














Teacher's Handbook

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Introduction

About Oxford Read and Imagine

Oxford Read and Imagine is a series of graded Readers at nine levels (Early Starter, Starter, Beginner, and Levels 1–6), suitable for learners of English from age three or four and older. The levels are designed to match the language content of pre-school and Elementary English-language coursebooks. The Early Starter level is aimed at very young children who are encountering English for the first time and may not be reading yet.








These Readers are carefully written in graded language to provide easy and enjoyable reading at every level. The fictional stories are age-appropriate and will engage children and encourage them to enjoy reading. The stories all feature the same group of characters (brother and sister Ben and Rosie, and their grandfather, other family members, and friends). This allows learners to personally engage with the stories, and this familiarity is retained as they move up through the levels.

At Levels 1–6, each Reader is linked by topic to a partner book in the non-fiction **Oxford Read and Discover** series. The **Read and Imagine** stories provide the perfect first steps for learners to go on to explore topics further with **Read and Discover**. For a list of all the partner books, please see the Levels 1–6 **Contents Summary charts**.

Reading stories is very motivating for language learners. It stimulates interest and builds confidence as learners realize that they can read and enjoy a whole book in English! The **Oxford Read and Imagine** series also offers learners many features that support their reading and English learning, and a range of different components to help teachers and parents get the most out of the Readers.

Components and features

The components of **Oxford Read and Imagine** are:

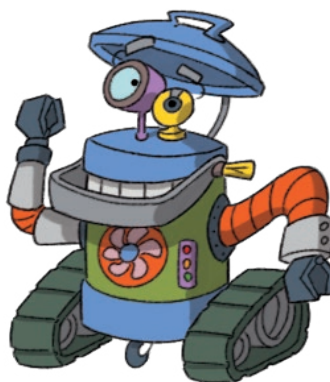
-  **Readers** with in-book activities, projects, and a Picture Dictionary or Glossary to support both language learning and comprehension of the story, as well as providing specific exam practice.
-  **Audio Packs** (Reader with audio) for all except Early Starter, Starter, and Beginner levels – where free audio downloads are available online.
-  **Activity Books** for all levels (except Early Starter).
-  **e-Books** for selected Readers.
-  **Teacher's Handbook** with **Photocopiable Templates** (graphic organizers) available online.
-  **Answer Keys** available online for all in-book activities and Activity Books.
-  **Teacher's website**
www.oup.com/elt/teacher/readandimagine



Ben



Rosie



Clunk, Grandpa's robot



Grandpa



Series summary



Average story word count: 60
Number of key word pages: 10
Number of story pages: 10
Number of activity pages: 2

No Activity Books at this level



Average story word count: 90
Number of story pages: 12
Number of activity pages: 8 (including 2 project pages)
Picture Dictionary



Average story word count: 190
Number of story pages: 12
Number of activity pages: 8 (including 2 project pages)
Picture Dictionary



Average story word count: 528
Number of story pages: 18
Number of activity pages: 10 (including 2 project pages)
Picture Dictionary



Average story word count: 640
Number of story pages: 18
Number of activity pages: 18 (including 2 project pages)
Picture Dictionary



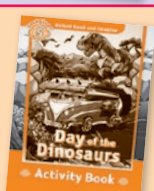
Average story word count: 990
Number of story pages: 22
Number of activity pages: 22 (including 2 project pages)
Picture Dictionary



Average story word count: 1,294
Number of story pages: 22
Number of activity pages: 22 (including 2 project pages)
Picture Dictionary



Average story word count: 2,270
Number of story pages: 30
Number of activity pages: 22 (including 2 project pages)
Glossary



Average story word count: 2,999
Number of story pages: 34
Number of activity pages: 18 (including 2 project pages)
Glossary



Readers

Each Reader provides an interesting and engaging story with colorful illustrations on every page.

A two-page introduction to the characters in the story (except for Early Starter level) allows learners to familiarize themselves with the characters, their names, and their relationships. Each level has a different introduction, reflecting the fact that the artwork and language become more sophisticated as the levels increase.

The story text is carefully graded at every level and is accompanied by engaging illustrations which fully support learners' understanding of the story and the language.

At the back of each Reader the following are provided:

- In-book activities to support every two pages of story text (except at Early Starter level). Tabs on the story pages indicate where to find the relevant activities. These activities are carefully graded to support the language (vocabulary and grammar) used in the story pages, as well as to promote overall language learning. Activities also aid comprehension and discussion of the story, along with critical thinking skills. Exam practice activities support the Cambridge Young Learner exams, and at the higher levels, Cambridge KET and PET.

- Two project pages (except at Early Starter level) provide extension material, encouraging students to personalize the story topic, or research the topic further. Structured support is provided.

Project pages

A Fantastic Match

Do people in your country like soccer? Which team is the best? Tell a friend your ideas.

1 Complete the chart with these soccer words.

team back soccer shoes soccer ball
bicycle kick soccer bounce score goal
catch kick chest goalkeeper hands
match jump jersey stadium head
shorts feet hit player

Verbs	Clothes	Body Parts	Other Words

2 Can you think of more soccer words? Write them in the chart.

3 Think of a name for a new soccer team. Draw a jersey, shorts, and soccer shoes for the players.

Name: _____

Answer these questions about your team.

How many players are there? _____

Who is the best player? _____

Who is the goalkeeper? _____

4 Tell a friend about your team.

5 Write about a fantastic soccer match your team plays. Use the words in the chart to help you.

6 Tell a friend about the match.

- To support vocabulary building and the development of dictionary skills, there is a Picture Dictionary (at Starter, Beginner, and levels 1–4) or Glossary (at levels 5 and 6) containing the key vocabulary that is above level and likely to be new for learners at that level. (At Early Starter level key words used in the story are introduced with illustrated glosses in the first part of the book.)

Early Starter Reader

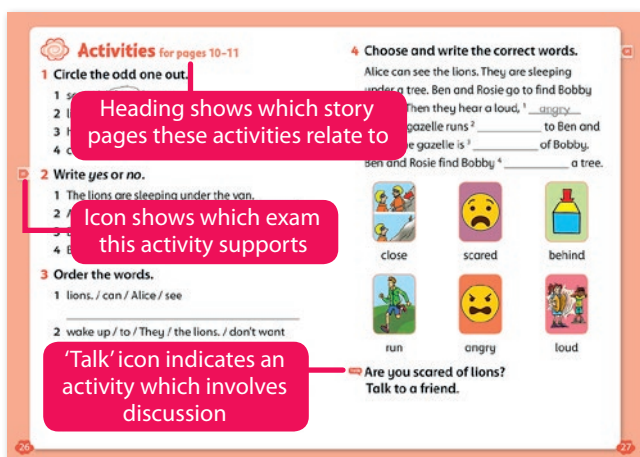


Picture Dictionary pages from a Level 2 Reader

Glossary pages from a Level 6 Reader



Tab shows where to find the activities for these pages












Heading shows which story pages these activities relate to

Icon shows which exam this activity supports

'Talk' icon indicates an activity which involves discussion

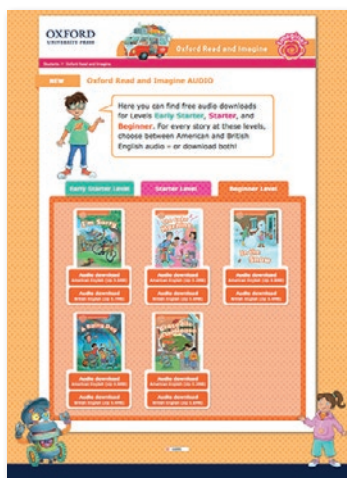
Number of Readers at each level

The following is an illustration of the **Read and Imagine** series today, but this is a series that will expand and grow for many years to come (and these teacher's notes will be updated accordingly). For a list of all the Readers at each level, please see the Contents Summary charts.

	Early Starter	4 Readers
	Starter	8 Readers
	Beginner	8 Readers
	Level 1	10 Readers
	Level 2	10 Readers
	Level 3	10 Readers
	Level 4	10 Readers
	Level 5	4 Readers
	Level 6	4 Readers

Audio

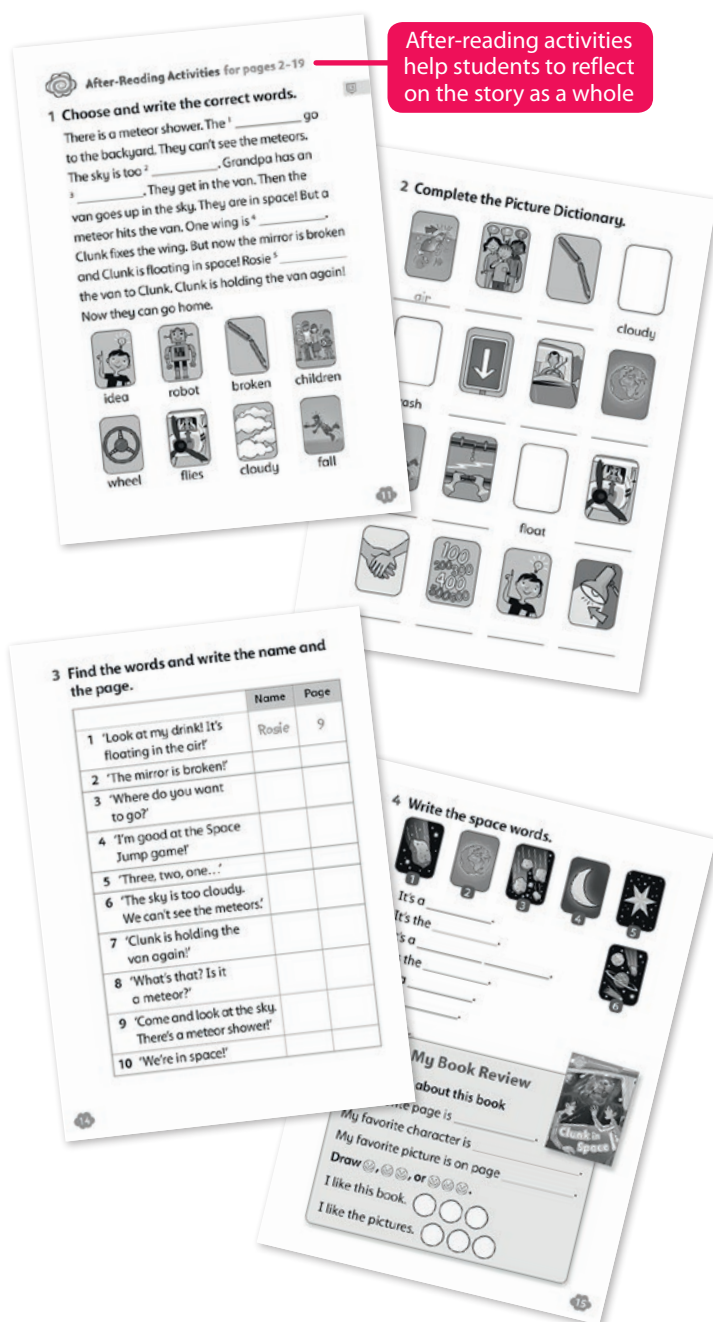
Two audio recordings accompany each Reader, providing recordings of the text in both American and British English. For levels 1–6, audio is available in audio packs, and for Early Starter, Starter and Beginner levels, audio recordings are available as free downloads from www.oup.com/elt/readandimagine



Activity Books

An Activity Book is available for each Reader (except at Early Starter level, which is a pre-reading and writing level). The activities in the Activity Books are carefully graded and are designed to provide learners with extra reading and writing practice, language work, and consolidation of the story. Before-reading activities prepare learners for what they are about to read, and after-reading activities stimulate learners further by reflecting on the story as a whole. Activity Books are the perfect resource for homework activities. Exam practice activities support the Cambridge Young Learner exams, and at the higher levels, Cambridge KET and PET.

