Academy Stars

Second Edition

Methodology Handbook

macmillan education

Contents

About the Methodology Handbook	page 2
Course overview	page 2
Starter overview	page 4
Levels 1–6 overview	page 5
Using video in the classroom	page 9
Graphic Grammar	page 15
Understanding literacy	page 23
Understanding Learning to learn	page 30

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About the Methodology Handbook

How to use the Methodology Handbook

The *Methodology Handbook* is a practical guide to understanding the methodology in *Academy Stars Second Edition* and implementing new teaching techniques in class.

Before the start of the school year, teachers should read the *Methodology Handbook* to find out what the course is about and how it works. Understanding the course philosophy and methodology will help teachers align their own teaching methods and objectives with the course so the children have clear, achievable goals for the year. The course methodology is explained lesson by lesson to help teachers understand how each lesson works before teaching with *Academy Stars Second Edition* for the first time.

Course overview

Academy Stars Second Edition is an accessible and stimulating seven-level course in British English designed to promote academic excellence and effective communication. It delivers a strong grammar and skills syllabus, while developing fluency in real-world interactions. Central to the course is a range of features that deliver excellence in learning and give the children a sense of achievement and self-development.

ADVANCING FUTURES
Education for Sustainable Development and Citizenship

Macmillan Education's ESDC Program helps children become engaged global citizens. It ties classroom practice to Global Citizenship Education theory, incorporates an inclusive approach to language learning, and in most units references the UN Sustainable Development Goals (SDGs).

In *Academy Stars Second Edition*, children are encouraged to see themselves as valued members of local and global communities. They learn to think critically about how their actions affect the world around them, from caring for the environment to recognising the value of individual differences. Children are gently encouraged, with the support of the teacher, to express their own ideas and solutions for making the world a better place.

SUSTAINABLE DEVELOPMENT GOALS

1 Learning skills

A key strength of *Academy Stars Second Edition* is the unique importance it gives to **learning skills**. Recognised as highly transferable skills that the children can apply to other subjects and throughout their lives, these are developed in the following ways:

- **Critical thinking** tasks are embedded throughout, challenging children to analyse and infer, draw conclusions, express opinions and give a personal response to texts.
- The features **Learning to learn** and **Learning about language** help children identify patterns and acquire strategies that will make them more effective and independent learners.
- Regular **Think about it!** tasks activate critical thinking skills, with a particular emphasis on decision-making, problem solving and collaborative working.
- Regular **self-evaluation** activities in the Workbook encourage children to identify their learning strengths and take responsibility for their own learning.

2 Learning outcomes

A motivational **Be a star!** feature provides tangible lesson outcomes to show children what they can do with the language and skills they have learned. It promotes a strong sense of progression and achievement, which motivates children to go further.

3 Graphic Grammar

An innovative approach to **grammar** helps the children engage with language in a motivating and effective way. Structures are presented visually using appealing graphics and colour-coded building blocks to highlight and reinforce patterns. Beautiful animations bring language to life through memorable presentations and clarify meaning, use and form. The **new Extra Stars: Grammar booster** section in the Pupil's Book gives children further practice opportunities.

4 Skills development

A step-by-step approach to each of the four skills ensures the effective development of key skills and strategies. Each Reading, Writing and Listening lesson practises a specific strategy to give children the tools they need to process or produce a variety of text types. A suite of completely **new reading texts** gives children an opportunity to work with a variety of text types, ranging from stories through blogs to articles. **A brand new listening strand in the Workbook** further supports the development of the listening skills, with emphasis on external exams preparation. Dedicated Speaking lessons in the Pupil's Book develop fluency in functional interactions and build confidence in presentation skills.

5 Literacy

Academy Stars Second Edition also develops **extensive reading skills** through beautifully illustrated Reading time sections. These lessons promote a life-long love of reading and build confidence in processing longer texts. The children are encouraged to analyse and interpret texts and give a personal response to them. The illustrations help develop visual literacy and engaging animations bring each story to life.

6 Assessment

Recognising the increasing popularity of external exams, *Academy Stars Second Edition* is mapped to the latest **Cambridge English Qualifications** tests for young learners, and includes regular test-style activities the **new Cambridge Exams practice lessons** in the Pupil's Book and throughout the Workbook. A comprehensive assessment pack offers a test builder, ready-to-go tests and Cambridge English sample tests to measure children's progress and achievement throughout the course.

Starter overview

Pupil's Book

New language

New vocabulary is presented and practised in Lessons 1–2 with a captivating image, designed to develop visual literacy. Each new word is represented visually and practised through a lively song.

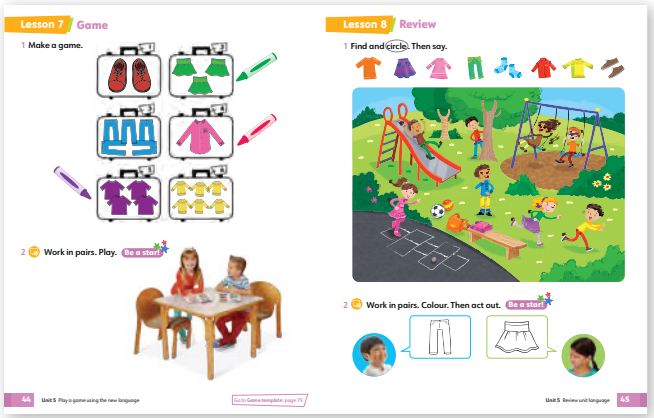
New grammar is presented and practised in Lessons 3–4 through a story-strip and carefully scaffolded activities, including acting out a story.



Skills

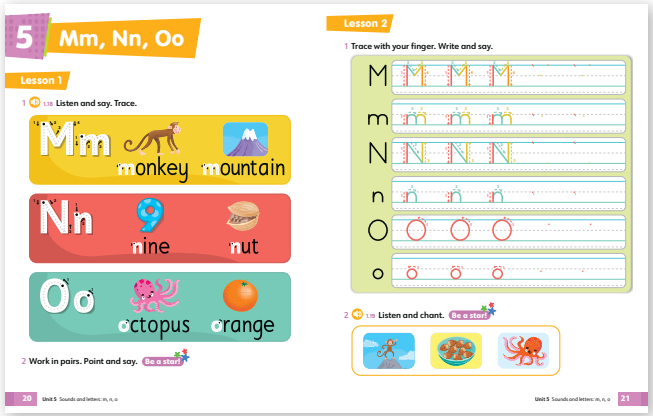
Lessons 5–6 focus on the development of key speaking and listening skills to practise the target language.

The game and review in Lessons 7–8 consolidate the language learned throughout the unit for the children to practise in an engaging and memorable way.

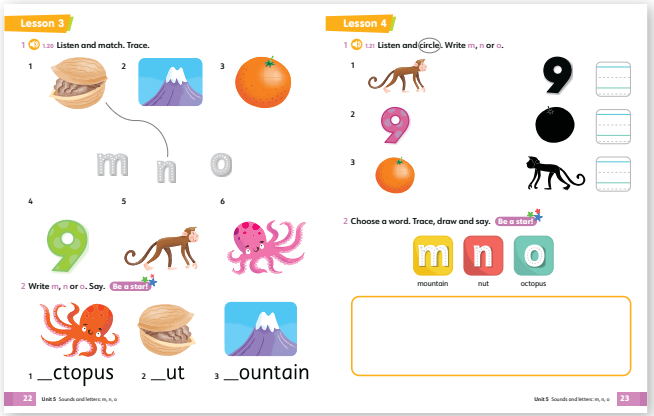


Alphabet Book

In Lessons 1–2, letters are presented and practised with vocabulary to help the children learn the alphabet in a memorable and engaging way, before reviewing the letters and vocabulary through a lively chant.



In Lessons 3–4, the new letters and vocabulary are practised further, through carefully scaffolded activities that aim to build the children's confidence in all four skills: reading, writing, speaking and listening.



Levels 1–6 overview

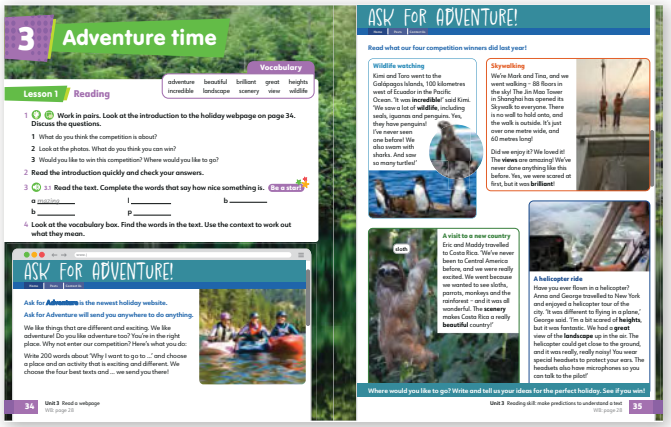
New language

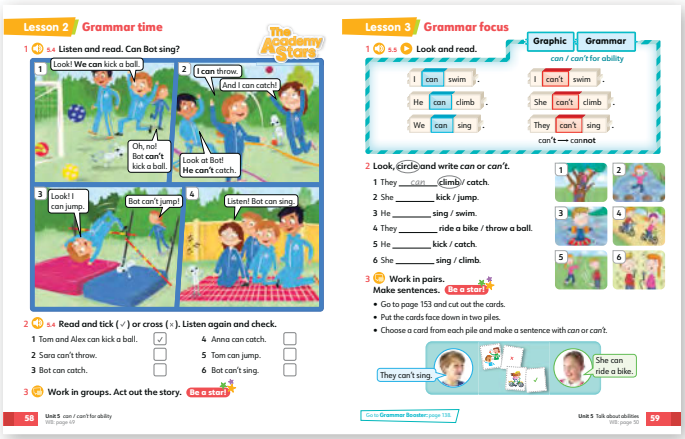
Vocabulary

In Levels 1–4, new core vocabulary is presented and practised in Lesson 1 with a captivating image designed to develop children's visual literacy. Each new word is represented visually and practised through a lively song. Additional vocabulary sets are presented throughout the unit; one of them always in the Reading lesson.

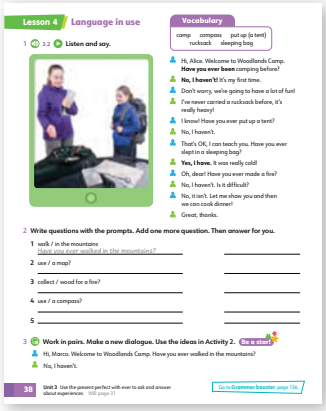
In Levels 5–6, new vocabulary is presented and practised in Lesson 1 through a stimulating reading text. This builds on the children's literacy skills and enjoyment of reading (see pages 23–29 on understanding literacy). Additional vocabulary sets are presented throughout the unit.











Grammar

In Levels 1–2, new grammar is presented and practised in Lesson 2 through a story-strip and carefully scaffolded activities, including acting out the story.

In Levels 1–6, new grammar is also presented and practised in Lessons 3 or 4 through *Graphic Grammar* activities and an animated video. (See pages 9–22 on using video in the classroom and *Graphic Grammar*.)

Be a star! activities are communicative or personalised activities designed to review target language.

In Levels 3–6, new grammar is presented and practised in Lessons 4 or 5 through a functional dialogue. Each dialogue is enhanced with a live action video, supporting understanding through context, facial expressions and gestures (see pages 9–14 on using video in the classroom).

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Levels 1–6 overview

Reading

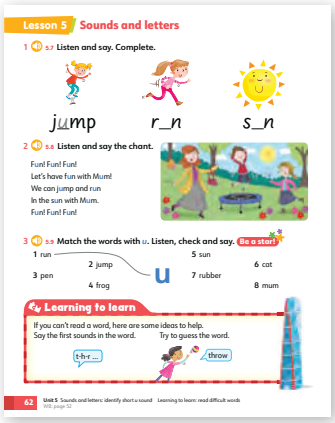
In Levels 1–6, there are a variety of fiction and non-fiction reading texts in Lessons 1, 2 or 4. These include **before**, **during** and **after** reading activities designed to build literacy skills. Texts are followed by comprehension activities to check the children's understanding, and carefully scaffolded activities to build their confidence in evaluating the texts (see pages 23–29 on understanding literacy).

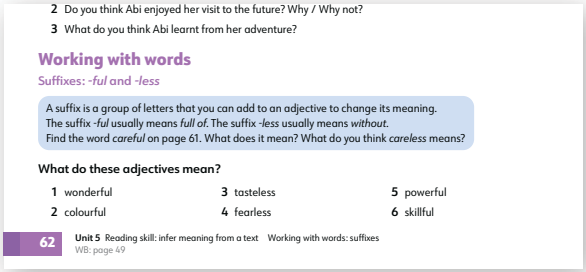
In Levels 1–4, sounds, letters and spellings are presented and practised in Lessons 3 or 5 to familiarise the children with the different sounds, letters and spellings in the English language.

