Shared Identities: Our Interweaving Threads

Two contrasting approaches to extensive reading

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Despite the focus in discussions of Extensive Reading (ER) generally being on learners reading individual titles, alternative, more integrated approaches include the use of group and class readers—with the primary distinction between the individual and group/class reader approaches being that the former stresses individual choice, reading quantity, and learner autonomy, and the latter stresses reading quality and the use of readers as the basis for integrated, four-skills courses. Based on the authors' experience in a wide variety of Japanese university teaching contexts, and with a wide range of learners, this paper provides clear arguments in favor of each approach and describes how each can most effectively be used to meet learners' needs.

多読(ER)に関しての討論が一般的に学習者が自分自身で選択しながら進めて行く方法に焦点を置くが、グループやクラスを使ったより方向性を持たせたもう一つの選択肢としての多読を相対するものでは無く、二つをより有効に使う手段として、ここでは検討する。学習者個人による多読と、グループやクラスを使った多読との主たる相違点は、前者が個人による本の選択、その量、自主性ということに重点を置いているのに対して、後者は多読の質と4つのスキル(リーディング、リスニング、ライティング、スピーキング)を目標とした統合された授業の基点としてのリーダーに重点を置いている。著者の日本の大学での多岐に渡る経験と、その学習者の多様性を生かして、それぞれの利点について分かりやすく論議する。

E xtensive Reading (ER) currently seems to be experiencing something of a boom in Japan, a place described by Maley (2008) as one of "a number of geographical 'hotspots' for ER" (p. 148). Publishers of graded readers continue to add new titles and even whole new series, recent JALT conferences have seen a large number of ER-related presentations, and 2008 saw the formation of a JALT Extensive Reading special interest group.

Extensive Reading is practiced in a wide variety of ways by teachers in a wide variety of teaching contexts, but one major division can be drawn between programs that use class or group readers on the one hand, and those that use individual readers on the other. This paper seeks to look in depth at these two approaches, and to arm teachers with sound arguments in favor of each. Rather than pit the two approaches against one another, the paper explains the advantages that each offers, and highlights some of the factors that teachers would do well to consider in deciding which approach is best suited to their particular teaching context and students.

This paper is based on the authors' experiences with Japanese EFL students in both private and national university contexts, levels ranging from elementary to advanced, in streamed and unstreamed classes, and in elective as well as compulsory courses with between 15-35 students. Although the focus of this paper is on ER, the issues discussed are equally relevant to the use of graded reader tapes/CDs (i.e., Extensive Listening) or the simultaneous use of graded readers and tapes/CDs (see, for example, Brown, Waring, & Donkaewbua, 2008; Rosszell, 2009).

The class/group readers approach

The class/group readers approach is sometimes disparaged by those who claim that group, and especially class, readers do not qualify as "ER" because students are not free to self-select titles or to set their own reading schedules (e.g., Day & Bamford, 1998). However, in our view, ER has only two essential criteria: (a) the learner is able to understand and enjoy the text (i.e., reading in the regular sense of the

word), and (b) reading is done in quantities great enough to aid in the incremental development of reading fluency and comprehension. Other criticisms have addressed situations in which an entire book is read aloud by the teacher and/or the students, or in which the reader becomes a tool for teacher-centered, intensive reading classes. However, as Nuttall (1996) pointed out, "[Class readers] do not have to be like that: properly handled, they can become favorite lessons" (p. 145). D. Hill (2003, November 11) similarly suggested that if used properly, they can be the most popular part of the English program, and can serve as the hook that gets reluctant readers involved in ER (2003, November 14). Maley (1988) sums up the potential benefits of an integrated approach best in stating that group and class readers enable the teacher to "treat the reader as a total language resource, not simply as a device for promoting reading.... The reader is conceived as a springboard to propel the learner into manifold language activities, rather than a couch upon which he or she can passively recline" (p. 3).

