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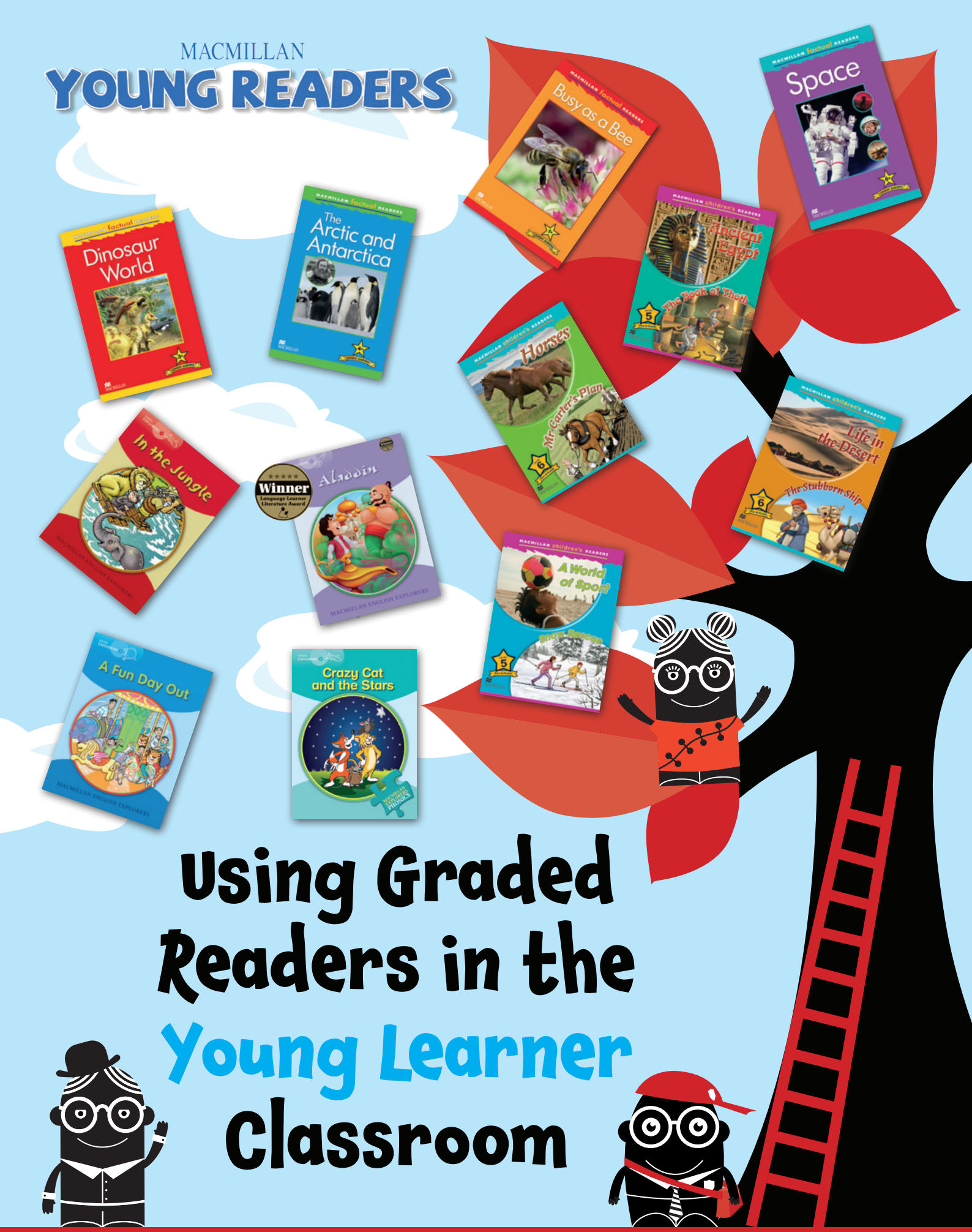
YOUNG READERS



Using Graded Readers in the Young Learner Classroom

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www.macmillanyounglearners.com/readers

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YOUNG READERS

Welcome to Using Graded Readers in the Young Learner Classroom!

This guide has been created for teachers who are teaching – or are thinking of teaching – with Graded Readers. It has lots of information about what Graded Readers are, why they are useful, and most importantly, how you can keep students motivated and interested in becoming successful life-long readers.

Macmillan Education has published several Graded Readers series for primary education:

Macmillan Children's Readers

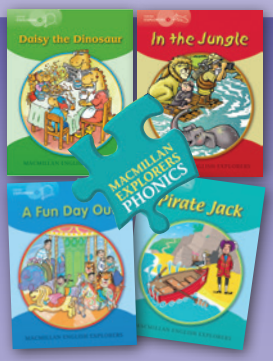
A variety of fiction and non-fiction titles in six levels for 6- to 12-year-olds

Macmillan English Explorers

An eight-level series, supported by a four-level Phonics scheme, suitable for children aged between 4 and 12.

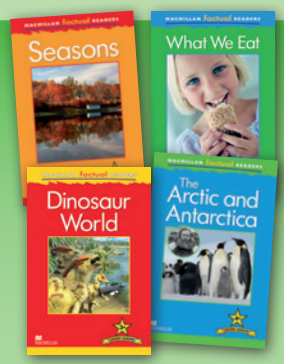
Macmillan Explorers Phonics

This series complements the first four levels of the Macmillan English Explorers, for ages 4 to 8.



Macmillan Factual Readers

A six-level series where English learners explore a variety of fascinating real-world topics.



The Young Readers website

The Young Readers website offers a range of resources to complement the Readers series: www.macmillanyounglearners.com/readers

- Full audio for all titles, downloadable for free
- Worksheets and Answer Keys
- Teacher's Notes for selected titles

For parents

Reading with your child is a great way to help them learn, and enjoy your time together. On the Young Readers website, parents can download hints and tips on how to help your child's literacy progress.

Drama activities in the classroom

Drama is much more than acting in a play or doing a role-play in class – it is a part of our daily lives, especially as educators. On the Young Readers website you can find a series of guides on using drama activities in the classroom.

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Using Graded Readers in the Young Learner Classroom

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1 What are Graded Readers?

Graded Readers are fiction and non-fiction books, ranging from classic to exciting new stories that have been specifically written for literature learners of English. Graded Readers for young learners contain many illustrations and are written in simple, familiar language that learners will be able to understand and enjoy. The books are graded, so that as learners become more proficient in English, they can understand more complex language. They help to motivate students and give a visible sign of progressing through the 'grades'.

Reading is an important language skill. Learners will probably be able to read in their mother tongue [L1], but learning to read in English is a new skill. The learners' L1 may use the same 26-letter Latin alphabet as English, but the *sound value* of each letter or group of letters may be different in English. The learners' L1 may use a different alphabet, like Russian, Arabic, Greek or Thai, so they would need to recognise new letter shapes. Graded Readers help learners to develop from reading in L1 to reading in English.

Graded Readers for the youngest learners often contain colourful pictures that teachers and students can talk about, but there is not much reading on each page. When learners get older and know more English, there is more to read on each page and the language is more complex.

Carnival Time, Level 2, Macmillan Children's Readers

2 Why use Graded Readers with young learners?

Beginners in English won't understand the vocabulary and grammar of most English books. To help them learn we give young learners of English simplified language and pictures which are easy to understand and enjoy.

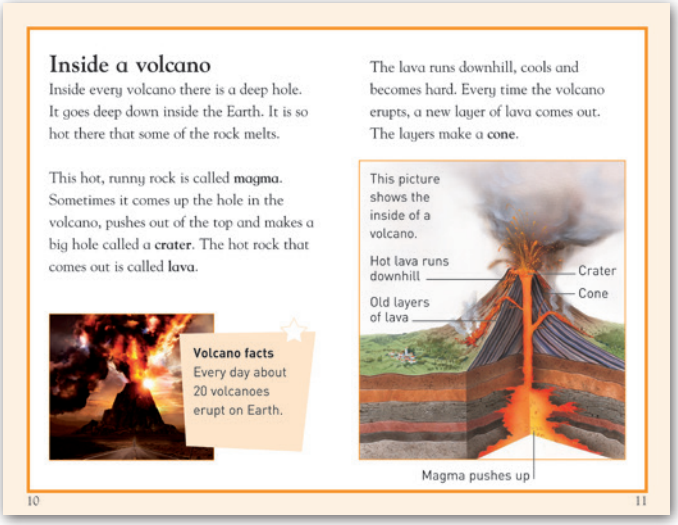
It is important to remember that our classes of young learners are not just learning to understand what they hear and see; they are learning English language reading skills. Through the use of Graded Readers, classes will start to be able to read signs, warnings and instructions found on packets or in computer games. These English language reading skills include:

- Learning the sounds of letters and groups of letters
- Learning to blend sounds together to form words
- Learning to spell words by segmenting the sound of a word into letters
- Learning to understand more and more words and word shapes
- Learning to understand the meaning of different forms of words and sentence structures
- Learning to predict and recognise common word structures

Graded Readers may use simplified language, but they are preparing for a much wider experience of English through reading. Graded Readers include simplified stories, both original and traditional, and information about topics which learners will also be studying in their L1 classes.

Learners will read Graded Readers for pleasure, whether they be exciting adventure stories or factual Readers which will broaden their education by teaching them about the world.