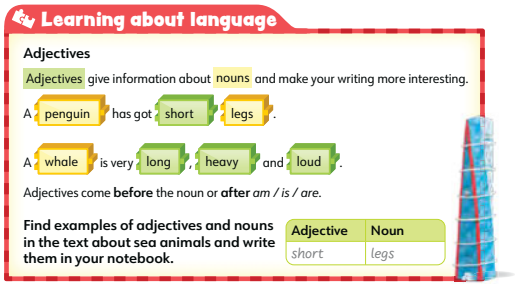
In Levels 1–6, there are *Learning to learn* and *Learning about language* features that provide language tips, empowering the children to develop learner autonomy (see pages 30–35 on understanding Learning to learn).

In Levels 5–6, there is a *Working with words* section providing tips and rules for words and phrases that may be difficult for the children to construct and remember.









Extended reading

In Levels 1–6, there are four extended reading texts per level to provide extra literacy practice. These are beautifully illustrated texts that cover a wide variety of themes in both fiction and non-fiction to stimulate enjoyment in reading and learning. There are also three animated videos per level that complement these reading texts. In Levels 1–2, the animated videos are the same story but in Levels 3–6, they provide alternative stories or endings (see pages 9–14 on using video in the classroom, and pages 23–29 on understanding literacy).



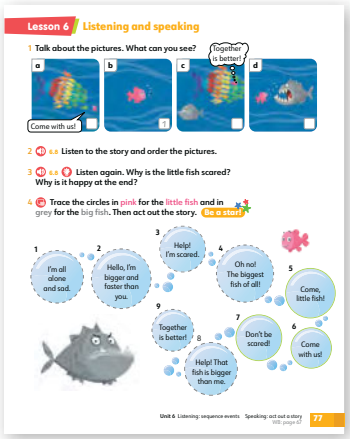
Levels 1–6 overview

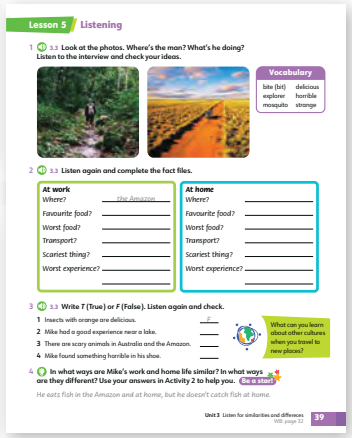
Listening and speaking

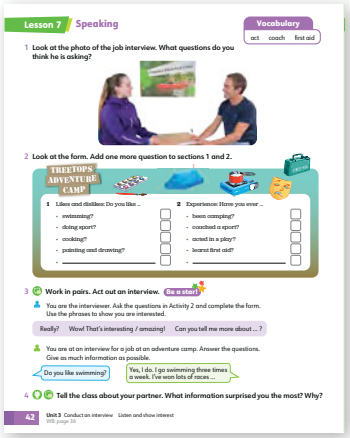
In Levels 1–2, there is practice for listening and speaking skills in Lesson 7, through the presentation and practice of a functional dialogue with a value to build the children's awareness of social skills.

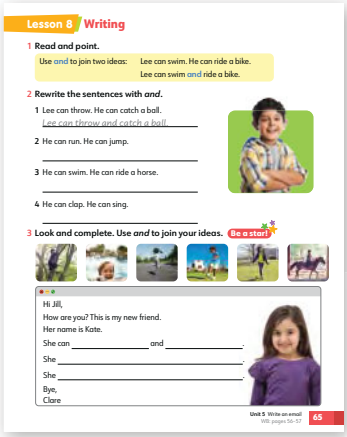
In Levels 3–4, listening and speaking skills are practised in Lesson 6, through **before**, **during** and **after** activities and a consolidation activity where the children create a real-world dialogue, play or story.

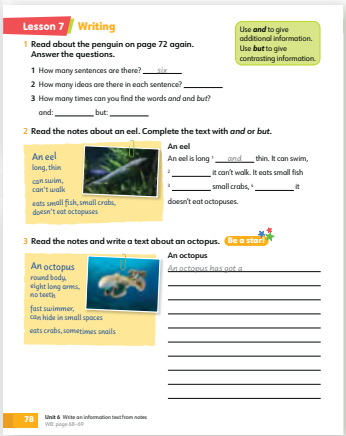
In Levels 5–6, listening and speaking skills are practised in Lessons 5 and 7 through **before**, **during** and **after** activities and set around authentic and interesting real-world themes to build the children's fluency in communicative skills.

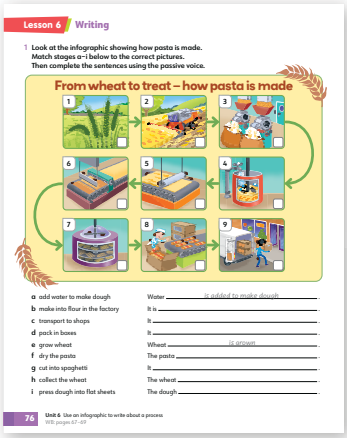












Writing

In Levels 1–6, writing skills are practised in Lessons 6, 7 or 8 and gradually developed so that the children are able to produce their own written texts.

In Levels 1–6 Workbooks, there are more opportunities for the children to build on their writing skills through a wide range of texts including stories, poems, plays, informational texts from leaflets, magazines and websites, blogs, newspaper articles, e-mails, text messages, and instructions (see pages 23–29 on understanding literacy).

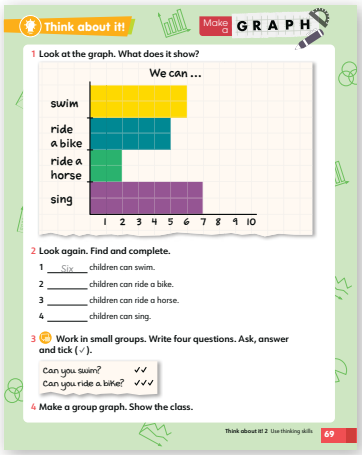
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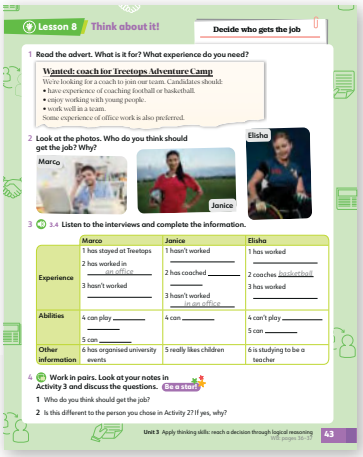
Levels 1–6 overview

Review

In Levels 1–6, *Think about it!* pages consolidate the language learned through creative critical thinking activities based on real-world themes to enable the children to apply their knowledge of English to the world outside their classroom.

In Levels 1–6, *Review* pages consolidate the language learned within the previous two units, and provide practice of the language in different contexts. The Review pages are followed by a Cambridge exams practice sections.

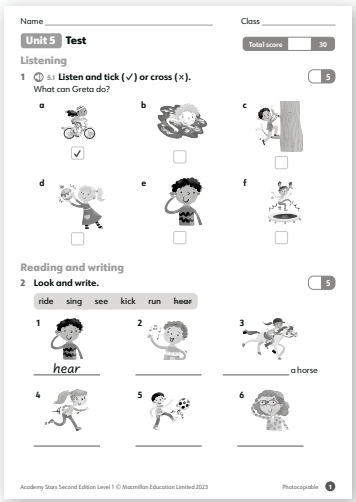


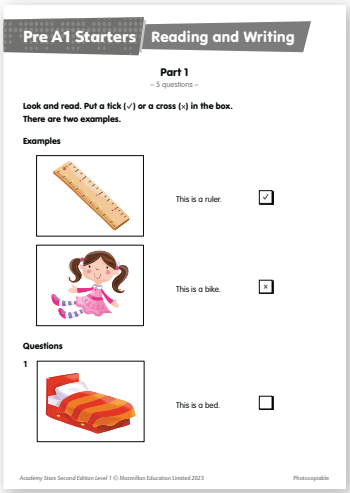


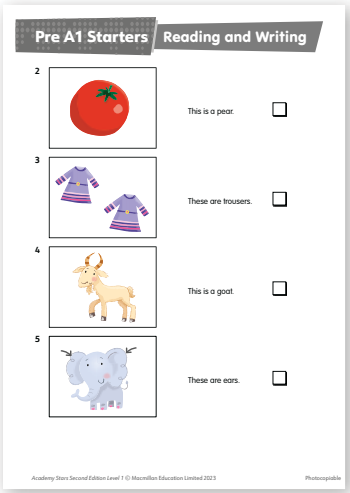
Assessment

Academy Stars Second Edition comes with a comprehensive assessment pack that includes:

- A **test builder** which teachers can use to create and print tests from a wide variety of pre-written, test-style activities. These include both *Academy Stars Second Edition* and *Cambridge English Qualifications* test-style activities. Teachers can select the activities that they want to include or create two versions of the same test.
- Pre-written **downloadable** unit, mid-year and end-of-year tests which teachers can print as needed.







These are short and concise so that the children can be assessed without creating too much pressure or anxiety, while covering all four skills: Listening, Reading and Writing, and Speaking.

- *Cambridge English* Qualifications sample tests for *Pre A1 Starters, A1 Movers, A2 Flyers,* and *A2 Key for Schools* covering reading and writing, speaking, and listening. These tests are for children wanting to sit the Cambridge English Qualifications tests and provide authentic practice. There are *Pre A1 Starters* tests in Levels 1–2, *A1 Movers* tests in Levels 3–4, *A2 Flyers* tests in Levels 5–6 and *A2 Key for Schools* tests in Level 6.

Using video in the classroom

Our author



Nik Peachey is a two-time British Council Innovations Award winning author and course designer. He has worked in ELT since 1992 as a teacher, teacher trainer, writer, editor and educational technology consultant. Since the late 90s, he has worked at the interface between digital technologies and communicative language teaching pedagogy. Nik is presently Head of Learning for an online educational company and has his own independent publishing company www.peacheypublications.com.

Why use video in the classroom?

Using video in the classroom can be a powerful learning support for teachers who know how to use it successfully (Pappas 2013). Here are some of the reasons we use video in *Academy Stars Second Edition*:

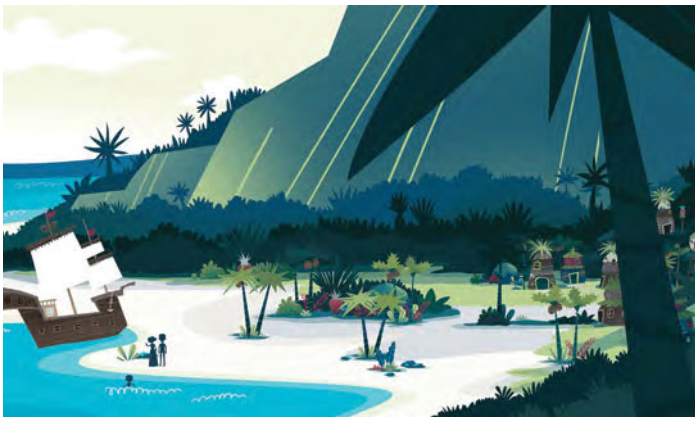
1. Video has a unique ability to engage and hold learners' attention for a long time (Frondeville 2009). Having classroom materials that can keep the children's focus is challenging and important.
2. Resources like *YouTube*™ and *Vimeo*®, where you can find lots of short videos, are becoming popular with children when they want to find information (Terantino 2011).
3. Seeing a video in which language is used in a situation or context, or as part of a story, can help the children to understand the language better.
4. Video can provide lots of examples of different types of voice and accent. The children need to be able to understand lots of different accents, not just their teacher (Donaghy 2014).
5. Video shows the children many of the unspoken parts of communication. They can see facial expressions, hand gestures and the way people sit and stand (Peachey 2005). These all help the children to understand the language.
6. The children also need to learn about the culture of the language. By watching videos, they can see what people wear and how they greet each other (Marefat 2002).
7. Children enjoy watching videos and think of it as an entertainment activity (Solomon 2010). This can reduce their stress levels and make learning easier and more natural.
8. Video is a great source for visual information. Teachers can use it to develop listening skills, as well as doing lots of different visual activities (Willis 1976). This can add variety to lessons to help keep the children engaged.

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Using video in the classroom

Constructing video lessons

Using video can be both engaging and entertaining, but to use it effectively you need to know lots of different techniques and activity types, which can be used to create lessons that work well (Cherry 2014). In order to effectively use the videos in *Academy Stars Second Edition*, lessons are divided into three parts; pre-viewing, while viewing and post-viewing activities (Gallacher 2004).





