

Introduction

The Series

Dolphin Readers are a highly interactive series of graded readers for young learners, making the most of reading as an active skill.

The series contains fiction and non-fiction books, and covers four main themes: Grammar, Living Together, The World Around Us, and Science and Nature (see Series Chart on back cover of this handbook). These cross-curricular themes help the

teacher to use **Dolphin Readers** to support their English teaching, as well as to incorporate various topics into the class, such as math and science.

The readers in the Grammar theme provide practice of particular grammar points in a natural and entertaining context. They also introduce a target language point through repeated examples, so that the students become familiar with the language point before it is formally taught.

The Books

Each **Dolphin Reader** makes extensive use of color illustrations. These stimulate students' interest and maintain their attention. They also help students with the meaning of words and sentences, and clarify the main story text. The illustrations also provide a rich resource for teachers, who can use them to point out new vocabulary, and to explore themes and topics.

Each story page has a corresponding activity page. The activities are a mixture of familiar tasks like matching, circling, and writing, as well as more unusual puzzle and problem-solving tasks. In this way, the books give students practice in the basic elements of language learning, and also

encourage them to use problem-solving skills. These activities make reading both enjoyable and stimulating for students.

Each **Dolphin Reader** has a two page **Picture Dictionary** at the back. This provides an easy reference for new words and their meanings.

At the lower levels, dialogue is presented with different colored text to help comprehension. At the higher levels, direct speech punctuation is used to introduce students to these conventions.

With the variety of stories and topics covered, as well as the range of tasks to be completed in each book, **Dolphin Readers** engage, entertain, and educate the next generation of students of English.

The Audio CDs

There are unique features in the audio CDs that both teachers and students will find useful. There are five sections at the lower levels (Starter, Level 1, and Level 2) and four sections at the higher levels (Level 3 and Level 4).

- **The story told slowly, with pauses** (All levels)
Helps students recognize the sound of each word. Can be used during the first reading. May also be used for "Listen and repeat" activities at any point.

- **The story told at normal speed** (All levels)
Students can read along with the CD at a more natural pace, with more natural intonation and pausing. Can be used once the students have read the story through the first time.

- **The story chanted** (Starter, Level 1 & Level 2)
Adds rhythm to the text, encourages students to enjoy the language, and gives them practice at reading with the correct stress and pauses. Helps the students internalize key structures.

- **The expanded story** (All levels)
A longer version of the story appearing in the books. Helps the teacher to fully exploit the narrative potential of the stories. Serves as a global listening exercise for the students, who can listen without looking in their books.

- **Picture Dictionary vocabulary** (All levels)
Each Picture Dictionary word is used in an example sentence. This helps students to hear the word in context, and encourages them to form their own sentences.

Using Dolphin Readers

As a Storybook

For this, only the teacher has a book and reads the story to the students during the story time section of the class. The students sit on the floor or on chairs around the teacher. The teacher uses the book to tell the story, while showing and talking about the pictures on the story pages. Rather than finishing the book in one session, telling the story over two or three sessions increases students' interest in the book. It also allows for repetition, heightens students' anticipation, and maximizes the pedagogic value of the book. The storytelling atmosphere should be relaxed, fun, informal, and noticeably different from normal class time.

As a Class Reader

This method can be used once the storybook phase has been completed, and the students are given their own books. Each of the following steps can be done separately, one step at each class.

Firstly, the teacher takes the students on a tour of the book, looking at the cover and the title, and then looking at the pictures on each story page. The teacher introduces the words for objects that appear in the pictures, and talks about what is happening in each picture.

Secondly, once the students have had a chance to look through the reader and become familiar with the topic, the teacher can start working with the text. It is recommended that only the story pages are read the first time, and the activity pages are left until later. The pace at which the teacher works through these pages depends on the time available and the students' ability.

Thirdly, after the students have read through once, they can read the story pages again, and this time they complete each of the corresponding activity pages.

After following these steps, the teacher can use a number of post-reading activities, some of which are suggested on the right.

Post-reading Activities

Reader Theater/Dialogue Reader

Once the students have read the book and are familiar with the story, they can take turns reading aloud from the book in front of the class.

Alternatively, the teacher can assign roles to the students, who then act out the story. Using the books to help them do this will reduce the pressure to memorize the text.

Writing Extension

Once the students have read the book, they work through the story again, and change all the nouns, adjectives, adverbs, and prepositions. For example, if they change the noun 'dog' to 'bear', then throughout the story 'dog' must become 'bear'. Once they have finished changing the words, they will have a completely new story based on the same structure. The students can then write out their new story, in a controlled activity that gives them a sense of achievement and allows for creativity. The students can also illustrate their story by drawing pictures.

Picture Dictionary Sentences

The students can use the words that appear in the Picture Dictionary to create sentences.

Alternatively, play the example sentences on the audio CD and get the students to create similar sentences of their own. The students could also try to predict what the sentence for each word will be. For this, the students would make up their own sentence before the teacher plays the audio track.

Using the Audio CDs

Pre-reading Listening

Show the students the cover of the book, and introduce the title and the picture on the cover. Then play the slow speed (Section 1), normal speed (Section 2), or expanded version of the story (Section 3/4) for the students, before they open the book. This provides a good listening comprehension activity as well as a good introduction to the book. The differences between what the students imagine in their minds and the illustrations will make for interesting discussions. Alternatively, the students can draw simple pictures of what they imagine the story to be, and then compare their pictures with those in the book.

While-reading Listening

Section 1 of the CD can be played for the students the first time a page is read. This will give them a

clear example of how each word is pronounced, and is a good opportunity to do “Listen and repeat”. Once the students have read the page, play Section 2, and encourage the students to read along with the audio track. At Starter, Level 1, and Level 2, students can chant along with the audio track (Section 3). This might require some practice, but is a good way of teaching rhythm and stress, and is also a lot of fun.

Post-reading Listening

All sections of the audio CD can be used as a review of the story. Students can be encouraged either to follow on the page or read aloud with the CD. All the sections provide them with an excellent model of pronunciation and intonation. Copying the rhythm, pace, and intonation will improve the students’ reading skills, as well as their listening and speaking skills.

The Teacher’s Handbook

The Teacher’s Handbook contains the following for each **Dolphin Reader**:

- Audio CD scripts for the main text (in bold) and the expanded story
- The **Picture Dictionary** words and their example sentences
- The answer keys for the activities in each **Dolphin Reader**

Website Support

For downloadable materials and more information about using **Dolphin Readers**, visit the website at:

www.oup.com/elt/dolphins

Activity Books

Dolphin Readers Activity Books provide additional reading, writing, and speaking practice in the key vocabulary and language structures that appear in each **Dolphin Reader**.

Activity Book answers are available on the Dolphin Readers website.

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