



Graded Reading Programs

**The Experience of School and
University Teachers in Japan**

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Oxford University Press

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Introduction

At Oxford University Press Japan we have seen phenomenal growth in the use of graded readers over the last few years. As well as receiving requests from teachers for information, we also hear about how they have implemented graded reading programs in their schools and what successes and challenges they have faced. In talking to teachers, one of their main interests is not only *what* graded reader resources are available, but also *how* graded readers are being used *in Japan*.

The ‘Why’ and ‘How’ of Using Graded Readers

Several years ago, we published “The ‘Why’ and ‘How’ of Using Graded Readers”, a free guide by Rob Waring and Sachiko Takahashi (Notre Dame Seishin University, Okayama) that explains *what* graded reading is, and “How” and “Why” it can have such a positive influence on the English abilities of students. It is one of our most popular resources and many teachers have told us how influential it has been in encouraging them to start using graded readers in their schools. All our guides are available free at:

www.oupjapan.co.jp/teachers/tebiki.shtml

Having seen the desire for this kind of information on the part of teachers, it seemed an appropriate time to follow up with an item that addresses *how* readers are being used in Japan by various institutions.

About this Guide

This guide contains case studies of teachers in Japan who are using graded readers in their universities and junior and senior high schools.

Each contributor has kindly allowed us to edit their material for length and consistency. To allow the reader to find common threads in each contribution easily, we have added the following headings where appropriate so that each article has a broadly similar format:

- Program Goals
- Background
- Program Method and Materials
- Assessment
- Results
- Notes and Advice

Please note that there was no necessity for articles to be of a particular length, and we hope that you will find the wide variety of content, writing styles and advice interesting and valuable.

The Contributors

We would like to take this opportunity to thank the following contributors and their schools for their assistance in this project:

- Koji Furuse (Seibu Public Junior High School, Hamamatsu)
- Richard Ascough, Daniel Stewart, Charles Varcoe (Kaisei Senior High School)
- Ronan Brown (Seinan Gakuin University)
- Stephen Donald (Nagasaki Junshin Catholic University)
- Hirofumi Hosokawa (Fukuoka Jogakuin University and High School)
- Genichiro Ishizuka (Kamitsuruma Senior High School)
- Mika Tazawa (Meiji Gakuin Senior High School)

Readers interested in contacting the above contributors with questions should send their enquiries to: elt@oupjapan.co.jp

From all of us at Oxford University Press Japan, happy reading!

Graded Reading Programs Case 1

School Name: Seibu Public Junior High School, Hamamatsu

Student Type: Junior high school

Teacher Name: Koji Furuse

Program Goal

- Help students know the pleasure and usefulness of English.

Background

Due to issues such as governmental textbook renewal, reform of the entrance examination system, and the appropriateness of absolute evaluation vs. relative evaluation, the actual teaching atmosphere at public junior high schools is very chaotic recently.

Everyday, in the English classroom, we English teachers are faced with serious and urgent matters such as what to teach and how to teach it effectively within the time constraints of three classes a week. We also need to consider how we can make the best use of time in elective English classes. Many teachers might be worrying about the objective of these classes and how to use them effectively for teaching English.

In my opinion, the most important thing in teaching English is to lead the students to know the pleasure and the usefulness of English. In order to do this and to make English real, we decided to use graded readers from Oxford University Press in our classes. These were primarily used to help students understand stories in English and improve their listening ability.

Program Method and Materials

Each of the students had the same reader and for the first ten minutes of each class we had the students read. After reading for ten minutes, we asked simple comprehension questions to see if they understood the main ideas and were keeping up with the story. In the beginning, the length of the readers seemed very long for the students but, as their ability improved, they found the length quite manageable.

The first story that we used was *Police TV* from the *Oxford Bookworms Starters* series. The students were instantly drawn into the story by the exciting chase scene. In the beginning, students read two pages per class. They were able to understand what was going on in the story from the words on the page and the supporting illustrations. At this initial pace, students were very comfortable with the amount of English encountered and began to enjoy reading in English. They even said that reading the readers was much more enjoyable than their textbooks! Thanks to this initial contact with an interesting graded reader, my students overcame their fear of reading English and became comfortable with books written entirely in English. Some students told me that the readers were as easy and interesting as a comic book. That was one

reason we could hold students' interest and attention.

The next reader was *Girl on a Motorcycle*, also from the *Oxford Bookworms Starters* series. Students seemed to be attracted by the actions of the main character, as though they were watching a movie. At this stage, students even began chatting about the stories during the break. We had to collect the books after each class, in order to prevent them from reading the story even further. Taking away the books at the end of class seems to have worked quite well to hold their interest in the story. I also used the accompanying cassette, which is beautifully recorded, to work on students' listening ability in addition to their reading skills.

To maintain a high level of interest, and for a change of pace, we switched to the *Oxford Hotshot Puzzles* series. When we began to use *The Magician* and *Amazon Alert* some students began to struggle, due to the level increase as well as the increase in unfamiliar vocabulary. However, students did not seem to lose their interest in reading and they liked the puzzles, which appear every two pages in the story. As the level moved higher, we found that it stimulated the students' curiosity and that they rose to the challenge with gusto!

The last reader that we used was *Escape from Planet Zog*. Although the story seemed a bit too long for junior high school students, to our surprise and delight, they could understand the content and details of the story. The results of the evaluation test showed that the students remembered the content of the story even without review. From this, we can say that the story itself was very memorable for the students.

Results

It was heartening to hear that, after reading these books, students were so proud of themselves that they took their books home and showed them to their families and boasted about how they had read these books written entirely in English. The students felt a sense of accomplishment and gained confidence and I am sure that these books will be a treasure of memories for them for a long time to come.

Notes

I have tried to use foreign published English books in my classes many times in the past. In many cases students tended to dislike using them, because the content was too difficult. Even famous stories did not work well because they already had their own concrete image of the stories.

One of the biggest reasons for our success could be the excellent content of the Oxford readers that suits both the students' interests and level. The low price of these materials also makes it possible for students to buy the books for elective classes and I feel that they could be used not only for third grade students but also for second graders during autumn classes. After I introduced the use of readers in the elective English class during the Hamamatsu teachers' study group, the use of foreign books in our schools has been steadily on the increase. I have no doubt that Oxford graded readers are perfect materials for elective English classes in junior high schools and hope that more teachers throughout Japan will try this type of class with their students.

