful self-study activity. We suggest using the *Dominoes* audio for support in these ways:

1) Mouthing the Story

The student 'mouths' part of the story silently while reading it on the page and listening to the audio. This activity is a first step in helping students to build up their confidence in reading aloud.

2) Whispering the Story

The student whispers part of the story while reading it on the page and listening to the audio. This activity helps students work on speed and phrasing.

3) Filling the Audio Gaps

The student reads part of the story on the page aloud while listening to the audio. From time to time the student turns down the volume of the audio to zero but lets the CD continue to play. They continue reading the story aloud at the same pace for a while. When the student turns up the volume again they should be at the same place in the story in their reading aloud as the audio. Students may need practice to achieve this aim every time. This activity helps students work on pace.

4) Shadow Reading

The student reads part of the story on the page aloud while listening to the audio. Ideally the student should listen to the original audio using earphones and simultaneously record their own voice. Afterwards the student can listen to the recording and compare it with the original audio. This activity helps students work on pace and intonation.

5) Stress Marking

The student listens to part of the audio version of the story, pausing it as required. On the written text the student marks the heavily stressed syllables or short words by underlining them, putting a dot above them, or colouring them with a highlighter pen. Then, without listening to the audio, the student reads the marked text aloud, stressing the highlighted words. Ideally the student should record their own voice at this stage. Afterwards the student can listen to the recording and compare it with the original audio. This activity helps students work on rhythm and stress.

Acting Out and End-of-Term Drama Productions

Acting out a short story, or a scene/chapter from a longer story, can be a motivating post-reading group activity.

- At a basic level, a group of students can use the story text as it is, with one or more students taking the role of the narrator, and other students playing different characters' parts. Students playing the characters can read from the book, or learn their lines by heart before acting out.
- With more preparation time, students can prepare a play script based on the story text, adding stage directions and extra lines of character dialogue, and reducing the narrator's words accordingly. Different groups could work on different sections of the same story.
- If time allows, a fully developed theatre show based on the story text could be written, rehearsed, and performed – complete with costumes, props, sets, music and sound effects, publicity posters, and programmes. This could make an excellent end-of-term or end-of-year drama production.
- Videoing groups acting out can be a useful activity. Students can watch themselves on video after they finish. This video can be added to students' reading portfolios.

If groups are reluctant to act out in front of the class, here are some suggestions:

- Ask a group of students representing the different story characters to come to the front of the class. They should mime the actions of the different characters while they listen to the audio. Allow them to rehearse before they do this.
- Have students work in a group with some students reading the narrator's and characters' lines, while other students mime the different story characters' actions at the front of the class. Allow them to rehearse before they do this.
- Have students prepare and record a radio play, complete with sound effects and incidental music. Once the recording stage is finished, each group can then play its recording for other students in the class to listen to. This audio could be added to students' reading portfolios.
- Have students prepare one-sided, cardboard cut-out puppets of story characters stuck onto cardboard 'slides', together with cardboard scenery (a backdrop and wings). They can then perform a 'cereal box theatre' version of the story at the front of the class, while listening to the original story audio, their own recording, or students in their group reading the narrator's and characters' lines aloud. Allow them to rehearse before they do this.

For a sample playscript, go to [page 20](#).

SCENE FROM *SHERLOCK HOLMES: THE NORWOOD MYSTERY*

Cast:

STORYTELLER
HOLMES
WATSON
MRS HUDSON
JOHN MCFARLANE

Props:

table	packet of candy or joke cigarettes
two cups and saucers	lighter
three chairs	ashtray
newspaper	

SCENE 1: HOLMES'S ROOMS IN BAKER STREET

STORYTELLER: One morning, at his rooms in Baker Street, Sherlock Holmes was talking with his friend Dr Watson. *WATSON and HOLMES are sitting at the table. Cups and saucers and a newspaper on it. WATSON is reading his newspaper.*

WATSON: That was a wonderful breakfast, Holmes.