To encourage the effective use of class readers, D. Hill (1992) offered the following guidelines:

1. Do not bore the students; two weeks for short titles and four weeks for long ones.

2. Some reading aloud can be done, but focus on silent reading.

3. Focus on the main ideas. Do not spend too much time on the details.

4. Choose a variety of genres and settings.

5. Keep the focus on improving language

proficiency, not literary appreciation (pp. 145-146).

For one of the author's of this paper, after using textbooks in conversation classes at Japanese universities for a number of years, it became clear that to more effectively help learners to raise their general English proficiency, a more intellectually stimulating and integrated approach was necessary. In addition, to increase learners' opportunities for learning, they needed to be exposed to substantially greater amounts of English (D. Hill, 1992; Krashen, 1989). Finally, given that most learners' productive skills lagged far behind their receptive ones, a greater emphasis needed to be placed on productive lexical skills. The goal was a course that blended teacher-directed and self-directed learning; one that encouraged learners to take greater responsibility for their own learning while respecting Japanese learners' tendency to expect the teacher to provide direction and structure. The end product, the course described below, has much in common with R. Hill's (2008, November) practice of *Expansive Reading,* Daniels's (2002) *Literature Circles*, and Furr's (2007; n.d.-a; n.d.-b) *Reading Circles*.

The class/group readers approach in action

This course has been designed for first- and second-year university conversation classes (both streamed and unstreamed) that meet for one 90-minute period per week, and in which the focus is on the development of "practical English skills." Out-of-class reading, writing, and vocabulary study serve to facilitate the development of discussion skills in class. The major components include the following:

1. Graded readers: These enable learners to substantially increase their contact with English between classes, and serve as the basis for approximately half of the classroom discussion time. Learners read one third of a reader each week, and usually three readers per semester (completely outside of class).

2. Conversation textbook: To complement the narrative text in the readers, a conversation textbook (*Nice Talking With You 2*; Kenny, 2004) is used to provide input from a more informal and spoken register—conversational expressions which enable deeper and longer discussions of the readers as well as the topics in the textbook.

3. Discussions: The purpose of these is to enable learners to develop their ability to discuss the stories, as well as personal topics. To facilitate more sustained and satisfying weekly discussions, learners complete an *Instant Report* (see Appendix 1) for the graded readers, and a *Get Ready!* sheet on the topic from the textbook before coming to class.

4. Wordcards: These are a core component in helping learners to develop their productive vocabulary skills. They serve to provide learners with the knowledge they need to feel confident in regularly introducing new words into their discussions of the readers and other topics. The learners are initially taught how to find and take advantage of the information on word usage in

monolingual learner dictionaries, and then study five self-selected words per week following an intensive, productively-oriented study routine (see Appendix 2).

Arguments for the group/class reader approach
Reinforces receptive and productive language skills by integrating the four skills

While the quality and content of the story are key elements in capturing student interest, follow-up activities further stimulate interest and engagement with the story (see Bamford & Day, 2004; Day & Bamford, 1998; Fenton-Smith, 2008; and Greenwood, 1988, for a wide variety of activities). The completion of an *Instant Report* (see Appendix 1) familiarizes learners with the events and language in the story, thereby enabling longer and more lively discussions. In addition, such writing and interaction provide many opportunities for vocabulary enrichment. In the course described above, learners self-select and study words from the readers. To create a direct link with other activities, they are encouraged to select words that are key to the ideas that they wish to express in their writing and discussions. (See Rosszell, 2006; 2008, for empirical evidence to support the role that complementary intensive vocabulary study can have in the development of knowledge of word meaning and usage.)