After-reading activities help students to reflect on the story as a whole



e-Books

For selected Readers there are accompanying e-books with animations, synchronized audio, and sound effects. These can be used to read and listen to the stories on a computer, laptop, or tablet, or they can be projected onto an interactive whiteboard. You have the choice to use the e-book in conjunction with the print Reader, or as a replacement for it – whichever you feel would be most engaging for your learners. The story and Picture Dictionary/Glossary text in the e-books is identical to that in the print Readers.

The on-screen illustrations are bright and fresh to engage learners, while simultaneously supporting vocabulary and story understanding. New or above-level vocabulary is supported further by pop-up dictionary definitions. Words which are included in the Picture Dictionary or Glossary are highlighted in blue where they appear in the story text. These words can be activated by tapping to make pop-up definitions appear. Together, the engaging illustrations, pop-up definitions, and sound effects bring the stories to life in a way that has not been done before in graded Readers.

Words contained in the Picture Dictionary or Glossary are highlighted in blue

Pop-up definitions appear



Learners can choose to listen to British or American English audio

Learners can choose to read silently or with synchronized audio

The e-book includes activities that are adapted from the print Reader, with the added benefit of a marking system which allows learners to check if their answers are correct or not.

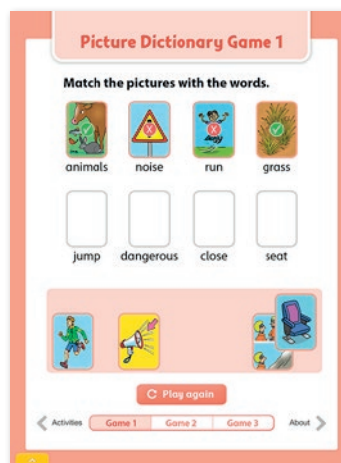


Learners can check their answers

And for a little bit of interactive fun and vocabulary building, the e-books include vocabulary-based games that learners will enjoy playing, while simultaneously consolidating the new vocabulary they have encountered. At levels 1–4, each e-book has three games, and at levels Early Starter, Starter, Beginner, 5, and 6 there are two. These always include one game which relies on listening to vocabulary items.

The e-book provides the whole Reader as a digital book, and each page fills the screen, adapting to the size of the screen used. Importantly, each page is fixed to a 'portrait' alignment, to ensure that we retain the key features of the printed book that are designed to support reading skills.

The e-book audio consists of two recordings of the full story text, one in American English and the other in British English. The learner can choose which version they prefer to listen to, or can choose to read silently. The words listed in the Picture Dictionary or Glossary are also recorded. When you turn to a new page, the audio for that page begins automatically so you can read and listen at the same time – or choose the silent mode.



To find out how to get the best use of the e-books and for teaching ideas see the **How to use the e-books** section of this Teacher's Handbook.

Teacher's Handbook

This Teacher's Handbook provides an overview of the **Oxford Read and Imagine** series. It will help you plan how you use the Readers and accompanying components – whether you want to plan lessons or sections of lessons around the Readers, or help your learners to read them independently for pleasure.

There are teaching suggestions in the sections on **Using Oxford Read and Imagine** and **How to use the e-books**. You can adapt these suggestions to specific Readers and teaching contexts.

The **Photocopiable Templates** (graphic organizers) will support your teaching and give you further ways to bring **Oxford Read and Imagine** Readers to life within your classroom or as part of your students' homework.

About the syllabus and grading

At each level, the author of **Oxford Read and Imagine** has certain language available to write the stories. The words which the author can use are called 'headwords'. Any other words used in a story are listed and explained in the Picture Dictionary or Glossary.

The following summary of the headwords and grammatical syllabus available at each level, combined with the corresponding Cambridge exam and CEFR levels, can be used to ensure you find the perfect level for your learners to read comfortably.



Early Starter Level

30 headwords

Syllabus:

- present simple tense: positive and negative forms; simple question forms with *be*, *do* and *what*
- pronouns: *I*, *you*, *it*
- positive imperatives
- modal verb *can* for ability



Starter Level

100 headwords

Syllabus:

- As above, plus present simple tense question forms with *who*, *how many*, *where*
- pronouns: *he*, *she*, *me*
- possessive adjectives: *my*, *your*

CEFR level: Below A1



Beginner Level

150 headwords

Syllabus:

- As above, plus present continuous tense: positive, negative, and question forms (used very sparingly)
- negative imperatives
- *there is / there are*
- sentences with two clauses using *and* (used sparingly)

Cambridge exam level: YLE Starters

CEFR level: Below A1



Level 1

300 headwords

Syllabus:

- As above, plus possessive *'s*
- conjunctions: sequential *then*, *but*, *so*
- infinitive, infinitive of purpose

Cambridge exam level: YLE Starters

CEFR level: Below A1 – Low A1



Level 2

450 headwords

Syllabus:

- As above, plus past simple tense with verb *be*
- complex sentences (used very sparingly)
- conjunctions: *because*, *when*
- gerunds
- comparative and superlative adjectives (used sparingly)
- adverbs of frequency (used sparingly)

Cambridge exam level: YLE Starters and Movers

CEFR level: Low A1

Level 3

600 headwords

Syllabus:

- As above, plus past simple tense: regular and irregular for high-frequency verbs
- past continuous tense: positive, negative, and question forms (used sparingly)
- *going to* future (used sparingly)
- modal verbs: *may, must, have to*
- comparative form *as ... as* (e.g. 'as tall as')
- zero conditional (used sparingly)
- adverbs of manner

Cambridge exam level: YLE Movers

CEFR level: High A1

Level 4

750 headwords

Syllabus:

- As above, plus present perfect tense: positive, negative, and question forms (used sparingly)
- *used to* past
- *will* future
- conjunctions: *after, as, before, if, or, than, when, where, while*
- defining relative clauses (used sparingly)
- possessive pronouns
- first conditional

Cambridge exam level: YLE Movers and Flyers

CEFR level: A1 – A2

Level 5

900 headwords

Syllabus:

- As above, plus past perfect tense: positive, negative, and question forms
- present perfect continuous tense (used sparingly)
- present continuous future tense
- the passive voice with present and past simple
- modal verbs: *should*
- second conditional
- reported speech with *say, tell, think, hope, know*

Cambridge exam level: YLE Flyers and

Key English Test (KET)

CEFR level: A2 – B1

Level 6

1,050 headwords

Syllabus:

- As above, plus past perfect continuous tense: positive, negative, and question forms
- future continuous tense
- the passive voice
- non-defining relative clauses
- reported speech
- third conditional, conditionals with *wish*

Cambridge exam level: Key English Test (KET) and Preliminary English Test (PET)

CEFR level: B1

For a more detailed, book-by-book summary of the vocabulary and grammar included in each Reader, please see the **Contents Summary charts**.

Contents Summary: Early Starter and Starter

Level and Headwords	Reader Title	Key Words / Picture Dictionary Vocabulary	Main Grammar The grammar listed below occurs naturally in the stories, and is not the main focus of the Readers.	Topics
Early Starter 30 Headwords 	Apples and Bananas 	store, lemon, apple, banana, orange, one, two, three, four, five, six, seven, eight	present simple; <i>I am ... / We are ...</i>	counting; fruit; in a store
Early Starter 30 Headwords 	The Picnic 	bus, bike, van, family, park, picnic, run	present simple; <i>Where are ...? / Where is ...?</i>	transportation; asking where people and things are; the family
Early Starter 30 Headwords 	Spider, Spider 	ball, blue, car, chair, flower, glass, purple, red, spider, table, train, yellow	present simple; <i>It's in ... / It's on ...</i>	colors; basic objects; saying hello and goodbye; respect for animals
Early Starter 30 Headwords 	What's This? 	cloud, circle, house, ice cream, pink, red, square, sun, triangle, white, yellow	present simple; <i>Do you have ...? / What's this?</i>	colors; shapes; asking questions
Starter 100 Headwords 	At the Zoo 	banana, eat, fish, fruit, lion, meat, monkey, penguin, rock, sandwich, tree, water, zoo	present simple positive, negative, and question forms; <i>can</i> for ability	animals and what they eat; food; watching animals
Starter 100 Headwords 	Clunk Draws a Picture 	black, blue, crayons, draw, green, happy, orange, paint, paper, penguin, picture, pink, purple, red, robot, tiger, white	present simple positive, negative, and question forms; adjectives	animals and what they eat; food; watching animals
Starter 100 Headwords 	Hello, Clunk 	arm, ball, banana, book, eat, five, head, hello, kitchen, robot, two, wheel, yellow	present simple positive, negative, and question forms	parts of the body; numbers



Contents Summary: Starter

Level and Headwords	Reader Title	Key Words / Picture Dictionary Vocabulary	Main Grammar The grammar listed below occurs naturally in the stories, and is not the main focus of the Readers.	Topics
Starter 100 Headwords 	Hello, Goodbye 	ball, beach, big, circle, draw, eyes, face, goodbye, hair, hello, jump rope, mouth, nose, red, sand, seaweed, shells, spade	present simple positive and question forms	things on the beach; parts of a face; saying hello and goodbye
Starter 100 Headwords 	The New Dinosaur 	arm, behind, big, dinosaur, head, leg, long, museum, neck, new, sandwich, short, tail, teeth	present simple positive and question forms; adjectives	museums; dinosaurs; parts of the body; adjectives to describe parts of the body
Starter 100 Headwords 	One, Two, Three 	duck, fish, five, four, frog, green, head, one, park, pond, see, six, three, two, water	present simple, positive, negative, and question forms; <i>How many...?;</i> <i>can</i> for ability	colors; numbers and counting; animals
Starter 100 Headwords 	Rosie's Teddy Bear 	bag, bike, book, chair, green, pencil, phone, red, school, table, teddy bear, walk	present simple positive and question forms; prepositions of place	objects; colors; asking where things are
Starter 100 Headwords 	Where's My Hat? 	black, brown, door, green, hat, head, jacket, long, red, robot, run, scarf, short	present simple positive, negative, and question forms; <i>can</i> for ability; adjectives	clothes; describing clothes; colors

