Extensive Reading by Means of Graded Readers

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This paper is an overview of graded readers. It first outlines the characteristics of the graded reader, and its contribution to foreign language teaching. Second, suggestions are made as to the use of graded readers so that their potential may be maximized. Third, the grading systems themselves are analysed, as are the levels of published titles in terms of their readability. Next, the article presents a detailed bibliography of most available titles - from beginner to intermediate levels - of interest to secondary level and adult learners. And finally, practical advice is given for setting up a library of graded readers.

BACKGROUND

Graded Readers

"The best way to improve your knowledge of a foreign language is to go and live among its speakers. The next best way is to read extensively in it." So said Christine Nuttall in her excellent book Teaching Reading Skills in a Foreign Language (1982: 168). One might add that, for all but advanced learners, the best way to promote extensive reading is by means of graded readers. This paper is an overview of the English graded reader.

Many EFL/ESL publishers sell graded readers. These are short books of fiction and non-fiction which are graded structurally and lexically - and occasionally in other ways. At lower levels, the books are usually purpose-written original titles. At higher levels, they are usually abridged and adapted from existing books. The levels are graded from beginner to advanced, and at each level the books are written using only the grammatical structures and vocabulary items appropriate to that level of study. This grading ostensibly ensures that learners can read with relative fluency without being overwhelmed by unfamiliar structure and vocabulary. Ideally, if learners are reading at the right level, they should often forget that they are reading in the target language.

Graded readers contain few, if any, questions and exercises, and this is one way of distinguishing them from textbooks and unsimplified annotated 'side readers'. (These

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1 An earlier version of this paper first appeared in The Language Teacher 8:4-6, April-June 1984. (Journal of the Japanese Association of Language Teachers)
latter texts are designed for classroom use, and typically consist of short reading passages followed by many comprehension and ‘reading skills’ exercises.) Indeed, graded readers try to look as little like textbooks as possible; and attempt in both content and design to simulate the type of paperbacks that students might read for pleasure in their own language. Not all graded readers are of interest to secondary school and adult levels, with many titles being aimed at younger readers. Often, titles at lower levels are available on cassette tape.

Why Graded Reading?

Graded readers are ideally suited for extensive reading. This is to be distinguished from intensive reading, which is the detailed and time-consuming analysis of reading material, usually in the classroom. Intensive reading is used for translation purposes, to teach vocabulary and structure in context, to teach reading skills such as scanning or guessing unknown words, and to prepare students to eventually read and comprehend all kinds of written material in the target language. Intensive reading can be roughly equated to the language drill or teaching phase in oral language instruction.

Extensive reading, on the other hand, is the reading of large amounts of material for pleasure and information, just as learners (hopefully) do in their own language. This corresponds to the ‘application’ or ‘conversation’ phase in oral language teaching, when students are encouraged to use what they have learned. A common rationale for classroom speaking activities is that language teaching should progress from controlled practice to free usage, so that learners can experience and get used to using real-world language. In the same way, reading instruction can benefit from this ‘free practice’ phase, and it may be that extensive reading is for most learners a prerequisite for eventual reading fluency. Good readers ‘chunk’ a text into sense units as they read, their eyes taking in several words at a time. As Nuttall (1982 : 33) points out:

The FL student’s problem is that he does not know the language well enough to chunk effectively. He tends to read word by word, especially if the text is difficult. So to encourage good reading habits, it is necessary to give a lot of practice with easy texts. The amount of practice needed is too great to give in the classroom; this is one purpose of an extensive reading programme.

There are other important reasons for having students read extensively. Low level students in an ESL and (especially) an EFL environment are not exposed to a lot of comprehensible input. Extensive reading may be one of the few ways to increase exposure to examples of language use for the purpose of language acquisition, or to reinforce and recombine language learned in the classroom (as advocated by Krashen and Terrell 1983).

A GRADED READING SCHEME IN OPERATION

Using Readers

Although they can be and are used in the classroom, graded readers are most widely and suitably used outside the formal language lesson. Typically, they are displayed at school and may be borrowed library-style by learners, who freely choose books to suit their own level and interests. Learners read the books at their own pace at home, after which they complete some sort of follow-up activity at school, e.g.
FIGURE 1 A Book Report Form - One Simple Type of Follow-up/Record

<table>
<thead>
<tr>
<th>BOOK REPORT:</th>
<th>Fill this out even if you only read one page of the book.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your Name:</td>
<td>Class:</td>
</tr>
<tr>
<td>Title of Book:</td>
<td></td>
</tr>
<tr>
<td>Publisher:</td>
<td></td>
</tr>
<tr>
<td>I read all/</td>
<td>pages of the book. (circle one)</td>
</tr>
</tbody>
</table>

How did you like the book? (circle one)

a) Great! (I loved it)
b) Good (I liked it)
c) OK (I didn’t mind reading it)
d) Boring/Stupid (I wish I hadn’t read it)

Write your feelings about the book below:

(continue on the back)

Classroom and language laboratory uses for graded readers include listening to the tape of a book while reading (to increase reading speed and make students comfortably accept less than 100% comprehension), as described by Tadman 1980; or parts of a book may be read and discussed in class, followed by the reading of other parts at home. These activities require that each learner should have a copy of the same book.

Motivating Learners to Read

It is one thing to have a library of interesting and appropriately-graded books, but quite another to get students to read them. The following list of suggestions is not comprehensive, nor is each point essential. But all the factors below have been found to promote reading.

- **Content and Appearance of Books** Books should be of various lengths, and of subjects that appeal to the learners concerned. Most books should be short and with good-sized print. If books look too childish, older learners will be ashamed to be seen reading them on public transport. The covers should be bright and attractive.

- **Display** Books should be arranged so that title and cover are visible.

- **Availability** Books should be kept where students congregate - a lounge area is ideal. Check-out procedure should be simple. (Yes, books will disappear, but that is a small price to pay for having them widely read.)

- **Arousing the Curiosity** Books should be regularly brought before the learners (either as individuals or as a class) and talked about. Teachers should read a number of the books so they are in a position to genuinely recommend (or otherwise) certain
titles. Later, a system should be set up for learners to recommend books to each other (see below).

- *Giving Reasons for Learners to Read* For 'giving reasons for', read 'applying pressure to'. Only the most avid FL learner will read reasonable amounts in the target language purely for pleasure. The other 90% have be 'gently persuaded'. The most effective way is to integrate extensive reading with regular classroom assignments. Four ideas for doing this are introduced below.

(i) *Reading (and Listening) Report Sheets:* Learners can be given a sheet every week on which they list the number of minutes they listen to or read extensive material per day. (Figure 2 contains an example.) Totals can be added up each semester to contribute to grades.

**Figure 2: A Listening/Reading Diary**

<table>
<thead>
<tr>
<th></th>
<th>Name: Reiko (Morning)</th>
<th>(target 1 hour a day in total)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MON</strong></td>
<td>Listen</td>
<td>Read</td>
</tr>
<tr>
<td>2/6</td>
<td>30 mins</td>
<td>0 mins</td>
</tr>
<tr>
<td></td>
<td><strong>Seido Bk.5</strong></td>
<td>Don't tell me what to do</td>
</tr>
<tr>
<td><strong>TUE</strong></td>
<td>Listen</td>
<td>Read</td>
</tr>
<tr>
<td>7</td>
<td>0 mins</td>
<td>40 mins</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Don't tell me what to do</td>
</tr>
<tr>
<td><strong>WED</strong></td>
<td>Listen</td>
<td>Read</td>
</tr>
<tr>
<td>8</td>
<td>30+20 mins</td>
<td>30 mins</td>
</tr>
<tr>
<td></td>
<td><strong>Seido Bk.5 Missing Person</strong></td>
<td></td>
</tr>
<tr>
<td><strong>THU</strong></td>
<td>Listen</td>
<td>Read</td>
</tr>
<tr>
<td>9</td>
<td>30 mins</td>
<td>60 mins</td>
</tr>
<tr>
<td></td>
<td><strong>Seido Bk.5</strong></td>
<td>(Finish this book)</td>
</tr>
<tr>
<td><strong>FRI</strong></td>
<td>Listen</td>
<td>Read</td>
</tr>
<tr>
<td>10</td>
<td>0 mins</td>
<td>110 mins</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Z for Zachariah</td>
</tr>
<tr>
<td><strong>SAT</strong></td>
<td>Listen</td>
<td>Read</td>
</tr>
<tr>
<td>11</td>
<td>40 mins</td>
<td>0 mins</td>
</tr>
<tr>
<td></td>
<td><strong>NHK-TV</strong></td>
<td></td>
</tr>
<tr>
<td><strong>SUN</strong></td>
<td>Listen</td>
<td>Read</td>
</tr>
<tr>
<td>12</td>
<td>0 mins</td>
<td>0 mins</td>
</tr>
</tbody>
</table>
(ii) *Short Talks:* Learners can be required to read a book a week and to give a five-minute talk about it. Thirty minutes of class time per week can be set aside for these short talks. The talks can be delivered to the whole class or in small groups according to class size and available time. It is very important that learners show the actual book to the audience while talking about it. Talks might start with the following basic pattern:

Introduction - “Last week I read (title). It is a (type of book), and I (enjoyed/didn’t enjoy) it.”

Body - (Brief summary of the book or one of its short stories, preferably told with a cliffhanging ending.) “If you want to find out what happens, you’ll have to read the book!”

Conclusion - “I (recommend/don’t recommend) this book to (everyone/people who like (type) books).

