

# Extensive Reading Instruction at Akita Prefectural University: How Students Perceive Their Reading Experiences

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## INTRODUCTION

How many students in our program read in English other than sentences or short passages in English textbooks before entering university? How many of them read through a book all in English? I believe that not many of them would say yes to these questions. Are the reading opportunities provided in the classroom enough for them to become confident readers of English? Unfortunately, a 90 minute-lesson does not provide students ample time to read extensively. Then how can teachers help students maximize their reading habits and abilities?

One possible course of action is promoting extensive reading, reading in quantity for general understanding and enjoyment. EFL educators and institutions have been interested in extensive reading instruction in hopes of coping with the above concerns. Akita Prefectural University is not the exception in this trend. The university does not have an extensive reading course in its curriculum; however, it has integrated reading activities in all the freshman courses. Students are encouraged to read more than one English book outside the classroom, write and submit a book report during the semester (see the book report sample in Appendix 3). Submission of a book report is included in final grades (see Takashina, 2006).

In this study, I aim to investigate how students worked on extensive reading and how they felt about their reading experiences in order to improve extensive reading instruction. First, I will make an overview of literature on extensive reading and present the possible benefits to students. Second, I will present the results of a student survey which focused on their perceptions of their reading experiences and on learning English. Finally, I will discuss how the English Program can improve its instruction. In other words, I will discuss how to enhance students reading abilities, build their reading habits and their self-development as whole individuals through extensive reading.

## OVERVIEW OF EXTENSIVE READING

Extensive reading differs from intensive reading which involves a close look at forms. According to *Longman Dictionary of Language Teaching and Applied Linguistics*, "Extensive reading means reading in quantity and in order to gain a general understanding of what is read. It is intended to develop good reading habits, to build knowledge of vocabulary and structure, and to encourage a liking for reading" (Richards, Platt, and Platt, 1992, p.133), while "intensive reading is generally at a slower speed, and requires a higher degree of understanding than exte-

nensive reading" (Richards, Platt, and Platt, 1992, p.133).

According to the introduction of *Successful Strategies for Extensive Reading* (Jacobs, et. al. 1997, p. iii), the advantages of extensive reading are thought to be:

1. Students increase their knowledge of the world. Thus, they are better able to understand course content and real-life situations.
2. Students increase their knowledge of vocabulary, grammar, and text structure. Thus, their language proficiency increases in all the four skills of listening, speaking, reading and writing.
3. Students improve their reading skills and develop more effective reading strategies.
4. Students come to enjoy reading. Thus, they read more and become good examples for others.
5. Students come to make reading a life-long habit. Thus, they continue to strengthen their literacy skills throughout life and have a greater potential to be informed, active citizens of the planet.

Day and Bamford (2000) report that extensive reading promotes reading fluency, that is, increasing reading speed and giving more attention to overall meaning rather than paying attention to small details. The studies of extensive reading have found impact on L2 competencies in reading fluency (Bell, 2001; Day & Bamford, 2000; Hirsch & Nation, 1992), listening, writing, and vocabulary (Nation, 1997; Day & Bamford, 1998; Mason & Krashen, 1997).

Among the multiple competencies, improvement of reading fluency is largely expected. In my former study on the impact of extensive reading in a Japanese university class, students improved their reading

fluency over one semester; the average of improvement was approximately 130 words per minute to 160 words per minute for three months (Kusanagi, 2005). Regarding students' perceptions, Kobayashi (2006) reported that 87% of university students in extensive reading courses felt that they improved their reading speed and 60% of them felt that they improved their vocabulary. While they had positive feelings on these two aspects, only 26% of the students thought that they improved grammar.

It is also widely accepted that extensive reading gives positive influence on learner's affect; attitudes towards the L2 culture and people, increase of learner's autonomy, and motivation which drives a learner to read (Day and Bamford, 1998). In Kusanagi's study (2005), the survey results reported that the students' enjoyment, confidence, and motivation in reading in English were relatively positive at the end of the course. Kobayashi (2006) also presented favorable results in students' interests in an extensive reading course and English language at the end of the semester.

Mason and Krashen (1997) and Nation (1997) consider that learner's positive attitude gain is the most important among the possible outcomes resulted by extensive reading. This point, promoting learner's attitude toward reading in a foreign language, is the initial goal and must be kept in mind in designing a course syllabus.

