



Second Edition

Teacher's Handbook

Levels 1–5

OXFORD
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Introduction to Classic Tales

Second Edition

About Classic Tales

Classic Tales is a series of Graded Readers from Levels 1 to 5, suitable for students of English from age six and older. The levels are designed to match the language content of primary English language coursebooks for primary grades. These Readers are carefully written in graded language to provide easy and enjoyable reading. Each Reader is a retelling of a classic story. Most of the stories originate in old Europe, but stories from around the world are also included. The **Classic Tales** series offers learners a mix of familiar and new or unknown stories.

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

Components and features of Classic Tales

The components of the **Classic Tales** Second Edition are:

- Readers

For each Reader, also available:

- a Reader with Audio
- an e-Book with Audio
- an Activity Book and Play

Available online only:

Teacher's Handbook

Photocopiable Templates

Answers to Exercises in the Readers

Answers to Activities in the Activity Books

For online materials, go to

www.oup.com/elt/teacher/classictales

Reader

Each Reader provides a story with colourful illustrations on every page. A variety of illustrators and illustration styles adds to the attractiveness and range of the stories provided.

Each Reader also has a title and Contents page, two pages of Exercises, two pages of Picture Dictionary or Glossary, depending on level, and the last page has a list of Readers in the series with some information about **Classic Tales**.

At Levels 1–4, there are 18 story pages from pages 2–19.

At Level 5, there are 26 story pages from pages 2–27.

Story length – the average word counts are:

Level 1: 540 words

Level 2: 700 words

Level 3: 1,130 words

Level 4: 1,550 words

Level 5: 2,675 words

At Levels 1–2, there is a Picture Dictionary. At Levels 3–5, there is a Glossary.

To find out how to get the best use of the Readers and for teaching ideas see Using **Classic Tales** Graded Readers on pages 5–6.

e-Book with Audio

For each Reader, there is an accompanying e-Book with synchronized Audio. This can be used to read and listen on a computer, or it can be projected onto an interactive whiteboard.

This e-Book provides the whole Reader as a digital book, and when you turn to a new double page, the Audio of these pages begins automatically so you can read and listen at the same time. You can turn the volume down if you don't require the Audio.

The Audio is a recording of the full story text in American English. The words listed in the Picture Dictionary or Glossary are also recorded.

To find out how to get the best use of the e-Books and Audio and for teaching ideas see Using a **Classic Tales** e-Book with Audio on page 7.



Activity Book and Play

For each Reader, there is an accompanying Activity Book and Play. This provides ten pages of activities, followed by a Play based on the **Classic Tales** story. There are also some Teacher's Notes on how to use the play on the inside back cover of the Activity Book.

The activities include a Before Reading activity. The remaining activities are designed for students to do after they have read certain story pages, and grey tabs clearly show which story pages the activities link to.

The Play is designed to be used after students have read the **Classic Tales** story. The Play is shorter than the story, but uses the same language. Students can either speak the Play or perform it.

To find out how to get the best use of the Activity Books and Plays and for teaching ideas see Using a **Classic Tales** Activity Book and Play on page 8.

Teacher's Handbook

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

There are teaching suggestions in the sections on 'Using **Classic Tales** Graded Readers', 'Using a **Classic Tales** e-Book with Audio', and 'Using a **Classic Tales** Activity Book and Play'. You can adapt these suggestions to specific Readers and teaching contexts.

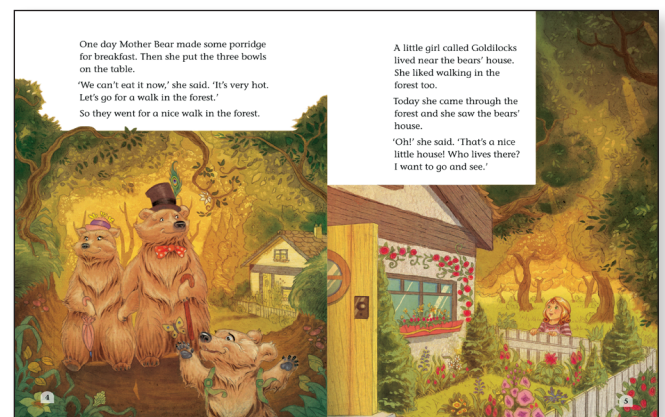
There are also Photocopiable Templates. These will support your teaching and the teaching suggestions in this Teacher's Handbook, and they will help you get a lot of reading, writing, listening, and speaking practice from any **Classic Tales** Reader.