Alternatives might be to ask for written book reports, or book reviews for the school newspaper.

(iii) *Follow-up to Regular Classwork:* Once the extensive reading habit is established, learners seem to be willing to do large amounts of background reading on topics tied to the coursebook, if you set this as an assignment. Most textbooks are topic-oriented, and after finishing a unit you can sometimes have learners read more about it in order to complete a project, or give a short presentation in class. Thus, it can be a good idea to select library books that fit your coursebook topics (and to keep these books or extra copies of them aside lest they be borrowed just when you need them!). To this end, in the bibliography of readers below, the topics of the books have been listed for easier identification. It is also useful to have some good encyclopedias on hand, and to acquire copies of those books excerpted in the coursebook. Below are a handful of examples of readers which match selected units in a few widely-used text books.

<table>
<thead>
<tr>
<th>Textbook</th>
<th>Unit</th>
<th>Topic</th>
<th>Reader</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talkabout 2</td>
<td>7</td>
<td>Inventions</td>
<td><em>Inventions</em> (Cassell Spotlight Readers)</td>
</tr>
<tr>
<td>Crosstalk 2</td>
<td>17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Streamline</td>
<td>4</td>
<td>Monte Carlo</td>
<td><em>Motor Racing</em> (Cassell Spotlight Readers)</td>
</tr>
<tr>
<td>Destinations</td>
<td></td>
<td>Rally</td>
<td><em>The Gunshot Grand Prix</em> (Collins English Library)</td>
</tr>
<tr>
<td>Studying Strategies</td>
<td>11</td>
<td>Ghosts</td>
<td><em>Great British Ghosts</em> (Longman Structural Readers)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>Strange Stories</em> (Cassell Spotlight Readers)</td>
</tr>
</tbody>
</table>

(iv) *Make-up Work for Absent/Failing Learners:* In programs with attendance standards and/or grades, there is often a problem of what to do with learners who are excessively absent or tardy, who don’t complete assignments, or who are simply failing. Graded readers can be part of an effective make-up program. Books can be read, and learners can write their feelings about the books, one
short report per volume. Learners usually feel relief at this different assignment, and more than one failing student has been ‘brought back from the dead’ by this method. By finding they could read successfully and with enjoyment, they regained general confidence in their ability to cope with the target language.

The following quotes are from such students’ book reports:

“The English books I have read (until now) were all hard to read. Like the textbook. So I didn’t wish to read English books. This is a plain English book. I could read easily. Perhaps I can write a book using my ability now. This view is very delightful.” (R.O.) “Books are so good for learning something. I think these books which are my homework give me something.” (H.T.)

Finally, the place that extensive reading plays in their language learning curriculum should be made very clear to all learners. This is especially important for learners from cultures where learning is usually equated with hard work. Effortless, pleasurable reading, with no slaving over a hot dictionary, may appear frivolous and a waste of time unless its role is clearly explained. The role of extensive reading can be explained to learners in the following vein: Some people believe that in a language course, half of the value is gained in the classroom, and half from reading, listening to and speaking the target language on every available occasion outside the classroom. However, each half portion of value can only be obtained if the other is also gained. Each type of learning/practice is of small value without the other. Nuttall (1982: 65) puts it even more strongly: “An extensive reading programme...is the single most effective way of improving both vocabulary and reading skills in general.”

THE GRADING SYSTEM

How Readers are Graded

Modern series of readers are usually controlled in structure, sentence length and complexity, vocabulary and (rarely) the flow of information and the explicitness of background concepts and suppositions. Control of structure and sentence complexity is fairly standard in all the various publishers’ series. Beginner level graded readers are restricted to the present tense, imperative, ‘going to’ future and perhaps the regular past; and sentences are typically single clauses of the subject + verb + direct object construction. At higher levels, structures are introduced in a logical way, closely corresponding to the teaching order found in most main course textbooks.

Vocabulary grading is less straightforward. Readers usually have a specific number of words within which they are written (either - for example - the 1000 most frequently used words in English, or 1000 words chosen from among the most frequently used words in English.) The word lists issued by the various publishers are very similar. Most series also allow writers to introduce other ‘topic’ words particular to a story if the meaning is obvious from context, or if the words are glossed, illustrated, or repeated at intervals.

Problems arise when common words are combined into difficult idiomatic phrases, or when a word has meanings other than the common one(s). The following is from a 300-word (beginner) level reader. A father is talking to his just-returned son,
"How long were you in India?" Arthur asked. "Two years? Two years without a letter to me! Then, yesterday, you come back home. No letter. No word. Nothing..." (from Letters from the Dead, by Jane Homeshaw. Collins level 1)

We will pass quickly over both the awkward tense usage "yesterday, you come..." and the momentary confusion over who says "Two years?", in order to concentrate on lexical problems. Beginner level learners often misinterpret the final "No letter," not realizing that it is supposed to indicate 'you didn't write and tell me you were coming'. In this case, learners harmlessly assume "No letter" to be a repetition of the previous "Two years without a letter to me!" "No word" is even more confusing, because learners assume that 'word' means 'speech'. Because they can't logically fit "No word" into the flow of ideas, beginner students are disoriented. In vocabulary lists, 'word' is listed as a level 1 (beginners) item. And so it is - when it means a sound forming a unit ("the words in a sentence") or a remark or statement ("he didn't say a word"). But in the above passage, 'word' means 'news' ("send me word of your arrival") and that usage belongs to a high intermediate level (level 5) according to the Cambridge English Lexicon (1980). Careless writing like this confuses beginners, and makes a book 'read' much less easily than it ought to, given its limited vocabulary.

The greater the control over grammatical structure and the greater the care over vocabulary usage, the easier the books in a series are to read. But these criteria pale into insignificance beside those of information and schema control. Only one series - Heinemann Guided Readers - sets rigid guidelines for writers so that information in their books is presented in 'easily digestible' amounts. Characters are kept to a reasonable limit and introduced gradually. Background cultural suppositions are made explicit. Crucial information is repeated as necessary. Pronoun referents are made especially clear. (These processes are described in full by Milne 1977.2) In order to understand the importance of this information control, we shall look at the first page of a beginner level reader not in the Heinemann series, and recreate the thought processes of a learner reading it.

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2 Many other publishers have written guides to their own series, which explain the structural grading and usually include a vocabulary list. The major guides are:


Longman Guide to Graded Reading (1977) London: Longman. (for Squirrels and Bees; no vocabulary list included)


It is in column 3 of the text that problems start:

‘Oh, and there’s a key with the “Times”,’ says Mark. (Why is there a key ‘with’ a newspaper? This is not a usual combination. The learner must pause here and hopefully fill in the missing process ‘steps’ of Mark discovering a key in the mailbox along with the newspaper which must have been delivered to the office.)

He shows it to Mr Price. (Is ‘it’ the key or the newspaper? Learners usually decide quite fast that it is the key.)

‘Water Road,’ he reads. (Many learners now decide they have made a mistake, because it is unusual to read keys. ‘He’ must have read ‘Water Road’ in the newspaper. Some learners may see that the key in the illustration has a tag on it and realize that ‘he’ is reading the tag on the key. But who is ‘he’?)

And so on. Beginner level learners have particular difficulty in reading pronoun referents smoothly, because these referents have complex rules of usage which are only very gradually acquired. When our purpose is to build learners’ confidence and to give them a smooth reading experience, writing such as this is not helpful. In fact, because of the careful information control, books in the Heinemann series read far more smoothly and easily than books written at half the vocabulary level in other series. This seriously upsets the usefulness of judging the levels of books solely by vocabulary count.

This can be seen in the following comments written by a learner (on book report forms) for the Longman Squirrel rewrite of Dracula (level 3: 1000 words), and the Heinemann version of the same book (intermediate level: 1600 words). (The
comments, incidently, illuminate the different qualities of these two series.) After reading the Squirrel Dracula, the learner wrote:

“There isn’t much difficult word. But sentence seemed as if it was rather complicated. But I think it’s important to read complicated sentences.”

Later, after reading the Heinemann version, she commented:

“I could understand the part which I couldn’t understand when I read another Dracula. This Dracula is much understandable than another one. But in this book some part of the story seems to be omitted in order to shorten story. I wish it were written without omitting.” (E.H.)

The information control in Heinemann Guided Readers seems to have anticipated the recent emphasis on the importance of schemata in reading comprehension. But information control is also much more than just making schemata explicit; and, in this sense, the work of John Milne, Mike Esplen and others in creating this series is still ahead of its time.

Readability: Criteria for Grading
The following is an account of a process of assessing readability conducted by Japanese colleagues and myself. Vocabulary count continues to be the most widely used means of assessing a book’s level, because it is convenient and reasonably objective. There have been several other objective attempts to measure readability, such as the SMOG index (examining word length) and the Fry Readability Estimate (which looks at both word and sentence length). Also, there is cloze, the simplest to score and which, at the same time, assesses a wider range of linguistic complexity. In the early days of our process of reviewing graded readers, we attempted to use cloze to measure readability; but this was abandoned when results were inconclusive and were totally at variance with the subjective opinions of readers. It later became obvious why this had been so. Cloze, because it only involves short passages and focusses on the language more than on the ideas behind it, hardly touches the information control (or lack of it) in books, which so contributes to or undermines fluent reading. Further, as Alderson (1978) points out, cloze is essentially sentence-bound.