#### **THE LIBRARY RESOURCES AT AKITA PREFECTURAL UNIVERSITY ON AKITA CAMPUS**

The University Library on Akita Campus possesses approximately 1490 titles of books for extensive reading according to the library catalogue as of November 2006. The collection

includes picture books and leveled books written for L1 children and adolescents, and graded readers (books written with simpler vocabulary and grammar) targeted to ESL/EFL learners. Graded readers provide ESL/EFL learners opportunities with a model of English language so that they can learn and develop reading fluency (Hill, 1997). Many of the titles in the library collections are graded readers from starter level to advanced level published by multiple publishers. The wide range of levels and titles of the collection enable individual students to find appropriate level books for their levels. I will report how this valuable collection has been utilized among the students by presenting the results of a survey in the result section.

## THE EXTENSIVE READING SURVEY

### Materials

A survey was conducted with a questionnaire consisting of 18 questions including 13 dichotomous questions (Items 1, 3, 6, 7, 9 to 17), two questions for filling a number of books (Items 2 and 8), three questions for

open-ended questions (Items 4, 5, and 18). One of the open-ended questions also asked respondents to fill in the number of books read (Item 4). To learn students' honest feelings towards their reading experiences and avoid misunderstanding, the instructions and questions were all written in Japanese (see Appendix 1; see also Appendix 2 for an English version).

### Procedures

The survey was conducted in three freshman classes and three sophomore classes of the Faculty of Bioresource Sciences by three English teachers on Akita Campus in the second and the third weeks in November 2006 (see Table 1). The teachers explained the purpose of this survey study, asked students to be a part of this project, and received consent from them before conducting the survey. This survey was administrated in all the freshmen classes and all the sophomore classes offered on Akita Campus in the Fall Semester (see Table 1). As a result, 141 freshmen (90% of the freshmen population) and 102 sophomores (86% of the sophomore population) participated in this project.

Table 1. Classes and Respondents

Course	Major	Required/Elective	Grade	No. of Respondents
CALL II	Agribusiness	Required	1st grade	40
CALL II	Biological Production Biological Environment	Required	1st grade	48
CALL II	Biological Production Biotechnology	Required	1st grade	53
<i>Jitsuyo</i> English	Biological Production Biological Environment Biotechnology	Elective	2nd grade	32
<i>Jissen</i> English I	Biological Production Biological Environment Biotechnology	Elective	2nd grade	24
Reading II	Biological Production Biological Environment Biotechnology	Elective	2nd grade	46
Total				243

The respondents were asked to circle one of the dichotomous answers of yes and no, fill in number of books they borrowed at the library and number of books they read, and write short comments. The respondents wrote their comments in Japanese in order to express their feelings freely. The author then translated them into English for the analysis. The survey was administered for approximately five minutes at the end of the lesson in each class.

### Analysis

After the administration of the survey, the data were counted and calculated in percentages in order to examine the overall tendency among the responses.

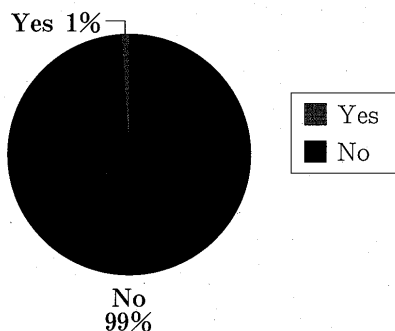
### Result

#### *Students' Reading Habits in English*

The responses of Question 1 indicate the majority of students (99%) do not have the habit of reading books or magazines in English (see Figure 1). Only three students read in English regularly and the average number of books or magazines they read was one.

Figure 1.

Q 1. Do you read books and magazines in English?



#### *Students' Reading Experience in English*

The majority of students (96%) answered that they had reading experience in English (see Figure 2). This response was predicted because they had their reading experiences from the extensive reading assignments in previous courses. The responses in Questions

3 and 4 showed that 97% of students did the assignment, and 19% who did the assignment also read English books voluntarily for pleasure (see Figure 3). 2% of students did not do the assignment, and 1% of students did not do the assignment but read voluntarily. The last group of students may have given up submitting their book reports after reading for some reason. Because the data relied on the respondents' self-reports, inconsistent results were obtained for the percentages of having no reading experience (3%, see Figure 3) and haven't done a reading assignment (see 2%, Figure 4).

