

Convenio M.E.C./ British Council

Guidelines for the development of the

Integrated Curriculum: 4 ESO

English

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LISTENING AND SPEAKING TARGETS

Listening

To listen, understand and respond to others, students should be taught to:

1. Identify key points (themes, implications and issues) when listening to reading, radio, T.V. programmes, etc., and recall them in order to use this information to explore, reflect and argue.
2. Answer relevant questions to demonstrate and clarify understanding: open, closed, leading and rhetorical.
3. Recognise changes in direction of the conversation or argument.
4. Identify explicit and implicit meanings paying attention to tone of voice, intonation and body language.
5. Recognise the main intonation patterns for questions, conversation fillers, requests, and other purposes as well as word and sentence stress.
6. Listen to differences in the main regional and international varieties of English.¹
7. Respond to the main methods used by speakers to explain, persuade, amuse, or argue a case (emotive vocabulary, humour, transition words...) and start to recognise bias (ambiguity and omission of information).
8. Be active listeners in different situations (peer group, visiting speakers, teachers), taking into account what they say by nodding, looking at the speaker, showing respect and support.
9. Recognise the features of vocabulary, tone and grammar structures to able to respond to a variety of day-to-day situations.

¹ **Speech Accent Archive:** <http://classweb.gmu.edu/accnt> The same English text spoken in accents from all over the World..
<http://www.bbc.co.uk/voices/recordings/index.shtml> Diverse voices of the United Kingdom. The clips are drawn from the [Voices recordings](#) – which capture 1,200 people in conversation. There are also transcripts of the recordings in many cases.
<http://web.ku.edu/idea/europe/england/england.htm> regional English and other accents: <http://web.ku.edu/idea/index.htm>

Speaking

To speak with confidence in a range of contexts, adapting what they say to purpose and audience, students should be taught to:

1. Recount or summarize and identify the differences between the oral and the written version of a story, anecdote or experience.
2. Prepare and give oral presentations with certain fixed features in an effective way. Encourage the use of IT to present their material.
3. Show enough confidence to recover from their mistakes.
4. Respond to changes in the direction of the conversation or argument.
5. Use question forms correctly, both in structure and purpose and reply using logical connectors.
6. Plan linked questions to use in interviews.
7. Use day-to-day language for a variety of formal and informal situations (offerings, requests, suggestions, advice, instructions, directions, and explanations).
8. Use the main intonation patterns for questions, conversation fillers, requests, and other purposes. (See annex).
9. Improve their pronunciation and stress patterns paying especial attention to: consonant clusters, final consonants, long vowels, silent letters, etc.
10. Draw on taught vocabulary from English and other subject areas and sources.
11. Revise the use of persuasive language.
12. Show control of their speech by using a growing variety of structures and extending vocabulary to enrich the meaning avoiding empty words.

Group dialogue and interaction targets

Students should be taught to talk effectively as members of a group by:

1. Working in-group situations assuming different responsibilities in discussion, such as acting as group leader, secretary and observer to plan, evaluate and solve problems.
2. Making significant individual contributions to promote, oppose, explore and question within a discussion and develop their argumentative skills.
3. Consolidating the use of language to perform a variety of functions to solve problems and expand thinking, such as:
 - Reporting
 - Explaining and clarifying
 - Researching
 - Planning
 - Speculating
 - Making deductions
 - Contrasting and comparing
 - Arguing and persuading
 - Justifying opinions and actions
 - Evaluating ideas
4. Reaching agreements by reflecting on evidence from different viewpoints and coping with disagreement.
5. Adopting communication strategies to negotiate meaning in conversational situations: shifting the turn taking, coping with misunderstandings, asking for explanations and repetitions when they do not understand, using conversation fillers to keep dialogue flowing, etc. (See annex).

READING AND WRITING TARGETS

Text level work

General Skills – Reading and Writing Targets

Students will be able to:

1. Consolidate reading skills: skimming, scanning, inferring, back reading, etc.
2. Consolidate note-taking skills in terms of speed and accuracy and organisation (using key words, bullet points, abbreviations, etc.
3. Increase the speed and accuracy in planning and structuring their writing (whether fiction or non-fiction), bearing in mind purpose, audience, text type, paragraphing, etc, and using a range of methods to organise and explore ideas.
4. Draft and proof-read their writing according to the purpose and audience, by using checklists and other devices.
5. Be responsible for the legibility of handwriting and layout and improve presentation.
6. Retrieve information from different visual / verbal sources such as indexes, glossaries, hot links, diagrams, web page, public notices, signs, advertisements, timetables, brochures... and synthesise it to produce material suitable for a particular audience.
7. Analyse and write texts using appropriate paragraph breaks.
8. Use IT to produce written work – plan, revise, edit, select and acknowledge sources, etc. in a more systematic and critical way.
9. Evaluate the different ways in which information can be given to create meaning by comparing and contrasting: web pages, printed texts, flow charts, presentations, graphs, moving images, etc.
10. Consolidate the habit of systematically stating sources of information.
11. Consolidate the use of significant reading approaches to make sense of texts: making connections, questioning and predicting, visualizing, inferring, synthesizing, summarizing, relating to personal experience, evaluating.

12. Identify the key points of a given text and be able to summarize it either orally or in writing, using skills such as:
 - Paraphrasing
 - Selecting key information
 - Using the correct register and restructuring the information to suit the audience and purpose (topical, chronological, logical, hierarchical)
 - Writing objectively (not giving opinions)
 - Writing concisely
13. Consolidate ways to distinguish explicit and implicit points of view (“reading between the lines”) – irony, word choice, understatement, etc.
14. Recognise different points of view in fiction and non-fiction texts (author or narrator, sources, characters in a novel or play).
15. Analyse the techniques that an author uses to adapt texts to a given purpose and audience – that is, the style: choice of vocabulary, register, rhetorical devices, etc.
16. Consider and start using different strategies to adapt writing to audience and purpose and transform one genre into another.
17. Consolidate the ability to recognise elements of fact and opinion.
18. Analyse fiction and non-fiction texts using appropriate terminology, such as: plot, theme, character, structure, viewpoint, conclusion, audience, purpose, style ...
19. Work out the meaning of new words using context, etymology, morphology, compound patterns and sounding.
20. Produce responses in sentence and/or paragraph form within specified time.
21. Produce a variety of fiction and non-fiction texts: academic essays, advertisements, descriptions, stories, poems, sketches...
22. Use different strategies to improve their writing: vary sentence length and beginnings; avoid unnecessary repetition of words and ideas, etc.

Fiction

Students will be able to:

23. Develop and consolidate a critical reflection and personal response to a selection of literary texts by means of keeping journals, discussing ideas

with others, relating them to their own lives.

24. Reflect about themes and language styles in the different genres.
25. Investigate a range of texts from different cultures, considering patterns of relationships, social customs, attitudes and beliefs:
 - Identifying these features by reference to the text
 - Considering and evaluate these features in relation to their own experience
 - Producing written responses: a letter to a character or to the author, a persuasive essay, a spin-off, etc
26. Read significant texts or extracts from different periods and reflect on their appeal over time (e.g. read an extract from "*Romeo and Juliet*" and then consider the film directed by Baz Luhrman starring Leonardo di Caprio and Clare Daines).
27. Analyse different points of view and tone in a fiction text (novels, short stories, poems, plays) by e.g.:
 - Identifying the narrator
 - Explaining how this influences the reader
 - Explaining how events might look from a different point of view
 - Recognising different tones: ironic, cynical, joyful, sad, pessimistic, mysterious...
 - Analysing events from different characters' perspectives
28. Analyse and use description, dialogue and action to portray characters, directly and indirectly.
29. Consolidate aspects of narrative structure and how they are used and developed by the writer, e.g.:
 - How chapters in a book (or paragraphs in a short story or chapter) are linked together
 - How authors handle time, e.g. flashbacks, stories within stories, dreams
 - How the passing of time is conveyed to the readers
 - Compare texts of similar type (i.e. suspense) and understand how the writer has made it effective
30. Explore and experiment different devices to make poems effective: rhythm, rhyme, line length, alliteration, imagery, etc.
31. Read short scripts or extracts from longer plays and compare their structure with other genres and layouts (story, comic, etc).
32. Write a script or short play based on the class reader, a poem, a persuasive text, or based on their own experience.

Non-Fiction

Non-fiction: Information, Explanation, Instruction

Students will be able to:

33. Reinforce understanding of biography and autobiography and use it in their own writing. (Historical characters/ figures could be used in History lessons).
34. Use inference and deduction to understand implicit and explicit points of view and apply them in oral and/or written communication.
35. Apply knowledge of non-fiction texts (Science, History, Geography) identifying the characteristic features of impersonal style, such as
 - Complex sentences
 - Use of passive voice
 - Technical vocabulary
 - Hypothetical language (conditionals)
 - Connectives: sequential, causal, logical
 - Difference between fact and opinion, bias and objectivity
 - Paragraphing for purpose
36. Secure knowledge of instructional texts in terms of their purpose and audience, organisation and layout, clarity and usefulness.
37. Write chronological and non-chronological reports (such as sports reports, diaries, police reports, newspaper reports):
 - Selecting and presenting information
 - Considering balance and ethics
 - Distinguishing between fact and opinion
 - Structuring introductory and closing paragraph to orientate reader
 - Using chronological sequencers, sentence markers and logical connectors
 - Providing examples

Non-fiction: Persuasion

Students will be able to:

38. Revise and use examples of persuasive devices from reading in their own writing; structuring and linking their arguments in a logical way.
39. Use persuasive techniques to start counter-arguing.

Non-fiction: Discursive writing

Students will be able to:

40. Use visual aids and writing frames to clarify viewpoints and plan opposing arguments before developing them.
41. Present different sides of an issue in a balanced way.

Sentence level work

Grammatical awareness and Sentence construction and punctuation

Students should be taught to:

1. Discuss, proof-read and edit their own writing for clarity and accuracy:
 - Use different word classes correctly
 - Use correct word order in sentences
 - Expand their knowledge and use of complex sentences by:
 - identifying them in texts (main and subordinate clauses, connectives, appropriate punctuation..)
 - learning the functions of the different types of subordinate clauses (relative, adverbial)
 - being able to use subordinate clauses in a variety of positions within the sentence
 - Make sure the subject and the verb agree
 - Check use of singular and plural "*This books are mine*"
 - Check for ambiguity in sentences, e.g. unclear use of pronouns, word order ...
2. Consolidate the use of active and passive structures.
3. Consolidate the language conventions and grammatical features of the different types of text:
 - Narrative (e.g. stories and novels) using past simple, past continuous and past perfect
 - Recounts (e.g. anecdotes, accounts of observations, experiences) using past tense, clear chronology, connectives and sequences
 - Instructional texts (e.g. instructions and directions) clearly sequenced using the imperative
 - Reports (e.g. factual writing, description, science report)
 - Explanatory texts (how and why) using present tense and impersonal voice in a clear structure
 - Persuasive texts (e.g. opinions, promotional literature) emphasizing logical links
 - Discursive texts (e.g. balanced arguments)
4. Recognise proverbs, dialect (slang), headlines...
5. Use connecting words and phrases with simple or multiple purposes (e.g. since, for, as, but...)
6. Use and vary sentence length and starters for effect.

7. Use complex sentences accurately.
8. Work on contracting sentences (i.e., dropping out non-key words) for:
 - note making
 - editing
 - summarizing
9. Use all types of conditional structures.
10. Use punctuation marks correctly to clarify meaning and to integrate speech, reference and quotation: colon, semi-colon; parenthetical commas, dashes, brackets and speech punctuation. Avoid overuse of commas.
11. Consolidate and extend the work on different verbal tenses.
12. Revise and extend the work on modal verbs for discursive writing, to speculate, to instruct, to infer and deduce and to refer to the past.

Word level work

Students should be taught to:

1. Use spelling strategies from previous years (analogy, mnemonics, word origins, families and morphology); check new vocabulary and use individual spelling dictionaries.
2. Consolidate the knowledge and spelling of prefixes and suffixes; revise the spelling of common homophones.
3. Continue researching origins of words and make significant links with other languages.
4. Reinforce the use of the apostrophe.
5. Consolidate the use of figurative language in texts: simile, metaphor, onomatopoeia, alliteration, oxymoron, hyperbole, etc.

6. Collect useful word banks.
 7. Make effective use of a variety of dictionary resources (monolingual, bilingual, etymology, collocation and thesauruses both on paper and on-line) and other ICT based resources.
 8. Recognise implied meaning and connotations in the writer's choice of words.
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BANDS OF ATTAINMENT

The bands of attainment described are for **the end of the fourth year of E.S.O** and are organised as follows:

- Listening and Speaking
- Reading
- Writing

There are three bands (Band 1 being the lowest). Approximate estimations would be:

- Band 1 - 20%
- Band 2 - 70%
- Band 3 - 10%

Listening and Speaking

Band 1

- ❑ Students speak clearly and audibly.
- ❑ They talk and listen confidently within the range of contexts and subjects that have been taught.
- ❑ They are able to use formal language when appropriate and can recognise and use informal language.
- ❑ They engage the interest of the listener as they naturally include a wide range of taught vocabulary and vary their expressions.
- ❑ In discussion, they pay close attention to what is being said.
- ❑ During discussions they ask questions to develop ideas and make contributions that take into account others' ideas and views.
- ❑ They begin to show fluency in the use of Standard English in simple structures occasionally attempting more complex ones.
- ❑ They are aware that stress and intonation patterns aid communication.
- ❑ They are able to keep a conversation going without too much prompting.
- ❑ They start to use self-correction techniques.

Band 2

- ❑ Students talk, listen and adapt their language with increasing confidence to the range of contexts and subjects that have been taught.
- ❑ They are able to use formal and informal language when appropriate.
- ❑ They are able to engage the interest of the listener using a variety of taught vocabulary, expression and intonation.
- ❑ During discussion, students show sensitivity and understanding of others' ideas by asking questions and responding appropriately and at length.
- ❑ They are able to state opinions, recount facts, describe and recognise attitude.
- ❑ Students speak fluently using Standard English, using mostly simple structures and some more complex ones.
- ❑ Stress and intonation patterns are generally accurate.
- ❑ They can use self-correction techniques with growing confidence.

Band 3

- ❑ Students talk, listen and adapt their language with confidence to a range of contexts and subjects, including those that are unfamiliar.
- ❑ They are able to shift from formal to informal language when required by the circumstances.
- ❑ They are able to engage the interest of the listener by using precise and creative vocabulary, expression stress and intonation.
- ❑ They are able to organize their discourse and develop discussion, showing varying degrees of sophisticated discourse.
- ❑ They show assured and fluent use of Standard English.
- ❑ During discussion, students show sensitivity and understanding of others' ideas by making significant contributions and varying how and when they participate.
- ❑ They use self-correcting techniques naturally.

Reading

Band 1

- ❑ Students can read aloud with expression.
- ❑ Students show understanding of a range of fiction and non-fiction texts.
- ❑ They select essential points from these texts.
- ❑ They use inference and deduction where appropriate.
- ❑ They independently show responses to key features, themes and characters, selecting sentences, phrases and relevant information to support their ideas.
- ❑ They retrieve and collate information from a range of sources with growing confidence.

Band 2

- ❑ Students begin to show understanding of the ways in which information and meaning are conveyed in a range of texts both fiction and non-fiction.
- ❑ Students can select aspects from these texts and respond personally to language, structure and themes in texts.
- ❑ They justify their views using aspects of the texts to support them.
- ❑ They acknowledge and use a range of sources from which to retrieve and collate information.
- ❑ They can identify layers of meaning and comment on their effect and significance.
- ❑ They can summarise information from a range of texts.
- ❑ They are aware of how social, cultural and historical contexts relate to what is written and to their own experiences.
- ❑ Students can make simple comparisons between texts.

Band 3

- ❑ Students show understanding of the ways in which information and meaning are conveyed in a range of texts both fiction and non-fiction and can evaluate their effectiveness.
- ❑ They select, synthesise and compare aspects from texts and respond personally to language, structure and themes.
- ❑ They articulate personal and critical responses using aspects of the texts to support them.
- ❑ They draw inferences, identify layers of meaning and comment on their effect and significance.
- ❑ They summarise information from a range of texts.
- ❑ They show understanding of how social, cultural and historical contexts relate to what is written and to their own experiences.
- ❑ Students can make comparisons between texts.

Writing

Band 1

- ❑ Students' writing, in a range of forms, is becoming interesting and thoughtful.
- ❑ Their basic grammatical structure of sentences is usually correct.
- ❑ Their vocabulary choices are more adventurous and words are used for effect.
- ❑ They usually use punctuation accurately.
- ❑ They begin to use a range of presentational techniques appropriately.
- ❑ Their ideas are sustained and organised in paragraphs
- ❑ They begin to use impersonal style where appropriate.
- ❑ They often use complex sentences well.
- ❑ They show recognition of audience and purpose.
- ❑ Their vocabulary choices are imaginative and generally spelled correctly.

Band 2

- ❑ Students' writing in a range of forms and registers is engaging and interesting.
- ❑ They can use impersonal style where appropriate.
- ❑ They are able to use a range of sentence structures: complex and compound.
- ❑ Spelling is generally accurate, including some irregular words.
- ❑ Punctuation is generally used accurately.
- ❑ Ideas are organised into clearly structured paragraphs.
- ❑ Varied vocabulary is used to create effects.
- ❑ They use a range of presentational techniques appropriately.