Contents Summary: Beginner

Level and Headwords	Reader Title	Key Words / Picture Dictionary Vocabulary	Main Grammar The grammar listed below occurs naturally in the stories, and is not the main focus of the Readers.	Topics
Beginner 150 Headwords 	The Cake Machine 	ask, butter, café, cake, count, eat, egg, flour, hand, hit, ice cream, kitchen, look for, machine, milk, shopping bags, store, strawberries, sugar, van	present simple positive, negative, and question forms; <i>can</i> and <i>can't</i> for ability; adjectives; direct speech	food; describing food; ingredients for a cake; making a cake
Beginner 150 Headwords 	I Can See You! 	bathroom, bed, bedroom, behind, ceiling, chair, cheese, couch, eight, floor, hall, kitchen, living room, nine, pizza, seven, slice, ten, under, wardrobe	present simple positive, negative, and question forms; present continuous positive form; <i>can</i> for ability; adjectives; prepositions of place; direct speech	playing a game – hide and seek; counting; rooms in a house
Beginner 150 Headwords 	Crocodile in the House 	animals, bear, car, crocodile, door, friends, hand, hear, hello, horse, house, lion, mouth, robot, run, teddy bear, teeth, toy box, toys	present simple positive, negative, and question forms; adjectives; direct speech	toys; animals; friendship; sharing; feeling scared; parts of the body
Beginner 150 Headwords 	I'm Sorry 	arms, ball, cat, catch, climb, down, fall over, happy, help, jump, kick, park, ride, robot, run, sad, scared, shout, tree, up	present simple positive, negative, and question forms; <i>can</i> and <i>can't</i> for ability; adjectives; direct speech	at the park; simple actions; feelings – sad, scared, happy; saying sorry; helping
Beginner 150 Headwords 	In the Snow 	backyard, bear, boots, buttons, carrot, coat, cold, eyes, gloves, hat, head, house, nose, put on, rabbit, robot, scarf, scarves, snow, snowball, snowman, tree, warm	present simple positive, negative, and question forms; present continuous positive; <i>can</i> for ability; adjectives; direct speech	clothes; animals; having fun/playing in the snow; parts of the face
Beginner 150 Headwords 	It's Hot! 	backyard, catch, coat, cold, door, drink, eat, food, freezer, frozen, hot, hot chocolate, ice cream, kitchen, pizza, scarf, scarves, strawberry, throw, water	present simple positive, negative, and question forms; adjectives; direct speech	the weather; temperature; asking what people want; saying what you want and don't want

Contents Summary: Beginner

Level and Headwords	Reader Title	Key Words / Picture Dictionary Vocabulary	Main Grammar The grammar listed below occurs naturally in the stories, and is not the main focus of the Readers.	Topics
Beginner 150 Headwords 	A Nice Book 	animals, book, floor, hit, horse, jump up, library, look, pick up, pirate, reading, robot, scared, ship, sit down	present simple positive, negative, and question forms; present continuous positive and question forms; can for ability; adjectives; direct speech	in a library; books and reading; describing books
Beginner 150 Headwords 	A Rainy Day 	ball, board game, children, cloudy, fly, hands, house, kite, machine, park, rain/rainy, robot, run, sad, snow, sunny, turn, up, wheel, window, windy	present simple positive, negative, and question forms; present continuous positive; can for ability; adjectives; direct speech	the weather; at the park; feeling sad or disappointed; having fun

Contents Summary: Level 1

Level and Headwords	Reader Title	Main Grammar	Vocabulary Areas and Topics	Oxford Read and Discover partner book
Level 1 300 Headwords 	Ben's Big Swim 	present simple +, -, ?; present continuous +; <i>can</i> for ability; adjectives; prepositions of place; conjunctions; direct speech	at the beach; the weather; overcoming fear; bravery; helping people	At the Beach 
Level 1 300 Headwords 	Clunk in Space 	present simple +, -, ?; present continuous +; <i>can</i> for ability; adjectives; conjunctions; direct speech	space; in the sky; in space; equipment; fixing things	In the Sky 
Level 1 300 Headwords 	Monkeys in the School 	present simple +, -, ?; present continuous +; <i>can</i> for ability; adjectives; conjunctions; direct speech	animals; places in a school; school equipment; food	Schools 
Level 1 300 Headwords 	The New Glasses 	present simple +, -, ?; present continuous +, ?; imperatives; <i>can</i> and <i>can't</i> for ability; adjectives; prepositions of place; conjunctions; direct speech	friends and school games; sight and glasses	Eyes 
Level 1 300 Headwords 	On Thin Ice 	present simple +, -, ?; present continuous +, ?; <i>can</i> and <i>can't</i> for ability and permission; adjectives; <i>too</i> + adjective; prepositions of place; conjunctions; direct speech	the Arctic; polar bears; snow and ice	Young Animals 
Level 1 300 Headwords 	Rainforest Rescue 	present simple +, -, ?; <i>can</i> for ability; adjectives; direct speech	rainforest plants; fruit; orangutans; respect for animals; helping animals in distress	Fruit 

Contents Summary: Level 1 and Level 2

Level and Headwords	Reader Title	Main Grammar	Vocabulary Areas and Topics	Oxford Read and Discover partner book
Level 1 300 Headwords 	Robbers at the Museum 	present simple +, -, ?; present continuous +; adjectives; prepositions of place; conjunctions; direct speech	types of art; describing art; animals; colors; theft	Art 
Level 1 300 Headwords 	The Snow Tigers 	present simple +, -, ?; present continuous +, ?; <i>can</i> for ability; adjectives; prepositions of place; conjunctions; direct speech	ice hockey; tigers in cold climates	Wild Cats 
Level 1 300 Headwords 	Too Fast! 	present simple +, -, ?; present continuous +; adjectives; adverbs; conjunctions; direct speech	skateboarding; vehicles and transportation; friendship; caring about people; respect for people and their possessions	Wheels 
Level 1 300 Headwords 	The Treehouse 	present simple +, -, ?; present continuous +, -, ?; <i>can</i> for ability; adjectives; prepositions of place; conjunctions; direct speech	animals that live in trees – birds, squirrels, and beetles; in the backyard	Trees 
Level 2 450 Headwords 	The Big Snowball 	present simple +, -, ?; present continuous +, -, ?; <i>can</i> and <i>can't</i> for ability; adjectives and adverbs; comparative adjectives; prepositions of place; conjunctions; infinitives and gerunds; direct speech	the weather; the mountains; adventures in the snow	In the Mountains 
Level 2 450 Headwords 	The Big Storm 	present simple +, -, ?; present continuous +, ?; past simple +, -, ?; <i>can</i> for ability; adjectives; comparative adjectives; conjunctions; direct speech	the weather; electricity; equipment; caring about people; danger	Electricity 



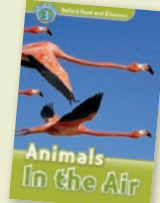





Contents Summary: Level 2

Level and Headwords	Reader Title	Main Grammar	Vocabulary Areas and Topics	Oxford Read and Discover partner book
Level 2 450 Headwords 	Can You See Lions? 	present simple +, -, ?; present continuous +, -, ?; past simple +; <i>can</i> for ability; adjectives; comparative and superlative adjectives; conjunctions; direct speech	African grassland animals; animals; watching animals; feeling scared; danger	Camouflage 
Level 2 450 Headwords 	Clunk in the Clouds 	present simple +, -, ?; present continuous +, -, ?; <i>can</i> and <i>can't</i> for ability; adjectives and adverbs; prepositions of place; conjunctions; direct speech	the weather; measuring the weather; weather balloons; danger; helping others	Sunny And Rainy 
Level 2 450 Headwords 	Clunk's New Job 	present simple +, -, ?; present continuous +, ?; <i>can</i> for ability; adjectives; conjunctions; direct speech	jobs; food; places; in a restaurant; parts of the body; friendship; feeling sad; helping people; working hard	Jobs 
Level 2 450 Headwords 	In the Big City 	present simple +, -, ?; present continuous +; <i>can</i> for ability; adjectives; superlative adjectives; adverbs; conjunctions; direct speech	sightseeing; in a city; vehicles; equipment; theft	Cities 
Level 2 450 Headwords 	The Race 	present simple +, -, ?; present continuous +, ?; past simple + <i>can</i> and <i>can't</i> for ability; adjectives and adverbs; comparative and superlative adjectives; prepositions of place; conjunctions; direct speech	sport and fitness; sports competitions; cheating	Your Body 
Level 2 450 Headwords 	Sheep in the Snow 	present simple +, -, ?; present continuous +; <i>can</i> for ability; adjectives; prepositions of place; conjunctions; direct speech	farm animals; on a farm; farm buildings; feeling worried; helping people; helping animals in distress; problem solving; determination	Farms 

Contents Summary: Level 2 and Level 3

Level and Headwords	Reader Title	Main Grammar	Vocabulary Areas and Topics	Oxford Read and Discover partner book
Level 2 450 Headwords 	Stop the Machine! 	present simple +, -, ?; present continuous +, -; <i>can</i> for ability; adjectives; prepositions of place; conjunctions; direct speech	recycling; materials; machinery; processes; feeling scared	Plastic 
Level 2 450 Headwords 	Where on Earth Are We? 	present simple +, -, ?; present continuous +, -; <i>can</i> and <i>can't</i> for ability; adjectives and adverbs; comparative adjectives; prepositions of place; conjunctions; direct speech	the ocean; ocean animals; light and reflection; solving problems	Earth 
Level 3 600 Headwords 	Danger! Bugs! 	present simple +, -, ?; present continuous +, -, ?; past simple +, -, ?; modal verbs <i>can</i> , <i>would</i> ; adjectives and adverbs; conjunctions; infinitives and gerunds; comparative adjectives and forms; direct speech	minibeasts; other animals; studying animals; parts of the body; plants; nature; danger; feeling scared	Amazing Minibeasts 
Level 3 600 Headwords 	Danger in the Rainforest 	present simple +, -, ?; present continuous +, -, ?; past simple +, -, ?; past continuous +; <i>going to</i> and <i>will</i> future; modal verbs <i>must</i> , <i>could</i> ; adjectives and adverbs; conjunctions; infinitives and gerunds; comparative adjectives; direct speech	rainforest plants and animals; poisonous animals; destruction of the rainforest; protecting the rainforest	Life in Rainforests 
Level 3 600 Headwords 	Fear at the Festival 	present simple +, -, ?; present continuous +, -, ?; past simple +, -, ?; past continuous +, -, ?; <i>going to</i> future; modal verbs <i>could</i> , <i>must</i> ; adjectives and adverbs; conjunctions; infinitives and gerunds; direct speech	festivals and vocabulary relating to festival; music; crowds; feeling scared; helping others; newspaper reporters	Festivals Around the World 
Level 3 600 Headwords 	The Game 	present simple +, -, ?; present continuous +, -, ?; past simple +, -, ?; modal verbs <i>can</i> , <i>would</i> ; adjectives and adverbs; conjunctions; infinitives and gerunds; comparative adjectives and forms; superlative adjectives; direct speech	computers; computer games; computing; senses; parts of the body	Your Five Senses 