In the classroom, young learners begin to understand English by watching and listening to their teacher. When reading, young learners may listen to the audio recordings of their book, but they also need to be able to pronounce the words they read. Readers in the Macmillan Explorers Phonics series help learners to recognise the sounds of individual letters or groups of letters.



Volcanoes, Level 3+, Macmillan Factual Readers

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Macmillan
Children's Readers

Macmillan
English Explorers

Macmillan
Explorers Phonics

Macmillan
Factual Readers

Macmillan's Graded Readers series for young learners

Macmillan offers several series of Graded Readers for young learners:

- **Macmillan Children's Readers:** A six-level series of fiction and non-fiction for 6-12 year olds. Also includes free audio online.
- **Macmillan English Explorers:** A graded eight-level series including original fiction and traditional stories, with Teacher's Notes and Workbooks.
- **Macmillan Explorers Phonics:** A special four-level phonics scheme of Readers that focus on particular vowel or consonant sounds with Teacher's Notes and audio.
- **Macmillan Factual Readers:** A six-level series about fascinating real-world topics.

Series	Level	CEFR
Macmillan Children's Readers 50+ titles	Level 1 – pre-Starters	(Absolute beginner)
	Level 2 – Starters	(Absolute beginner)
	Level 3 – Starters/Movers	A1/A1+
	Level 4 – Starters/Movers	A1+
	Level 5 – Movers	A2
	Level 6 – Movers	A2
Macmillan English Explorers and Macmillan Explorers Phonics 50+ titles	Explorer A – Starters	(Absolute beginner)
	Explorer B – Starters	pre-A1
	Explorer 1 – Starters	A1
	Explorer 2 – Movers	A1+
	Explorer 3 – Movers/Flyers	Pre-A2/A2
	Explorer 4 – Flyers	A2+
	Explorer 5 – Beyond Flyers	B1/B1+
	Explorer 6 – Beyond Flyers	B1/B1+
Macmillan Factual Readers 40 titles	MFR 1 – Starters	A1
	MFR 2 – Movers	A1+
	MFR 3 – Movers/Flyers	Pre-A2/A2
	MFR 4 – Flyers	A2+
	MFR 5 – Beyond Flyers	B1/B1+
	MFR 6 – Beyond Flyers	B1/B1+

All the Readers have audio recordings which can be downloaded by teachers, parents or learners from the Young Readers website.

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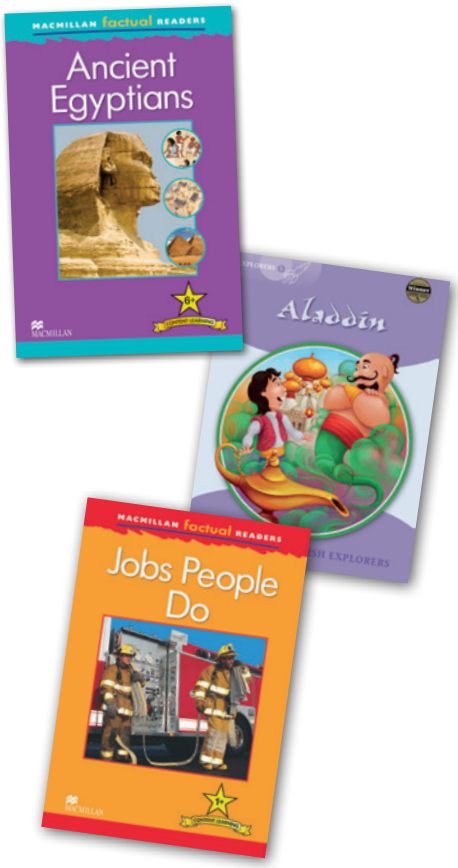
3 Choosing Graded Readers

Very young learners will only enjoy books they want to read and can understand, so teachers should choose books that are at the correct age and language level for the learners. It is a good idea to use a variety of books: for example storybooks like *Aladdin* or *A Yeti in Town*; books about everyday culture like *Jobs People Do* or *Lorries, Trucks and Vans*; and factual books about interesting topics like *Space* or *The Rainforest* or *Ancient Egyptians*.

For older children, allow them to select a book from the level suited to their current ability. As Graded Readers have attractive covers, students will have plenty of choice that grabs their interest.



What will young learners learn from Graded Readers?

By using Graded Readers, young learners will discover that they can read, understand and – importantly – enjoy reading books in English. In the classroom, these books might not be used only for teaching *reading*, but they should be used as a stimulus for listening, speaking, drama activities, drawing and writing. Graded Readers will help to develop the young learners' imaginations, broaden their cultural outlook and teach them new information. By learning to read in English, learners will unlock the wealth of knowledge found on newsstands, on TV, in libraries and on the Internet.

When they are reading and understanding, they will be processing language, reviewing familiar vocabulary and learning new words. Each time that they read and understand a sentence, they will be activating and reinforcing their grammatical knowledge.

Emotional development

Stories take us to another time and place. When students read, exciting adventures happen, they learn something new and mysteries are solved. Through stories, Young Readers travel around the world, meet new people and learn new ideas. We get pleasure from reading because of the challenges that we face while reading. Sometimes we are frightened, sometimes we are excited; sometimes we love the people in the story, sometimes we hate them. Research has shown that children who read stories have greater emotional development than those who don't. There is a saying "travel broadens the mind", but instead of travelling literally, children who read have opened a book and experienced a new world that they can explore.

Finding answers

We often read books to find answers to questions. The information contained in books will often answer our questions, but the information might stimulate more questions. A book may provide basic information, but our curiosity encourages us to find out more. Books may often be the starting point for journeys of research and discovery.

Self-confidence

Building a student's self-confidence through reading is key. Graded Readers are highly illustrated and the learner's first understanding comes from the pictures. The learner brings this visual understanding to the simplified language near the picture. This language contains familiar words and simple sentence constructions. The learner is able to combine the visual comprehension with the linguistic comprehension and get an enhanced understanding of the information on the page. When students understand what they are reading about, they get a sense of achievement and are encouraged to read more, which will enhance their reading skills further.

Graded Readers contain a safety net in the form of a glossary at the back of the book with simple explanations of any difficult words.

With the graded vocabulary and structure control, the large number of colourful pictures, the glossary and the audio recording, the learner is soon able to say "I have read a whole book, in English". This leads to great personal satisfaction and self-confidence.

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4 How to use Graded Readers

You can use Graded Readers to practise all four key skills: listening, speaking, reading and writing. Whenever you start reading a Graded Reader, you can follow this process:

1. Before reading
2. During reading
3. After reading

Before reading a topic book, prompt learners to remember everything that they *already know* about this topic. Also prompt children to think of *questions* that they would like to ask about the topic.

Before reading a storybook, prompt learners to look at the book's cover and the pictures inside the book. Encourage learners to guess or speculate about:

- the *place* where the story is set
- the *characters*

How old is each character? What are their jobs? How are they related to the other characters? Are they going to be good or bad in the story?

Everything that we do before reading is designed to stimulate the learners' interest and their desire to find out what is in the book.

During reading, our main task is to *sustain* reading. Help learners to remember the story so far, or the parts that have already been read. Comprehension exercises help to *confirm* the learners' understanding and task-based activities whilst reading help them to stay focused. The 'reading' can also be done as part of a listening exercise.

After reading, our activities are designed to *add value* to what has been read. The learners may create a picture story, draw a portrait of their favourite character or act out their favourite scene using mime or puppets. They may discover more about the location or the period of the story.

If learners have read a factual book like *Seasons* or *What We Eat* or *Carnival Time*, they could discuss how this topic relates to their own country and their own lives. This discussion may lead to a book project (writing) or a presentation (speaking) which the learners could deliver to another group or class.

Discovering reading books in English

Learners are familiar with reading books in their own language but this may be their first exposure to reading books in English. The first, most attractive element is the colourful pictures which illustrate the text. When learners first open their books, they will spend some time turning the pages and looking at the pictures.

Around the pictures, they will find lines of text. Initially, these lines of text are meaningless.

Some learners may notice a few letters or words that they recognise. Gradually, the learners will start to imagine what the book may be about. Encourage this speculation. The learners have moved from nothing to something, even if that something is only a hypothesis.

Don't *tell* the learners what the book is about. Allow them to discover. An important part of this discovery process is sharing and exchanging ideas with classmates. After the learners have looked at their books, allow two or three minutes for them to discuss their ideas. Their classmates may disagree about their ideas. A few learners may have an idea that others think is completely wrong. This disagreement is a positive part of the discovery process.

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Revealing the treasures in reading books

At this stage in their English language development, learners will have zero (or close to zero) competence in English language reading comprehension. However, they will have developed a basic level of listening comprehension in English. This skill has largely been developed by listening to and understanding their teacher's voice. So the teacher's voice is the first step to revealing the treasures in their book.

When you speak to your class, engage them with your eyes, speak in short, direct phrases and watch your learners. Often teachers do not need to ask "Do you understand?" because they can see (from the facial expressions) those learners who don't understand. However, part of the pleasure of reading is talking about the story. Occasionally stopping and asking a question also helps stop minds from wandering. When speaking to your class, use gestures and point at pictures to give visual support to the message of what you are saying.

When instructing your class, refer to the pictures in the book. At first, you could hold up your own book and show it to the class. Later, ask the learners to look, or look and point, at the pictures in their own copies of the book.