Band 3

- ❑ Students' writing in a range of forms and registers is accurate, engaging and interesting.
- ❑ They express and link complex ideas clearly.
- ❑ They use impersonal style where appropriate.
- ❑ They are able to use a range of sentence structures, complex and compound, correctly.
- ❑ Their spelling and punctuation is accurate.
- ❑ Ideas are organised into clearly structured and coherent paragraphs.
- ❑ They use varied vocabulary to achieve fine distinctions and emphasis.
- ❑ They use a wide range of presentational techniques appropriately.
- ❑ Their writing is creative and mature.
- ❑ They have a strong sense of purpose and audience.

ASSESSMENT

Education is concerned with a wide range of aspects of learning. It involves not only the knowledge and skills as specified in this integrated curriculum but also the attitudes, values and interests that are to be encouraged in students. Assessment relates to all these aspects of education.

Evaluation or assessment?

Although both terms are often used synonymously, they are different:

- We call **evaluation** the global process of ascertaining a student's progress (whether good or bad), taking into account several variables previously determined.
- We call **assessment** the practice of establishing how good or bad a certain performance is.

Assessment should be:

- balanced and comprehensive– contemplating both fluency and accuracy in the four skills
- individually -oriented – i.e. it must cater for every type of learning style
- valid – reflecting what has been taught and the way it has been taught
- continuous – i.e. it must be an ongoing process, both formal and informal
- informative – teachers and students should obtain data about their teaching and learning.
- formative and summative – regular feedback as well as assessment.
- practical – tasks and frequency of assessment tasks should be realistic
- accountable – the assessment process must be transparent for teachers, students, parents and institutions
- positive – focusing on achievement rather than on failure.

What can we assess?

Some specialists claim that the answer to this question is – everything, anything. Many teachers tend to focus their assessment around one particular aspect of teaching and learning, but genuine assessment should cover all:

- Students' knowledge of the language (grammar, vocabulary ..i.e. accuracy)
- Linguistic skills (ability to use the language orally and in writing and to understand a written text)
- Attitude and participation

When to assess?

Since virtually every single activity can become the source of assessment, it is possible to assess a student's performance continuously. Tradition has established several key assessment moments: at the beginning of the academic year, at the end of every term, at the end of the academic year. This range can and should be extended, for assessment is a process that should take place as often as possible. However, it is also useful to remember that assessment does not have to take place all the time: although it is important to have a wide and comprehensive record of every student, teachers do not have to assess all the students in every single activity.

How to assess?

Assessment is often based around tests and exams – however, tests should not be the only assessment technique teachers use. Other suggestions can include:

- Using a quiz format where students both design and answer questions on a given topic.
- Video students doing a presentation and let them comment on their own performance.
- Individual records (for self assessment)

The more varied and diverse the teachers' assessment techniques, the better; this way the teacher will adapt to every type of student in their class and thus will cater for every individual need.

Who should assess?

Part of the teachers' role is to assess their students' progress. Students themselves can also become part of the process using self-assessment.

Why should we asses?

- To inform students, parents, teachers and future teachers
- To facilitate planning
- To measure own success

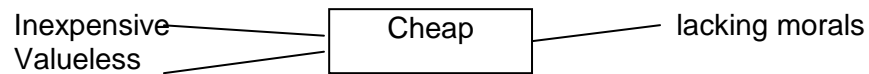
ANNEXES

- ❑ Activities for stimulating language
- ❑ Essay writing
- ❑ Suprasegmental features
- ❑ Planning
- ❑ Communication strategies
- ❑ Shakespeare resources
- ❑ List of recommended books
- ❑ List of useful websites
- ❑ Blogs, wikis and stuff

ACTIVITIES FOR STIMULATING LANGUAGE

Our teaching through texts should be the basis of extending our students' vocabulary. Encourage students to discuss language and analyse each others' writing to help them deepen their understanding of words and explore the complexities of their meanings. What follows is a number of practical suggestions to stimulate language:

- Connotation: Focus on how words are full of subtleties. Use spider diagrams with different colours for positive, negative connotations e.g.



- Use poems – “White Comedy” by Benjamin Zephaniah deals with the connotations of the word “White”. It also uses very dialectical English. This poem may also be used as a reference for Cultural study and oral work.

Shades of meaning:

- Whole class/group/individual activity. Change words loaded with meaning in poetry to change the tone and atmosphere. Below is the poem “Spellbound” by Emily Bronte; Students should change the highlighted words and explain their choices and the effects they produce:

*The night is **darkening** around me
The **wild** winds **coldly** blow
But a **tyrant** spell has bound me
And I cannot, cannot go.*

- Look at synonyms and discuss how shades of meaning are created; try this with the word “girl”:

Girl, Lass, Maiden, Young Lady, Young Woman

- Tones/Sarcasm: use inverted commas to show irony in writing activities e.g.: He was “studying” all day!

- Bring newspapers to a lesson and cut out headlines. Sort them into positive/negative and discuss which words were used to form your opinion e.g. *the actress lurked in the sidelines*.
- Starter activity: Simile/Metaphor. Students should fill in the gaps carefully – “Her hair was like...Her voice was as...” Spend 5 minutes explaining your choice. Make them funny, melancholic, sarcastic...
- Delete words from short texts and provide a list of synonyms. Ask pupils to choose the most appropriate word and explain why their choice is valid. Ask others to counter argue.
- Persuasive writing: Delete persuasive words from texts such as the “I have a dream speech” by Martin Luther King and replace them with more neutral words – explain how the meanings are created and the text becomes more effective with its original words and techniques.
- Encourage annotation of texts at all times when studying a class reader. Provide a short passage and encourage students to highlight effective adjectives for description of setting, character etc. and write their reasoning as to why these words have been chosen.
- Encourage students to always explain their viewpoint using textual reference and developing their argument referring to language.
- Encourage students to use words in an unusual way and discuss how they change the meaning of the text.
- Encourage students to write “Found” Poetry using extracts from famous novels. Select a particularly vivid piece of writing and make students highlight the best or most interesting words or phrases from it in a form of cut and paste to make a poem – focus on the form of the poem and make the language vivid and have meaning. This can also be done as an IT exercise.

Activating and expanding vocabulary:

- Keep Dictionaries and Thesaurus to hand and have starter activities to encourage their use.

- Game: Write on the board three letters that should begin a word like **ENG**. The pupils must use a dictionary to find a word that begins with those letters, such as **ENGLISH!** They must then use the last two letters to find the beginning of the next word – **SH**. Pupils must find 7 words in this way and be prepared to tell you their meanings.
- Game: Call my Bluff. The class is divided into two halves. Each group should look up three difficult words in the dictionary that they believe the other team will not know. They must write the words down, make up meanings for two of them and leave one true. The other team must guess which one it is through discussion.
- When writing, ban non-words such as “bad, good, nice” and replace them using an on-line / on paper thesaurus.
- Highlight words and phrases that are unfamiliar or that you would like to use from the class reader and use them in your writing.
- Revise taught words in loop activities.
- Memory challenge: give students 2 minutes to study an interesting fragment. Then give them a version of the text missing key words and see how many words they can supply. After working on it individually, they can share their answers.
- Ask students to write boring versions of sections of the text they are reading, either the class reader or personal writing in pairs. Pupils should discuss the reasoning behind their word choice and note the most interesting words learnt. These can be shared with the whole group and added to a wall display.
- Encourage students to keep glossaries and personal dictionaries covering different subject areas and topics.
- Cooperate with students to build a bank of useful words and expressions to be later used in writing; display them on a “washing-line” in the class, on the side of the whiteboard or on a display to encourage them to use them regularly.

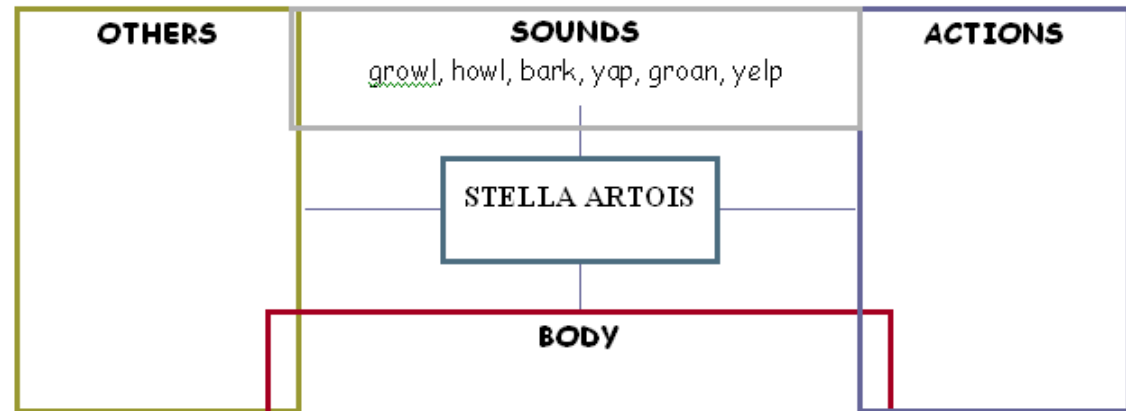
- Ask students to study a number of words from a given text. It is important to allow them to choose the words they like. Ask them to learn words in meaningful sentences from the dictionary or other sources rather than in isolation.

WORD	ORIGINAL CONTEXT	EXAMPLE FROM DICTIONARY	SOURCE
RECKLESS	I'm not the kind of outdoor type who does reckless things, like rock climbing without the right gear.	<i>He was found guilty of reckless driving.</i>	<u>Big Mouth & Ugly Girl.</u> Joyce Carol Oates

- Another thing they can do is copy the definition from the dictionary and then ask a classmate to guess the word. Discuss answers:

WORD	ORIGINAL CONTEXT	DEFINITION FROM DICTIONARY	SOURCE
	I'm not the kind of outdoor type who does reckless things, like rock climbing without the right gear	Adjective, doing something dangerous and not caring about the risks and the possible results	<u>Big Mouth & Ugly Girl.</u> Joyce Carol Oates

- A vocabulary extension activity. This is an example for expanding vocabulary to write about a topic or subject such as the dog, Stella Artois, in Kensuke's Kingdom. Michael Morpurgo). Assign students different chapters of the book to collect sentences, words and expressions connected with the dog. Ask them to add their findings to a mind map in a computer or to an enlarged diagram on the wall. Students can then use this information in writing tasks when they develop their dog-character: poem, letter, short story, newspaper article, etc.



- Rewrite similes from their class readers by changing either the first or the second term to fit their own purposes.
- Extremely simple and effective: ask students to call out key or interesting words from the lesson at the end of the period and write them on the blackboard. Alternatively they can recall key vocabulary from the last lesson(s). You can then ask them to define them in their own words.
- Word bingo: using a grid filled with key words; the teacher reads the definition and the students find the word in the grid and cross it out.
- Provide students with lists of words to help vary their expression. Students should use them to extend their vocabulary for description and use them in their own writing as well as create visual displays for the classroom, using them in speech bubbles, illustrations etc.

Words to Extend Character:

Mocking
Naïve
Passionate
Priggish
Quarrelsome
Rational
Resilient
Rumbustious
Self-indulgent
Self-opinionated
Shrewd
Smug
Susceptible
Tender
Unctuous
Wet-blanket

Anarchic
Anguished
Appealing
Condescending
Frank
Genuine
Good-humoured
Hot-headed
Impulsive
Independent
Intelligent
Melancholy
Vengeful
Vulnerable
Virtuous
Honourable

Merry
Shy
Obedient
Pure
Headstrong
Mischievous
Brave
Irritable
Obstinate
Witty
Determined
Temperamental
Competitive
Sensitive
Sensible

Spelling:

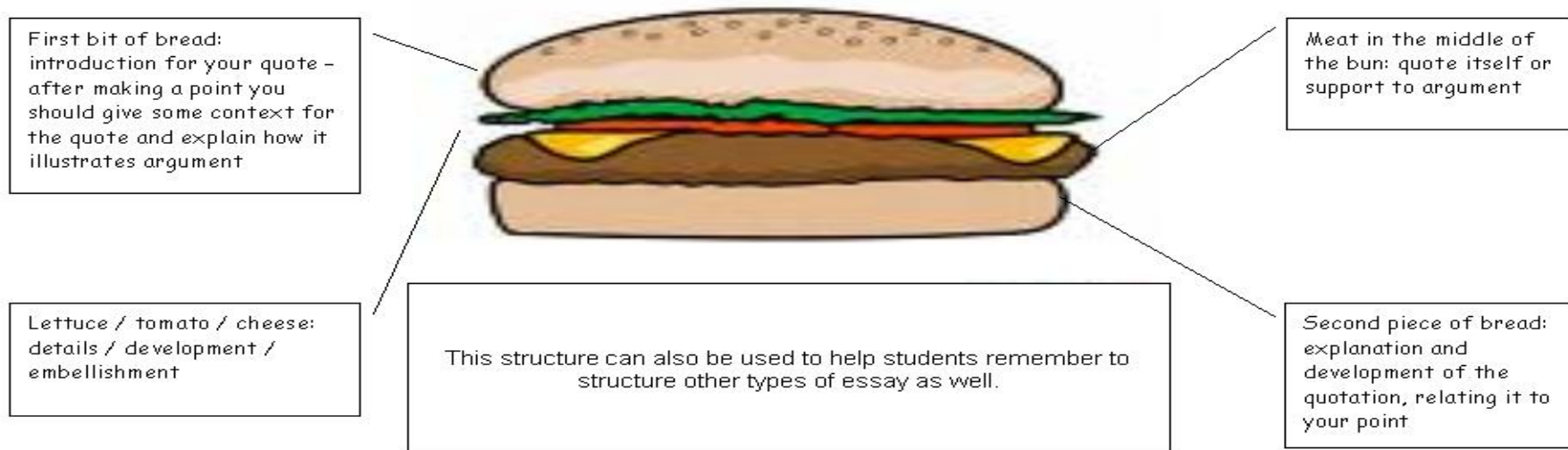
- Play “hangman” as a starter activity using words with particular spelling patterns or those you wish to discuss/remember.
 - Play “Cross-curricular Team Challenge”. Divide the class into groups, each group looks up and records 10 spellings for different topic areas. One member from each group joins another and challenges them to their spellings.
 - Develop and keep pocket spell-checkers and make them as attractive as possible using colours, pictures and strategies.
 - Write rhyming couplets or memorable phrases with high-frequency homophones – bow, bough, whole, hole...
 - Individual Spelling Analysis – What personal errors do pupils make? Make a grid and make them check for mistakes with: vowels, single/double consonants, common letter patterns, tricky words, homophones, plurals and personal blind spots. They should refer to these every time they write.
-

ESSAY WRITING

The following tip is intended to help teachers teach the basics of analytical essay writing. There is also a mnemonic that can be used to remember these points – PEEL: point, evidence, explain, link to questions.

- Write a brief plan for the essay (6 or 7 numbered sentences)
- Use an introductory paragraph explaining the line of argument
- Write different paragraphs with a relevant point each, a quotation to illustrate and a pertinent comment to said quote.
- Write a conclusion restating your point.

The structure of an essay can be compared to a hamburger



SUPRASEGMENTAL FEATURES

Intonation, stress and rhythm are relevant to any oral activity. Students should be taught to recognise and use them.

What follows is a series of easy activities which can be carried out now and then:

- Write one word on the board, e.g. 'really' and then ask students to write a short dialogue or a five sentence paragraph contextualizing situations in which the word should be uttered in different ways: sarcastic, surprised, intolerant, interested, flat, enthusiastic, bored, relieved, etc.
- Another possibility would be to practise utterances in different situations giving them an attitudinal slant.
 - *Can you pass me that ball pen?* (said politely to a friend / irritated with little sister...)
 - *Where were you yesterday?* (angry father to daughter / gossiping...)
 - *Must it be delivered?* (polite question / lazily...)
- Give a simple sentence to students and ask them to utter it stressing the right word to convey different meanings:
 - *Mary was wearing that pink T-shirt.* (not a black one)
 - *Mary was wearing that pink T-shirt.* (a particular T-shirt referred to already; not any pink shirt)
 - *Mary was wearing that pink T-shirt.* (not just carrying it)
 - *Mary was wearing that pink T-shirt.* (you said she wasn't)
 - *Mary was wearing that pink T-shirt.* (It wasn't Maggie)
- From time to time practise back-chain intonation of interesting sentences showing different patterns (rising pitch, falling pitch...)
- Let students talk along with the speaker when they are reading a taped text.

- Sporadically use songs, poetry and chants to remind students of the basic rhythm patterns.
- Silent corrections: resist the temptation to speak, let alone give explanations, and, using body language, let the student know that you do not understand them due to wrong intonation or stress. Simply wave you finger up and down or mark stops. Most probably the student will not be able to react but the rest of the class will start giving them hints and trying out versions. Don't surrender until you are satisfied.