Pre-viewing activities

In *Academy Stars Second Edition*, pre-viewing activities achieve a variety of aims. Some prepare the children with language they need to understand the content of the video. Other activities help the children to think about what they know about the topic and prepare them with some idea of what they are going to watch. These activities help to reduce the cognitive overload that the children can experience when watching a video in a second language.

While viewing activities

The aim of while viewing activities in *Academy Stars Second Edition* is to focus the children on the important learning points from the video. Some learning points are linguistic, e.g. the use of vocabulary, a verb tense or expression; others are related to the content, such as finding out about history or science, or just understanding the story.

When video is used to develop listening comprehension, there will be two or three different while viewing activities. These give the children a better understanding of the content and opportunities to watch the video again and again.

Using video focuses the children's attention on the screen, so it is best to avoid using activities that involve them reading or writing while viewing.

Post-viewing activities

In *Academy Stars Second Edition*, there are also a range of post-viewing activities. These give the children the opportunity to respond to the video in a more personal way, or can be used as a starting point for other activities, such as writing or drama. In some units, the post-viewing activities ask the children to look more carefully at vocabulary, grammar or expressions being used in the video.

Using video in the classroom

Types of activities

Being both visual and auditory, video can be used for lots of different types of activities. *Academy Stars Second Edition* provides these activities to keep the children actively engaged and to develop their language skills. Here are some ideas to try out.

Silent viewing activities

Silent viewing activities are a great way to focus the children on visual aspects of the video content before they have to interpret the additional information provided by the audio (Brame 2015). Some of the silent viewing activities used in *Academy Stars Second Edition* are as follows:

1 **Turn off the audio** and ask the children to watch the video and **guess what is happening**.
- Once they have watched it, they can work in pairs or small groups to discuss what they think is happening.
- If the children are lower-level learners, using L1 for discussion can help them to **prepare for the comprehension** part of the lesson.

2 Give the children a short **list of things to identify**. The list can include things like a man talking on the phone, a woman writing a letter, or it could be simple things like a green tree.
- **Play the video** and have the children **tick or cross out** the items they see.
- You can use this activity to introduce or review **new vocabulary**.

3 Ask the children to watch the video and try to **guess** what each person is saying.
- **Play the video twice**. The first time will help the children to understand the overall context and structure. The second time, you can pause and give the children time to make notes.
- Once the children have written down what each person is saying, they can **read through or act it out**.
- **Watch the video with the audio** and see how similar their video scripts were.
- Lower-level children can use L1 to **write the video script**. This will help them to work out much of the meaning from the context before they hear the video.

4 Give the children some of **the lines** from the video script before they watch the video.
- Ask them to **watch silently** and try to guess who said the line.
- This activity provides **text support** for the listening stage of the lesson, but still focuses the children on the **link between visual communication**, such as facial expression, and the actual **spoken words**.

5 You can have the children **empathise with characters** in a video.
- **Pause the video at several key points** and ask the children what each character is thinking or feeling and why.
- As a post-viewing activity you can then ask the children to **retell the story** from one character's perspective.

6 **Turn off the audio** and ask the children to watch and **think of questions** they would like to ask about the video.
- Ask the children to **watch the video with audio** and answer their own questions.
- This makes the activity more personalised because the children are finding out what they want to know.

Using video in the classroom

Picture-based activities

There are many activities you can do if you use the flashcards provided with *Academy Stars Second Edition* that show images from the videos. There are 6–8 flashcards with images for each story.





1 Use the images as a while viewing or pre-viewing activity.
- Ask the children to **order the images** to make a story.
- Play the video and ask them to **check** if their order is correct.
- Ask the children to **explain their order** before they watch.
- This helps the children **understand the structure of the story** before they watch with audio.

2 Use images as a post-viewing activity.
- Ask the children to **say what is happening** in each of the images and how they fit into the story.
- Ask what the **characters in the images are saying, doing or thinking** at that point in the video.

3 Have the children **retell or summarise the story** using the images.
- This can be a writing activity or you could **film the children retelling the story** with a video camera.
- **Repeat this activity** a few weeks later to help the children remember the language or content.

4 Use the images for simple **vocabulary practice** by asking the children what they can see.
- Have the children **name objects, colours or the numbers** of things they can see in the image.

Using the video script

Use the video scripts (in the Teacher's Books) to focus the children's attention and engage them with the content (Tatsuki 1999). You can use these activities with any video.

1 Print the video script and **cut it into sentences**.
- **Mix the order** of the sentences.
- Ask the children to try to reconstruct the video script.
- When they have put the sentences in order, play the video and ask them to **check and correct**.

2 **Create a gap-fill activity** by taking out some of the words.
- Select words that will **focus the children on a linguistic point** in the text, for example, part of a phrase or key vocabulary.
- Ask the children to read the video script and guess the missing words.
- Play the video and **ask them to check** their answers.

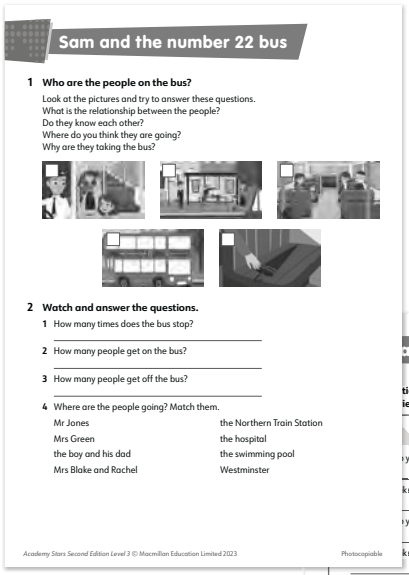
3 **Add some mistakes to the video script** for the children to correct.
- Give the children time to read the video script to **find and correct the mistakes**.
- Play the video and ask the children to **check their answers**.

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Using video in the classroom

Comprehension activities

Use listening comprehension activities after silent viewing activities to focus the children on the linguistic content of the video. There are lots of different ways you can develop listening comprehension.

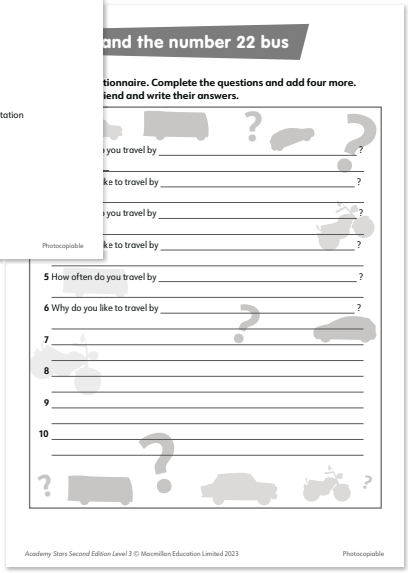

Sam and the number 22 bus

1 Who are the people on the bus?
Look at the pictures and try to answer these questions.
What is the relationship between the people?
Do they know each other?
Where do you think they are going?
Why are they taking the bus?

2 Watch and answer the questions.
1 How many times does the bus stop?
2 How many people get on the bus?
3 How many people get off the bus?
4 Where are the people going? Match them.

Mr Jones	the Northern Train Station
Mrs Green	the hospital
the boy and his dad	the swimming pool
Mrs Blake and Rachel	Westminster

Academy Stars Second Edition Level 3 © Macmillan Education Limited 2023 Photocopiable


and the number 22 bus

tionnaire. Complete the questions and add four more.
iend and write their answers.

you travel by _____ ?
ke to travel by _____ ?
you travel by _____ ?
ke to travel by _____ ?
5 How often do you travel by _____ ?
6 Why do you like to travel by _____ ?
7 _____
8 _____
9 _____
10 _____

Academy Stars Second Edition Level 3 © Macmillan Education Limited 2023 Photocopiable

1 You can **make a list of questions** for the children to **answer while they watch the video**. This can help to **focus the children on important aspects** of the content.
   - You can also ask the children to **watch and think of their own questions**.
   - After they watch and listen to the video once or twice, they can then **write a quiz to test other children's** understanding of the video.

2 **True or false sentences** work well with videos as an effective way to check comprehension.
   - Ask the children to **read the sentences** before they watch.
   - Play the video and ask the children to **tick the true sentences**.
   - The sentences will give the children an idea of what will happen in the video and help them to think about what they know about the topic.

3 Use a **note-taking table** as a comprehension activity.
   - Have the children **draw columns** on a page and put the name of a character at the top of each column.
   - Play the video while the children **watch and listen**.
   - Ask the children to **add information to the columns** about each of the characters.

4 With story videos, you can ask the children to **create a timeline**.
   - Give the children a piece of paper with **a number of points on a line**.
   - Have the children watch and then **add important events** to the points on the line.
   - They can **draw images or write sentences** on the line.
   - Once they have completed the timeline, have them **discuss why** they chose those events.



Using video in the classroom

Creative extension activities

Use the videos as a prompt for more creative work that builds on what the children have studied.

1 After watching a video, ask the children to **decide what happens next**.
   - Lower-level children can **draw a storyboard** and even act it out.
   - Higher-level children can **write a video script or story**.

2 Ask the children to **imagine they are one of the characters** from the video.
   - Ask them to imagine they are telling a friend what happened.
   - They can do this as a speaking activity or have them write it as a **letter to a friend**.

3 Ask the children to **think about the background** of one of the characters.
   - They could try to **imagine the character's everyday life**, for example, what the character likes to do with their family, what they eat or where they are from.

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Graphic Grammar

Our authors



Steve Elsworth has a BA and an MA in English from Lancaster University. He started teaching English in 1977, when he went to live in Turkey. Since then he has taught in London and Algeria and given workshops all around the world.

Steve has written about 40 ELT books. He started working with Jim Rose in 1992 and they have been writing together ever since. They have written three major courses and have assisted in several more.

Steve and Jim started developing an interest in Graphic Grammar ten years ago and have been working on the subject since then. They have written three ebooks about Graphic Grammar and developed their own website: www.graphicgrammar.com.



Jim Rose has an MA in Applied Linguistics from Lancaster University and an BSc in Ecology from Exeter University.

Jim taught at International House, London, where he established a self-access centre and computer facilities, and later became Director of Studies for Teacher Training. He has lived and taught in Nigeria and Brazil. While teaching, he created and ran TEA – Theatre in English Abroad – giving performances and workshops throughout Europe.

In 1992, while lecturing at Lancaster University, he began his writing collaboration with Steve Elsworth. Their joint writing includes three major courses and several other combined projects, including a series of grammar ebooks at www.graphicgrammar.com.

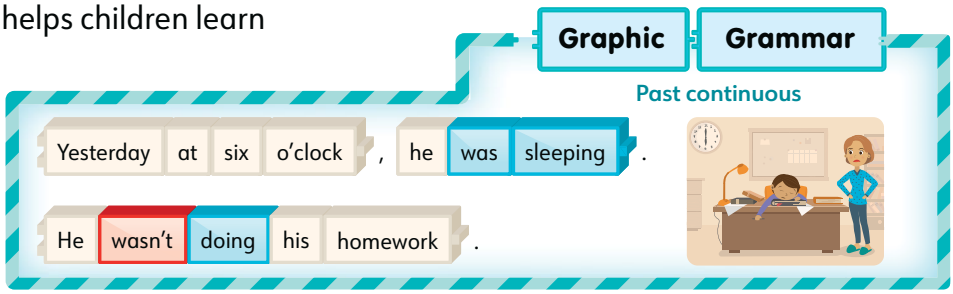
Introduction

Academy Stars Second Edition offers an innovative approach to learning grammar, which is both memorable and fun.

Through engaging animated videos, structures are brought to life and sentence structures are clarified using simple word blocks.

This section will provide information for teachers on the following:

- How young children learn languages at home.
- How they learn at school.
- Why it's difficult for children to learn grammar.
- How we can make it easier for children to understand grammar.
- How understanding grammar helps children learn the language.



Graphic Grammar

Two ways of learning grammar

There are two ways to learn a language: first, you absorb language as a baby, from your daily life with your family; and second, you learn another language later in life, usually at school.

- The first system of learning, **child-like learning**, happens at home. This learning is based on repetition and correction. It happens naturally in the real world. There is no need to teach grammar, because the child picks up the rules of language instinctively.
- The second system of learning, **school learning**, is how a child learns languages at school. This is less personal and more abstract. This way of learning is through a teacher-led class with anywhere between 15–40 children.

It is important to remember that **child-like learning** is very successful. A child is presented with thousands of words and uses them to create their own language system.

