Using Graded Readers in the Classroom

simply read

MACMILLAN READERS

www.macmillanenglish.com/readers
Key Features of the Macmillan Readers Series

Macmillan Readers
One of the most popular and respected series of simplified readers for learners of English.

Macmillan Readers feature:

- Carefully-graded levels from Starter to Upper intermediate so your students get the right reading material for their ability

- Extra exercises and Audio CD for selected titles

- A truly international range of simplified readers with a prestigious list of authors from around the world

- Free support material: Worksheets, Worksheet Answer Keys, Answers to the Points for Understanding comprehension questions, Extra Exercises, Sample Chapters and Sample Audio

- Author Data Sheets – these two-page sheets are aimed at teachers and students who want to find out more about the writers represented in our list

- A revised edition of the free teacher’s booklet Using Graded Readers in the Classroom

Council of Europe

Common European Framework & Macmillan Readers

Starter & Beginner — A1 (Breakthrough)
Elementary — A2 (Waystage)
Pre-intermediate — A2—B1 (Threshold)
Intermediate — B1—B2 (Threshold)
Upper intermediate — B2 (Vantage)
Using Graded Readers in the Classroom

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The aim of this guide is to introduce teachers to Graded Readers and provide a wide range of activities and ideas to motivate language learners both inside and outside the classroom.
Using Graded Readers in the Classroom

1 What are Graded Readers?

Most people agree that exposure to a language is their key to effective learning. However, it is also vital to success that learners feel motivated, that they enjoy learning the language and that anxiety levels are as low as possible.

Graded Readers meet the needs of today’s language learners by maximising reading opportunities in an enjoyable, relaxing and accessible way. The range of titles and genres available, the Readers’ visual attractiveness, the quality of illustrations and their practical size are all additional factors that add to their immediate appeal.

Graded Readers are short books, both fiction and non-fiction, which have been specially written or adapted with the language learner in mind, so they will find them quick and easy to read. Finishing a novel in another language will give your students a real sense of achievement and will motivate them to go on reading more and more.

2 Why are Macmillan Readers so Popular?

Originally launched as Heinemann Graded Readers over 25 years ago, the series quickly set a new standard in EFL reading programmes with a wide range of titles and a wealth of support materials to help teachers and learners gain the most from extensive reading. Now relaunched as Macmillan Readers, the series today still contains many of the original and much-loved favourites but also includes an even wider range of titles to inspire learners: from thrillers and detective novels, romances, historical novels and humour to science fiction, horror, mysteries and legends. They include adaptations of classic tales, such as Sense and Sensibility, Rebecca and Wuthering Heights, and modern works such as the James Bond and The Princess Diaries titles. The range of lower level readers also includes several specially written and illustrated original stories.

The original authors of the adapted works are from many parts of the world including France (Alexandre Dumas, Stendhal), Ireland (Oscar Wilde), Zambia (Wilbur Smith), Nigeria (Chinua Achebe), South Africa (Peter Abrahams) and India (Chitra Banerjee Divakaruni), as well as the United Kingdom and the United States.

Macmillan Readers are deliberately designed to look like ‘real’ popular paperbacks, rather than school books, motivating students and building their confidence to read further both in and outside the classroom. Many are now available with Audio CDs for use in the classroom, at home or even in the car, so learners have greater opportunities to extend their English language learning.

The Macmillan Readers series also continues to provide you with the very best support material to help you get the most out of reading programmes. Today’s resources include Worksheets, Author Data Sheets, classroom project work activities and articles for the teacher. They are available free from our website at www.macmillanenglish.com/readers

Using Graded Readers in the Classroom

3 How are Readers Graded?

When reading a text in another language, we know that learners often face certain difficulties. These can include:

- Complex or unfamiliar vocabulary or grammar. Also, a lack of context for unfamiliar items
- Unfamiliar content
- Complex organization of text
- Unfamiliar text type

(ref. Scott Thornbury, Beyond the sentence. 2005. Macmillan)

Graded Readers can overcome these problems by controlling language and content and, as their name suggests, by being graded into levels of difficulty.

A Vocabulary, grammar and context

With Graded Readers there is a general core vocabulary that learners at each level should have met in their regular coursework. The amount of new and unfamiliar vocabulary is controlled, and new items are repeated and recycled so that they become familiar to the learner. The illustrations (such as photos, drawings, maps and diagrams) can give the student extra help in understanding difficult words and events in the story. From Pre-intermediate levels upward, Macmillan Readers offer further support through glossaries. All of these comprehension aids help the students to develop their reading ability without necessarily referring to a dictionary and thus interrupting reading fluency. The grammar in Graded Readers is also controlled and limited to structures that will be familiar to learners at each level.

B Content

The amount of new information in each sentence, paragraph or chapter is limited. Descriptions are clear and vivid. Sub-plots are kept to a necessary minimum so that learners can follow the story easily and enjoyably.

When we read in our native language, we bring an enormous amount of cultural and background knowledge to a text. For many learners, a lack of knowledge of the culture or background can interrupt their understanding of certain authentic texts. This is why the amount of cultural background included within the text of the Readers is limited. Where background information or references are needed, support can be given by the pictures illustrating the story (particularly at Starter and Beginner levels, where the illustrations are an important feature of the Readers) and/or by a short summary with maps, diagrams, portraits etc. at the start of the book.

C Organization of the text

The organization of paragraphs and chapters, as well as the use of illustrations, helps to break up the information into manageable chunks and aids chronology, so learners can follow the story more easily.

D Text type

Macmillan Readers are mainly narratives with some dialogue. They may also include simple notes or letters. These are the most ‘learner-friendly’ text types and are familiar to most readers.

Macmillan Readers offer a wide and attractive range of short, learner-friendly books which can be read quickly, easily and enjoyably. They are specifically designed to look like ‘real’ popular paperbacks and are often accompanied by an Audio CD, as well as by a variety of supplementary resources to support the teacher and the self-study student.
Using Graded Readers in the Classroom

4  Reading and the Common European Framework

The Common European Framework is an initiative by the Council of Europe and is, in their words, ‘a practical tool for setting clear standards to be attained at successive stages of learning and for evaluating outcomes in an internationally comparable manner’.

At each of the CEF Levels, there are descriptors such as ‘Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international items’ (A2). These are given to help learners evaluate their learning, communication and comprehension strategies, and each of the skills on this scale (full details of the descriptors and levels are available at the Council of Europe website www.coe.int.

The descriptors refer to various aspects of reading, such as reading correspondence, reading for orientation, reading instructions and also reading for pleasure, that is, reading literature. While most coursebooks provide practice of reading pamphlets, letters, short articles etc. in a foreign language, the Graded Reader is the most practical, attractive resource for helping the learner to really make measurable progress in their reading for pleasure.


<table>
<thead>
<tr>
<th>Macmillan Readers</th>
<th>Common European Framework</th>
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<tbody>
<tr>
<td>Starter and Beginner</td>
<td>A1 (Breakthrough)</td>
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<td>Elementary</td>
<td>A2 (Waystage)</td>
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<td>Pre-intermediate</td>
<td>A2 – B1</td>
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<tr>
<td>Intermediate</td>
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<tr>
<td>Upper intermediate</td>
<td>B2 (Vantage)</td>
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5  Why use Graded Readers?

Much of the reading our learners do in the EFL or ESOL classroom is based on individual sentences and short reading passages from coursebooks or exam practice papers. These are generally used as a focus for language; students are asked to concentrate on vocabulary or structure, and possibly to practise or develop specific reading skills such as scanning, or guessing the meaning of unknown words in a particular context. This kind of reading is widely known as intensive reading and is important in preparing students for the extensive reading they can do outside the classroom, as well as for many of the internationally recognized qualifications in English such as FCE or TOEFL.

Extensive reading, on the other hand, is about content and meaning, and refers to the kind of reading learners may already do in their own language e.g. reading a great variety of longer texts such as novels, non-fiction or reference books (and nowadays, of course, the Internet) for pleasure, to increase their general knowledge or to think about the issues raised.

According to Day and Bamford (Extensive Reading in the Second Language Classroom, 1998, Cambridge University Press), the aim of extensive reading in language teaching is ‘to get students reading in the second language and liking it’.
Using Graded Readers in the Classroom

6 How can Extensive Reading Improve my Students’ Language Level?

The value of extensive reading in language learning is considerable. Recent research shows that reading extensively in a foreign language can result in:

- Faster, more ‘fluent’ reading
- Greater vocabulary acquisition and familiarity
- A better understanding of how the language works and is used
- Better writing skills
- Improved confidence and motivation, greater independent learning
- A more positive attitude to the foreign language in general.

Let’s take a look at each of these in more detail.

A Improving reading fluency

Recent studies have proved that extensive reading in language learning increases reading speed and proficiency. When we read in our own language, we often read several words or whole blocks of words together, with one eye movement taking in several words at a time. The more familiar the words the faster we read, because we automatically recognize what we see and do not have to process it. Many learners reading in a foreign language move from one word to another. They do not ‘automatically’ recognize vocabulary and this can slow down their reading considerably. It can even prevent comprehension of the text as a whole. By the time they get to the end of a paragraph they have forgotten what they have read at the beginning.

With Graded Readers, we enable students to read and understand more of the text by simplifying the language, controlling the amount of information and repeating new vocabulary systematically and naturally. As key vocabulary is repeated and recycled, it is ‘over-learned’ and becomes so familiar that students don’t need to process it — it becomes ‘automatic’. The more students read, the easier it becomes for them to transfer their native language reading skills to the foreign language they are studying. For European students, this increased fluency can be checked against the CEF descriptors.