There are many resources on the internet to improve speech. Some examples include:

- Internet sites for improving your speech:
<http://international.ouc.bc.ca/pronunciation>
<http://www.uiowa.edu/~acadtech/phonetics>
- handbooks:
[http:// www.utexas.edu/academic/cte/taservices/](http://www.utexas.edu/academic/cte/taservices/)
[http:// www.id.ucsb.edu/IC/TA/ITA/title.html](http://www.id.ucsb.edu/IC/TA/ITA/title.html)
[http:// www.umass.edu/cft/handbook/](http://www.umass.edu/cft/handbook/)
- Internet sites about Intonation:
<http://www.athabascau.ca/courses/engl/155/support/pronunciation.htm>
<http://www.bbc.co.uk/worldservice/learningenglish/grammar/learnit/learnitv208.shtml>
<http://www.britishcouncil.org/professionals-exams-fce-listening-4.htm>
http://www.english.unitecology.ac.nz/resources/resources/exp_lang/intonation.html
<http://www.umanitoba.ca/faculties/arts/linguistics/russell/138/sec3/inton.htm>

PLANNING

Thorough planning is perhaps a teacher's most powerful weapon to have productive lessons. Good planning builds trust, favours good behaviour and ensures progression. When you plan your week according to your school yearly and term schedules there are several issues to be taken into account:

- When you plan, bear in mind social, cognitive and linguistic aspects: what the students know or bring and what are the demands derived from the lesson.
- Always share your purpose / goals / objectives with your students; you can write them in the upper left corner of the blackboard so that they are always visible.
- Always encourage your students to bear PURPOSE and AUDIENCE in mind.
- Plan so that most of the work in the classroom is done by the students and not by yourself.
- Provide opportunities for the different learning styles when you plan your activities: VAK (Visual / Auditory / Kinaesthetic). Write these initials beside the teaching and learning activities.
- If you want your plan to be effective, it is crucial to understand what students do not know and the prior learning required for a smooth lesson. Activating prior learning will increase motivation and self-esteem as well as provide a link with the students' lives and background knowledge.
- Anticipate reactions, difficulties and associations.
- Systematically include assessment in your planning.
- Your schedule should not be too tight to allow for eventualities and rescheduling. Prioritise activities if you have to.
- Purpose: always have a strong reason for doing things: plan backwards, from objectives into lessons. Plan what you want your students to learn. Equally important it is to plan how they are going to learn it: generate a need for learning, consider different groupings, which key visuals should be used, etc.
- Remember to include short starting activities and time to recap at the end of your lessons.

What follows is a model template easy to adapt to your needs.

Year-Group: 200 - 0 **MONTH:** **WEEK:**

TOPIC & PURPOSE: WHAT WILL BE LEARNED (OBJECTIVES IN THE CURRICULUM) AND WHY IT IS USEFUL

	Monday	Tuesday	Wednesday	Thursday	Friday
MATERIALS					
EXPECTATIONS <u>Students will...</u> <ul style="list-style-type: none"> • know / realize that... • understand how / why... • be able to... • be aware of... 	All Most Some	All Most Some	All Most Some	All Most Some	All Most Some
PRIOR LEARNING					
TEACHING & LEARNING ACTIVITIES					

COMMUNICATION STRATEGIES

According to the Common European Framework of Reference for Languages, communicative competence is one of the required “knowledges” that users of a language need. Communicative competence in turn comprises three types of “sub-competences”: linguistic, sociolinguistic and pragmatic.

A number of researchers have dwelt into this issue, namely Tarone (cf. Elaine Tarone and George Yule. (1989). *Focus on the Language Learner: Approaches to Identifying and Meeting the Needs of Second Language Learners*. Oxford: Oxford University Press.), Rebecca Oxford (*Language learning strategies*, New York: Newbury House, 1990) and Ellis and Sinclair (*Learning to learn English*, Cambridge: CUP, 1989); the latter have offered a useful list of strategies that teachers can use in order to improve student’s oral interaction. What follows is an adaptation of their catalogue of communication strategies².

STRATEGY	DESCRIPTION	ILLUSTRATION
RELATE	Relate what one wants to say to something previously mentioned	<i>As you said</i>
AGREE/DISAGREE	Express agreement or disagreement in a polite way	<i>Sorry but...</i>
ASK FOR REPETITION	Ask your partner to speak more slowly or clearly	<i>Can you repeat that, please?</i>
CHECK	Check that the message has been understood	<i>You get my meaning...? Do you understand...? You know what I mean...?</i>
INTERRUPT	Interrupt politely so as to take the floor	<i>Excuse me...</i>
SUGGEST	Suggest the word or phrase the partner is looking for	<i>Do you mean...? Are you trying to say that...?</i>
POINT	Indicate the partner it is her/his turn to speak	<i>It's quite interesting, isn't it?</i>
REQUEST PARTICIPATION	Ask another participant to take part in the conversation	<i>What do you think? And you?</i>

² Cf. Bobb Wolff, Leslie, “Hablando en voz alta: la competencia discursiva oral” in *Lenguas extranjeras: hacia un nuevo marco de referencia en su aprendizaje*, Ministerio de Educación, Cultura y Deporte, 2002.

STRATEGY	DESCRIPTION	ILLUSTRATION
REQUEST CONTINUATION	Repeat the partner's last contribution in an interrogative intonation, as a sign for her/him to go on speaking	<i>It's because... Because...what?</i>
GIVE TIME TO PARTNER TO THINK	Use expressions that allow the partner to think about her/his contribution or response	<i>Have a think about it.</i>
SHOW INTEREST	Use expressions that show appreciation on the speaker's part	<i>How interesting!</i>
EXPLAIN	Describe some aspect of an entity when its name is unknown	<i>An animal that has got both a beak and webbed feet but that is a mammal</i>
PARAPHRASE	Repeat the same idea with different words	<i>"That's a ludicrous idea" "It's silly!"</i>
REPLACE	Substitute a word with another	<i>"He was very nice" "You mean he was good-looking"</i>
SELF-CORRECT	Check one's message on the spot	<i>I mean What I mean is...</i>

SHAKESPEARE RESOURCES

Although the study of literature in English is not a major objective, some knowledge of important authors such as Charles Dickens, Mark Twain, Jane Austen, provides relevant socio-cultural background. The following list includes some interesting websites and resources where teachers will be able to find lesson plans, ideas, suggestions, extracts and even full texts relating to Will Shakespeare.



- <http://www.bbc.co.uk/drama/shakespeare/60secondshakespeare/>
- <http://www.teachit.co.uk/index.asp?CurrMenu=searchresults&keyword=shakespeare>
- <http://www.teachersfirst.com/shakespr.shtml>
- http://www.folger.edu/index_sa.cfm?specaidid=2
- <http://www.tnellen.com/school/shakes.html>
- <http://shakespeare.palomar.edu/educational.htm>
- <http://www.pbs.org/shakespeare/educators/technology/>
- <http://www.teachernet.gov.uk/teachinginengland/detail.cfm?id=323>
- <http://www.teach-shakespeare.com/>
- <http://www.teachingliterature.org/teachingliterature/shakespeare.htm>
- <http://absoluteshakespeare.com/index.htm>
- <http://shakespeare.palomar.edu/>

Other interesting resources

- *Interesting books.*

AUTHOR	TITLE	PUBLISHING Co	COMMENTS
DEARY, TERRY	SHAKESPEARE STORIES. AS YOU'VE NEVER READ BEFORE	Scholastic 1998	Written by the famous author of the <i>Horrible History</i> Series, this book is a refreshing, humorous collection of Shakespearean stories plus a wealth of information about the bard and his context. The plays covered are: <u>A Midsummer Night's Dream</u> , <u>King Lear</u> , <u>Twelfth Night</u> , <u>The Tempest</u> , <u>The Merchant of Venice</u> , <u>Romeo and Juliet</u> , <u>Julius Caesar</u> , <u>The Taming of the Shrew</u> , <u>Macbeth</u> and <u>Hamlet</u> .
WILLIAMS, MARCIA	MR. WILLIAM SHAKESPEARE'S PLAYS	Walker Books 2000	Narrative comics summarising plays. Each one takes up 4-6 pages and the characters speak the original words. <u>Romeo and Juliet</u> , <u>Hamlet</u> , <u>A Midsummer Night's Dream</u> , <u>Macbeth</u> , <u>The Winter's Tale</u> , <u>Julius Caesar</u> , and <u>The Tempest</u> .
WILLIAMS, MARCIA	BRAVO, MR. WILLIAM SHAKESPEARE	Walker Books 2001	Narrative comics summarising plays. Each one takes up 4-6 pages and the characters speak the original words. <u>As You Like It</u> , <u>Richard III</u> , <u>Antony and Cleopatra</u> , <u>Much Ado About Nothing</u> , <u>Twelfth Night</u> , <u>King Lear</u> and <u>The Merchant of Venice</u> .
	JULIUS CAESAR TWELFTH NIGHT A MIDSUMMER'S NIGHT DREAM MUCH ADO ABOUT NOTHING THE MERCHANT OF VENICE OTHELLO ROMEO AND JULIET	Vicens- Vivens Black Cat series	Although abridged books are often questioned, they might be used as a way to introduce students to the complexities of Shakespearean drama

- *Manga Shakespeare.* The website www.selfmadehero.com sells manga versions of *Romeo and Juliet*, *Hamlet*, and coming soon, *The Tempest* and *Richard III*. The format adopted for these titles is the one of a graphic novel that combines the original text with cutting-edge visuals.

- *Films*. The number of films based on Shakespeare's plays is endless; however, not all of them are suitable or interesting for secondary students, or are simply difficult to trace for teachers. The following is just a suggestion of resources that are modern, easy to grab and interesting.
 - *Romeo and Juliet* (directed by Franco Zeffirelli, 1968)
 - *Hamlet* (directed by Kenneth Branagh, 1998)
 - *Henry V* (directed by Kenneth Branagh 1989)
 - *The Merchant of Venice* (directed by Michael Radford, with Al Pacino, 2004)
 - *A Midsummer's Night Dream* (directed by Michael Hoffman, 1999)
 - *Much Ado About Nothing* (directed by Kenneth Branagh, 1993)
 - *Othello* (directed by Oliver Parker, 1995, with Laurence Fishburne) *Romeo + Juliet* (directed by Baz Luhrman, 1996)
 - Other related titles:
 - ✓ *Looking for Richard* (directed by Al Pacino, 1996; a sort of drama-documentary on the implications of staging Richard III)
 - ✓ *Shakespeare in Love* (directed by John Madden, 1998; a recreation of the life and loves of the Bard)
 - ✓ *In the bleak midwinter* (directed by Kenneth Branagh, 1995; a third-rate company stages *Hamlet* in a chapel in the middle of nowhere...)
 - *Shakespeare: the animated tales* - 3 DVDs (Tragedy, Comedy and History) featuring twelve 30 minute animations of the most famous plays. Recipient of 3 Grammy awards. Distributed by Metronome Distribution Ltd (1992).
 - *Shakespeare Retold* (a collection of DVDs produced by the BBC, 2007; histories, tragedies and comedies)

RECOMMENDED BOOKS

- ❑ Most of the books recommended in the 1ST, 2ND and 3RD ESO curricula are also appropriate to 4TH ESO students. Your library should offer students a variety of books covering different levels of difficulty and themes.
- ❑ Books marked with a ☉ are historical novels, set in a interesting historical background or showing geographical interest.
- ❑ Those marked with a ☒ provide interesting links to Science.
- ❑ <http://www.cool-reads.co.uk/default.asp> This website was originally launched by Tim and Chris when they were 11 and 13. It is child-friendly created by and for children. You can find over 2500 book reviews written by 11-15 year old children in a friendly website showing clear categories

FICTION

AUTHOR	TITLE	PUBLISHING Co	COMMENTS
ADLINGTON, L.J.	☒ THE DIARY OF PELLY-D	Hodder 2007	Under the rubble of City Five a demolition worker finds the diary of Pelly-D, the unwitting chronicle of a society demise through genetic classification and genetic cleansing.
AITKEN, JANE	THE SHADOW GUESTS	Red Fox 1992	Cosmo is a lonely boy, struggling to come to terms with the recent deaths of his mother and brother. While visiting his mathematician aunt, he encounters the 'shadow guests' who help him to understand his family's past.
ALMOND, DAVID	CLAY	Hodder 2007	David and Geordie are growing up in Tyneside when thy meet Stephen Rose, who has had a disturbed past. Stephen makes a clay monster that will obey its creators... the "good" Davie and the "evil" Stephen...
ALCOCK, VIVIEN	☒ THE MONSTER GARDEN	Heinemann Educational Secondary Division 1992	Frankie, the only girl in a family of brilliant scientists, feels unwanted and unloved. But her life changes dramatically when she acquires some living tissue from a genetic engineering laboratory and grows her own loving monster. Mixed ability. Drama version (Heinemann Educational Secondary Division)

ALLARD, HARRY	MISS NELSON IS MISSING	Shcolastic 1984	The sudden absence of their teacher leads a class of primary pupils towards a hilarious series of misunderstandings.
ALLEN-GRAY, ALISON	<input checked="" type="checkbox"/> UNIQUE	Oxford University Press 2004	Dominic is a disappointment to his father. One day he discovers that he had a brilliant brother who died before he was born. He also discovers that he is his brother's clone.
ALMOND, DAVID	SKELLIG	Laurel Leaf 2001	<p>Michael's baby sister's heart is sick. Her condition becomes life-threatening and the family faces the nightmare of an operation to save her life, Michael turns to his new friend Mina and the strange being, Skellig, who has been living hidden in the garage at the family's new home.</p> <p>Average/high ability. Audio version. Drama Version (Hodder Children's Books)</p> <p>A variety of resource and free downloads: http://www.teachit.co.uk/pdf/skelsmoo1.pdf http://www.teachit.co.uk/pdf/skellig2.pdf http://www.teachit.co.uk/pdf/skellig3.pdf http://www.teachit.co.uk/pdf/skellig4.pdf http://www.teachit.co.uk/pdf/skellig5.pdf http://www.teachit.co.uk/pdf/skellrev.pdf http://www.teachit.co.uk/pdf/skelgram.pdf http://www.teachit.co.uk/pdf/skell.pdf http://www.teachit.co.uk/pdf/skelsmoo2.pdf http://www.teachit.co.uk/pdf/skelsmoo3.pdf http://www.teachit.co.uk/pdf/skelsmoo4.pdf http://www.teachit.co.uk/pdf/skelsljl.pdf http://www.teachit.co.uk/pdf/1050.pdf</p>
ALMOND, DAVID	THE FIRE EATERS	Hodder Children's Books 2004	Thought-provoking book set in 1962, this book is about the perfect life of an 11 year old boy which starts to go wrong. Nuclear world is about to break between US and the Soviet Union. And who is the mysterious fire eater street performer? What does he want from Bobby?

ARDAGH, PHILIP	THE FALL OF FERGAL	Faber 2002	Philip Ardagh charts the extraordinary changes in fortune of the downtrodden McNally family. The setting is an unidentified country suffering from an unexpected breakout of large holes. The McNally children find themselves in The Dell Hotel, the venue for the final of the Tap 'n' Type typing competition, surrounded by a strange assortment of characters ranging from Twinkle-Toes Tweedy, the house detective, to Mr. Peach, a ventriloquist with a very large moustache. With young Fergal McNally falling to his death at the very beginning, the only way for the McNallys is up . . .
ASHWORTH, SHERRY	DISCONNECTED	Harper Collins 2002	A middle class girl who has it all: good marks, understanding parents, etc. Suddenly, 17 year old Cath has the feeling that nothing is real and loses her way. Written in epistolary style, this is a novel to reflect on the pressures of young people.
BAWDEN, NINA	THE FINDING	Puffin Books 1987	Alex doesn't know his birthday because he was found abandoned next to Cleopatra's Needle, so instead of a birthday he celebrates his finding. Wide ability.
BLACKMAN, MALORIE	<ul style="list-style-type: none"> • NOUGHTS AND CROSSES • KNIFE EDGE • CHECKMATE 	Doubleday 2001	A story in three instalments dealing with racism, social class and love in a near future where whites are the minority and blacks hold the power.
BLUME, JUDY	TALES OF A 4TH GRADE NOTHING	MacMillan Children's Books 2003	<i>Tales of a Fourth Grade Nothing</i> and its cousins (<i>Superfudge</i> , <i>Fudge-a-mania</i> , and <i>Otherwise Known as Sheila the Great</i>) have entertained children since they first appeared in the early 1970s. The books follow Peter Hatcher, his little brother Fudgie, baby sister Tootsie, their neighbour Sheila Tubman, various pets, and minor characters through New York City and on treks to suburbs and camps. <i>Tales of a Fourth Grade Nothing</i> is the first of these entertaining yarns. Peter, because he's the oldest, must deal with Fudgie's disgusting cuteness, his constant meddling with Peter's stuff, and other grave offenses, one of which is almost too much to bear. All these incidents are presented with the unfailing ear and big-hearted humor of the masterful Judy Blume.

BOWLER, TIM	RIVER BOY	Oxford University Press 2006	Grandpa is dying. He can barely move his hands any more, but, stubborn as ever, refuses to stay in hospital. He's determined to finish his last painting, 'River Boy', before he goes. A poignant story that explores the subject of grief and loss in an accessible and affecting way
BRANFORD, HENRIETTA	© FIRE, BED AND BONE	Delacorte Press Books for Young Readers 2002	The Peasants Revolt of 1382 told through the eyes of a dog. Audio version.
BRESLIN, THERESA	© WHISPERS IN THE GRAVEYARD	Mammoth 2000	Scottish legends and historical fact. It is also, however, the story of a child coming to terms with himself and who he is through his misunderstood learning difficulty, dyslexia, and the discovery of his father's alcoholism. Mixed ability. Audio version. Different resources and free downloads. http://www.teachit.co.uk/pdf/wks1.pdf http://www.teachit.co.uk/pdf/wks2.pdf http://www.teachit.co.uk/pdf/wks3.pdf http://www.teachit.co.uk/pdf/wks4.pdf http://www.teachit.co.uk/pdf/wks5.pdf http://www.teachit.co.uk/pdf/wks6.pdf http://www.teachit.co.uk/pdf/wks7.pdf http://www.teachit.co.uk/pdf/wks8.pdf http://www.teachit.co.uk/pdf/wks9.pdf http://www.teachit.co.uk/pdf/wks10.pdf http://www.teachit.co.uk/pdf/wks11.pdf http://www.teachit.co.uk/pdf/wks12.pdf http://www.teachit.co.uk/pdf/whispsow.pdf
BUTCH, M.B.	FLUSHED INTO SPACE	Unreliable Editions 2003	Marky sets out to find out whether the rumour at her new school, St Else, is true: there is black hole in the girls toilet and whenever you flush it, you run the risk of being launched into outer space.
BYARS, BETSY	THE 18TH EMERGENCY	Red Fox 2000	It's about two lads who have thought of a way to stop every emergency they can think of, but not how to stop Marty Hammerman beating them up, this is the eighteenth emergency. It's very funny and read it if you want a good enjoyable book to take up some of your free time.