Following the teacher's voice

As learners listen to you reading from the Graded Reader, they will first learn to turn the pages at the same moment as you turn the pages in your book. Learners are ready to listen to your voice as they read and try to understand what you are saying. Use clues about when to turn the page: this provides an opportunity to prompt for comprehension with very simple questions.

Example:

Coral grows in many sizes, shapes and colours. It can look like a rock.

What does coral look like?

Finger-following

Ask the learners to find the first word on a page. Tell the learners to put their index fingers on that word. Next, ask the learners to move their fingers along the line at the same speed as you are reading. At some point you might say 'Stop!' and ask a learner to repeat the last word you said.

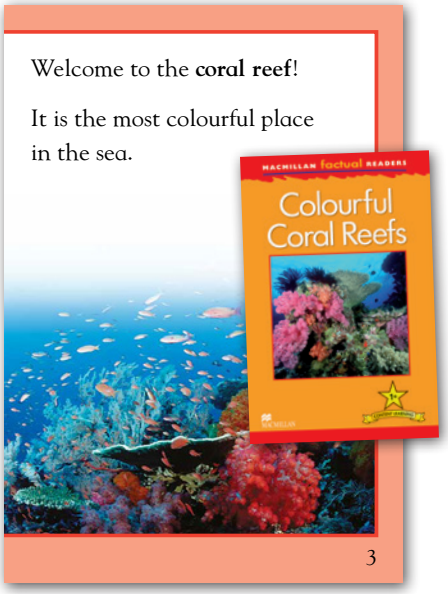
Finger-following is an important early learning skill, particularly for learners who do not read from left to right in their own language, because the movement of the finger will match the movement of the eyes, when the learners are reading. At the end of a line, the eyes have to relocate to the beginning of the next line. Though a very easy step for confident readers, with young learners this is a skill that needs practice.

Listening to the patterns of English

When learners listen to you reading from a Graded Reader, they can hear the *patterns* of the English language. They can hear that some words are spoken louder than others. These are usually the most important words in a sentence. The other words, the supporting words, are spoken in a quieter voice and faster. The white spaces between words are not equal periods of silence. Words are read in a group, before moving on to the next group. The more students read, the more they will recognise these word groups and the faster and more confident they will become as readers.

Learners can also recognise the grammar patterns in English through hearing them spoken. Questions are asked using a different tone of voice from that used in statements. By listening to the teacher, learners can also hear the punctuation of the written text. They can hear full stops, question marks and exclamation marks.

By learning these patterns, learners can become better, more expressive readers.



Colourful Coral Reefs, Level 1+, Macmillan Factual Readers

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Extra activity: Song that tells a story

Level A1.1, A1.2, A2.1 **Age** 4–10 **Organization** whole class

Aims To sing and act out a song which tells a story; to associate actions and language in the story; to express opinions and talk about the story at an appropriate level (depending on the age of the children).

Language focus *In the example: There was …,* past simple, story vocabulary

Alternatives: any, depending on the song

Materials *Essential:* none / *Optional:* pictures or flashcards of *princess, tower, witch, forest, prince*

Procedure

1 Either use flashcards or draw pictures on the board and tell the children the story as in the song. Embellish or simplify the language you use to do this depending on the age and level of the children.

2 Sing the song with the whole class and do the accompanying actions using one of the versions following:

There was a princess

For children aged 6–10:

There was a princess long ago, (mime being regal)
Long ago, long ago,
There was a princess long ago,
Long, long ago.
And she lived in a tall, tall tower … (join hands high above your head)
A wicked witch cast a spell … (mime casting a spell)
The princess fell asleep … (put your head to one side on your hands)
A great big forest grew around … (wave your arms like branches of trees)
A handsome prince came riding by … (pretend to ride a horse)
He cut the trees with his sword … (mime cutting down trees)
He took the princess by the hand … (mime taking the princess by the hand)
And everybody's happy now … (mime dancing happily)
(traditional)

For children aged 4–7: Repeat verse 1 for five verses, substituting princess with *tower, witch, forest, prince* in each verse and doing the actions in the same way.

3 At the end, talk to the children about the story at an appropriate level. With younger children ask, eg *Do you like the story? Do you know other stories with a prince, princess or witch?* With older children, ask eg *Would you like to be a prince/princess? Why? / Why not? Is the story like real life? Is it a modern story? What would a modern version of the story be like?*

Comments and suggestions

- By simplifying and adapting the language, it is possible to use the same story and song with different ages and levels.
- If you have space, children can act out the song. In order to do this, assign roles of the princess, witch, prince (and horse) to individual children. Get the rest of the class to stand in a circle. The children in the circle sing the song and do the actions, while the other characters come into the centre of the circle and act out their part of the story as they are mentioned in each verse.
- If children act out the story in this way, you may like to reverse the roles, eg the princess can rescue the prince, or the witch can be a troll, in order to give a more balanced gender message. If appropriate, you can talk about this with the children, and also whether the prince should cut down the trees or behave in a more ecologically responsible way.

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Using audio files in the classroom

On the **Young Readers website**, parents and teachers can download audio files of professional voice actors reading the text of each Graded Reader. They have clear voices and are able to read with expression, which reinforces the meaning of the text. When reading stories, they use their voices to create the drama of the situation and the different characters involved.

These recordings can be used in the classroom, with books open, and learners following the text. The reading speed of these recordings is slow enough for clear understanding but faster than the learners could read. The speed of the actor's voice provides a stimulus to the learners' progress through the text. This can increase the learner's eye-reading speed without any reduction in comprehension.

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.

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. Students then compare their picture with the illustrations in the book, or by cross-checking with the text.

Using audio files at home and outside the classroom

When you read, you can monitor the learners' behaviour and read slower or faster. Your reading is also supported by the power of your personality. Audio recordings do not have this advantage. However, the listener has control of the audio player. When in difficulty, the listener can pause, go back and listen again. The power of controlling the player greatly increases the listener's confidence.

Today, young learners carry a wide range of electronic devices and many of these can play audio files. Young learners are accustomed to listening through earphones and this brings them very close to the actor's voice.

Listening to an English book can bring great benefits to learners. The number of minutes that a learner listens to English influences the speed at which they learn English. Listening to an audio recording of a Graded Reader at bedtime or during a long car journey will be an enormous benefit to the learner's progress in English. Graded Readers can also be enjoyed by others in the car, as everyone loves a good story!

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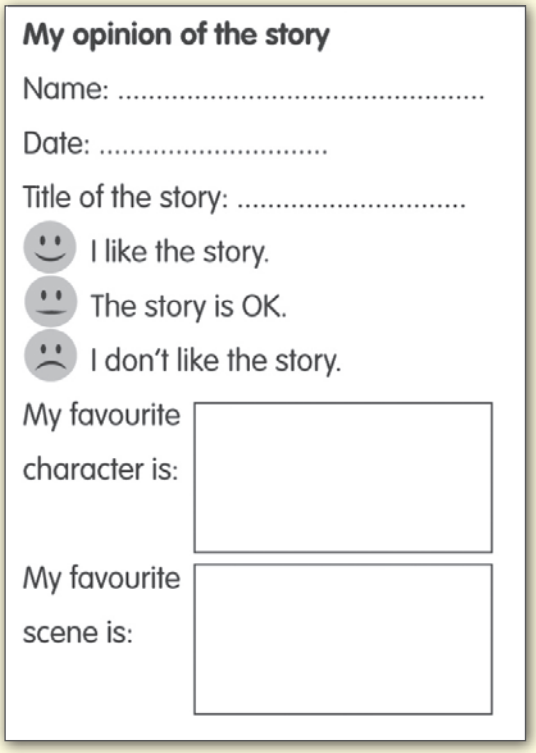
Extra activity: My opinion of the story

Level All **Age** 6–12 **Organization** individual / whole class

Aims To express personal opinions about the story; to develop critical thinking skills; to share opinions; to respect other people's opinions.

Language focus opinions, *like /don't like, favourite*, adjectives to express opinions, eg *funny, boring, exciting*, vocabulary from the story

Materials *Essential:* none / *Optional:* photocopies of 'My opinion of the story' forms (one for each child) or A4 paper for children to write their opinions (and draw pictures) on



My opinion of the story

Name: .....

Date: .....

Title of the story: .....

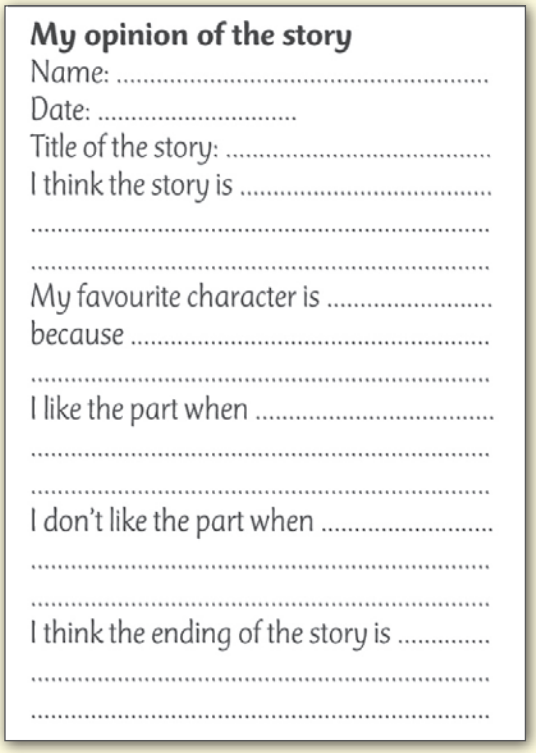
I like the story.