Graded Reading Programs Case 2

School Name: Kaisei Junior High School

Student Type: Junior high school (third-year boys)

Teacher Names: Richard Ascough, Charles Varcoe

Extensive Reading Program Director: Daniel Stewart

Program Goals

- Give students something to talk about in conversation class.
- Increase student reading speed.
- Increase the depth and breadth of a student's vocabulary.
- Help students become comfortable reading in English.

Background

We actually have three distinct extensive reading (ER) programs at Kaisei for different groups of students, one of which will be described here. The program was created to give students the opportunity to deal more with the English language. It was added to the English conversation classes as homework, so the students read outside of class rather than in class. The books are then used for activities in class. The program was based on ideas found in the ER guide by David Hill of the Edinburgh Project on Extensive Reading (EPER) and Richard R. Day and Julian Bamford's work on ER (see Suggested Reading, p.7). The ideas were modified to fit the situation at our school. We now have over 3,000 graded readers which are divided into eight levels using the EPER system.

Program Method

At the start of the year the students take a placement test. We use the reading section of the Secondary Level English Proficiency (SLEP®) test, which is created by the Educational Testing Service (ETS), who also produce the TOEFL® test, but is targeted at students thinking about attending high school in North America rather than those wishing to study at university abroad. For more information about the SLEP® test please visit the ETS web site:

www.ets.org

Students are then assigned a reading level based on their SLEP® test scores. They are permitted to read books at their level or at easier levels. After they have read 10–15 books within a given level they can choose to move up a level.

Each week students must read at least one book for homework. Students are allowed to use dictionaries if they wish, but they must keep track of how often they use them. If a teacher notices a student using a dictionary too often, the teacher recommends easier books to the student.

Near the end of the class period students pick their new book from a trolley containing hundreds of books. The books are arranged so that their covers can be seen. The first time

students see all the books arranged on the cart they look like kids in a candy store. As the year progresses we add higher level books to the carts.

In the following class students discuss the book in some way.

■ Using the Books in Class

The ER program is part of the English conversation class, so the books are used to teach the students to speak. Here are several examples of how they are used:

Book Report Speech

Students are taught how to give a speech about the book they have just read. As the students have read different books, they can practice giving their speech to several friends and get advice from them before giving the speech to the whole class. We do this early in the year so students can hear about many different books and decide what they would like to read next.

Convincing Others

For this activity the teacher shows the students some common language used to convince someone of your point of view: “This is the best book I have ever read...”, “You just have to read this book because...” etc.

The students then have to use that new language to convince their partner to read their book. They switch partners several times so they get better and better at convincing others.

Developing Critical Skills

In a similar way, students are taught how to criticize a book politely when they did not enjoy it. Among other things, the teacher instructs them to point out the positive while mentioning the negative: “This book has beautiful pictures, but the story is not very interesting.” Again, they try this new skill with several partners and get better at expressing displeasure politely.

Mini-Drama

While we try to have as many different books as possible, in some cases we have several copies of the same book. These are very useful for doing skits. Students find three or four classmates who have read the same book and put together a five minute skit. They take a scene from a story or create an additional scene which fits the story and act it out in front of the class. Students often do a considerable amount of preparation for these skits including bringing in props and costumes.

It should be noted that for all these activities it does not matter what level book the students read. Maybe one student read a level two book while his partner read a level four book. One of the benefits of ER is that students read according to their own level.

Assessment

At the end of the program, the students take another SLEP® test. The difference in their SLEP® test scores makes up one part of their final grade. Their classroom work, including their speech and the mini-drama, makes up another part of their grade. The remainder of their grade comes from listening homework they do every week and tests based on that homework.

Results

Using the SLEP® test allows us to see exactly how much the students have improved over the year. We can show the students the results from previous years. These show that students who read a lot improve to a greater degree than those who don't. This offers a lot of encouragement for the new students. The records we keep have provided other information that is useful for our students. For example, in tracking dictionary use we found that, used occasionally, a dictionary can be beneficial for lower level students while it is a hindrance for those above a certain level of proficiency. Interestingly, we have also found time spent reading is more effective in improving English than time spent at cram school.

While these questions require further research, they do show the general advantage of using a test, such as the SLEP® test or TOEIC® test, both at the start and end of the program.

Advice

If at all possible, get your school library involved. It is a lot of work preparing new books. If you can get the library doing some of the work you can spend more time deciding which books to buy. Share the work. Try to get other teachers to do some of the preparation, even if only getting someone to put level stickers on a few books. Not only does this lessen your workload, but it gets them involved. We really noticed a difference in the attitude of the students towards the program once the other staff saw the benefit. A few words from a respected teacher can really increase the amount students read.

EPER has produced a detailed list of graded readers, that can be purchased via their website:

<http://www.ials.ed.ac.uk/eper.html>

The list tells you which books are currently available and which are best for certain age groups. Each book is ranked on a scale from one to five stars.

Start with as many different low-level titles as you can get. Then you can buy higher level ones as needed. Reading many easy books is more useful than struggling through one difficult book.

Read the books yourself. This allows you to have meaningful discussions about the books. It also shows the students you find the books worth reading.

Get started. The best way to learn about extensive reading is to start a program. Our program is quite different from the one we began with five years ago. It is constantly evolving as we experiment with ways to improve. It is very satisfying to see improved results year after year.

■ Suggested Reading

Richard R. Day and Julian Bamford (1998) *Extensive Reading in the Second Language Classroom*. Cambridge University Press

David R. Hill (1992) *The EPER Guide to Organising Programmes of Extensive Reading*. IALS, University of Edinburgh.

Available at: www.ials.ed.ac.uk/eper/eperpubs.html

Rob Waring and Sachiko Takahashi (2000) *The 'Why' and 'How' of Using Graded Readers*. Oxford University Press, Japan.

Available free at: www.oupjapan.co.jp/teachers/tebiki/tebiki.shtml

Graded Reading Programs Case 3

School Name: Seinan Gakuin University

Student Type: University

Teacher Name: Ronan Brown

Background and Program Goals

Reading a good book in English is a pleasure that our students might not expect to enjoy until they have reached an advanced level. But they would be mistaken in this belief. The extensive reading (ER) program in the library at Seinan Gakuin University contains a collection of graded readers and a set of full, unadapted texts that allow students at all levels of competence to experience the satisfaction of reading comfortably in English.