B Vocabulary acquisition

For many students, trying to read longer texts, such as articles from newspapers and the Internet, or short stories in magazines, ends in frustration and demotivation because of their inability to understand many of the words. Graded Readers, however, allow the learners to read extensively with a limited vocabulary. By seeing words in different contexts, students get a more complete understanding of their meaning and the ways in which they are used. Although students might not recognize all the words in a graded reader, they will be able to make reasonable guesses at the meaning of the unknown words and understand most of the text.

Also, the more frequent collocations — words which often go together such as verbs and prepositions, or particular adverbs and adjectives — become familiar as learners meet them again and again. Such collocations are now considered an essential part of language but they are not easy to learn in other contexts.

As the number of new items is limited in a Graded Reader, anxiety levels are much lower than with other kinds of longer text, so when the learner meets an unfamiliar word or phrase, they may think of it as an interesting challenge, rather than a frustrating obstacle. This helps builds motivation, confidence and a feeling of success.

C Language construction

Another important function of extensive reading is that students gradually become more aware of how the language is constructed. They begin to recognize how sentences combine to form paragraphs and, in turn, how paragraphs are arranged to form whole texts.

Much of the reading students do in class is at sentence or paragraph level, but learning a language is far more than just learning vocabulary and grammar structures; studies increasingly stress the importance of encouraging learners to work with whole texts as a holistic view of the foreign language. By reading longer texts, students will learn to see the foreign language as a piece of text that is actually communicating ideas, opinions, or even emotions to them. For many students, this will be their only contact with ‘real’ language use outside the classroom.

Also, for certain students, particularly those with more interpersonal or introspective, visual learning styles, using Graded Readers is the perfect complement to the dynamic, interpersonal, communicative language classroom experience.
Using Graded Readers in the Classroom

D Improving writing skills

A growing amount of research has shown that extensive reading over a continued period of time can have a direct influence on other language skills such as writing, particularly when it is supported by motivating while-reading and post-reading activities. Not only do learners produce better written work, but they are also more willing to experiment with the language.

It is difficult to measure the exact influence extensive reading has on writing. However, a clear link has been established between the amount students read and their ability to write clear, coherent English.

E Building confidence and independent learning

Intensive reading can develop the reading skills necessary for an extensive reading programme and both kinds of reading will complement each other on any language course. The reading strategies students are taught in the classroom can prepare them to become good readers outside the classroom. Graded Readers help learners to prepare for ungraded reading, by providing a midway stage between the short, graded texts of coursebooks and ungraded, ‘real-life’ materials. This makes extensive reading more accessible. Learners reading novels, reference books, newspapers or web-pages in a foreign language may feel frustrated by the density of unfamiliar items and lose confidence, whereas Graded Readers are engineered to ‘eliminate the hit-and-miss nature (of texts) picked-up-in-the-street’ (Thornbury).

By using Graded Readers in an extensive reading programme, we are helping our students to become more independent in their learning and encouraging them to try out the skills and strategies on their own, leading them ultimately to the extensive reading of ungraded, complete texts. This builds confidence, and there is substantial evidence showing that such autonomy results in successful learning.

Any activities you decide to use to support extensive reading should be designed to motivate and encourage genuine feedback and personal opinion, rather than to test comprehension and potentially cause anxiety. Activities can also be designed to guide learners towards evaluating their own progress and learning in relation to the ‘can do’ descriptors used in the Common European Framework. Obviously any progress that learners perceive is clearly motivating. The Macmillan Readers series provides teachers with a wide range of resources and ideas (at the end of the books, in this guide and at www.macmillanenglish.com/readers) to help and inspire their students.

F Creating a positive attitude

It is widely quoted that the more you read, the better reader you become. But what happens if learners don't actually like reading in a foreign language? Recent studies have found plenty of evidence to suggest that attitude is a key factor in learning a foreign language. The wide choice of titles and genres in the Macmillan Readers series will appeal to a broad range of tastes and the ideas in the supplementary resources should help to encourage a positive attitude to reading among your students.

7 How to use Graded Readers in the Classroom

Graded Readers can be used in two ways:

- as part of an individual reading programme in which learners take books from a class library and read them on their own.

Individual reading allows the students to become much more independent in their learning. On the one hand, it allows them to read where, when and as fast as they want, and on the other, students are free to choose the kind of book they are interested in and to stop reading a book and choose another, if they don't enjoy a particular title. Titles at different graded levels should be available to suit all the learners' abilities.

- as a whole class reading programme in which all the students in a class read the same Graded Reader, generally chosen by the teacher.

The class reader is also a useful tool because it allows you to prepare the whole class for the reading they will be involved in. Reading — and discussing the reading — in a group can help build a team feeling and motivation to tackle the potential difficulties with understanding content, issues or vocabulary. After the learners have read the book, they can also discuss the book as a group in class. It is advisable to set a time limit for reading a book, however, as students will become demotivated if they have to wait too long for each other to finish before moving on to another book.

If you have enough time in your English class, the ideal option is to combine both kinds of reading programme to maximize the benefits of extensive reading. It is recommended that you, the teacher, could read — and be seen to read — the same books as your students, whether as part of the class reader approach or participating in the class library scheme. If you 'walk the talk' your learners will be more motivated to follow your example.
Using Graded Readers in the Classroom

A Setting the scene

As we have already mentioned, attitude – positive or negative – is now considered to be one of the key factors in successful learning. In the case of learning English, attitude includes feelings about English-speaking countries, peoples, cultures, music and cinema. Also, we know that many of our students do not actually enjoy studying or reading! Therefore, for extensive reading in the foreign language classroom to work, you need to set the scene, creating or encouraging a positive attitude to reading, and to reading in another language. Once students look at the Readers and get involved in the reading itself, their attitude may become positive anyway, especially if you use motivating activities before, during and/or after the experience. However, it is a good idea to begin to work with your learners even before they see the Readers, so that you can find out about their attitude and prepare accordingly.

The best way of doing this is to use a questionnaire and follow it up with a discussion. The questionnaire should include questions about how often students read, what they read and whether they enjoy reading in their own language or not. When your students have completed this, you can use it as the basis for a class discussion to introduce the idea of extensive reading. It will allow you to explain the benefits, and decide how best to approach it with your class.

An example of a questionnaire

Books – can’t live with them, can’t live without them?

Look at the following questions and decide which answers best describe you.
You can choose more than one answer if you want

1 What do you usually read?
   a. Nothing much – only adverts, soup packets and the TV page in the newspaper.
   b. Articles, reports, letters and emails at work – I don’t have time for any more.
   c. Emails and web pages mostly, not books.
   d. Newspapers and magazines.
   e. Non-fiction books either for studies or general interest.
   f. A bit of everything, but I prefer fiction, or non-fiction books like autobiographies.

2 How often do you read for pleasure?
   a. Not often. I prefer films, TV, music, sport etc.
   b. Sometimes, but usually only during the holidays.
   c. When I’m ill, when it’s raining or when someone has given me a book they recommend.
   d. As often as possible – I love reading.

3 If you read for pleasure, which of these types of book do you enjoy?
   Crime and thriller    Biography
   Detective/mystery    Travel
   Romance              Horror or ghost
   Historical           Humour
   Adventure            Books with films
   Fantasy              Classical literature
   Sci-fi                Other (what?)

4 When you are with your friends, do you ever recommend books to each other?
   a. No, never.
   b. No, not very often.
   c. Sometimes.
   d. Yes, a lot.

5 How do you choose the books you read?
   a. I read the books that people give me as presents.
   b. I read the books that my family and friends recommend.
   c. I read the book reviews in magazines and/or newspapers.
   d. I spend time in the bookshop or library, looking at the cover, reading the information on the back cover (‘blurb’).
   e. I read books by authors I am familiar with and enjoy.
   f. I read the books of films I have seen or want to see.
   g. I only read the books I need for my studies/work.
   h. When I think a book might be interesting, I read about it on the Internet.

6 Which of these is closest to the way you feel about reading?
   a. I don’t enjoy it in any language.
   b. I don’t mind reading in my language but it’s too difficult/boring etc. in English.
   c. I really enjoy it in my language but I’m not sure about reading in English.
   d. I love reading and I don’t mind which language I read in.
Using Graded Readers in the Classroom

B Choosing Readers

Whether you decide to create a class library (see below) or use a class Reader, you can choose the books for the group, or better still, the students can help you choose from catalogues or available Readers. Look together at the descriptions for each book in the catalogue and the cover images, notice whether there is an audio CD accompanying the book and gently guide the students to look at the levels you feel are appropriate to them.

Different kinds of tests can be set to decide on levels of Graded Readers for learners, but by far the most successful way of getting it right is to use your own intuition. Make an initial selection of two or three titles from each level and read them through yourself. You will then be able to suggest levels that will suit your students’ particular needs. A simple rule is, initially, to choose books slightly below the level of your students’ English. This will reduce any possible anxiety when reading and build their confidence. If they find the texts ‘too easy’, they can then try a higher level.

If you are choosing a class Reader, you could also provide copies of one or two pages of the books for the class to read and grade for difficulty.

Whether it is the teacher who chooses the Graded Readers or the learners, the level of the books chosen should be comfortable for the student to read so that anxiety is kept at a minimum, students are motivated to keep reading and they enjoy the experience.

8 The Class Library

A class library is a library of English books or texts made directly available to EFL/ESOL students in the classroom. A school library, on the other hand, is an area or room specifically designed to house all kinds of books and resources on different subjects. This may seem obvious at first glance but it is important to emphasize the difference. A school library is ideal for those students who are highly motivated and have been encouraged to read from an early age. They will make the effort to pay regular visits to the school library. However, this is not the case for many of our students who find excuses such as ‘I haven’t got enough time’, ‘I forgot’ or ‘I don’t know which books to choose’. If we can bring the library into the classroom, we are at least making it easier for our students to take a book home with them. At the same time we are also showing our students that reading in English forms an integral part of their course.