What is new in this Second Edition of Classic Tales?

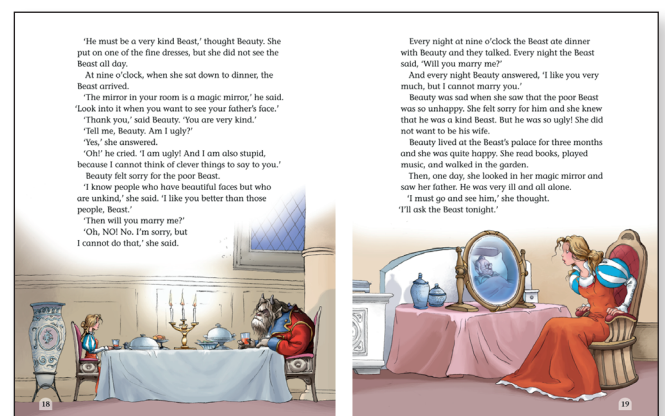
The Readers now have new illustrations, new Exercises, and a new Picture Dictionary or Glossary. They also have a new design to ensure clear readability, and new covers which give a contemporary look to the series, making it more attractive to students. The look and feel of all the Readers reflect current picture books and storybooks for native speakers, to support enjoyment and motivation.



Sample pages from Level 1 *Peach Boy*



Sample pages from Level 3 *Goldilocks*



Sample pages from Level 5 *Beauty and the Beast*

List of Classic Tales Readers

Level 1: 100 headwords

- The Boy and the Violin
- The Enormous Turnip
- The Lazy Grasshopper
- The Little Red Hen
- Lownu Mends the Sky
- The Magic Cooking Pot
- The Magpie and the Milk
- Mansour and the Donkey
- Peach Boy
- The Princess and the Pea
- Rumpelstiltskin
- The Shoemaker and the Elves
- Three Billy-Goats

Level 2: 150 headwords

- Amrita and the Trees
- Big Baby Finn
- The Fisherman and his Wife
- The Gingerbread Man
- Jack and the Beanstalk
- King Arthur and the Sword
- Nour and the Three Princes
- Rainforest Boy
- Thumbelina
- The Town Mouse and the Country Mouse
- The Two Brothers and the Swallows
- The Ugly Duckling

Level 3: 200 headwords

- Aladdin
- Goldilocks and the Three Bears
- The Heron and the Hummingbird (available 2013)
- The Little Mermaid
- Little Red Riding Hood
- Mulan
- Rapunzel (available 2013)

Level 4: 300 headwords

- Cinderella
- The Goose Girl
- Sleeping Beauty
- The Twelve Dancing Princesses

Level 5: 400 headwords

- Beauty and the Beast
- The Magic Brocade
- Pinocchio
- Snow White and the Seven Dwarfs

For updates on new Classic Tales Readers, go to www.oup.com/elt/teacher/classictales

About Classic Tales Syllabus and Grading

The following list provides a summary of the grammar and structural syllabus at each level. This language is assumed to be known by the student reading at the level, along with the headwords, which should be familiar. The levels are derived from primary level coursebooks.

Level 1: 100 headwords

Average word count (story length): 540

present simple tense; imperatives
to be: is, are; there is
can, can't, must, has / have to
 simple question form
 simple questions with *what, how many, who*
 comparison of adjectives with *-er / -est*
 numbers 1–10

Level 2: 150 headwords

Average word count (story length): 700

As above, plus: present continuous tense
 questions with *where, why*
 numbers 11–20

Level 3: 200 headwords

Average word count (story length): 1,130

As above, plus: simple past tense with core verbs: *came, gave, made, ran, said, saw, visited, was, went, etc*
going to (future)
 questions with *how, when*
there is / are / was / were
could / could not
 numbers 21–100

Level 4: 300 headwords

Average word count (story length): 1,550

As above, plus: simple past tense with additional verbs, including *bought, fell, hid, slept, etc*
will (future)
 present continuous with future meaning
 past continuous
 ordinal numbers: *first, second, third, etc*

Level 5: 400 headwords

Average word count (story length): 2,675

As above, plus: present perfect tense
need / don't need to, might / might not
 first conditional
 questions with *how much*
 simple relative clauses with *that, who, which*
 possessive pronouns
 comparisons with *as ... as*
 comparison of adjectives with *more / most*

Using Classic Tales Graded Readers

Stories

The **Classic Tales** series provides a wonderful variety of stories for use in the language classroom. The stories are carefully written in graded language to provide easy and enjoyable reading, and at the same time they offer all the benefits that stories can bring to the language classroom.