School learning doesn't have the advantages of **child-like learning**. If a teacher taught a single child for 40 hours a week, the child would learn a new language very quickly. But the teacher doesn't have one child, they have many children, and they physically can't manage **child-like teaching**. For this reason, new approaches to teaching are required.

In the past, the **adult system of language learning** was adapted for children. Adults like to analyse problems cognitively. They create rules and apply them to the problem. In this **adult learning system**, grammar is the key to language, so you have to understand grammar before you can learn the language.

The simplest way of teaching grammar is through grammar rules. Traditionally, language was taught through applying grammar rules to sample sentences.

This is very different from **child-like learning**, and young children are not ready to learn language like an adult. **Cognitive thinking skills** only start to become effective from around the age of seven.

We have been interested in the difference between **child-like learning** and **school learning** since we started teaching. We have observed young children acquiring one language at home, using instinctive strategies, and trying to understand another language at school, using the abstract rules of grammar in a classroom. They learned more quickly at home.

We decided that the problem was that we were asking children to use their **cognitive skills** before those skills were fully developed. All children need to learn to think cognitively, but it is a skill that they build slowly over several years. In addition, we didn't want young children to ignore their very successful language-learning skills.

We felt that the development of a **dual system** for learning, which used **child-like learning** skills and helped the development of **cognitive ability**, would be helpful and ensure better overall learning.

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Graphic Grammar

How *Graphic Grammar* works

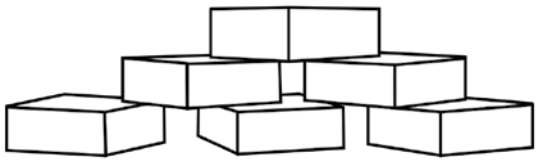
We started to work on a simple way that helped children to see, understand and use grammar, without the need for an abstract system.

We found a perfect metaphor for this from new developments in teaching algebra in the USA, where maths teachers were having difficulty teaching equations to children. For example:

$$2x = 6$$

Why is the letter ✘ in the sum? What does it mean? Does ✘ mean multiply?

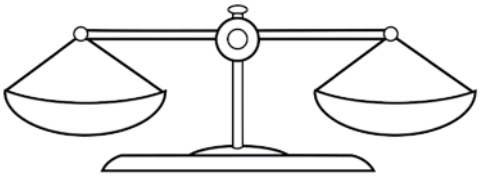
The balance solves this problem by turning an abstract concept into an easy-to-solve puzzle. Have a look at how it works:



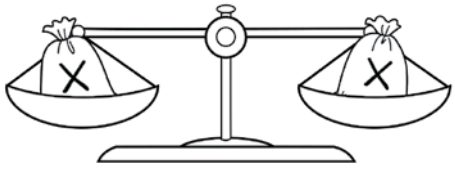
blocks



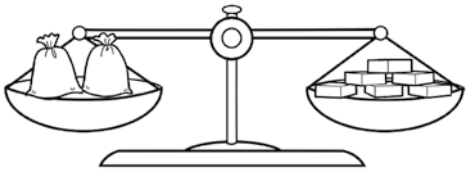
2 bags



a balance



the bags balance so ✘=✘



2 bags balance
6 blocks so 2✘=6



How many blocks in 2 bags? 6
How many blocks in each bag? ✘

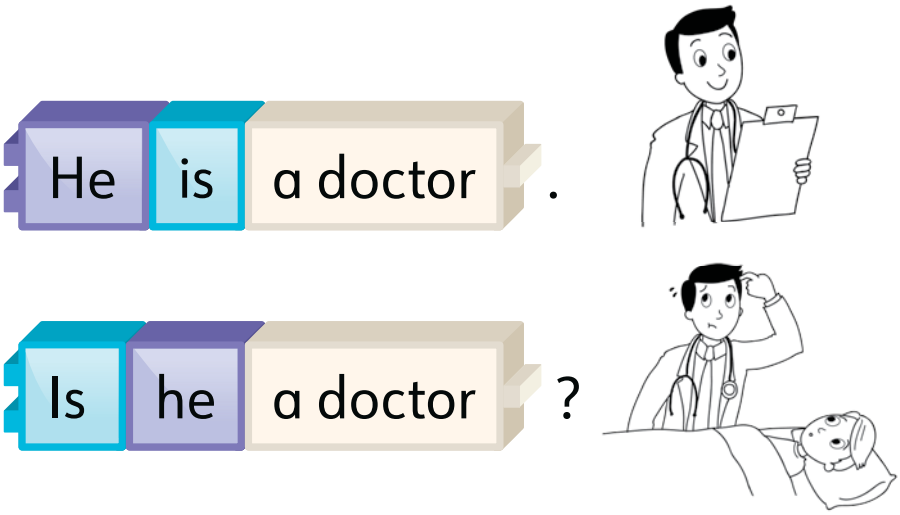
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Graphic Grammar

We loved this idea. A difficult concept suddenly became easy, because it had been turned into an activity that the children could see and understand.

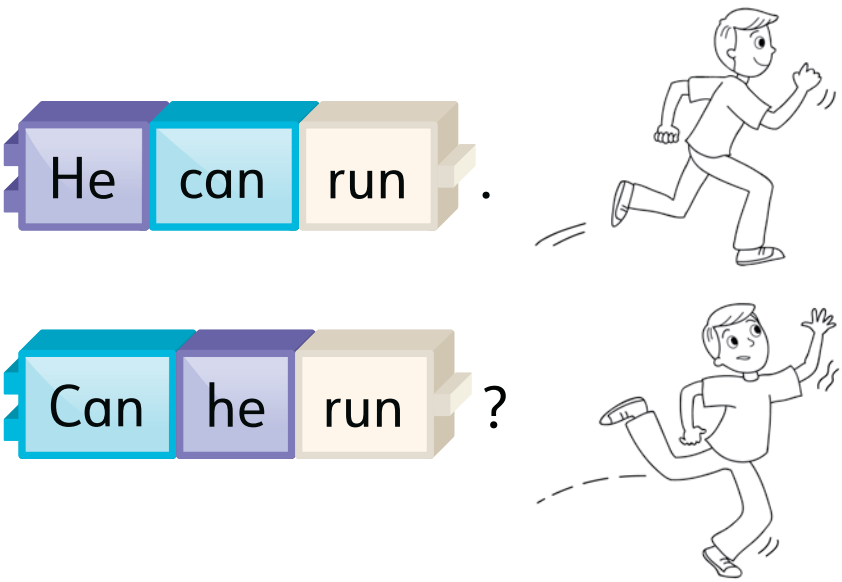
That is what we wanted to do with grammar, so we developed *Graphic Grammar*.

Here's an example about making questions:



This is simple and clear and the children can easily see how to make a question. We don't need to explain what a **subject** or a **verb** is for the younger children, we just focus on colours and blocks. Then we can teach the grammar rules when the children are older.

Graphic Grammar also shows patterns of grammar. We can show different examples of making questions:



After the children have learned to make questions with individual structures, they can learn the patterns of grammar. When the children see the questions together, they understand that switching the purple and blue boxes makes these questions in the same way, because the idea has been illustrated.

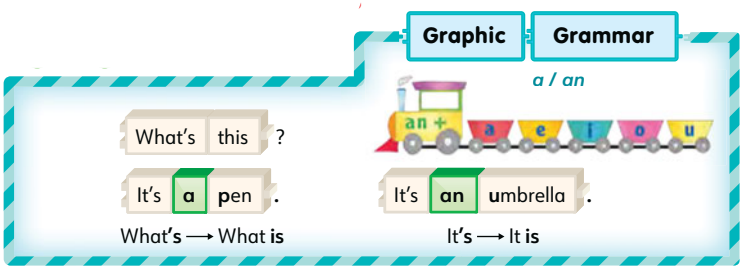
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Graphic Grammar

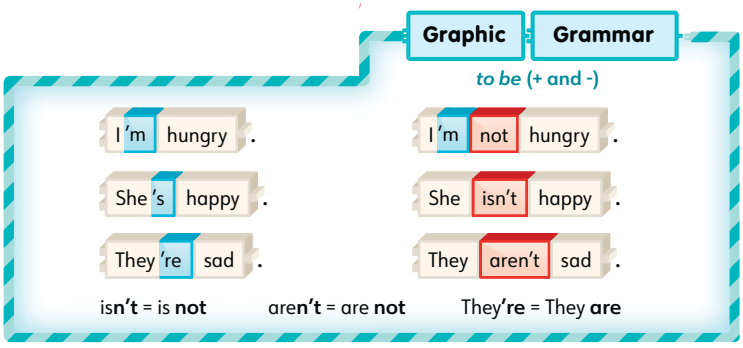
How does *Graphic Grammar* develop in *Academy Stars Second Edition*?

Academy Stars Second Edition develops critical thinking in children. It helps the children analyse and solve problems. *Graphic Grammar* is a useful component in this.

At the beginning of the course, when the children are very young, grammar is introduced as a picture. The children can see that *a* or *an* is the focus here, that they look a little different, and that *an* has special qualities. The *an* train pulling the vowels is a clear illustration that *an* combines with five letters. It's simple, and it works.

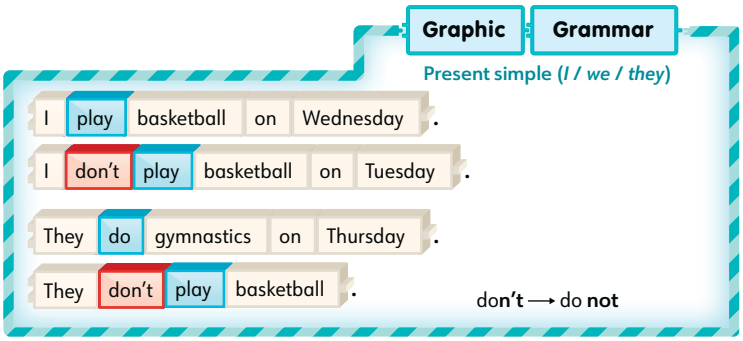


At the same time, *Academy Stars Second Edition* gets the children used to the idea that the grammar of English verbs works in a block system and certain blocks have a particular purpose. In this next example, the blue blocks are the root verb and the red blocks are the verbs and negatives.



This visual introduction is supported by video animations that reinforce the grammar. Children from a very young age will enjoy and remember these engaging videos.

In the video, a stick man pushes the *do* and *not* blocks together to form the contraction *don't*. The children aren't just told that contractions are formed by pushing words together, they actually see it happening. This results in **memorable learning**.

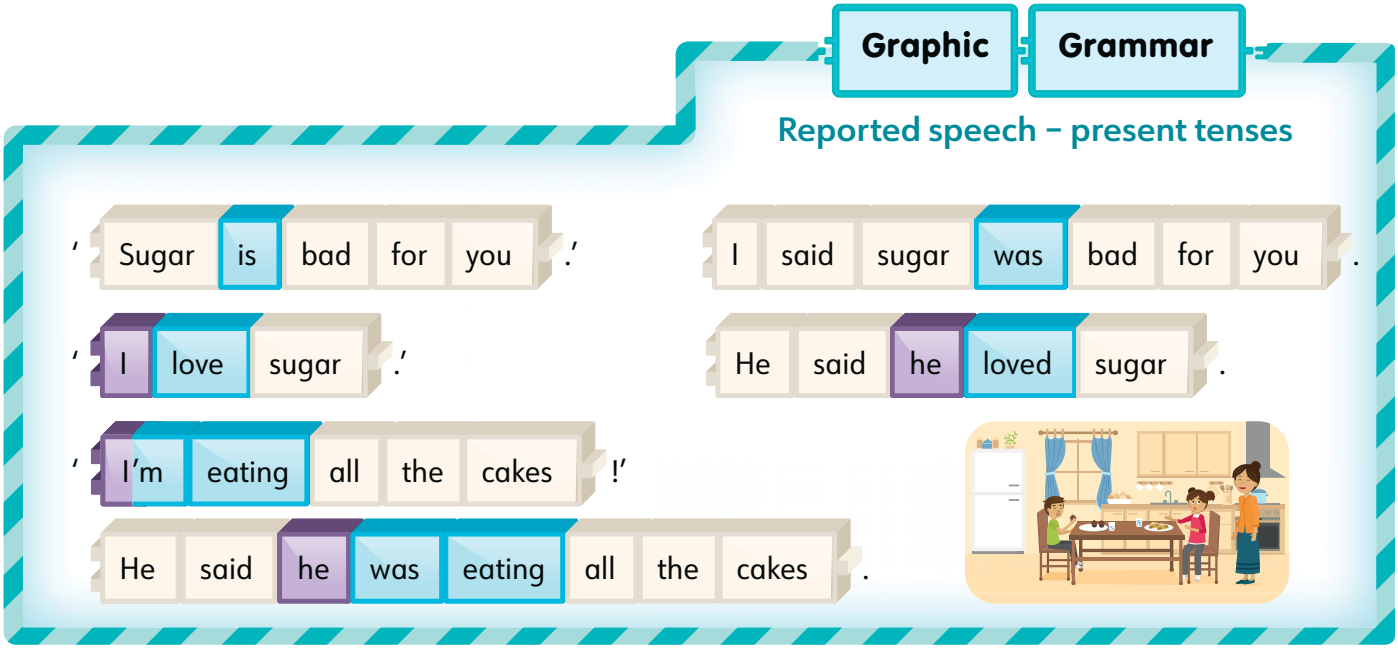


Graphic Grammar

As the course progresses, the children get used to the idea that the pronoun and the auxiliary reverse to form a question and that some form of *not* is used to show a negative.