Figure 2.

Q 3. Have you read books and magazines in English?

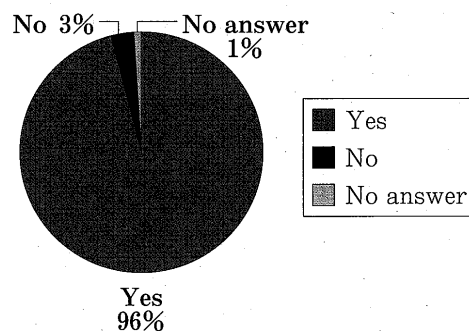
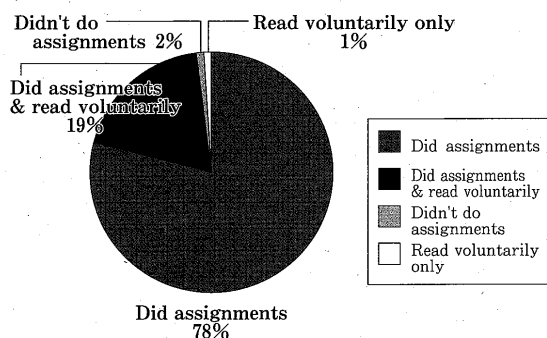


Figure 3. Percentages of students who did/didn't do assignments



#### *Students' Use of Library*

Most of the students (96%) are aware of the reading resources at the University Library because they had guidance from teachers and they were instructed to read English books for a book report assignment (see Figure 4). Among the students who did the assignment, 90% of them read books from

the library (see Figure 5). Figure 6 indicates that the main reading resource was the library collection. The results of Question 4 showed that two thirds of the students borrowed books from the library and one third of students obtained books elsewhere for their assignments or reading for pleasure. Students read one to fifteen books for the assignment with the average of 2.2 books. They read one to five books for pleasure with the average of 2.3 books.

Figure 4.

Q 6. Do you know that the library has English books?

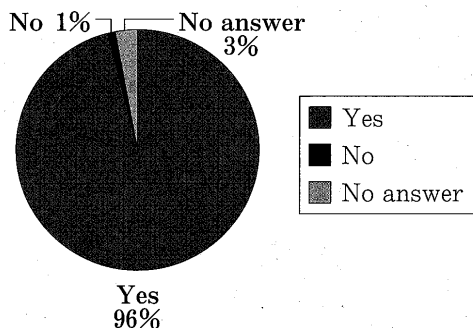


Figure 5.

Q 7. Have you borrowed English books at the library?

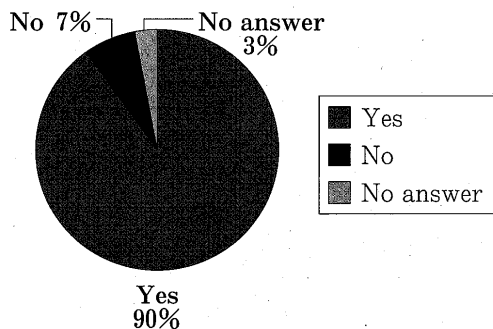
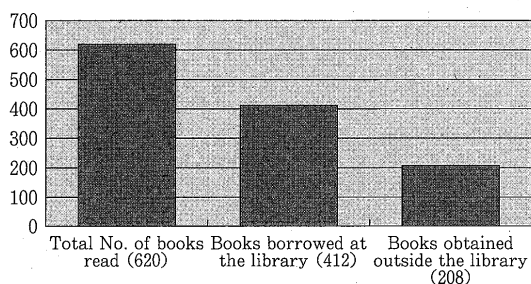


Figure 6.

Q. 4 How many books did you read?

Q 8. How many books did you borrow at the library?



### Students' Attitudes toward Reading in English

Considerably positive attitudes toward reading fluency were observed in the results. 78% of respondents answered that they wished to read faster (see Figure 7). 89% of them answered that they wanted to read without a dictionary (see Figure 8).

Figure 7.

