

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.

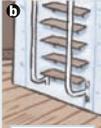
a ...3... says MacWhirr to Rout.
 b ...7... says Jukes to MacWhirr.
 c ...4... says MacWhirr to Jukes.
 d ...1... says the boatswain to Jukes.

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.

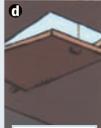
WORD WORK

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

a  ladder
rudder

b  wheelhouse
ladder

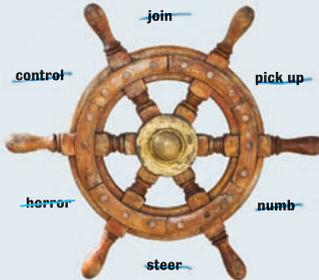
c  rudder
helmsman

d  helmsman
hatch

e  hatch
wheel

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.

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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Dominoes Level One:
Twenty Thousand Leagues
Under the Sea

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

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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
lightning the light in the sky when there is a storm
rock a very big stone

cloud a big white or grey thing that rain comes from
explode to break suddenly with a big noise

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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 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 body and legs of a girl)
e true
f true
g false (Phedra tells a servant about Ariadne's secret)

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

2 a messages - game
b rocks - legends
c spiral - temple - god
d snake - seal
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
1 1 2 3 4 5 6 7 8 9 10 11
2 1 2 3 4 5 6 7 8 9 10 11

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 horse
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 Ariadne quietly tells Dedalus about her plans to escape.
b Dedalus gives Ariadne a ball of thread. She uses it under her cloak.
c The thread helps Ariadne find her way out of the Labyrinth.
d At the harbor, Ariadne must find a boat with a white sail.
e Ariadne and Dedalus sail into the Labyrinth to find her father.
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 thread - sea
i promise
j save
k handle
l sail
m message
n passage
o island

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

2 a handwriting g earthquake (stamp/complaint)
b message h compass
c barbed wire i goddess
d suitcase j seaweed
e ghost k brick

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 26-27
READING CHECK
1 1 2 3 4 5 6 7 8 9 10 11
2 1 2 3 4 5 6 7 8 9 10 11

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

2 a handwriting g earthquake (stamp/complaint)
b message h compass
c barbed wire i goddess
d suitcase j seaweed
e ghost k brick

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 32-33
READING CHECK
1 1 2 3 4 5 6 7 8 9 10 11
2 1 2 3 4 5 6 7 8 9 10 11

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

2 a handwriting g earthquake (stamp/complaint)
b message h compass
c barbed wire i goddess
d suitcase j seaweed
e ghost k brick

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 38-39
READING CHECK
1 a looking quietly f doesn't tell
b sail g sail
c dead h hours
d address i sail

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Activity Key