This block presentation is used throughout the course. When the children see more difficult structures in later levels, they are already familiar with the style.

Reported speech is usually thought of as a difficult structure to understand. A visual presentation with blocks makes a lot of difference.



2 Complete the reported sentences with the correct form of the verbs.

1 'I'm doing a project about food,' said Zara.

Zara said she *was doing* a project about food.

2 'I sometimes disagree with the media,' said Andy.

So, to summarise:

- Children learn in different ways at different ages. Older children have more **cognitive skills** but younger children are very good at learning through **memory and visuals**.
- Grammar in its abstract form is very difficult for children of all ages to understand.
- Academy Stars Second EditionAcademy Stars Second Editionon introduces *Graphic Grammar* through images from the beginning of the course. The grammar boxes and the animated videos show how grammar works in a simple and memorable way.
- The approach gets the children used to thinking of grammar as a structure which can be analysed and broken down into blocks. This is helpful for when they are developing their **cognitive skills**.

Graphic Grammar

Tips for teachers

Show before you tell

Children understand new vocabulary and grammar when it makes sense. Help the children to understand the situation and meaning first.
In Academy Stars Second Edition, the meaning is introduced before the grammar focus.

1. **Listen and read** texts will help the children better understand the situation and the meaning.
2. The children can then focus on the grammar and how it works. They will already understand the meaning of the grammar, so they can concentrate on the structure.



Little and often

Children learn better if they are confident about their learning, so teaching less actually helps the children to learn more.

Instead of introducing extra grammar, practise the grammar focus in new and interesting ways.

In *Academy Stars Second Edition*, the grammar is broken down into small chunks, then each of these grammar chunks is used and practised throughout the unit.

2 **Look and complete the sentences.**



1 There *are* *some* foxes.
2 There *aren't* *any* pandas.
3 There _____ _____ crocodiles.
4 There _____ _____ camels.
5 _____ _____ _____ wolves.
6 _____ _____ _____ kangaroos.
7 _____ _____ _____ bears.
8 _____ _____ _____ tigers.

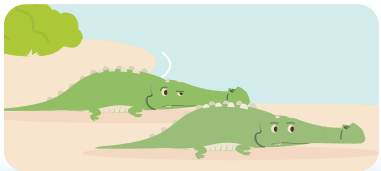
Graphic **Grammar**

There are / aren't + some / any

There | are | some | crocodiles .

There | aren't | any | pandas .

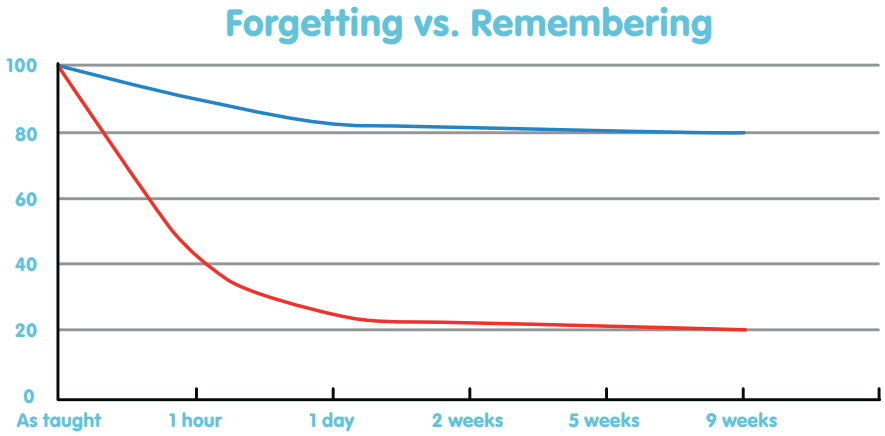
aren't ⟶ are **not**



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Graphic Grammar

Don't forget!



Forgetting is a problem for everyone! When we learn something new, like new vocabulary or grammar, we also forget it very quickly. The red line shows how quickly we forget.

In one hour, many children will forget more than half of what they learned. The blue line shows how much children can remember when they revise new words and grammar frequently, fixing them in their long term memory.

For teachers, this means revising new things immediately in the same lesson, then in homework or the next lesson, and in a summary at the end of the week. **Little and often** is the key to remembering.

In *Academy Stars Second Edition*, grammar and vocabulary are revised regularly and thoroughly in each unit and throughout the course.

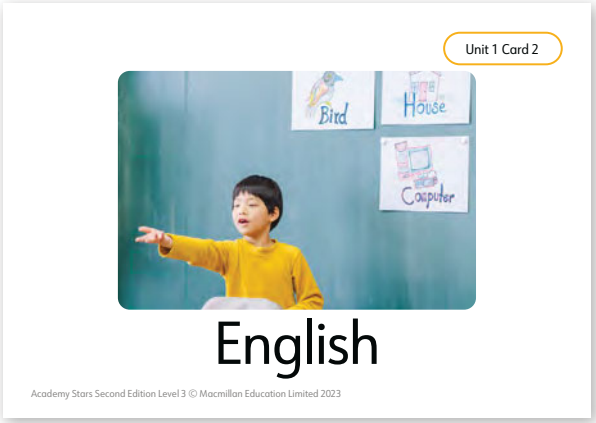
Use memory hooks: animation and flashcards

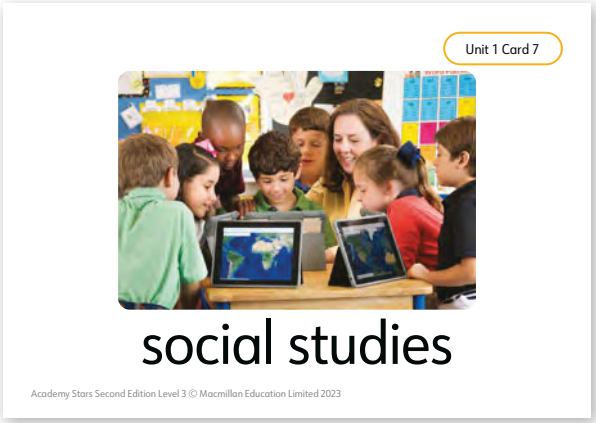
It's easier to remember things that are interesting, personal, or associated with games, songs, pictures and stories. These things are all **memory hooks** that help you to remember an idea.

Help the children by using these ideas with new grammar or vocabulary. Each unit in *Academy Stars Second Edition* is filled with many ideas to practise and remember new language.

For grammar, the animations are particularly useful. The children can remember the grammar by thinking about the story in the animation.

The flashcards for each unit are also helpful. When the children see the images, they can remember the words and grammar structures associated with them more easily.





Understanding literacy

Our authors



Alison Blair started out teaching languages in the UK but is now living in Spain. She divides her time between teaching English in kindergartens and primary schools, training English teachers and writing classroom materials.

She has also worked with the British Council as a teacher trainer, setting up professional development courses for primary English teachers in Spain, as well as collaborating on courses run by teachers' centres and training organisations in several countries in South America and Europe.

She has co-authored several courses for kindergarten and primary ELT, among them *Twister* (Richmond English), *Stardust* (Oxford University Press), *Think Do Learn* (Oxford Educación España) and *Jungle Fun* (Richmond English).



Jane Cadwallader has taught English in kindergarten and primary schools for over 30 years. She has given courses and talks for the British Council and for local government teacher training organisations in Europe, South America and Africa.

She has co-authored several courses for kindergarten and primary ELT, among them *Twister* (Richmond English), *Stardust* (Oxford University Press), *Think Do Learn* (Oxford Educación España) and *Jungle Fun* (Richmond English).

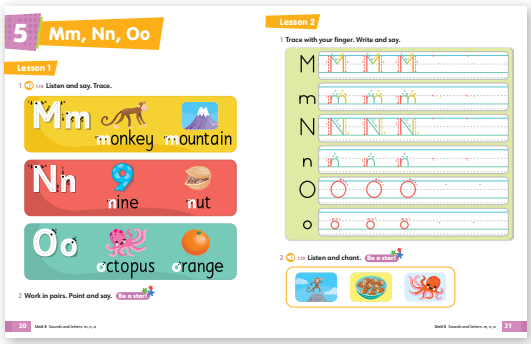
She is the author of the ELT version of *Winnie the Witch* (Oxford University Press) and has published many readers for children learning English (ELI Publishing and Richmond English). One of her readers won the ERF Language Literature award in the Young Learner category.

What is literacy?

Literacy is the ability to communicate through reading and writing. In *Academy Stars Second Edition*, the children develop their literacy skills and oral communication skills at the same time. This is important for their academic, social and professional futures in a globalised world.

How does *Academy Stars Second Edition* enable children to build their reading skills?

The objective of *Academy Stars Second Edition* is to enable the children to understand age-appropriate texts fluently and to read them critically.



Pre-reading

Before the children can begin to read they need to:

- Know some **basic words orally**.
- Recognise the **sounds of English**.
- Know the **the letters** in the alphabet and the most common sounds that they represent.

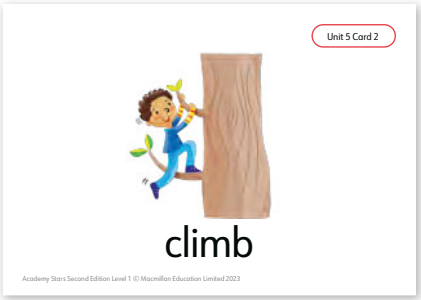
These are the objectives of the *Academy Stars Second Edition* Starter Pupil's Book and Alphabet Book. Through songs, flashcard games, stories and simple dialogues, the children become familiar with the sounds of English and some basic vocabulary.

The Alphabet Book provides practice in recognising and forming upper and lower case letters in the context of words. Each letter is taught with a sound and example words which start with that sound, and is practised through a short chant.

Understanding literacy

Reading words

In *Academy Stars Second Edition*, the children learn to **sight read** words through a variety of whole class, **shared reading** activities that involve simultaneously hearing and seeing a word, and associating it with its meaning. In this way, the children learn to say and spell words without L1 interference.





As the children build up the number of words they can **sight read**, they develop some of the rules for decoding words and can use this knowledge for other words. This is called the **reading explosion**.

Phonics, spelling and word formation

In *Academy Stars Second Edition*, there is also explicit teaching of **sound / spelling relations** and **word formation rules** to support the children in decoding words.

In Levels 1–2, in *Sounds and letters*, the children revise the phonemes for the letters of the alphabet and learn diagraphs, e.g. *sh*, *th* and graphemes for long vowel sounds.

In Levels 3–4, in *Sounds and spelling*, the children learn alternative graphemes for known phonemes. Each of these units practises the sound / spelling relation in a memorable and humorous chant.

In Levels 5–6, in *Working with words*, the children learn about word formation, for example compound nouns, prefixes and suffixes, word families and homonyms.

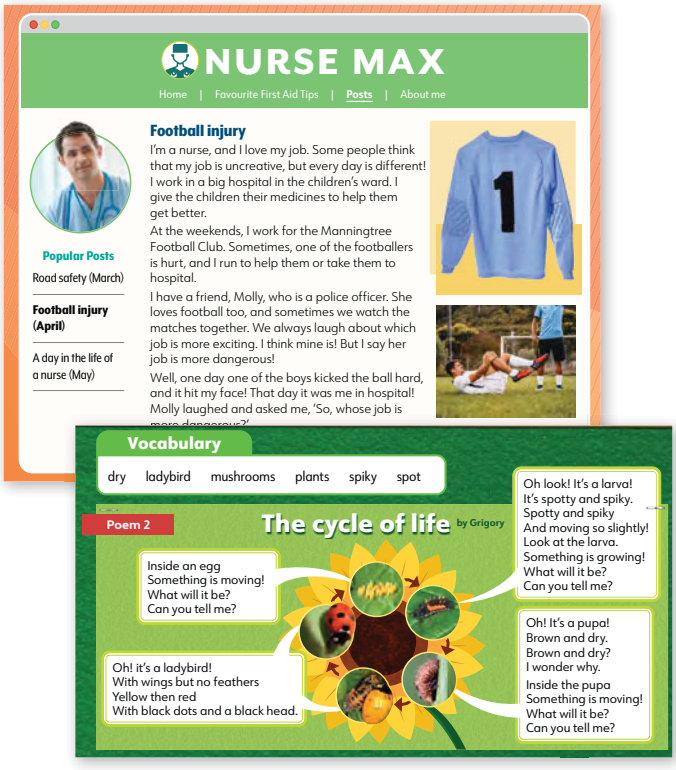
The reading lesson

Text types

From Level 1, the children read texts of different **genres**, appropriate to their age and interests. They read stories, poems, plays and informational texts, such as leaflets, magazines and websites, blogs, newspaper articles, e-mails, text messages, and instructions. These texts increase in length and complexity, in line with the children's growing language proficiency, reading proficiency and knowledge of the world.