Stories are a feature of all cultures and have universal appeal – everybody loves a story! Students will know stories in their own language, and they will be familiar with the way stories work. Students will be motivated to read stories in their language classroom – it's a very natural way to learn a new language. Stories present language in meaningful contexts, and they provide a springboard for practising a variety of language and other skills. The story themes also give a context for more general discussions about values and life experiences.

Language Skills

The features within each Reader are designed to support students in understanding and enjoying the text, and in improving their language skills. The text in the stories provides many natural opportunities for language to be repeated and recycled. This allows the student to assimilate patterns and chunks, and also brings a lot of pleasure for young learners – and learners of any age!

The illustrations enrich and broaden the reading experience, and support vocabulary and story understanding. Exercises offer consolidation of story understanding and language, and new vocabulary is supported by the Picture Dictionary or Glossary.

To develop speaking skills, you can ask students questions before you tell the story, or before they read the story, in order to engage them in discussion. You can also build on these questions to stimulate discussion after the story.

The Exercises at the back of the Reader are designed to be done after reading the story, and they provide integrated reading and writing practice, with a variety of activity types at word and sentence level, such as labelling, completing sentences, yes/no sentences, answering questions, correcting sentences, ordering words, and doing puzzles.

For more language practice you can also use some of the Before Reading and After Reading activities on page 6. And for each Reader there is an accompanying e-Book with synchronized Audio. To find out how to get the best use of the e-Books and Audio and for teaching ideas see Using a **Classic Tales** e-Book with Audio on page 7.

Each Activity Book provides Exercises and a Play for additional language practice. To find out how to get the best use of the Activity Books and Plays and for teaching ideas see Using a **Classic Tales** Activity Book and Play on page 8.

Cross-Curricular Links and Critical Thinking Skills

The stories provide a number of opportunities for cross-curricular links. For example, you can use the content of the stories as a springboard for other activities related to the content. You can also use some of the After Reading ideas below, for example: activities with a world map, making props, puppets, or masks for performing the story, making mini storybooks or cartoon strips.

The stories also provide opportunities for developing critical thinking skills, as students need not only understand English, but must also process concepts in the story content. The Photocopiable Templates provide activities to develop these skills, such as organizing information into charts, sequencing or correcting information, giving personal opinions, or writing notes.

Values

The Readers remain as true as possible to the original stories, and they often promote values which can be encouraged: for example, kindness, unselfishness, courage, friendship, co-operation, tolerance, and optimism. The stories should make students think, and they can help them to discuss what is right or wrong, and what is good or bad behaviour.

Whole-Class Storytelling

You can use the Readers as storybooks that you can read to the whole class during a 'story time' part of a lesson. Students can sit on the floor or on chairs around you, 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 with Audio see Using a **Classic Tales** e-Book with Audio on page 7.

Class Readers

The Readers can also be used as Class Readers that are read by students with or without your support. Students can use the accompanying e-Book with Audio for individual support. If students are reading different Readers, they can work at their own pace. You can check their understanding by asking simple questions, for example: *Who is your favourite character? What is your favourite picture/page? Why?* If students are also doing the Exercises at the back of the book, you can check these orally.

If a whole class is reading the same Reader, you can use some of the Before Reading and After Reading ideas on page 6.

Before Reading

If you are working with the whole class, you can introduce the story, check on previous knowledge, and stimulate students' interest with some of the following activities:

- Show the cover, first hiding the title, and ask students what they think the story will be about, and what they know about the topic, for example: *What is the title of this story? What is the story about? What do you know about ...? Who/What can you see in the picture? Where are they? What are they doing?*
- Ask students to look at the illustrations in the Reader to see if they can guess what the story will be about. In Levels 1–2, students can also read the text in speech bubbles.
- Ask students what vocabulary they know about the topic, and ask them to guess what vocabulary will be 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. Or you can leave students to find the new vocabulary at the back of the Reader when they need it.
- If the story is set in a particular country or includes content from around the world, you can use a globe or world map to show students where the places are, or you can ask them to find them in an atlas and mark them on a map. You can use the World Map Photocopiable Template on page 9.