We therefore convened a panel of assessors - native speakers, people fluent in English as their second language, people of lesser degrees of fluency in English as their second language - who were asked to read books from various levels in the different series. (Our procedure was thus essentially similar to Harrison’s (1980), in his determination of text readability levels by means of “pooled teacher assessment”.) Consensus was reached on how readable the books were, and where they should be placed in the traditional six-level syllabus. The results are laid out as fig.3 on pages 227-228.

When learners are studying at a certain level of a syllabus, they ought generally to read readers of a slightly lower level, to encourage fluent and dictionary-free reading. This is not reflected in most publishers’ catalogues, where readers are placed side by side with course material of an equivalent level. The level chart in Fig. 3, however, places the books at levels best suited for extensive reading. Within each level, less confident learners should be steered towards the shorter books with information control, whereas more confident and fluent learners of the same language ability will happily read the longer and more complex books at the same level.
<table>
<thead>
<tr>
<th>Level of Estimated Active Vocabulary</th>
<th>Some Coursebooks Used at Each Level</th>
<th>Readers Series Suitable for Extensive Reading at Each Level (arranged from easiest to most difficult within each level) Numbers in brackets are publishers' estimate of vocabulary level.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Beginner (pre-Toefl) 300 words</td>
<td>Streamline Departures Opening Strategies In Touch 1 In Touch 2 Spectrum 1</td>
<td>Stepping into English Levels 1-3/Oxford (200) American English Readers Levels 1-3/Oxford, Japan (200) Pattern Readers Primary Level - Beginner Grade/Macmillan Longman Structural Readers (wide format) Stage 1 (300) Oxford Graded Readers 500 headword level Rangers (wide format) Range 1/Macmillan (450) Heinemann Guided Readers Beginner Level (600) Longman Structural Readers (regular format) Stage 1 (300) Longman Structural Readers (wide format) Stage 2 (500)</td>
</tr>
<tr>
<td>Level</td>
<td>Books and Materials</td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>-------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>1: Beginner</td>
<td>Evans Graded Reading Grade 1&lt;br&gt;Rangers Range 3/Macmillan (1150)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Oxford English Picture Readers Grade 2 (1000)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Newbury House Readers Series Stage 3 (1000)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Regents Illustrated Classics Level B-C (750-1000)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Delta Readers 1200 headword level/Oxford</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cassell Spotlight Readers Level 2 (700)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Longman Structural Readers Stage 3 (750)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Squirrels/NMSRs Stage 2/Longman (750)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(also estimated to be at level 3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pattern Readers Secondary and Adult Levels - Intermediate Grade/Macmillan</td>
<td></td>
</tr>
<tr>
<td>4: Intermediate&lt;br&gt;(Toefl 425)&lt;br&gt;1500 words</td>
<td>Streamline Destinations Developing Strategies&lt;br&gt;Spectrum 4&lt;br&gt;Listening In &amp; Speaking Out (Intermediate) Strategies for Reading</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Intermediate Stories for Reproduction/Oxford (1500)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nelson Graded English Readers Elementary and Intermediate levels</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Heinemann Guided Readers Intermediate Level (1600)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Evans Graded Reading Grade 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Squirrels/NMSRs Stage 3/Longman (1000)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Collins English Library Level 3 (1000)</td>
<td></td>
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<tr>
<td></td>
<td>Regents Readers Level 3 (1000)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Longman Structural Readers Stage 4 (1100)</td>
<td></td>
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<tr>
<td></td>
<td>Cassell Spotlight Readers Level 3 (1050)</td>
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</tr>
<tr>
<td></td>
<td>Dodd’s Supp. Readers 1000 word level/Macmillan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Delta Readers 1500 headword level/Oxford</td>
<td></td>
</tr>
<tr>
<td>5: High Intermediate&lt;br&gt;(Toefl 450)&lt;br&gt;2000 words</td>
<td>(Not covered in this review)</td>
<td></td>
</tr>
<tr>
<td>6: Advanced&lt;br&gt;(Toefl 500)&lt;br&gt;2500 words</td>
<td>Ungraded Material</td>
<td></td>
</tr>
<tr>
<td>Fluent&lt;br&gt;(Toefl 500+)</td>
<td>Ungraded Material</td>
<td></td>
</tr>
</tbody>
</table>
There is another factor affecting readability. When learners are interested in certain subjects, they will often successfully read about them in books at levels higher than usual. These learners have a head-start with the material because they are not only already familiar with the topic itself, but their motivation also creates a greater tolerance for ambiguity, thus rendering such difficult material more readable.

THE BOOKS

Because of the vast number of graded readers available, I have limited the following bibliography/review to books of interest to secondary school adult learners. I have also cut the task in half by limiting the present listing to books graded below 1200 words and/or at an intermediate level. The review is in two parts; the first describes each series as a whole, and the second details the individual titles. (This bibliography/review is, to the best of my knowledge, the first since Brumfit 1979.)

The Series (number of titles indicates books available up to intermediate level only)

*Stepping into English* (9 titles, Oxford)
Nine fables for very young readers. However, the very attractive color illustrations, large print, short length and familiarity of the material make for satisfying reading for all very-beginners. Consistently highly rated by readers of all ages, these books can provide the first important experience of understanding and enjoying a book without using a dictionary, and of finishing it within 15 minutes. These books are perhaps the only entry level readers. (no tapes)

*American English Readers* (6 titles, Oxford, Japan)
The original American English versions of 6 of the above titles, for sale in Japan only. (tapes, but read too slowly to be of value to adult learners)
Longman Structural Readers (LSRs, 125 titles)
A huge and very valuable multi-level series for all ages. Slightly larger than a conventional paperback, bound pamphlet-style rather than like a book with a spine, and with bright, attractive glossy covers, the books are relentlessly attractive on display. Most titles are acceptable, many are popular, and a few are outstanding (e.g. Island of the Blue Dolphins). There are few short books at higher levels. A handful of level 1 stories written as comics are sometimes less popular because they are confusing. Warning: specify 'new covers' when ordering. Some suppliers still carry old editions which will sit unread in your library. (Some excellent and bargain-priced tapes for books at lower levels.)

Some titles (25 of the above), mainly level 1 and 2 fiction, come in a wider-than-tall picture book format aimed at younger readers. Most adults are less excited by this layout, but as there are so few adult books at lower levels, many of these are acceptable substitutes.

Longman American Structural Readers (10 titles, unseen)
A handful of the best LSR beginner level titles for adults, adapted linguistically and culturally to the American market. Workbooks and Teacher’s Guide available for the series as a whole. (no tapes)

Heinemann Guided Readers (69 titles)
The “sleeper” of the graded reader series, and one that deserves to be much better known. These books provide the most consistently popular, satisfying and valuable reading experiences for lower level students. ‘Information control’ is the key ingredient that this series has, and that other series don’t have. The editors of the series believe “the control of vocabulary and structure are not by themselves enough to produce a story which a foreign learner of English will be able to read easily” (Milne 1977.) This revolutionary approach does result in books which ‘read’ far more easily
than their vocabulary level suggests. The fiction stories are of consistently high quality, and many are hard to put down. Add to this an attractive format and large print at lower levels, and you have books which my learners read 50% more than those of other series. (Learners even search out the windmill trademark of the series on book covers as a guarantee of reading satisfaction.) These books can give adults their first experience of reading 'real' books in quantity, thus building the confidence and ability to read less carefully adapted material later. It is hard to praise these books too highly. (some tapes - mostly good)

Oxford Graded Readers (51 titles)
Fairy tales and children’s fiction for the young. A few titles have adult appeal. The profuse color illustrations and shortness of the books add to the attraction of the series to adults. (some tapes available)

Longman Squirrels/New Method Supplementary Readers (49 titles)
The original multi-level reader series, conceived by Michael West way back in the early 1950s. The books are graded by vocabulary, and have a looser-than-average control of structure. The titles still reflect an old-fashioned bias as to what learners ‘ought’ to read: mythology, fairy tales and Victorian children’s classics; and such titles may appeal more to some teachers than to learners. On the other hand, many people do enjoy this more gentle excitement, and the familiarity of the material. New editions are quite attractive - specify new covers when ordering. Books at lower levels seem too long, but have popular large print. (A very few tapes, including a beautiful reading of Alice in Wonderland)

Collins English Library (43 titles)
The books in this multi-level series are attractive, and they are frequently taken out of our library, but often the quality of the plot and writing make for only average readersatisfaction. Some titles do match those in the Longman and Heinemann series in popularity. (a few tapes - unheard)
**Rangers** (35 titles, Macmillan)
Multi-level fiction series which, at these lower levels, is mainly geared to younger readers, with most titles in the juvenile wide picture-book format (see LSRs above). A handful of titles also appeal to adults. Teachers' Guidebook and Activities Books available. (some tapes - unheard)

**Rangers** (in American English, 15 titles)
Selected titles from the above series, adapted into American English. (many tapes)

**Longman Movieworld** (6 titles)
Very attractively packaged re-telling of popular and not so popular movies, profusely illustrated with color stills, these beginner level readers are compulsively devoured by those who have seen the movies. The series is a larger format extension of LSRs, with less structural control. (no tapes)
Galaxies (5 titles, Longman)
A breakthrough in non-fiction readers. This new elementary series is guided by Abbs and Freebairn, authors of the effective Strategies series of coursebooks. Put together magazine-style, with compelling text and bright, fascinating illustrations, the books are winners. They are especially important because they have a looser control of vocabulary, while at the same time remaining comprehensible to the reader. Very popular. (no tapes)

