



CHOOSING THE RIGHT BOOK

Keywords

free choice • comfort level •
variety of topics • motivation • class library

Where intensive study meets extensive reading

When following a programme of study, the work is naturally intensive, as you have to learn structures, constantly memorize new words, become familiar with the vocabulary, study grammar rules, recognize and use functions and then practice them all in speaking and writing. This can be quite a challenge! Graded readers are a very useful tool to assist this challenge, because they offer texts, even short ones, which consolidate linguistic knowledge through a wide **variety of topics** which have something for everyone. As well as this – and this is one of their most successful characteristics – you can choose the graded reader that is at the **most “comfortable” level** for students, so that they feel curious and involved in the subject and are stimulated to continue reading it.

Free choice means better motivation

It is important, especially as graded readers are meant to be enjoyable, that the texts are fluid and not continuously interrupted by tests. If we consider this an effective premise for reading, graduated reading can be seen as a very useful supplement when integrated into to the study program, making it more active, engaging and less tiring. To make sure that students always enjoy approaching a text, it is important that they are **free to choose** the title that inspires them, as they will be more **motivated** if they find a story that arouses their interests and curiosity. Even in the same class it might be useful to have different graded readers, which the students can then swap. In each class a **small library** could be created, in which books can be exchanged, be the object of discussions, exchange of “reviews” and an expansion of cultural horizons and tastes.



Create a book

1 Match these titles (1-3) to the genre that you think is most suitable (a-c).

- | | |
|---|-------------------|
| 1 <input type="checkbox"/> <i>The Canterville Ghost</i> | a Adventure story |
| 2 <input type="checkbox"/> <i>Alaska Adventure!</i> | b Detective story |
| 3 <input type="checkbox"/> <i>Act II: Murder!</i> | c Ghost story |

2 Which text (A-C) belongs to each of the titles (1-3)?

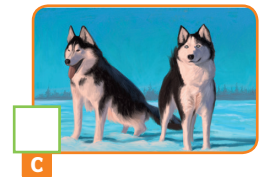
A *At eleven o'clock, they all went to bed. Some time later, Mr Otis woke up because there was a strange noise in the corridor. It was one o'clock. He opened his bedroom door. In front of him, there was a terrible old man. His eyes were red like fire. His long grey hair was thick and dirty. He was wearing old-fashioned clothes. Heavy chains were hanging from his wrists and ankles.*

B *George Parker's plane landed at Fairbanks International Airport in the late afternoon. Jim Nakodi was there to meet him. "Welcome George!" exclaimed Jim. "It's good to see you! Thanks for coming up so quickly. This earthquake created a real emergency. We need an expert like you." "Jim! It's been a long time!" said George, smiling at his friend. "Wow, it's really cold up here!"*

C *Suddenly a young man in the crowd cried, "Look! That's Sherlock Holmes, the famous British detective! I read about him in the paper." "Yeah!" exclaimed an old man. "He's lecturing at the university and then taking a vacation in the States." Everyone was amazed when they saw a tall, well-dressed man of about 45, walking into the theater.*

3 Which picture would you choose for the cover of each book?

Match the pictures (A-C) to the titles (1-3) from exercise 1.



4 Now you have “created” four books about five different subjects. Which would you prefer to read? Why? Explain your choice in one sentence.