Comprising 1,000 titles, of which there are multiple copies from series such as the *Oxford Bookworms Library*, the ER program now holds 5,000 books in a variety of fiction genres spread across eight levels of challenge. By selecting and reading books at their current reading-ability level, students have at their disposal an extremely versatile resource for developing reading fluency and enhancing overall language competence.

The ER program has been used very successfully by English language and literature majors at Seinan to support and supplement classroom studies. It provides an ideal resource for extending contact with English outside of class. Moreover, reading widely provides context expansion for language previously met in the classroom, thereby facilitating acquisition. ER also provides students with a very positive individual learning experience. Such reading is a wonderful way for students to improve English enjoyably in their own time and at their own pace.

Program Method and Materials

ER means reading widely and in quantity. It also means reading for global understanding, not reading intensively for detail. Having determined their personal, current reading level (i.e., when their book contains no more than three or four unknown words per page) students can easily attain an adequate reading speed of 145 words per minute or more.

Content and genre are just as important as level. Although adapted versions of literary classics such as *The Scarlet Letter*, *Far from the Madding Crowd* and *Oliver Twist* are still widely read, other more contemporary literary genres are becoming popular. Examples of these genres are: thriller and adventure stories with titles such as *Skyjack!*, *Reflex*, and *Night Without End*; true stories such as *Grace Darling*, *The Death of Karen Silkwood*, and *Cry Freedom*; human interest titles such as those by Amy Tan and Maeve Binchey. Other popular genres are romance, social issues, crime, science fiction, animal stories, fantasy and horror. Students have a wide selection to choose from.

Results

The ER program at Seinan has repeatedly shown that considerable educational benefits can be realized from pursuing such an approach. Gains in overall language competence and vocabulary growth have been made. In addition, there have been positive effects on motivation to learn English, enhanced in part by renewed confidence in reading. Writing and spelling have similarly improved. There is also evidence of improvements in oral proficiency. Furthermore, by reading large amounts of easy text, students are better able to develop the smooth eye movements necessary for fluent reading.

Notes

In conclusion, it is worth reviewing some of the advantages of reading fiction in English pointed out by David Hill, Director of the Edinburgh Project on Extensive Reading.

- Knowledge of the world presented in fiction is shared across cultures: everyone knows about romance, adventure, and crime because they are part of the human condition.
- There is an infinite variety of settings, characters, plots and themes, so no two stories are the same.
- Romances, comedies, and thrillers may provide a welcome change from the many non-fiction texts on the curriculum.
- Fiction discusses important contemporary issues, for example, love, marriage, the environment, racial prejudice, moral integrity, and so on.
- The innate desire to discover what happens next in a story is the perfect stimulus to read for meaning without concentrating on the text, thus allowing students to absorb the language unconsciously.

Here is a syllabus outline for one of the reading courses that I teach at Seinan.

British and American Cultural Reading for Second-year English Language Majors at Seinan Gakuin University

Syllabus Outline
Ronan Brown

■ Course Goals

Meeting once a week for two semesters, the primary aim of this course is to improve students' general ability in English and their reading ability in particular. Secondly, by reading acclaimed British and American fiction, it is hoped that students will develop a broader knowledge and deeper understanding of social and cultural issues within Britain and the USA. Moreover, on this reading course, students will:

- * develop the skill of reading long texts fluently
- * deepen their understanding of grammar and vocabulary
- * have a real reason for using English, i.e., to find out what happens next in a novel
- * practice outside of class the language that has been met in class

■ Method

In the first semester and over the summer break, students read books that are written by British, Irish or Australian authors, and which are set in Britain, Ireland, or Australia. In the second semester and over the Christmas break, students read books that are written by US or Canadian authors and which are set in North America or Canada.

■ Class Readers

The whole class has a copy of the same title and they read it together with the support of the teacher. These are advanced-level graded readers (e.g., Seinan Level Red/Oxford Bookworms Library Stage 6) such as *The Joy Luck Club*. Over six weeks, students read these books at home. After first checking comprehension via weekly quizzes, we study these books in detail in class, exploring such matters as the novel's genre, its social and cultural background, the setting and plot. We also consider the book's themes, the author's purpose, characterization, and the use of imagery and symbols. Class readers improve the quality of reading, thereby enhancing students' accuracy.

■ Library Readers

Over a period of ten months, students individually borrow books from the library ER program and read them on their own outside of class. The ER program now holds multiple copies of over 1,000 titles in more than 20 different genres. The titles are spread across eight levels of challenge, so that students can read comfortably at their current level. Students choose books that match their ability by ensuring that they have a minimum of 96% understanding of all the words in the text without using a dictionary. Library readers increase the quantity of reading, thereby enhancing students' fluency.

■ Reading Notebooks

When students have finished a class reader or a library reader, they write a book report in their 'Reading Notebook'. On the first page, students set out a 'Personal Reading Record Grid' which functions as a ready reference or map of the contents. Students are given specific guidance in how to set out and maintain their notebooks, which are used as resources when orally recounting stories to peers, for reviewing vocabulary records, and so on.

In their book reports, students enter data such as the book's title, author, setting, genre and level. This is followed by a list of the main characters, which may be enhanced by character maps or family trees. Thereafter, students write a brief summary of the plot including drawings, if they wish, to enhance their interpretation of the story.

The heart of the report is the student's personal response to the book. To encourage this response, a list of suggestions is given to the students which includes items such as points in the story that interest or puzzle them, characters they liked or disliked, the most memorable scene for them, how they would change the story, and any lessons for living that they found in the story. Students' writing, therefore, is not graded for grammar or spelling, but for evidence of high levels of engagement with the content, themes and issues of the stories.

■ Reading Target and Assessment

To get a C grade on this one-year course, students must obtain 1,000 points from their reading of class readers and library readers by the last lesson of the course. To get a B grade, students must obtain 1,200 points. For an A grade, students must obtain 1,450 points.

To pass the first semester, students must have obtained 500 points by the first lesson of the second semester. When students have finished reading the two first-semester class readers, and have written the book reports for those readers in their Reading Notebooks, they will have obtained 250 points (125 points for each). See the points per page (ppp) scale below.

Seinan levels	Points per page
Pink	0.25
Orange	0.50
Yellow	0.75
Green	1.00
Purple, Blue, Red	1.25
White (Full Text)	1.35

In the second semester, we read two more class readers, which together are worth 250 points. Thus, our four class readers for the year amount to a total of 500 points. Therefore, students must do 500 points worth of individual library reading to reach the ultimate minimum target of 1,000 points. To achieve this, students should choose library readers from Seinan levels Green, Purple, Blue and Red, which are equivalent to *Oxford Bookworms* Stages 3, 4, 5 and 6.