Stimulates deeper understanding and discussion of content

D. Hill (1992) argues that to maximise language development, reading quality is no less important than reading quantity. Through a cycle of reading, vocabulary study, writing, and discussion, learners increase the quality of their reading and gain a deeper understanding of, and appreciation for, the characters and events in the story, as well as for the language and its uses. In addition to enjoyment, class readers provide interesting and meaningful contexts in which learners can not only learn English, but learn about the world, and not only from the books, but from each other. Rosszell (forthcoming), for example, found that students who had read group readers during the first term and self-selected readers during the second felt they had learned more about the social, political and cross-cultural issues raised in the group readers than the parallel issues in the readers they had self-selected. As mentioned above, the report writing and vocabulary study that is done in preparation for each class facilitates such discussions.

Lends itself to conversation and discussion class contexts

Group and class readers are well suited to the conversationally-focused English classes offered at most Japanese universities, and provide an ideal springboard for meaningful classroom discussions.

Although it may take a little time for some learners to adjust to a non-teacher-centered classroom, and some discussions may initially be unfocused or merely summaries

of the reading, with patience and guidance, the discussions become longer and more involved. As the teacher moves from group to group, interacting with the students, offering assistance, or corrections if necessary, and generally encouraging interaction, the learners become engaged in lively discussions in English. Through the sharing of opinions, far from finding the discussions discouraging, learners often form lasting friendships over the course of the semester, and the discussions are frequently cited as the most enjoyable component of the course.

Motivates learners with less confidence or proficiency by providing greater support

Many of the difficulties inherent in supporting learners reading self-selected books can be overcome through the use of group and class readers. The less confident and/or less proficient learn from the more proficient (e.g., during the discussions), and the teacher can address commonly observed difficulties. The open-ended, student-directed discussions provide psychological support as well as enhanced comprehension and enjoyment for the weaker students, while also providing opportunities for the more proficient students to discuss more subtle and complex aspects of the story. In addition, such support enables learners (especially the weaker ones) to read books at a slightly more challenging level than they could handle on their own, thereby increasing the potential for vocabulary and language development (Carver, 1994; Hu & Nation, 2000).

Having each member of the group or class read the same section of the story each week facilitates dynamic in-class discussions that serve to clarify, motivate, and provide opportunities for the meaningful use and recycling of the vocabulary they encounter in their reading.

Group readers enable learners to select titles

Although as Hedge (1985) pointed out "[the choice of a class reader] will be a compromise decision, taking into account the different ages, sexes, interests and linguistic abilities of the students" (p. 37), group readers help to mitigate this problem by giving learners some freedom to choose titles. Group readers thus offer the advantage of combining the follow-up activities generally associated with class readers with the opportunity provided by the individual approach for learners to select the titles they read.

When the selection of group and class readers is made by the teacher, the importance of choosing titles that are appropriate in level and content for a particular group is paramount. As motivating as self-selection can be, Hidi and Harakiewicz (2000) pointed out that text features also play an important role in motivating learners. Features that have been found to raise the level of interest in reading, and to result in superior reading comprehension and recall, are personal relevance, ease of comprehension, novelty, surprise, vividness, intensity, and character identification. Although experience with previous students is no doubt most reliable, reading assessment tests (e.g., from EPER, and some of the graded reader publishers) can help to establish the reading level(s) of a group. While it can be quite difficult in unfamiliar circumstances, and no book will ever appeal equally to all learners, with experience and student feedback, teachers can regularly succeed in selecting titles which

engage the learners, especially in streamed classes. Ideally, each book will enable all the learners to develop their reading fluency, with the stronger ones developing greater vocabulary depth, and the weaker ones greater vocabulary breadth. In the case of group readers, learners select titles from among the sets provided by the teacher (most recently, learners chose from 11 sets spread over three levels) in much the same way as they do when selecting individual readers (see *A Free Choice of Reading Material* below), but they must each find three or four classmates who want to read the same title and with whom they can form a weekly discussion group.

A related point is that while the individual approach gives learners complete freedom to read at their own paces, as all the reading is done outside of class in the group/class reader approach being advocated here, learners have ample time to complete their weekly reading. Also, as many instructors using a self-selected approach impose minimum reading targets (e.g., pages per week, or books per semester), the pressure on students to read is similar.