Q 9. Do you want to read English books and magazines faster?

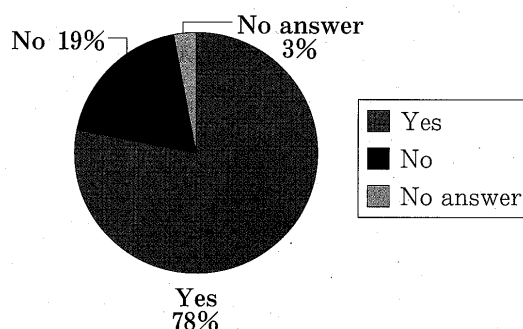
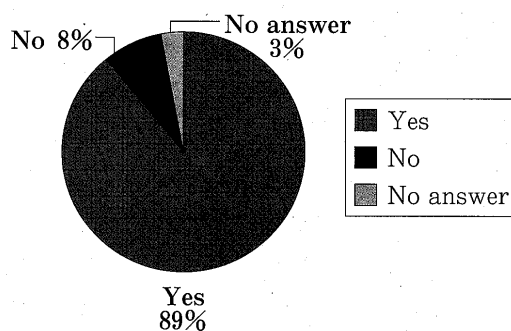


Figure 8.

Q10. Do you want to read English books and magazines without a dictionary?

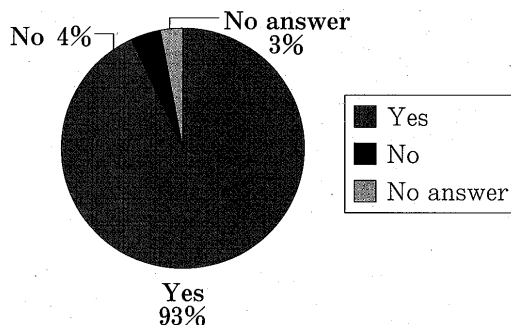


### Students' Attitudes toward English Abilities and Learning

Students' desires of improvement in vocabulary and grammar are relatively high. 93%

Figure 9.

Q11. Do you want to have larger vocabulary?



of respondents wished to increase their vocabulary, and 83% of them wanted to improve their grammar (see Figures 9 and 10). Against their high interests in improving fluency, vocabulary, and grammar, their interests in learning about foreign cultures and diverse information or ideas were modest, 69% and 68% respectively (see Figures 11 and 12).

Figure 10.

Q12. Do you want to improve grammar?

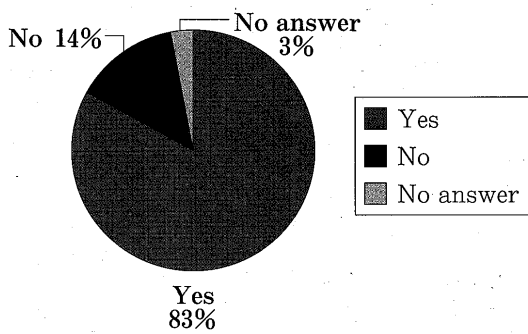


Figure 11.

Q13. Do you want to learn about foreign cultures?

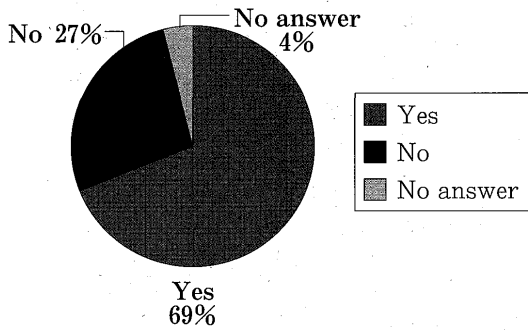
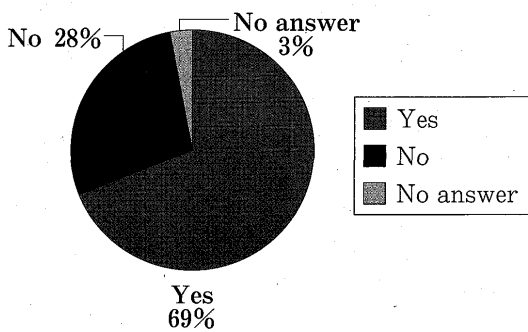


Figure 12.