BYARS, BETSY	MCMUMMY	Red Fox 1995	Mozie enjoys his part-time job caring for the "experimental" plants in the greenhouse of scientist Dr. Orloff. But when Mozie is left in charge of the plants while Dr. Orloff is out of town, one plant sprouts a massive mummy-shaped pod. The pod emits a strange humming noise and seems, inexplicably, to have some sort of mysterious control over Mozie...
COLEMAN, MICHAEL	WEIRDO'S WAR	Orchard Books 2003	Daniel, known as Weirdo, enjoys maths problems and being on his own. Tosh is the opposite, seeing friends and picking on others, especially Daniel. Once they are together and fall into a cave, they forget their differences. Suitable for mixed ability.
COLFER, EOIN	ARTEMIS FOWL	Heinemann 2001	No human being had ever got the better of a fairy. But Artemis Fowl, a criminal genius, is determined to get hold of the famous fairy gold and puts his brilliant master plan into action. But there are no ordinary fairies. Written with a fantastic sense of pace, this novel contains everything children look for in a book-humour, adventure, excitement, blood and gore, and its impossible to put down. Free teaching resources at: www.heinemann.co.uk/literature
COLFER, EOIN	THE ARTIC INCIDENT	Heinemann 2002	In this sequel, Artemis Fowl must go to seek his long-lost father and continue his adventures along with his Haven partners
COLFER, EOIN	THE ETERNITY CODE	Heinemann 2003	Fowl must recover his latest invention from the evil hands of Spiro, a greedy and immoral businessperson. Again, he will try to find the help of Holly and the rest of the gang.
COLFER, EOIN	THE OPAL DECEPTION	Heinemann 2005	In this book, it is the fairy people who require Artemis' aid to fight Opal's comeback as the direct threat they have to face yet.
COLFER, EOIN	THE WISH LIST	Heinemann 2007	Meg Finn is in a sticky situation. Killed in a gas explosion after a botched robbery attempt, Meg's soul is up for grabs. Heaven and Hell try every trick in the book to claim it, but Meg has a choice- helping a lovely old man complete task on his wish list will help his case with St. Peter. But, will she take it?
COTTRELL BOYCE, F	MILLIONS	Macmillan Children's Books 2004	This book combines fact and humour. A tale of two brothers who look ordinary children. One of them knows a great deal about Saint and the other finds a large amount of cash. The narrator is the younger brother who has a form of Autism

CROSS, GILLIAN	CALLING A DEAD MAN	Oxford University Press 2002	Packed with action and mystery, this thriller is about the search for the truth of how John, an explosives expert, died in an accident in Russia by her sister and a friend. Some people are very interested that the truth of John's death is not discovered.
CROSS, GILLIAN	THE DARK GROUND	Oxford University Press 2003	Robert Doherty is in an airplane on his way back from holiday. This is his last memory before he finds himself alone and naked in the middle of a thick dark jungle. But he is not alone
DAHL, ROALD	CHARLIE AND THE CHOCOLATE FACTORY	Puffin Modern Classics 2001	Charlie is a poor boy, always hungry. Then he goes inside the factory. But the marvellous factory holds more than simple sweets. Followed by Charlie and the Glass Elevator Audio version . Drama version (Puffin Books). Film. Different resources and free downloads. http://www.teachit.co.uk/pdf/chocwar1a.pdf http://www.teachit.co.uk/pdf/chocwr1.pdf http://www.teachit.co.uk/pdf/chocres2.pdf , http://www.teachit.co.uk/pdf/chocres3.pdf http://www.teachit.co.uk/pdf/chocres4.pdf
DAHL, ROALD	THE WITCHES	Random House 2001	When the narrator's parents die in a car crash, he is taken in by his cigar-smoking Norwegian grandmother, who has learned a storyteller's respect for witches and is wise to their ways. The bond between the boy and his grandmother becomes the centrepiece of the tale. Lower/intermediate ability. Audio version Drama version (Puffin Books)
DAHL, ROALD	THE BFG	Puffin Books 2001	Sophie is kidnapped from the orphanage where she lives by the Big Friendly Giant (or, the B.F.G.) after she spots him performing his job of blowing good dreams into the minds of sleeping children. Sophie is happy with the giant, who takes her back to Giantland with him, but there are some not-so-very-nice giants who also live in Giantland, and all they want to do is race around the world and eat "human beans." Will Sophie and the B.F.G. be able to defeat the bad giants and protect the people of Earth?
DAHL, ROALD	JAMES AND THE GIANT PEACH	Puffin Books 2000	Life isn't much fun for James Henry Trotter. He lives with his two miserable old aunts who aren't exactly friendly, in fact they are horrible! Just when he begins to feel there is no hope for him, something truly incredible happens. Thanks to a giant peach James begins an adventure that leads him to find the happiness he has always wanted.

DEJONG, MEINDERT	© THE HOUSE OF SIXTY FATHERS	Puffin Books 1971	Based on the true story of Tien Pao, a Chinese boy who loses his parents when the Japanese invade China. He has to learn to fend for himself, with the only company of a pet pig.
DONNELLY, JENNIFER	A NORTHERN LIGHT	Harcourt 2004	Mattie Gokey is a talented young girl with a gift for words, driven by her ambition of going to college and, someday, becoming a writer. But can she actually realize her dream with so many obstacles in her way ? Through the story of fictitious Mattie Gokey, you get an insight into how it was for young girls growing up in small town northern U.S.A. in the early nineteen-hundreds and the different ways of life at that time.
ELBOZ, STEPHEN	THE TOWER AT MOONVILLE	Oxford University Press 2003	Nathan and Sam, two orphans, agree to swap places. Sam will join a circus seeking for adventure while Nathan will go to an unusual school in search of education and trying to escape his wicked uncle, the vermin catcher.
ETRA, JONATHAN	ALIENS FOR BREAKFAST	Red Fox 1991	Richard knows he's not in for an ordinary day when a tiny, wisecracking alien freedom fighter climbs out of his cereal bowl. In this fast and funny sci-fi adventure the alien enlists Richard's help to foil a deadly enemy who is cleverly disguised as the new kid in homeroom.
FARMER, PENELOPE	CHARLOTTE SOMETIMES	Bodley Head 1992	Charlotte goes off to boarding school and suffers from all the confusion and shyness of a new girl. At first she thinks this is why she has difficulty in remembering names and faces. But then she realizes that something odd has happened: she's slipped back to 1919 and become a girl called Clare.
FINCHLER, JUDY AND O'MALLEY, KEVIN	TESTING MISS MALARKEY	Walker and Company 2000	The new school year brings standardized testing to every school and Miss Malarkey's is no exception. Teachers, students, and even parents are preparing for The Test -- The Instructional Performance Through Understanding (IPTU) test -- and the school is in an uproar. Even though the grown-ups tell the children not to worry, they're acting kind of strange. The gym teacher is teaching stress-reducing yoga instead of sports in gym class. Parents are giving pop quizzes on bedtime stories at night. The cafeteria is serving "brain food" for lunch. The kids are beginning to think that maybe the test is more important than they're being led to believe.
FINE, ANNE	GOOGLE-EYES	Puffin Books 1990	Kitty tries to stop her parents' divorce. She hates her crazy mum's boyfriend, Google-eyes. Humorous and insightful.

FINE, ANNE	TULIP TOUCH	Puffin Books 1997	A little girl called Tulip who suffers mental and physical cruelty at home. Her continued bad behaviour is a cry for help which is not answered. The story is written through the eyes of her best friend Natalie. Low to middle ability. Audio version. Drama version (Collins Educational) www.standards.dfes.gov.uk/keystage3
FITZHUGH, LOUISE	HARRIET THE SPY	Gollancz 1997	Harriet M. Welsch is an 11-year-old girl who spends her days going to school, playing with friends, and spying on strangers. Determined to be a spy/writer when she grows up, Harriet records her brutally honest thoughts and observations in a series of notebooks. A groundbreaking work, HARRIET THE SPY features a female main character who, although bossy, cynical, and rude, is also likeable and sympathetic. * There is a guide to use this book in the classroom, by Donna H. Rice and Louise Fitzhugh.
FORDE, CATHERINE	FAT BOY SWIM	New Longman Literature 2004	The boy is more than overweight and there is a mystery in his life. Through perseverance and determination he turns into an athletic swimmer. The emotional journey of the school outcast.
FRENCH, JACKIE	© HITLER'S DAUGHTER	Collins 2001	Did Hitler's daughter really exist? Young readers are about to find out in this story about a young girl who is sheltered from the horrors of war, but will eventually have to face them.
GAIMAN, NEIL	CORALINE	Bloomsbury 2003	Coraline is a bizarre scary short tale of a girl who moves into an old house where she discovers a mysterious door. She manages to unlock it to discover a dark hallway. She finds world like her own but everything is twisted: she finds a possessive mother and father who have buttons for eyes and are reluctant to let her leave.
GANTOS, JACK	JOEY PIGZA SWALLOWED THE KEY	HarperTrophy 2000	The story of Joey Pigza, a seriously hyperactive boy who has been living with his grandmother since being abandoned by both his mother and father. When Joey's mother returns, Joey must find a way to let her back into his life while also dealing with more and more problems at school.
GARNER, ALAN	THE OWL SERVICE	Collins 1995	Winner of both the Guardian award and the Carnegie medal, this is an all-time classic, combining mystery, adventure, history and a complex set of human relationships

GIBBONS, ALAN	© SHADOW OF THE MINOTAUR	New Longman Literature 2004	This book combines Greek mythology with fantasy and computer games. Phoenix dislikes his new home and he is being bullied at his new school. His father is designing a computer game, The Legendeer, which he is allowed to test. He plays the part of the Greek hero Theseus and somehow he is sucked into the game.
GIBBONS, ALAN	THE EDGE	Collins Educational 2004	Danny and Cathy only just escape from Chris after he has been abusing them. They go to their grandparents but Danny finds out that his grandfather never wanted him and the place they live is a very racist town as Danny quickly finds out.
GILSON, JAMIE	THIRTEEN WAYS TO SINK A SUB	HarperTrophy 1999	Hobie Hanson's fourth grade class has a substitute teacher that's never taught before! It's the boys against the girls and the first team to make Miss Ivanovitch cry is the winner . . . but for the losers, it's a fate worse than death.
GRAY, KEITH	MALARKEY	Red Fox 2003	New in town, Malarkey finds that he has fallen in a muddled trap. It is his first day at school and he has 24 hours to clean his name. Will he be able to face the 'Adidas gang'?
GRAY, KEITH	THE RUNNER	Young Corgi 2005	Well illustrated and written in simple language, this is the story of Jason, a boy who is fed up with his parents' arguments and decides to run away from home. He takes a train where he meets another 'runner'.
GREEN, BETTE	© SUMMER OF MY GERMAN SOLDIER	Puffin Modern Classics 2006	The relationship between a Jewish girl and a German Prisoner of War, set in America's Deep South.
GRIMES, NICK	BRONX MASQUERADE	Puffin Books 2003	While studying the Harlem Renaissance, a group of high school students is inspired to create and share their own poetry. This collection of 18 poems explores their thoughts, feelings, fears, and hopes. Winner of the 2003 Coretta Scott King Author Award.
GROSS, PHILIP	© THE LASTLING	Oxford University Press 2005	Paris is on a trek in the Himalayas with her uncle and her uncle's friends. On the way they come across a young Tibetan monk, Tahr, who reluctantly joins their party. You can see how strange Uncle Franklin is, when, near the start of the book, he shoots what is believed to be the last pair of pink headed ducks alive, and rejoices in the "exquisite" feeling you get from eating them. Paris realises her uncle and his friends are a strange, gourmet club, who hunt down and eat the rarest possible animals..

HADDON, MARK	THE CURIOUS INCIDENT OF THE DOG IN THE NIGHT TIME	Red Fox 2004	This unusual detective novel is about 15 year old Christopher who lives with his father and has Asperger's Syndrome, a form of autism. He is obsessed with maths, science and Sherlock Holmes but finds it hard to understand other people's feelings. When he discovers a dead dog on a neighbour's lawn he decides to solve the mystery and write a detective thriller about it.
HARTNETT, SONYA	THURSDAY'S CHILD	New Longman Literature 2002	This book is all about how Harper, a young girl, and her family struggle to live in a barren and infertile landscape. The book is also about Tin, the 4th child of the family. Like the old nursery rhyme Tin is a 'Thursday's Child', who has "far to go", pre-destined to roam. But Tin's wanderings take him underneath the earth, into the subterranean tunnels he digs for himself
HESSE, KAREN	▣ THE MUSIC OF DOLPHINS	Oxford University Press 2004	Mila is a feral girl who has lived with dolphins since she was 4. A group of scientists rescue her and teach her to live among humans. Mila is fascinated by all her discoveries but she misses her life in the Ocean.
HIAASEN, CARL	HOOT	Macmillan Children's Books 2004	Roy's story begins when he is being mashed up against the window of the school bus by bully Dana. He spots an athletic bare-footed boy running away from the bus and wonders where he is going. Mother Paula's Pancake House was going to be built near Roy's house. But there are obstacles for the builders to get over before they can start. Curly the foreman is having problems with what he thinks could possibly be local teenagers and vandals who put alligators in the portable toilets. On the construction site are loads of holes which Roy soon discovers are burrows of very small owls. He wonders if and how all of the mysteries fit together and could any of it be to do with the run away boy?
HILL, SUSAN	I'M THE KING OF THE CASTLE	New Longman Literature 2000	Disturbing story, it deals with one child's persecution by another and how it comes about. Mr. Hooper's son, Edmund, does not want any other boy in the ugly, isolated Victorian house. It is his house, he is King there. But Kingshaw still comes, with his bright genteel mother. Hooper hates him. He is an intruder, to be subtly persecuted. Hooper learns fast how to turn the most ordinary object into a source of terror. Like a frightened animal, Kingshaw runs. This edition includes a programme of study.
HOROWITZ, ANTHONY	GROOSHAM GRANGE	Walker Books Ltd 1995	Groosham Grange is where David is sent by his parents as a last resort, a very weird school indeed. Mixed ability. Audio version.

HOROWITZ, ANTHONY	POINT BLANC	New Longman Literature 2004	Reluctant MI6 agent, Alex is going undercover to Point Blanc Academy, a school for rebellious rich male teenagers. He goes there because of the supposedly accidental deaths of two of the world's richest people, both having sons attending Point Blanc.
HOROWITZ, ANTHONY	SKELETON KEY	Scholastic 2004	Someone is trying to sabotage the Wimbledon championships. MI6 sends its best agent, teenage spy, Alex Ryder, to discover who could be behind the plot. Armed with some brilliantly disguised gadgets, can he outwit a murderous Chinese gang, a great white shark and an insane Russian bent on destroying the world. Free teaching resources are available on www.heinemann.co.uk/literature under: Skeleton Key.
HOROWITZ, ANTHONY	STORMBREAKER	New Longman Literature 2004	First part of a series of books featuring the same character. At three o'clock one morning 14 year old Alex learns that his uncle Ian has died in a car crash. Alex is not convinced it was an accident and sets out to investigate. In the course of the dramatic events that follow Alex becomes a reluctant spy forced to join the adult world of espionage, corruption, and betrayal. It has all the hallmarks that made James Bond exciting and appealing.
HOWE, DEBORAH AND JAMES	BUNNICULA: A RABBIT TALE OF MYSTERY	Hodder Children's Books 2000	Harold the dog and Chester the cat are the contented pets of the kind Monroe family. Their life is gentle and quite--until the Monroes bring home a new pet, a rabbit they've named Bunnacula because they found it at the local movie theatre while watching a screening of DRACULA. Bunnacula looks like your run-of-the-mill bunny to Harold, but Chester insists that Bunnacula has fangs, and the black markings on his white fur make it look like he's wearing a cape. Then something strange starts happening...
HOY, LINDA	YOUR FRIEND REBECCA	Red Fox, Collins Educational 1983	Motherless and friendless, Rebecca feels isolated and depressed. At the school drama-group she begins to regain control of her life and rebuild the relationship with her father. All abilities.
IBBOTSON, EVA	☐ ◎ JOURNEY TO THE RIVER SEA	New Longman Literature 2003	Accompanied by her straight-backed governess, Maia leaves her orphan school in London to live with some relatives in South America. Her family is eager to welcome her, but their reasons are financial. Maia will find unexpected friends and meet peculiar people. And the jungle is right there! This story, set at the turn of the 20th century, is full of adventure and discovery. This edition includes a programme of study.