An important factor in determining the success of a class library is that the students, as well as the teacher, are responsible for setting it up and running it. The more involved our students become in its creation, the more motivated they will be to use it, and they should be encouraged to recommend Readers to other students in the class and to record ‘reader reviews’. You can develop the class library further and create a book club, where learners discuss their opinions or the issues raised, after reading certain books, or even prepare a short presentation on a particular Reader. This builds confidence in reading, speaking and presentation skills.

A Displaying Readers

Ideally, if you are based in one classroom, you can encourage students to participate in making a space for and designing their ‘book corner’. This will require enough shelf-space so that students can see the front covers of the books. If, however, you move from class to class, a simple solution is to have a mobile library. An attractive idea is to make a colourful hanging library with individual pockets (preferably transparent), which can be carried easily, and folded and stored away at the end of the day.

Keeping your Graded Readers and their audio CDs in a box is another solution, but remember to take them out and display the front covers. The appearance of the front cover together with the title often seems to be the main reason for a book’s appeal, so it is important that the Readers are laid out with their covers visible as this will make them more attractive and interesting.
Using Graded Readers in the Classroom

B A library loan system

Library loan cards can be kept on the inside cover of each book. These are collected by the library monitor and stored in a small box or in a pocket on the hanging library so that they know which books have been borrowed.

Dr. No
Ian Fleming

<table>
<thead>
<tr>
<th>Borrowed by</th>
<th>On</th>
<th>Returned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daniel Paulin</td>
<td>23/4</td>
<td>12/5</td>
</tr>
<tr>
<td>Pascale Tual</td>
<td>16/5</td>
<td></td>
</tr>
</tbody>
</table>

Students can be involved in this as library monitors; they keep a check on all the books on loan or those that are brought back. By giving your students the responsibility for taking care of the books and organizing the system, as well as becoming more familiar with the titles, you are more likely to reduce losses and damages.

C Monitoring students’ reading

A library record chart can be completed each time a student takes a book. Ask your students if they prefer to display the chart on the classroom wall or keep it in a file with the library.

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Date borrowed</th>
<th>Date returned</th>
<th>Type</th>
<th>Recommendation</th>
<th>Mark /10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pedro</td>
<td>Ski Race</td>
<td>6/10</td>
<td>20/10</td>
<td>Adventure</td>
<td>Easy</td>
<td>5/10</td>
</tr>
<tr>
<td>Elena</td>
<td>The Perfect Storm</td>
<td>22/11</td>
<td>14/12</td>
<td>Adventure</td>
<td>Interesting</td>
<td>8/10</td>
</tr>
<tr>
<td>Marta</td>
<td>Sense and Sensibility</td>
<td>6/10</td>
<td>20/11</td>
<td>Romance</td>
<td>Good but a bit difficult</td>
<td>7/10</td>
</tr>
</tbody>
</table>

Students can also keep a record of the books they have read in a personalized notebook or, where they have access to the appropriate technology, using a ‘blog’, a weblog or personal diary housed on the Internet. This is called a reading journal (see below), and might include the title and author of the book they have read, the date, a short summary of the story, opinions and reactions etc. At the lower levels, this can be done initially in the students’ native language.

It is also useful if you keep a record of the books each student has read, as this can be passed on to teachers of future courses to provide valuable information about the student’s interest and progress. If your students have kept blogs, these can be accessed (with the students’ permission) directly by other teachers and groups, either for information or for interest.
Using Graded Readers in the Classroom

D Categorizing Readers

To help your students choose a book, you might categorize the graded readers in your class library according to linguistic level and/or content. Use your intuition to determine how the different publishers’ coding systems based on linguistic levels relate to your students’ specific needs. The Readers can then also be categorized — preferably by the learners themselves — into genres such as thriller, romance, science fiction/fantasy, mystery/horror/ghost, human interest etc (see activities below). In this way, each individual student will find it easy both to choose a level they are comfortable with and a type of book they enjoy. If there is a film of the book, you could also indicate this by putting a small sticker on the cover.

Many Macmillan Readers are accompanied by audio CDs. You may wish to keep a separate library system for the CDs, as students may want to take out books and CDs separately.

E Suggested post-reading activity

Ask your students to produce cards for the books they have read, to replace or complement the initial library cards you may have made. These cards could include: the title, the author, the genre of the Reader, a simple recommendation and a rewording of the blurb on the back cover or a short summary of the story (not including the end). The cards can then be kept as a quick reference near or with the class library.

F How do students choose their Readers?

Choosing a Reader should be like choosing any other book in a library or bookshop. When we go to a bookshop or library and choose a book to take home, the most important factors tend to be: having enough time to look through the books available without rushing, looking at the front covers, reading the titles and the blurbs getting recommendations from — and exchanging opinions with — friends, and reading reviews.

Time can be allocated to looking through the books in the library during class time, break-times, after-school hours etc. but you should be available to help whenever possible. If you show a genuine interest in what they are reading, students will see the importance of reading as part of their English course. If a student finds it difficult to decide, you can refer him/her to reviews written by classmates, or to the reading chart with genres and recommendations, or discussing the blurb, genre and level etc. or discuss books with them. Choosing a Reader can also be the result of some of the motivating activities discussed below.

G When should students read?

Silent reading can be done during class, if you have enough time, as well as being encouraged as something learners can do at home, on the bus etc. Part of the attraction of extensive reading is that students can take responsibility for when and where they do it. However, dedicating thirty minutes of class time per week to extensive reading may make the difference for those students who are unable to or do not want to read at home. Students can also read their books while they are waiting for other students to finish their work, so they are not wasting those few minutes of class time, but this should be their decision, not a task. Audio CDs offer further opportunities for students to listen to the stories.

Asking individual students to read aloud in class is not generally recommended as this can be stressful and demotivating. The student can become self-conscious about their mistakes in pronunciation, about reading speed and, in fact, about ‘performing’ in front of their classmates. Also, the students who are listening will tend to try to spot errors — or simply switch off — rather than follow for meaning or enjoy the story.
9 Motivating Reading During the Year

What often happens with many class libraries is that the students start with good motivation and attitude, but by the end of the school year only a few are still reading. It is your job to maintain motivation and encourage a positive attitude. By doing the activities in the next section at regular intervals throughout the year, you are making extensive reading an integral part of the course. Students are then reminded that the class library is there for their use and that using it can be fun and engaging.

By the time you do these activities in mid-course, some students will already have read a number of books and might recognize the blurbs, summaries or extracts from the CDs that you are using in these activities. This is not a problem and it can be an advantage. Students who are familiar with the books can help their classmates. You can also ask the students to share their opinions and reactions with the class. By using a wall chart (see Monitoring students’ reading), or a class web-based book club, students can recommend books to their friends. This is one of the most valuable – and natural – ways of encouraging them to read. Alternatively, you can ask your students to give short presentations about the books they have been reading or produce projects to be displayed in the class (see Post-reading activities page 23).

You can also make up a quiz about all the books in the library as a competition for the whole class, including questions about the front covers, the titles, the illustrations etc.

<table>
<thead>
<tr>
<th>Find the book!</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. This book has five short stories in it.</td>
<td>The Cut-Class Bowl and Other Stories</td>
</tr>
<tr>
<td>2. This book was written by Dickens, and has a character called Pip in it.</td>
<td>Great Expectations</td>
</tr>
<tr>
<td>3. This book is about the owner of a special shop in California.</td>
<td>The Mistress of Spices</td>
</tr>
<tr>
<td>4. In this book, a man is offered money to provide an alibi.</td>
<td>Officially Dead</td>
</tr>
<tr>
<td>5. This book is a romantic crime story set in a house called Manderlay.</td>
<td>Rebecca</td>
</tr>
</tbody>
</table>

Perhaps the most effective way of keeping the class library alive is your example to the class; try to show an active interest in the library throughout the year, borrow books yourself and show the class that you are reading them. You can then participate in activities where opinions are shared.

10 Holiday Reading

Some teachers may choose to recommend extensive reading as an additional, holiday activity during the shorter holiday periods in the academic calendar. Many of the activities detailed above can be used to motivate, keep track of and provide feedback on holiday reading. A reading journal might be particularly useful for this approach, as the students will have less contact with each other for on-going encouragement during a holiday period.
Using Graded Readers in the Classroom

11 Motivating Activities

The following activity ideas, using the Macmillan Readers series, will let your students see the variety of Readers available and help engage their interest. They will also then find it easier to choose the books they want to read.

If you are intending to run a class book club, it is a good idea to ask your students to do the tasks in pairs or groups, as this will create a more positive, 'social' attitude to the library.

Cover story

1. Hide the titles of a few books and write a number on each.
2. Give students a list of the titles, eg:
   a Marco; b Little Women; c Dangerous Journey; d The Last of the Mohicans.
3. Show them each book cover and ask them to match the number with the correct title by looking at the picture on the front cover.
4. Check their answers by revealing the real title of each book.

   1= c; 2 = b; 3= d; 4=a

Match the blurb

1. Copy the blurb (description from the back cover) of a variety of books, or prepare summaries in controlled language using the descriptions of the books from catalogues.
2. Give students a list of the blurbs and/or the summaries, together with a list of titles and ask them to match the book title to the correct blurb/summary.

Note: When preparing this activity, remember that the summaries or blurbs should include some clues about the real title. Any number of books can be introduced to the students in this way.
Using Graded Readers in the Classroom

Summary/Blurb

1. ‘Those claws have killed four of my friends,’ said a voice. Larry applies for a job as a cook on an expedition to search the mountains of northern Afghanistan for the legendary and fearsome Toruk. At the interview, Larry has nagging doubts. But he loves mountains and he needs a job.