Contents Summary: Level 3

Level and Headwords	Reader Title	Main Grammar	Vocabulary Areas and Topics	Oxford Read and Discover partner book
Level 3 600 Headwords 	Get Us Out of Here! 	present simple +, -, ?; present continuous +, -, ?; past simple +, -; past continuous +; <i>going to</i> future; modal verb <i>could</i> ; adjectives and adverbs; conjunctions; infinitives and gerunds; comparative adjectives; superlative adjectives; direct speech	knitting and wool; clothes; competition; honesty and telling lies; problem solving	How We Make Products 
Level 3 600 Headwords 	High Water 	present simple +, -, ?; present continuous +, -, ?; past simple +, -, ?; <i>going to</i> future; modal verbs <i>can</i> , <i>would</i> ; adjectives and adverbs; conjunctions; infinitives and gerunds; comparative adjectives and forms; direct speech	pets; danger from floods; vehicles; helping people; helping animals; problem solving; determination; overcoming fear; bravery	Wonderful Water 
Level 3 600 Headwords 	In the Eagle's Nest 	present simple +, -, ?; present continuous +, -, ?; past simple +, -, ?; <i>going to</i> future; modal verbs <i>can</i> , <i>would</i> ; adjectives and adverbs; conjunctions; infinitives and gerunds; comparative adjectives and forms; direct speech	animals; animal life cycles; eagles; watching birds; parts of a bird's body; rock climbing; science; feeling scared; danger	Animals In the Air 
Level 3 600 Headwords 	The New Sound 	present simple +, -, ?; present continuous +, -, ?; past simple +, -, ?; <i>going to</i> future; modal verbs <i>can</i> , <i>would</i> ; adjectives and adverbs; conjunctions; infinitives and gerunds; comparative adjectives and forms; direct speech	music; sound; musical instruments; concerts; bands; computers; theft; helping people	Sound And Music 
Level 3 600 Headwords 	A Shadow on the Park 	present simple +, -, ?; present continuous +, -, ?; past simple +, -; past continuous +; <i>going to</i> and <i>will</i> future; modal verb <i>might</i> ; adjectives and adverbs; conjunctions; infinitives and gerunds; comparative adjectives; direct speech	building and architecture; buildings; light, mirrors and reflection; danger; helping others	Super Structures 
Level 3 600 Headwords 	Soccer in the Street 	present simple +, -, ?; present continuous +, -, ?; past simple +, -, ?; modal verbs <i>can</i> , <i>would</i> ; adjectives and adverbs; conjunctions; infinitives and gerunds; comparative adjectives and forms; direct speech	soccer; soccer equipment; in a city; vehicles; friendship; caring about people; generosity	Free Time Around the World 

Contents Summary: Level 4

Level and Headwords	Reader Title	Main Grammar	Vocabulary Areas and Topics	Oxford Read and Discover partner book
Level 4 750 Headwords 	Bats! 	present simple +, -, ?; present continuous +, -, ?; present perfect +; past simple +, -, ?; past continuous +; <i>going to</i> future; adjectives and adverbs; conjunctions; infinitives and gerunds; comparative adjectives and forms; modal verb <i>could</i> ; direct speech	forests; mountains; national parks; caves; safety; survival	Animals At Night 
Level 4 750 Headwords 	Clunk's Brain 	present simple +, -, ?; present continuous +, -, ?; present perfect +, -, ?; past simple +, -, ?; past continuous +, -; <i>will</i> future; zero and 1st conditional sentences; adjectives and adverbs; conjunctions; infinitives and gerunds; comparative adjectives and forms; direct speech	computing and technology; recycling and upcycling; art and sculpture; problem solving	Why We Recycle 
Level 4 750 Headwords 	The Flower Thief 	present simple +, -, ?; present continuous +, -, ?; present perfect +; past simple +, -; past continuous +, ?; <i>going to</i> and <i>will</i> future; adjectives and adverbs; conjunctions; infinitives and gerunds; comparative adjectives; modal verb <i>must</i> ; direct speech	plants and flowers; orchids; nectar; bees and honey; communication in bees; theft	All About Plants 
Level 4 750 Headwords 	Inside Clunk 	present simple +, -, ?; present continuous +, -, ?; present perfect +; past simple +, -, ?; past continuous +; <i>going to</i> future; zero and 1st conditional sentences; adjectives and adverbs; conjunctions; infinitives and gerunds; comparative adjectives and forms; modal verb <i>could</i> ; direct speech	the body; health and exercise; machines; solving problems; bravery	How to Stay Healthy 
Level 4 750 Headwords 	The Lost City 	present simple +, -, ?; present continuous +, -, ?; present perfect +; past simple +, -, ?; past continuous +; <i>going to</i> future; adjectives and adverbs; conjunctions; infinitives and gerunds; comparative adjectives and forms; superlative adjectives; modal verb <i>must</i> ; direct speech	archaeology; history; respect for historical artefacts; the rainforest; equipment	Wonders Of the Past 

Contents Summary: Level 4

Level and Headwords	Reader Title	Main Grammar	Vocabulary Areas and Topics	Oxford Read and Discover partner book
Level 4 750 Headwords 	Lost in the Desert 	present simple +, -, ?; present continuous +, -, ?; past simple +, -, ?; past continuous +; adjectives and adverbs; conjunctions; infinitives and gerunds; comparative adjectives and forms; modal verb <i>must</i> ; direct speech	desert animals; weather; equipment; vehicles; caring about people; helping people	All About Desert Life 
Level 4 750 Headwords 	A Machine for the Future 	present simple +, -, ?; present continuous +, -, ?; past simple +, -, ?; past continuous +; adjectives and adverbs; conjunctions; infinitives and gerunds; comparative adjectives and forms; modal verb <i>must</i> ; direct speech	science; machinery; time; time travel; equipment; the pulley; parts of the body; respect for people	Machines Then and Now 
Level 4 750 Headwords 	Pictures from the Past 	present simple +, -, ?; present continuous +, -, ?; past simple +, -, ?; past continuous +; <i>going to</i> future; conditional sentences; conjunctions; infinitives and gerunds; comparative adjectives and forms; modal verb <i>must</i> ; direct speech	archaeology; animals (including the mammoth); the past; studying the past; cave paintings	Animals in Art 
Level 4 750 Headwords 	Swimming with Dolphins 	present simple +, -, ?; present continuous +, -, ?; present perfect +; past simple +, -, ?; past continuous +; adjectives and adverbs; conjunctions; infinitives and gerunds; comparative adjectives and forms; superlative adjectives; direct speech	diving; diving equipment; scientific equipment; sea animals; protecting sea animals; determination; feeling scared; bravery	All About Ocean Life 
Level 4 750 Headwords 	Volcano Adventure 	present simple +, -, ?; present continuous +, -, ?; present perfect +, -; past simple +, -, ?; past continuous +; adjectives and adverbs; conjunctions; infinitives and gerunds; comparative adjectives and forms; modal verbs <i>have to</i> , <i>must</i> ; direct speech	weather; nature; volcanoes; vehicles; equipment; feeling scared; helping people; friendship; respect for different cultures	Incredible Earth 

Contents Summary: Level 5

Level and Headwords	Reader Title	Main Grammar	Vocabulary Areas and Topics	Oxford Read and Discover partner book
Level 5 900 Headwords 	The Bad House 	present simple +, -, ?; present continuous +, -, ?; present perfect +, -, ?; past simple +, -, ?; past continuous +, -; past perfect +, -; <i>going to</i> and <i>will</i> future; conditional sentences; infinitives and gerunds; modal verbs; reported speech	technology; computing; homes; emotions – fear, anger, jealousy, regret; danger; caring about people; helping people	Homes Around the World 
Level 5 900 Headwords 	Day of the Dinosaurs 	present simple +, -, ?; present continuous +, -, ?; present perfect +, -, ?; past simple +, -, ?; past continuous +, -; past perfect +; <i>going to</i> and <i>will</i> future; conditional sentences; infinitives and gerunds; modal verbs; reported speech	archaeology; science; dinosaurs; equipment; time travel; parts of the body; friendship	Exploring Our World 
Level 5 900 Headwords 	The Painting in the Attic 	present simple +, -, ?; present continuous +, -, ?; present perfect +, -, ?; past simple +, -, ?; past continuous +, -; <i>going to</i> and <i>will</i> future; conditional sentences; infinitives and gerunds; comparatives and superlatives; modal verbs; direct speech	art and vocabulary relating to art; paintings; art galleries and art dealers; crime; honesty	Our World In Art 
Level 5 900 Headwords 	Trouble on the Eastern Express 	present simple +, -, ?; present continuous +, -, ?; present perfect +, -; past simple +, -, ?; past continuous +, -; past perfect +; future forms; conditional sentences; infinitives and gerunds; comparatives and superlatives; modal verbs; direct speech	life in the past; steam trains; engineering; crime and criminals; danger and bravery	Transportation Then and Now 

Contents Summary: Level 6

Level and Headwords	Reader Title	Main Grammar	Vocabulary Areas and Topics	Oxford Read and Discover partner book
Level 6 1,050 Headwords 	Hope on Turtle Island 	present simple +, -, ?; present continuous +, -, ?; present perfect +, -, ?; past simple +, -, ?; past continuous +, -; past perfect +; future forms; conditional sentences; relative clauses and pronouns; infinitives and gerunds; comparatives and superlatives; modal verbs; direct speech	the environment; pollution; renewable energy; recycling; saving electricity; looking after the environment	Caring for Our Planet 
Level 6 1,050 Headwords 	Invisible! 	present simple +, -, ?; present continuous +, -, ?; present perfect +, -, ?; past simple +, -, ?; past continuous +, -; past perfect +; <i>going to</i> and <i>will</i> future; conditional sentences; relative clauses and pronouns; infinitives and gerunds; modal verbs; reported speech	science; materials (including gold); scientific equipment; inventions; invisibility; crime and criminals; intimidation; bravery	Clothes Then and Now 
Level 6 1,050 Headwords 	The Secret on the Moon 	present simple +, -, ?; present continuous +, -, ?; present perfect +, -, ?; past simple +, -, ?; past continuous +, -; past perfect +; <i>going to</i> and <i>will</i> future; conditional sentences; relative clauses and pronouns; infinitives and gerunds; modal verbs; reported speech	space and space travel; the Moon; the Earth; gravity; history; astronaut's equipment; science; time; time travel; helping people; bravery	All About Space 
Level 6 1,050 Headwords 	What's So Funny? 	present simple +, -, ?; present continuous +, -, ?; present perfect +, -, ?; past simple +, -, ?; past continuous +, -, ?; past perfect +, ?; future forms; conditional sentences; relative clauses and pronouns; infinitives and gerunds; comparatives and superlatives; modal verbs; direct speech	human biology; microbes; accidents; consumer habits; morality – right or wrong?	Cells and Microbes 

Using Oxford Read and Imagine

The methodology behind Oxford Read and Imagine

Oxford Read and Imagine provides a wonderfully rich variety of stories for use in the language classroom. Much like a first-language approach, **Read and Imagine** uses a learner-centered methodology which aims to build up a collection of really engaging stories that appeal to children of different ages.