JARMAN, Julia	HANGMAN	Collins 2000	Danny is a bit of a swot, old-fashioned, and gets bullied by the other boys. On a school trip to France, the bullies play tricks on Danny culminating in making him miss the coach back from a day trip. Danny is lost in France.
JINKS, CATHERINE	© PAGAN'S CRUSADE	OUP 1993	The first book in the highly amusing, award-winning Pagan Chronicles. Entertaining historical fiction, set in twelfth century Jerusalem -- the time of the crusades. Pursued by some rather unsavoury (and unwashed) characters from the Jerusalem slums, sixteen-year-old Pagan Kidrouk has a cunning idea to avoid paying his debts - he'll join the order of the Templars. But it's out of the frying pan and into the fire, when he's assigned as squire to Lord Roland.
JOHNSON, PETE	DIARY OF AN (UN)TEENAGER	Barrington Stoke 2004	Addressed to young teenagers, this book is Spencer's diary who is shocked at the changes his best friend Zac is undergoing: he suddenly cares about girls, skateboarding and trainers.
JOHNSON, PETE	THE PROTECTORS	Puffin Books 2002	Josh and Andy start an anti-bullying counsel at school just for fun, but they become really good at it. Are they the new abusers?
KEANEY, BRIAN	JACOB'S LADDER	Hodder 2007	Jacob wakes up in the middle of a field with no memories of how he came to be there. The only thing he can remember is his name. Is he alive or dead? Virgil, a mysterious guide, takes him to a featureless place called Locus and thus Jacob becomes part of a mass of people resigned to try and piece together their memories.
KLASS, DAVID	YOU DON'T KNOW ME	New Longman Literature 2004	John feels as though nobody knows him, not his friends who are not friends, not even his own mother. Because John is undergoing a secret struggle, against the man who is not his father, who beats him when no-one, is around, who threatens him and who has turned his home into a war zone. How can anyone know John, when he is undergoing a secret struggle for his life?
LAIRD, ELIZABETH	SECRET FRIENDS	Hodder Children's Books 2000	Lucy, the book's narrator, has to choose whether to be friends with Rafaella (also known as Earwig), or the cool girls. This is a book that deals well with real feelings and real children - the good guys aren't always good, the bad guys are typical children - thoughtless, rather than malicious, which in no way changes the consequences of their acts.

LAIRD, ELIZABETH	THE GARBAGE KING	Heinemann 2004	Mamo's mother dies and his sister can't take proper care of him. An unknown uncle appears to help him but kidnaps and sells him as a slave in the countryside. He manages to escape and meets a runaway rich boy from Addis Abbaba. They will support each other to survive. A brave and honest book.
LAIRD, ELIZABETH	A LITTLE PIECE OF GROUND	Macmillan 2004	The Palestinian conflict superbly analysed from the perspective of 12 year old Karim Aboudi, who lives with his family in Ramallah. Fast paced and non-judgemental, this is another great work by Elizabeth Laird.
LAWRENCE, CAROLINE	<p>◎ THE ROMAN MYSTERIES</p> <ul style="list-style-type: none"> • THE THIEVES OF OSTIA • THE SECRETS OF THE VESUVIUS • THE PIRATES OF POMPEII • THE ASSASSINS OF ROME • THE DOLPHINS OF LAURENTUM • THE TWELVE TASKS OF FLAVIA GEMINA • THE ENEMIES OF JUPITER 	Orion Children's	<p>Lots of adventure, historical facts, everyday life and cultural issues. Each book develops a thrilling adventure set in 1st century. Flavia Gemina is the daughter of a ship's captain and she is brilliant at solving mysteries along with her friends: a Jewish boy, an African slave girl and a mute beggar boy.</p> <p>Audio version: The Thieves of Ostia and The Enemies of Jupiter The Gladiators from Capua , The Colossus of Rhodes, The Stranger from Sparta, The Sirens of Surrentum and The Charioteers of Delphi will be soon published. Up to 18 books have been planned.</p> <p>http://www.romanmysteries.com: This site gives reviews of the books, background and historical information, links to Roman issues, information on social structure, daily life, mythology, entertainment and leisure. Some resources for teachers are also included.</p>
LAYTON, G	THE FIB AND OTHER STORIES	Macmillan Children's Books 2001	<p>A collection of ten short stories about growing up in a northern town in the 1950s. Lower ability group.</p> <p>This unit is built around 2 short stories -'The Fib' and 'The Mouth-organ Boys'- and a novel - 'The Lottie Project'. (part of a series on transition from Y4 to Y5). Free download from:</p> <p>http://www.standards.dfes.gov.uk/literacy/teaching_resources/resources/404145/404201/y5t1n_structure.PDF</p>

LEWIS, C.S.	THE COMPLETE CHRONICLES OF NARNIA: <ul style="list-style-type: none"> • THE MAGICIAN'S NEPHEW • THE LION, THE WITCH AND THE WARDROBE • THE HORSE AND HIS BOY • PRINCE CASPIAN • THE VOYAGE OF THE 'DAWN TREADER' • THE SILVER CHAIR • THE LAST BATTLE 	Collins 2000	The story begins when the Pevensie siblings (Peter, Susan, Edmund, and Lucy) escape the dangers of World War II-era London by relocating to the country home of family friend Professor Kirke. One day, while playing hide-and-seek, Lucy hides in an old wardrobe and finds herself transported to the world of Narnia, a magical land frozen in eternal winter by the evil White Witch...
LIVELY, PENELOPE	© THE GHOST OF THOMAS KEMPE	Puffin Books 2003	An English cottage; a 17th c. ghost sorcerer and a boy who becomes his apprentice. Lots of trouble. All abilities. Audio version. Suggested activities. Free download from: http://www.teachit.co.uk/pdf/1177.pdf
LOWRY, LOIS	THE GIVER	Collins 2003	Set in a completely controlled, soothingly pleasant society, THE GIVER takes readers into a world free of such things as conflict, hate, and disappointment. At age 12 all residents are given their Assignment, or their adult role in the community--some are Nurturers who care for the young children, others are Labourers, still others are Doctors, and so on. Jonas, however, is given a very special Assignment; he is the new Receiver, which means that he will hold all the memories of life. The retiring Receiver, who will now be known as The Giver, will literally place these memories into Jonas' mind...
LOWRY, LOIS	© NUMBER THE STARS	Collins 1991	IN 1943 Copenhagen, under Nazi occupation, Annemarie is faced with the horror of ethnic cleansing when her best friend, a Jew, is threatened to be sent to a death camp.
MCCAUGHREAN, GERALDINE	© THE KITE RIDER	Oxford University Press 2002	Haoyou is a boy who flies strapped to a huge kite. This fast moving story is set in a well-researched 13th c China. Unique.

MACPHAIL, CATHERINE	TRIBES	Penguin 2001	The story is about how teenage Kevin comes to join the Tribe and what they do. At first the Tribe seems to be good fun but then he starts to see it as a much darker side. There is a lot of rivalry between the gangs and Salom is not always as nice as he seems, even though Kevin comes to be his best friend. There is also a lot of suspicion throughout the book, surrounding the death of a boy who used to be in the Tribe called Stash.
MACPHAIL, CATHERINE	WHEELS	Heinemann 2005	James is confined to a wheelchair after an accident where his father died. It is a bit shocking to discover that the boy who caused the accident is not dead.
MADDOCK, REGINALD	DRAGON IN THE GARDEN	Heinemann Educational Secondary Division 1976	Jimmy first went to school at 13. The novel tells of his problems with both the masters and the boys. Foundation ability. Aimed at the reluctant reader.
MAGORIAN, MICHELLE	© GOODNIGHT, MR TOM	Longman 2000	Willie Beech is evacuated from London and must face a strange new life in the country living with Mr Tom. *Supplementary resources at http://www.standards.dfes.gov.uk/keystage3/respub/en_groupread/
MARK, JAN	RIDING TYCHO	Hodder 2007	Until she meets the political prisoner, Demetria has never questioned her repressive island existence. Escape is possible but only through the unthinkable: learning to swim...
MORGAN, NICOLA	MONDAYS ARE RED	Hodder Children's Books 2002	The story is about how Luke uses his new-found powers after he has woken from his coma. He has the ability to change things and he sees the whole world in a different way. What he doesn't realise however, is how dangerous an over reactive imagination can be, and who will pay the price for his strange new powers which he doesn't know how to use. An excellent read for adults as well as teenagers
MORPURGO, MICHAEL	THE BUTTERFLY LION	Collins 2003	An easy to read book about a boy who befriends a lion cub. They must part: the boy to England and the lion to a circus.

MORPURGO, MICHAEL	◎ PRIVATE PEACEFUL	Collins Educational 2005	World War I breaks out in Europe. At first Thomas and Charlie Peaceful just ignore it. When Charlie is called up to do his part in the war, his little brother Thomas goes with him pretending to be his twin. They go through bootcamp and train. They learn to fire a gun and dig holes, but nothing can prepare them for the horrors they are about to encounter on the front line in France... One year earlier Charlie and Tommo are in love...with the same girl. This creates tension between the brothers and Tommo can feel their relationship slipping away slowly...but who will win Molly's heart? And who will win the war?
MORPURGO, MICHAEL	◎ KENSUKE'S KINGDOM	Scholastic 2004	Michael is stranded on a desert island with his dog and struggles to survive. He soon realises there is someone close by, someone who is watching over him and helping him to stay alive. All abilities. Audio versions. Study pack: free download from: http://www.teachit.co.uk/pdf/kens7642.pdf Transition unit from Y6 to Y7 English units of work. The main objective is to ensure that pupils can use a reading journal. Other readers are involved. Free download from: http://www.standards.dfes.gov.uk/literacy/publications/transition/63509/units_english.PDF Reading Journal devised by Lancashire County Council. Two free downloads from: http://www.lancsngfl.ac.uk/nationalstrategy/literacy/files/KKReadingJournalHandbook.pdf and http://www.lancsngfl.ac.uk/nationalstrategy/literacy/files/KKReadingJournal.pdf
MORPURGO, MICHAEL	WHY THE WHALES CAME	Mammoth 1994	Gracie and Daniel discover that the Birdman is not crazy as everyone says. There is a curse on an abandoned island. First World War. A missing father. Audio version. Two files of activities. Free downloads: http://www.teachit.co.uk/pdf/whalesyo1.pdf and http://www.teachit.co.uk/pdf/whalesyo2.pdf Transition unit Y6 to Y7 in which this novel is the first of two by different authors to be compared. Free download from: http://www.standards.dfes.gov.uk/literacy/publications/transition/63509/y6-7_2003.PDF

MORPURGO, MICHAEL	ROBIN OF SHERWOOD	Pavilion Books Ltd 1996	Retelling of the story of Robin of Sherwood through the eyes of a small boy. He discovers a horn, bones and a skull and falls in a dream. All abilities. Audio version.
NAUGHTON, BILL	GOALKEEPER'S REVENGE	Puffin Books 1991	A collection of short stories, set in England in the 60s or 70s. The title story is that of a handicapped boy who overcomes his difficulties. Wide ability. Drama version by Heinemann Educational Photocopiable resources (B & D Publishing)
NICHOLSON, WILLIAM	THE WIND SINGER	New Longman Literature 2004	This book is about The city of Aramant where people are judged by what they do in exams called The High examinations. Everybody has to pass exams and the results determine their living standards. The Hath family from the Orange District, rebels and the precious Wind Singer that protects them from the evil Zars loses its voice. This book is the first in the Trilogy. The next book is Slaves of the Mastery. This edition includes a programme of study. Good for introducing irony and symbolism to lessons discussing individuals versus society, family, friendship and education.
NIMMO, JENNY	THE RINALDI RING	Mammoth 1999	Eliot has just lost his mother and moves to England with his father. While he tries to undercover the secret of the ghost that inhabits their house, Eliot finds a way to deal with his own ghosts from the past.
NIX, GARTH	KEYS TO THE KINGDOM SERIES – <ul style="list-style-type: none"> • MISTER MONDAY • GRIM TUESDAY • DROWNED WEDNESDAY • SIR THURSDAY • LADY FRIDAY (August 2007) • SUPERB SATURDAY (2008) 	Collins 2004	A seven book fantasy adventure series. Seven days. Seven Keys. Seven virtues. Seven Sins. One mysterious house is the doorway to a very mysterious world – where one boy unlocks a number of fantastical secrets. Arthur Penhaligon is not supposed to be a hero. He is supposed to die an early death. But then a key shaped like the minute of a clock saves his life

NIX, GARTH	THE OLD KINGDOM SERIES <ul style="list-style-type: none"> • SABRIEL • LIRAEI, DAUGHTER OF CLAYR • ABHORSEN • THE CREATURE IN THE CASE • ACROSS THE WALL (2007) 	Collins 2003	The Old Kingdom, a world of magic and mystery, is the setting for this thrilling fantasy trilogy. Sabriel is an invitation into a magical world of danger and enchantment. It is a world of heroes and villains, engaged in a battle between the forces of good and evil in a land where chaos reigns: a world where the inhabitants wield strange powers and take gruesome and unexpected forms, nothing is quite as it seems.
O'BRIEN, ROBERT C	▣ Z FOR ZACHARIAH	Macmillan Heinemann 1992	A for Adam, Z for Zachariah – the first and last. A 16 year old girl keeps her diary after a nuclear explosion has devastated her country. She thinks she is the only person left alive until the arrival of another survivor.
PAOLINI, CHRISTOPHER	ERAGON	Random House 2004	Eragon is out hunting when he finds a shiny blue stone, which he thinks he will be able to sell to buy meat for his family, but he is wrong . . . the blue stone is in fact a dragon`s egg. This unusual discovery leads young Eragon into a world of magic, adventure and, before long . . . danger!
PAOLINI, CHRISTOPHER	ELDEST	Corgi Children`s Books 2006	In the sequel to <i>Eragon</i> , our protagonist travels to the land of the Elves to complete his training while Alagäesia is shaken by the imminent battle between Galbatorix` forces and the Varden.
PETTERSON, A. R.	FRANKENSTEIN'S AUNT	Heinemann 1987	Humorous tale of Anne Frankenstein visiting her nephew`s castle. Mixed/lower ability
PEET, MAL	KEEPER	Heinemann 2005	Put the Amazon forest, magic, ghosts, and goal-keeping together and you get this gripping story of how el Gato became the best goal keeper in the world
PRATCHETT, TERRY	THE AMAZING MAURICE AND HIS EDUCATED RODENTS	Corgi 2004	Carnegie Medal Winner. Maurice, a streetwise cat, has come up with the perfect scam. Inspired by the Pied Piper tale cat and kid lead a band of rats to town to fake invasions of vermin. The rewards to get the rats out of town are plentiful. It works perfectly until their little con game is sussed.
PRATCHETT, TERRY	THE WEE FREE MEN	Corgi 2003	Young witch-to-be Tiffany Aching is the only one willing and able to fight the Fairyland monsters. But she needs the help of a very special bunch of creatures, the Nac Mac Feegle.
PRATCHETT, TERRY	A HAT FULL OF SKY	Corgi 2004	Tiffany tries to end successfully her training as a witch, but the Nac Mac

			Feeble must cross her path once more.
PRATCHETT, TERRY	WINTERSMITH	Corgi 2007	Two years after the events of <i>A Hat Full of Sky</i> , Tiffany Aching, now 13 years old, is training with the witch Miss Treason. But when she takes Tiffany to witness the secret Dark Morris - the <u>Morris dance</u> that welcomes in the winter, Tiffany finds herself drawn into the dance and joins in. She finds herself face to face with the Wintersmith - the winter himself - who mistakes her for the Lady Summer and falls in love with her...
PULLMAN, PHILIP	CLOCKWORK	Corgi Yearling 2004	Karl, the clockwork master's apprentice, has to contribute a new figure to the great clock of Glockenheim. But when the day comes, what will come out of the clock? Mystery and horror. Mixed ability. Audio version.
PULLMAN, PHILIP	I WAS A RAT	Doubleday 1999	Eight-year-old Roger used to be a rat--even so, he is taken in by Bob and Joan, a nice little couple who live in a nice little house. But when people find out that he used to be a rat, he soon has some very kooky adventures! Will Bob and Joan be able to save him?
RANDOLPH, SUE G.	LOST MY WITS IN THE WEB	Elec-Books 2003	Sharon is unexpectedly offered a part-time job as administrator of her school webpage; the money is not much but the opportunity to do something really exciting attracts her, so she accepts. However, surfing the net is not always as safe and exciting as she thought...
REES, CELIA	© WITCH CHILD	New Longman Literature 2003	Set in 17 th c England. After her grandmother's execution for witchcraft, Mary is grabbed from behind and saved from a similar destiny by a mysterious woman. She helps her she leaves on a boat for America in the hope that she can start over and forget her past. But during the journey, she realises that the past is not so easy to escape. This edition includes a reading programme of study. There is a second installment titled <i>Sorcerers</i> www.standards.dfes.gov.uk/keystage3
REES, DAVID	© THE EXETER BLITZ	Collins Voyager 2003	Colin Lockwood stands on the Exeter cathedral tower during the blitz, after which he engages in a long search for his family.