The individual reader approach

The defining characteristic of this approach is that learners freely and individually choose their reading material. Learners read independently and individually at their own pace and at their own level. This approach is considered the norm in the literature on Extensive Reading; both Day and Bamford (2002) and Prowse (2002) for example included it as a key principle of Extensive Reading.

The individual reader approach in action

This is a once a week first-year required Reading course at a Japanese university. The students are non-English majors at a low-intermediate level and the classes are streamed. The university's aims for the course focus on intensive reading, though the use of graded readers is also encouraged. The course has four main components:

1. A reading textbook: This provides most of the intensive reading passages and activities, focusing on reading skills and strategies and vocabulary development. The book currently being used, *Cover to Cover 1* (Day & Yamanaka, 2007), also contains excerpts from graded readers to introduce the idea of Extensive Reading to students. Around two-thirds of the class time is spent with the textbook.

2. Graded readers: After a short period of orientation at the start of the course which includes the reading of one graded reader as a class, students self-select graded readers from the university library, reading as many as they can through the semester. Classes are initially assigned a reading level based on the instructor's previous experience with similar streamed groups, with about 30% of the students, in consultation with the instructor, moving up or down a level during the course of the semester. The students read outside of class, though they are required to bring their books to class and to discuss them each week.

3. Sharing/comparing: At the start of each class an activity that involves sharing and/or comparing their graded readers is conducted. A wide range of activities is used, focusing on different aspects of the books and different aspects of language. The aim is primarily to prompt the students to think a little more deeply about their books but also to give them a chance to discover other books that they may be interested in reading.

4. Librarything: The students use <www.librarything.com> to record and review the books they read. The site allows students to read each other's reviews and thus find other books of interest to them, and makes monitoring of their reading quick and easy for the instructor (see D. Brown, 2009a; D. Brown, 2009b, for details).

Arguments for the individual reader approach
A free choice of reading material

The central feature of the individual reader approach is that learners should be free to select their own reading material. Day and Bamford (2002) argue that this freedom allows language learning to become personal for each learner and also encourages learner independence. According to Prowse (2002), "All the research into Extensive Reading points towards what Stephen Krashen calls 'free voluntary reading' as the source of the benefits that Extensive Reading can bestow" (p. 142). Bassett (2008) states that "choice is empowering. Students are more motivated to read something if they have chosen it themselves" (p. 18). On a more

practical note, experience has shown quite clearly that no book is ever universally loved, or loathed. There is a great variety in taste and interests, even among students who seem very similar.

Students do, however, benefit from some initial guidance on choosing books, which is given during the orientation period (see course component #2 above). Students learn how to make choices based on a quick assessment of the key features of a reader (e.g., genre—judged from the front cover, title and author; plot—judged from the back cover, introduction and illustrations; language level; etc.). However, once learners have each read a few titles, the majority make their choices based on either recommendations from classmates, or interest arising from the graded reader excerpts in the reading textbook (i.e., *Cover to Cover*).

Reading at own level and pace

The individual reader approach allows each student to read at their own level and at their own pace. This makes for great flexibility, catering to differences among the learners in a class. The weaker and/or less motivated readers are not forced to read material above their ideal level, nor to rush through books faster than they would like or can manage; both circumstances which would most likely make it impossible for them to enjoy the Extensive Reading experience. Similarly, the stronger and/or more motivated readers are not held back by reading material that is too simple for them or by being forced to stick to a schedule, which would result in them reading and learning less than they could. This is obviously an extremely important advantage for unstreamed classes, but even within streamed classes, there will always

be differences among the students that the individual reading approach can accommodate. As Day and Bamford (1998) put it, "The individual variation inherent in any teaching and learning situation can also be catered to, for an Extensive Reading approach does not deal with students in a lockstep manner in which all learners have to read the same material at approximately the same rate" (p. 26).