Cassell Spotlight Readers (24 titles)
New multi-level non-fiction series. Many topics are European-based, and some (Winston Churchill; The Common Market) are of limited appeal to the general reader in search of thrills and excitement. The murky covers with sometimes hard-to-read titles just about kill the series on the shelf. But the books themselves are acceptable. This is a rich series from which to cull books to assign for background reading on topics covered by a class coursebook. (no tapes)

Delta Books (20 titles, Oxford)
Handsome series produced and marketed in Asia, with generous format and large print. Titles at lower levels are often aimed at young teens, but many of the books have adult appeal as well. Certain unique titles (Dr Doolittle; Mary Poppins; Daddy Long Legs; The Wizard of Oz) are well worth the trouble of ordering, if you have learners who are young at heart. (no tapes)
Oxford English Picture Readers (19 titles)
The large print and profuse line illustrations make these old-fashioned books quite attractive, but they lack shelf appeal next to more contemporary series. Titles are all taken from mythology and the classics. (Most books have tapes)

Regents Illustrated Classics (16 titles)
Multi-level 'classics illustrated'-type black-and-white comic book adaptations. Exercises are placed between chapters, but the books still feel more like readers than textbooks. They read reasonably easily, but cluttered western-style comics don't go down well in cultures (eg Japan) which are used to a sparser style of illustration. (no tapes)

Stories for Reproduction (11 titles, Oxford)
These collections of one-page anecdotes are already familiar to many teachers and learners. While not designed as readers per se, the books are popular. (all with good tapes)

Evans Graded Reading (7 titles)
Very attractive non-fiction series, with colorful glossy covers, lots of illustrations, and a fresh choice of topics. The books have an extremely loose control of topic vocabulary to the point of undermining reading fluency, but are excellent for more controlled reading assignments tied to the coursebook. (a few tapes)
Pattern Readers (6 titles, Macmillan)
Mixed bag of general and regional fiction and non-fiction for mainly younger readers. The books have a dated format and flavor. (some tapes - unheard)

Dodd's Supplementary Readers (10 titles, Macmillan)
Old-fashioned series of fairy tales and mythology characterised by unappetizing pages of dense print. Specify new covers if ordering. (no tapes)
Regents Readers (16 titles)
A new adult multi-level series of assorted original and adapted fiction and non-fiction, not entirely escaping the bias of Regents for heavy Americana (Emily Dickinson; Charleston Stories). It isn’t fair to judge the books against other readers as they are a sort of hybrid creature: readers with so much guidance to the student (‘Before you read’ pre-questions and pages of exercises between chapters) that they have a decidedly ‘school text’ feeling, and are more suitable for in-class use. (no tapes)

Newbury House Readers Series (2 titles)
Almost all the books in what was once a respectable series are now out-of-print. The remaining titles have many exercises interspersed with the text which detract from the reading-for-pleasure atmosphere. (no tapes)

Nelson Graded English Readers (2 titles)
The length of these books makes them closer to classroom-based texts (with stories assigned one-by-one for out-of-class reading) rather than take-home readers. But they look like readers, and they have been taken home by motivated students. (no tapes)

Alpha Books (Oxford)
Despite being adapted within a 1000-word vocabulary, the readability of most of these books is closer to books adapted within 2000 words. They are harder to read because of the many idiomatic usages of common words, and the density of the information presented. But the good news is that these books are almost ‘the real thing’: they are adaptations of popular best-sellers and other superior fiction in all genres, and they look like real paperbacks. The over 50 titles are popular with high intermediate students. (no tapes)
Books in Easy English (Bees) (Longman)
Now out-of-print, this series featured collections of very short stories. The most popular titles have been shifted to the Longman Structural Reader Series (see above).

Hodder Graded Readers
This small series of fiction and non-fiction has just gone out of print. The books were appealing, well-written and of sensible length.
Bibliography/Review (beginner to basic intermediate level)

The following is a listing of graded readers, up to an intermediate level, currently in print. This annotated bibliography, perhaps the first on such a scale, should assist those wishing to set up a library of extensive readers. Most major series of interest to secondary school level/adults are included. At lower levels where there are fewer books aimed specifically at adults, children’s books of possible interest to older learners have had to be included.

Tolerance for and interest in such books will vary greatly according to learner background. In some cultures, older learners enjoy a return to the familiar worlds of fantasy and fairy tales, and will regard as cute and charming what others will see as childish.

The books are arranged by level in approximately ascending order of difficulty. In some series, certain books have been excluded if they are less suitable as readers - for example, books of word-games, puzzles and crosswords. For space reasons, the author’s name, page count and date of publication have been excluded.

The capsule summaries and comments on individual books were written by myself based on student report forms, and usually a personal reading of the book. Most books have also been given a popularity rating based on reader reaction. These readers were almost all young adult students in general English courses in Japan. Each book reviewed was read by 1-20 people (overall average, 3-4 people per book). Assigning a rating is a difficult and dangerous undertaking, as people respond so differently to the same book. But if one orders only books at the top of the ratings, plus other books judged to be of interest to your particular learners, you can be fairly sure of having a large percentage of popular books in your library. The ratings are as follows:

- 4 extremely popular
- 3 enjoyed by many
- 4 acceptable (or a more specialised title enjoyed by the few who read it)
- 1 often received negatively (because, for example, excessively juvenile, confusingly written, or an unpopular story or subject)
- U unread, therefore unreviewed
- + unavailable for review

Books were placed in libraries at various schools, and learners were free to read the books that appealed to them. Thus, where certain series have a high percentage of unreviewed books, it can indicate that titles within such series, while perhaps intrinsically acceptable, did not attract readers when placed side-by-side with titles in other series. (In the following review, (T) = tape available.)

BOOKS AT LEVEL 1 (beginner/pre-TOEFL/300 word active vocabulary)

● Stepping into English (Oxford)
  2 The Mice and the Cat Delightfully illustrated fable
  + The Boy and the Donkey As above
  4 The Boy and the Wolf As above
4 The Town Mouse and the Country Mouse As above
+ Goldilocks and the Three Bears As above
3 The Lion and the Mouse As above
+ The Little Red Hen As above
3 The Milkmaid and her Milk As above
3 The Rabbit and the Tortoise As above

• American English Readers (Oxford, Japan: available in Japan only)
4 The City Mouse and the Country Mouse (T) American version of The Town Mouse and the Country Mouse
3 The Lion and the Mouse (T)
4 The Boy Who Cried Wolf (T) Version of The Boy and the Wolf
3 The Rabbit and the Turtle (T)
2 Belling the Cat (T) Version of The Mice and the Cat
3 The Milkmaid and her Pail (T) Version of The Milkmaid and her Milk

• Pattern Readers (primary level - beginners grade: Macmillan)
3 The Old Woman and the Pig Delightful fable tolerable to all ages
1 The Turners at Home Strictly for children only
1 Toby's Birthday As above
1 Toby and Bilbo (T) As above

• Longman Structural Readers (wide format, Stage 1)
2 Car Thieves (T) Ordinary police vs crooks yarn
2 Detectives from Scotland Yard (T) As above
1 The Flying Spy (T) Weak plane-chase story
2 Green Island (T) Two kids capture thieves: quite fun
2 The House Near the Sea (T) Young couple rescue man who then terrorizes them
3 Kate and the Clock (T) Warm-hearted kid-traps-thief fantasy for the young: charmingly illustrated
3 King Henry English History after Shakespeare: medieval battles vs France
2 Mr Punch (T) Archetypes for children: Mr Punch vs The Devil
2 The Prisoners (T) Kidnapped kids manage to escape
3 Nick and the Motorbike Runaway teen meets bike racing star
+ Mike's Lucky Day Comedy for children

• Oxford Graded Readers (500 headword level)
3 The Old Woman and Her Pig (T) Satisfying, popular old story - a more complex retelling than the Pattern Reader version above
+ The Eagle, the Pig and the Cat
+ The Happy Dragon
2 Goldilocks and the Three Bears (T) Charming retelling
+ The Boy in the Moon
+ The Boy and the Ice
2 Hansel and Gretel (T) Violent fairytale
+ The Lion, the Wolf, and the Fox
2 The Ugly Duckling (T) Cute Hans Anderson fable
The Three Goats and the Dwarf
The Grasshopper and the Ant and 3 others from Aesop/La Fontaine
Ali Baba and the Forty Thieves Attractive and readable version
The Giant's Garden (and The Nightingale and The Rose) from Oscar Wilde
Black Beauty Story of a horse with popular happy ending
The Good Man
The Caravan Son in poor family would rather his parents didn't find a proper house to live in

Rangers (wide format, range 1, Macmillan)
The Black Rock (T) Kids dive for treasure in the Caribbean
June and Augustus Impossibly confusing chase through suburbia
Catman in London (T) Dumb story of a Pink Panther/Robin Hood type
Pilbeam's Circus (T) Comic circus-comes-to-town tale: strictly for kids
The Chase (T) Kids chase crooks
Cash on the Nail (T) Kids vs pirates: ordinary
Maggie and the UFO (T) Charming whimsical tale of a shepherd girl's close encounters
Juan's Eyes South American farmboy fights for sight: sensitive if predictable

Rangers (American English Series: see above for reviews)
Pilbeam's Circus (T)
Tom and the Pirates (T) Adaptation of Cash on the Nail
The Chase (T)
The Black Rock (T)
Maggie and the UFO (T)