2. ‘I don’t have a merry Christmas,’ said Scrooge. ‘Christmas is nonsense. It’s humbug! I don’t believe in Christmas. I’m not giving money to anyone else so they can have a merry Christmas.’

3. This classic adventure comedy founded a whole genre of its own: short stories, feature films, highly-popular television series and animated cartoons, all featuring the people’s hero with the flashing sword – Zorro!

4. The lightening was all around me. I looked at the huge body. The silver light reached the hands, the feet and the head. For a moment everything was quiet. Was it moving? No, yes! An arm moved and then a leg. Then I heard breathing. Yes, the man was breathing. He was alive!

Genres

1. Give students a list of types of book such as: human interest, travel, short stories, humour, mystery or romance.
2. Let them look at all the books in the class library, (or the books in the catalogue, if you use this activity to help choose books to include in the library) reading the blurbs and titles, and looking at the covers and illustrations.
3. Ask them to put each book in the best genre category or categories.
4. Lead a group discussion to decide on a definitive wall chart which shows each book under the best genre headings.
Students can then refer to this chart when they choose books to take home.

<table>
<thead>
<tr>
<th>Summary/Blurb</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘Those claws have killed four of my friends,’ said a voice. Larry applies for a job as a cook on an expedition to search the mountains of northern Afghanistan for the legendary and fearsome Toruk. At the interview, Larry has nagging doubts. But he loves mountains and he needs a job.</td>
</tr>
<tr>
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</tr>
<tr>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Book title</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Mark of Zorro</td>
</tr>
<tr>
<td>A Christmas Carol</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Genres</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Interest</td>
</tr>
<tr>
<td>Emma</td>
</tr>
<tr>
<td>The Girl Who Loved Tom Gordon</td>
</tr>
<tr>
<td>The Great Gatsby</td>
</tr>
<tr>
<td>The Enchanted April</td>
</tr>
<tr>
<td>Things Fall Apart</td>
</tr>
<tr>
<td>Travel</td>
</tr>
<tr>
<td>Meet me in Istanbul</td>
</tr>
<tr>
<td>The Girl Who Loved Tom Gordon</td>
</tr>
<tr>
<td>The Enchanted April</td>
</tr>
<tr>
<td>Humour</td>
</tr>
<tr>
<td>The Woman Who Disappeared</td>
</tr>
<tr>
<td>Mystery/horror/ghost</td>
</tr>
<tr>
<td>The Girl Who Loved Tom Gordon</td>
</tr>
<tr>
<td>Dracula</td>
</tr>
<tr>
<td>Thriller/adventure/spy</td>
</tr>
<tr>
<td>A Kiss Before Dying</td>
</tr>
<tr>
<td>Meet me in Istanbul</td>
</tr>
<tr>
<td>The Woman Who Disappeared</td>
</tr>
<tr>
<td>The Perfect Storm</td>
</tr>
<tr>
<td>Science fiction</td>
</tr>
<tr>
<td>The Space Invaders</td>
</tr>
</tbody>
</table>

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Using Graded Readers in the Classroom

You can also ask students to look through the books and decide if the stories are set in the past, present or future. This is particularly useful for lower levels, as it prepares them for the tenses they will meet.

Listen carefully

1. Give students a list of three or four titles, or summaries of books.
2. Play three or four short extracts from the accompanying CDs.
3. Ask students to match the correct title with the corresponding listening extract.
   
   Note: If you choose an exciting extract with lots of action, this will inspire students to read the rest of the story to find out what happens.

Key points

1. Choose a few short extracts from three or four very different books. These should include key points in the story or important character descriptions.
2. Give students the list of corresponding titles and ask them to match the title with the extract.

About the characters

1. Many of the books in the Macmillan Readers series have family trees or descriptions of the main characters at the start of the book. Put students into groups of three or four, and select one book per group.
2. Ask the groups to look at the pictures (and descriptions) of the characters and think about what their significance could be in the story e.g. Who is the villain or hero? Who is the main character's love interest? Who is the brother/sister?
3. Pass the book on to the next group. Repeat step 2.
4. Repeat until each group has looked at at least three books.
5. You could ask the groups to write down their thoughts, and then compare them with the story later.

Check out the author

1. Use the author information at the start of some of the Macmillan Readers, the Author Data sheets available at www.macmillanenglish.com/readers or find information about the author on the Internet. Then give your students a short biography of three or four of the authors represented in your class library but do NOT include the names.
2. Show students the corresponding readers, so they can see the cover design, title and name of author.
3. Ask them to read the information about the authors and match each with his or her book.
   
   Note: Make sure you give enough clues in the biographical data or choose books with clues on the cover, so that the students can guess the correct answers more easily eg The Great Gatsby, Sense and Sensibility, No Longer at Ease, A is for Alibi.

In the beginning

1. Put students into four or five pairs or groups.
2. Copy the beginning of four or five Readers (the first two or three paragraphs) onto separate cards, and hand them out so that each student in a group has the same piece of text.
3. Display copies of the actual Readers you have chosen.
4. Ask students to read their card and decide which Reader it belongs to.
5. When you have discussed the correct answers, ask the groups to work together to decide what happens next.
   
   Note: You can refer to this in a later post-reading activity, asking them how close their version was to the real story.
Using Graded Readers in the Classroom

12 Reading Journals and Portfolios

As mentioned earlier, one final activity which can be done while students read, and which helps to stimulate and encourage a positive attitude, is keeping a reading journal or portfolio. This can be done either in a notebook or in a web-based ‘blog’. Students write about their reading as they read. This should be done in English where possible, although lower levels may need to combine English with their own language. They can write short summaries of the piece they have just read, they can record their impressions of characters, their opinions on events, they can even write about how they feel, reading in English. This journal can either be shared with the teacher alone, or periodically with the whole group, as a way of sharing ideas. It can be used as the basis for group discussions and book club-type activities. Excerpts can be copied and pinned up next to the class library, as recommendations for books, and it can be used to monitor progress in reading. It can also be used to help students observe their progress towards reaching objectives within the Common European Framework. Teachers should not be tempted to correct errors unless a student specifically requests it.

13 Worksheets, Extra Exercises and Audio CDs

Once they have chosen the book they wish to read, some students will not need any more guidance and will read for pleasure. At Elementary, Pre-intermediate, Intermediate and Upper levels, comprehension questions (Points for Understanding) appear at the back of each book. These can also be used to provide intensive reading work, while the students read. If two students are reading the same book, or some students have already read a particular book, these Points for Understanding can form the basis of pair or group work.

Other students may need or want more help or practice. Many of the titles from Beginner to Upper Intermediate level have extra exercises at the end of the book. Free worksheets are also available from www.macmillanenglish.com/readers for all the titles in the Macmillan Readers series. Each worksheet includes pre-reading, while-reading and post-reading activities that can be followed through by an individual student or by a group. The extra activities and the worksheets include both intensive (language work or practice for strategies) and extensive reading activities (content-focused). The proportion of intensive to extensive activities varies from Reader to Reader.

Audio recordings are now available on accompanying CDs for many titles in the Macmillan Readers series. At Starter level, all titles come with an audio CD containing recordings of three of the titles in the Starter range. Students can use the CDs in a variety of ways. They can listen to parts of the recording before reading, while they are reading or even use them as an activity after they have read the whole story.

The dramatization of a story can help students to understand and follow the plot much more easily than just following the written text. This is particularly useful for slower readers as they are forced to read at a certain pace and can go back over sections they do not fully understand. For the more motivated students, the advantage of the CD is that they really can become involved in their reading almost anywhere; many students say that they listen to the CD when they are travelling. This often prompts them to go and re-read the section they have listened to in order to confirm their understanding of the recording. Listening to a CD while reading also aids word recognition, as students relate the written form to the spoken word. It also supports learners who have a more auditory learning style or memory, that is, learn or remember more from what they hear than from what they see.

You may find, however, that listening activities — particularly at lower levels — are more successful if you read the relevant part of the Reader to your students, using prompts, visuals etc. to aid understanding. Some students feel intimidated by recordings in the classroom, and may prefer to use the CDs at home, at their own pace and in their own time.

For more ideas on using the audio CDs see page 27 of this booklet.
Using Graded Readers in the Classroom

14 The Class Reader

The Class Reader is a book which every student in the class reads, so multiple copies of the same book are bought and read both in class and at home. This type of extensive reading approach is sometimes referred to as ‘shared experience reading’ as learners support each other both in their reading and in the activities. Faster readers can help slower readers and students with more cultural or background knowledge related to the story can share that knowledge with their classmates.

A How activities can support extensive reading programmes

It has been suggested that learners should not need any activities in an extensive reading approach. However, more recently, several convincing arguments have been put forward to support the use of activities before, during and after reading. Pre-reading activities help to build a positive attitude to reading in a foreign language and get the students involved in the content of what they are going to read. Reading a whole novel or play in another language can be intimidating, so using thought-provoking, fun activities to help the learners engage with the content will reduce anxiety, increase self-confidence and create a good ‘feeling’ about reading. Activities while reading can help to keep students motivated, providing them with a sense of support and allowing them to check their progress. Apart from enabling learners to recycle language through speaking and writing activities, post-reading activities allow students to consolidate their learning without being tested. They can express and share opinions and ideas, give personal feedback, recommend and generally feel like part of a reading community. All these factors add to motivation and encourage learners to read more and more. Furthermore, they will be able to observe their own progress and refer to the ‘can do’ statements in the Common European Framework, where appropriate.