REEVE, PHILIP	MORTAL ENGINES	Scholastic 2002	London is on the Rampage again, pursuing a small mining town across the dried-up bed of the North Sea. In a world where cities prey on each other, capturing their inhabitants and recycling their parts, Tom embarks on a journey to return to the city that has abandoned him, accompanied by the cold and damaged Hester. Smarties Gold Award Winner.
REID BANKS, LYNNE	THE INDIAN IN THE CUPBOARD	Collins 2003	An old cupboard can change plastic model figures and toys into life if you put them inside and lock it with a special key. Plastic Little Bull comes to life and takes care of a boy. All abilities. Audio version. Film. There are two sequels: Return of the Indian and Secret of the Indian.
RICHARDS, DEB	THIS ISN'T A DAGGER, BUT A COMMON BUTTER KNIFE...	Globe Books for Children 2002	A hilarious spin-off of the Shakespearean tragedy, in which secondary characters assume the main roles, fed up with Macbeth, his lady, Banquo and all the rest of the gang hogging all the protagonism. Nothing to do with Terry Pratchett's <i>Wyrd Sisters</i> .
ROMAN, MARY M.	BLACKSTAR	Lost Editions 2006	One day Darian finds out that his real father is not the humble farmer with whom he has lived for 15 years; determined to uncover the mystery of his identity, he sets out on a trip that will take him all around the magic kingdom of Lagosh. Helped by all sorts of magic creatures, the final discovery of his birth will come as an unexpected and frightening surprise.
ROSOFF, MEG	HOW I LIVE NOW	Puffin Books 2004	Rosoff's story begins in modern day London, slightly in the future, and as its heroine has a 15-year-old Manhattanite called Daisy. Her world changes forever when an unnamed aggressor invades England and begins a years-long occupation
SACHAR, LOUIS	SIDEWAYS STORIES FROM WAYSIDE SCHOOL	Bloomsbury 2004	The Wayside School was supposed to be one story high, with 30 classrooms side by side; instead, it was built sideways, with 30 one-classroom stories. As befits such a strange school, these tales are a bit strange too. In one, Jason is stuck to his seat by a large wad of chewing gum. His teacher tries throwing ice water on him (to chill the gum to brittleness) and turning him upside down. She even contemplates cutting his pants off. Finally, though, he falls from his upside-down position when kissed (ugh!) by one of the girls in the class. Other tales include a bit of a moral, such as the story of Kathy, whose assumption that no one will ever like her is proved right, or the story of Bebe, who draws quickly but without artistic merit. The quirky humour in this book is appealing to children, and it makes a good read-aloud book for the younger set.

SACHAR, LOUIS	HOLES	Bloomsbury 2000	Stanley Yelnats is sentenced to dig holes at Camp Green Lake detention centre for stealing a pair of trainers. Stanley's quest to discover what he is digging for leads to danger and adventure and to a confrontation with his family's past. *Supplementary resources at http://www.standards.dfes.gov.uk/keystage3/respub/en_groupread/
SERRAILLIER, IAN	© THE SILVER SWORD	Puffin Books 1993	It was only a paper knife but it became the symbol of hope which kept four deserted and starving children alive through years of occupation in war-torn Poland. Based on a true story.
SHAN, DARREN	CIRQUE DU FREAK	Collins 2000	One boy's terrifying journey from human to half-vampire to vampire prince. One of a wonderfully gothic and gruesome best-selling series, which will particularly appeal to boys
SHEARER, ALEX	THE LOST	Heinemann 2006	Joe and Jonah are best friends. One day Jonah can't stop a sudden impulse to follow a fire engine and is never seen again. Joe will follow every clue. Full of tension.
SHEARER, ALEX	BOOTLEG	Macmillan Children's Books, 2003	What the world would be like if there was not any chocolate. The Good for You Party has banned it to improve public health. Best friends Smudger and Huntly discover a stock of cocoa and sugar, and they learn how to make it. Their illegal activity is very successful but can they stay ahead of the law?
SHEARER, ALEX	THE GREAT SWITCHEROONIE	Hodder 2007	Bill Harris and Benny Spinks are very different. One day, a freak hair-drying incident turns Bill into a Benny Spinks double. He is offered a job as look-alike and thus comes to meet the real Bill.
SHEARER, ALEX	THE SPEED OF THE DARK	Macmillan Children's Books 2004	Christopher is a young scientist who disappears one day. He leaves a manuscript and a snow globe behind. As a child, Christopher is fascinated by Ernst Eckmann's microscopic sculptures. He visits his gallery often on his way home from school. One day Christopher sees a sculpture move and dance. It even seems to breathe. Is the mysterious disappearance of his friend Poppea a mere coincidence?
SINGLETON, SARAH	CENTURY	Hodder 2006	Trapped in an endless cycle of identical winter days, Mercy and Charity's nocturnal existence is broken by the arrival of a mysterious visitor.
SMUCKER, BARBARA	© UNDERGROUND TO CANADA	Puffin Books 2000	A girl is torn away from her mother and she slaves on a cotton plantation. She dreams of running away to a free land in the North called Canada. Mixed ability.

SPINELLY, JERRY	STARGIRL	Orchard 2001	When 15-year-old Stargirl Caraway starts attending Mica Area High School after years of home-schooling, she creates a sensation. First seen as "an alien," Stargirl soon wins her classmates over with her unusual, but always kind and generous, behaviour. However, when she is recruited to join the cheerleading team, she horrifies her fellow classmates...
STROUD, JONATHAN	THE AMULET OF SAMARKAND	Corgi Children's 2004	When the 5,000-year-old djinni Bartimaeus is summoned by Nathaniel, a young magician's apprentice, he expects to have to do nothing more taxing than a little levitation or a few simple illusions. But Nathaniel is a precocious talent and has something rather more dangerous in mind: revenge. Against his will, Bartimaeus is packed off to steal the powerful Amulet of Samarkand from Simon Lovelace, a master magician of unrivalled ruthlessness and ambition. Before long, both djinni and apprentice are caught up in a terrifying flood of magical intrigue, murder and rebellion. Set in a modern-day London controlled by magicians, this hilarious, electrifying thriller will enthral readers of all ages.
STROUD, JONATHAN	THE EYE OF THE GOLEM	Corgi Children's 2005	Two years have passed since the events of The Amulet of Samarkand and the young magician Nathaniel is rising fast through the government ranks. But his career is suddenly threatened by a series of terrifying crises. A dangerous golem makes random attacks on London and other raids, even more threatening, are perpetrated by the Resistance. Nathaniel and Bartimaeus travel to Prague, enemy city of ancient magic, but while they are there uproar breaks out at home and Nathaniel returns to find his reputation in tatters. Can he rescue it from his Machiavellian adversaries in the government bent on his destruction? A thrilling sequel in which the relationship between the young magician and the djinni remains as teasing and complex as ever.
STROUD, JONATHAN	PTOLEMY'S GATE	Corgi Children's 2006	The conclusion to this wonderful trilogy, in which Nathaniel and Bartimaeus must face again the forces of evil, this time in order to save the whole country from pending disaster. Kitty, who is learning to deal with her newly discovered powers, will help them towards a thrilling and unexpected resolution.

SWINDELLS, ROBERT	© BLITZED	Corgi Children's 2007	On a school trip to a WWII museum, George slips back in time to wartime London.
SWINDELLS, ROBERT	DAZ 4 ZOE	New Longman Literature 2005	2051. Society is divided into a privileged half who lives in fortified suburbs and "the others". Two teenagers from different parts of the city fall in love. This edition adds notes to help student's understanding of key themes and language. This edition includes some support
SWINDELLS, ROBERT	INVISIBLE	Corgi Yearling 2000	Rosie knows that if she walks backwards around a fairy ring she can become invisible and after some persuasion she lets her closest friends in on the secret. Following a series of expensive art thefts from nearby houses, locals begin to suspect Rosie's family--travellers who will move on at the end of summer--and she decides join forces with her invisible friend A spooky tale about a vampire that takes place at the Crow's Nest Hotel, where Fliss and her friends are staying. They think that there's no room 13, but are they sure? ds to do a spot of undercover investigation of her own.
SWINDELLS, ROBERT	ROOM 13	Heinemann 1998	A spooky tale about a vampire that takes place at the Crow's Nest Hotel, where Fliss and her friends are staying. They think that there's no room 13, but are they sure? Free download from: http://www.standards.dfes.gov.uk/literacy/teaching_resources/resources/404155/404229/Y5T1novel.PDF
SWINDELLS, ROBERT	STONE COLD	Heinemann 1997	Link runs away from home leaving behind a stepfather who hates him. He goes to London and finds support in Ginger. This is a disturbing book about homelessness.
TOLAN, M.A.	SURVIVING THE APPLEWHITES	HarperCollins Publishers 2003	Thirteen-year-old Jake Semple seems to be on the road to self-destruction. After accidentally burning down his high school, Jake is sent to live with his grandfather in North Carolina, but the only school that will accept him there is the "Creative Academy"--a home school run by the extremely colourful Applewhite family.
TREASE, GEOFFREY	© THE ARPINO ASSIGNMENT	Walker Books 1989	In 1943, private Rick Weston parachutes into Italy on a dangerous assignment organized by the top secret Special Operations Executive in the was against the Nazis.

UPDALE, ELEANOR	◎ MONTMORENCY	Scholastic Press 2003	Set in Victorian London, both exciting and humorous, the story follows Montmorency, who is put back together by an ambitious young doctor after an accident on one of his thieving trips. Whilst in prison, he devises a scheme sure to make his fortune - the use of the new sewer system for his thieving expeditions. No one knows where he disappears to, and he can vanish almost immediately. It is while he is doing this that he creates a double personality to aid him.
URE, JEAN	BAD ALICE	Hodder 2007	Left with his gran for the holidays, Duffy meets Alice and through reading her story learns about her troubled family.
URE, JEAN	◎ BIG TOM	Collins Red Storybooks 2000	A British family copes with the blitz and with the family cat.
USBAIGH, ISABELLE	BLACK PUDDING	Red and Black Books 1999	Being a vampire is no longer fashionable: wearing evening dress all the time becomes boring, not being able to see how you put on your make-up is inconvenient and you have no real friends. Maledicta decides that enough is enough and that she must do something to become... well, normal.
WAITE, JUDY	FORBIDDEN	Oxford University Press 2004	Elinor has belonged to the True Cause since she was a small girl. And now she is one of the Chosen Ones to be a bride of their master, Howard, on becoming 16. One day she meets Jamie, an outsider, who makes her remember what life was like before joining the sect.
WAUGH, SYLVIA	THE MENNYMS	Red Fox 2001	The Mennymys, a family of life-sized rag dolls, have lived in their house for 40 years. They are determined to remain in their house by making the rest of the world believe they are human. By using disguises for going outside and relying on correspondence, they do a pretty good job. Their predictable and humdrum lives are turned upside-down when a letter arrives from a distant relative of their landlord, saying he plans to visit them. How can the Mennymys keep their 40-year secret intact?
WESTALL, ROBERT	◎ BLITZCAT	Limelight	The Blitz in Britain, seen from the point of view of a cat. Original, to say the least.
WESTALL, ROBERT	◎ THE MACHINE GUNNERS	Macmillan Children's Books 2001	David collects war souvenirs. One day he comes across a crashed German Heinkel with its machine gun and ammunition intact.
WILSON, JACQUELINE	BAD GIRLS	Corgi Yearling 2006	Mandy, a ten year old over-protected girl, is bullied at school. After breaking her arm and while in hospital, she meets Tania, a 14 year old, and become close friends. Tania solves all her problems at school, but

			she is said to be a trouble maker. All abilities. Audio version.
WILSON, JACQUELINE	THE ILLUSTRATED MUM	Corgi Yearling Books 2007	Two sisters have to cope with living in a very dysfunctional household with her unusual mother. They have to deal with parental instability. Lower/middle ability. Audio version.
WILSON, JACQUELINE	THE WORRY WEBSITE	Doubleday 2002. 2003	<i>The Worry Website</i> is Mr Speed the class teacher's idea of a Web site for his primary school pupils to write their worries down anonymously and then get help with solving them from their peers.
WOODSON, JACQUELINE	LOCOMOTION	Heinemann 2004	This book is a novel, a diary and a poem all in one. After their parents' death, Lonnie and his sister are adopted by different people and live on opposite sides of the city.
ZEPHANIAH, BENJAMIN	FACE	Heinemann 2001	<i>Face</i> is the story of Martin Turner and his "gang of three": their reactions when "something terrible" happens to Martin's face.

TEXTS FROM OTHER CULTURES

AUTHOR	TITLE	PUBLISHING Co	COMMENTS
ANGELOU, MAYA	I KNOW WHY THE CAGED BIRD SINGS	Bantan 1993	The author writes about her feelings on racism and describes her growth as an insecure black girl in the south during the 1930s and later in California.
BLOOM, VALERIE	SURPRISING JOY	Macmillan 2003	This is the first novel by Valerie Bloom, the well-known poet. Young Joy lives in Jamaica with her grandmother, but her dream is to live with her mum in England. Her wish comes true. However, there are several things she does not expect.
DESAI, ANITA	THE VILLAGE BY THE SEA	Heinemann	Lila is thirteen and her brother, Hari, 12. They are the eldest children of a poor family in India. When their parents cannot support them, hari leaves the village to find work in Bombay. Winner of the Guardian Children's Fiction Award.
IHIMAERA, WITI	THE WHALE RIDER	Heinemann 2005	Set in Whangara in New Zealand, this book shows Maori life and traditions through the eyes of Kahu, a girl descendant to the mythical

			whale rider. Her grandfather, the chief, does not pay attention to her at all.
MCKAY, HILARY	SAFFY'S ANGELS	Hodder Literature 2005	Saffron 13, isolates herself from the family after learning that she is actually an adopted cousin whose mother died when Saffy was very young. Indigo works hard to defeat his fears through most unusual means. Rose, the youngest, is an expert at manipulating their pompous father and delightfully ditsy mum, both artists. When their granddad dies, he leaves Saffy a stone angel, which she decides must still be in Italy, her birthplace. With the help of her wheelchair-mobile friend, Sarah Warbeck, who is wickedly adept at managing her parents, Saffy stows away on their family trip to Italy.
ED. MARLAND, MICHAEL	GLOBAL TALES – STORIES FROM MANY CULTURES	Longman Imprint Books	Good for class use as it contains activities
NAIDOO, BEVERLY	JOURNEY TO JO'BURG	Longman 1995	This remarkable short story is set in south Africa in the early 1980s when the legal system of apartheid was in operation. Naledi, a teenage black girl and her younger brother, Tiro, leave their grandmother's house to fetch their mother 300 km away in Johannesburg because their baby sister is very ill. This educational edition adds words from the writer, b&w photographs and a programme of study.
NAIDOO, BEVERLY	THE OTHER SIDE OF TRUTH	Heinemann 2004	Sade and her brother Femi are the children of an outspoken Nigerian journalist. When an assassination attempt on their father's life leaves their mother slain instead, their world is understandably turned upside down. The family must flee the country to survive.
RAI, BALI	(UN)ARRANGED MARRIAGE	Corgi Children's 2001	Manny belongs to a traditional Punjabi family. He falls in love with a white girl but his father has decided he will get married to a Punjabi girl he has never met.
SMITH, RUKSHANA	SUMITRA'S STORY	Heinemann 2003	When Sumitra and her family are thrown out of Uganda by President Amin, they go to live in England. At school and work, Sumitra mixes with people of different nationalities and backgrounds and she finds it increasingly difficult to accept their families strict Hindu values. Torn between her parents' way of life and the independent lifestyle she sees her friends enjoying, Sumitra has difficult choices to make.
TAYLOR, MILDRED D.	ROLL OF THUNDER HEAR	New Windmills Fiction 11-14 1998	Told by ten-year-old Cassie, this is a moving story of a black families struggle against racism and poverty in Mississippi during the

	MY CRY		Depression.
WHYMAN, MATT	BOY KILLS MAN	Hodder Children's Books 2005	Shorty and Alberto are two thirteen year old boys living in Medellín, Colombia, who have always refused to join a street gang. One of them is finally hired to kill.
YEN MAH, ADELINE	CHINESE CINDERELLA	Longman 2004	This book is a true account of Adeline Yen Mah's childhood. On giving birth to her, her mother dies and she is considered a bad luck girl. Set in 1930's China, this autobiography the author's relationships with her stepmother and siblings, and the trauma of her parents' deaths. The only relatives who believe in her are Aunt Baba and her.

CLASSIC TEXTS, POETRY AND PLAYS

AUTHOR	TITLE	PUBLISHING Co	COMMENTS
CREECH, SHARON	LOVE THAT DOG	Bloomsbury 2001	This school boy thinks he can't write poetry, but step by step he will understand that it is a vehicle to express his innermost emotions. A diary and a poem, this short book also includes a representative anthology of works by Robert Frost, Valerie Bloom, William Blake, etc
GOLDING, WILLIAM	LORD OF THE FLIES	Faber and Faber 1997	This book is about a group of school boys whose plane crashes on a tropical island. With no adults, the boys choose Ralph as a leader. Soon some of the boys become bloodthirsty and go of hunting while the more civilised boys, Ralph and Piggy are left all alone. There are two excellent film versions, one shot in 1963 by Peter Brook, and another one in 2001, by Harry Hook.
HUXLEY, ALDOUS	BRAVE NEW WORLD	Flamingo, 1994	Genetic engineering has produced a society divided into casts, by means of a mass production system inspired on Henry Ford's T models. Despite the apparent happiness of an almost perfect society, its members have to take drugs to stop their misery. <i>Gattaca</i> (1998, Andrew Nichol) was inspired by this novel.
LEE, HARPER	TO KILL A MOCKINGBIRD	Heinemann 1966	Scout and her brother Jem interrupt their games to champion their lawyer father when, in a racist town in America, he battles to defend Tom Robinson who is black and accused of attempted rape. There is film version directed by Robert Mulligan in 1962.
MOORE, JEAN AND CATRON, JOHN	PRE-TWENTIETH CENTURY SHORT STORIES	Hodder Murray	Anthology containing stories by writers such as Defoe, Swift, Dickens, Gaskell and Hardy. The book provides opportunities for comparisons between texts.
ORWELL, GEORGE	1984	Penguin, 1990	The world is governed by a totalitarian thought police, who stop any free thought. History is being rewritten under the eye of the ever-present Big Brother. Film version in 1984 directed by Michael Radford. Check also graphic novel <i>V for Vendetta</i> , written by Alan Moore.
ORWELL, GEORGE	ANIMAL FARM: A FAIRY STORY	Penguin Books 2000	Led by the pigs Napoleon and Snowball, the Animals drive out Farmer Jones from manor Farm. They set up an animal republic in which all are free to be equal. The expected saviours turn out to be as greedy, vain and oppressive as the original tyrants. Animated version in 1954 directed by John Halas Joey Batchelor.