In their 'Personal Reading Record Grid', students keep an accurate account of their reading points. When students calculate their book's ppp, they must be sure not to give points for pages with pictures. For example, *The Joy Luck Club* is 105 pages long, but has 7 pictures, so it is worth 123 points ($105 - 7 = 98$ pages \times 1.25 = 123 points).

■ Films and Japanese Translations

Students are encouraged not to read books where they have already seen the film version. In addition, they should not read books that they have already read in Japanese. This is because if they already know what happens next in the story...

- ...they cannot practice the important skill of prediction while reading.
- ...they will not improve their level of reading comprehension, particularly the ability to infer meanings from context.
- ...they remove a very important reason for reading: to find out what happens next in the novel.

If time permits, we will watch film versions of class readers after we have finished reading them.

■ Recommended Summer Reading

Students are free to read any British, Irish or Australian titles they like during the summer vacation. However, here are some graded readers they might consider:

Seinan Level Purple Oxford Bookworms Stage 4	Seinan Level Blue Oxford Bookworms Stage 5	Seinan Level Red Oxford Bookworms Stage 6
<i>The Songs of Distant Earth and Other Stories</i> (Science Fiction)	<i>Heat and Dust</i> (Human Interest)	<i>Vanity Fair</i> (Classic)
<i>Reflex</i> (Thriller)	<i>The Riddle of the Sands</i> (Thriller)	<i>Pride and Prejudice</i> (Classic)
<i>Dr Jekyll and Mr Hyde</i> (Horror)	<i>Far from the Madding Crowd</i> (Classic)	<i>The Woman in White</i> (Mystery)
<i>A Dubious Legacy</i> (Human Interest)	<i>Great Expectations</i> (Classic)	<i>Night without End</i> (Thriller)

■ Recommended Winter Reading

Students are free to read any American or Canadian titles they like during the winter vacation. However, here are some graded readers they might consider:

Seinan Level Purple Oxford Bookworms Stage 4	Seinan Level Blue Oxford Bookworms Stage 5	Seinan Level Red Oxford Bookworms Stage 6
<i>Washington Square</i> (Classic)	<i>The Age of Innocence</i> (Classic)	<i>The Joy Luck Club</i> (Human Interest)
<i>Little Women</i> (Classic)	<i>King's Ransom</i> (Crime)	<i>American Crime Stories</i> (Crime)
<i>The Scarlet Letter</i> (Classic)	<i>The Accidental Tourist</i> (Human Interest)	<i>The Fly and Other Horror Stories</i> (Horror)
<i>The Big Sleep</i> (Crime)	<i>I, Robot - Short Stories</i> (Science Fiction)	<i>Cry Freedom</i> (True Story)

Graded Reading Programs Case 4

School Name: Nagasaki Junshin Catholic University

Student Type: First and second-year university English majors / non-majors

Teacher Name: Stephen Donald

Program Goals

- Get students into the habit of reading English.
- Get students into the habit of always carrying a graded reader with them.
- Increase reading fluency, speed and comprehension.
- Increase students' vocabulary through incidental acquisition.
- Give students a weekly or fortnightly reading target.
- Increase student confidence in reading books in English.
- Help create more independent readers and motivate students to read more.
- Give students credit for what they read at their level and ability.

Background

- I teach two reading classes, each for one year. We meet for 90 minutes per class.
- My first-year students are low-level English and Information Science majors.
- My second-year class comprises low-level students from a mix of different majors including English and Information Science.
- Both these courses have a large internal assessment component which is based on the individual reading students have done *outside* class time.
- I have assigned 50% of the final grade to this out of class extensive reading. The additional 50% is based on tests done in class, attendance and final exams.

Program Method

■ Introducing Graded Readers

1. All students are introduced to graded readers in the university library. All graded readers are sorted by genre. They are highly visible and easily accessed.
2. Students are informed that they are expected to read a set amount each week or fortnight.
3. Students are shown how to choose their own books and have the 'Reading Portfolio' system explained to them (see Assessment, p.14). In the next class, I give a cloze test and tell students that their challenge is to increase their score by reading books.

■ Selecting a Text

1. Students are told to find a graded reader and open it at any page.
2. They read the page.

3. While reading, students count how many words they cannot read or do not understand.
4. If there are more than five words, they are told to choose another book at a lower level. If there are less than five words, then that is their level and students can then find a book that they want to read or they can go down one level if they are not comfortable with the level that they have found.

■ In Class

For my first three classes I usually spend time discussing graded readers and the method of assessment and dealing with any problems. In these classes, I am also checking for students who are struggling. I usually do this by observing students while they do Sustained Silent Reading (SSR) for the first 10–15 minutes of my classes. I do this in all my classes.

I look for those who are using their finger or a pencil to read with ('Pencil Readers'), or those who use a dictionary for almost every word (students who do this have chosen a book that is too high for them. If the book is the right level, then a dictionary will not be needed when reading.) I look for those who have bought a book with them and those who appear to be uninterested in reading. By the third or fourth class, most students understand what to do and I can then concentrate on teaching and developing reading skills.

For my first-year students I used a reading textbook that I supplement with graded readers. First-year students are required to read a minimum of one book per semester at their level, while second-year students are required to read one book a week at their level. I expect this reading to be done over 10–12 weeks.

In my second-year reading class, students do use a textbook but it is one that I can easily complete in one semester. The graded readers are set as homework. Extensive reading dominates with students required to read one book per week at their level of ability. Again, these are recorded in the Reading Portfolios. I also use Science Research Associates (SRA) titles and newspapers in the class.

Assessment

Each student creates a 'Reading Portfolio' folder with pre-designed template sheets that students complete as they read or when they finish a book. Each folder contains:

- Book Report
- Weekly Reading Sheet
- Reading Reaction Sheet
- Reading Summary Sheet

This is maintained by students and allows them to see what progress they have made: books read, cloze test scores, reading speed, pages read per week, the lowest and highest level book they have read, etc. I use the same sheet to help me evaluate how successful the student was at keeping to the reading program goals.

- Additional materials include Cloze Tests based on OUP graded readers, Book Talk sheets (given to students to use while discussing their books in class and allowing students to hear what books others do or do not recommend), Speed Reading Record Sheets, SRA Answer Sheets, and Newspaper Activity Sheets.