B Activities

These activities can be used with different age-groups in different kinds of learning environments. The main aim of these activities is to aid global comprehension, rather than a more detailed study of a text. Students are not asked to analyze word order or give the meaning of specific vocabulary items because such tasks are more appropriate to intensive reading. They are encouraged to ‘ignore’ words they do not understand as long as this does not prevent their global understanding of the text.

The activities below are divided into three sections: pre-reading, while-reading and post-reading. Pre-reading activities aim to motivate the student to want to read, either by getting them involved in the theme of the book or in the text itself. While-reading activities are designed to guide the student through the text, providing help where necessary. Finally, post-reading activities aim to get the student to think about what they have read.

Students are given the freedom to use their imagination and bring their own experience to bear on their own interpretation of the text. They are not being tested in any way, but are being invited to express opinions and share their reading.

C Pre-reading activities

Many of these activities can be adapted for use with a class library.

For additional pre-reading activities refer to the Setting the Scene section (page 9) and the Motivating Activities section (page 14) of this booklet.

Chapter headings

A
1. Take the chapter headings from the chosen class Reader and contrasting Reader and mix them up.
2. Give students the titles of the two books and show them the front covers.
3. Ask students to choose which chapter headings go under which Reader title.

B
Some chapter headings provide information about their order. By looking at these chapter headings, students can begin to predict how a story develops. To test this, try out the activity below.
1. Give students a list of chapter headings from a Reader. Make sure the headings are in the wrong order.
2. Ask students to decide which chapter heading they think is the first and which is the last.
3. Ask them which chapter they think is going to be the most exciting, the saddest, the most important etc.
4. Ask students to look at the remaining chapter headings and to decide their own order for these.
5. Ask students to predict what will happen in a chapter or to predict what will happen in the story. (This may need to be in the students’ own language with lower levels).
6. Ask students to invent their own story based on their order for the chapter headings. You can even ask them to write a short paragraph about what they think happens in each chapter.
Using Graded Readers in the Classroom

Using illustrations and other pictures

A
1. If students already have their copies of the book, ask them to work together and look at the illustrations.
2. Ask them to discuss what they think is happening in each picture.
3. Ask them who they think the characters are.
4. Ask them what they think the story is about.

B
1. If students already have their own copies of the book, ask them to look through the illustrations for a minute or two.
2. Play a short extract from the accompanying CD. Ask students to identify which illustration it corresponds to.
3. Repeat this, playing three or four extracts.
4. Ask the students what they think the story will be about, what the characters seem like and how they think it will end.

C
Produce individual drawings (stickmen will do) showing the main events in a story for students to predict the correct order. Remember NOT to include a drawing showing the end of the story!

Note: Alternatively, you can give the students the chapter headings as well as the pictures to enable them to tell their own story.

D
1. Give students a ‘storyboard’, a cartoon strip, of the main events in the story already in the correct order (do NOT include the ending!).
2. Ask them to predict the story.
3. Ask them to guess how the story ends.
4. You may want students to use pictures of stickmen to demonstrate their predictions, so that they can compare them with the book when they have finished it.

E
Some of the books in the Macmillan Readers series have real maps at the start, to provide background information. If any students are familiar with the area shown, you could ask these students to share their knowledge with the class.

F
Some of the Macmillan Readers, such as The Princess Diaries, have simple picture dictionaries.
1. Ask students to look at the picture dictionary in their own copy. Discuss the items.
2. Ask them to predict the relevance of each item. Encourage your students to use their imagination and sense of humour! This is best done after reading the blurb and discussing the covers, in order to provide some kind of context.
Using Graded Readers in the Classroom

Looking at the characters

A
Many of the Macmillan Readers have a family tree or similar illustration showing the characters in the story at the front of the book.
1. Ask students to look at the family tree and speculate about the characters, if they look friendly, unkind, sad etc.
2. Ask them who they think the hero is, who they think the villain is and what the relationship between the different characters could be.
3. Ask students to look at the illustrations in the rest of the book, to find more clues.
4. Finally, in groups, ask them to write down their predictions, to compare with the real story after reading.

Variation: There are films based on some of the books in the Macmillan Readers series, and students may have seen the films e.g. Pride and Prejudice, Emma, The Great Gatsby, The Princess Diaries, The Perfect Storm. Ask students who have seen the film to explain the characters to their classmates, following the four steps above, using the family tree or illustrations as a visual aid.

B
Some of the Readers give a short introduction to the characters at the beginning of the book. This sometimes includes their name, their job and their relevance in the story. You can use this information to make roleplay cards for your students, adding a small amount of information to each description. Alternatively, if you are already familiar with any of the books, you can create your own information cards. The aim of this activity is for students to become familiar with all the characters in the story before reading the book.

Imagine you have six characters in the story and thirty students in your class.

1. Make five sets of the six character rolecards.
2. Divide the class into five groups of six students.
3. Give out different character rolecards to each student in every group.
4. The students read their character rolecards and take notes if necessary.
5. Keeping the five groups separate, tell students that they are at a party with the other members of their own group. They should all stand up and meet everyone in their own group by introducing themselves and taking notes of the other people’s names, jobs etc.
6. Once they have met all the other people in their group, ask students to sit down again.
7. Ask them to write down what they have found out about the other characters. Then ask them to write a brief description of what they think their character looks like.
8. Give students the books and ask them to compare their own descriptions with the artist’s impression in the Reader.

Note: This activity can be further exploited by giving different groups of students different selections of character rolecards. The groups would then have to question each other and pool their facts to find the missing information. If you have an uneven number of students, take out some minor characters from the rolecards.
Using Graded Readers in the Classroom

Presentations

Before reading, ask your class to research the author. This can be done in groups (more suitable for the class reader), or individually (more suitable for the class library).

1. Put students into groups of three or four.
2. Give them copies of the Author Data Sheets available at www.macmillanenglish.com/readers eg Jane Austen, Wilbur Smith, Philip Prowse. Alternatively, ask them to research the author using the Internet.
3. Ask students to prepare a short presentation on the author. They should consider when and where the author was born and any interesting details.
4. For written practice, you could ask students to write up their own class Author Data Sheet by compiling all the information from the different presentations. This can be put on the wall or kept with the class library, as appropriate.

D While-reading activities

For additional while-reading ideas refer to the Reading Journals and Portfolios section (page 17) of this booklet.

Points for understanding

Many of the titles in the Macmillan Readers series include Points for Understanding, towards the end of the book. This example is taken from Chapter 5 of Tess of the d’Urbervilles by Thomas Hardy (Intermediate level)

1. Who is in love with whom?
2. What kind of woman does Reverend Clare think will be the best wife for Angel?
3. ‘But I’ve met someone else!’ Why does Angel think that this person will be a better wife than Mercy Chant?
4. ‘But I can never marry you!’ Who says this and why?

A
Ask students to look at the points and answer them as they read, for example in their reading journals.

B
Use the Points for Understanding as the basis for an activity in the classroom.

Put learners in pairs and ask them to discuss their answers.

Allow them to refer to their books if they wish, so they don’t feel they are being tested.

Some titles include Points for Understanding which encourage this type of discussion. This example is taken from Chapter 5 of The Jewel That Was Ours by Colin Dexter (Intermediate Level).

Morse learns that Ashenden has lied to him about what he was doing the previous afternoon. What has made Morse suspicious?

Putting events in order

1. Give students a number of randomly ordered events from a chapter of the book.
2. Ask them to put the events into the correct order while they are reading.
3. Give them various groups of sentences accompanying different chapters in the book.
4. Ask students to read the sentences and put them into the correct order.

This example is based on Chapter 12 of The Black Cat by John Milne (Elementary Level).

Salahadin and Peterson walk up the stairs to the deck. The gun falls. Peterson finds Salahadin in his cabin. A man falls into the sea. Peterson and Salahadin talk on deck. Peterson sees the Black Cat on the bed.

Note: The sentences aim to summarize the events in the chapter and act as a guide to the students, to help them pick out the key points in the story.
Variation: Include a ‘red herring’ (an event which does not actually occur at all in the chapter in question). Students put the events in order, as previous exercise, and identify the ‘false event’. For example:

Salahadin and Peterson walk up the stairs to the deck.
The gun falls.
The steward knocks on the door of the cabin.
Peterson finds Salahadin in his cabin.
A man falls into the sea.
Peterson and Salahadin talk on deck.
Peterson sees the Black Cat on the bed.

Predict the story

1. Divide students into pairs or groups.
2. Choose a key passage in which an unexpected event occurs.
3. Give students the first and last line of a chapter, or of a section of a chapter.
4. Ask them to predict what they think will happen in this part of the story.

Predictions using key words

1. Give students a selection of key words in the same order as they appear in the book.
2. Ask them to predict what happens in this part of the book.
   This example is based on the first four chapters of The Stranger by Norman Whitney (Elementary Level).

These words are from the first part of the story. Read them with your partner and talk about what you think happens in the story.

VILLAGE
STRANGER
BUYS HOUSE
SHOP
SPECIAL ROOM
UNUSUAL CUSTOMER
PALE AND FRIGHTENED

If you wish to pre-teach some vocabulary, you can incorporate some of the items from the glossary at the end of the books (from Pre-intermediate level upwards).

Using illustrations

1. Put students into groups of three or four.
2. Present students with the illustration(s) before reading the chapter or a section of the Reader.
3. Ask them to discuss what they think is going to happen in the chapter, or what they think the picture is referring to.
4. You can use the illustrations to present or elicit vocabulary, if appropriate, particularly as some of the new items are supported by illustrations in many of the Macmillan Readers.
5. If students own their copies of the Reader, they may want to label new items in the picture, or copy the pictures into their reading journal and label them.