Q14. Do you want to learn various information or peoples' ideas from novels, essays, or articles?



### Students' Attitudes toward Extensive Reading Activities

Different ideas about reading for pleasure were identified. 50% of respondents answered that they wanted to read for pleasure in the classroom (Figure 13). Approximately half of the respondents supported the idea of reading for pleasure outside the classroom. 67% of students wanted to read for pleasure outside the classroom (Figure 14) and 47% of students said they would like to share their ideas about their readings with others outside the classroom as extracurricular activities (Figure 15).

Figure 13.

Q15. Do you want to read books for pleasure in class?

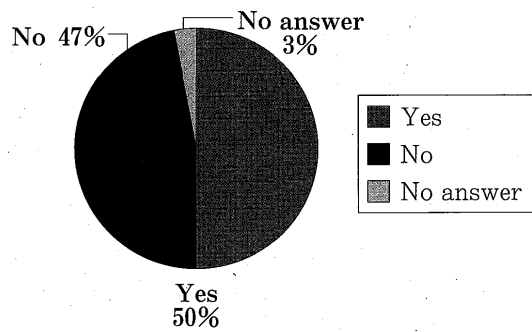


Figure 14.

Q16. Do you want to read books in English outside the classroom?

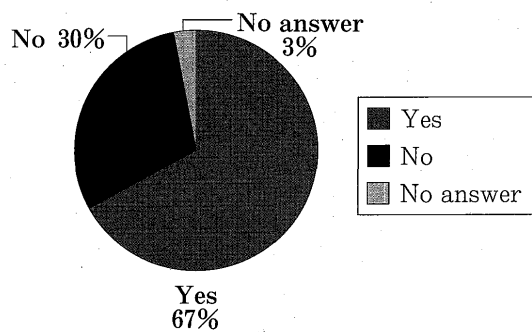
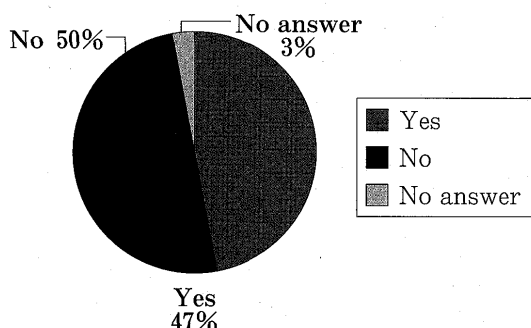


Figure 15.

Q17. Do you want to exchange your ideas from reading by watching movies based on novels or discussions outside the classroom as extracurricular activities?



### Students' Comments on Reading

**Reasons for not reading.** As reported earlier, 3% of students responded that they had no reading experience in English, and 2% of them answered that they did not do the reading assignment. Their comments in the open-ended section in Question 5 showed negative feelings. Two students commented on the activity of reading itself:

- *I don't like reading.*
- *I don't go to the library.*

Another category of comments indicates their demotivation in the action of reading or learning English. Two students said:

- *I don't feel like reading in English because I have no interest.*
- *Reading in English is bothersome. I don't have time for it.*

Although they were given chances to read in English for an assignment, two students said:

- *I don't read in English because I have no opportunity.*

The majority of students among these students mentioned about having difficulty reading in English. This factor represents the negative feelings among these students. 11 people wrote:

- *I don't read in English because I can't understand.*
- *I can't read smoothly because I'm poor*

*at English.*

It seems that their feelings of having difficulty in learning English reinforces negative feelings. Two students said:

- *I hate English. That's why.*
- *Why do I have to read in English? I'm Japanese.*

### Positive comments on reading experience.

Multiple comments were written in the open-ended section in Question 4. Many students commented about easiness they felt. 18 students said:

- *It was easier and more interesting than I expected.*

Eight students mentioned that choosing an appropriate level or length of books was a primary factor in success.

- *It was easy for me to read in English because I chose an easy book(s) at my level. (8 students)*
- *I found it easy when I read a thin book. (3 students)*

Students reported that reading in English was interesting for them as follows:

- *Reading in English was difficult but also interesting.*
- *It was interesting when I could understand the story. (2 students)*
- *I enjoyed the story.*
- *It was fun when I could read smoothly.*

Although they favored their reading experiences, they remarked the time constraints.