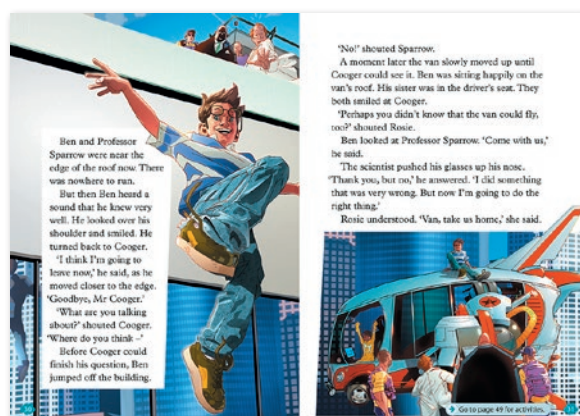
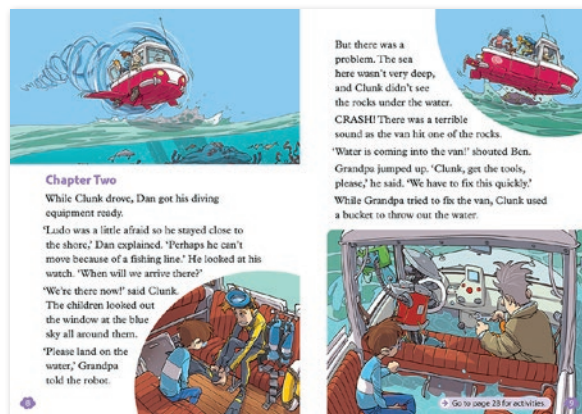
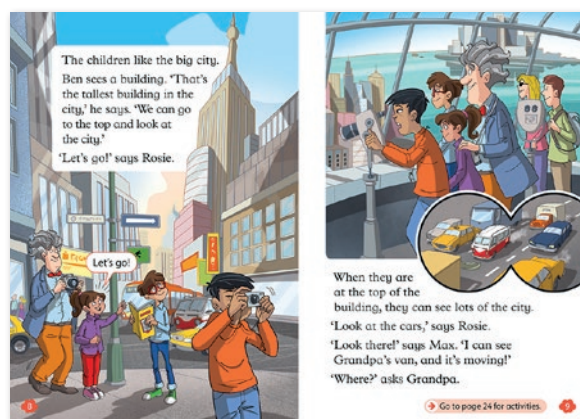


Stories represent language in a natural and meaningful context, and learners are motivated by stories because they have a desire to know what is happening, and how a story will end.



As learners move up the levels, the recurring characters grow in age, and the story themes and illustrations grow in sophistication and complexity, ensuring a range of stimulating stories for learners that are carefully matched to their age and level of English. Literacy skills are further supported by the use of a larger book format (or size) at the three lower, Kindergarten levels; by the gradually reduced font sizes as learners move up the levels; and by the introduction of chapters from Level 3.

In this way, **Oxford Read and Imagine** incorporates all the strengths of a high-quality first-language reading scheme. This is further enhanced by its partner series, **Oxford Read and Discover**. Together, the two series offer a broad choice of both fiction and non-fiction books to engage every type of learner.



The Readers can be used in a number of ways, with individual students or whole classes. With a whole class, you have the option of using the same Reader with all the students, or allowing your students to read independently, choosing different books at different levels. How you use the Readers will depend on your teaching context and the linguistic abilities of your students. You can adapt the general teaching suggestions below to suit your individual needs.

Reading Skills

The main ambition of **Read and Imagine** is to offer engaging opportunities for both extensive reading practice and closer reading with exploitation of certain language points.



Learners can read closely by making use of the in-book activities as an integrated part of their reading. They can do the appropriate activities after reading every two pages, or they can do all the activities after finishing the whole Reader.

Learners can also use the Readers for extensive practice, reading independently for pleasure. Using this approach allows students to learn language through natural acquisition. This is ideal for mixed-ability classes as learners can read at their own pace. Allow children time to choose the books they are interested in, and encourage them to keep a record of the Readers they have completed.

The illustrations not only enrich the reading experience, but are carefully designed to support vocabulary and story understanding. Learners will feel inspired by the bright and engaging pictures, which really bring the story to life as well as assisting understanding of the text. The illustrations also provide a springboard for interesting discussions relating to the story.

Children who may be struggling with the text can still engage with and appreciate the story on a visual level. This supports their comprehension of the story and helps them to remain motivated while reading.

Language Skills

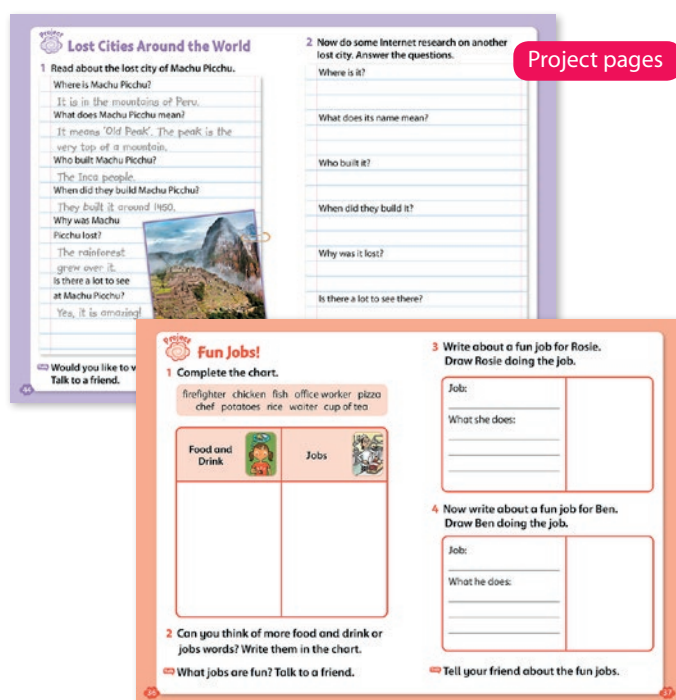
The range of in-book activities are designed to both support and consolidate understanding of the story, and provide plenty of opportunities for learners to practice their language skills. The activities provide integrated reading and writing practice, with a variety of activities at both word and sentence level, including exam-focussed activities. There are activities which focus on the vocabulary found within the stories, while some have a grammar focus or look at sentence structure.

There are also plenty of opportunities for learners to practice their speaking skills with the 'Talk' **Talk** activities, which either personalize the story, or encourage learners to predict what happens next. (If learners are lacking in spoken English fluency they could be encouraged to complete the Talk activities in their own language, which will encourage deeper engagement with the stories.) Tabs on the pages clearly indicate which page of activities learners should go to, which makes navigation quick and easy.

The projects provide further opportunities for language practice, with many chances for learners to plan and write their own stories.

Students can also explore topics in other books or on the internet, and can present their findings, for example, as posters, charts, or summaries.












The Activity Books provide additional language practice, and clearly indicate which pages of the Reader the activities are based on, which makes navigation quick and easy.

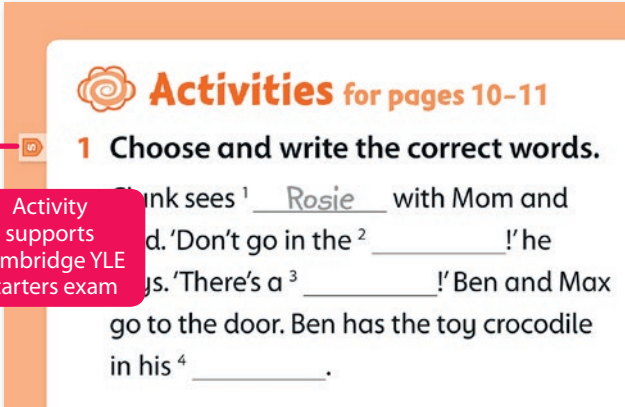


To develop listening skills, the stories are all recorded in both American and British English. To raise awareness of pronunciation and intonation, students can listen to the audio recording as they read. Alternatively they can listen to the audio after they have read each chapter or the whole story, with their books open or closed.

Exam Skills

The in-book activities and the Activity Books provide plenty of opportunities for learners to practice exam-style questions to help them prepare for the following exams:

- Beginner Level** – Cambridge YLE Starters 
- Level 1** – Cambridge YLE Starters 
- Level 2** – Cambridge YLE Starters  and Movers 
- Level 3** – Cambridge YLE Movers 
- Level 4** – Cambridge YLE Movers  and Flyers 
- Level 5** – Cambridge YLE Flyers  and Key English Test (KET) 
- Level 6** – Cambridge Key English Test (KET)  and Preliminary English Test (PET) 

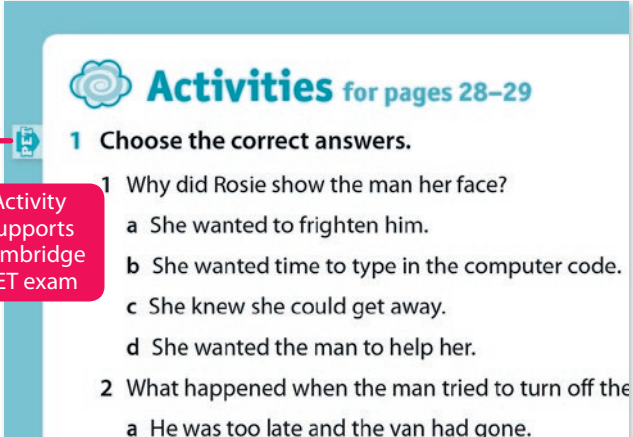


Activities for pages 10–11

1 Choose and write the correct words.

Frank sees ¹ Rosie with Mom and Dad. 'Don't go in the ² _____!' he says. 'There's a ³ _____!' Ben and Max go to the door. Ben has the toy crocodile in his ⁴ _____.

Activity supports Cambridge YLE Starters exam



Activities for pages 28–29

1 Choose the correct answers.

1 Why did Rosie show the man her face?

- a She wanted to frighten him.
- b She wanted time to type in the computer code.
- c She knew she could get away.
- d She wanted the man to help her.

2 What happened when the man tried to turn off the engine?

- a He was too late and the van had gone.