The story is OK.

I don't like the story.

My favourite character is:

My favourite scene is:



My opinion of the story

Name: .....

Date: .....

Title of the story: .....

I think the story is .....

.....

.....

My favourite character is .....

because .....

.....

I like the part when .....

.....

.....

I don't like the part when .....

.....

.....

I think the ending of the story is .....

.....

.....

Procedure

Use this activity once the children have completed work on a story.

1. Explain that you want the children to think about their personal opinions of the story they have read. *Either* give out photocopies of the form you have prepared or write this on the board and ask the children to copy it. See above for two examples of forms for different ages and levels.
2. Check the children understand the form. With older children, it may also be appropriate to elicit possible adjectives they can use to describe the story and ending before they begin, eg *funny, exciting, scary, sad, interesting, boring*.
3. Ask the children to work individually and write their opinions and, in the case of younger children, draw pictures.
4. At the end, organize a brief class discussion and encourage the children to exchange and listen to each others' opinions.

Comments and suggestions

- By writing their personal opinions of stories, children are encouraged to develop critical thinking skills and confidence in expressing their views.
- With young children in particular, you may need to make it clear that there are no right answers and that you value their ability to think about their own opinions independently of others.
- If children keep their 'My opinion of the story' forms together in a folder or file, over time they build up a permanent record of stories they know. If children are using portfolios, they may also like to include their story opinions as part of their dossier.

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Reading comprehension

In reading comprehension, learners use clues and evidence from the text to create mental pictures of the events described. Reading is rather like making a movie, using the events and descriptions from the text to create scenes in the learners' mind.

Reading is a process of comparing information in the book with the images being framed in the reader's mind. With each little step of understanding, the learner makes changes to the imagined picture. Comprehension exercises are not a test of understanding, they are a demonstration of understanding, a demonstration that helps each learner to create their own mental picture of the meaning.

Comprehension exercises are not designed to discover what the learners **don't understand** but they demonstrate to the learners how much they **do understand**.

Grading comprehension exercises

Comprehension exercises are not usually graded by the degree of understanding required, but rather by the complexity of the learner's response. True/false questions are quite easy and *Wh-* questions [*Who, What, When, Where, Which, Why* and *How*] are more difficult, because they ask the learner to produce more language in the answer.

Below, you can see a list of comprehension exercises in order of difficulty, starting with the easiest. You can use these in your classroom when checking for comprehension.

1. Yes/no questions [*Do, Did, Has*, etc.] or true/false.
2. Put the events in sequence: first, second, etc.
3. Choose the correct option to complete the sentence. (multiple choice)
4. Complete the sentence. (no options given)
5. *Who, What, Where, When, Which* questions. (usually one-word answers)
6. *Why* and *How* questions. (usually need longer answers)

When working with younger learners, we often use exercises that require comprehension, but do not require a response in English. Here are some examples:

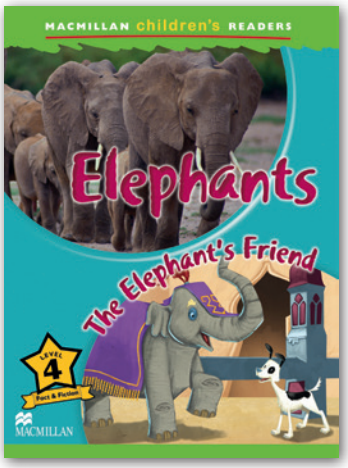
- **Read and mime** or **Read and act** – act out what you have learnt from the story/chapter
- **Read and draw** – draw a scene from the story/chapter
- **Draw and organise** – draw and order several images in the correct story

Learning to guess unfamiliar words

The language controls for each level of Reader should mean that most words are familiar. Unfamiliar words are explained in the glossary at the back of each book. Even so, learners may find some words that they do not know, so it is useful to teach them how to guess the meaning. Here are some practical tips to keep in mind:

1. The learner should read the *whole sentence* containing the unfamiliar word.
2. From their understanding of the *grammar* of the sentence, they should be able to deduce if the word is a noun, an adjective, a verb or an adverb.
3. The learner should read two or three sentences *before* the unfamiliar word. Does this help them to guess the meaning?
4. The learner should read two or three sentences *after* the unfamiliar word. Does this help them to guess the meaning?
5. The learner should look carefully at the word. Does it *look like* any other words they know in English? Does it look like a known word in *another language*?
6. From the spelling, the learner should think about how the word may sound. Does this help them to guess the meaning?
7. From their understanding of these sentences before and after the unfamiliar word, the learner should decide if it is *really necessary* to know the meaning of this word.

If learners learn to follow these steps, they will soon discover that they can guess the meaning of most unknown words. Many unknown words can be ignored. As the learner continues reading, he/she may discover the meaning later in the book.



King Daman has got a new elephant in his castle. He brings her to Omar, his elephant keeper.
Her name is Ela. Look after her.
Omar feeds Ela, then he goes away. He does not see the dog that is hiding nearby.
Here is your food, Ela.
12

The dog does not have a home. He is hungry. When Ela drops food on the floor, the dog eats it.
What are you doing?
I'm hungry. Can I share your food?
Yes, of course! I have got a lot of food.
13

Elephants, Level 4,
Macmillan Children's Readers

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Comprehension of stories

Stories have settings, events and characters. You can assist comprehension by checking that learners have understood facts about the setting, events and characters. In learning about a different geographical setting or period in history, you may concentrate on facts and reality, or allow learners to extend their ability for fantasy and imagination.

For example, when reading *Elephants*, we can ask: *"What does Omar, the elephant, eat for breakfast?"* This question may not be answered by the story. Learners need to use their imagination to suggest a breakfast menu for Omar.

Another example question, when reading *Carnival Time*, is:

"It is Carnival Time. You are going out into the street to dance and sing.
Which costume are you going to wear?"

Or, from *Vikings*:

"Your Viking friend has invited you for a holiday at the Viking settlement.
What will you pack in your travel bag? What will you take as a present?"

These questions, which require imagination, do not have 'correct' answers. They are simply a prompt for the learner to exercise their imagination.

5 Staged reading of a class reader

In most classes, all the learners will have a copy of the same book. During a whole-class reading lesson, they will read and understand a section of the book. The learners may read this section in several different ways:

1. They will hear the teacher reading and look at the pictures.
2. They will hear the teacher reading and finger-follow.
3. They will listen to the audio recording and finger-follow.
4. They will hear the teacher reading and repeat each phrase or sentence.
5. They will attempt to re-read and match the teacher's voice.

The learners will not do all five of these different approaches, but they will probably do more than one.

Lesson example: *Colourful Coral Reefs*

If the class are reading *Colourful Coral Reefs* from the Macmillan Factual Readers series, short reading lessons may be organised in this way:

Reading lesson 1

Look at and discuss the cover of the book. What do you think the story will be about? Look at the pictures inside and talk about the number of pages in the book. Finally, look at the Glossary at the end of the book and explain what it is and how it should be used.

Reading lesson 2

Read and discuss page 1. Explain the vocabulary. Read out page 1 and encourage learners to finger-follow. Then read and ask learners to repeat "Welcome to the coral reef!" Explain vocabulary and asks learners to "find the word".

Reading lesson 3

Read: "Welcome to the coral reef!" and encourage learners to finger-follow.

Read: "It is the most colourful place in the sea." Learners should discuss vocabulary and meanings. Ask learners to "find the word that comes after 'colourful' or 'coral'."

Read: "It is" [learners repeat] "the most colourful place" [learners repeat] "in the sea" [learners repeat]. (Learners repeat with the stress on the keyword)

Read the whole sentence: "It is the most colourful place in the sea." [Learners repeat].

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Reading lesson 4

Read and ask learners to follow: "Welcome to the coral reef! It is the most colourful place in the sea." Learners attempt to repeat one sentence at a time.

Check comprehension of "it is", "colourful" and "sea".

Learners turn to page 4/5. Read the text on the page while learners listen.

Explain the meaning and check learners' comprehension of "shape" and "size".

Reading lesson 5

Learners listen as you read page 3 and page 4.

Ask learners to look again at all the pictures in the book. Asks learners if they think coral is a kind of animal, fish, plant or rock. Don't give the answer, but tell learners they will discover the answer when they are on page 5.

Read page 5 while learners listen. Repeat the question and ask if learners have found the answer. Answer questions about vocabulary.

Reading lesson 6

Learners look back at pages 3, 4 and 5. Ask learners to:

1. Find a word that means "Hello!"
2. Find a word that means big or small.
3. Find a word that means very, very small.
4. Find a word that means yellow or green or red or pink.
5. Find the word we use to describe a flower, a tree or a piece of grass.

Learners listen again as you read text from pages 4 and 5.

The detailed procedure for short reading lessons will not be necessary for every page in every book but notice these general principles:

1. The primary focus is on understanding.
2. Do not ask learners to read aloud any text that they have not heard and have not already understood.
3. Each reading lesson begins with a review of the pages that have already been studied so that each page is understood in the context of previous pages.

As learners improve their vocabulary knowledge and reading skills, they will require less teacher support and they will start to be able to read independently. It is a very good idea if learners regularly listen at home to the recording of the pages they have studied in class.

