



macmillan  
education

**JOIN THE**

**Academy  
Stars**

**GAME INSTRUCTIONS**

# Introducing our new game: Join the Academy Stars

This is a game that highlights and supports the development of **21<sup>st</sup> Century Skills** – skills that promote communication, a sense of initiative and develop the ability to work as part of a team.

Each fortnight or month a **challenge** is set for students to perform in class. The student who has made the most notable performance can be nominated as a candidate to 'Join the Academy Stars'. The students in class can either vote for the candidate who has achieved the 'best' performance or the candidate can be selected by the teacher. The winning candidate is presented with a 'Join the Academy Stars' badge in recognition of their performance and/or effort.

Engage your students with the Join the Academy Stars game!

Visit [www.macmillanelt.es/pupils-corner](http://www.macmillanelt.es/pupils-corner) for complete game instructions, resources for teachers and additional material to share with parents.

You can find more ideas and performance activities in the **Star Performance Booklet** accompanying the Pupil's Book.



Challenges that are set routinely not only encourage increased communication but also, through the act of performance, can have the following benefits:

✓ *Practising and performing makes students better readers and communicators.*

✓ *Remembering and reinforcing language is easier with rhythm, rhyme and repetition.*

✓ *Practising for a performance promotes teamwork and encourages students to listen to one another.*

✓ *Performing a song, poem, role play etc... that uses familiar language can give students greater self confidence.*

✓ *Practising language through stories, songs, poems, chants, presentations etc... helps improve pronunciation, intonation and listening.*

A series of challenges for students to perform have been prepared on 'Task Cards', which can be found on [www.macmillanelt.es/pupils-corner](http://www.macmillanelt.es/pupils-corner).

The task cards vary in the level of challenge. Some are more traditional performance type tasks, such as act out, sing or recite. Other tasks are more suitable to build confidence with public speaking and can be used as a preparation stage for performance.

Select the task that best fits with your intended learning objectives and your students' abilities and language level or let your students decide on the task they would like to perform as this can be more motivating. There are also some blank cards available for you and your students to write your own set of challenges too!

## Procedure

### 1. Prepare the task cards

Decide beforehand whether you want students to perform individually, in pairs or groups. Select and print out task cards which are appropriate for the class dynamics, age range and linguistic level of your students. Make sure you have at least five different options to offer variety of choice.

### 2. Generate excitement

Remember to generate enthusiasm for the tasks that students are about to perform. *Now, it's be a star time! We are going prepare and to put on a mini show in class. The student(s) with the best performance can join our Academy Star Club and wear the badge to show that they are a star. Here are some things we can do in our show.*



Either hold out the tasks cards face down and let the students pick a 'mystery task' or better still, involve students in the choice of their task. To make sure tasks are not repeated, take the task cards away as they are selected and replace the missing task with another one so student choice is maintained. If some students want to create their own task, use the blank task card so they can create their own.

As students pick or choose their tasks, let them decide if they want to work individually, in pairs or groups. Prompt them to make choices, if necessary, and record who is doing what so that it is easier to keep track of the process.

| <b>Task</b>             | <b>Student(s)</b>           |
|-------------------------|-----------------------------|
| Sing and act out a song | Nerea, Julia, Marta         |
| Act out a story         | Javier, Claudia, Rafa, Juan |
| Recite a poem           | Bella                       |

### **3. Prepare materials in advance**

Whatever task is chosen, make sure students have the necessary materials to carry out the task. Coursebooks are a rich source of material and reinforce the language learning programme. They are

full of songs, chants, poems, tongue twisters, dialogues, stories and plays for children to select the one that they would like to perform. Print out copies of a selection of songs, scripts, chants, dialogues, poems etc..., so that pupils can practise at home. If audios are available, that is ideal as this helps to improve pronunciation, intonation, rhythm and rhyme during the performance. These materials are often available in the Teachers Resource Materials.

#### **4. Involve parents**

Enlist the help of your students' parents. Send home a letter explaining what the **Academy of Stars** is all about and how it will help their child to become a more confident communicator. Ask parents to encourage their children to practise at home and find lots of extra material from our website.

#### **5. Make a schedule**

Make a schedule for your students to practise together in class. Think about where and when pupils can practise. If they are performing a poem or song, less time will be needed but if they are performing a play, roles will need to be allocated and more time to prepare.



## 6. Think about scenery, costume and props

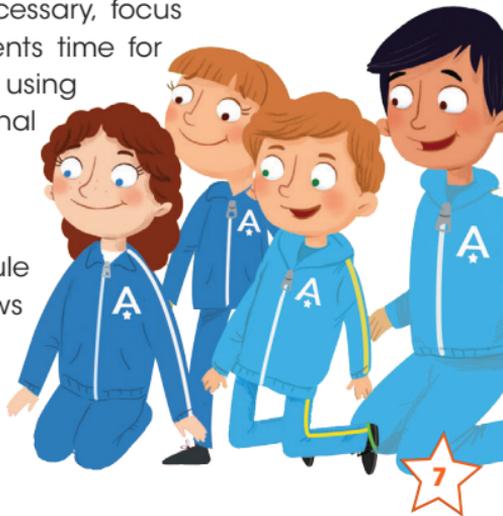
Whatever task students do, they will need to think about the scenery, costume and props required to turn the task into a polished performance. Even for a song, you might want to use microphones, costumes and wigs! Many students have these resources at home and can bring them to class. If not, allow time to make props. Keep them simple – they should complement the performance, not overcomplicate it!

## 7. Practise and rehearse

Actions and movements will make any performance more entertaining. Keep rehearsals short and, if necessary, focus on specific parts. Give your students time for at least one or two full rehearsals using props and costumes before the final performance.

## 8. Write a schedule for the 'show'

Prepare and distribute a schedule for the mini-show so everyone knows what is happening and when they will have their cue to perform.



Aspire to excellence with this new **Primary seven-level course!** Modern lessons are based on a comprehensive grammar syllabus where English is as academic as it is communicative.



- Extending beyond just learning a language, **Academy Stars prepares students for success on a local and global scale.**
- Strong focus on learning skills, critical thinking and learner autonomy sets students up with **skills for life.**
- Improve and perfect **pronunciation skills** through the **integrated Sound and Letters** section in each unit.
- **Preparation for future exam success** through the CEYL test-style activities and test assessment pack, providing **teachers and parents** with a measure of their child's progress and achievement in relation to international English standards.
- **Easy-to-teach material** that works straight from the **Pupil's Book with the Teacher's Book** offering clear instruction and ideas for additional activities.
- **Dual purpose method** – building on the traditional four language skills through incorporating a modern and aspirational approach.



Students never stop learning with the **home-school link component** consisting of **Pupil's Practice Kit with gradebook** and **Parents' Guide**, ensuring a strong student-teacher-parent connection.