Results

Many students find that their reading of English does improve and that they become more motivated as the semester progresses.

My best first-year student read 28 books in a 22 week period, ranging from *Oxford Bookworms Library* Stage 1 to Stage 4. Her reading speed rose from 78 words per minute to 156 words per minute at the end of the program. She is a second-year student now and is reading her second Harry Potter book.

The student who made the least progress in the same program read 15 books over 22 weeks. Her lowest book level was an *Oxford Bookworms Starter* and her highest was an *Oxford Bookworms* Stage 2. Her reading speed increased from 33 words per minute to 75 words per minute.

Both girls said the program was a challenge but that it did help to improve their confidence and get them more engaged in the reading of English.

Advice

Many students are initially reluctant to read a book in English. Many have the impression that it is too difficult, that the grammar is too complex or that they are not good at English. Most of these students also tend to be poor readers in their first language as well. It is important to make sure that students choose a book at their level. I use the SSR periods to find the struggling students and give them extra attention in or after class to make sure that they do find a book at their level.

■ Reluctant Readers

- * I use books at their level.
- * I use books with lots of pictures to support their understanding of the book.
- * I am flexible in my assessment of them. If they can give me an oral report on books instead of a written one, I will give them the chance to do so. I use the written format as a guide, allowing them to present orally 2–3 times.
- * I always check up on them and make a point of talking to them about books, in particular, the book that they chose. This shows that I am there, I am interested in what they are doing and I want to help. That they are not alone.

I come to every class with the expectation that students can and will read, and will do so at their level of ability. I make sure that all the students understand and do their best to meet this expectation.

■ The Teacher as Role Model

The teacher in the classroom is an important figure. They are the main source of inspiration for students (at least initially) and are the main role model that students look to for help and guidance. I always bring a book to read and read it in front of the students while they are doing their Sustained Silent Reading. I will look up periodically to see what students are doing but otherwise I am engaged in the book. I want to convey the message that reading books is important and that we will all read together.

■ **Summer Reading**

If students stop reading for a long period such as the summer vacation, they really struggle in the second semester to catch up to where they were. To help resolve this, I have encouraged students to read over the summer vacation and credited them for this reading. For every book read over summer, I tell the student that is one *less* book to read in the second semester.

When the second semester arrives, I encourage the same student to keep reading but for additional bonus points that will go towards their final grade. I have found that this has made the difference between an “A” and an “A+”.

Graded Reading Programs Case 5

School Name: Fukuoka Jogakuin University and High School

Student Type: Senior high school / university

Teacher Name: Hirofumi Hosokawa

Program Goals

The goals of these classes are to provide students with opportunities to:

- Improve general reading skills.
- Build a large English vocabulary.
- Understand grammar through reading extensively.

Background

I teach reading skills classes at university. There are 26 students in my reading class this semester. In class I mainly teach reading skills such as previewing, making inferences, scanning and skimming. I also teach paragraph organization and pattern identification. Students get 50 points from my weekly scheduled class and the other 50 points from extensive reading activities, which are conducted individually outside of class.

Program Method and Materials

- Students pick up a book report sheet when they borrow a book at the department office, which is open from 9:00 to 5:00 on weekdays.
- Students submit a book report after reading each book.
- We have two *Oxford Bookworms Library* sets and one set of *Factfiles*, which are displayed on the counter of the department office. This means that more than 250 books are always available to the students who are taking reading courses in their first and second year.

Assessment

■ Book Reports

These are three tasks in a book report:

1. The first task asks students to summarize the book they read, pointing out the part they liked the most and explain why they felt this way. Summarizing a story is not an easy task for beginners but students soon become quite skilled at it.
2. The second task asks students about the most impressive part of the story. A factual piece of information is requested, so students go back to the story and write their favorite part on the sheet.

3. The last task, however, is the most important to foster students' creative communication abilities. For the first time, here, students need to think why they like the part they wrote about in the second task. They need to explain their thoughts and write clearly enough to make them understood. I add comments on this part, so students can communicate with me through their book reports.

Students submit their book reports and I read them all. I comment on what they wrote as much as possible. Students read my comments when they get their reports back. This communication through the book report raises student motivation and enhances interest in reading. They don't feel that writing a book report is just one-sided information processing. Without wishing to overstate things, they feel respected when they learn that someone is trying to listen to them. Book reports successfully elicit students' comments about what they read. I believe that such an activity helps them to become good speakers of English.

Results

Motivated students read more than 50 books in a semester. Average students read about 30 books, and even the least motivated students read more than ten books. In the second semester, however, good students have already finished reading books at levels one through three. As the books get thicker and thicker, I give students two points for each book above level three. Students continue to read books in the second semester too, at levels four and five.

Notes

■ Super English Language High School (SELHi) Program

Fukuoka Jogakuin High School is one of the hundred designated Super English High Schools. At our high school, students read *Oxford Bookworms Library* and *Factfiles* as part of their out-of-class activities. They submit a book report every other week. About 150 students are studying in the SELHi classes from the first to the third year. I read their book reports, which are sent to my office every other Monday. This means that I read 150 book reports every other week and I provide comments for each of them. This is not a burden for me! I find this fun!

At first, it is difficult for high school students to summarize a story, but through the use of magic words such as "What happened then? Tell me more!", they learn to write more about the story. Again, with our university students, they become more confident about the fact that they can write something in English. This confidence raises their motivation to read more extensively. In fact, these high school students do not know who is reading their reports. They only know that it is not their English teachers. I am totally anonymous to them. It seems as if this anonymity helps them become more adventurous readers. Once they have started, they don't want to stop!

Graded Reading Programs Case 6

School Name: Kamitsuruma Senior High School, Kanagawa

Student Type: Third-year high school students

Teacher Name: Genichiro Ishizuka

Program Goal

- Expose students to written English through the enjoyment of reading smoothly.

Background

- Because the gap is quite wide between students who are strong and those who are weak in English, we felt that teaching the same subject matter with the same materials in one class was not advantageous for either level of student.
- We concluded that we could solve this problem by having students choose books suitable for their individual level that would enable them to read at a rapid pace.
- It is virtually impossible to prevent students from feeling that they are being forced to read if they only read designated textbooks. We wanted to find a way to help them become more positive about reading English.
- Reading just one textbook a year is not nearly sufficient in terms of the number of words students should read in a year. We felt the method outlined below would help ensure that students read a certain number of words.