Heinemann Guided Readers (beginner level)
Rich Man, Poor Man (T) Involving story of illiterate European peasant ensnared in bureaucracy
Death of a Soldier (T) Northern Ireland conflict/urban warfare/terrorists
Marco (T) European country boy discovers rude reality of the city
Money for a Motorbike (T) Unemployed British youth's bikemania gets him into trouble
Dangerous Journey (T) Pedestrian yarn of miners vs South American rain forest and swollen river
The Truth Machine (T) Light morality tale: the inventor's machine turns on him in the end
This is London (T) Illustrated background, and good introductory guidebook
The Sky's the Limit (T) Clever business ethics story of Max who rises fast in his new job; but what does the company make?
Anna and the Fighter (T) Young girl is scared by ugly, dangerous-looking man: does she have reason?
The House on the Hill (T) Rich girl and poor boy learn of life and love together ... and apart
The Garden  For a young girl in harsh circumstances, plants and flowers become her escape and then her salvation
Newspaper Boy  He aspires to be a detective, and solves two separate cases
This is New York (T)  Popular illustrated background
The Long Tunnel (T)  In remote Wales, vacationing students meet desperate criminals; quite exciting
This is Washington  Illustrated background to Washington DC
Dear Jan - Love Ruth  Young Pole comes to England and falls in love. Wicked ending!
The Story of the World Cup  Illustrated background to International Soccer
This is San Francisco  Very popular illustrated background

Longman Structural Readers (regular format, stage 1)

The Battle of Newton Road (T)  Granny vs heartless town planners
Garry's First Season (T)  Young soccer star learns humility
It Never Snows in England! (T)  Sally learns to ski against all odds
Operation Janus (T)  Confusing color-comic spy story
Sherlock Holmes and the Dancing Men (T)  Reasonably clear and clever comic
The Sheriff (T)  Good comic-book western with nice tape
The Storm (T)  Bland adventure, strangely told with great jumps in continuity
London (T)  Non-fiction introduction with full-color illustrations
Elvis Presley, King of Rock ‘n’ Roll  Color comic-book enjoyed by his fans
Pele, King of Football (T)  You have to love soccer to enjoy this confusing comic-book bio
Seven Sketches (T)  Reasonably entertaining short plays
Lisa in London (T)  Bright, easy to read comic which is a model of what beginner-level readers should be: Lisa wants to study English but nothing seems to go right
The Mystery of the Loch Ness Monster (T)  Excellent illustrated background - more difficult than other LSR 1's (label it 'Level 2')

Longman American Structural Readers (see above for reviews)

Elvis
+ The Fight for Franklin Street  Adapted from Newton Road: community fights highway construction
+ Garry's First Season  College football setting
The Sheriff
The Loch Ness Monster

Longman Structural Readers (wide format, stage 2)

April Fool's Day (T)  Man plays trick on nosy neighbours: fun cartoon comic
The Boy and the Donkey  Peasant boy saves best friend from glue factory
Don Quixote and Sancho Panza  Cervantes as comic: no fun unless you're a fan
Hamad the Diver  Middle-eastern fable: poor man must find giant pearl to get the princess
3 Have You Got Your Ticket? (T) English girl visits France for comic misadventures
2 Island of the Volcanoes (T) Boys trapped in ancient cave
3 On the Road (T) Father and son meet and beat crooks. An easy read
3 Pop Festival (T) Sequel to ‘Ticket’ above: Paul visits England
2 Professor Boffin’s Umbrella (T) Nonsense whimsy of a professor who flies into space: popular with young-at-heart
3 The Stone Mother and Child Touching legend from China
3 Worth a Fortune (T) The ‘April Fools’ gang are back to comically show that money does not bring happiness
3 Adventure Story Hispanic bookworm shepherd beats fire: the message is that you can be ‘macho’ and read too
3 Foul Play Love and murder visit an English village in this slightly cruel, batty cartoon caper: nice drawings
+ Follow That Car Fiction adventure

BOOKS AT LEVEL 2 (elementary/TOEFL 325/500-word active vocabulary)
• Dodd’s Supplementary Readers (300-350 word levels, Macmillan)
  + Simple Stories for Beginners
  1 The Sleeping Beauty Gloomy retelling
• Rangers (mainly wide format, range 2, Macmillan)
  1 Flying Doctor (T) Plane-rescue tale padded by having people be nasty to each other
  2 Danger Underground (T) Reckless pot-holer, after endangering the lives of his rescuers, merely says he can’t wait to go caving again: short on sensitivity
  3 The White Deer (T) Involving tale of kids on the run in medieval England
  2 Up the Creek (T) Convoluted comedy of stolen money in a cave
  3 Forest Fire (T) Girls vs hijackers in blazing forest
  2 Fire on the Mountain Country boy lost in the city almost goes bad (ordinary book format)
  3 The Firebirds (T) Rather good sci-fi: aggressive aliens appear in English town
  3 Harry’s Twin (T) Meandering but sensitive story of boy who befriends a ghost
  3 Every Dog Has His Day (T) Popular cute comic of canine capers in suburbia
  2 The Watchkeeper (T) An old sailor remembers love and adventure
  3 Great Hollywood Stunts Dare-devil feats explained
  3 Appleby Fair (T) Lightweight love story with English Romany: Gypsies/Minorities and Discrimination
• Rangers (American English series, range 2, see above for reviews)
  1 Flying Doctor (T)
  3 Every Dog Has His Day
  2 Danger Underground (T)
  2 Up the Creek (T)
  3 The White Deer (T)
Oxford English Picture Readers (grade 1)

3 Aladdin and Ali Baba (T) Good retelling
3 Christopher Columbus (T) Involving
2 Don Quixote (T)
2 Gulliver's Travels (T)
U Hercules
1 King Arthur and His Knights (T) Boring, and with obscure end
2 Marco Polo (T) Bland but acceptable
2 Robin Hood (T)
3 Sinbad the Sailor (T) Rather exciting
2 Stories from Aesop (T) Acceptable retelling
U Swiss Family Robinson
U Three Musketeers
U Jason and the Golden Fleece

Pattern Readers (primary level, intermediate grade, Macmillan)

+ Two Stories from Africa For children
2 Come into my Castle (T) Eerie children's horror story
2 The Chief, the Farmer and their Wife African tale
+ What Happened to Abdul? For children

Oxford Graded Readers (750 headword level)

2 Red Shoes Nasty cautionary tale from Hans Anderson
2 Thumblisa Adventures of a tiny girl abducted by toad
+ Big Claus and Small Claus
+ Sleeping Beauty and Bluebeard
U The Piper of Hamelin Average fairy story
2 Snow White and Rose Red (T) As above
2 Beauty and the Beast As Above
+ Dick Turpin
+ The Children of the Brown Family
3 Funny Stories (T) Popular anecdotes, some average and some funny
+ Buffalo Bill
3 Gulliver's Travels
+ Heidi
+ Kit Carson
+ Smuggler's Island
+ Fire in the Bush
2 In Portobello Road Old woman sells chair in street market
2 In the New Forest Kids and Poachers
3 More Funny Stories (T) Amusing sequel to Funny Stories (Language teachers should read story 17!!)
+ The Tin Soldier
2 Cinderella and the Sisters (T)

Stories for Reproduction (introductory level, Oxford)

3 Introductory Steps to Understanding (T) Short humorous anecdotes
4 Introductory Stories for Reproduction 1 (T) As above
3 Introductory Stories for Reproduction 2 (T) As above
• Collins English Library (level 1)
  3 Inspector Holt and the Fur Van (T) Average detective vs thieves yarn
  3 Where is Bill Ojo? Another Inspector Holt story
  3 Crocodile! Boy + dog vs terror croc in Australian outback
  4 Four Short Stories Including 'The Cat That Spoke English' - clever, ironic and fun
  2 The Story of Macbeth from Shakespeare
  3 Fast Money Nice rags-to-riches story set in an African village
  2 It's a Trick! Boy, budgie and con-man in an aimless tale
  2 Taxi! Three stories: smart cabbie and his odd fares
  3 Tin Lizzie (T) Inspiring Henry Ford biography
  3 Dead in the Morning Popular but bland whodunit
  1 Letters from the Dead Very confusing mystery
  2 Pathfinders (T) Animal migration explained (non-fiction)
  3 Cats in the Dark (T) More Inspector Holt

• Delta Readers (600 headword level, Oxford)
  3 The Happy Prince and Other Stories Four bittersweet fairy tales
  3 The Little Mermaid Standard fairy tale from Anderson
  2 Stories from Hans Anderson
  4 The Story of Dr. Doolittle Animal-lovers love this delightful children's fantasy, unfortunately marred by derogatory stereotypes of African culture
  3 The Wonderful Wizard of Oz Beloved by those who like cuteness

• Regents Illustrated Classics (level A)
  1 Hurricane Bay Confusing, flat thriller
  3 Natural Wonders Non-fiction look at Niagara, Grand Canyon etc.
  + Be a Sport
  + Glimpses of American Life

• Regents Illustrated Classics (level A)
  3 Huckleberry Finn Classic, with some uncomfortably racist suppositions
  + Moby Dick
  3 Gulliver's Travels Readable and popular
  + Robin Hood
  + Robinson Crusoe
  + The Moonstone