PULLMAN, PHILIP	OXFORD CLASSIC PLAYSCRIPTS COLLECTION - FRANKENSTEIN	Oxford University Press	Based on the famous novel by Mary Shelly. A highly interactive play suitable for whole class performance including helpful classroom activities.
STEINBECK, JOHN	OF MICE AND MEN	Penguin Books 2001	George and Lennie are migrant American workers - the one alert and protective, the other strong, stupid and potentially dangerous. This is the story of their relationship and their dreams of finding a more stable and less lonely way of life. This edition includes offers a study programme.
STYLES, MORAG (ED)	I LIKE THAT STUFF, POEMS FROM MANY CULTURES	Cambridge University Press	Interesting selection.
-----	ACROSS THE BARRICADES	Oxford play scripts	ISBN 0 19 831272 5
	CARRIE-S WAR	Oxford play scripts	ISBN 0 19 831295 4
	THE DEMON HEADMASTER	Oxford play scripts	ISBN 0 19 831270 9
	DRACULA	Oxford play scripts	ISBN 0 19 831456 6
	FRANKENSTEIN	Oxford play scripts	ISBN 0 19 831267 9
	JANE EYRE	Oxford play scripts	ISBN 0 19 831296 2
	JOHNNY AND THE DEAD	Oxford play scripts	ISBN 0 19 831294 6
	SMITH	Oxford play scripts	ISBN 0 19 831297 0
	THE TURBULENT TERM OF TYKE TILER	Oxford play scripts	ISBN 0 19 831269 5
	SCHOLASTIC PLAY SCRIPTS	Scholastic	Performance Plays (Fully photocopiable)

TEXTBOOKS AND USEFUL BOOKS FOR TEACHERS

Bear in mind that most textbooks here are clearly too difficult for our students but they are useful for teachers. You might decide to have sets of different textbooks and take them to the classroom

AUTHOR	TITLE	PUBLISHING Co	COMMENTS
-----	CGP REVISION GUIDES AND WORKBOOKS.	Coordination Group Publications	A wealth of to-the-point practical materials covering different areas, most of them originally intended for student autonomous use. More information at http://www.cgpbooks.co.uk/
-----	REVISION GUIDES	Collins	Workbooks and revision guides. More information at http://www.collinseducation.com/subject.aspx?group=5&subjectid=27&seriesid=143
-----	REVISION AND ACTIVITY BOOKS	Letts Educational	Practical guides and materials for students and teacher, some of them including parental guide. More information at http://www.letts-education.co.uk
	THE OXFORD ENGLISH PROGRAMME	Oxford	Teacher's file and Cassette. KS3+4
BIRDSALL, MELANIE	FESTIVALS AND SPECIAL DAYS IN BRITAIN	Scholastic 2000	Organised according to season and traceable according to level, this photocopiable book offers a large number of games and activities about different events: April Fool's Day, Hallowe'en, Bonfire Night, Notting Hill Carnival, etc
BROOMHEAD, RICHARD	FRAMEWORK NON-FICTION	Oxford 2001	The book provides essential coverage of this crucial area. Contents are organised by text-type, and include instructions, advice, letters, information texts, biographies, reports, summaries, personal recounts, persuasive and opinion-based writing, bias, discursive writing, explanations, and transcripts of speech.
BARTON, GEOFF	DEVELOPING POETRY SKILLS- READING POETRY 11-14	Oxford 1998	English to GCSE covers everything students need to know for GCSE English and English Literature syllabuses. It encourages students to read texts at deeper levels and develop their own writing style.
BARTON, GEOFF	ENGLISH TO GSCE	Oxford 1996	English to GCSE covers everything students need to know for GCSE English and English Literature syllabuses. It encourages students to read

			texts at deeper levels and develop their own writing style.
BARTON, GEOFF	NEW LITERACY KIT: YEAR 7, 8, 9	Oxford 2005	Books in this series go with CD-ROM.
BARTON, GEOFF	THE REAL WORLD – NON-FICTION AND MEDIA 11-14	Heinemann 1998	Non-fiction and media texts to develop reading and writing skills
BARTON, GEOFF	WRITING TO 14 AND WRITING FRAMES	Oxford 2002	The easy-to-use sections provide: coverage of writing objectives in the Framework; analysis of essential features and techniques with examples of good practice; short activities and longer assignments for students to practise and develop their skills; extended writing scenarios at the end of the book - ideal for assignments or for teacher cover lessons; and Writing Frames.
CORBETT, PIE	HOW TO TEACH FICTION WRITING AT KEY STAGE 2	David Fulton Publishers 2001	Wonderful resource for literacy dummies. Meant for primary UK students, it is clear and inspiring and focuses on the key aspects of story writing.
EDDY, STEVE; EASTON, JANE; ENGLISH, LUCY & GREEN, MARY	EMPOWER 1. GIVING YOU KEY ENGLISH SKILLS	Folens 2003	Textbook addressed to low-attainers. Hardly any support for teachers.
HANCOCK, MARK	PRONUNCIATION GAMES	Cambridge University Press 1995	Original games and activities to raise awareness and practise of sounds, word stress and sentence stress.
HACKMAN,SUE	FAST FORWARD WRITING. LEVEL 3 TO 4. SECOND EDITION	Hodder & Stoughton 2004	Lessons to improve writing. The books has five sections: shaping sentences, grabbing the reader, putting on the style, telling, and writing on demand. Each of them subdivided into telling by showing and ending sentences
HACKMAN,SUE	FAST FORWARD WRITING. LEVEL 4 TO 5.	Hodder & Stoughton 2004	Lessons to improve writing. The books has five sections: sharpening your writing, improving your writing process, improving your style, improving your composition and improving your narrative writing. Each of them subdivided into making your point and enriching your sentences.
HACKMAN,SUE & HOWE, ALAN	_____ Hodder & Stoughton 2003	(AT: Level 2-4) KS2-3.(Easy)	
	HODDER ENGLISH STARTERS: WORD LEVEL	Hodder & Stoughton 2001	The selection of starter activities revises, consolidates and extends basic skills, and each starter adopts an interactive and explicit teaching

			approach for the whole class. Specific instructions for the teacher are followed by photocopiable/OHT materials and activities, providing the teacher with all the resources required for that particular lesson starter.
HUBBARD, SHELAGH	LANGUAGE TO PERSUADE, ARGUE AND ADVISE (LITERACY IN CONTEXT)	Cambridge University Press 2001	All the materials have practical application in the classroom, with the language features very clearly defined and practised in context. The course provides text types specified by the revised curriculum, and tailor-made resources including lesson plans, writing frames, assessment models for target setting and text extracts for reading and analysis. There is an accompanying Teachers' portfolio.
LOCKWOOD, LIZ	ENGLISH TO 14	Oxford 1996	Textbook.
LUCANTONI, PETER	IGCSE ENGLISH AS A SECOND LANGUAGE. TEXTBOOK. SECOND EDITION	Cambridge University Press 2004	Materials to cover the IGCSE ESL syllabus. The textbook comes with 2 pocketed CDs. The workbook includes a pocketed CD.
LUCANTONI, PETER	FIRST LANGUAGE ENGLISH: IGCSE	Cambridge University Press 2002	Student book, workbook
MANNION, JOHN	COLLINS SCHOOL GRAMMAR. STUDENTS' WORKBOOK 1, WORKBOOK 2, WORKBOOK 3	Collins Educational 1997	Key grammatical concepts related to spoken and written language
STRONG, JULIA	LITERACY AT 11-14. A PRACTICAL GUIDE TO RAISING ACHIEVEMENT THROUGH WHOLE-SCHOOL LITERACY DEVELOPMENT	Collins Educational 1999	The bible for secondary.

LIST OF RECOMMENDED WEBSITES

This list contains only a tiny fraction of websites available to teachers and builds on last years' curricula. We would recommend each school compiles its own list of websites and that this list is added to frequently. The key words for searches can be "secondary, Key Stage 3, KS3, year 7, yr 7, year 8, yr 8, or 9, literacy, English, language arts", etc. This list builds on last year's.

Educational Organisations and institutions

- www.dfes.gov.uk Department of Education and Skills: legislation, news, statistics, policies, links, etc.
- www.nc.uk.net The National Curriculum Online -->English: useful websites and resources; view the National Curriculum; attainment targets; pupil's work and information about standards; link to Virtual Teacher Centre.
- www.ncaction.org.uk it shows what the national curriculum looks like in practice. The examples show the standards of pupils' work at different ages and key stages and activities for programmes of study.
- www.literacytrust.org.uk National Literacy Trust. An independent charity dedicated to building a literate nation. Resources searcher, initiatives, research, RIF project, etc.
- www.standards.dfes.gov.uk This site is a must. Go to Literacy (<http://www.standards.dfes.gov.uk/literacy/>) where you can find the National Literacy Strategy and choose Year 7, 8 or 9 to find a list of objectives with examples common to the objectives in our curricula. Or click KS2, KS3 for materials and examples. You can find lots of useful downloadable information in "Publications". Also www.standards.dfes.gov.uk/secondary/. Don't miss <http://www.teachers.tv/>, where you can download a number of interesting video clips for learning and teaching.
- <http://www.qca.org.uk> The Qualifications and Curriculum Authority (QCA). Curriculum, assessments, examinations and qualifications.
- <http://tre.ngfl.gov.uk/server.php> Moderated database of resources and activities designed to help teachers develop and share ideas for good practice. Free download of resources. You can contribute your own.
- <http://contentsearch.becta.org.uk/search/index.jsp?clear=y> Another search tool for materials run by Becta (British Educational Communications and Technology Agency)
- <http://www.teachernet.gov.uk/> Teacher Net, developed by the Department for Education and Skills, supports the education profession. The teaching and Learning section offer downloadable resources.
- www.aaia.org.uk Site built to promote pupil achievement through the development of effective assessment practice.

- <http://www.eric.ed.gov> Education Resources Information Center, sponsored by the U.S. Department of Education, Institute of Education Sciences (IES), provides free access to more than 1.2 million bibliographic records of journal articles and other education-related materials
- <http://english.unitecology.ac.nz> English Online is part of an ongoing English professional development contract between Cognition Consulting Ltd and the New Zealand Ministry of Education. Find units to support delivery of the New Zealand English Curriculum, integrating ICT.

General Websites: In many of them you can find resources for other levels and subjects and materials for cross curricular teaching.

- <http://www.eslgold.com/> ESL and EFL oriented, this website provides a large number of handouts and ideas free of charge. It includes speaking, listening, reading, writing, grammar, vocabulary, business, pronunciation, toefl/toeic, idioms
- <http://www.teachingenglish.org.uk/index.shtml> Non-commercial co-produced between the British Broadcasting Corporation and the British Council for non-native speaker teachers of English working predominantly in secondary education in state schools. Exam, Technology training ,Lesson plans ,Pronunciation chart
- <http://www.literacymatters.com>
- Really useful. You can download FREE literacy resources and plans. We also provide low cost literacy resources to purchase and instantly download
- <http://www.lancsngfl.ac.uk/> Excellent. Curriculum Links, resources and support for curriculum areas. Secondary Strategy Information, projects and resources to support the Secondary Strategy. Sharing Good Practice Websites that promote the sharing of good practices between schools.
- www.atozteacherstuff.com A to Z Teacher Stuff is a teacher-created site designed to help teachers find online resources more quickly and easily. Find lesson plans, thematic units, teacher tips, and discussion forums for teachers, downloadable teaching materials & eBooks, printable worksheets, emergent reader books, themes, and more. Featured Tools & Pages: Word Shapes Worksheet Generator, Word Search Maker, Handwriting Worksheet Generator, Leveled Books Database Science Experiments
- www.teachervision.com TeacherVision is dedicated to helping teachers save time. Find 12,000+ pages of classroom-ready lesson plans, printables, and resources
- www.proteacher.com Teaching Practices: Grouping, Lesson Planning, Theory & Practice, Assessment, Substitute Teachers, Teaching Materials ProTeacher Archive A growing collection of tens of thousands of ideas shared on ProTeacher over the years by teachers from across the United States and around the world.
- www.teachingideas.co.uk Teaching Ideas for Primary Teachers. But useful for secondary.
- www.bbc.co.uk/education Excellent, huge. Type literacy into the search box and there you are! It pays to surf around. There are

many sub webs which can be very useful, such as <http://www.bbc.co.uk/worldservice/learningenglish/teachingenglish> A news website especially for children. There are lots of lesson plans under the headings “citizenship, PSHE and Literacy” You can find links to and information about resources for teachers. There is also an area for teachers to share their ideas on a range of teaching topics. You may download materials for personal use or copying and using in the classroom.

- <http://www.teach-nology.com> Free access to lots of lesson plans, printable worksheets, reviewed web sites, articles, web tools, etc. You can also subscribe for wider access.
- <http://www.topmarks.co.uk> Quickly find the best homework help, revision websites and educational sites for use in the classroom. Interactive Whiteboard Resources.
- <http://www.teachit.co.uk> This one is very popular and useful.
- <http://www.learn.co.uk> Learn.co.uk publishes an online primary resource pack every term-time Tuesday in conjunction with the Education Guardian supplement. You have to be subscribed but can try for a period of 15 days
- <http://www.edu.dudley.gov.uk> From Canada: database with resources with teacher zone, fast track help for pupils’ homework, etc
- <http://www.icteachers.co.uk> All the resources on this page are free for you to access and use.
- <http://www.scholastic.com> Another useful website, more primary oriented but still containing good tips for secondary teachers.
- <http://eduwight.iow.gov.uk> Click “Curriculum” and then “English including Literacy”. Among other things, list of resources are given per year and term, including lists of fiction books. you will find useful information on all subjects for the different Key Stages and Post 16. The subjects have details of QCA Units, useful web links, software, books, and other valuable resources.
- <http://www.warwick.ac.uk/staff/D.J.Wray/resources.html> This website contains frames for writing, articles and bibliography recommended by its author.
- <http://www.literacy.uconn.edu> A website sponsored by the University of Connecticut in which it is possible to find theoretical information, practical ideas, lesson plans and links to other webs. Locate ideas for integrating literacy strategies into your classroom
- <http://www.nate.org.uk> The National Organization for the teaching of English; among other jewels, it contains frameworks for group reading of class readers. Group Reading at Key Stage 3
- www.britishcouncil.org/kids-stories-long.htm longer stories for you to read - or to print and read. Remember - if you double click on any word you don't understand you'll get the meaning in a new window
- www.teacherxpress.com A lot of links to useful resources according to your preferences.

Fiction texts and how to exploit them

- **<http://www.bibliomania.com/>** Literature and Study Guides (2000 texts of classic literature, drama and poetry together with detailed literary study guides). Easy to use, searchable and downloadable.
- **<http://www.bygosh.com/index.html>** Classic stories for children: Illustrated classics for younger children, classics for older kids and short stories for kids.
- **<http://www.darsie.net/talesofwonder>** Beautiful folk and fairy tales from around the world (Africa, Central Asia, Central Europe, China, England, India, Ireland, Japan, Middle East, Native America, Russia, Scandinavia, Scotland and Siberia).
- **<http://www.uky.edu/Subject/e-texts.html>** This website specially deals with American literary classics.
- **<http://www.literacytrust.org.uk>** Based on the motto “Building a literate nation”, it promotes a love of reading among children and young people. If you visit links you will find a number of very interesting websites for teenage readers:
- **www.booktrusted.com** This site provides free resources and recommendations for teachers, librarians and parents about books for young people of all ages. It includes a book of the month section.
- **www.boox.org.uk** Celebrating the short story. Short stories to download for free.
- **www.readingmatters.co.uk** In-depth reviews for children and teens. It includes an interactive book finder and book excerpts.
- **www.teenreads.com** Author interviews and reading lists of books along with contests, questions of the month, etc.
- **www.worldbookday.com** The World Book Day was designated by UNESCO as a worldwide celebration of books and reading. Its aim is to encourage children to explore the pleasures of books and reading.
- **www.readingzone.com** News and updates on authors and series. It has a Children’s zone, a School zone and a Family zone.

Drama

- **<http://www.angelfire.com/eqo/edp303>** This website is all about creative teaching through drama. It also contains resources for teaching drama.
- **<http://www.creativedrama.com>** Plenty of incredibly useful theatre games and information about plays for performance.
- **<http://www.surfaquarium.com/IT/content/drama.htm>** Top drama resources online. A really interesting web for innovative teachers who see drama as a useful teaching tool. It contains original monologues for student actors, ideas for playwriting projects and dozens of proven lesson plans for classroom creative drama sorted by age level, type or content.