Steps towards independent reading

Initially, young learners often don't have the vocabulary knowledge, reading skill or stamina to read independently in English. It will take some time and further development in both language knowledge and reading skill before young learners become happy independent readers in English. To encourage learners towards this stage try the following steps:

Step one: Encourage the learner to listen to the audio at home with the book open. Only listen to the recording of the pages that have been studied in class. The learner follows the text in the reader, while listening to the recording.

Step two: The learner listens to pages that have been studied in class without following the text. Then, the learner looks at the text of those pages and tries to understand (without listening to the recording).

Step three: At home, the learner re-reads the pages studied in class and tries to 'imagine' the sound of the words. The learner then listens to check if their imagined reading was correct.

Step four: The learner looks at and listens to the next page(s) after the pages studied in class and tries to understand it (them).

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As you can see, in step one the learner is using their memory of classwork and the text to re-read the pages studied in class. In the following steps, the learner is taking more and more information from the printed text and becoming less reliant on the audio recording. By step four, the learner has almost achieved independent reading.

The learner is unlikely to reach step four in just four days. The learner may be at step one for three or four weeks, at step two for another two or three weeks, and then at step three for three weeks. Independent reading requires a lot of effort from the learner. It's good to recognise that learners' homes can be full of distractions, making it difficult for learners to find a quiet space and time to do their reading practice. Establishing reading time before the student goes to sleep helps settle young learners and provides a regular reading time for either English language stories or those in their L1.

For more information on this topic, visit the **Young Readers website**, where you can find a downloadable PDF with advice for parents, explaining how parents can help with reading. The most important thing that parents can do is to show that they are interested in the books the learners are reading. Parents should be positive and encouraging. They should avoid adding stress to the learners' lives by demanding that the learner should 'perform' at a time when the learner does not feel like performing. This is where sharing the book and listening to the audio 'for pleasure' can be used.

Independent reading in class

As learners work through the text of a book, they will build an understanding of the meanings of the words and sentences. Young learners do not have perfect memories and as they progress through a book, they will remember some things (and remember some things inaccurately) and forget others.

The comprehension activities described on page 10 are designed to stimulate the learners' memories and demonstrate how much they have understood and remembered. As learners progress through a book, their memory of the first part becomes less detailed and less certain. The comprehension activities are designed to build up learners' confidence. The activities help to fill the holes in their memories and show them that they *have* understood enough to continue with the book.

In some of these activities, learners draw pictures; in some they answer questions. In some, they put sentences or events in sequence; in some they organise words into groups. All of these activities are intended to build up the learners' confidence in what they have understood so far.

Drama activities with Graded Readers

Through Graded Readers, learners develop a basic understanding of some simple stories. We can bring that understanding to life and deepen their understanding with drama activities. On the **Young Readers website** you can download a series of drama resources that explain how to use drama in the classroom – they contain activities and information on how to set up your own play.

The first resource is a general introduction, explaining to teachers the many benefits of using drama activities. These include giving learners new ways to think about stories and encouraging them to think about settings, characters and plot.

When learners read from a text, they usually read in a flat, hesitant voice. When they are acting the same words, their voices will be full of energy and expression. The second resource explains that acting does not always mean people noisily jumping around. Children can learn to read in 'character voices', e.g. as an old man, as a lion or as a butterfly.

Children love playing with their voices. Acting different moods and characters is great fun and children can be motivated to read, re-read and repeat lines in simple English by adding the dimension of character or mood. This explains why many popular stories have repeated phrases.

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Extra activity: Story stepping stones

Level A2.1, A2.2, B1.1 **Age** 9–12 **Organization** pairs, whole class

Aims To identify key episodes in a story; to use the key episodes to reconstruct the story; to write a flow chart to show how the story is constructed; to develop awareness of how stories are constructed.

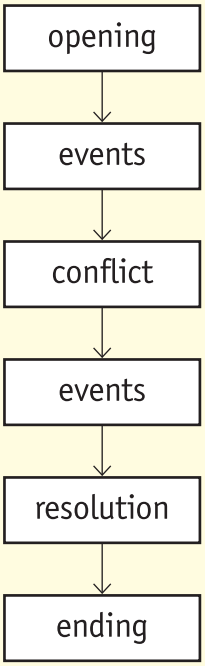
Language focus *any*, depending on the story

Materials *Essential:* a copy of the story for you / *Optional:* photocopies of the story (one for each child)

Procedure

Use this activity with a story that is familiar to the children.

1. Draw a series of stepping stones on the board as on the previous page and ask the children to copy these into their notebooks. Explain that each 'stepping stone' represents a key episode in the story.
2. Divide the class into pairs.
3. Ask the children to identify the key episodes in the story and to write one on each stepping stone. Give an example of what you mean on the first stepping stone.
4. *Either* tell the story again or give out photocopies of the story. Children work with their partner, identify the key episodes and write one on each stepping stone.
5. When they are ready, ask them to share and compare their answers. Be ready to accept variation in the number and detail of episodes children have noted on their 'stepping stones' and write an agreed version on the board.
6. Ask the children to identify which 'stepping stone' sets the scene of the story, which 'stepping stones' describe events leading to the conflict, which 'stepping stone' describes the conflict, which 'stepping stone' describes the event following the conflict, and which 'stepping stones' describe the resolution.
7. Use coloured pens or chalk to group the 'stepping stones' for each stage of the story together and write a flow chart of the way the story is constructed on the board. Ask children to copy this and point out that it may be helpful for them to follow when writing their own stories.



Comments and suggestions

- This activity introduces children explicitly to the concept of narrative structure. Once they are aware of this, children often become interested in identifying similar patterns in other stories. It can also have a positive impact on their own writing.
- As a follow-up to this activity, it may be appropriate to ask children to research a character, either using reference books or the internet, and construct and write a story in pairs using the flow chart and following similar 'stepping stones'.

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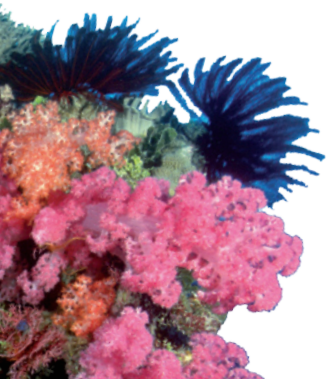

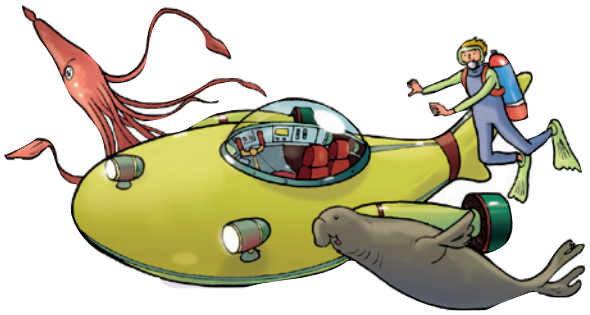

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Extra activity: Story-related writing

Level All **Age** 6–12 **Organization** individual / pairs

Aims To practise writing related to a story in a meaningful context; to think about the story from different points of view; to develop awareness of different writing genres.

Language focus *any*, depending on the story and activity

Materials *Essential:* none / *Optional:* a model, gap-fill text, questions or other prompts for the activity chosen (copies for each child or pair)

Procedure

As part of extended work on a story, you may like to choose one or more relevant activities from those outlined below to practise writing. Where appropriate, children can also illustrate their work. In each case, you can either use a shared writing approach or prepare a model, gap-fill text, questions or other prompts for the children to follow.

a. Invitation
Children write the invitation in stories which include a party or wedding, eg an invitation to the ball in Cinderella or to the wedding in Robin Hood. They can also write a letter to accept the invitation.

b. Letter
Children write a letter from the point of view of one of the story characters.

c. Postcard
Children write a postcard from a story character to their family, eg Beauty can write a postcard to her father from the house of the Beast in the traditional story.

d. E-mail
Children can send an e-mail to a character in the story, eg to the wolf in *Little Red Riding Hood*, telling him how bad he is and not to follow or eat people in future.

e. Wanted poster
Children draw a picture of a character who is missing or wanted in a story, eg a poster describing Goldilocks, missing after she runs away from the bears' house.

f. Diary
Children write a diary from the point of view of a character in the story, eg the diary of Hansel or Gretel from the traditional story, when they are prisoners in the witch's house.

g. Newspaper report
Children write the story in the form of an article for a newspaper.

Comments and suggestions

- Stories can provide a communicative context for practising writing which may motivate otherwise reluctant writers.
- In the case of letters, e-mails and postcards, you can extend the activity by getting children to exchange their work in pairs and write replies.
- Story-related writing can also be displayed as part of a collage of work on each story the children do.

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Drama activity: Facial Expressions

The following drama-based activity can be used in the classroom:

happy	angry	sleepy	loud	quiet
tired	singing	very old	like a lion	like a mouse

Ask learners to draw faces in the shapes above. After they have made these faces, they can use them to add characters or moods to their reading. It is an interesting way to practise the same piece of language many times.

These character faces are very useful when reciting a poem or the words of a song. Learners can add 'colour' to their recitation by saying different lines with different voices.

Learners might want to use the audio recording of the story and use paper cut-outs, the faces drawn on paper plates, or puppets to play the characters. Alternatively, they could use the recording and then mime the actions of the different characters.