Program Method

■ Main factors we considered in planning the extensive reading program:

- * Allowing the students to select books themselves

In conventional classes, teachers give lessons from a designated textbook to a class of about 40 students at a time. With this method alone, however, it is difficult to satisfy students' diverse interests, and consequently it is less effective in keeping them motivated. We concluded that offering different genres of English books and allowing students to choose the books that they wanted to read were major factors in raising motivation.

- * Allowing each student to choose books suited to their individual level

The gap in English ability between the higher and lower level students is very wide in our school. For example, some students cannot spell English words correctly when they arrive here, and many do not have a sufficient understanding of the English grammar or structures they were exposed to in junior high school. In contrast, some students are highly capable in English and are seriously considering future careers which require the

language. Sticking to using one textbook in such an environment is not an appropriate means to maximize the English proficiency of either group. As a result, we endeavored to provide as many levels and varieties of English books as possible.

■ Books

Choosing books

It is impossible for each student to buy a sufficient number of books for extensive reading, so we made arrangements for the school to provide a selection of books that students could choose from in class. We decided that English books that were read worldwide and had an established reputation would be suitable material, and thus chose a series of “graded” or “guided” readers, which are written and graded according to vocabulary and grammar levels. We also took care to choose series that provided interesting reading. About 600 books were purchased. It would have been impossible to burden students with the full cost of this many books and so I greatly appreciate the substantial financial support provided from the library budget and from the “special budget” which was used to “support the purchase of graded readers for the purpose of international understanding.”

Types of books and preparation

We put colored labels representing the different levels on the back of the books of the various series purchased. The chart below is arranged in ascending level of difficulty:

<i>Penguin Young Readers</i>		<i>Oxford Dolphin Readers</i>		
Level 1	Pink	Starter		
Level 2		Level 1		
Level 3	Green	Level 2		
		Level 3		
Level 4	Yellow	Level 4		
<i>Penguin Readers</i>		<i>Oxford Bookworms Library</i>	<i>Oxford Dominoes</i>	<i>Oxford Bookworms Factfiles</i>
Level 0	Orange	Starter	Starter	Starter
Level 1	Silver			
	Gold	Stage 1	Stage 1	Stage 1

Also, as a rough guide until the class had taken root, we directed students to start from the pink level. When they had read more than half of the books within a level, they were allowed to proceed to the next level.

For more information about graded reader series published by Oxford University Press, visit the OUP readers homepage:

www.oup-readers.jp

In order to facilitate the management of lending/returning books, we bought two book “trucks”

(mobile book cabinets) and arranged the books by color using bookends in the book trucks.

We also prepared the following supplementary materials:

- * Printed guidelines explaining the book lineup and course method used at an orientation session
- * Book list
- * Template for a book report that students would hand in after reading each book
- * Template for the Final Reading Report that would constitute a summary of all the book reports submitted during a term

■ Program Policies

1. Basically, students can choose whatever books they want to read. If they feel a book is not right for them, they can stop reading it and change to another book immediately.
2. Students start from the pink level and use this as a guide to their ability because some students just do not know where to start from among the mass of books.
3. Priority is placed on the enjoyment of reading by getting the general idea of the story without using a dictionary.

■ Actual Program Procedure

Reading classes for third-year high school students have three credits, two based on designated textbooks, and the other based on the extensive reading program.

During the 50-minute class period, the first 15 minutes are spent taking a quiz and the remaining 35 minutes on individual reading. This schedule was chosen because spending the entire 50 minutes on reading would result in some students losing concentration. Also, we considered that a quiz every week was necessary in order to ensure understanding of the textbooks used in the other two classes.

Class schedule following the quiz:

1. We hand out book report sheets to students. Students then chose a book they like from the book truck at the front of the classroom and start reading at their desks.
2. When they finish each book, they complete a book report and move on to the next book if they have time.
3. We collect all the book reports completed during the class period. We clip the collected reports together and keep them, then give them back to the students during the next class and collect them again with the new book reports for that session. Therefore, the greater the number of classes, the greater the number of book reports.
4. At the end of term, each student records all their book reports for the term on the Final Reading Report form. This shows at a glance how many books and words the student has read during the term. Assessments are based on this Final Reading Report.

While students are reading, we circulate amongst them regularly to answer any questions. Students use the books in class and are not allowed to take them home. This is because there are a limited number of books and if a student takes a book home, other students will have fewer book choices. Another reason is the possibility that students will not return the books promptly. We do, however, loan books to students after school hours on a specified day of the week and for a set time period. In this case, however, the books are to be returned before the student goes home.

Class Handout

Reading Instructions:

1. Basically, choose books you are interested in.
2. If you find a book uninteresting, choose another one.
3. Do not consult a dictionary very often. Simply understanding the general idea is fine.
4. Time how long it takes you to read the book so that you can enter it in the report for the purpose of calculating your reading speed.
5. When you have finished reading the book, complete and submit the designated book report form. If you didn't finish the book in time, enter the time it took for you to read up to the point you stopped and submit the report.

If you finished one book in a class, you earn 10 points. If you finished one book and went on to the next book, you earn 15 points. If you finished two books, you earn 20 points.

- * Your grade will be based on your book reports and the number of words read. We are planning to give higher grades for more words read.
- * Regardless of the level of your English proficiency, start from *Penguin Young Readers* (PYR) Level 1 or Level 2 or *Oxford Dolphin Readers* Starter or Level 1 (with a pink label).
- * Even if you feel that the book you are reading is easy, don't rush to the next level. Be sure to finish a certain number of books* before going to the next level.
 - * More than half of the books in each color in the case of PYR. Obtain your teacher's permission before going up to the next level.
- * Going down to a lower level after finishing higher level books is a good way of reading and is recommended. Reading easier books even after you are able to read more difficult books is called "panda reading":
http://www.seg.co.jp/sss/information/sss_lingo.html
- * You will have time to read once a week in class, but if you want to read more you can borrow books on the following days during the time period specified below, so please come to the English Materials Room or the Faculty Room, or ask your teacher.

Book borrowing:

Three days a week: Tuesday, Wednesday, and Thursday

From 1:30 p.m. to 3 p.m.

Note that you must return the books within this time period.

Assessment

We assessed students based on how much they read throughout the year. This means the more students were engaged in reading the higher their grade and, in this way, we anticipated that their motivation for extensive reading would increase.