After Reading

After finishing the story, students can do the Exercises at the back of the Reader. In a mixed-ability class, students can read the story at their own pace and go straight to the Exercises when they are ready. Checking the Exercises orally means that they practice their speaking and listening skills.

You can use the following activities to check how much students have understood. They will also provide opportunities for revision and further practice with some of the following activities. You will need to adapt these activities according to your students' abilities, and some are more appropriate for students who are all using the same Reader.

- 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 is your favourite picture/character, and why?*
- Say or write verbs or phrases from the story and ask students to mime them.
- Say or write sentences from the story – some true and some false – and ask students to say or write if they are true or false.
- Depending on their level, ask students to say or write three, five, or ten things about the story.
- Students complete a book report or story summary. You can use the My Story Report Photocopiable Templates on pages 10–11, or the Story Summary Photocopiable Template on page 12.
- In Levels 1–2, the Picture Dictionary 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, or show the pictures and ask students to say or write the words. In Levels 3–5, you can do the same with the Glossary, either with the pictures or the definitions.

- Create a Story Words Jigsaw with words and pictures from the Picture Dictionary or Glossary, or words and definitions from the Glossary. You can use the Story Words Jigsaw Photocopiable Template on page 13. Then make copies and ask students to cut up the jigsaw, muddle up the pieces, and put the jigsaw together again. You can also give students blank templates and they can create their own jigsaws for other students to complete.
- Give students key words from the Picture Dictionary or Glossary, and ask them to say or write sentences with the words.
- Students choose their favourite words and/or new words from the story and illustrate them. You can use the My Favourite Words Photocopiable Templates on pages 14–15.
- Give students key sentences from the story and ask them to put them in the correct order. You can also split each sentence in half, or muddle up the words, to make the activity more challenging. You can use the Muddled Sentences Photocopiable Template on page 16.
- 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 practise in pairs and then they can tell the story to the whole class if they feel able.
- Students draw a scene (or scenes) for the story and write a sentence to go with each scene. Or you can give students each a scene to write about, and then ask them 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 story in the order they occur. You can help by asking: *What happens first? What happens next?*
- Students create a storyboard or cartoon strip. Students do simple line drawings of the story in time sequence like in an animated movie or comic book.
- Students make props, masks, or puppets to use when performing the Play.
- Students make up different variations of the story, for example changing the characters, or making up a different ending.

Using a Classic Tales e-Book with Audio

For each Reader there is an accompanying e-Book with synchronized Audio. Students can read and listen to the story on a computer, or you can project the story onto an interactive whiteboard for the whole class to follow.

The e-Book provides the whole Reader as a digital book, and when you turn to a new double page, the Audio of these pages automatically begins so you can read and listen at the same time. You can turn the volume down if you don't require the Audio.

The Audio is a recording of the full story text in American English. The words listed in the Picture Dictionary or Glossary are also recorded. Alternatively, the CD can be used on a CD player to listen to the Audio.

Individual Use

Students can use the accompanying e-Book with Audio to read the story for the first time, or they can use it after they have read the 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, or pause the Audio after paragraphs and then repeat what they heard.

Whole-Class Storytelling

The e-Book with Audio provides the perfect resource to support shared storytelling with the whole class. There is a strong link between reading success in school and early reading experiences at home when parents or others read to children from an early age. Research shows that shared reading between parent and child is the foundation for early literacy; 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 meaning and enjoyment.

Most of the activities described below can also be done with a Reader, but by projecting an e-Book onto an interactive whiteboard you can create a more participative storytelling experience that will attract students' attention and sustain their enthusiasm. Once projected onto a whiteboard, the e-Book creates a digital big book. With the story text and images enlarged, all students can focus on the story, and class participation and attention will be enhanced. Enlarged text and images allow all students to easily see the text and images as you read the story aloud – a vital similarity to the shared reading between parent and child.

Here are some activities for whole-class storytelling. You can also use some of the Before Reading and After Reading activities suggested on page 6.