For example, this illustration is taken from Part Three Marion, 3 in A Kiss Before Dying by Ira Levin:

In the example students have speculated about what is happening in the picture – they are already familiar with the characters at this point – and have labelled the illustration with vocabulary items which could help their understanding of events in the chapter.
Using Graded Readers in the Classroom

B
1. Put students into pairs.
2. Ask each student to choose an illustration in their book related to a part of the story they have already read. They should not show their partner the picture.
3. Each student takes it in turn to describe their picture. Their partner listens and explains which part of the story the picture refers to.

Points of view

A
Invite students to retell a part of the story as if they were a main character in the story, using ‘I ...’

B
Get students to retell part of the story from the point of view of another character.

A and B can be further exploited if you ask questions at appropriate points in the story such as, ‘How do you feel?’ or ‘What do you think of ...?’ You might even want the characters to say what they think about each other at this point in the story (that is, the students’ impression of what the characters probably think of each other).

Character studies

1. Ask students to assess and make notes on the qualities of two or three characters at different points in the story, eg bravery, cruelty, generosity, selfishness etc.
2. Then put students in pairs or small groups to compare their impressions. Do these qualities change as the story progresses?
3. Ask students to write down their views in their reading journals, if appropriate.

E Post-reading activities

The value of extensive reading often becomes clearer to students through post-reading activities, especially those that involve discussion, followed by writing up feedback on the discussion. They motivate learners as they are allowed to share their reading and opinions and to consolidate language they have learned while reading. If students live in a European country, they can incorporate some of the descriptors from the Common European Framework of Reference into their Reading Journal. You can also help your students to evaluate their own learning strategies and their progress in overall reading comprehension.

It is important that these feedback activities are non-competitive, with no ‘right answers’ being required, only personal reactions.

Characters

A
1. Select parts of the story in which different characters are being described. Copy these passages, but do not copy the name of the character if it appears in the description. Hand out the descriptions to the students or display them on an overhead transparency.
2. Ask students to tell you the names of all the characters in the story, write this list on the board or ask students to write this list down in pairs.
3. When students have read the different character descriptions, ask them to write down the name of the character they think is being described in each passage.
4. Students can check their answers in the Reader.

B
1. Ask students to talk about their favourite, or least favourite, character in the book.
2. They should describe the character, mention some of the things the character does in the story and justify their feelings for the character.
3. This can be a spoken or written activity and can be written homework or part of a reading journal.

C
1. Put students into pairs.
2. Ask one student in each pair to imagine that they are one of the characters in the book.
3. Ask the other student to be a newspaper reporter, interviewing the character from the book.
4. Students interview each other and then reverse roles. They may change character if they want.
5. They then write up the interviews as a report.
Using Graded Readers in the Classroom

Guessing game

A
1. Students play in pairs or small groups.
2. On the board, write a list of the characters in the story.
3. One student in each group thinks of a character from the list, the other students ask yes/no questions in order to guess the character.

B
1. Ask students (particularly at lower levels) to make a ‘Wanted’ poster, or a ‘Single male seeks …’ type advertisement for their favourite or least favourite character.
2. The other students then guess who the poster or advertisement is referring to. For example:

| Single lady around forty, living with mother and one niece in own small house. Seeks friendly person for conversation, cards, tea and cake. Must be patient and a good listener. |
| (Miss Bates – Emma by Jane Austen) |

Continue the story or ‘What happens next …?’
Students speculate on what happens after the story ends. Variations of this activity are as follows:

A
1. Put students into groups of three or four.
2. Ask students to decide what happens next.
3. Ask them to ‘cast’ the sequel, and design the storyboard.
4. Each group should then present their version to the class, using the storyboard as visuals and justify their choice of actors for the cast.

B
1. Put students into pairs.
2. Ask them to imagine that two of the main characters meet again after ten years.
3. Students then write the dialogue.
4. Ask students to perform the dialogue for the rest of the class, or make an audio or video recording if they want to.

C
Ask students to write ‘The Next Chapter’ for homework. With lower levels, you may want them to draw simple illustrations and use captions or speech bubbles, rather than write a complete text.

‘What if …?’

1. Ask students to imagine that a key event in the story they have read had not happened, or had happened differently. Imagine for example, that Emma had not married Mr Knightley (Emma by Jane Austen) or that Rachel had not gone for a walk in the sunken garden (My Cousin Rachel by Daphne du Maurier).
2. Put students into small groups to write the alternative ending to the story. This can be done either as a presentation, a dialogue/play or as written homework.

‘Comic-book’ dialogues

1. Some of the Readers at Starter and Beginner level include dialogues in a comic-book format, with full-colour illustrations and speech bubbles, for example in Marco by Mike Esplen, The Long Tunnel by John Milne (both Beginner level books) or L.A. Detective by Philip Prowse (Starter level).
2. Students act out the dialogue between the characters and include a narrator for the non-dialogue chunks. They can record their own work on cassette, audio file or video.
Using Graded Readers in the Classroom

‘Comic-book’ writing tasks

The part of the story that is in strip-cartoon can be used as a writing task in which the students rewrite this part in narrative form.

Write a play

1. Ask students to rewrite the story in play form.
2. They can then act it out to the rest of the class, or make an audio or video recording of their version.

Write a screenplay (project)

1. Students work together in groups to turn the story into a screenplay (or part of the story).
2. Ask them to consider which actors would be ideal for the roles, where they would set the story, if they would change the period, what music they might use etc.
3. They can present their work to the rest of the group as a poster, a presentation or as an article.
4. They can also write the script for part of the story, or even the complete story. This can be done from Starter level upward eg using John Meline’s The Magic Barber.
   If there is already a film of the Reader, you may want to show your class the film after this project, for them to compare their ideas with those of the director.

Board game

Make a board game with questions about the text in different squares. Questions can include facts about events, how characters react to different events, who said what and so on. When a student falls on a question square, the others in the group can refer back to the book to check to see whether the question was answered correctly or not.

Ask students to make up the question cards, and you provide the basic board. If you put students into groups to prepare the questions, this will naturally lead to discussion and consolidation of understanding, plus recycling of vocabulary as they work together. It also means that each student will be confident that they know the answers to at least some of the questions!

Quiz game

1. Put students into groups of three and ask them to prepare some questions or a questionnaire on the Reader (events, characters, quotations, author, setting, new vocabulary, even questions about the illustrations particularly at lower levels).
2. Organize a class team quiz using the questions.

Summarize the story

Plot summaries can be made more realistic by asking the students to summarize the story, for a specific reason. For example:
- in a review to be used as a recommendation for other students. These can be kept in a file in the classroom, or with the class library, if you are using one
- in a letter or email to a friend
- in a diary entry for the character
- in a reading journal or blog
- as a newspaper report (particularly good for mysteries and crime stories). With this variation, you can also ask students to record their report as a TV or radio news item.

Match the quote

Take a number of quotations from the story and ask students to say which character said each one.
Using Graded Readers in the Classroom

Using the Audio CD

A
1. Put students into teams of about four.
2. Play short extracts from the CD and ask the teams to note down what had just happened before the extract and what happened immediately after.

B
1. Put students into teams.
2. Play short parts of the dialogue and ask the teams to decide who said each piece.

‘I liked this bit best …’

If a student — or students — has particularly enjoyed a book, you could ask them to read out their favourite extract. This should be done with care, should always be optional, and is not recommended at the lower levels, as the experience of reading out loud in a foreign language can be very stressful. However, some learners may actually want to share part of the Reader, just as they might read a piece out from a novel to friends in their own language.

Using the illustrations

A
If you are using a Class Library, rather than a Class Reader, when your students have all finished at least one Reader, put them in pairs and ask them to show each other the illustrations in the book they have read and explain the story behind each picture. They should not tell their partner the end of the story!

Variation: Put students in pairs and get one of the students to ask the other questions about the illustration. The person who is answering can only give one or two-word answers.

B
At lower levels, you can ask students to produce stickmen storyboards to tell part of the story they have read. They then tell the piece of story, with their pictures, to various partners in the class. You can then ask students to write down their part of the story, using their stickmen storyboards as illustrations.
Using Graded Readers in the Classroom

15 Using CDs with Graded Readers

Audio recordings are now available on accompanying CDs for the bestseller titles in the Macmillan Readers series and are a very useful aid to comprehension.

A Why use the Audio CDs?

We have already mentioned that ‘the more you read, the better a reader you become’, and this is also true of listening – the more you listen to a foreign language, the more you understand it and the more you understand it, the more relaxed you feel about listening to it. This is particularly true if the listener can refer to the written text, at least at lower levels, to reduce anxiety.

Learners are often familiar with the written form of words in English, either because they have already encountered them in their regular classwork or because they are very similar to words in their own language. However, they often find it difficult to recognize these words when they hear them, because of their unfamiliar sound or because of certain features of spoken English e.g. the ‘sh’ which suddenly ‘appears’ in words like ambition. By listening to the audio CD while they read, learners become more and more familiar with the sound of words and recognition becomes automatic. Anxiety then reduces and attitude improves, as students perceive their progress.

Students who are not learning English in an English-speaking country have limited access to extensive listening. Most recordings used in the classroom are for intensive, language-orientated exercises, whilst you, the teacher, may be the only source of listening for pleasure or content that they have. If students have access to the CDs that accompany their Readers, they can hear a variety of native voices, male and female with varying accents. The more CDs they listen to, the more exposure they have, not only to vocabulary and grammar input, but to pronunciation and intonation. They also have more autonomy and can listen when they want — in the car, in the bath, relaxing at home, over headphones on the bus — rather than being limited to the classroom.