The biggest factor used in assessment was the Final Reading Report, a compilation of all the book reports submitted by a student after every class. The total number of books and words read by that student was multiplied by a certain ratio to give a point score (value B), and combined with their grade in the regular class (value A) according to a specified percentage, to give the final grade. However, determining the appropriate percentage is an ongoing task. There are other issues that require further consideration, such as whether we should accept entirely at face value what was written in the reading record used for assessing performance.

Results

Students seemed to read quite proactively. Starting around June, we conducted classes almost every week up to the following January, and many students looked forward to these sessions. It seems we achieved our original objective of exposing students to written English through the enjoyment of reading smoothly. I should add that the students who read most in the six classes were not necessarily that good at English in regular classes. I like to believe that this trial was a success in the sense that it motivated students to read English. At first, it seemed an impossible task to instruct students in extensive reading in six classes. Through this one year experience, however, we found that this is not necessarily difficult if it is done in a controlled environment and with realistic aims.

The following are comments from students.

- * At first, it took me quite a long time to read, but I got faster after I read several books. I think I've learned the ropes.
- * I first thought that I couldn't do it, even though they were picture books. But I was glad I was able to read to some extent. I think I'm going to try reading English with a dictionary outside the class as well from now on. Gaining English proficiency is my dream.
- * It was good that the books came with illustrations, which helped me understand what was written much better. That they were classified by levels was good too.
- * I think I had a good experience because I had never had an opportunity to read English books up to then. Doing this once a week was a good way to relax as well, and I hope we'll sometimes have similar opportunities rather than studying with a textbook all the time.
- * This kind of class was new to me, so it was very refreshing and fun. I had a hard time when I was sleepy, but I thought reading books in English was not bad at all.

- * I'd had almost no other opportunities to read English outside of textbooks, so it was good I had this opportunity. I've come to understand the composition of English sentences a little. From now on I think I'll find interesting English books in bookstores and read them as well.
- * I hated extensive reading at first, but now I enjoy reading. I feel my proficiency reading long sentences and English books has improved. Too bad I didn't reach the Gold level...
- * I found it interesting that even stories I'd read before in Japanese gave me a different impression when I read them in English. I really hope this extensive reading class will be continued.
- * It is good that I have got more used to English. I think we should be allowed to start from where we want to according to our individual ability and willingness. I found it boring when I was reading pink level books. I started to find the books interesting from the orange level, but unfortunately the course finished too soon.
- * It was good that the number of books to read before going up to the next level was fixed in advance because it's difficult to judge for yourself. My personal impression was that the course was excellent because I have no opportunity to come in contact with this much English in my daily life. It was a shame, however, that I was not able to make it through to the last level because I can't read very fast.
- * I'm sad that this is the last session. I don't want to graduate! I usually don't read English books, so it was a good experience. If we started reading like this from the first year of high school, I think even students who aren't so good at English would come to understand the structure or word order of English sentences quicker.
- * It was good to have this kind of extensive reading class rather than doing regular English lessons all the time. I don't know if my English ability has improved, but I've come to like English a little more than before. I think it's good I experienced extensive reading.
- * As I hadn't had any opportunities to read English books, it was good we were allowed the time to do so. I really enjoyed reading without a dictionary. But why are we graded on the number of books and words we read? I just wanted to read!

Notes and Advice

- I'm not sure whether or not it's because the book truck is too weak, but we had difficulty carrying the materials into classrooms. Incidentally, if we offer these classes to first and second-year students as well from next year, we will have to move the truck to other floors, which will be a serious problem.
- Extensive reading classes depend entirely on students' self-discipline, so some students may not apply themselves seriously unless we set a quota or implement some other kind of rule. How to deal with this requires further consideration.
- We need to offer a wider variety of books to match students' preferences and levels.

Graded Reading Programs Case 7

School Name: Meiji Gakuin Senior High School

Student Type: Second and third-year high school students

Teacher Name: Mika Tazawa

Program Goal

- Help students read one million words in English books without using a dictionary. This means having them start from easier books and then progress to English paperbacks.

Background

Through teaching regular classes, I have found that some students, focusing too much on the structure of each sentence, find it difficult to grasp the overall meaning conveyed by each paragraph, even though they can translate it into Japanese. Some cannot finish reading a paragraph within a specified time-frame or move forward when they come to unknown words. Witnessing such students, I wondered whether there was a way to help them feel that their English proficiency had improved while enjoying reading English. Searching in the dark, I finally came across the concept of the “one million words extensive reading method”, a part of the Start with Simple Stories (SSS) Extensive Reading Method*. I learned how effective this method is by experiencing it myself.

*For more information visit:

<http://www.seg.co.jp/sss/>

Program Method and Materials

We conduct elective extensive reading classes once a week (two 45-minute classes) for second and third-year high school students over the academic year. This is the third year we have run this program. Also, for the first time this year, we conducted a five-day summer intensive course (120 minutes a session) for all student grades. We mainly use graded readers and some picture books. The *Oxford Bookworms Library* titles, *King Arthur*, *Robin Hood* (comic strips), *The Wizard of Oz* and *Alice's Adventures in Wonderland*, along with stories that students have read in Japanese as children, are popular every year. We bring about 100 books into the classroom every session.

Assessment

The grade students are awarded is based on an overall assessment of factors such as the number of words read and the level of engagement with the books.

Results

The student who read the most books in 2004 read 680,000 words. The average number of words read by students was 270,000. Furthermore, we gave a questionnaire in the final trimester to 29 students who had taken the extensive reading class. About 90% of them felt some level of change in their English ability. Many felt that...

...they were able to read faster.

...they were better able to guess the meaning of unknown words.

...they had lost their fear of English.

...they were better able to understand the content of the story.

Moreover, more than 90% of the students answered that the extensive reading class was “fun”.

Here are some of their comments:

- I actually felt that I was getting used to English books and was reading more fluently.
- I was very happy because I was gradually able to read long stories!!
- I was worried at first because I'm not even keen on reading Japanese books, but reading English books was a fresh experience for me, and I enjoyed it.
- Studying English informally without a pencil in my hand was fun.

Advice

Reading books is an activity that can be enjoyed for a lifetime. If students are able to read, not only Japanese books, but also English paperbacks, their horizons will expand, and this skill will be an asset for life. Also, every time they finish a book, they become more confident in reading English and more motivated to be involved with English. I enjoy nothing better than sharing impressions about the books I have read with students.