- *It was more interesting than I thought but it took time.*
- *I thought it was interesting but I couldn't read more because I had no time.*

Another important factor was a topic. Some students reported:

- *I can read if the topic is of my interest. (3 students)*
- *I found it interesting if the topic was of my interest.*
- *I felt a biography was easy but fiction*

*was difficult to read.*

A few students mentioned that their former experiences or knowledge of the story they read was also helpful when reading in English.

— *I could read easily because I read the book in Japanese before.*

— *I could read easily because I watched a movie of the story before.*

Their reading experiences helped the students to develop inference skills. They began to understand a story from the context or a visual support.

— *I could guess and understand the story.*  
(5 students)

— *I guessed more often when I read in English than when I did in Japanese.*

— *I could read the story because there were some illustrations.*

One student commented about his / her concerns about reading with inference.

— *It was interesting but I also felt uneasy. There were many new words and I wondered if I understood the story well or not.*

Their reading experiences formed positive feelings.

— *It was difficult but I had a feeling of accomplishment.* (3 students)

— *I felt happy about having been able to read in English.*

— *I learned a lot from reading.* (2 students)

— *I could improve my English ability.*

Having had positive experiences, a few students showed stronger interests in learning English.

— *I'm more interested in English language than before.*

— *I read easy books. I do want to read more difficult books next.*

Some students became aware of differences in English and Japanese language cultures.

— *It was interesting to know that there were slight differences when expressing*

*the same things between a Japanese book and an English book.* (2 students)

— *I found that American jokes were not interesting for Japanese people.*

— *I learned that every story had a punch line.*

#### **Negative comments on reading experience.**

While numerous students had positive experiences in reading in English, a relatively large number of students had rather negative feelings towards their experiences. Some students showed their indifference to the activities. Their major concern was to get an assignment done.

— *I did it just because it was an assignment.*  
(2 students)

— *I wouldn't read if it hadn't been an assignment.*

— *I don't remember anything from the reading assignment.*

Six students said, "Reading in English was bothersome." The primary factor of their negative feelings comes from their English abilities. 31 students stated:

— *Reading in English was very difficult and I couldn't understand at all. I got tired while reading.*

The biggest reason that the students felt it difficult was because of vocabulary.

— *Reading in English was difficult because of my poor vocabulary.*

They used a dictionary to cover their weakness in vocabulary and translated while reading.

— *It took time to understand the story I read because I had to look up words in a dictionary so many times.* (4 students)

— *Reading in English was difficult because I had to translate what I read into Japanese. I couldn't enjoy reading.* (5 students)

— *I can't read without a translated text.*

It is likely to say that some students felt reading in English was tiresome as they



had to look up words in a dictionary too often and switched from one language to another. These actions obstructed the flow of reading. There was a comment saying:

— *English words didn't come into my mind smoothly.*

This resulted in having no enjoyment among the students. The typical statements are:

— *I couldn't enjoy because I had to try to understand the story so hard.*

— *It took a lot of time even with a short book. (2 students)*

— *The book I read was too long.*

— *I don't want to do it again. It was difficult and I don't have time. (2 students)*

— *It was not fun. I wouldn't read again. (4 students)*

Lastly, a few students raised the issue of authenticity in graded readers.

— *I read a Sherlock Homes book. It was not so interesting because the book was simplified.*

— *I felt that the story I read had lack depth. I think simplified books at easy levels are not interesting.*

— *The story was not easy to follow because I chose a book at an easy level.*

## DISCUSSION AND CLOSING REMARKS

Having presented the results of a survey conducted on Akita Campus, I can return to the purposes of this study in this section; examining how students worked on extensive reading and how they felt about their reading experiences for further development of the extensive reading instruction.

Most of the students tried extensive reading as an assignment in various English courses but they read only 2.2 books a semester at average. This number is too small for students to have gained the positive effects of extensive reading such as developing good reading habits and a

liking for reading, and building knowledge of vocabulary, structure, grammar, and reading fluency. According to their responses, students have strong desire to improve their English abilities. Teachers can explain the purposes, meanings, and benefits of extensive reading to raise students' awareness and expectations towards their desires of improvement before students begin reading, and remind them of the expected benefits while they are doing the activity.

