The impact of graded readers on foreign language learning and acquisition in higher education

Milena J. Tanasijević*
Belgrade Metropolitan University
https://orcid.org/0009-0004-3754-2150

Ivana M. Petrović
Belgrade Metropolitan University
https://orcid.org/0000-0003-4461-7603

Dubravka N. Vlahović
Belgrade Metropolitan University
https://orcid.org/0000-0001-6129-8478

Abstract

Extensive reading, and particularly the use of graded readers, have been recognized as contributing factors of SLA. Graded readers allow learners to read authentic texts suitable for their language level which directly follows principles stemming from input-based SLA theories (Krashen, 1982; Krashen & Terrell, 1983: 134). The relationship between the use of graded readers and learning outcomes for intermediate and upper intermediate courses at higher education has received relatively limited attention in research. The main aim of this paper was to examine the role of graded readers in improving linguistic competence among university students enrolled in general English courses. Specifically, the research sought to determine whether students who had performed better on graded reader assignments also achieved higher results on final exams assessing grammar and vocabulary. The study was conducted with a cohort of university students who took two consecutive English language courses at the B1 and B2 levels in one academic year. Quantitative data were collected by analyzing students' scores on graded reader assignments, completed as part of their semester coursework, and their corresponding results on the final exams which assessed grammar proficiency and vocabulary learning and acquisition. Statistical analysis was carried out using SPSS software to test the hypothesis that higher scores in the graded reader assignment correlated positively with higher scores in the final exams. The research confirmed the hypothesis, demonstrating a statistically significant positive correlation between scores on graded reader assignments and final exam results. Students who performed better in the reading tasks achieved higher scores on the final exam assessing grammar proficiency and vocabulary acquisition. These results emphasize the value of including graded readers in syllabi in foreign language courses, since they contribute to language acquisition. The findings of this research support the inclusion of graded readers into the syllabi of general English courses at intermediate and upper-intermediate level. Graded readers allow for steady students' progress in foreign language learning and acquisition not only in developing competences in reading comprehension, but also in building grammar proficiency and vocabulary development through consistent and regular exposure of learners to comprehensible input. *(примљено: 15. октобра 2024; прихваћено: 27. септембра 2025)*

1. Introduction

The learning and acquisition of four essential language skills – speaking, reading, listening, and writing – form the foundation of language learning, enabling learners to become proficient and confident users of a target language. These four skills need to be equally incorporated into curricula and syllabi for English as Foreign Language (EFL) courses to provide balanced language proficiency. Among these skills, reading has a special role in the language acquisition process. Reading enhances pronunciation and vocabulary acquisition, fosters creativity, encourages innovative thinking, and improves general literacy. Extensive reading also allows learners to be exposed to authentic contexts in which grammar and vocabulary are used. The value of extensive reading in foreign language learning has been widely researched, often leading to the conclusion that it plays a critical role in language acquisition.

Reading assignments that incorporate graded readers (simplified texts designed for language learners) are widely used as part of foreign language instruction. These assignments typically include tasks that focus on language study, correct grammar usage, application of new vocabulary, and the writing of paragraphs and essays.

The objective of this paper is to investigate the correlation between the scores students achieve on a graded reader assignment during the semester, in which they are expected to read a graded reader and submit a related assignment, and the number of points they earn on the final exam, which tests their grammar and vocabulary knowledge. By examining the correlation between these two variables:

X: number of points achieved in the reading assignment (independent variable), and

Y: the number of points achieved on the final exam (dependent variable),

the paper aims to shed light on how extensive reading contributes to learners' overall language proficiency, particularly in relation to the more structured aspects of language learning, such as grammar and vocabulary.

2. Literature review
2.1 Extensive reading in foreign language teaching

Second language acquisition theories make a distinction between intensive and extensive reading as language teaching techniques. The intensive reading method aims to help learners extract detailed meaning from the text and develop reading skills, such as identifying main ideas, recognizing text connectors, and enhancing vocabulary and grammar knowledge (Renandya/Jacobs, 2002). Extensive reading (ER), on the other hand, involves learners reading longer texts for enjoyment, thereby acquiring general comprehension of the text and developing overall reading skills and general language fluency. It is also important to note that intensive and extensive reading should not be viewed as being in opposition, since both serve different but complementary purposes (Carrell/Carson, 1997).

In terms of materials used in extensive reading, most lecturers choose graded readers, which are widely accepted as an effective method for improving reading

proficiency and second language acquisition. Graded readers are simplified texts specially written for second language learners at various levels of language proficiency (Day/Bamford, 1998). By limiting vocabulary and simplifying grammar structures, graded readers provide comfort and confidence for learners reading in foreign language (Lyen, 2010: 195).

However, some studies (Arai, 2022; Tabata-Sandom, 2023; Cheetham et al., 2016) have shown that graded readers may not effectively motivate post-intermediate level learners or college students. Arai (2022) found that university students often perceived graded readers as too simple, which negatively affected their engagement. According to Tabata-Sandom (2023), even advanced learners may not experience increased motivation from online extensive reading. Cheetham et al. (2016) noted that, while graded readers promoted motivation for some learners, others were less engaged.

Several scholars (Walker, 2003; Lake/Holster, 2014; Nation, 2005) have argued that replacing graded readers with self-selected materials or incorporating authentic texts in an extensive reading program is better for language learners in terms of enhancing their language proficiency. Walker (2003) found that adult learners were more motivated when allowed to choose their own reading materials instead of using assigned graded readers. Lake and Holster (2014) reported that self-selected reading supports the development of self-regulated learning behaviors, enhancing long-term engagement. Nation (2005) emphasized that authentic reading materials expose learners to natural language input, offering more effective vocabulary and grammar development than simplified texts.