Reading non-fiction books

Some Graded Readers do not contain stories. They are factual Readers about everyday topics. Ideally, learners will be having lessons in their own language about similar topics, but factual Readers are designed to support the general young learners' curriculum. Graded Readers will help learners to acquire the English words to talk about topics that they study in their own language. Graded Readers may repeat things that the learner already knows or may add knowledge to the learners' understanding.

Factual Graded Readers help young learners to understand that English is not just a strange language that is studied in the English classroom. English is a real language that can be used to learn new ideas. When learners analyse these factual Readers, they should be thinking, "What did I know before?" and "What is new for me?".

Macmillan Factual Readers have audio recordings, teacher's notes and downloadable worksheets which can be used to maximise the learning benefits of these Graded Readers. The levels are indicated with a plus sign (+). This is because the specialised language of the topic takes them beyond the normal language controls at this level.

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Extra activity: Riddle time

Level A1.1, A1.2, A2.1, A2.2 **Age** 7–12 **Organization** pairs, whole class

Aims To create and write riddles; to read and solve the riddles.

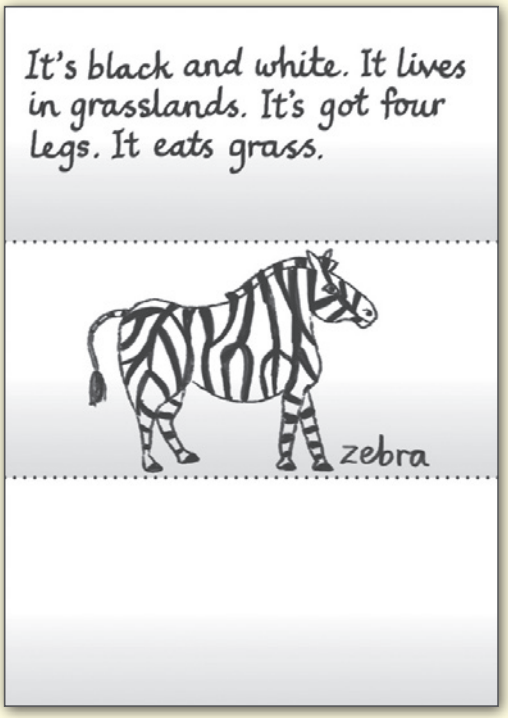
Language focus *Alternatives:* present simple, jobs, food, everyday objects, *It's made of …, You use it to …*

Materials *Essential:* A4 paper (one sheet for each child), crayons, paper clips (two for each child) or blu-tac (a small amount for each child)

Procedure

1. Say one or two riddles orally and ask children to guess the animal, eg *It's white. It lives in the Arctic. It's got fur and fat to keep warm. It eats fish, meat and plants.* (A polar bear.)
2. Divide the class into pairs.
3. Ask each pair to choose two animals and to write a riddle about each one in their notebooks.

   If appropriate, write a skeleton framework for this on the board, eg *It's* _____ . *It lives in* _____ . *It's got* _____ . *It eats* _____ .
4. When the children are ready, give an A4 sheet to each child. Demonstrate folding this into thirds.
5. Ask the children in each pair to write one of the riddles they have prepared in the top inside third of the A4 sheet, and to draw a picture of the animal and write the name in the middle third.
6. They should then fold up the bottom third of the paper to cover the picture and either put two paper clips (one on each side) or stick the corners and middle down with small pieces of sticky-tac to ensure that the picture is not visible.
7. When the children are ready, circulate the riddles round the class. Children read and solve each riddle with their partner and then look at the picture to see if they are right.
8. If you like, ask them to keep a score of how many riddles they solve correctly and report back at the end.
9. The riddles can then be displayed for children to read again at their leisure.



Comments and suggestions

- In this activity, children are writing for an audience (other children in the class) with a clear purpose in mind (to invent a riddle – usually as challenging as possible! – for other children to do). This takes the focus off practising writing for its own sake and makes the activity engaging and enjoyable.
- The use of A4 paper for the riddles and the process of drafting and rewriting, which forms part of the activity, encourage children to take care in the presentation of their work. You may need to set a time limit, however, to ensure children do not spend too long drawing pictures to go with their riddles.
- Other examples of lexical areas which are suitable for riddles are jobs, eg *She wears a white coat. She works in a hospital. She helps people.* (a doctor); food, eg *It's white or brown. It comes from an animal. It gives you protein.* (an egg); everyday objects, eg *It's made of metal. You use it to cut food.* (a knife).

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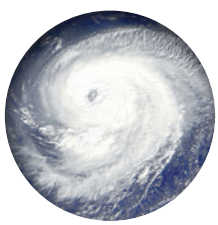

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6 Phonics: learning the sounds of English

Spoken English is made up of sounds – about 44 distinct sounds – which are called phonemes. The phonics system is widely used in teaching reading to native English speaking children. Teachers of English to EFL and ESL learners frequently use phonics in teaching reading.

Phonics help young learners to understand and be able to use the complexities of English spelling. Looking at the spelling of a word on a page is not always a secure guide to its pronunciation. Phonics help learners to hear what they see.

In phonics lessons, learners are taught three main skills: **GPC**s, **blending** and **segmenting**.

GPCs are Grapheme Phoneme Correspondences. They teach the basic sounds of English and the ways in which they are written. Usually the first sounds pupils learn are s, a, t and p. Later they learn and practise more vowel and consonant sounds.

Blending is the skill of putting together the individual sounds of a word in order to pronounce it. *S-i-s-t-er* produces sister. Many of the sounds of English do not correspond to single letters. The sounds are produced by two letters together. These are called digraphs.
We can think of digraphs like /sh/ or /ch/ or /ai/. Some sounds, called trigraphs, are written as three letters, such as the last sound in the word /watch/. This /tch/ trigraph appears in *catch, match, ketchup* and so on. There are a few sounds represented by four letters.

Some letters and some digraphs are used for more than one sound. The letter S produces a /s/ sound in *sing* and a /z/ sound at the end of *sings*. The /ch/ digraph produces different sounds in *chip, school* and *chef*.

Segmenting is the skill of dividing words into individual sounds. It is the opposite of blending. Segmenting is important when learning spelling. There are some unusual words that do not follow the normal phonics rules. These words have to be learned individually.

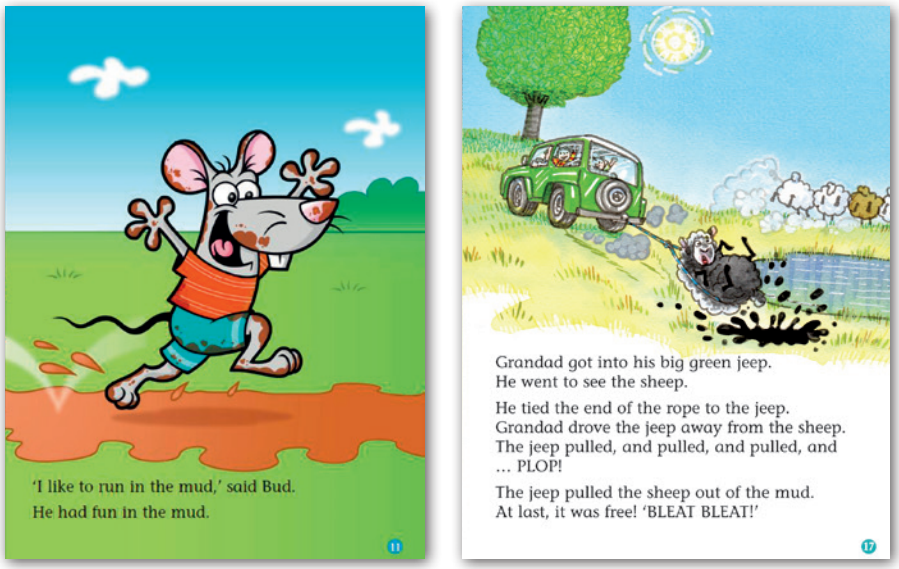
On the **Young Readers website** you can read more about this in the "Macmillan Explorers Phonics Teacher's Notes" by **Louis Fidge**, an expert on teaching phonics.

Macmillan Explorers Phonics

As mentioned, the Readers in the Macmillan Explorers Phonics series are written to practise one particular sound or pair of sounds.

In this example from *In the Mud*, you can see that the left page is practising the /u/ sound. The right page (from *The Muddy Sheep*) is practising the long /ee/ sound. As you can see there is a clear progress on:

1. The number of words on the page
2. The detail in the story
3. The amount of information conveyed
4. The complexity of the images


'I like to run in the mud,' said Bud.
He had fun in the mud.

Grandad got into his big green jeep.
He went to see the sheep.
He tied the end of the rope to the jeep.
Grandad drove the jeep away from the sheep.
The jeep pulled, and pulled, and pulled, and
... PLOP!
The jeep pulled the sheep out of the mud.
At last, it was free! 'BLEAT BLEAT!'

Little Explorers B: *In the Mud* and Young Explorers 2: *The Muddy Sheep*, Macmillan Explorers Phonics

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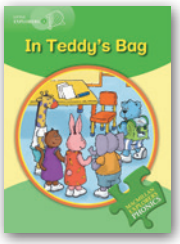
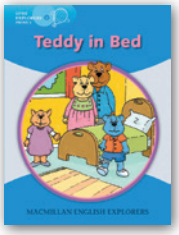
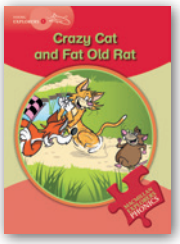
The chart below shows the titles in the Macmillan Phonics Readers and Phonics Workbook series and the sounds they focus upon.