In *Academy Stars Second Edition*, the texts in the reading lessons are carefully constructed to sound natural, while ensuring that the children are already familiar with most of the words, so that they can read the text comfortably.

Texts are supported by visual information, headings and subheadings to reinforce meaning. In the earlier levels, texts are broken up into smaller sections to make them more manageable.



Understanding literacy

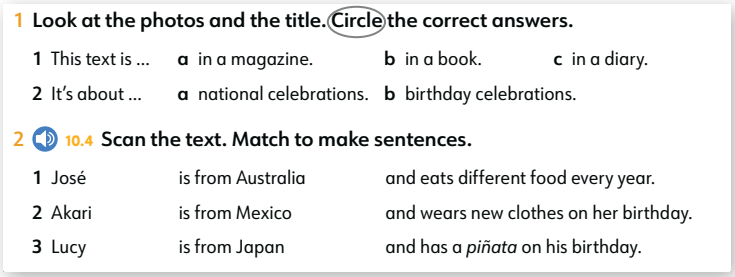
Reading skills

The reading lesson is divided into stages.

Pre-reading

> *'In real life we read a text for **a reason** and so have **an expectation** of what we are going to read.'* (Smith 1990)

Academy Stars Second Edition recreates this by asking the children questions before they read.



1 **Look at the photos and the title. Circle the correct answers.**

1 This text is ... **a** in a magazine. **b** in a book. **c** in a diary.

2 It's about ... **a** national celebrations. **b** birthday celebrations.

2 10.4 **Scan the text. Match to make sentences.**

1 José	is from Australia	and eats different food every year.
2 Akari	is from Mexico	and wears new clothes on her birthday.
3 Lucy	is from Japan	and has a *piñata* on his birthday.

These questions require children to use their **knowledge of the world** to work out from the pictures and headings the genre and content of the text. They also set a **task**, which gives the children a reason to read the text. In this way, *Academy Stars Second Edition* trains children to think about the **topic** and look at a text for **clues** before they start reading.

While reading

The children complete the pre-reading activity and are therefore encouraged to read the text for meaning.

In Levels 3–6, the children read the text to find **key words.** This is a relatively easy activity that gets the children engaging with a longer text. In Levels 3–4, most of these are words taught on the previous spread and the children work out the meaning of just a few **key words** from the context. In Levels 5–6, the children work out the meaning of all of the **key words** from the context.

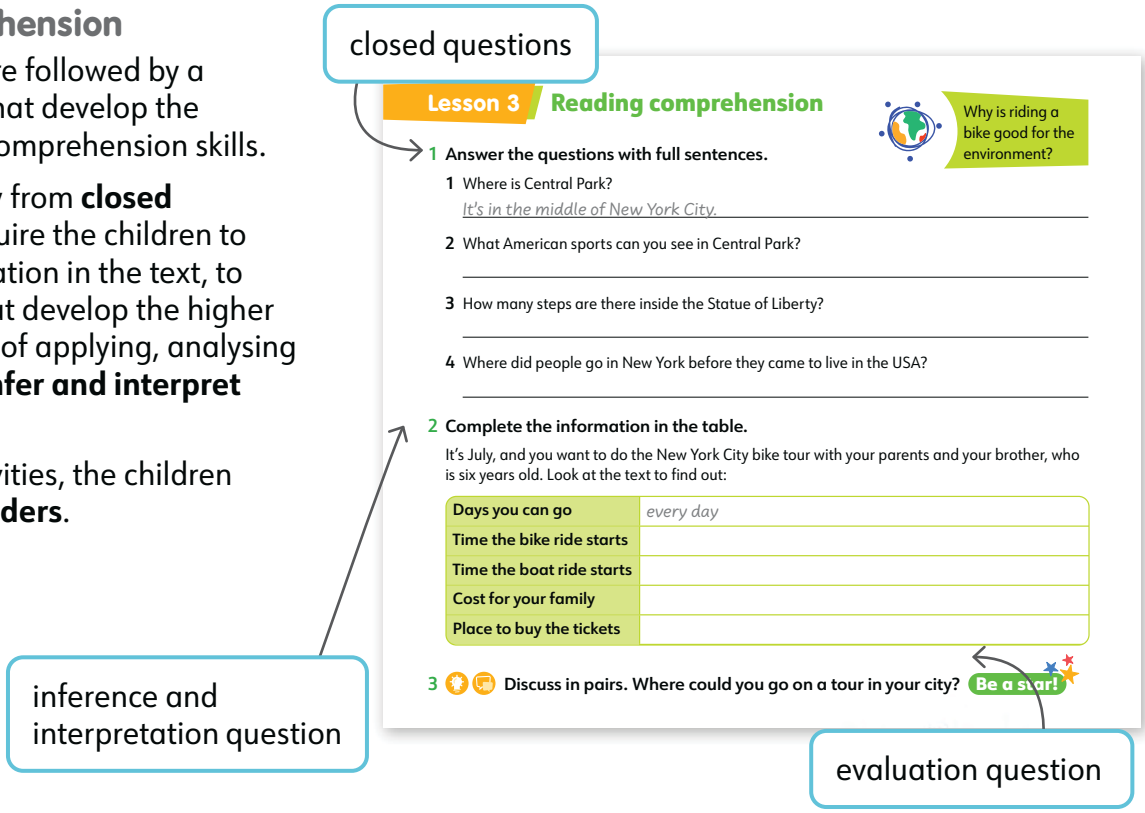
All the reading texts have an **audio recording**, so the children can listen to and follow the text at the same time. This recording can be used as a model for children **reading aloud**.

Reading comprehension

The reading texts are followed by a series of activities that develop the children's reading comprehension skills.

These activities vary from **closed questions**, that require the children to find specific information in the text, to **open questions** that develop the higher order thinking skills of applying, analysing and evaluating to **infer and interpret meaning**.

By doing these activities, the children become **critical readers**.

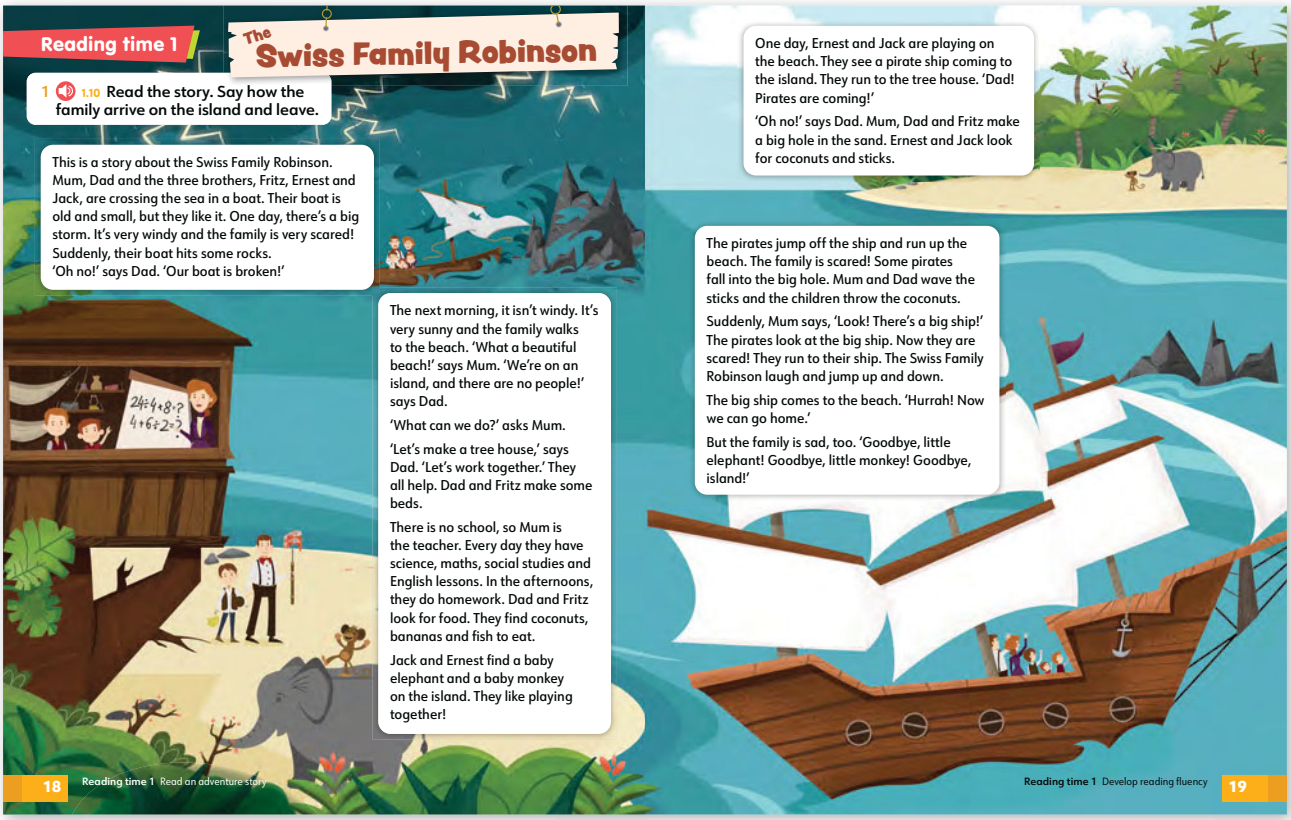


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Understanding literacy

Extended reading

The objective of *Academy Stars Second Edition* is to give the children the experience of reading longer texts for enjoyment. This also helps the development of important reading skills. Krashen says in his conclusion that children who read for pleasure, '*acquire a large vocabulary, develop the ability to understand and use complex grammatical constructions, develop a good writing style, and become good (but not necessarily perfect) spellers.*' (Krashen 1993). Recent research has confirmed this assertion (Adel Ibrahim Ahmed et al 2015).



Each level of *Academy Stars Second Edition* has four extended illustrated reading texts, some of which are fictional and some non-fictional. These are especially chosen to engage the children's imagination. They include some previously-taught language, which helps to revise this and makes the texts easier for the children to read.

There are follow-up comprehension activities and other activities which encourage the children to use their emotional intelligence, for example, by empathising with how the characters feel. There is often an activity where the children are asked to use their creative abilities, for example, by inventing an alternative ending to a story, or being encouraged to give details about what they think about something.

The majority of the extended readings have an optional video for use in class (these are also in the Pupil's Resource Centre). In Levels 1–2, this is an animated version of the story. In Levels 3–6, this is either an alternative ending or a similar story.

Understanding literacy

How does *Academy Stars Second Edition* enable children to build their writing skills?

The objective of *Academy Stars Second Edition* is to motivate and enable the children to communicate their ideas through simple texts in a number of genres by giving them *'effective writing activities'* (Robertson 2010).

Writing words and sentences

In the vocabulary and grammar lessons, the children write words and sentences in activities where the focus is on accuracy, to build their written language proficiency. Children who are confident in their spelling and grammar are more likely to write longer and better texts.