Activity supports Cambridge PET exam

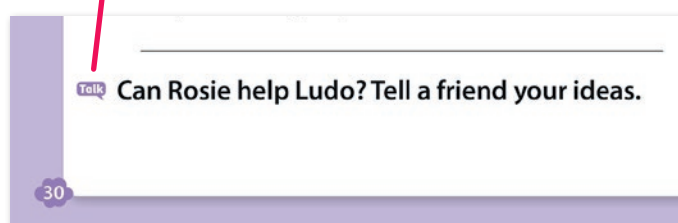
Cross-curricular Links and Critical Thinking Skills

The Levels 1–6 **Read and Imagine** Readers are all linked by topic to a partner non-fiction book in the **Oxford Read and Discover** series. Each **Read and Imagine** story is the perfect springboard for interested students to go on to learn more about the topic using **Read and Discover**.

Oxford Read and Discover graded Readers provide a variety of non-fiction topics that can be used for cross-curricular work or for CLIL (Content and Language Integrated Learning). The topics have been chosen to stimulate students' interests and to cover key curriculum content from three broad subject areas: The World of Science and Technology, The Natural World, and The World of Arts and Social Studies.

The partner books for all **Read and Imagine** stories can be found in the Level 1–6 Contents Summary, so if one of your learners is enthused by the topic of a **Read and Imagine** Reader they have just finished, you know which **Read and Discover** book to direct them to next.

This type of activity requires critical thinking skills



Talk Can Rosie help Ludo? Tell a friend your ideas.

30

The Readers in both these series help to develop critical thinking skills, as students need not only to understand English, but also to process story and / or topic information. The activities provide practice of both the language and content of the Reader, and they develop students' critical thinking skills with activities such as organizing information into charts, sequencing or correcting information, solving puzzles, giving personal opinions, writing notes, and planning projects.



How to use Oxford Read and Imagine

Individual Use

The benefit of individual students reading different Readers is that they can work at their own level and at their own pace. This is ideal in a mixed-ability class or a class with children who have special educational needs. It is also an ideal way to allow learners to follow their interests. You can check understanding by asking simple questions, for example: *Who is your favorite character? What did Ben do in the last few pages?* If learners are also doing the activities, you can check these orally either in English or in their own language.

Whole-Class Use

You can use the Readers as story books that are read to the whole class during a 'story time' section of a lesson. Students can sit in a circle on the floor or on chairs, and you can tell the story using the Reader, or the e-book on a computer or projected onto a whiteboard. (For whole-class storytelling teaching ideas, and to find out how to get the best use of the e-books, see the **How to use the e-books** section of this Teacher's Handbook.)

Alternatively, you may want your class to read the same Reader but quietly and independently, so that they can work at their own pace and be given the appropriate support from you where needed. In this way, learners can pace themselves, but activities and discussions about the Reader can be done in pairs, groups, or as a whole class.

If a whole class is reading the same Reader, you can use some of the Before Reading and After Reading ideas below.

Before Reading (for all levels except Early Starter)

If you are working with the whole class, you can introduce the story, check on previous knowledge, and stimulate interest with the following activities.

- Use the character introduction pages (pages 2-3 of the Reader) to either introduce or review the main characters and their relationships. If your students have read previous **Read and Imagine** stories, ask them to discuss their favorite characters and why they like them. They can also discuss any other stories they have read involving these characters, and describe what happened.

- Show the cover, initially hiding the title, and ask students what they can see, and to predict from the picture the content of the story, for example: *Who/What can you see on the cover? Where are they? What are they doing? What do you think the title of the story is? What do you think the story is about?*



- Ask students what vocabulary they know related to the topic of the story, and ask them to guess what vocabulary will occur in the story. You can write all the vocabulary on the board, and also introduce any key vocabulary from the Picture Dictionary or Glossary that you think students will need. Alternatively, you can allow your students to find the new vocabulary in the Picture Dictionary or Glossary when they need it.
- If the story is set in a particular type of region or habitat, you can ask students to discuss what they know about that type of place. You can also use a globe or world map to show students where such places are. You can use the **World Map Photocopiable Template** and associated teaching ideas.

During and After Reading (for all levels except Early Starter)

After every two story pages, or after the whole story, learners can complete the in-book activities. Students can read at their own pace, and then go straight to the activities when they are ready, which is ideal for classes that contain mixed abilities or learners with special educational needs. You can then check understanding either individually or once they have all finished. If you check answers orally, students can practice their listening and speaking skills.

The projects at the back of each Reader provide expansion of the story topic and allow learners to consolidate some topic vocabulary, and either conduct some research or write their own story. Then they can share their work with other members of the class.

You can use the following activities to find out how much students have understood about the story, and to provide opportunities for further practice and stimulation. You may need to adapt these activities according to your students' abilities, and some are more appropriate for groups who are all using the same Reader.

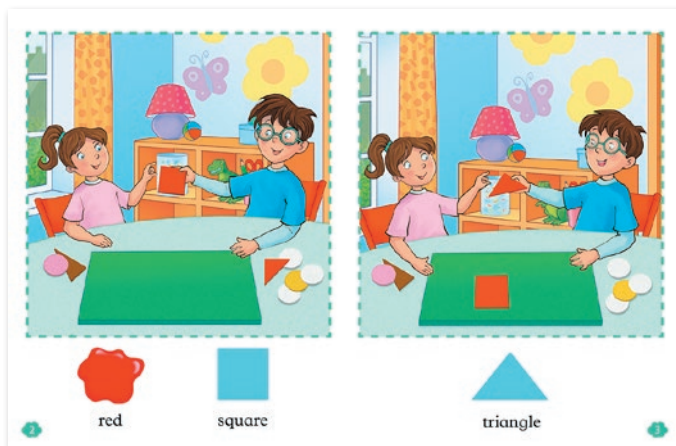
Where possible, ask students to work in pairs or groups to share and discuss their ideas and their work. In many of the activities below, the teacher role can be substituted by a learner working in a pair or group. Group work is very motivating for learners as it creates a genuine need for information exchange, which can be both stimulating and challenging.

- For active listening practice, give students sections of text with key words removed or changed, and ask them to complete or correct the texts while listening to the audio recording.
- For active practice of pronunciation and intonation, students can listen to the audio and read out loud at the same time. Alternatively you can pause the audio after paragraphs and ask your students to repeat what they heard.
- Invite students to give personal responses to the story, either in English or in their own language. For example: *Did you like the story? What was the most exciting part, and why?*
- Say or write verbs, phrases, or scenes from the story and ask students to mime/act them.
- Say or write sentences about the story or characters and ask students to say or write if they are true or false.

- Ask learners to write a few questions about the story for a partner to answer.
- Describe something from the story without saying what it is. Then ask your students to guess what it is, or have them ask you questions to find out. You should only answer 'yes' or 'no'.
- Depending on their level, ask students to say or write three, five, or ten things about the story.
- If students have read different stories, ask them to present their story to the rest of the class without giving away the ending.
- The Picture Dictionary or Glossary is a great resource for practice of key vocabulary after reading. Show or say the words and ask students to match them to the pictures/definitions, or show the pictures/definitions and ask students to say or write the words.
- Give students key words from the Picture Dictionary and ask them to write sentences with the words. Students can then create their own versions, and test other students.
- Give students sections of the story text with key words removed or changed, and ask them to complete or correct the text.
- Students retell the story in their own words. Encourage them to include a beginning, middle, and end to the story. They can first practice in pairs and then they can tell the story to the whole class if they feel able.
- Students draw a scene (or scenes) from the story and write a sentence to go with each scene. Or you can give each student a different scene to draw and write about, and then ask them to work together to organize the scenes into the correct order.
- Students create their own storybooks, by retelling and illustrating the story. Or students can work together in pairs or small groups and make a big book of the story.
- Students create a timeline for the story, listing key events in the order that they occur. You may need to demonstrate a timeline on the board before they begin this activity.
- Students make up different variations of the story, for example by changing the characters, or making up an alternative ending.
- Use the **Photocopiable Templates** and the associated teaching ideas in the **How to use the Photocopiable Templates** section below.

How to use the Early Starter Level

Read and Imagine Early Starter level is different in layout to the other levels. This level is designed to be used with very young learners who cannot yet read, or with learners who are just learning to read. While it uses the same family of characters, unlike the other levels, each Reader tells the story twice.



The first time, the illustrations tell the story and key words are introduced to the learner accompanied by small pictures underneath the story illustrations. In this way, learners are fully prepared for the fuller version of the story that follows. The same large illustrations are used to tell the story the second time, but the full story text is also included.

There are two pages of activities which do not assume any reading ability. They are designed to simply allow learners to connect elements that occur in the illustrations and in the story, and to develop children's hand-eye coordination and pencil or pen control.

Further notes on using the books at this level can be found on the inside front cover of each Early Starter Reader.

How to use the e-books

Students are very motivated by the use of technology in the classroom. Technology is an important part of life for young people, and they relate well to its use in the classroom, and find it valuable and stimulating. The Oxford Read and Imagine e-books are the ideal way to bring technology into the classroom in an enjoyable and motivating way.

Individual Use

Students can use the e-book to read the story and do the activities for the first time, or they can use it after they have read the printed Reader.

To raise awareness of pronunciation and intonation, students can listen to the audio as they read the story. For active practice of pronunciation and intonation, students can listen and read out loud at the same time. They can also enjoy the animations and hotspots, and the sound effects, all of which enhance the story understanding.

Whole-Class Storytelling

The e-book provides the perfect resource to support shared storytelling with the whole class. Research shows that shared reading between an adult and child is the foundation for early literacy, and the shared storytelling approach is an extension of this concept into the classroom.

With shared storytelling, you can create a relaxed and interactive environment with a focus on reading for enjoyment. The activities and games can also be done as a whole class, or with learners in groups or teams. If you have a class that enjoys playful competition, you can add a competitive edge to the activities by using time limits, team totals, or a game in which the first team to raise their hands gets to answer the question. In this way, the activities become game-like and add to learners' motivation and enjoyment.

Most of the activities described below can also be done with the print Reader, but by projecting the e-book onto an interactive whiteboard you can create a more collaborative storytelling experience that will ensure learners remain attentive and enthusiastic. Once projected onto a whiteboard, the e-book creates a digital 'big book'. Enlarged texts and images enhance class participation, allowing all students to easily see the text and images as you read the story aloud – an important similarity to the shared reading between parent and child.

Below are some suggestions for whole-class storytelling. You can also use some of the Before Reading and After Reading activities suggested for the print Reader. These activities can be used the first time you read the story.