Fostering autonomy

According to Benson (2001), there are "strong grounds for believing that autonomy is essential to effective learning" (p. 104). Benson defines autonomy as "the capacity to take control of one's learning" (p. 47), and as Day and Bamford (1998) point out, students using individual readers take a great deal of control over their learning as they choose what to read, how to read, when to read, and where to read. The use of individual readers then has the potential to be a powerful aid in fostering learner autonomy; in Maley's (2008) words, "there is no cheaper or more effective way" (p. 147).

Meaningful exchanges of information

Bassett (2008) has described stories as "food for sharing" (p. 19), and when learners reading individually share and compare their books, genuine and meaningful exchanges of information take place. Unlike the sometimes-contrived information gaps we seek to create in our communicative classrooms, the sharing of stories involves a genuine and natural information gap, and what is more, the learners want to bridge that gap. They generally want to tell each other about their books and to find out about each other's books.

Greater enjoyment of reading

Students consistently give higher average ratings to individual readers than to class or group readers. Students following the individual reader approach described above rate each book they read out of five, with books chosen individually scoring an average of almost a full point more than those read as a class. Of course, there is no guarantee that students will enjoy the books they select, and they do find some of the books disappointing, but seem to quite enjoy the novelty of being able to evaluate and criticise the material they are reading. With group and class readers, students seem more reluctant to give voice to their criticisms when discussing the books, possibly because criticising the book feels in some way like criticising the person(s) who chose it.

Reading quantity

The need to keep to a pace that everyone can manage typically limits the number of class or group readers that are read to three to five books per semester. With individual readers there is no such restriction. As a result, all students read at least as much as those in a class or group reader program, while the average student reads around double that amount and the best students read four or five times that amount. While no minimum amount of reading has been established for learners to benefit from reading extensively, Nation (2001), D. Hill (1992) and Day and Bamford (2002) all have suggested one graded reader a week as a reasonable goal, and it is generally accepted that the more students read the better. As Day and Bamford (2002) say, "There is no upper limit to the amount of reading that can be done, but

a book a week is probably the minimum amount of reading necessary to achieve the benefits of Extensive Reading and to establish a reading habit" (p. 138).

The formation of reading habits

Developing the habit of regularly choosing and reading books by themselves makes it possible that at least some students may continue to read after the course is over. That is, it is possible that some students may become, in Day and Bamford's (1998) words, "hooked on books" (p. 30). In a single course, no matter what approach we take, there is a limit to what we can do to help our students. However, if we can show students that they are capable of reading in English, that reading in English is enjoyable, and that the materials they need are available, we can make it possible for them to continue by themselves after the course is over. Many, of course, will not, but even if only some do, this is surely a worthy goal, as this will aid their language development far more in the long term than anything we do in the classroom.

Summary and conclusion

Table 1 summarises the discussion above, bringing together the main advantages of each approach. Ideally, rather than the teacher making a choice between these two approaches, learners would be given the chance to experience both, and to then have the freedom to select the approach(es) they find most beneficial in meeting their personal needs. In some circumstances the greater opportunities for support, and the emphasis on groupwork and study in the group/class

reader approach may match the learners' and teacher's priorities. In other circumstances the individual freedom and responsibility, and the potential for greater quantities of reading may make the individual reader approach the preferred option.

Alternatively, rather than choose between them, D. Hill (1992) recommends a combined approach in which learners concurrently read self-selected titles (for reading quantity) and class or group readers (for reading quality). One of the authors of this paper experimented with this approach over the course of two semesters, but many students found it hard to read two books concurrently and tended to neglect the self-selected titles. Since the learners in that course participated quite eagerly in the classroom activities (which focused exclusively on the class readers), the inclusion of activities related to the individual readers could possibly help to rectify this imbalance. Because of the potential to provide learners with the benefits of both approaches, the effectiveness of the concurrent approach certainly deserves further investigation.