• Longman Structural Readers (regular format, stage 2)
  2 Beowulf A different read: violent, strikingly illustrated verse ballad, enjoyed by some
  4 Double Fear and Other Short Stories Three ghost/SF yarns
  3 The Face on the Screen and Other Stories Three mysterious tales of possession
  4 In the Beginning Sensitive tale of love in the dawn of history
  4 K's First Case (T) Long but clever whodunit
  4 The Lost Love and Other Stories Three passable tales of the ghostly and the nasty: a good, short book
1. *Rockstars* (T) Flat, unpopular story of ersatz rock band
2. *Girl Against the Jungle* (T) After an Andes plane crash, she must cope alone; many have seen the TV version of this true story
3. *Oxford* Non-fiction background for anglophiles
4. *Scotland* Background
5. *Inspector Thackeray Arrives* (T) at LSR Stage 2. Third volume in popular whodunit play series
2. *My Dear Aunt and A Morning in London* (T) Two plays, the first of which is fun
6. *Shakespeare Detective and Other Short Stories*
7. *Cambridge* Non-fiction for anglophiles
8. *Customs and Traditions of Britain*
9. *Eleven Short Stories* A collection of witty tales that used to be in the ‘Bee’ series
10. *Japanese Red* As above - confusing tales of ‘wit’
11. *Stories for Everyone* As above - two plays and ten stories
12. *Tell Me My Fortune* As above - twelve marginally satisfying mini-stories

- *Longman Movieworld* (levels 1 and 2)

4. *Jaws 2* Not Jaws 1, but not bad
3. *The Poseidon Adventure* For fans of the movie
3. *Rollercoaster* Mad bomber in amusement park
4. *The Silver Streak* Trans-US train dash to thwart art swindlers
4. *Star Wars* Confusing if you haven’t seen it; thrilling if you have
3. *The Thirty Nine Steps* Exciting chase

- *Squirrels/New Method Supplementary Readers* (stage 1, Longman)

3. *Alice in Wonderland* (T) Good adaptation beautifully read on tape; horrible illustrations
3. *Black Beauty* (T) Incident-filled autobiography of a horse
U. *Dick Turpin* The legend and truth of the outlaw highwayman
2. *Dick Whittington* As above for legendary hero: History of London/Pantomime
U. *Fables and Fairy Tales* Seventeen famous ones
2. *Five Famous Fairy Tales* Acceptable but a little complex
U. *The Golden Earth and Other Folk Tales* Stories from Ethiopia
1. *King Arthur and the Knights of the Round Table* (T) Nine legends - boring
3. *The Lady from the Sea and Other Celtic Stories* Satisfying tales simply told; rather lengthy
2. *More Adventures of Robin Hood*
3. *Nine New Fairy Stories* These longer tales create a dream world for the young at heart
3. *Robin Hood* (T) Short exploits of the English folk hero
U. *Seven Little Plays* Folk and fairy tales
2. *Tales from Hans Anderson*
2. *Tales from the East* Ten of them; readable but unimpressive
+ *Adventures of Sinbad the Sailor*
1. *The Waterbabies* Sappy children’s classic of the fairy world
• Pattern Readers (secondary level, beginners grade, Macmillan)
  2 Mr Kneebone's Hobbies (T) For children: a man’s loveable misadventures
  + Let's Look at Cats Non-fiction
• Cassell Spotlight Readers (level 1)
  3 A Doctor's Day Interview with a British family doctor
  2 A Radio Station Behind the scenes of a British local radio station: tells you
nothing you don’t already know
  4 Muhammad Ali Popular biography of his rise to fame
  + The World Cup Soccer (coming into print 1985)
  + The Royal Family (1985)
  + North Sea Oil (1985)
  + A Day in the Life of an MP British Government (1985)
• Collins English Library (level 2)
  3 Inspector Holt Gets His Man More from this detective
  + The Bridge As above, with a Middle-Eastern setting
  4 Muhammad Ali: King of the Ring Inspiring evocation of his fight to triumph
  3 The Magic Garden A simple thief in Africa
  3 The Wrestler A tough love story in an Arab country
  2 The Titanic is Sinking (T) An average retelling
  2 The Canterville Ghost (T) He tries to haunt, but ends up a pitiful creature;
20% love this book and 80% are bored
  3 The Prince and the Poor Boy Two boys learn of life when they trade places
  1 Two Roman Stories from Shakespeare: lots of confusing names in retelling
of Julius Caesar and Anthony and Cleopatra
U
  Oliver Twist
U
  The Story of Madame Tussaud's Background to London waxworks
  3 Three Sherlock Holmes Adventures
  2 The Story of Scotland Yard London: Police Work
  4 The Charlie Chaplin Story Moving biography
  3 Charles and Diana Their lives: wildly popular with royalty fans
  + A King's Love Story Edward VII and Mrs Simpson
BOOKS AT LEVEL 3 (basic intermediate/TOEFL 400/1000-word active vocabulary)
• Regents Readers (level 2)
  + California Style
  2 Five Folk Tales Acceptable to folk tale lovers
  + Secrets Among the Ruins Background on Troy and Mycenae Knossos,
Stonehenge, Machu Picchu and Angkor
  + A Southern Childhood
  + Stowaway
• Stories for Reproduction (elementary level, Oxford)
  3 Elementary Steps to Understanding (T) Short humorous anecdotes
  3 Elementary Stories for Reproduction 1 (T) The original
  3 Elementary Stories for Reproduction 2 (T)
  3 Elementary Stories for Reproduction (Americian Series) (T)
• Pattern Readers (adult level, beginners grade, Macmillan)
  1 Three Short Stories From Oscar Wilde: there are several better designed Wilde collections available

• Dodd's Supplementary Readers (600-750 word levels, Macmillan)
  + The Blue Jay and Other Stories
  + Brave Children of Other Lands
  + Fairy Tales from Ireland

• Delta Readers (900 headword level, Oxford)
  2 The Life Story of Moominpappa Moomin fans don't mind this tale from early in the little creatures' history: others are left cold
  3 Mary Poppins
  4 Peter Pan Popular retelling
  3 Stories from Lafcadio Hearn Chilling folk-tales
  3 Man of Everest Stirring biography of Sherpa Tenzing

• Oxford Graded Readers (1000 headword level)
  + Nasreddin
  3 The Happy Prince Well illustrated
  2 He Cannot Really Read A boy comes to understand his father
  + Moses
  + The Muster
  1 The Little Princess Cloying riches to rags to riches tale
  2 To Catch a Thief Schoolboy tracks cat-burglar in working-class Britain
  2 The Black Case Students chase industrial spies: striking illustrations
  2 Joan of Arc Inspiring
  U Little Women (T)

  2 Adventure in London Suburban girls meet a shoplifter and squatters
  2 Adventure in Tokyo Average kidnap yarn with unconvincing local flavor
  3 Adventure in New York Boy vs criminals with convincing local flavor
  2 Stories from Ancient Greece All right, if you can keep track of who's who

• Heinemann Guided Readers (elementary level)

  3 Road to Nowhere (T) In a village in a developing country a fiery youth opposes the wisdom of age, with predictable results

  3 The Black Cat (T) A Fair detective story with Egyptian archaeological background

  4 Don't Tell Me What to Do A boy leaves home for adventure, and finds more than he bargained for - very suspenseful

  4 The Runaways An affecting tale of boy and cheetah on the run: not a trace of sentiment, but a slightly unsatisfying ending

  2 The Verger and Other Stories Somerset Maugham short stories for those who like drama of character. Discussion topic for rock fans: title story is a favorite of Michael Jackson's. Why?

  3 The Red Pony Moving Steinbeck tale of a boy growing up in rural California

  4 Star for a Day Two fluffy, fun fantasies of teens making it big
The Goalkeeper’s Revenge Entertaining short stories with the flavor of the North of England in the 1930s
The Stranger (T) He came to live in a quiet English village, and he may not be what he seems ... sinister and thrilling
The Promise The sensitive story of a poor Brazilian boy who becomes a top soccer star, then disaster strikes
The Man with No Name What starts as a superbly eerie tale is given no ending — to the frustration of most readers — unnecessarily intrusive comprehension questions
A River Runs Out of Eden On a lonely island, men hunt golden seals, and each other: a story both exciting and deeply moving
Madeleine (T) Star-crossed romance
The Cleverest Person in the World Fascinating story of a young and ruthless genius. (The first half is especially gripping)
Claws While searching the snow mountains for a ‘Yeti’ type monster, people keep disappearing
Oxford and Cambridge Non-fiction background to the universities
Z for Zachariah After nuclear war, she is the last person on earth — or is she? an exciting and realistic character study, but with a weak ending: an almost great book
Tales of Horror Three Bram Stoker spine-chillers of revenge
The British Royal Family Illustrated background of current members

Galaxies (levels 1 and 2 Longman)

Blue Jeans Exciting, fully-illustrated, non-fiction look at the denim phenomenon
Fast Food McDonalds... Kentucky... it’s all here in this hit magazine-style look at life
Superace! Bright, Bjorn Borg biog, with lots more on tennis besides
Dance From tango to Travolta and more
New York! New York!

Evans Graded Reading (grade 1)

Islands Mini-profiles of 13, from Devil’s Island to Singapore
Knives, Forks and Fingers The history of world-wide eating
What’s New?