These activities can be used the first time you read the story:

- Practise 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. This ensures that students can see exactly what you are reading and they learn to associate sound with the printed symbol.
- You can ask questions to show what you are thinking about the story, and to encourage students to do the same: *I wonder if this story is going to be about ... This is a new word. What does it mean ...? I wouldn't do that because ...* (With very young learners this can be done in the students' first language.)
- Pause from time to time to allow students to predict the words or phrases that should follow. Or you can stop and ask students to predict what will happen next in the story: *What happens next?*
- Just before showing the last two pages, you can ask students to predict how the story will end: *How does the story end?*

These activities can be used on subsequent readings:

- Students can listen to the Audio as they follow the story with you.
- Pause from time to time and ask students to tell the story: *What happens first? What happens next?*
- Pause from time to time and do a quick memory test: *What colour is the ... How many ... are there? What is his/her name? Where is ...?*

Using a Classic Tales Activity Book and Play

For each Reader, there is an accompanying Activity Book and Play. This provides ten pages of activities, followed by a Play based on the **Classic Tales** story. There are also some Teacher's Notes on how to use the play on the inside back cover of the Activity Book.

Activities

The activities provide additional reading and writing practice. The activities include a Before Reading activity. The remaining activities are designed for students to do after they have read certain story pages, and grey tabs clearly show which story pages the activities link to.

Play

The Play provides additional language practice – and can also involve cross-curricular and collaborative skills! It is designed to be used after students have read the **Classic Tales** story, and it is a perfect way to consolidate the story language. The Play is shorter than the story, but uses the same language.

Students can either speak the Play or if there is more time, they can perform it for other classes, the whole school, or parents. Students can speak or perform the play as a whole class, or they can work in smaller groups.

At the start of the Play, there is a list of Characters. This always includes a Chorus. The words of the Chorus can be spoken or performed by one or many students. In the lower levels, there are also some characters that do not have speaking parts. This means that the whole class can be involved, even if they do not speak.

Your students can perform the play in their school clothes, or they can make masks and/or costumes to wear. Students can make props for when they are performing the play.

Alternatively, students can make puppets for the characters and then speak the play whilst using the puppets.

Students can also write their own variation on the story, and then perform it! For further suggestions, see the Teacher's Notes on the inside back cover of the Activity Book.

Using Classic Tales Photocopiable Templates

You can use the Photocopiable Templates to support some of the activities in the teaching suggestions above. They can be adapted to suit your students' abilities. The following Photocopiable Templates are provided:

World Map

If the story is set in a particular country or includes content from around the world, you can use the world map to show students where the places are, or you can ask them to find them in an atlas and mark them on the map. Students can do this before or after reading the story.

My Story Report (Levels 1–2)

My Story Report (Levels 3–5)

Story Summary

After students have read the whole story, ask them to complete a book report or story summary.

Story Words Jigsaw

Create a Story Words Jigsaw with words and pictures from the Picture Dictionary or Glossary, or words and definitions from the Glossary. Then make copies and ask students to cut up the jigsaw, muddle up the pieces, and then put the jigsaw together again. You can also give students blank templates and they can create their own jigsaws for other students to complete. Students can do this before or after reading the story.

My Favourite Words (Levels 1–2)

My Favourite Words (Levels 3–5)

After students have read the whole story, ask them to choose their favourite and/or new words from the story and illustrate them.

Muddled Sentences

Put key sentences from the story in a muddled order. You can also split each sentence in half, and muddle up the words, to make the activity more challenging. After students have read the whole story, give students copies of the muddled sentences and ask them to put them in the correct order. You can also give students blank templates and they can create their own muddled sentences for other students to complete.



For further information on how to use this template, please refer to the relevant section (page 8) in the teaching notes.

Classic Tales



My Story Report

(Levels 1-2)

My name:

My class:

My age:

The title of the story is:

The characters are:

My favourite character is:

My favourite page is:

My favourite new word is:

I like this story: ☆ ☆ ☆ ☆ ☆

I like the pictures: ☆ ☆ ☆ ☆ ☆

My name:

My class:

The title of the story is:

The illustrator is:

The characters are:

My favourite character is:

My favourite page is:

My favourite new words are:

I like this story: ★ ★ ★ ★ ★

I like the cover: ★ ★ ★ ★ ★

I like the pictures: ★ ★ ★ ★ ★

The story I want to read next is:



Story Summary

Who are the characters?

Where does the story happen?