Poetry

- <http://www.poetryclass.net/> Initiative to develop the use of poetry in the classroom, which has downloadable lesson plans.
- <http://www.poetrymagic.co.uk> centre for poets, aspiring poets and students of poetry. Not meant for pupils.
- <http://www.greenfairy.com/dissertation/intro.html> An introduction to “concrete” poetry for teachers
- <http://www.americantanka.com/about.html> Some information and samples of “tanka” (31-syllable poems that have been the most popular form of poetry in Japan for at least 1300 years).

On non-fiction texts

- <http://kwr-co.nect.net/index.html> the links to “literacy” and “resources” are really worthwhile.
- <http://www.teachit.co.uk/index.asp?M=3&A=7&S=145&Z=1#S145> really useful.
- <http://www.teachit.co.uk/index.asp?T=M&M=3&A=5>
- <http://www.bbc.co.uk/schools/gcsebitesize/english/readingnonfict/> - To read them
- <http://www.bbc.co.uk/schools/gcsebitesize/english/writingnonfict/> To write them
- <http://wilearns.state.wi.us/apps/default.asp?cid=27> - Good to start
- <http://www.teachingideas.co.uk/english/contents06writingnonfiction.htm> - the theory and the practice (it’s for primary but ideas and resources can be exportable)
- <http://www.teachingliterature.org/teachingliterature/nonfiction.htm> - good ideas and suggestions
- http://www.lancsnqfl.ac.uk/nationalstrategy/literacy/index.php?category_id=47&s=!B121cf29d70ec8a3d54a33343010cc2

Myths, fables, etc

- <http://www.planetozkids.com/> Loads of myths and legends
- <http://chineseculture.about.com/cs/mythslegends> Click “Chinese Stories” for Many interesting Chinese stories, idioms and proverbs.
- <http://www.aesopfables.com/> Large growing collection of fables by Aesop and other authors. Beautifully designed, adds URLs for lesson plans related to fables
- <http://www.bigmyth.com/> This one really pays the visit. Beautiful website. A lot of myths from all over the world are narrated using moving pictures. You can listen to the story of the Creation and other myths. Also exercises and a manual for teachers.

Consultation

Assorted dictionaries

- <http://www.oup.com/elt/catalogue/teachersites/oald7/lookup?cc=global>. Oxford Advanced Learner's Dictionary. Consult this prestigious dictionary online.
- <http://dictionary.cambridge.org/> Cambridge Advanced Learner's Dictionary.
- <http://dictionary.reference.com/> which has tabs for this dictionary, for thesaurus and for encyclopaedia.
- <http://www.ldoceonline.com/> Longman dictionary on-line. Good examples, pronunciation recorded, AFI, etc.
- <http://www.merriam-webster.com/dictionary/> Merriam-Webster on-line. Links to thesaurus and Spanish- English dictionary.
- <http://www.wordsmyth.net/live/home.php> Another free dictionary, Wordsmyth, offers good examples, thesaurus and children's dictionary.
- <http://wordnet.princeton.edu/> Princeton University dictionary
- <http://www.visualthesaurus.com/online/index.html> Thesaurus's online version, easy to use with the words floating over the screen. You can explore it for free to understand how it works.
- <http://encarta.msn.com/encnet/features/dictionary/dictionaryhome.aspx> Encarta World English Dictionary. Origins of words also given.
- <http://www.quotationspage.com/> Quotations by author and subject.
- <http://www.rhymer.com/> and <http://www.rhymezone.com/> are two rhyming dictionaries, the latter also offering a number of other searches such as synonyms, antonyms, quotations, homophones, etc.
- <http://www.peevish.co.uk/slang/index.htm>, on-line growing dictionary of British English slang listing over 4000 slang expressions.
- <http://www.wordspy.com/index.asp> The Word Spy: recently-coined words and older words now being used in new ways. Actually, it is an easy-to-navigate blog.
- <http://www.etymonline.com/index.php> to track word origins and shifts.

Information retrieval

- <http://www.factmonster.com/encyclopedia.html> encyclopaedia addressed to kids, it is a quick source for information. Good starting point to get the bare facts. It also has a number of tools: homework helper, news, atlas, dictionary etc.
- [Encyclopedia.com](http://www.encyclopedia.com) offers more than 50,000 articles from The Concise Columbia Electronic Encyclopaedia (Sixth Edition).
- http://en.wikipedia.org/wiki/Main_Page Wikipedia: more than 700,000 articles that are edited by hundreds of thousands of visitors
- <http://www.thefreedictionary.com/> as they say, English, Medical, Legal, Financial, and Computer Dictionaries, Thesaurus, Acronyms, Idioms, Encyclopedia, a Literature Reference Library, and a Search Engine all in one!

- <http://www.newseum.org/todaysfrontpages/> to consult the front pages of today's newspapers from all over the world.

E-texts

- <http://etext.lib.virginia.edu/collections/languages/english/> Free access to many texts by the University of Virginia, from Old English to modern poetry
- <http://www.davidap.com/library/index.html> English Library Net. Huge site with poetry, novels and classic non-English writers
- <http://www.literature.org/> The Online Literature Library: unabridged texts of classic works of English literature and classic scientific works.
- <http://www.gutenberg.org/catalog/> you can download thousands of books in different languages from the Gutenberg site, a project which started more than 30 years ago
- <http://un2sq4.unige.ch/athena/html/athome.html> Athena, another huge site to download books.
- <http://sara.natcorp.ox.ac.uk/lookup.html> BCN, British National Corpus: database developed by Oxford University made up of thousands of samples of books, magazines, newspapers, etc. from the 1990s. What you get is a large number of contexts where the searched words appear rather than full texts.
- <http://www.bartleby.com> free access to a number of texts among many other interesting things.
- <http://www.bibliomania.com> thousands of e-books, poems, articles, short stories and plays. New nooks added monthly.
- <http://www.classicreader.com> Another huge source of classic texts. It has a section for younger readers and adds author's biographies.

Odds and Ends: Some unusual sites and examples of sites on different issues and reference materials.

- www.naturegrid.org.uk Wonderful for cross-curricular project with Science. Just an example of the many you can find around.
- www.victorians.asp-host.co.uk/ - provides learning material for schools to study life in Victorian Times, including literacy at all key stages.
- <http://www.enchantedlearning.com/> Mainly for early years and Key Stage 1, this site is friendly and gives lots of information: Geography, Science and other issues: inventors, explorers, etc. Good for cross curricular links.
- <http://www.telegraph.co.uk/> Electronic Daily Telegraph.
- thinking skills of children and young people aged between 8 and 18.
- <http://www.squiglyplayhouse.com> Jokes, brain teasers, etc by kids.

- <http://www.eduplace.com/tales/> Wacky Web Tales. Other interesting resources in <http://www.eduplace.com/> . Really useful links in
- <http://www.roald Dahl.com> A very original site which includes stories and some resources for teachers
- <http://www.eleaston.com> This site is ESL and not literacy oriented, but offers loads of useful resources and links and it is easy to navigate.
- <http://www.onestopenglish.com> Another one not literacy-oriented but with many useful resources. To access the free lessons you must subscribe, but it is free.
- <http://www.rayslearning.com/report.htm> Free software for teachers useful to help with reports and also as a planning tool by copying and pasting objectives. Large banks of comments arranged by subject and level can also be downloaded for free. And it's only 486 Kb.
- <http://www.webenglishteacher.com/index.html> - A load of resources and references, not much literacy oriented some of them but useful anyway.
- <http://www.rider.edu/~suler/zenstory/zenstory.html>- A zany Zen site. Interesting.
- <http://www.teachingliterature.org/teachingliterature/index.htm> - Real good, with lots of ideas and resources on world-wide texts.
- <http://teachersnetwork.org/> - For teachers, it includes from lesson plans and resources to “how to” sections and agony aunt solutions to punctual problems.

Weblinks for Literacy through History

General Sites

- <http://www.worldofteaching.com/englishpowerpointpresentations.html> - PowerPoint presentations for English (lots for information and ideas)
- <http://www.bl.uk/learning/histcitizen/index.html> - Medieval pattern books to Punk magazines, these resources cover range of historical, social and cultural topics.
- <http://www3.shropshire-cc.gov.uk/themes.htm> - Literacy – Heritage website has a number of themes which occur throughout the works of West Midlands' writers. The themes focus on works mainly from the 19th century to the present day.

Society in 19th century

- http://www.eriding.net/english/Secondary_resources.shtml - Resources for *Christmas Carol* by Dickens
- <http://www.teachit.co.uk/index.asp?CurrMenu=17&S=478> - Resources for *Christmas Carol* by Dickens

- <http://tre.ngfl.gov.uk/server.php?request=cmVzb3VyY2UuZnVsbHZpZXc%3D&resourceId=12047> - Christmas in the workhouse links in our curriculum with changes in 19th century society, Charles Dickens, Hard times, Oliver Twist
- <http://www.learningcurve.gov.uk/victorianbritain/caring/source4.htm> - Was Victorian Britain a caring society?
- <http://www.newi.ac.uk/englishresources/workunits/ks3/reading/yr8/dayimetfagin.pdf> - A worksheet which can be used as a framework for writing a short description. The pupil needs to choose a character from the novel Oliver Twist and then write an account of the day that that character met Fagin.
- http://www.litplans.com/authors/Charles_Dickens.html - Lots of links on Charles Dickens life and books

Related to Communism and Russian Revolution

- <http://www.teachit.co.uk/index.asp?CurrMenu=17&S=13#13> - *Animal Farm* resources. Links in with Russian revolution communism
- <http://www.cpsd.us/Web/Curriculum/Drama/animalfarm.html> - Lots of resources for class work
- http://archbishopspalding.org/published/ruddyk/dat/animal_farm_webquest.doc - *Animal Farm* Web Quest
- http://www.smls.org/downloads/pdf/Animal_Farm.pdf - *Animal Farm* - Worksheets and lesson plans for reading George Orwell's *Animal Farm*.

WW1

- http://www.schoolhistory.co.uk/gcse/links/wars/firstww/links/trenches_worksheets.shtml - There are worksheets about life in the trenches WW1 and PPTs on the war poets Wilfred Owens and Rupert Brooke
- <http://www.iwm.org.uk/upload/package/42/anthem/index.htm> - Twelve war poets with some poetry and biographical information about the poets.
- <http://www.learningcurve.gov.uk/snapshots/snapshot38/snapshot38.htm> - Another site with information about life in the trenches WW1
- <http://www.bbc.co.uk/schools/worldwarone/hq/activities.shtml> - In Flanders field, John McCrae's famous poem is brought to life in this animation.
- <http://aspirations.english.cam.ac.uk/converse/qcse/ww1.acds> - Literature site with WWI resources and lots more !!
- http://aspirations.english.cam.ac.uk/converse/movies/visual_grammar.swf - Visual Grammar interactive site propaganda war posters

- http://www3.shropshire-cc.gov.uk/roots/packages/war/war_e05.htm - WW2 Children at war lots of information and sources

The Hungry Thirties

- <http://www.newi.ac.uk/englishresources/workunits/ks4/fiction/ofmicemen/llshort/factsheet.html> - An English Resources guide to studying *Of Mice and Men* by John Steinbeck.
- http://www.lausd.k12.ca.us/Belmont_HS/mice/ - Student survival guide *Of Mice and Men* by John Steinbeck
- <http://www.ac.wvu.edu/~stephan/Steinbeck/mice.html> - Character list, plot summary, map and other supplementary material
- <http://www.newi.ac.uk/englishresources/ks4/fiction.html> - Very complete teaching units and worksheets

Spanish Civil War

- <http://boppin.com/lorca/> - Lorca in English links into Spanish Civil War
- <http://www.learner.org/amerpass/unit11/authors-5.html> - Ernest Hemingway Activities This link leads to artifacts, teaching tips and discussion ... the setting of his novel *For Whom the Bell Tolls* (1940).
- <http://www.ernest.hemingway.com/> - General web page
- <http://www.pinkmonkey.com/booknotes/monkeynotes/pmForWhom02.asp>

WW2

- http://www.channel4.com/history/microsites/S/soldier_poets/index.html - WW2 poets Were there poets in WW2?
- <http://www.annefrank.eril.net/teaching/history1.htm> - Ann Frank resources and teaching ideas
- <http://www.eriding.net/worldinconflict/annefrank/literacydiaries.shtml> - Literacy resources on writing diaries based on Ann Frank's diary
- <http://www.annefrank.org/content.asp?pid=1&lid=1&setlanguage=2> - Ann Frank's house
- <http://www.annefrankguide.net/en-GB/default.asp?resetculture=1> - Online resources on Ann Frank and the 2nd World War
- http://aspirations.english.cam.ac.uk/converse/movies/visual_grammar.swf - Visual Grammar interactive site propaganda war posters
- <http://www.newi.ac.uk/englishresources/workunits/ks3/reading/yr8/carrieswar.pdf> - A well organised and varied unit of work covering the novel *Carrie' War* by Nina Bawden.

BLOGS, WIKIS AND STUFF

Blogs

Blogs offer a wide range of possibilities in our teaching and learning. Whatever uses you find for them, they should promote interaction, conversation and communication.

There are a number of things that you should bear in mind when you create a blog. If you ask your students to create their own specific blogs, individually, in small groups or as a whole class; use a self-assessment checklist:

- Blogs need a revealing title matching purpose and audience.
- They should add a welcoming caption with a brief description of the blog's purpose.
- Make a visible set of rules to follow ("*proofread your posts before publishing them*" and the like).
- They should have a pleasant visual appearance matching their purpose.
- The contents should be relevant, interesting and make sense.
- Posts should be categorised. Encourage students to make good use of labels.
- Be ready to moderate posting and comments.
- Add media and extras to make the blog useful and attractive.

Some examples of what you can do:

- Create a space for students in different years and invite other teachers to simply socialize and ask for information; they can come back to review issues if interesting content is published and moderated and they can chat with classmates and teachers.
- If you are reading a class novel, create a blog for a character. You can then assign entries to different students where they can post the character's feelings and thoughts. Share them in class (on screen or printed) and encourage comments.
- Use well-known characters such as Frodo, Gandalf, Voldemort, Darth Vader, Wendy, Peter Pan, etc. and assign them to students to post their point of view on a given issue.
- Be brave and start a blog about your class reader. Invite the author to answer your students' questions.
- Give students the task of posting one question they have about anything in the world that they would really have answered. These questions will be raw material for debates, reflection, story writing, poems, etc.
- Start a pen pal blog with your twinned school.
- Collect responses and feedback to school outings. Ask students to embed photo, sound and video in their posts.

- Assign tasks and homework with internet links.

Wikis

While posts and comments in a blog can't be changed unless you are a moderator, "wikis" offer a far more open structure and allow others to change what a person has written. They aim at group consensus which is under permanent revision. They are ideal to set up projects which can be collaboratively edited.

Some good things about wikis: synthesis and evaluation are used all the time, creativity is boosted, they are engaging and activating, they encourage communication skills, permit editing and proofreading and provide wider authentic audiences. You can create versatile environments in different 'wiki farms' such as <http://www.wikispaces.com/>, <http://pbwiki.com/> or <http://seedwiki.com/>.

A word of advice: very few students will feel the need to contribute content. Teachers have to model participation or you run the risk of students perceiving wikis as a place to merely find information instead of thinking of them as a collaborative environment.

Some examples of what you can do:

- Joint projects of all sorts: primary-secondary, cross-curricular, institutions in your area, etc.
- "Where we come from": build a simple structure in which students publicize their home places. Invite students in your twin school to participate as well. Why not give space to primary children in your feeder school? Students can research and add links to show how interesting their places are: things to do, eat or buy and places to visit; special dates, local sayings, etc. Add hotel links, research prices, etc.
- Cookbooks.
- Study guides made by student groups: each group prepares the guide for one aspect of a given topic. A tab for "Things I don't quite Grasp" is an interesting addition which can be turned into a FAQ section as issues are clarified.
- Ongoing specific vocabulary lists and examples of the words in use contributed by students (character traits, words of Anglo-Saxon or other origins...).
- "What I Think I Will be Asked on the Test": create a place for reviewing information where students add to it throughout the year and from year to year.
- Virtual library: collaborative book reviews.
- Collaborative story writing in which students have to activate taught words. To add up to the fun it can branch off into multiple endings or have spin-offs. And how about a collaborative long epic poem?
- Class / school anthology of poems or excerpts from different genres: horror, humour, thought-provoking texts, interesting scenes from plays... You name it.

- “Word-for-Word Risk”. Assign each student an idiom or phrasal verb. They have to write short stories in which a character takes the idiom or phrasal verb literally with weird consequences. Link the stories to a compilation of idioms and phrasals explained and illustrated with example sentences from dictionaries.
- Use a wiki as a presentation tool

And stuff

- Finally, you need to embed videos in your posts, or your students need to host the videos you have done in class, or you might like to find an old ad for your next lesson or a famous speech. Search **MySpace** (<http://uk.myspace.com>) or **YouTube** (<http://www.youtube.com>)
- A wonderful place for images is: <http://www.flickr.com> . Free subscription.
- **TagWorld** (<http://www.tagworld.com/-/Main.aspx>) has a free storage capacity (1GB) to create websites.
- **del.icio.us** (<http://del.icio.us/>) is a social bookmarking website. You can store and share your favourites on the web (or view them just yourself). It is full of bookmarks about many topics organised by using tags. You can use it to organise research of a given topic.