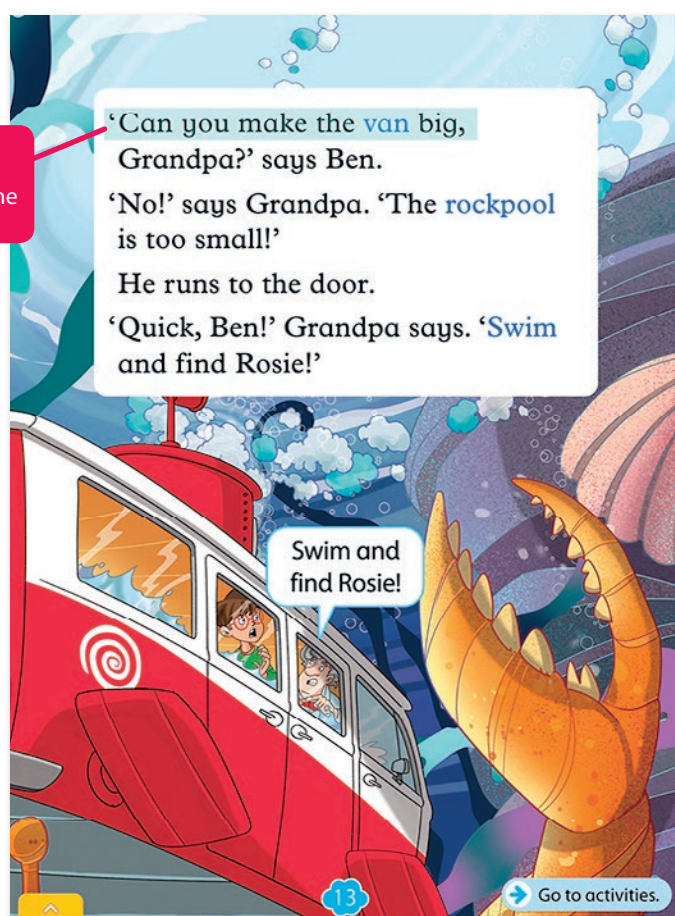
- Practice reading the story out loud beforehand, and think about how you can use expression, mime, and gestures to increase the dramatic effect and to support understanding.
- When you read the story to the class, don't rush – enjoy it! It is very important to make the reading experience an enjoyable one.
- It is a good idea to read the story over a few lessons, as this provides more opportunities for repetition and consolidation, increases interest and anticipation, and maximizes the pedagogic value of the story.
- As you read, follow the text with your finger or a pointer. Alternatively use the e-book's recorded audio, which has a synchronized line-by-line highlight. This ensures that students can see exactly what you are reading and learn to associate the pronunciation with the written word.

- You can make comments to show what you are thinking about the story, and to encourage students to do the same, for example: *I wonder if Clunk can help Rosie? This is a new word. Let's click on it to find out what it means. I wouldn't do that because ...* With very young or low-level learners this can be done in their first language.
- Pause from time to time to allow students to predict what will happen next in the story.
- Just before showing the last two pages, you can ask students to predict how the story will end.

These activities can be used on subsequent readings:

- Students can listen to the audio as they follow the story with you.
- Pause at the end of a page and ask students to retell the story.
- Pause at the end of a page and do a quick memory test, for example: *What colour is the van? How many ... are there? What is his/her name? Where is Grandpa going?*

When you play the audio, there is a synchronized line-by-line highlight of the text



How to use the Photocopiable Templates

The **Photocopiable Templates** (or graphic organizers) are ideal as extension activities within the classroom, or as homework activities. Students can either work alone, or together in pairs or small groups. Learners are highly motivated when they work with their classmates, and they are also able to support and help each other. Photocopy one worksheet for each student, pair, or group of students who will be using them.

World map

If the story is set in a particular type of region or habitat, you can use the world map to show students where that type of place is, or you can ask them to find places in an atlas or on the internet and mark them on the map.

Story summary

After learners have read a story, ask them to complete a story summary. Offer your learners help and support where necessary, and allow them to refer to the Reader if they need to. Story summaries can be displayed in the classroom once they are completed.

Vocabulary Organizer

As students are reading through the **Read and Imagine** Readers, either as a class or individually, encourage them to record useful vocabulary in this organizer. They can use the Picture Dictionary/Glossary at the back of the Reader, classroom dictionaries, and the internet to help them find the information they need about each word. This will build up into a very useful resource for children and can be used for revision purposes.

Character Sentences

Once your learners are familiar with some of the **Read and Imagine** Readers, ask them to work in pairs to discuss what they know about the characters. You can then make some notes of their ideas on the board. Once you have done this, ask students to write as many full sentences about the characters as they can, using the template. These can then be displayed in the classroom.

Story Words Jigsaw

After learners have read a story, ask them to create a jigsaw with either words and pictures from the Picture Dictionary or words and definitions from the Glossary. They can then cut up their jigsaws, mix up the pieces, and give them to another student to put back together.

Storyboard

A storyboard is a sequence of simple drawings with a small amount of text on each, which helps to map out and plan a story. Introduce the idea of a storyboard to your learners, perhaps using visuals as a guide. Brainstorm some story plot ideas on the board and then ask students to complete the storyboard. Color can be used to brighten the storyboard pictures, if desired. Storyboards can be shared with other members of the class or displayed in the classroom once they are completed.

Muddled Sentences

After learners have read a story, write key sentences from the story in the boxes on the template. Make copies of the template and then cut them up and ask students to put the sentences in the correct order. Students can work in pairs or small groups to do this. You can also give learners blank templates and ask them to create their own muddled sentences for other students to complete.

Imagine!

This template is for use with higher-level students once they are familiar with second-conditional sentences. After having read one or two **Read and Imagine** Readers, ask your students to complete the sentences and pictures using as much imagination as possible. They can then share their ideas with other members of the class, and you could even hold a class vote on who had the most creative ideas.

A Message from the *Oxford Read and Imagine* Series Consultant and Lead Author



Hello! I'm going to guess that we want the same thing, you and I: we both want students who not only learn English but also *love* learning it. I believe that *Oxford Read and Imagine* can play a part in that exciting process.

So who am I? Well, I was an English teacher for many years, but I've always had a passion for stories, as a lifelong reader and then as a writer. Now I'm a full-time writer for children, both students of English and native English-speakers. I've written lots of books – more than 250, ranging from short books for children just beginning to read, up to novels for teenagers. For each and every one, my goal is the same – to write a story that children will *enjoy* reading.

Why should learners read?

Lots of studies show that learners who read a lot go on to do better in *all* school subjects, and in many aspects of later life, too. The evidence is clear: reading for pleasure is good for you. (*Of course*, reading is good for you! We all know that deep down, don't we?)

What's more, reading in a second language is just as good for learners. Exposure to texts means exposure to English – *lots* of it – and learners who read storybooks and non-fiction books that they enjoy will acquire language almost without even noticing it. (Of course, you can still use any text as a springboard for explicit instruction also.)

Why should learners read stories?

All reading is beneficial, but there's something universal about stories, isn't there? Something fundamental. We're surrounded by stories, we love them – even people who don't read fiction seek out stories in other media such as film, TV, and digital games.

That's a key reason to have learners read stories in English – they're *motivating*! If a story catches a learner's interest, that learner will read on to the end ... and then look for more stories to read (including outside the classroom). They just need to catch the 'reading bug' in the first place.

Finding the right stories

The challenge is to find the right stories for young learners – this means stories with a suitable language level that learners *can* read (of course); but it also means stories that learners *want* to read, stories that will entertain and inspire them.

These twin goals were of the utmost importance in the creation of *Oxford Read and Imagine*. The series utilizes Oxford University Press's unmatched expertise in language grading and instruction, but additionally we set out to make the books as appealing and enjoyable as possible, too, with exciting plots and wonderful artists.

Oxford Read and Imagine follows the adventures of Ben and Rosie and their Grandpa and friends – often involving Grandpa's van. In this way, learners come to know the characters as familiar friends. They can identify with the characters – indeed as learners get older, the characters in the stories get older, too (and the complexity of the stories goes up, along with the look and feel of illustrations and other design elements). The use of recurring characters and premise will also support the less confident learners in your class, and perhaps students who don't have a reading habit in their first language: they will have an idea of what to expect when they open a new book – but the broad premise still allows the story to contain plenty of surprises and twists, too.

Making 'real' storybooks

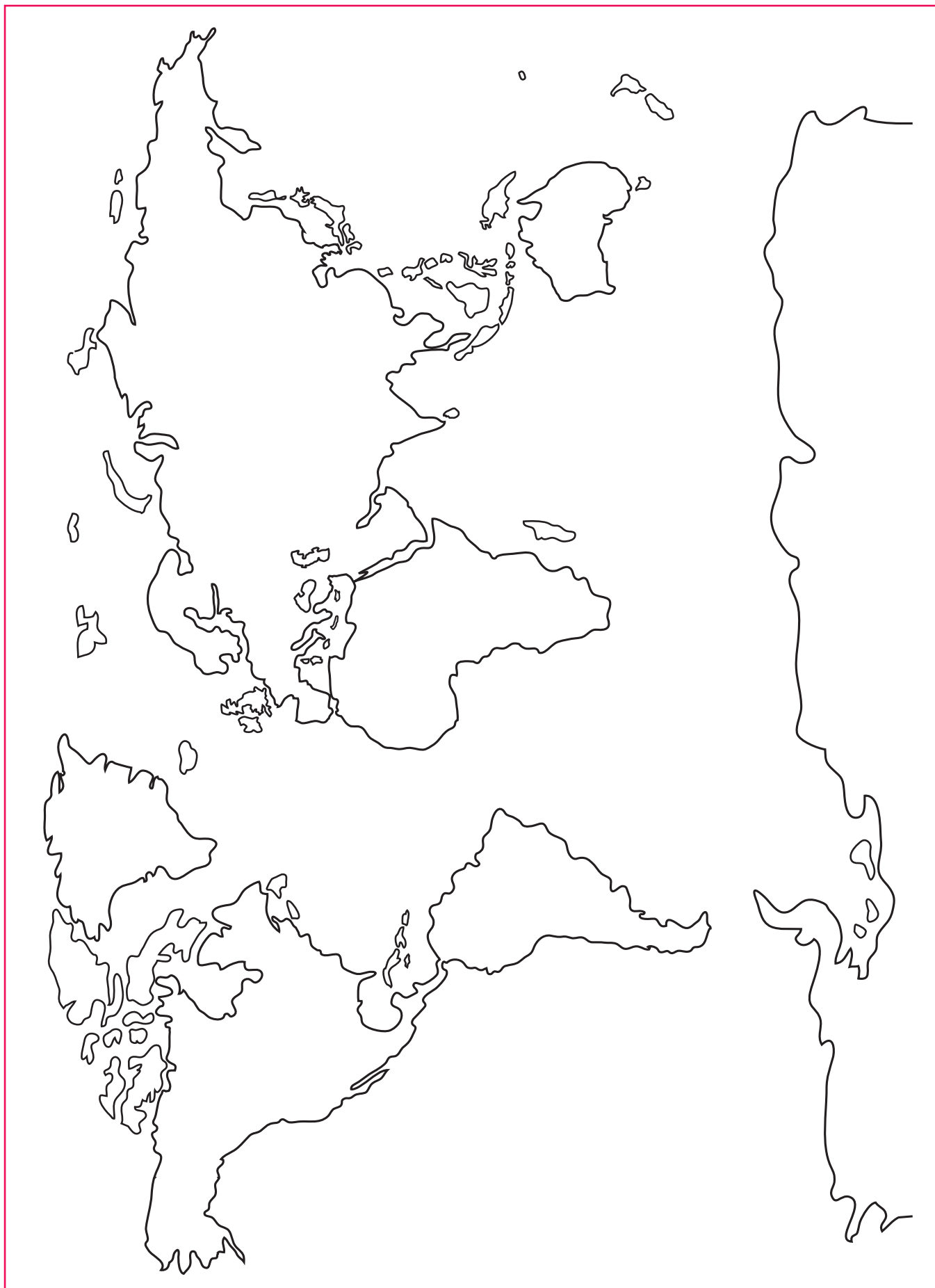
I am proud of these books. My greatest hope is that your students will read them like 'real' books: they'll engage with the narrative, identify with the characters, make guesses about what's going to happen next ... they'll *enjoy* them. The books in *Oxford Read and Imagine* include activities to make sure your students comprehend the stories and get the most out of them, but at heart the series is designed to help students develop these habits of 'real' reading.