As any experienced teacher knows, a one-size-fits-all approach is never very effective. Beyond the obvious need to consider practical matters such as the course specifications, the overall curriculum, and the resources available, what each teacher must ultimately manage to do is to adapt an approach to the needs of his or her learners, while, as Daniels (2002) points out, not violating the key principles of the approach.

Table 1. Summary of the arguments in favor of each approach

Class/group reader approach	Individual reader approach
• Reinforces receptive and productive learning through integrating the four skills.* • Stimulates deeper understanding and discussion of content of the readers. • Lends itself to conversation and discussion class contexts. • Motivates learners with less confidence or proficiency by providing greater support. • Group readers enable learners to select titles.**	• Allows for reading at own pace and level. • Motivates learners by allowing free choice of reader titles. • Provides greater enjoyment of reading. • Enables true exchanges of information. • Develops reading fluency through greater quantities of reading. • Develops autonomy and the habit of reading.

* Rosszell (2007) provides a fuller description and subjective evaluation of the pedagogical benefits offered by integrated approaches.

** This difference aside, the integrated approach described in this paper has been used equally effectively with class readers.

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PAC7 at JALT2008: Shared Identities

Appendix 1

Instant reader section report

Instant Reader Section Report

Name: _____ ID#:_____

Day: _____ **Period:** _____

Title: _____

Book #: 1 2 3   **Section #:** 1 2 3

Date: _____ **Copy #:** _____

Reading Time: _____ hours

Report Writing Time: _____ minutes

Briefly summarise this section (3-4 sentences). What is it about? What happened? Describe the most important events.

_____
_____
_____
_____
_____
_____
_____

Express some of your <u>thoughts and feelings</u> about this section (3-4 sentences). You do <u>not</u> have to answer the following questions. They are just suggestions.

Ideas: 1) Which characters did or didn't you like?

2) What did the story make you think about?

3) What experiences/memories did the story make you think of?

4) What did or didn't you like about the story?

5) Anything else you would like to say about the story.

_____
_____
_____
_____
_____
_____

Write down at least one question about this reader that you would like to discuss with your group this week.

_____
_____
_____

After you have finished discussing your group members' questions, pick up a copy of the teacher's questions and discuss those as well.

Note: You only need to **answer the following questions once you have finished the book (i.e., read the final section).**

How much did you like this book? (Circle one)

1	2	3	4	5
I really didn't like it		It was ok		I loved it!

How hard was this book for you? (Circle one)

1	2	3	4	5
Much too easy		My level		Much too hard

Appendix 2

Wordcard study routine and examples

Using Your Vocabulary Wordcards Effectively

Most Japanese university students have studied the meaning of many English words (vocabulary breadth) but have hardly studied **how and when to use them** (vocabulary depth). Each week you will be expected to **select AT LEAST 5 words that you would like to learn to use**, to study them in depth, and to **record them on your Vocabulary Wordcards**. If you select your words carefully (those **related to the topics we discuss in class** are best), study them, and **try to use them** in your speaking and/or your writing, you will gradually see **an improvement in your ability to communicate effectively** in English**.**

Suggestions for making effective use of your cards:

1) **Buy large Wordcards on a ring (at least 4cm X 8cm)** so you will have enough room to record all the necessary information.

2) Make new Wordcards and **review them regularly**. It takes a long time to increase the size of your vocabulary so **do a little each day**. **If you don't, you will forget much of what you learn.**

3) **Bring your Wordcards to class!!!** Write new words on them and use them to help you to **practice using the words you are trying to learn.**

4) **Keep the words you find difficult or want to learn most on the top of your ring of Wordcards** and move the ones you have already learned to the bottom.

5) **Don't forget to number (1, 2, 3,…) your Wordcards!! You will get a better grade if you do.** (Because I won't have to count thousands of Wordcards at the end of the course!!)