Rangers (range 3, regular format, Macmillan)

The Case of Kate Webster Deliciously nasty play about a gin swigging axe-murderer in Victorian London
Stories from the Morning of the World Folk tales from Bali
Beyond the Blue Mountains Fantasy adventure for children only
Alice in Wonderland With the original Tenniel illustrations: tough going for the uninitiated; but great if you know the story
Through the Looking Glass Sequel to ‘Alice’ above
Time for a Quick One (T) Ghost stories in an English pub
The Diamond Smuggler (T) Undercover cops foil Amsterdam heist
2 *The Ghost of Beestley Zoo* (T) Odd comic for kids  
3 *Emergency* (T) Satisfying fiction: a nurse rescues a trapped lorry driver  
2 *Sky Pirates* (T) Gold thieves who fly on to ships  
+ *Nurse Campbell* (T) Courage in an African mission station  
3 *Bluestones* (T) Fictional re-creation of how Stonehenge was made  
2 *Held to Ransom* (T) Good kidnap plot spoiled by weak ending  
2 *The Gunman at the Bungalow* (T) Odd little story based on the premise that it is cowardly to outwit a gunman  
3 *The Ranger Book of Monsters* True-life and mythical creatures, and you guess which are which: Nessie, Yeti, and many more

- **Rangers** (American English series, range 3, see above for reviews)  
  2 *The Ghost of Beestley Zoo* (T)  
  3 *Bluestones* (T)  
  2 *The Diamond Smuggler* (T)  
  3 *Emergency* (T)  
  2 *Sky Pirates* (T)

- **Oxford English Picture Readers** (grade 2)  
  3 *Around the World in Eighty Days* (T) Exciting  
  U *Kidnapped*  
  U *Lorna Doone*  
  U *Robinson Crusoe* (T)  
  3 *Treasure Island* (T)  
  U *Jane Eyre* (T)  
  U *Great Expectations* (T)  
  U *David Copperfield* (T)

- **Newbury House Readers Series** (stage 3)  
  2 *Coming to America* Short anecdotes written by immigrants: U.S. Society  
  3 *Bridges to Fear* Short, true tales of the supernatural, some quite scary

- **Regents Illustrated Classics** (level B-C)  
  + *Dr Jekyll and Mr Hyde*  
  2 *Oliver Twist*  
  + *A Connecticut Yankee in King Arthur's Court*  
  + *The Flayed Hand and Other Famous Mysteries*  
  3 *The Gold Bug and Other Tales* Exciting Poe adventure  
  + *The Prince and the Pauper*  
  3 *Frankenstein* Sad and tragic tale well told  
  + *The Hunchback of Notre Dame*  
  2 *Treasure Island* Rather complicated retelling  
  + *The Three Musketeers*

- **Delta Readers** (1200 headword level, Oxford)  
  3 *The Diary of Anne Frank* The famous account of a Dutch Jewish family hiding from the Germans, WWII/minority discrimination  
  2 *Selected Stories* From William Saroyan; growing up in 30's California; these subtle studies are more suitable for higher level readers. (Ethnic Minorities)
1 Starman Jones Heinlein SF adaptation for adolescents only

- Cassell Spotlight Readers (level 2)
  2 The Beginning of Radio Non-fiction
  2 Inventions Six, including false teeth and the ballpoint pen
  2 British Food An overview for those who doubt there is such a thing: no recipes
  2 Tennis Ordinary background
  + How a Record is Made (1985)
  + Great Mysteries (1985)
  + Assassins (1985)
  + The Space Race (1985)

- Longman Structural Readers (stage 3)
  2 Seven One-Act Plays (T) Of average interest
  2 Biggles Breaks the Silence Boy's adventure in the Antarctic
  4 The Brumby Long, sensitive saga of a boy and wild horses in the Australian outback
  2 Clint Magee Greedy villains, weak sheriff, reservation Indians and a hero. An average western
  4 Dangerous Game Rather long, but clever and chilling tale of poltergeist possession
  1 David and Marianne Weak romance spliced with improbable thriller
  2 David Copperfield From boy to man in Victorian England
  3 Down the River Popular pastoral kids vs criminals adventure
  4 Good Morning, Mexico! A simple and terrific love story enjoyed by all
     (Needs a new cover and title, though)
  3 The Last Experiment Popular SF
  4 Love is a Gimmick and Other Short Stories Four low-key, warm and touching tales by Paul Gallico
  3 Mark and Jennifer Love triangle, and the search for mineral wealth in Cornwall
  3 The Munich Connection Overlong, ordinary thriller
  3 Operation Mastermind Exciting Bond-type pastiche, but no sex. Can our intrepid agent save the world from power-crazed computer programmer?
  4 Round the World in Eighty Days Cracking good fantasy
  3 Short Stories from Dr Finlay's Casebook Five human tales from Britain's Dr Kildare, rural setting
  2 Smith Young pickpocket on the run in period London
  3 The Spy and Other Stories Complex thrillers with Cambridge setting, written in the form of letters
  2 Treasure Island
  4 Ulster Story The Northern Ireland conflict is background for this Romeo-and-Juliet update
  3 Everest the Hard Way Narrative of a real expedition, with stunning color photos. For mountaineering fans
  2 SOS in Space Contemporary lost-in-space fiction
  3 Stunt! How Ben Hur, The Wild Bunch and other movies were made
  4 Survive the Savage Sea Exciting, true-life story of a family adrift on the Pacific
3 **Great British Ghosts** True stories, with exciting color illustrations (Don’t read it at night!)
U **Galileo** For science buffs, a biography and examples of modern applications of his experiments
2 **Tales from Arab History** Moral fables
3 **The World under the Sea** Very interesting non-fiction look at man’s voyages to the deep
3 **Inspector Thackeray Calls** (T) Short whodunit plays with clues for the reader to spot
4 **Gandhi** Biography, handsomely illustrated
U **Catch a Thief** An ex-Bee, Eight short stories of crime and detection
U **Looking at Life** As above - Nine fiction stories
3 **Nothing but the Best** As above - Good ideas, but some of these mini-stories are very complex
U **Stories of Today** As above - Eighteen (count ‘em) stories
U **True or Not?** As above
2 **Lucky to be Alive** Six true stories of survival
U **Who Did it First?** Inventions, discoveries and great feats

● **Squirrels/New Method Supplementary Readers** (stage 2, Longman)

3 **Canterbury Tales** From Chaucer
3 **Five on a Treasure Island** Appealing adolescent buried treasure adventure
2 **The Greek Heroes** Welter of names makes this very sticky reading, but enjoyed by mythology fans
U **Kalulu the Hare** Long fable with human-type animal characters
2 **Gulliver’s Travels**
U **The Magic Slippers** Nine short children’s stories
U **The Mystery of the Island** Jules Verne tale of haunted island
U **100 Million Francs** Children outwit bank-robbers
2 **Pirates** Colorful look at the myth and reality
3 **The Prince and the Pauper** (T) Enjoyed
3 **Rip Van Winkle and The Legend of Sleepy Hollow** Popular
2 **The Secret Garden** Touching allegory of two selfish children who are redeemed by the natural world
2 **Stories from Ancient China** Nine folktales
U **Tales from the Arabian Nights** Ten of the best known
U **Traveller’s Tales from the Odyssey and Baron Munchausen**
2 **The Wind in the Willows** The adventures of Toad, Mole, Rat and Badger in a hard-to-read children’s classic

● **Pattern Readers** (secondary and adult levels, intermediate grade, Macmillan)

+ **Two-Minute Plays**
+ **The Golden Tail** A play
+ **The Burning Glass** A play
BOOKS AT LEVEL 4 (intermediate/TOEFL 425/1500-word active vocab.)

• Stories for Reproduction (intermediate level, Oxford)
  3 Intermediate Steps to Understanding (T) Funny one-page anecdotes
  3 Intermediate Stories for Reproduction 1 As above
  2 Intermediate Stories for Reproduction 2 As above
  2 Intermediate Stories for Reproduction (American Series) As above

• Nelson Graded English Readers (elementary and intermediate levels)
  1 The Man in Black and Other Stories Lengthy collection of stories and plays, fiction and non-fiction (inc. the story of Gandhi)
  U The Sightseers and Other Stories As above, including Beethoven biography

• Heinemann Guided Readers (intermediate level)
  4 Shane The famous western, tough fun, very exciting
  4 Old Mali and The Boy Compelling tale of an old storytelling Indian who takes his young colonial charge hunting
  4 A Man from Glasgow and Mackintosh Two good Maugham yarns
  4 Bristol Murder (T) Young John is accused of murder. Can he find the real murderer in time? Blazing suspense! Good tape.
  2 Tales of Goha a.k.a. Nasreddin, “witty” anecdotes popular with some readers
  3 The Smuggler (T) Gangs double-cross each other over stolen objet d'art, lots of action
  3 The Pearl Steinbeck's fascinating, depressing tale of society and human nature: Mexican background
  U Football Non-fiction look at soccer
  2 Things Fall Apart Rather long drama of hubris in pre-missionary Africa
  3 The Hairless Mexican and The Traitor More good story-telling from Maugham, on a WWII espionage theme. (The latter tale is especially engrossing and eventually deeply poignant.)
  4 The Woman Who Disappeared (T) Deliciously cynical private dick investigates in the best Bogart tradition
  3 The Razor's Edge Maugham's classic of self-realization
  2 The Moon is Down Steinbeck story of courage under enemy occupation
  3 Footprints in the Jungle and Two Other Stories Strong Maugham
  4 The Raid Can Paul stop the deer poachers? cover-to-cover thrills
  4 Scottish Adventure Superior thriller: the face at the window is only the first shock
  3 Mission to Kala Warm, meandering comedy of growing up in a black African village
  3 A Town Like Alice Human drama of trans-Asia trek in WWII, war atrocities, unfortunate racist illustrations
  3 The Queen of Death Exciting thriller of archaeological theft in modern Egypt; complete with a real mummy's curse
  4 Walkabout Very exciting story of humanity and survival in the Australian outback
  3 Meet Me in Istanbul Average missing person thriller
The Great Gatsby (He devoted his life to realizing his dream, but no woman can be turned into a dream.) Atmospheric classic of 20’s America
The Walker After Death When the children discover a Viking skeleton, mysterious fires begin; builds to a thrilling climax
The Space Invaders Robots and inter-galactic thievery, good SF
Elephant Walk The upper colonial classes in WWI Ceylon, fair storytelling
My Cousin Rachel Du Maurier tale of love
The Two Million Dollar Loan Exciting bank-fraud thriller with Caribbean setting
Alone on the Atlantic Real solo voyage adventure, womens’ issues/sports
The Peacemakers Short biographies of Nobel Peace Prize winners including Albert Schweitzer, Martin Luther King, Mother Teresa
I'm the King of the Castle A terrible and compelling tale of one boy terrorizing another: conclusion guaranteed to depress
Dracula Bram Stoker classic retold
The Sign of Four Satisfying Sherlock Holmes