A story can introduce you to new ideas, show you the world through someone else's eyes. It can transport you to different places, different times. A good story is a wonderful journey, and you and your students can go on many such trips, as many as there are stories to read ... I hope that some of those trips will be in a highly unusual campervan in the company of Ben, Rosie, and their Grandpa and friends.

Enjoy the ride!

Paul Shipton

World Map



For further information on how to use this template, please refer to the relevant section in the teaching notes.

Story Summary

Who are the characters?

Where does the story happen?

How does the story start?

The title of the story is: _____

What happens in the story?

How does the story end?

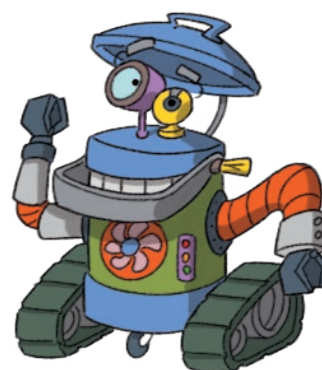
For further information on how to use this template, please refer to the relevant section in the teaching notes.

Vocabulary Organizer

[illegible]

For further information on how to use this template, please refer to the relevant section in the teaching notes.

Character Sentences



What do you know about the characters?

Write some sentences.

- 1 _____

- 2 _____

- 3 _____

- 4 _____

- 5 _____

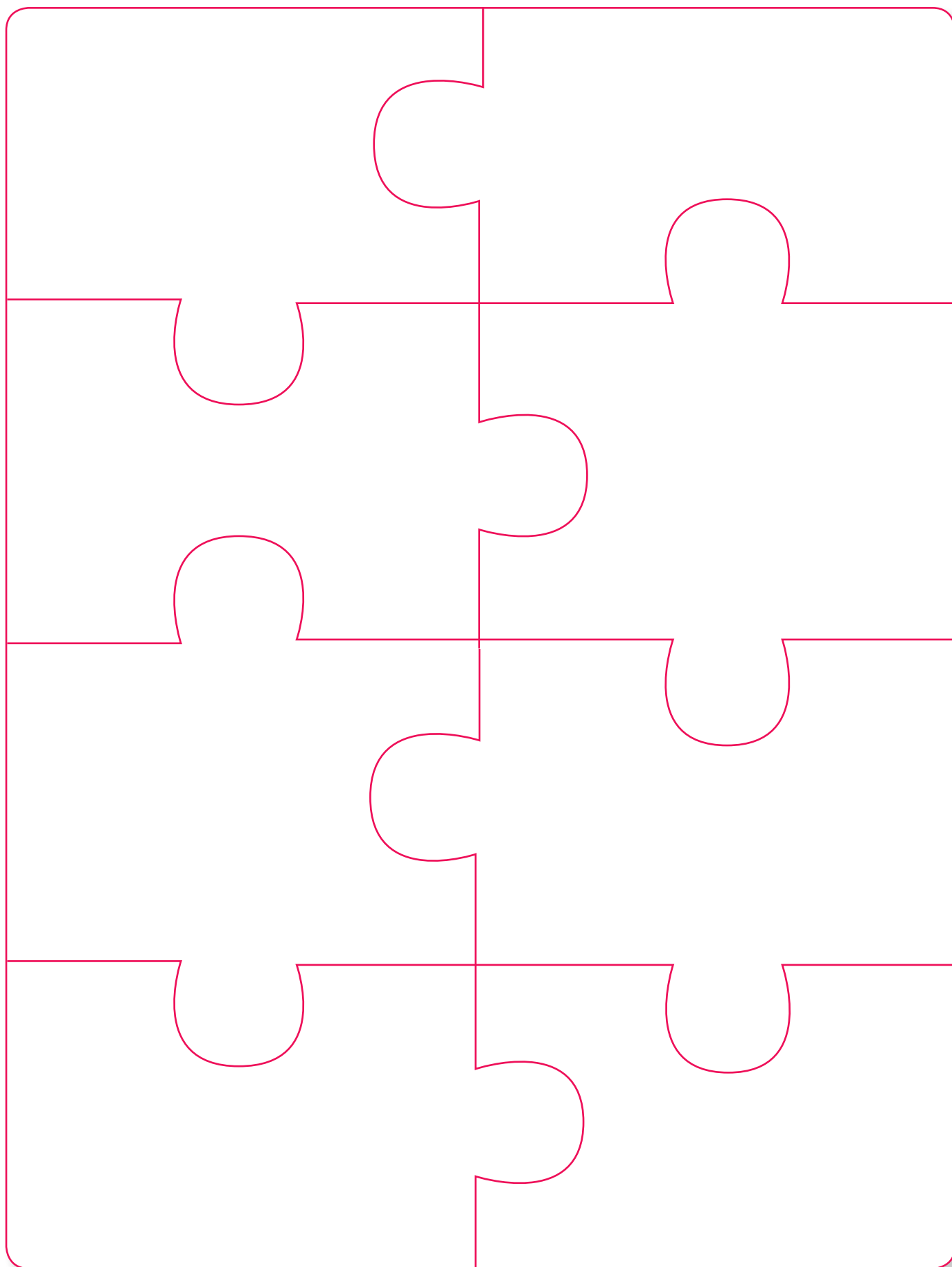
- 6 _____

- 7 _____

- 8 _____

For further information on how to use this template, please refer to the relevant section in the teaching notes.

Story Words Jigsaw



For further information on how to use this template, please refer to the relevant section in the teaching notes.





Storyboard



Rosie and Alice are sitting at the table drawing pictures. Ben comes into the kitchen. 'What are we going to do today, Grandpa?' he asks.

For further information on how to use this template, please refer to the relevant section in the teaching notes.

Muddled Sentences

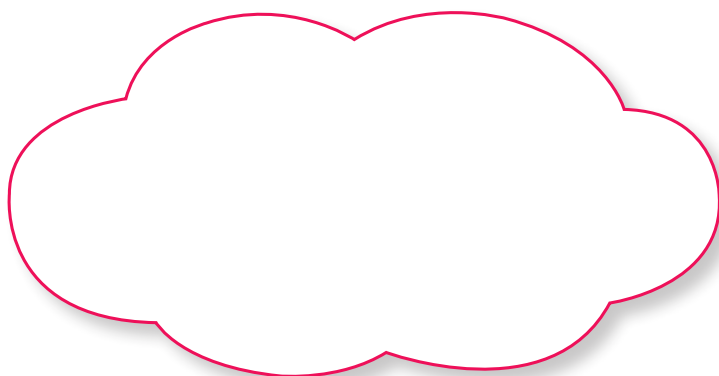
	
	
	
	
	

For further information on how to use this template, please refer to the relevant section in the teaching notes.

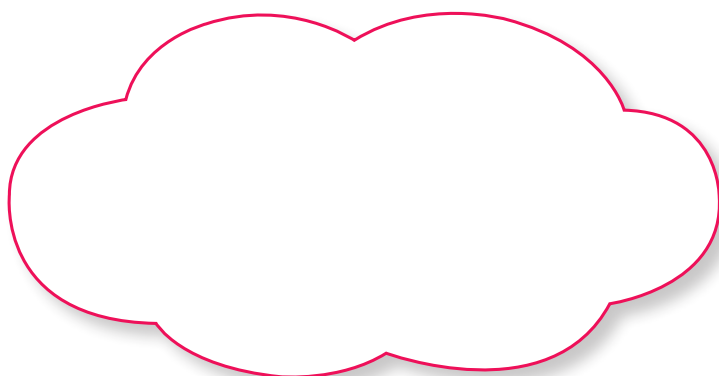
Imagine!

Finish each sentence and draw a picture to go with it.

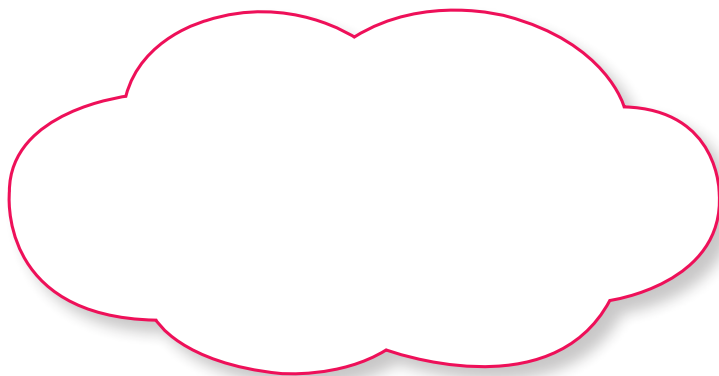
If I had Grandpa's van, I would



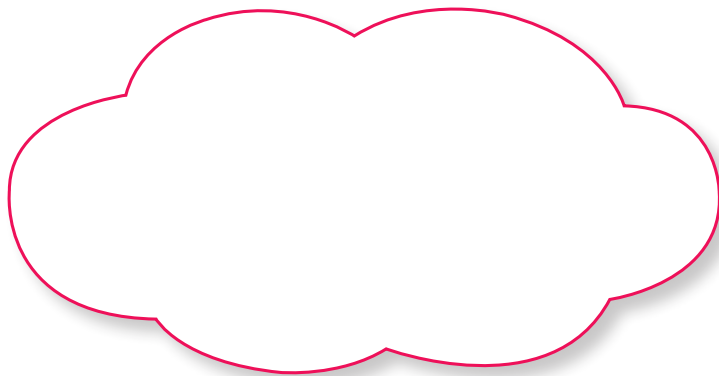
If I had a robot like Clunk, I would



If Ben was my brother, I would



If I could travel in time, I would



For further information on how to use this template, please refer to the relevant section in the teaching notes.