6) Make sure you **hand in your Vocabulary Wordcards at the end of the term.** Your cards will be evaluated by the teacher in terms of **quality and quantity (more words will get you a better grade).**

Selecting and Studying Vocabulary

Suggestions for selecting "good" words to study (≥5 words/week):

1) **SELECT WORDS THAT YOU WANT TO USE** so you can learn to communicate your ideas more clearly **in your discussions, presentation, and debates.**

2) Select words you've **seen or heard before** but don't understand.

3) Select words you've seen or heard before but don't know/**aren't sure how to use**

4) Select words you've seen or heard before but that are being **used in a different way, or with a different meaning**

5) Select words that **occur at least a few times** in your reading or listening

6) Select words that **you need to understand** (i.e. that are **central to the author's message**)

Note: You can select the words as you read or listen, but remember to focus on the story and to **study the words AFTER you have finished reading or listening**.

You should generally NOT select words that:

1) You have **never seen or heard** before

2) **Occur infrequently** in your reading or listening

Note: Although you may want to study such words from time to time, since you cannot study all English words, **it is generally better for you to spend your time studying words that you see and hear on a regular basis. Those are the words you need to know the most, and because you encounter them regularly and in different contexts, you are more likely to remember what you learned about them when you studied them.**

Vocabulary Study Routine (12 Steps)

Out of class (done on your *Vocabulary Wordcards*—see the example below):

On the front of the card

1. Write down the word and its **part of speech** (n., v.i., v.t., adj., adv., etc.).

2. **Copy an example sentence** containing the word from your textbook.

After you have studied the word

3. **Write the pronunciation** and underline the stressed syllable in words with more than 1 syllable.

4. Write any (common) **related words (with the same root)** and their parts of speech.

    On the back of the card

5. **Write what you think the word means** (in the example sentence you just wrote down)

6. Look the word up in your **English-English dictionary**, and then **select and write the definition** which best describes the meaning of the word (in the example sentence you wrote down).

7. If you find the word difficult to understand, you may want to **write a Japanese translation. (You should only do this occasionally with words that you find particularly difficult.)**

8. Look in your text/dictionary for other words that the word you are studying **collocates** with (see below, and the separate sheet on studying collocations.)

9. After studying the word and its collocations, **write your own original (Don't copy!) sentence. (As you hope to use it in your writing, group discussions, presentation, or debate.)**

In-class activities (in pairs)

10. Every 2 weeks you will be given time in class to **quiz each other** on the words you have been studying.

11. **Compare and discuss the words** on your vocabulary wordcards with your partner.

12. Find and **correct any mistakes** you have made.

Example Wordcard #1 - for the word "mess" (n.)

Front of the Wordcard

<table>
<tr><td colspan="2" align="right">**#1**</td></tr>
<tr><td># 1 -</td><td>in a complete **mess** (n.)</td></tr>
<tr><td># 2 -</td><td>His room is always **in a complete mess**.</td></tr>
<tr><td># 3 -</td><td>/mes/</td></tr>
<tr><td># 4 -</td><td>messy (adj.)
messiness (n.)</td></tr>
</table>

Back of the Wordcard

5 - contains many things?

6 - dirty or not neat

7 -

8 - a(n) **awful/fine/real/terrible/total** mess
      make a mess/**get into a** mess/**get** sb **into a** mess

9 - When he cooks, he **makes a terrible mess** in the kitchen.

Example Wordcard #2 - for "within easy reach" (n.)

Front of the Wordcard

                                                                    #2

\# 1 - within easy **reach** (n.)

\# 2 - The temple is **within easy reach of** the hotel.

\# 3 - /wɪˈðɪn (or wɪˈθɪn) ˈiːzi **riːʧ**/

\# 4 - reach (v.)

Back of the Wordcard

\# 5 - near?

\# 6 - close to a place

\# 7 -

\# 8 - ~**of** sth,   **out of** sb's reach,   **beyond** sb's reach

\# 9 - It's an important call, so I want to stay **within easy reach of** the phone.