Graded Readers
Series 1
Starter to Level-5

SPECTRUM
ACTIVE READERS

KING KHAN and Other Stories
A BRAVE GIRL and Other Stories
IN THE DESERT and Other Stories
THE AZTECS
A STRANGER
THE WORLD OF ANIMALS

Spectrum
Enlightening Generations
Spectrum Active Readers are a series of top quality fiction from a variety of talented authors and illustrators. This series provides a choice of enjoyable reading material for all learners of English, especially the junior and middle school children (classes 3 to 8). The stories are lively and interesting, aiming to increase reading stamina and encourage pupils to enjoy literature and to become avid and accomplished readers. These books will enable children to explore and understand the creative use of English language, while exposing them to a wide variety of experiences. This series is easy for teachers to use, and is an ideal way to encourage more parental support.

**Reflections**

"It was a pleasing experience to review Spectrum Active Readers. I recognize this series as a consistent, thoughtful and praiseworthy endeavour in terms of language control, length, and quality of story - very important for extensive reading.

Another outstanding effort of Spectrum Publishers is the incorporation of ethical and religious themes into the readers. It is certainly a phenomenal step towards integrated education.

Spectrum Active Readers are attractive and full of fascinating illustrations with a variety of activities."

M. Khalid Rahman
Former Editor-in-Charge
DAWN ‘Young World’
his hand to grab his sister when she jumped over the log and approached the old man near the fire. He wasn’t fast enough and had to hurry to catch up with her. Only a few feet from the man, Layla looked at him as he held the empty meat loaf dish in his hands. “You stole from us even after my mom gave you something at the store. That’s a horrible way to pay back kindness.”

“But I…” the man began, “I was at the store to get what little food I could for myself…”

“And then you would steal the rest,” cried Layla angrily.

Ahmad, seeing that the old man was too weak to hurt even his little sister, relaxed his guard a bit while he watched the proceedings.


The old man lowered his head in shame, “I needed more food. I had to have it fast.”

“Why?” Layla asked insistently. “So you can have a feast out here in your little home?”

“No,” he began, “I only eat a little, myself. But before he could finish his sentence, a whispering sound came from somewhere behind him. “What is that noise?” Layla asked.

Before the old man could answer, however, the whispering sound was joined by other sounds that also indicated helplessness. Layla marched around the corner of the shack, followed by Ahmad and the homeless man.

When she peered inside, she was amazed to find a small circle of shredded up blankets with what seemed like a warm of small, furry bodies moving around.

“Kittens!” she exclaimed. “What are these kittens doing here?”

She reached her hand down to stroke the tiny creatures and saw they were only a little bigger than her hand.

A wide variety of text-related questions and activities at the end of each chapter to stimulate the children’s ability to analyse the text and strengthen their skills

Put the words in brackets in the right order.

1. Layla eagerly (up) (got) (washing) (stared) (around).
2. The family (the) (room) (left) (their) (went) (own) (off) (and) (on) (paths) (individual).
4. Layla’s parents (smiled) (then) (and) (gazed) (exchanged) (each) (at) (other).
5. It was (brick) (building) (beautiful) (a) (marble) (o) (made) (and).
7. It was (pretty) (and) (getting) (full) (walking) (were) (people) (the) (towards) (entrance).
8. Layla (dinner) (helped) (mother) (to) (her).
9. Layla (waxed) (her) (friends) (going) (was) (she) (that) (her father) (to) (with).
10. Layla and Ahmad (their) (mother) (retired) (then) (and) (greeted) (their) (rooms) (to).
HOW TO FIT THE READERS INTO YOUR TEACHING

In this section you will find a description of a standard way of fitting the readers into your teaching. Eventually each teacher will find a way of using the readers that is most suitable in her/his context, but there will always be moments when it would be stimulating to surprise learners with a different procedure.

The 'standard' model: class readers

The most common use of readers is when all the learners have the same reader (known as a 'class reader') and the reading is done mostly in class (but not necessarily). The teacher will probably find it best to present the reader in 'episodes', in different reading sessions. This creates interest and suspense.

Timing

- Set a time limit on how long you want to use a reader.
- It is possible to insert a reading session at the end of every lesson, although teachers who have 2-4 lessons a week often have their reading session once a week. If it is done once a week, a good time is during the last session of the week, which gives a 'special' feeling to the reading session. Indeed, an entire school lesson can be dedicated to using a reader.
- The time needed for a reading session can range from about 10 minutes to the entire lesson, depending on how many of the activities are done in class. After a few sessions the teacher will have an idea of the amount of time the class is comfortable with. However, as the class becomes more used to reading together, the learners will be able to handle more time spent on reading.

Procedure

After a brief warm up, the reading starts. A common procedure is that the learners listen while they follow the texts in their readers. The teacher can pause at intervals and ask a few very simple factual WH-questions (who, what, where, when, why) or true/false questions to make sure that everybody in class understands what is happening. Without interrupting the momentum, the teacher might also ask what the learners think might happen next (but if no answers are immediately forthcoming, go on with the reading). However, if the class seems absorbed by the reading and/or irritated by the pauses and questions, then allow the class to read the entire chapter uninterrupted. This will be more likely when the class becomes used to reading together. Besides, a possible way of presenting the text for reading is that the teacher reads, expressively and dramatically (an advantage is that the teacher can adjust the speed of reading to suit the language level of the class).

Note: Do not let the learners use dictionaries. The use of dictionaries at this stage discourages two vital sub-skills of fluent reading: ignoring unknown words and guessing meaning in context. Learners should only use dictionaries later (during activities, or during re-reading at home), and then only if they are in real difficulty. Encourage learners to use the glosses, the illustrative support, and to make guesses in context, using knowledge of what comes before and after.

Activities

Each chapter in the Spectrum Active Readers is followed by a number of activities of different types (true/false, multiple choice, matching, WH-questions, etc.). After reading, the teacher has two main options:

- Do all or most of the activities in class (with the class working individually, in pairs or groups). If pressed for time, any activities not done can be set as homework.
- Do just the first activity in class, and perhaps one or two others. Then look through the rest of the activities with the class and explain them. Set some or all of them as homework.

You can remind the learners that they themselves can do the activities as self-study – although you should bear in mind that you would need to check/correct what they do.
King Khan and the four other stories in this book will together help in the development of children’s cognitive abilities.

In the Desert is the story of a North African boy who spends a night alone in the desert. Its descriptions of the desert terrain and bits of tribal wisdom provide an informative glimpse at a distant lifestyle.

In the Desert and the other two stories in this book can be experienced on many levels. A child may simply enjoy reading them, an adult may analyse them in a more sophisticated way. Both may eventually benefit from the lessons within.

This is the story of a brother and a sister who take a trip with their father to sunny Mexico to learn about the ancient Aztecs. After their father is kidnapped, they learn more about the ancient civilization than they could ever imagine. What hair-raising adventure awaits? Find out as they tackle the curse of the Aztec Warrior!

The World of Animals expounds the teachings in the form of a fable about man’s responsibilities toward his fellow creatures. They exemplify an attitude founded not upon any humanistic philosophy or natural feelings of the heart but upon the basic commandments of the religion of Islam. As such they show a very real understanding of man’s proper attitude to his fellow creatures.

SPECTRUM ACTIVE READERS

This series is published at six levels and provides a choice of enjoyable reading material for all learners of English. Each book includes an introduction, attractive illustrations and a wide range of activities.

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