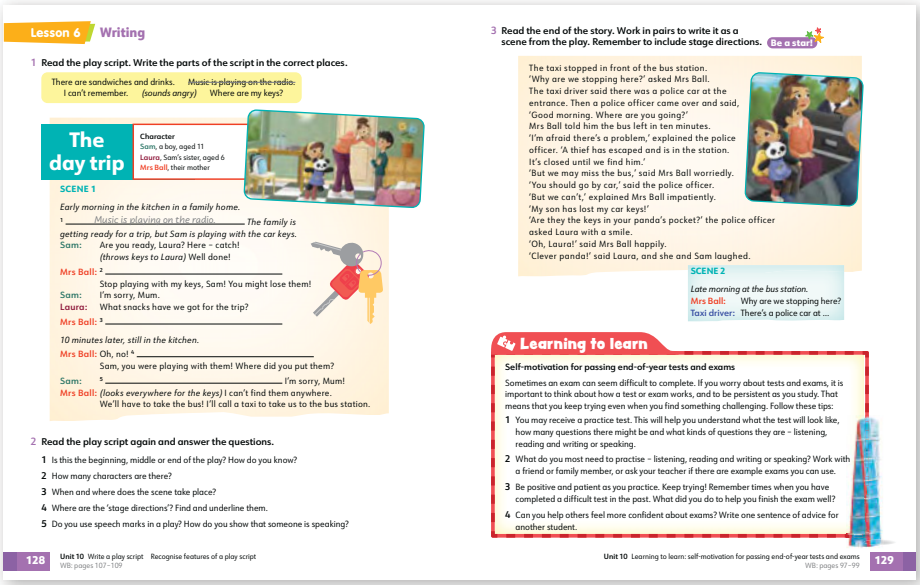
The writing lesson

Text types

In every unit, the children write a text in the same genre as the text in the reading lesson. This is to ensure that the children have an immediate, motivating and age-appropriate **model** for their writing.

As the course progresses, the first thing the children do is to look for a feature of the text in the reading lesson. This is to ensure that they are encouraged to **analyse texts** and **read like writers.**

Over the six levels, they visit and revisit the basic functions: **describing**, **informing**, **narrating** and **discussing**, each time writing longer and more complex texts in a given genre, for example, an email, an information leaflet, a magazine article or a webpage.



Lesson 6 Writing

1 Read the play script. Write the parts of the script in the correct places.

There are sandwiches and drinks. Music is playing on the radio. I can't remember. *(sounds angry)* Where are my keys?

The day trip

Character
Sam, a boy, aged 11
Laura, Sam's sister, aged 6
Mrs Ball, their mother

SCENE 1

Early morning in the kitchen in a family home.

1 _____ *Music is playing on the radio.* _____ *The family is getting ready for a trip, but Sam is playing with the car keys.*

Sam: Are you ready, Laura? Here – catch! *(throws keys to Laura)* Well done!

Mrs Ball: 2 _____

Sam: Stop playing with my keys, Sam! You might lose them!

Laura: I'm sorry, Mum. What snacks have we got for the trip?

Mrs Ball: 3 _____

10 minutes later, still in the kitchen.

Mrs Ball: Oh, no! 4 _____

Sam: Sam, you were playing with them! Where did you put them?

Laura: 5 _____ I'm sorry, Mum!

Mrs Ball: *(looks everywhere for the keys)* I can't find them anywhere. We'll have to take the bus! I'll call a taxi to take us to the bus station.

2 Read the play script again and answer the questions.

1 Is this the beginning, middle or end of the play? How do you know?
2 How many characters are there?
3 When and where does the scene take place?
4 Where are the 'stage directions'? Find and underline them.
5 Do you use speech marks in a play? How do you show that someone is speaking?

128 Unit 10 Write a play script Recognise features of a play script WB: pages 107–109

3 Read the end of the story. Work in pairs to write it as a scene from the play. Remember to include stage directions. Be a star!

The taxi stopped in front of the bus station.
'Why are we stopping here?' asked Mrs Ball.
The taxi driver said there was a police car at the entrance. Then a police officer came over and said, 'Good morning. Where are you going?'
Mrs Ball told him the bus left in ten minutes.
'I'm afraid there's a problem,' explained the police officer. 'A thief has escaped and is in the station. It's closed until we find him.'
'But we may miss the bus,' said Mrs Ball worriedly.
'You should go by car,' said the police officer.
'But we can't,' explained Mrs Ball impatiently. 'My son has lost my car keys!'
'Are they the keys in your panda's pocket?' the police officer asked Laura with a smile.
'Oh, Laura!' said Mrs Ball happily.
'Clever panda!' said Laura, and she and Sam laughed.

SCENE 2

Late morning at the bus station.

Mrs Ball: Why are we stopping here?

Taxi driver: There's a police car at ...

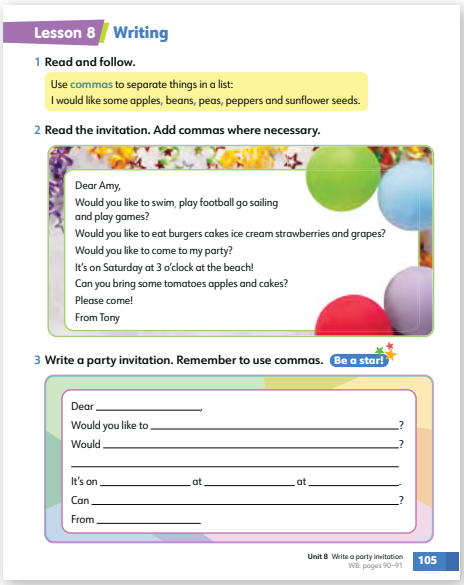
Learning to learn

Self-motivation for passing end-of-year tests and exams

Sometimes an exam can seem difficult to complete. If you worry about tests and exams, it is important to think about how a test or exam works, and to be persistent as you study. That means that you keep trying even when you find something challenging. Follow these tips:

1 You may receive a practice test. This will help you understand what the test will look like, how many questions there might be and what kinds of questions they are – listening, reading and writing or speaking.
2 What do you most need to practise – listening, reading and writing or speaking? Work with a friend or family member, or ask your teacher if there are example exams you can use.
3 Be positive and patient as you practice. Keep trying! Remember times when you have completed a difficult test in the past. What did you do to help you finish the exam well?
4 Can you help others feel more confident about exams? Write one sentence of advice for another student.

Unit 10 Learning to learn: self-motivation for passing end-of-year tests and exams WB: pages 97–99 129



Lesson 8 Writing

1 Read and follow.

Use commas to separate things in a list:
I would like some apples, beans, peas, peppers and sunflower seeds.

2 Read the invitation. Add commas where necessary.

Dear Amy,
Would you like to swim play football go sailing and play games?
Would you like to eat burgers cakes ice cream strawberries and grapes?
Would you like to come to my party?
It's on Saturday at 3 o'clock at the beach!
Can you bring some tomatoes apples and cakes?
Please come!
From Tony

3 Write a party invitation. Remember to use commas. Be a star!

Dear _____,
Would you like to _____?
Would _____?
_____
It's on _____ at _____ at _____.
Can _____?
From _____

Unit 8 Write a party invitation WB: pages 90–91 105

Writing skills

In each unit of *Academy Stars Second Edition*, the children focus on a specific writing skill in the Pupil's Book. This is practised further in the Workbook, where the children are supported in using the skill, while producing their own texts. Over the course, these skills are developed gradually and systematically, so that the children gain increasing confidence to work independently and to write longer and more sophisticated texts.

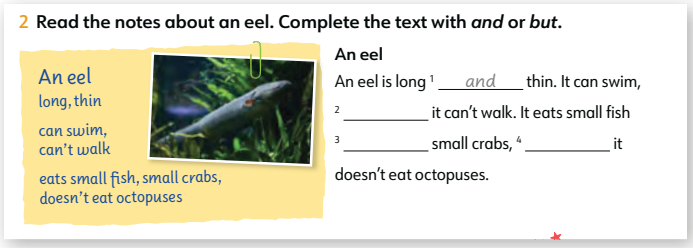
Teaching writing skills will help the chlidren with both the **medium** and the **process** of writing.

Understanding literacy

Academy Stars Second Edition and the medium of writing

Especially in the earlier levels of *Academy Stars Second Edition*, each writing lesson concentrates on one of the following areas:

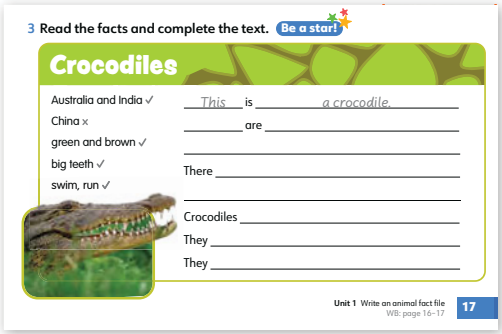
- **Punctuation**, such as question marks, commas or speech marks.
- Words that **connect ideas**, for example, *and*, *but*, *also*, *too*, *first*, *next*, *then*.
- Ways of making their writing **more effective**, for example, using adjectives and adverbs to make a story more exciting.


2 Read the notes about an eel. Complete the text with *and* or *but*.

An eel
long, thin
can swim, can't walk
eats small fish, small crabs, doesn't eat octopuses

An eel

An eel is long [1] *and* thin. It can swim, [2] _____ it can't walk. It eats small fish [3] _____ small crabs, [4] _____ it doesn't eat octopuses.


3 Read the facts and complete the text. Be a star!

Crocodiles

Australia and India ✓
China ×
green and brown ✓
big teeth ✓
swim, run ✓

This is *a crocodile.*
_____ are _____
There _____
Crocodiles _____
They _____
They _____

Unit 1 Write an animal fact file
WB: page 16–17
17


2 Work in pairs. Look at the time-travel picture story. Discuss what you think happens. Write notes about the story. Then tell the story.

1 2 3 4 5 6

Happy Birthday, Tania! Your present is in the garden. Lots of love, Grandpa xx

Whoosh!

Clunk!

66 Unit 5 Understand the structure of a story
WB: pages 53–55

Academy Stars Second Edition and the process of writing

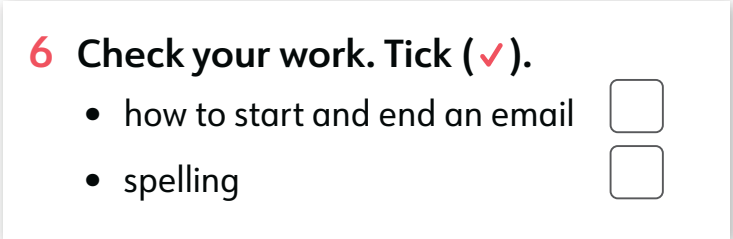
Work on the **process** of writing begins in Level 1. As children develop linguistically and cognitively, the emphasis on the **process** of writing increases and what they are asked to do becomes more complex. This follows the results of recent research, which emphasises the importance of developing the **process** of writing, and that children should be aware of what this is (Graham et al 2016).

Planning

In earlier levels, a lot of the content and how to organise it is provided for the children. In later levels, the children are encouraged to develop their work more independently through model examples, visuals and prompt questions. They are encouraged to organise their ideas, for example, by using graphic organisers in order to communicate in the most effective way.

Drafting and revising

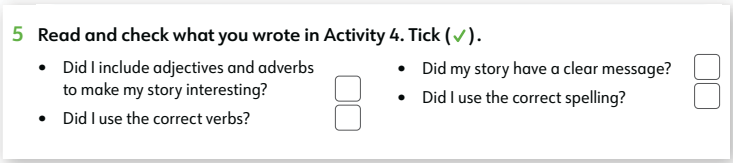
From Level 5, the children are encouraged to revise their written work before producing a final text. In each unit, and depending on the genre they are using, the children are asked to focus on a different area.


6 Check your work. Tick (✓).

- how to start and end an email ☐
- spelling ☐

Evaluating

From the very beginning, the children evaluate what they have written. At Level 1, they are asked to make sure they have followed some basic rules. As they get older, they are asked to be more detailed in their evaluation.


5 Read and check what you wrote in Activity 4. Tick (✓).

- Did I include adjectives and adverbs to make my story interesting? ☐
- Did I use the correct verbs? ☐
- Did my story have a clear message? ☐
- Did I use the correct spelling? ☐

Understanding literacy

What can teachers do to support children in building their literacy skills?

Teachers can:

- Create a text-rich environment by labelling places in the classroom and putting up posters and charts.
- Make a big book of the songs and chants in the course.
- Have a library corner with readers and magazines, a phonics chart with the sounds the children know and picture dictionaries.
- Encourage the children to write summaries and reviews of the books they read on cards.
- Make displays of the children's writing so they can share it.
- Encourage the children to write lists of things they need to bring to class, for example, for PE, for an experiment in the science class or for a school outing.
- Have the children make a collection of their stories or poetry and publish it for the class or school in a magazine or on a webpage.
- Ask the children to keep a diary.

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Understanding Learning to learn

Our authors



Kathryn Harper has been an English language teacher, editor, publisher, consultant and writer for many years. As an international publisher at Macmillan, she lead publishing teams in Africa, the Middle East and Latin America. She has written courses for countries around the world such as *Cheeky Monkey, Seesaw, Time for English, New Standard Kindergarten English for China, All Star English* and now *Academy Stars Second Edition*. Kathryn is passionate about reading and has been a freelance publisher of numerous reading schemes. She has written many fiction and non-fiction readers for children everywhere.