Using Audio CDs alongside Readers helps your students to read faster, and make rapid progress as they become familiar with more and more language, both in the written form and the spoken form. It provides you, the teacher, with a source of a variety of native voices, and gives the learner more autonomy.

B How to organise your CD library

This rather depends on how you organise your Readers library, whether it is fixed (in one classroom or area) or mobile. However, if you keep your CDs in a box, remember to display them in class alongside the corresponding books, so that your students are aware of them. An eye-catching idea is to keep them in coloured jewel cases which duplicate the colour-coding indicating the linguistic levels. You may also wish to keep a separate system of index cards for the CDs, as not all the students taking books out on loan will want to listen to the recordings, and vice versa.

C How to use the CDs

As with the reading activities, the listening activities are organised according to pre-reading, while-reading or post-reading activities. Some activities provide extensive listening support, whilst some are more traditional, intensive listening activities.

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Using Graded Readers in the Classroom

D Pre-reading activities

Emotions

With lower levels, play short extracts of dialogue, and ask students to identify the emotions expressed in the extracts.

Variation: As a while-reading activity, when students are familiar with the names of the characters, write the words for the emotions on the board, play the extracts and ask the students to identify the characters.

Matching information

1. Write some characters' names on the board, with some information about them mixed up in a second column.
2. Play the corresponding extract, and ask your students to match the names to the information.

Giving names

Provide information about some of the characters, and ask the students to give the names.

This activity and Matching information, above, work well with the first pages of many of the Readers.

Picture dictation

1. Play a descriptive passage – many of the readers start with a description of the main characters.
2. Ask students to draw the picture.
3. They can then compare their picture either with the illustrations in the book, or by cross-checking the text in the book.

Find the picture

1. If students already have their own copies of the Class Reader, ask them to look through the illustrations for a minute or two.
2. Play a short extract from the accompanying CD. Ask students to identify which of the illustrations it corresponds to.
3. Repeat this, playing three or four extracts.
4. Ask students what they think the story will be about or what the characters are like.
Using Graded Readers in the Classroom

Writing dialogues
This activity can be done before or after reading.

1. Give students a narrative version or a flow chart of a dialogue.
2. Ask them to write what they think the original dialogue was.
3. Play the corresponding extract on the CD and let students compare their versions with the original.

This example is from Shooting Stars by Polly Sweetnam, Starter level.

Lisa tells Eleni the meal was wonderful.
Eleni thanks Lisa.
Alice asks Eleni what they can do on the island.
Eleni says there are a lot of exciting things;
she recommends the museum because it has got some beautiful statues.

Dictogloss
This activity can actually be done before or after reading, and with any level. It is a way of focusing on language but it also trains learners not to try to listen for every single word.

1. Choose a short extract from your reader, around five sentences will do.
2. Play the CD and allow students to note down any words they catch. Tell them that they don't need to note down complete sentences.
3. Play the extract again, repeating stage 2.
4. Put students into small groups and ask them to build the text, using the words they caught, and their knowledge of the language.
5. When they are satisfied, compare the different texts the groups have produced and allow them to look at their books to check.

E While-reading activities

Tell me a story
The most obvious use of the CD is as a story-teller, particularly if you don't feel confident yourself about reading the story to your class. The CD will also provide an alternative to your own voice, and a good model for intonation patterns. Students can follow in their books if they wish.

Mumbling
Asking individual students to read aloud in class is not generally a good idea, as this can be stressful and demotivating. However, using the CD in class as students read, and asking them to 'murmur', e.g. read out loud, but quietly, can help to gel the relationship between the written form and the spoken form of words in your students' minds. It can also help with pronunciation and reading speed.

Setting the scene
You may want to use the CD to do a more traditional scene-setting activity, which is particularly useful with lower levels. Use the recording of the next chapter or section of the book they are reading.

1. On the board, write 'who?', 'where?', 'when?' (if appropriate) and 'what happened?'.
2. Ask students to listen to the extract and make notes under each heading.
3. Students compare their impressions.
4. Allow them to listen at least once more, and compare impressions.
5. Ask them to read the same part in the Class Reader and check their answers again.
Using Graded Readers in the Classroom

Reactions

Whether your students are using reading diaries or not, it is useful and motivating to ask your students to react to part of the story.

1. Choose an extract – or ask a student to choose a section they enjoyed – and play it to the class.
2. Play it as many times as they want.
3. Ask students to retell the extract, to react to the voices or events, to describe the characters’ emotions and reactions to events, or a combination of any of these, in written form.
4. Then ask students to read the same section in the book, and modify or compare their reactions.

This activity can also be done the other way around, with students first reading then listening, as the actors’ voices can add another dimension to the text. Don’t ask lower-level students to give a detailed reaction after listening to the CD extract only once, however, as that could cause anxiety and be demoralizing. A simple question such as ‘How is the main character feeling here?’ or ‘Where are they, in this section?’ should be enough. Then, if you play the extract several times, they can develop their responses.

Predicting vocabulary

1. Give students a summary of the next chapter or section of the Reader that they are going to read.
2. Ask them to guess words that they think they might meet in the chapter and write them down on a piece of paper.
3. They can ask you for words they don’t know, or use a good dictionary, or with Macmillan Readers at Pre-Intermediate level and above, they can use the glossaries at the end of the books.
4. Play the appropriate extract on the CD and ask students to tick the words they hear.
5. Students then check by reading the same pages in their Reader.

Example from Blue Fins by Sarah Axen, Starter level.

Jen goes snorkelling at the beach.

| beach ✓ | sand ✓ | fins ✓ | blue ✓ | fish ✓ | swim ✓ |
| snorkel ✓ | mask ✓ | bikini ✓ | seaweed ✓ | dive ✓ |
| coral ✓ | water ✓ | rock ✓ | beautiful ✓ |

Spot the error

A
1. Draw a scene from the reader, but change some information.
2. Give students photocopies of your picture.
3. Play the appropriate extract and ask students to identify the errors in the image.

B
1. Copy out a section of the text or dialogue, but change some words, such as names, nouns or adjectives.
2. Give students photocopies of the new text.
3. Ask them to underline the words they think are ‘wrong’.
4. Play the corresponding extract on the CD for students to check and underline any more ‘wrong’ words they identify.

C
1. Copy out a section of narrative or dialogue and add in extra words.
2. Give students copies of the new text, and ask them to guess which words are ‘wrong’.
3. Students listen to the recording and cross out the extra words.
4. Ask them to read the same section in their books and check.
5. Listen again and ask students to ‘murmur’ (see page 29).
Using Graded Readers in the Classroom

Getting the order right

A
1. Take some sentences from the next section of the Class Reader and change the order of the words.
2. Ask students to put the words in the correct order.
3. Play the CD and get students to check their sentences.

B
1. Take some key sentences from the next section or chapter of the Reader, preferably sentences giving the main events of the extract. Change the order of the sentences.
2. Ask students to work in pairs and try to guess the correct order of the sentences/events.
3. Play the CD and get them to check their ideas.
   You could use the sentences from activity A for this activity.

C
1. Do the same as in activity B, but add in two sentences which are not actually from the Reader (‘red herrings’).
2. When students listen, they decide which two sentences are false, and then check the order of the others.

Key words

1. Play a sentence, but stop the CD before a key word – this can either be a lexical item, if you want to work on language, or a piece of information such as a name, if you want to check content. This is a good technique for training learners to actually listen and could be done as a while- or post-reading activity.
2. Students guess what word should come next.
Using Graded Readers in the Classroom

F Post-reading activities

Play-acting
Some of the Readers at Starter and Beginner level include dialogues in a ‘comic-book’ format, with full-colour illustrations and speech bubbles, for example in Marco by Mike Esplen, The Long Tunnel by John Milne (both Beginner level books) or L.A. Detective by Philip Prowse (Starter level).

1. Students act out the dialogue between the characters and include a narrator for the non-dialogue chunks.
2. They can record their own work on cassette, audio file or video.
3. You can ask groups to rehearse and act out different scenes from the play, and this can be recorded, as above.

Use the CD to help students prepare for the pronunciation of their dialogue. Ask students to listen to the extract on the CD and note down their emotions. They may choose to imitate the actors on the recording, which can make the activity more fun. Allow them to listen to the CD as many times as they want, while they rehearse their parts.

Team games

A
1. Put students into teams of four.
2. Play short extracts from the CD and ask the teams to note down what had just happened before the extract and what happened immediately after.
3. Award points for good answers in terms of content, but try not to focus on language errors too much, as this can reduce motivation.

B
1. Put students into teams.
2. Play a selection of short pieces of dialogue and ask the teams to decide which character said each piece.

C
1. Choose the answers to questions from a section of dialogue, or from various sections of dialogue.
2. Give the teams the answers, and ask them to write the questions.
3. Play the extracts. Award points for the closest question.

G Preparing for exams

The CDs that accompany Macmillan Readers can also be used to help prepare for exams, both internal and external. Use the recordings as you would any other recording in the classroom:

• prepare a worksheet with a gapped version of the text or a gapped summary of the text (similar to the cloze exercises in the FCE exam)
• if you are using a play, prepare a ‘who said what’ type of exercise
• prepare some true/false sentences based on the information in the extract you have chosen
• use the Points for Understanding, at the end of many of the Macmillan Readers, as comprehension questions – students refer to these while they listen to the chapter on the CD.

If you use the recordings for exam preparation prior to using the reader, this may even motivate students to read the story in question.
Using Graded Readers in the Classroom

16 Using Films with Graded Readers

Many of the titles in the Macmillan Readers series have been made into films, ranging from classics such as Hitchcock's Rebecca and Polanski's Tess to recent films such as The Perfect Storm, The Princess Diaries and Pride and Prejudice. Some titles, such as Robin Hood and Oliver Twist have been made into films more than once. There is a note on the back cover of the Readers telling you if there are films available.