Thanks to the reading assignment, a high percentage of students in the program had reading experience in English (97%). Nevertheless, students' reactions fall into two categories; students perceived their reading experiences positively and negatively as the earlier section presented. The numbers of written comments in the open-ended questions were 81 positive and 58 negative comments. The negative comments tell us that teachers must also give detailed instructions for extensive reading. The following instructions are crucial (see Kusanagi, 2004 for detailed information):

1. A student can receive benefit from reading when he/she read a book at an appropriate level. Thus a student must know his/her right level. When a page has more than two unknown words, the book is too difficult to read without a dictionary.
2. Ideally, a student begins reading with a book at one to two levels lower to him/her to be familiar with reading in English.
3. A student can give up a book if it is not interesting.
4. A student should choose a book of his/her interest.
5. A student must not use a dictionary because looking up words frequently interrupts the flow of reading.

6. A student should read in quantity.

7. A student enjoy reading regulary.

The main factor of students' having negative feelings is difficulty. Students reject reading in English and learning English when they struggle. Beginning extensive reading with easy materials is highly recommended. Laufer's (1989) research suggests that learners need to be familiar with at least 95% of the words appeared in the text for good understanding. Even "too easy" texts will allow learners to read faster (Waring, 1997). By giving the above instructions, those students who have weak English abilities (especially vocabulary) and confidence, will find it easier to read in a foreign language. The students who perceived their reading experiences positively stated that they enjoyed reading when the texts were easy to follow.

Understanding is the key to success in continuing and liking reading, and it will promote building good reading habits. Promoting learners' reading habits is also important for their vocabulary learning. Nation (1997) claims that learners should keep reading in order to retain their learned vocabulary by saying "Essentially, vocabulary learning from extensive reading is very fragile. If the small amount of learning of a word is not soon, reinforced by another meeting, then that learning will be lost" (p.4). Bell (1998) also states this point, and discusses that the knowledge will be made available for productive abilities of speaking and writing by repetitive learning.

When students become to read regularly, they will notice differences in language cultures and peoples' ideas, and appreciate the differences. 69% of students responded that they wanted to learn about foreign cultures, various information and peoples' ideas from reading. It is expected that students' interests in these aspects will be

increased when students experience for themselves what someone else (characters in books) from another culture has gone through by reading about it in a book.

The results indicate that students have not formed good reading habits after reading books for one semester. 50% of students responded that they wanted to read books in class. According to Kanaya et. al. (1992, 1994, 1995), the extensive reading program need several months to observe the effects on junior high school and senior high school students' reading habits and abilities (eight months for the former group and six months for the latter group). At university, one semester has only three and a half months. University students should be encouraged to try extensive reading for two semesters at least.

Ideally, more activities for extensive reading should be included in regular lessons, but there is time constraint. There are two ideas to make a compromise the situation. First, we can set a short sustained silent reading time in a lesson, ideally at the beginning of each lesson. Second, extracurricular activities may be one option to promote extensive reading at the university such as a "Book Club" as McQuillan & Tsu suggest (1997). Students read for pleasure voluntarily, then introduce the books they read and exchange their thoughts on the stories at a meeting. Students can also use and improve listening and speaking skills by doing activities such as a discussion, a presentation, storytelling, and watching movies. These integrated intellectual activities may enable students become independent readers and thinkers as well as to improve their English abilities.

Lastly, evaluation of extensive reading effects must be done after reforming the instructions. To depict the group tendency and individual students' reactions and

reflections, both quantitative and qualitative examinations must be done in the following areas: Reading level and ability, performances in number of books and words they read, improvement of overall English abilities (vocabulary, grammar, and etc.), reading habits, and attitudes. I believe that extensive reading will help science major students be balanced intellectual persons.