• Evans Graded Reading (grade 2)
Superstition Fascinating inter-cultural examination
The Long and the Short of it Guinness Book-type records in nature, etc.
How Sports and Games Began Mini-histories, from soccer to marbles

• Squirrels/New Method Supplementary Readers (stage 3, Longman)
As You Like It and Much Ado About Nothing From Shakespeare
The Black Pearl Treasure doesn’t bring happiness: Mexican setting
The Blue Lagoon Boy and girl marooned on desert island: devoid of sensitivity or plausibility
Children of the New Forest Hiding to escape persecution in Jacobean England
Classic Stories from the Ballet Eight of the most famous, including Swan Lake - color photos of sets and costumes
Dracula (T)
Emil and the Detectives Popular story of juvenile gang stalking a pickpocket
Frankenstein (T)
The Midwich Cuckoos Sci-fi mystery in a quiet English village: unpopular tiny print
Moonfleet Smuggling in 18th Century England (not available in U.K.)
The Return of Sherlock Holmes Three later tales
Robinson Crusoe (T)
The Snow Goose and Other Short Stories He was a loner, rejected for his deformity; she was an adolescent, repelled and yet drawn to him - set in wartime England
Stories from Shakespeare Five, including Hamlet
The Swiss Family Robinson Survival on a desert island
The Young King and Other Stories Children’s fables from Wilde including The Happy Prince
• **Collins English Library** (level 3)

2 *Five Ghost Stories* (T) Acceptable but unpopular collection
1 *Brainbox and Bull* Complex thriller for young teens: kids foil oil pirates
2 *Climb a Lonely Hill* Youngsters survive in Aussie outback: unexciting
U *Custer's Gold* Western adventure
2 *The Gunshot Grand Prix* Satisfying thriller: motor racing/terrorists
4 *Born Free* Life with the lions (Readers love this well-adapted true-life adventure set in Africa.)
3 *Cinema Stunts* Non-fiction
2 *I Will Be Called John* Pope John XXIII biog
2 *David Copperfield*
2 *Easy English Poems* Known to students as “Difficult English Poems”
U *Three English Kings* From Shakespeare
2 *An American Tragedy* Dreiser soap opera: rise and fall of social climber in 20's America
2 *Six American Stories* London’s *Fire* and Poe’s *Heart* are good; skip the rest
+ *Emma and I* Blind girl and faithful guide dog

• **Regents Readers** (level 3)

2 *Engineering Triumphs* True background on Empire State Building, Golden Gate Bridge, etc.
1 *The Extra* Star-struck teen sees her big chance: small-town college campus and (unrealistic) movie studio background
1 *The Man Without a Country* To have no country is apparently a fate worse than death: thinly disguised paean to patriotism from post-colonial America
+ *An Ordinary Life* Biography of a special American woman: confusing episodic structure at first
+ *Great Inventors*
+ *The Science of Galileo*
+ *As Long as the Rivers Shall Run* The history and present life of Native Americans

• **Longman Structural Readers** (stage 4)

3 *The Angry Valley* When they site a nuclear power plant on a Welsh hillside, only one man sees the danger; good thriller and character study; pre-nuclear power premise, tradition vs progress
2 *The Birds and Other Stories* Three unremarkable Du Maurier tales
3 *The Cooper Diaries* Young writer meets old soldier with secrets; involving human drama
U *Desiree, Wife of Marshal Bernadotte* Romance in Napoleonic France
U *Doomwatch: The World in Danger* Three Sci-mystery thrillers
2 *Eight Ghost Stories* New depths in the supernatural
3 *The Forger* His “Old Masters” expose our hypocrisy; difficult fiction (label it level 5)
3 *Gold Robbery and Mine Mystery* Two thrillers
4 *I Can Jump Puddles* The courage of a young polio victim in Australia; compelling but low-key; more suitable as a reader at higher levels
Island of the Blue Dolphins Moving story of a girl growing to womanhood alone on a small island: after a slow start, a brilliant psychological recreation
Me, Myself and I Uneven collection of SF short stories from top writers
Nothing to Fear and Other Short Stories Six varied tales of mystery, suspense and detection by famous writers
The Prisoner of Zenda Extremely long adventure in Central Europe
A Scandal in Bohemia and Other Stories Seven from Sherlock Holmes
Silas Marner Taking care of a child renders an old miser human
Stories from the Arab World Fourteen legends and fables
The Thirty-Nine Steps (T) Overlong spy-chase thriller
The White Mountains 2100. The world controlled by machines: will the boys escape to freedom? (sequels now out of print)
Race to the South Pole By printing the diaries of the Scott and Amundsen expeditions side-by-side, the tragic and inspiring story is vividly recreated
A Woman's Place? Must-read magazine-style potpourri of articles, quizzes, facts and figures on sex roles and stereotypes: sure to raise discussion (women's issues)
Fair Play? Non-fiction background on toughness in sports
A Taste of Britain Deliciously illustrated recipe book
The Book of British Humour Some of these jokes and cartoons are rather complicated, but lots to enjoy
Computers Step-by-step how-to guide for the layperson
Your Car and How It Works Fully-illustrated mechanical guide
The Energy Crisis Non-fiction examination of present and future power sources
Oil Non-fiction: where it comes from and how it is used (rather technical)
Water Ensuring supplies around the world; of general interest
Three Mystery Plays (T) Acceptable contemporary crook dramas
How Happily She Laughs (T) Original poems

Cassell Spotlight Readers (level 3)
Motor Racing
Football The history and highlights of British soccer
The Kennedys
The Common Market
Rock Music (1985)
Airports (1985)
The City (1985) London finance
Tomorrow's World (1985)

Dodd's Supplementary Readers (1000-word level, Macmillan)
Stories from Famous Poems
Discoverers of New Lands Columbus, Cook, Livingstone, Scott and others
Folk Tales from Asia One each from China, Japan, Turkey, Tibet and India
The Knights of the Round Table
Stories from Greek Myths Many names make for tough reading, but good cross-referencing aids comprehension and enjoyment
• *Delta Books* (1500 headword level, Oxford)
  + *Adventures of Sherlock Holmes* Sure to be popular
  3 *Breakfast at Tiffany's* For those who saw the movie
  4 *Daddy-Long Legs* Delightful letters from an orphan to her unknown benefactor
  + *The Lost Domain*
  U *Love Stories* by O. Henry
  3 *Love Story* From the very popular movie
  + *One Day in the Life of Ivan Denisovich*
SETTING UP A LIBRARY

Readers are available from most textbook retailers, but you may have to order the particular titles you want. They can be selected from publishers’ catalogues, or from the bibliography/review above. Once books are purchased, the most important thing is to motivate the students to read them. To this end, display is very important. Normal, ungraded paperbacks, of course can be shelved in the usual way:

But for graded readers - thin and usually without a titled spine - a normal bookshelf won’t do:
How can these thin books be displayed so that their attractive front covers are showing? It is possible to lay the books on a table or other flat surface, or to make a portable rack. (Nuttall 1982 provides detailed instructions for making several types of rack.) A cheap and effective alternative is to convert classroom or other wall space into a display area. Experience shows that this is extremely attractive and motivating, apart from the decorative value such a display has for a school.

You need a wall that will take nails. Thin wooden strips are nailed into the wall. Thin bands of elastic tape are secured with thumb tacks midway between the strips. Books are pushed behind the elastic tape which holds them flat against the wall, where they rest on the thin wood strip ‘shelf’.
The strips should be far enough apart to accommodate the larger format readers. Wood can be purchased from building merchants or do-it-yourself centers, and elastic tape from dressmaking or hobby shops.

Books can have a pocket taped into the cover to hold a library card. Book survey forms (one kind of follow-up activity) can also be enclosed here:
CONCLUSION

I can only conclude by echoing, and applauding, Brumfit's (1971) words of advice:

... wide-ranging reading is probably the most efficient way of extending students' acquaintance with the language ... It does not seem unreasonable to claim that any efficient English language school or department should have available to students a library of extensive readers so that those who wish to can read at least one book, however short, of an appropriate level, per week ... There are two necessary requirements for the establishment of enthusiastic reading habits in students. The first is access to appropriate books... The second is enthusiasm and commitment to reading by teachers. Neither requirement is enough on its own, but in combination, as many schools have already shown, the results can be spectacular.

REFERENCES