It's true that films are, obviously, ungraded in terms of language, which can cause frustration, especially with lower levels. However there are still activities that you can try which combine well with using Readers, and provide a different dynamic. Some have already been mentioned previously, but here are a few more ideas:

Who's who? (while- or post-reading)

A
1. When students have become familiar with the characters in the Reader, choose a clip from the corresponding film with many of the characters in it – five minutes is enough.
2. Show students the clip with the sound turned OFF.
3. Ask students to guess who is who and discuss their reasons.
4. Ask them to discuss whether there are any characters who are quite different from the book and any characters in the clip who do not appear in the book.

B
1. If the cast includes several well-known actors, give the students the actors' names. Stick photos of the actors on the board, if you have them.
2. Ask students to guess which character they play, and give reasons. Add their reasons to the board.
3. Show the class a clip from the film which includes the actors named and check their answers.

Possible films for this activity are: A Midsummer Night's Dream with Kevin Kline, Michelle Pfeiffer, Rupert Everett, Calista Flockart and Sam Rockwell; The Perfect Storm with George Clooney, Diane Lane and Mark Wahlberg; or The Man in the Iron Mask with Leonardo di Caprio, Gérard Depardieu, John Malkovich, Jeremy Irons and Gabriel Byrne.

C

If students have read a variety of Readers, give them the names of one actor or actress in each of the Readers and ask them to guess which actor was in which film, and give their reasons. For example, at Intermediate level:

<table>
<thead>
<tr>
<th>Keanu Reeves</th>
<th>Sean Connery</th>
<th>Robert Redford</th>
<th>Ewan McGregor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I think .................................. is in Dr No because .................................................................</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I think .................................. is in The Great Gatsby because ..............................................................</td>
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<tr>
<td>3. I think................................... is in Dracula because ..........................................................</td>
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<tr>
<td>4. I think .................................. is in Emma because .................................................................</td>
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</table>

Spot the difference (while- or post-reading)

Show students the first five–ten minutes of a film, and ask them to identify differences with the book, eg in The Princess Diaries, the story is set in New York in the book, and San Francisco in the film.
Using Graded Readers in the Classroom

What are they saying? (while- or post-reading)

1. Choose a scene with dialogue and enough visual clues to be able to guess at the content of the conversation. A scene which is familiar to your students from a chapter they have already read is ideal.
2. Show students the scene, with the sound off.
3. Ask them to try to write the dialogue, or tell you what they think the characters are talking about.
4. Try getting students to provide a voiceover as you play the scene again, with the sound off.
5. Play the scene with the sound on for students to compare their versions; using subtitles in English is recommended for lower levels.

Variation: Give students one character's part of the dialogue, and ask them to imagine the other part or parts.

Play-acting (post-reading)

If students have chosen to act out part of the Class Reader, and there is a film available, they may be interested to watch part of the film to give them ideas for body language, intonation etc.

Projects (post-reading)

If you or your students have decided to do a project based on their Class Reader, titles which have films are a good option. Ask students to think about the biographies of the director and the main actors, think about differences between the book and the film such as its setting and the date. Have them review some of the characters.

For example, The Princess Diaries by Meg Cabot (Elementary and Pre-Intermediate levels):

- look at the director's biography and filmography (Gary Marshall is also responsible for Pretty Woman)
- look at Julie Andrews' biography (The Sound of Music, Victor Victoria, Mary Poppins, 10; married to 'Mr Pink Panther')
- the book is set in New York – find information about New York
- the film is set in San Francisco – find information about San Francisco
- write an imaginary encyclopaedia entry for Genovia
- use Macmillan authors sheet available at www.macmillanenglish.com/readers
- rewrite some of the events from the point of view of Lilly, Michael, Clarisse etc
- find out how the cast for the film was chosen.

Also, many of the activities suggested for using the CDs can be modified for using video clips or occasionally the whole film. An example of this is the activity Setting the scene (page 29), which can be used pre- or while-reading.
Using Graded Readers in the Classroom

17 Using the Internet with Graded Readers

Any kind of group project work is a good way of consolidating your students' progress after completing a Reader, and the Internet is the ideal tool to help them.

For example, if the class has read *The Perfect Storm* by Sebastian Junger (Intermediate level), they could then use the Internet to research, for instance, the film, any 'on-location' anecdotes from the filming, the author's biography, mini-biographies of the main stars, the truth behind the weather conditions depicted, any true cases of similar events, the setting (Newfoundland) etc. Students can be encouraged to produce visuals to illustrate their work.

If the class has read *Pride and Prejudice* by Jane Austen (also Intermediate level), they could research the fashions of the period, social customs, the filming of the book, the life of the author or what life was like for women in Great Britain at that time. They could also be asked to 'update' part of the story and consider which aspects they would have to change.

For further ideas for dynamic projects, visit www.macmillanenglish.com/readers, where you will find a wide range of ideas, such as inventing and describing a villain or 'baddy' for a James Bond book, or creating a 'Find the Perfect Partner!' web page related to the romantic Readers, plus photocopiable worksheets and teachers' notes.
# A guide to Macmillan resources

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### Macmillan English Dictionary - your ideal companion to Macmillan Readers:

- find clear definitions of words you don’t understand
- hear the pronunciation of every word on the CD-ROM, and record your own pronunciation
- create your own wordlists on the CD-ROM

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# Guide to the Structural Grading of Macmillan Readers

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<tr>
<td>Present simple</td>
<td>Simple common nouns</td>
<td>Verb + one simple adverbial phrase of manner, place or time</td>
<td>One adjective before the noun or in the predicate</td>
<td>Sentences of one clause only – subject + verb; subject + complement; subject + verb + object. Simple sentences introduced by – <em>There is, There are, It is</em> Simple questions with yes, no answers.</td>
</tr>
<tr>
<td>Present continuous</td>
<td>Proper nouns</td>
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<tr>
<td>Future with <em>going to</em></td>
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Occasionally found at **Starter Level** and frequently at subsequent levels

<table>
<thead>
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<th>Modal – must (obligation)</th>
<th>Modal – can (ability)</th>
<th>–</th>
<th>–</th>
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**Beginner Level** (about 600 key words)

| Past simple | Past continuous | Future with *will/shall* Modal – have to Catenative verbs – want to, try to, like to, hate to, stop, start | Nouns in simple apposition Two nouns linked by and | Verb + maximum of two adverbs Verb + maximum of two simple adverbial phrases of direction, time or manner | Maximum of two adjectives + noun Noun + one simple adjectival phrase Simple comparatives | Compound sentences with two co-ordinate clauses joined by and, but or or. |

Occasionally found at **Beginner Level** and frequently at subsequent levels

| Present perfect | Past perfect | See, hear, watch + infinitive or present participle | Adverbs of frequency – sometimes, never etc. | – | – | |

**Elementary Level** (about 1100 key words)

| Simple passive forms | More extensive use of catenative verbs – like to, decide to, etc. infinitives of purpose | Abstract nouns Maximum of three adjectives verbs – + noun Two adjectives + adjectival phrase | – | Superlative forms of adjectives | Complex sentences – main clause + one subordinate clause Adverbial clauses of time Relative clauses |

Occasionally found at **Elementary Level** and frequently at subsequent levels

| Conditional forms Modal – could (ability) Modal – can (permission) | – | – | Superlative form of adjectives + adjectival clause | Adverbial clauses of comparison Adverbial clauses of reason |

**Pre-intermediate Level** (about 1400 key words)

| Relative clauses with, who, which, that | Two nominal phrases in co-ordination | Adverbial clauses of purpose — concession, condition | – | Maximum of three clauses: main clause + two subordinate clauses Main clause + one co-ordinate clause |
| Conditional forms would/could/might | | | | |

**Intermediate Level** (about 1600 key words)

| Present perfect continuous | Past perfect continuous Future perfect Extended use of modals and conditional forms – might/may Copular use of look, feel etc. | Maximum of three adjectives + noun + adjectival phrase or clause | Verbs + two adverbs + adverbial clause Adverbs of duration – still, just | More complex groups modifying a noun | Complex sentences – maximum of main clause + two subordinate clauses Adverbial clauses of purpose – concession, condition Embedded clauses |
| Future perfect conditional | Extended verb forms – maximum of three verbs | Noun modifiers Maximum of four adjectives + noun + adjectival phrase or clause | Verb + maximum of two adverbs + two adverbial clauses | – | Complex sentences – maximum of main clause + three subordinate clauses |

**Upper Intermediate Level** (about 2200 key words)

| Future perfect conditional | Extended verb forms – maximum of three verbs | Noun modifiers Maximum of four adjectives + noun + adjectival phrase or clause | Verb + maximum of two adverbs + two adverbial clauses | – | Complex sentences – maximum of main clause + three subordinate clauses |

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Improved teachers section with expanded collection of free support material including:

- Worksheets
- Answer Keys
- Sample Chapters
- Sample Audio
- Webquests
- Author Data Sheets
- ‘Using Graded Readers in the Classroom’ information

Macmillan Readers Teachers Site

A new-look website

Welcome to Macmillan Readers

The Macmillan Readers team is proud to present the new Macmillan Readers website for students. Open the website for teachers to use in class, this site provides free support material to accompany their favorite Macmillan Readers.
All our supplementary material is available on our website www.macmillanenglish.com/readers

For further information ask your local Macmillan representative for a free copy of the complete Macmillan Readers catalogue.
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** Available with Audio CD
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**Age Range**

**Intermediate Level**

About 1600 key words

Council of Europe level: B1

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**Upper Intermediate Level**

About 2200 key words

Council of Europe level: B2

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