Explorers Phonics Readers and *Workbooks*, when used together, are an ideal programme for introducing and teaching phonics in a systematic and structured way.

Phonics Workbook	Phonics Reader	Phonic focus
Little Explorers A Phonics Workbook 	*In Teddy's Bag*	individual letter sounds 'a', 'b', 'c', 'd', 'e' and 'f'
	In Daisy's Box	individual letter sounds 'g', 'h', 'i', 'j', 'k', 'l' and 'm'
	Run and Hide	individual letter sounds 'n', 'o', 'p', 'q', 'r', 's' and 't'
	Look!	individual letter sounds 'u', 'v', 'w', 'x', 'y' and 'z'
Little Explorers B Phonics Workbook 	*Teddy in Bed*	consonant/vowel/consonant words with 'a' (e.g. *bat*) and 'e' (e.g. *bed*)
	Pin it on	consonant/vowel/consonant words with 'i' (e.g. *pin*) and 'o' (e.g. *box*)
	In the Mud	consonant/vowel/consonant words with 'u' (e.g. *mud*)
	Fish and Chips	consonant digraphs 'ch' (e.g. *chips*), 'sh' (e.g. *fish*) and 'th' (e.g. *bath, this*)
Young Explorers 1 Phonics Workbook 	*Daisy is Ill*	consonants 'll' (e.g. *ill*), 'ss' (e.g. *kiss*), 'ck' (e.g. *duck*), 'ng' (e.g. *sing*)
	Crazy Cat and Fat Old Rat	initial consonant blends: consonant + 'l' (e.g. *flag*), consonant + 'r' (e.g. *grass*), 's' + consonant (e.g. *stop*) final consonant blends: 'l' + consonant (e.g. *help*), 'n' + consonant (e.g. *hand*), 's' + consonant (e.g. *fast*)
	Professor Green and the Snake	long vowel sounds with modifying 'e': 'a-e' (e.g. *lake*), 'i-e' (e.g. *hide*)
	Tom's Haircut	long vowel sounds with modifying 'e': 'o-e' (e.g. note), 'u-e' (e.g. *cute, blue*)
Young Explorers 2 Phonics Workbook	*The Muddy Sheep*	'ai' (e.g. *rain*), 'ay' (e.g. *play*), 'ee' (e.g. *tree*), 'ea' (e.g. *sea*)
	Daisy and the Big, Yellow Kite	'y' (e.g. *fly*), 'igh' (e.g. *high*), 'oa' (e.g. *coat*), 'ow' (e.g. *blow*), 'oo' (e.g. *moon*)
	Crazy Cat and the Stars	'ar' (e.g. *star*), 'er' (e.g. *ladder*), 'ir' (e.g. *bird*), 'ur' (e.g. *turn*), 'or' (e.g. *torch*)
	Pirate Jack Looks for Treasure	'oy' (e.g. *boy*), 'oi' (e.g. *point*), 'ow' (e.g. *down*), 'ou' (e.g. *shout*), 'ea' (e.g. *head*), 'oo' (e.g. *look*), 'wh' (e.g. *wheel*)

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Introducing the Latin alphabet

As mentioned before, your learners' L1 may not use the Latin alphabet. In your language classroom, you will have labelled places and furniture with labels in English. Your learners will see these labels every day, and they will learn to recognise the labels before they can actually read them.

When introducing the Latin alphabet to learners, make sure that you stress the sound value of each letter, rather than its name. The sound value of W is not double u; it is the first sound in the word *winter*.

When spelling words to learners, it is often better to spell the sound value of each letter, rather than saying the names of the letters.

If your learners do not have eye recognition of Latin letters, you might use puzzles such as:

p	**p**	**p**	**p**	**b**
p	**d**	**p**	**p**	**p**
p	**p**	**p**	**p**	**g**
p	**b**	**d**	**p**	**p**
p	**p**	**p**	**p**	**p**

Circle the letters that are **not** p.

Puzzle for teachers

Here's a puzzle for you. Can you match the classroom objects labelled in English with their equivalents in Wingdings? This is how some students who are not familiar with the Latin alphabet will see English. This little puzzle shows how students experience letters/words that they don't recognise.

English	**Wingdings**
table	♌●♋♍& ♌□♋❒♎
chair	♍♒♋♓❒
light switch	♍●□♍&
door	♎□□❒
window	♐●□□❒
clock	●♓♑♒♦ ⬩⬩♓♦♍♒
black board	♦♋♌●♏
floor	⬩♓■♎□⬩

♋	♌	♍	♎	♏	♐	♑	♒	♓
&	●	■	□	❒	⬩	♦	⬩	

As you solved the puzzle, which reading strategies were you using? Did you identify the long words, in two parts, before you solved the others? When you had solved one word, did it help you to solve the others? Why? When you were working on the puzzle, did you look at initial letters? Did you look at last letters? Did you look at double letters?

All the strategies that you used in this puzzle are also used by learners who are trying to understand the letters of the Latin alphabet, the words they form and how those words are said/read.

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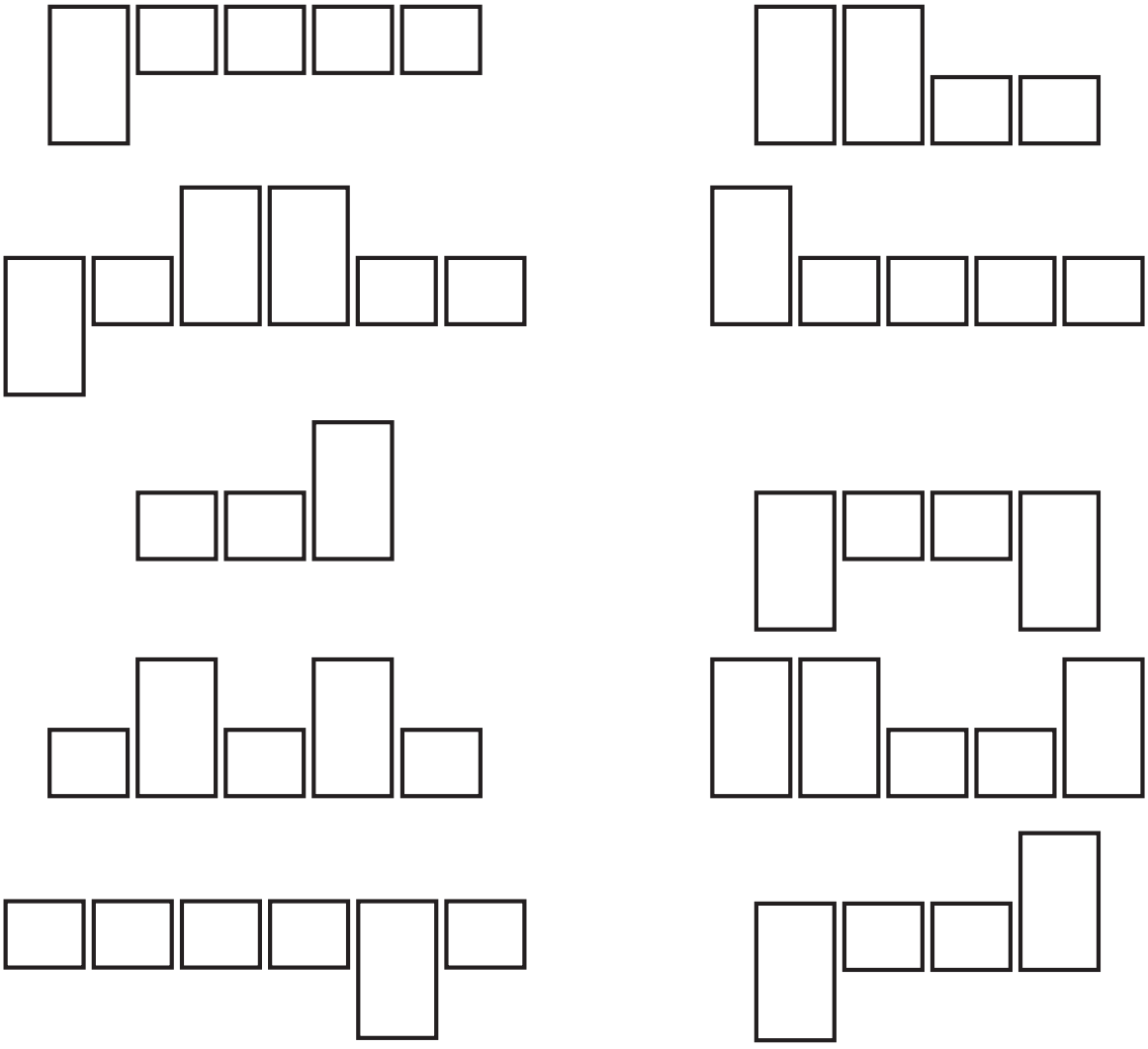
Word shapes

Here's another exercise, this time for students, to make them familiar with the shape of Latin letters. As we progress in reading we move from letter-by-letter decoding to recognising word shapes. Write the colours from the box below in these word shapes but don't use capital letters.

red	yellow	brown	white	black
blue	green	pink	orange	grey



When young learners are starting to read, it is useful to use puzzles like this to help them to think about the shapes of words. It is also useful for children to draw boxes around words so they can see the shape of each word. When young learners start to recognise words by their shapes, they become faster readers.