How to select your Oxford Graded Readers

- ✓ There should be no more than 2 or 3 unknown words per page.
- ✓ The learner can read 8-10 lines or more per minute.
- ✓ The learner understands almost all of what is being read.
- ✓ 知らない単語は1ページ2、3語以下であること。
- ✓ 1分間に8~10行のペースで読めること。
- ✓ 読んでいる内容の大意が理解できること。

If you are unsure, please call 03-3459-6481 for advice.
or visit our Graded Readers homepage for advice: www.oup-readers.jp

Oxford Bookworms and Dominoes are graded according to core structures, vocabulary and book length. Core structures provide the easiest means to select an appropriate level because the structural content reflects the grammar syllabuses of most English language coursebooks.

Bookworms と Dominoes は、主要構文、語彙、ページ数によってレベル分けされています。主要構文はふさわしいレベルを選ぶための目安となります。それは、構文内容が、ほとんどのコースブックの文法シラバスと対応しているからです。

OXFORD GRADED READERS SYLLABUS

The table below shows the core structures and the number of headwords for each stage of the syllabus.

下記の表はシラバスの各ステージごとのヘッドワード数および基本構成を表示しています。

		Starters 250 HEADWORDS	Stage 1 400 HEADWORDS	Stage 2: 700 HEADWORDS	Stage 3: 1000 HEADWORDS	Stage 4: 1400 HEADWORDS	Stage 5: 1800 HEADWORDS	Stage 6: 2500 HEADWORDS
present simple	単純現在形							
present continuous	現在進行形							
imperative	命令形							
can/cannot, must	can/cannot, must							
going to (future)	未来形							
simple gerunds	単純動名詞							
past simple	単純過去形							
present perfect	現在完了形							
will (future)	未来形 - will							
(don't) have to, must not, could	(don't) have to, must not, could							
comparison of adjectives	形容詞比較変化							
simple time clauses	単純時制							
past continuous	過去進行形							
tag questions	付加疑問							
ask/tell + infinitive	ask/tell + 不定詞							
should, may	should, may							
present perfect continuous	現在完了進行形							
used to	used to							
past perfect	過去完了形							
causative	使役							
relative clauses	関係詞節							
indirect statements	間接表現							
past perfect continuous	過去完了進行形							
passive (simple forms)	受動態							
would conditional clauses	条件節 would							
indirect questions	間接疑問							
relatives with where/when	関係副詞 where/when							
clauses of purpose, reason, contrast	目的、理由、比較を表す節							
gerunds after preposition/phrases	前置詞、慣用句の後の動名詞							
future continuous	未来進行形							
future perfect	未来完了形							
passive (modals, continuous forms)	受動態							
would have conditional clauses	条件節 - would have							
modals + perfect infinitive	完了不定詞							
so/such...that result clauses	so/such...that 節							
passive (infinitives, gerunds)	不定詞、動名詞を含む受動態							
advanced modal meanings	法助動詞の意味 (上級)							
clauses of concession, condition	条件節、譲歩節							



OXFORD BOOKWORMS
Library

- Starters (250 Headwords)
- Stage 1 (400 Headwords)
- Stage 2 (700 Headwords)
- Stage 3 (1000 Headwords)
- Stage 4 (1400 Headwords)
- Stage 5 (1800 Headwords)
- Stage 6 (2500 Headwords)



OXFORD BOOKWORMS
Playscripts

- Stage 1 (400 Headwords)
- Stage 2 (700 Headwords)



OXFORD BOOKWORMS
Factfiles

- Stage 1 (400 Headwords)
- Stage 2 (700 Headwords)
- Stage 3 (1000 Headwords)
- Stage 4 (1400 Headwords)
- Stage 5 (1800 Headwords)



OXFORD
Dominoes

- Starter (250 Headwords)
- Level 1 (400 Headwords)
- Level 2 (700 Headwords)
- Level 3 (1000 Headwords)



OXFORD Bookworms Library

Series Editor: Jennifer Bassett

- ▶ Jr. and Sr. High / Adult
- ▶ 7 Levels
- ▶ British / American English
- ▶ Beginner to Advanced



Stage 1 (400 Headwords) ▶ Recommended Level: 高校1年生



Library Stage 1
人気タイトルランキング
(Top 5 titles)

- ① The Phantom of the Opera
- ② The Monkey's Paw
- ③ The Elephant Man
- ④ The Wizard of Oz
- ⑤ The Adventures of Tom Sawyer

Reader

Starters: ¥520
Stages 1,2,3: ¥630
Stages 4,5,6: ¥740

Every title in the *Bookworms Library* is a good read and there is a wide choice of stories to satisfy any student.

Bookworms Library シリーズは、読み物として非常に優れ、また様々なジャンルからお選びいただくことができ、学習者のニーズにお答えしています。

1
The dancers

'Quick! Quick! Close the door! It's him!' Annie Sorelli ran into the dressing-room, her face white.
One of the girls ran and closed the door, and then they all turned to Annie Sorelli.
'Who? Where? What's the matter?' they cried.
'It's the ghost!' Annie said. 'In the passage. I saw him. He came through the wall in front of me! And ... and I saw his face!'
Most of the girls were afraid, but one of them, a tall girl with black hair, laughed.
'Pooh!' she said. 'Everybody says they see the Opera ghost, but there isn't really a ghost. You saw a shadow on the wall.' But she did not open the door, or look into the passage.
'Lots of people see him,' a second girl said. 'Joseph Buquet saw him two days ago. Don't you remember?'
Then all the girls began to talk at once.
'Joseph says the ghost is tall and he wears a black evening coat.'
'He has the head of a dead man, with a yellow face and no nose ...'
'... And no eyes - only black holes!'
Then little Meg Giry spoke for the first time. 'Don't talk about him. He doesn't like it. My mother told me.'
'Your mother?' the girl with black hair said. 'What does your mother know about the ghost?'



from *The Phantom of the Opera*, Bookworms Library Stage 1

Bookworms Library Set

15% off!

Set A ¥56,000 (本体¥53,334) 5975693 (9780195975697)



All 109 books published as of October 1, 2005 from the Oxford *Bookworms Library* stages: Starter, 1, 2 and 3.

セットAは2005年10月1日現在、既刊のタイトルStarter, 1から3の合計109冊が含まれます。

Set B ¥41,000 (本体¥39,048) 5975707 (9780195975703)



All 66 books published as of October 1, 2005 from the Oxford *Bookworms Library* stages: 4, 5 and 6.

セットBは2005年10月1日現在、既刊のタイトル4から6の合計66冊が含まれます。



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