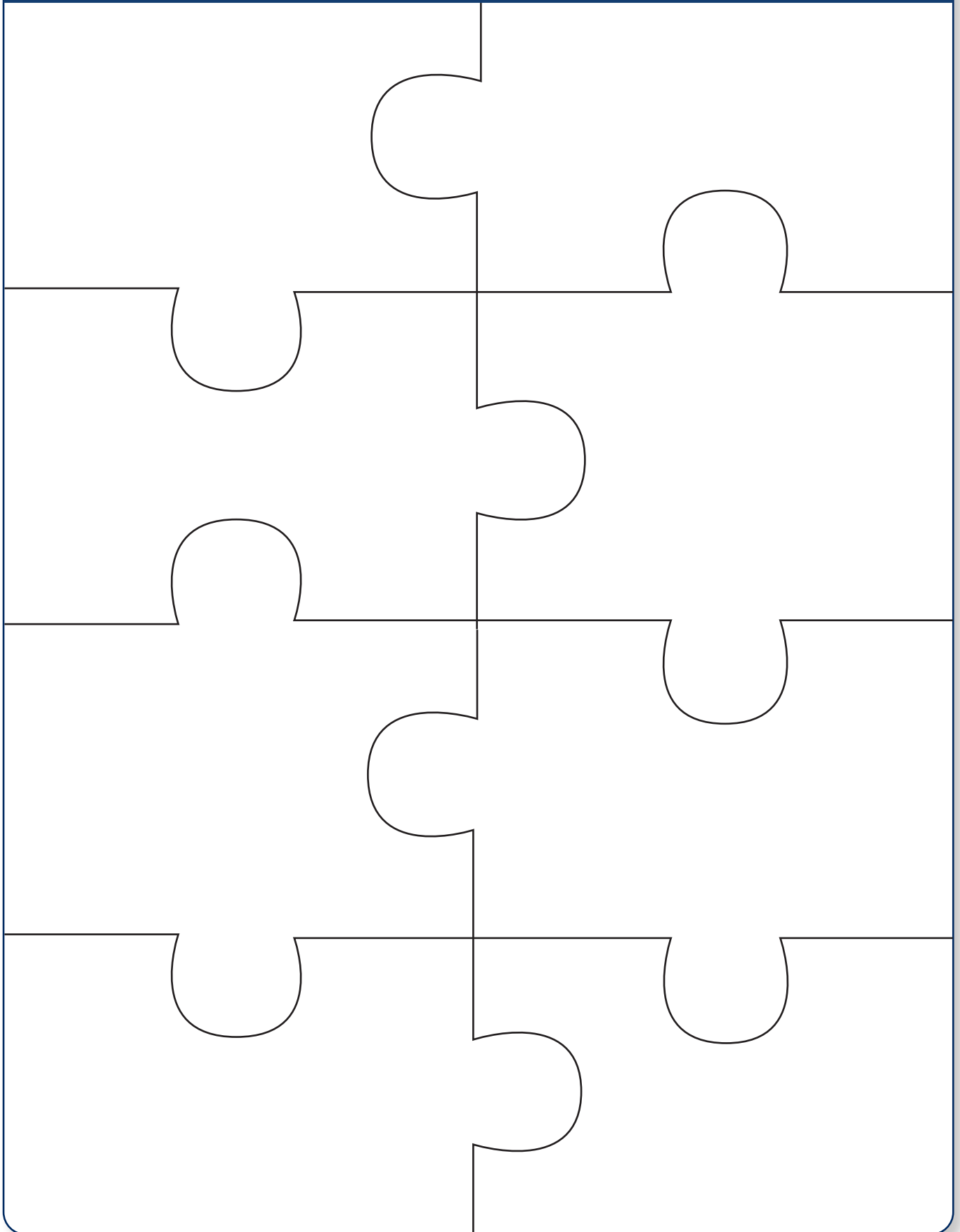
The title of the story is: _____

What happens in the story?

For further information on how to use this template, please refer to the relevant section (page 8) in the teaching notes.



Story Words Jigsaw



For further information on how to use this template, please refer to the relevant section (page 8) in the teaching notes.



My Favourite Words

(Levels 1-2)

Name: _____ Story Title: _____

For further information on how to use this template, please refer to the relevant section (page 8) in the teaching notes.



My Favourite Words

(Levels 3-5)

Name: _____ Story Title: _____

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For further information on how to use this template, please refer to the relevant section (page 8) in the teaching notes.



Muddled Sentences

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✂		
✂		
✂		
✂		
✂		

For further information on how to use this template, please refer to the relevant section (page 8) in the teaching notes.