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Listening activities

If your learners are not accustomed to reading the Latin alphabet, the text of the story will seem very strange and impossible to understand. By doing listening exercises, your learners will gradually learn how to read the Latin alphabet and recognise the sounds the letters represent.

The following activities will help learners to recognise that the story is contained in those black marks on the page. Remind your learners that books contain 'voices', in the same way that a CD or mp3 recording contains voices.

1. **Page turning**
2. **Finger-following**. (Learners start with their fingers on the first word. As you read aloud, the learners will follow your voice. When you stop, the learners' fingers should all be in the same place.) Ask what the next letter/word is. Begin by stopping before key characters or words supported with story visual clues.
3. **Stop suddenly**, during your reading. Ask learners to repeat the *last word* you said. Stop after the first word in a line, after the last word or in the middle of the line.
4. **Stop suddenly**, during your reading. Ask learners to repeat the *last phrase* that you uttered.
5. **Stop suddenly**, during your reading. Ask learners to predict the *next word* in the story.
6. **Echo reading**. Teacher reads a sentence from the text. Learners try to repeat the same sentence, using their memory and by looking at the text.
7. **Find and touch the name**. All the learners are looking at the same page. The teacher says the name of one of the characters mentioned on the page. Learners race to touch the name in their books. (Names are easy because they start with capital letters.)
8. **Find and touch the word**. The teacher says a word from the page. Learners race to touch that word in their books.
9. **Find and touch a word that contains the sound /f/**. This is a more difficult task which learners can do when they know the sound vales of the letters.
10. **Relay reading**. Once students are confident with the vocabulary and know the story, have them share in the telling of the story either in small groups (initially reading only a couple of pages) or as a whole class – either with students putting up a hand if they want to read the next sentence, or with a line of volunteers (one per sentence). For weaker students, give a group a repeated refrain or animal/colour cards to raise.

7 Grading and assessing progress in reading

Reading is supposed to be interesting and fun. We should not spoil the young learners' enjoyment by giving tests. However, teachers like to monitor the progress their learners are making. The easiest way to do this is subjective assessment of the learner's reading behaviour, using a five point scale of behaviour descriptors, where 5 is the top grade and 1 is the bottom grade.

Grade	Behaviour
5	Learner reads regularly and is satisfied with the level of understanding achieved. Learner is eager to read more books.
4	Learner usually completes books and enjoys most of them. Rarely needs support with comprehension.
3	Learner is interested in some books, but needs regular help with comprehension. Prefers listening to reading.
2	Learner will read when prompted but requires frequent support and encouragement with comprehension. Does not enjoy reading.
1	Learner finds reading difficult, needs to be pressured to read and often abandons books before completion. Not interested in developing this skill.

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Teachers who like to assess a learner's ability to read aloud may also use this scale:

Grade	Behaviour
5	Learner reads aloud accurately or above their level, expressively and without hesitation. Learner's intonation indicates clear understanding of the lines being read. The learner exploits punctuation and places stress on words most important for grammar or meaning.
4	Learner can read simple sentences with some expression and understanding of meaning but cannot express links or contrasts between sentences. Most words pronounced accurately.
3	Learner reads familiar words successfully, but rarely uses phonics or prediction to attempt pronunciation of unfamiliar words. Sentences read as wordlists with little attempt at intonation.
2	Learner reads very slowly, makes mistakes with sounds and syllable stress. Hesitates after each word. Does not use meaning to predict the next word.
1	Learner struggles to vocalise each word, hesitating frequently and often making errors with the sound values of letters or groups of letters.

Although this grading is subjective, every learner is being assessed by the same criteria and so a balanced and accurate assessment can be achieved.

8 Beyond the book

Graded Readers are not just for learning to read; they are a stimulus for many other activities that require the use of English in many different ways. The simple language of the books is accessible and available to the learners. By using this language in their own projects, reports, booklets, posters, plays and presentations, this 'book language' will become the learners' own language, the English that they can remember and use for the rest of their lives.

Here are some other activities that teachers can do in the classroom after having finished a Graded Reader:

1. Choose a scene from a story. Make it into a short play. Use the dialogue from the book but make any changes that are necessary. Act the play yourself or with puppets. Perhaps you can make a video of your play.
2. Split the class in groups. In front of your group, mime one of the characters from the story. Can the group guess who it is?
3. Choose your favourite sound from the sounds you have learned in phonics. Find or draw and colour pictures to illustrate words that contain that sound. Make a poster.
4. Find out more about the location or period of your Graded Reader. Write an information booklet or travel guide.
5. Make a list of 12 important words from your Graded Reader. Does this list summarise the story?
6. Tell the story of your Graded Reader in a series of cartoons, newspaper headlines or tweets.
7. Which character do you like most? Which character do you dislike most? Why?
8. What did you like best about this Reader? Write a recommendation.

Conclusion

Graded Readers should help young learners to feel confident and comfortable when reading. Students who are good at reading enjoy it, have the confidence to read more and experiment, and become happy readers, eventually choosing their own books. Macmillan Graded Readers can therefore be the start of a life-long love of reading.

For more information about the various Macmillan Readers series suitable for young learners, visit: **www.macmillanyounglearners.com/readers**

For more information about using Graded Readers in the secondary and adult classroom, visit: **www.macmillanreaders.com**

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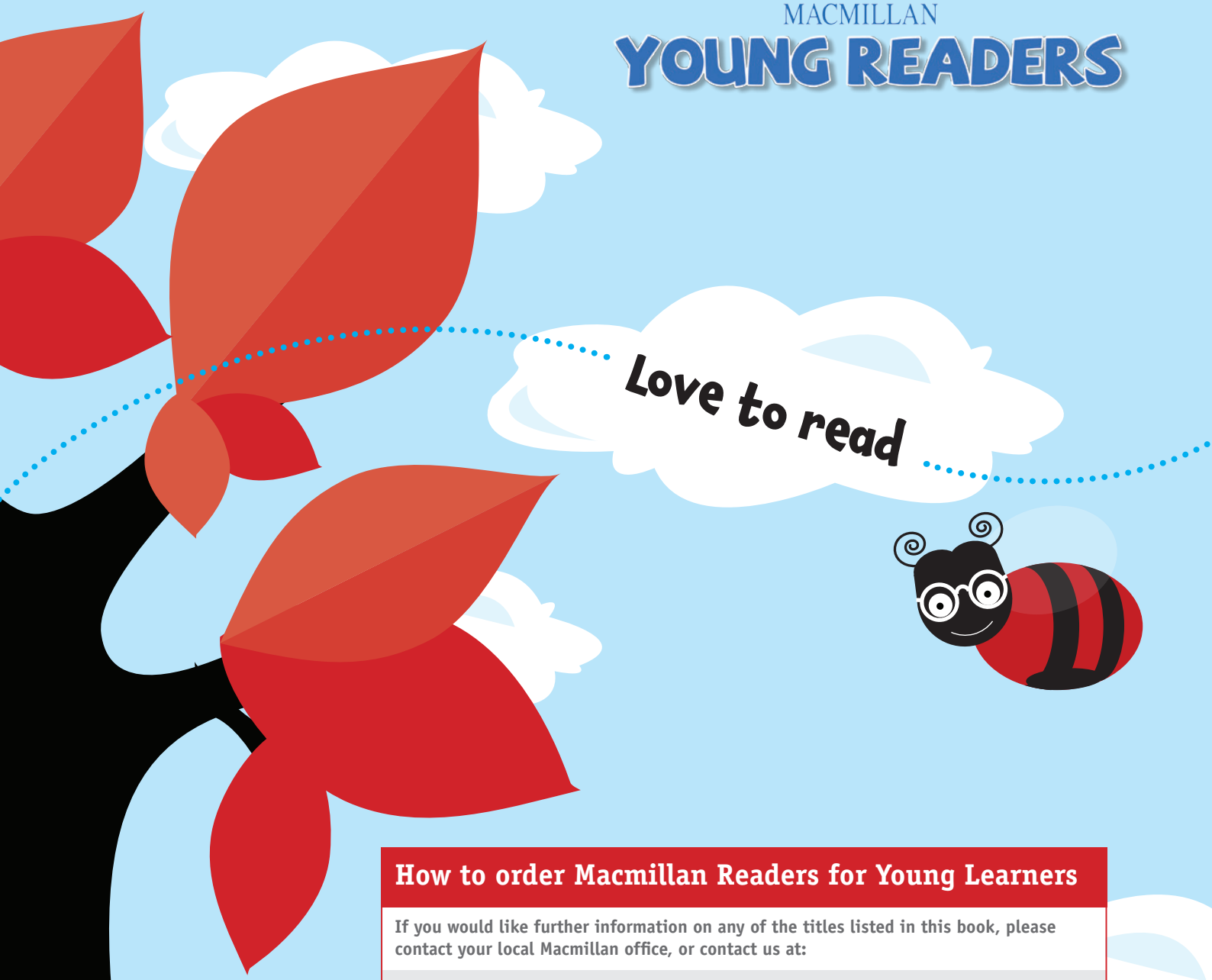

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