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## APPENDIX 1

### 英語読書に関するアンケート

学部・学科 \_\_\_\_\_ 学年 \_\_\_\_\_

現在の受講講座名 \_\_\_\_\_

性別 男 女 年齢 \_\_\_\_\_ 才

英語読書に関して、以下の質問に答えて下さい。「はい」「いいえ」が書かれているものは、いずれかに丸を  
して下さい。

1. 英語の本や雑誌を普段読みますか。 はい いいえ
2. 質問1に「はい」と答えた方に伺います。一ヶ月に何冊読みますか。 ( ) 冊
3. 英語の本や雑誌を今までに読んだことがありますか。 はい いいえ
4. 質問3に「はい」と答えた方に伺います。該当するものを丸でかこみ、読んだ冊数を記入して下さい。

授業の課題として読んだ ( ) 冊

授業外に自主的に読んだ ( ) 冊

また、その感想を記して下さい。

5. 質問1と3に「いいえ」と答えた方に伺います。読んだことがない理由は何ですか。理由を記して下さい。

6. 大学図書館に英語の本があることを知っていますか。 はい いいえ
7. 大学図書館で英語の本を借りたことがありますか。 はい いいえ
8. 質問7に「はい」と答えた方に伺います。今までに何冊借りましたか。 ( ) 冊
9. 英語の本や雑誌を速く読みたいと思いますか。 はい いいえ
10. 英語の本や雑誌を辞書無しで理解したいと思いますか。 はい いいえ
11. 語彙を増やしたいですか。 はい いいえ
12. 文法力を伸ばしたいですか。 はい いいえ
13. 外国の文化を学びたいですか。 はい いいえ
14. 小説、エッセイ、記事から、さまざまな情報や人々の考えを知りたいですか。  
はい いいえ
15. 授業内で楽しむ為の読書をしたいと思いますか。 はい いいえ
16. 授業外で楽しむ為に読書をしたいと思いますか。 はい いいえ
17. 授業ではなく、授業外の課外活動として、自主的に英語読書を楽しみ、時々、教員や他の学生と読んだ  
本をもとに製作された映画を視聴したり、意見交換をすることに興味はありますか。  
はい いいえ
18. その他、英語読書に関して意見や経験談があれば、自由に書いて下さい。

## APPENDIX 2

### Survey on Reading in English

Department: \_\_\_\_\_ Grade: \_\_\_\_\_

Course: \_\_\_\_\_

Male / Female Age: \_\_\_\_\_

Please answer the questions about reading in English. Circle "Yes" or "No" where indicated.

1. Do you read books or magazines in English? Yes No
2. Answer if you circled "Yes." How many books or magazines do you read a month? ( )
3. Have you ever read books or magazines in English? Yes No
4. Answer if you circled "Yes." Circle the choice that applies to you and fill in the number of books or magazines you read.

I read for assignments. ( )

I read for pleasure. ( )

Comments:

5. Answer if you circled "No" for Q1 and Q3. Give reasons for why you don't/haven't read books or magazines in English.
6. Do you know that the University Library has English books? Yes No
7. Have you borrowed English books? Yes No
8. Answer if you circle "Yes" for Q7. How many books did you borrow? ( )
9. Do you want to read English books or magazines faster? Yes No
10. Do you want to understand English books or magazines without dictionaries? Yes No
11. Do you want to improve vocabulary? Yes No
12. Do you want to improve grammar? Yes No
13. Do you want to learn about foreign cultures? Yes No
14. Do you want to learn various information or ideas from novels, essays, and articles?  
Yes No
15. Do you want to read for pleasure in the classroom? Yes No
16. Do you want to read for pleasure outside the classroom? Yes No
17. Are you interested in reading for pleasure, watching movies which are made from the books you read, exchanging your ideas on the readings with other students and teachers as extracurricular activities? Yes No
18. Please write your comments about your reading experience in English or ideas about the experience.

**APPENDIX 3**

Book Report (Takashina, 2006)

Book Report

Akita Prefectural University, Faculty of Bioresource Sciences

Depart. \_\_\_\_\_ No. \_\_\_\_\_ Name \_\_\_\_\_

Title:

\_\_\_\_\_

Author: \_\_\_\_\_

Level: 1, 2, 3, 4    Stage 1, 2, 3, 4, 5, 6    Step 1, 2, 3, 4    Grade 1, 2, 3, 4

Starter, beginner, elementary, intermediate, upper

Summarize the story: (日本語で)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Your Comments: (日本語で)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

This book was: a) too easy for me    b) at a good level for me    c) too difficult

New vocabulary and idioms

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date: \_\_\_\_\_ 月 \_\_\_\_\_ 日