Gabby Pritchard began her career in educational publishing. She worked on a range of materials from coffee table books to cutting edge English language teaching courses. She then became a writer and consultant. Initially, she wrote courses mainly for the primary ELT markets in the Middle East, Europe and the Far East. She has written a number of courses for Macmillan, including *Smile*. She now combines educational writing and consultancy work with writing picture books and early fiction for native speakers and learners of English as an additional language.

What is *Learning to learn*?

It's always a pleasure to see children producing the new language they have been taught in a lesson, but how can we optimise the learning process itself to make children better, more efficient learners?

Learning to learn is all about **how** we learn. It provides the children with a set of strategies and skills that will enable them to learn more effectively. Once the children understand **how** and **what** to learn and have the tools to manage their learning, they will become much more confident, able and independent learners. Through *Learning to learn*, the children will develop skills they can use throughout their academic careers and beyond.

It's important to remember that children of the same age develop in different ways and learn at different rates. They also have individual learning strengths and preferred styles of learning. *Learning to learn* enables the children to work to both their preferences and strengths. By encouraging the children to become independent in their learning and use the learning strategies that work best for them, they will be able to learn much more quickly and efficiently. *Learning to learn* also involves the children learning to collaborate with others.

Understanding Learning to learn

Here are some learning strategies we can use:

- Cognitive strategies

  'Learners apply thinking skills to tasks in order to solve problems, for example, constructing plans, organising information and solving problems.' (Rebecca 1990)

- Metacognitive strategies

  'Learners think about the learning process through planning, monitoring and evaluating the tasks they undertake.' (O'Malley and Chamot 1990)

- Socio-affective strategies

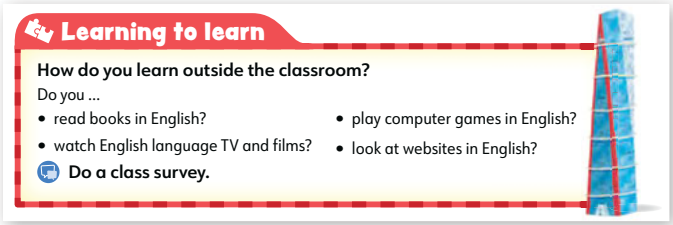
  'Learners work collaboratively with their classmates in meaningful ways – developing skills in active listening, working in groups and pairs, giving and receiving feedback and sharing information.' (Habte-Gabre 2006)

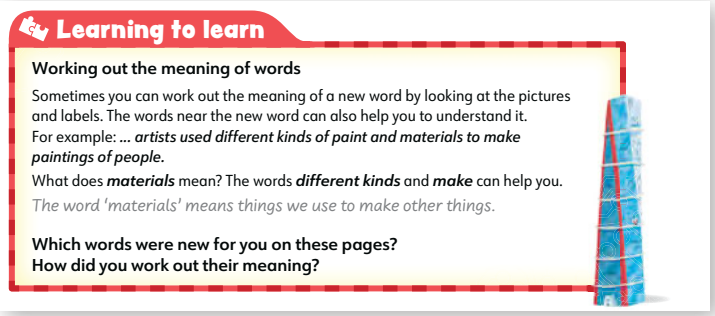
Here are some of the benefits of *Learning to learn*:

- The children manage their own learning, become more motivated and take more responsibility for their learning.
- The children become more confident in their learning.
- The children are active in monitoring their own progress and achievements.
- The children are more aware, reflective, organised and independent.
- Skills can be applied to all areas of study.

How does *Academy Stars Second Edition* enable the children to build their learning skills?

Academy Stars Second Edition supports *Learning to learn* with regular boxes in the Pupil's Books, which are often reinforced in the Workbooks. *Learning to learn* approaches are also integrated into many activities throughout the Pupil's Books and the Workbooks. *Learning to learn* activities develop in relation to the children's level from basic literacy concepts at the lower levels to more sophisticated study skills at the higher levels.





New words and concepts

The children are helped to navigate new unknown vocabulary and concepts through the gradual exposure to a variety of skills:

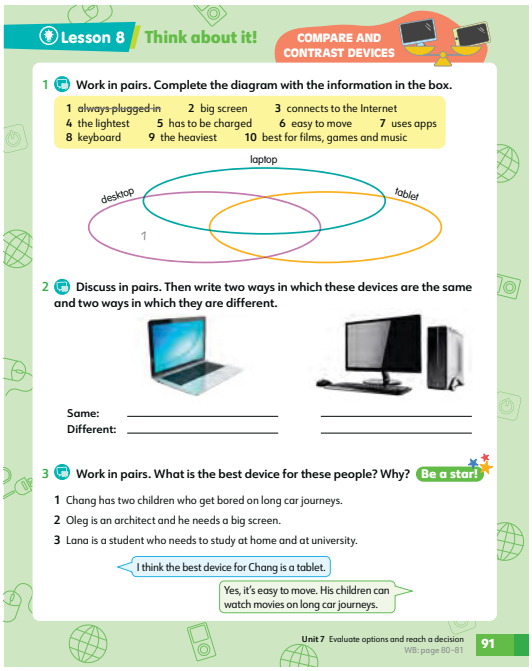
- Learning to work out the meaning through different types of context (visual and text).
- Identifying and becoming aware of word patterns and other patterns and applying them to new learning.
- Becoming an independent learner through learning to use and create picture and non-picture dictionaries and other resources.
- Developing strategies for remembering words and concepts and their spellings.
- Developing strategies for writing words, sentences and longer texts.

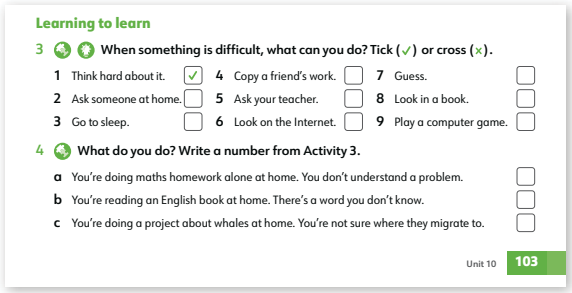
Understanding Learning to learn

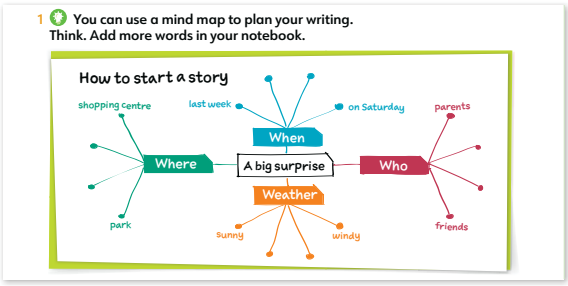
Creating different kinds of texts and visuals

We all need to be able to understand information presented in a wide variety of forms. The children are helped to understand a variety of kinds of texts and visuals so that they can create their own. They learn to conceptualise different forms of categorisation and presentation of information.

- Categorising and recognising categories of concrete things, words and concepts.
- Understanding visual representations such as Venn diagrams, bar charts, pie charts and other graphs so that they can create their own.
- Reading tables with complex information.
- Learning and recognising alphabetical order.
- Understanding parts of a text and their functions.







Organising study and learning

Academy Stars Second Edition explicitly promotes the development of lifelong study and learning skills. These skills will prepare the children for learning as they move into secondary education and beyond. Through a gradual development of specific skills, the children are equipped with strategies and techniques to study and learn more effectively.

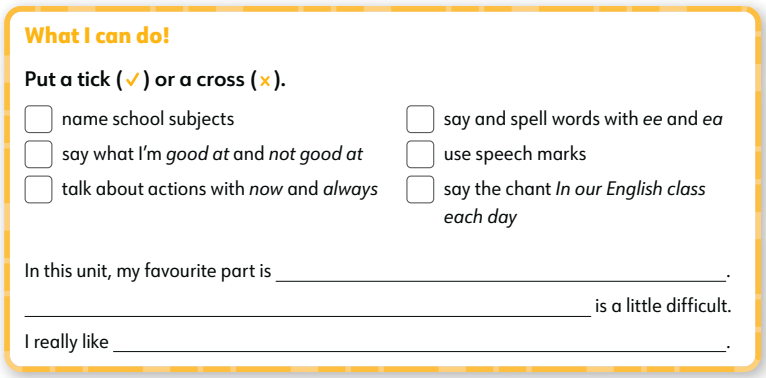
- Developing from basic note taking, to more sophisticated techniques, such as creating Mindmaps™.
- Creating good study skills, such as checking and correcting work and responding to feedback.
- Advice for making the most out of classroom time such as asking questions in class.
- Addressing learning outside of the classroom and organising study time.
- Showing how the children can use what they know.
- Developing research techniques, such as using indexes and researching on the Internet.
- Learning how to approach difficult concepts and tasks.

Understanding Learning to learn

Reflecting on learning

An important part of *Learning to learn* is making the children conscious of the process of learning and therefore more active participants in their own learning paths. There are a number of ways of doing this and in *Academy Stars Second Edition*, we give the children regular opportunities to reflect on their learning in a number of both direct and indirect ways. In particular, the Workbooks provide a number of opportunities for the children to assess what they have achieved:

- There are self-assessment sections in the Workbooks: *What am I doing?*; *Check your work*; *What I can do!*.
- There are regular opportunities to review learning through the *Check-up challenge* and *Check your work* sections and through choosing favourite activities in the Workbooks, as well as the *Review* sections.
- Many of the *Learning to learn* boxes explicitly address the learning style of the individual.
- The *Learning about language* boxes invite the children to reflect on how language works.



What I can do!

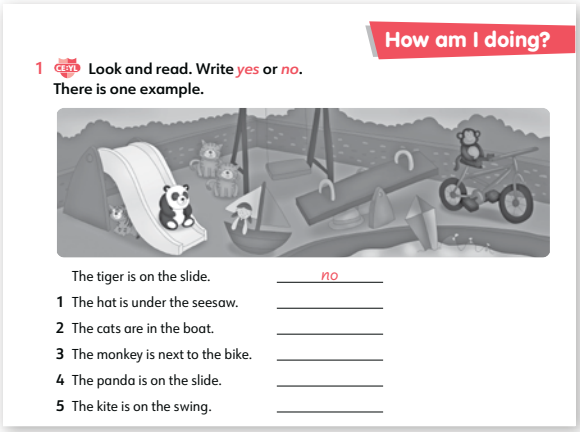
Put a tick (✓) or a cross (×).

- ☐ name school subjects
- ☐ say what I'm *good at* and *not good at*
- ☐ talk about actions with *now* and *always*
- ☐ say and spell words with *ee* and *ea*
- ☐ use speech marks
- ☐ say the chant *In our English class each day*

In this unit, my favourite part is _____.

_____ is a little difficult.

I really like _____.



How am I doing?

1 CEFR **Look and read. Write *yes* or *no*.**
There is one example.

The tiger is on the slide. *no*

1 The hat is under the seesaw. _____

2 The cats are in the boat. _____

3 The monkey is next to the bike. _____

4 The panda is on the slide. _____

5 The kite is on the swing. _____

Working collaboratively

Learning to work collaboratively in an effective way is an important skill. Throughout *Academy Stars Second Edition*, the children are given the opportunity to work in pairs or groups for both simple language activities or more complex group projects. The skills the children develop through working collaboratively are an essential part of the learning process: negotiating roles, listening, contributing, problem solving and creating a final production.

- Learning to discuss and react to texts or other inputs and arriving at a conclusion.
- Learning to express opinions in a clear way.
- Listening carefully to others.
- Doing group work with an output – particularly in the *Think about it!* sections.
- Participating in roleplays and plays.



Understanding Learning to learn

How can we support the children in building their learning skills?

To maximise effectiveness, teachers need to actively support the *Learning to learn* elements in *Academy Stars Second Edition*. Once established, this is a fairly intuitive process and requires minimal changes in approaches to classroom routines.

Here are some ideas on how to help the children develop their learning skills.

1 Make the children explicitly part of the learning process.
- Share objectives with them and explain why they are learning them.
- Encourage the children to assess how well an activity has gone and what could be done better.

2 Create a non-judgmental environment for learning.
- Make sure all the children understand that their opinions are valued.
- Make it clear that learning is a process in which everyone is actively involved.
- Ensure that collaborative work involves valuing different forms of participation.
- Adapt your classroom-management skills to suit an independent-learning environment, encourage discussion and help build the children's confidence.

3 Treat assessment and self-assessment as an effective learning process.
- When assessing, focus on what you are teaching not what the children don't know.
- Highlight the positives and when the children do well.
- Encourage the children to positively contribute to plans to improve.

4 Recognise and value different types of learning styles.
- Look at different ways in which the children learn and participate.
- Create a flexible environment where the children can work together or on their own.
- Try to find ways for less academic learners to shine by creating activities that promote their skill sets.

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