HOLMES: Mmm... But life in London is not what it was, Watson.

WATSON: True, Holmes. For most people life is much better now.

HOLMES: But for me, Watson, life is not so interesting.

WATSON: What do you mean, Holmes?

HOLMES: In the past I loved to read the newspaper, hoping to find some news of an interesting crime for me to investigate, or a dangerous criminal for me to catch. But where are all those clever criminals these days, Watson?

WATSON: Sometimes I don't understand you, Holmes. I like living a quiet life myself.

HOLMES picks up the newspaper on the table and starts to read. We hear a loud knocking at the door, offstage. Watson puts down his newspaper at once. HOLMES closes his newspaper slowly.

HOLMES: Who can that be?

MRS HUDSON comes in.

MRS HUDSON: Mr Holmes, there's a wild young man at the door to see you. He didn't give his name.

HOLMES: Very good, Mrs Hudson. Bring him in.

McFARLANE comes in, pushing past MRS HUDSON. He is excited, afraid, and shaking wildly.

MRS HUDSON: Here he is, sir.

HOLMES: Thank you, Mrs Hudson.

HOLMES: Very good, sir.

MRS HUDSON goes out with the cups and saucers.

HOLMES: (*angrily*) Who are you, sir? And what do you want with me?

McFARLANE: (*shaking*) I'm sorry, Mr Holmes. I'm sorry. Please don't be angry. I feel so afraid, Mr Holmes.

HOLMES: Well, come in, sit down, and have a cigarette. Then tell us who you are and why you've come here.

McFARLANE sits at the table. WATSON gives him a cigarette and lights it. McFARLANE smokes the cigarette and stops shaking. Then he speaks.

McFARLANE: My name's John McFarlane.

HOLMES and WATSON look at each other questioningly.

HOLMES: (*to McFARLANE*) Yes... and?

McFARLANE: And I'm in terrible trouble. You must help me, Mr Holmes. The police want to arrest me and send me to prison. And I've done nothing, Mr Holmes, nothing.

HOLMES: Interesting. Very interesting. Don't you agree, Watson?

WATSON: Yes, Holmes, I do.

HOLMES: So, Mr McFarlane, please tell us: why do the police want to arrest you? What have you done?

McFARLANE: Nothing. I told you. I've done nothing. But they think that I murdered a man called Jonas Oldacre, a builder who lives – who lived – in south London, at Norwood.

HOLMES: I see. I'm very sorry to hear this, Mr McFarlane. Please tell us your story.

McFARLANE: Of course. It's here in today's newspaper.

STORYTELLER: And with that, John McFarlane opened Watson's newspaper and started reading the story to them.

Sample playscript based on
Dominoes Level Two:
Sherlock Holmes: The Norwood Mystery

Syllabus

Dominoes are graded at four levels based on the Oxford *Bookworms* grading scheme.

- Starter level for beginners (usually 44 story pages in 6 chapters)
- Level 1 for elementary students (usually 44 story pages in 6 chapters)
- Level 2 for pre-intermediate students (usually 60 story pages in 8 chapters)
- Level 3 for intermediate students (usually 76 story pages in 10 chapters)

Dominoes Syllabus (based on the *Bookworms* grading scheme)

LEVEL 3 1,000 headwords CEF B2	All structures from earlier levels plus: <i>should, may</i> Present Perfect Continuous <i>used to</i> Past Perfect causative <i>make</i> and <i>have</i> relative clauses reported statements
LEVEL 2 700 headwords CEF A2/B1	All structures from earlier levels plus: Present Perfect <i>will</i> future <i>(don't) have to, mustn't, could</i> comparative adjectives simple time clauses question tags Past Continuous <i>ask/tell</i> + infinitive
LEVEL 1 400 headwords CEF A1/A2	All structures from Starter level plus: <i>going to</i> future Past Simple
STARTER LEVEL 250 headwords CEF A1	Present Simple Present Continuous imperative <i>can/can't, must</i> <i>-ing</i> form verbs/gerunds infinitive