Numerous researchers have investigated the impact of extensive reading as a language teaching technique. Looking back at the last two decades of the 20th century, extensive reading was defined by Krashen (1993) as "pleasure of free voluntary reading" and "rapid reading for main ideas of a large amount of text" (Krashen/Terrell, 1983: 134). The general view is that learners need large amounts of comprehensible input in their new language in order to make progress toward overall command of that language (Krashen, 1982). According to Krashen, extensive reading will lead to language acquisition, but certain preconditions must be fulfilled. These include adequate exposure to the language, interesting material, and a relaxed learning environment. In this way, extensive reading is beneficial not only for reading proficiency but for overall language proficiency as well (Renandya et al., 1999). Day and Bamford (1998) summarized their research on extensive reading by concluding that students increased their reading ability in the target language, developed positive attitudes towards reading, and improved their vocabulary and writing.

Shaffer (2012) provides an overview of a revised list of principles for the successful implementation of extensive reading programs by Bamford and Day (2004), emphasizing the importance of offering a variety of text types and topics that are engaging and compelling. It is also important to give students the freedom to choose what they want to read, with a focus on pleasure, information, and

general understanding of texts. The emphasis is not on tests, exercises, questions, or dictionary use. It is of utmost importance that materials are within the students' language competence, and that reading is done individually and silently. Lecturers should clearly explain the goals and procedures, as well as monitor and guide the learners, acting as role models – meaning they are also readers who participate alongside the students. These principles are crucial for creating a positive learning environment and fostering a positive attitude toward extensive reading as a learning method.

Contemporary studies also show that extensive reading as a learning technique in foreign language teaching can bring significant benefits to learners. Wang and Ho (Wang/Ho, 2019: 2) define extensive reading as reading for meaning, which involves self-directed reading and low- anxiety demands. They presented their study results after including extensive reading in their English language teaching practice. The participants were first-year English majors at a university in Taiwan, whose English language proficiency ranged from low to high intermediate level. Their findings showed positive attitudes from both students and lecturers. The lecturers stated that they could sense the students' positive attitude toward extensive reading, as the students enjoyed choosing books, reading them together in groups, sharing ideas, and even acting out the stories they read in the classroom (Wang/Ho, 2019: 697). The tests administered before and after the study showed statistically significant gains in listening, reading, and writing test scores after the implementation of extensive reading for one year (Wang/Ho, 2019: 699). Iwata (2022) conducted a study on the effects of extensive reading on foreign language learners' sight vocabulary size and reading fluency development. This study, conducted at a Japanese university with non-English-major students, revealed that extensive reading was more effective and efficient for developing sight vocabulary of partially known high-frequency words and that it facilitated reading fluency better than intensive reading. Another study, aimed at investigating the effectiveness of extensive reading in improving EFL academic writing, found that the extensive reading approach was more effective than the traditional approach to learning writing (Linuwih, 2021: 173). The study revealed that reading longer texts at a comfortable level had a positive effect on the students' attitude toward learning writing, in contrast to their experience with reading academic texts containing complex vocabulary and grammar structures that surpassed their language level. During the extensive reading program, the students did not have to struggle to comprehend the texts, as the books matched their linguistic level, which led to an experience of writing practice that was less demanding and more enjoyable, thus improving the students' writing ability (Linuwih, 2021: 174).

In light of the impact that new technologies have on our reading habits, Shareef (2023) conducted a study investigating the perception of students regarding an e-book-based extensive reading program at an international university in Iraq. Based on the findings of the research, the participants appreciated e-book-based extensive reading for expanding knowledge and providing enjoyment, as well as for

helping them develop regular reading habits, become more creative, and improve critical thinking skills. The use of mobile technologies in class enhanced their performance. The learners developed good habits related to learning, listening, and speaking, but they requested more instruction in terms of writing. They reported improvements in vocabulary and pronunciation, but their grammatical competence did not improve significantly. Some of the drawbacks of using the e-book that they mentioned were distractibility, unaffordability, eye strain, technophobia, and others.

2.2 Vocabulary and Grammar Learning and Acquisition through Reading

The processes of learning and acquiring vocabulary and grammar in EFL educational contexts have been widely researched. Krashen (1982) formulated the Input Hypothesis, which states that learners acquire language most effectively when they are exposed to language slightly beyond their current proficiency level, as in the formula i+1, where "i" represents the current interlanguage level of the learner and "+1" is just one element above it. The input provided to learners needs to be comprehensible. Another theory explaining vocabulary acquisition is the Depth of Processing Theory by Craik and Lockhart (1972). This theory asserts that the more deeply information is processed, the more likely it is to be remembered. In the context of vocabulary acquisition, the theory suggests that words processed at a deeper level (e.g., understanding meaning and making connections) are better retained compared to words processed at a shallower level (e.g., through rote memorization or repetition). The role of extensive reading in vocabulary acquisition has also been researched. Suk (2016) analyzed how extensive reading programs enhance not only vocabulary expansion, but also comprehension and reading rate. The primary benefit of such programs for learning is that learners encounter vocabulary in different contexts and have repeated exposure, which is important for vocabulary retention. Horst (2005) claimed that extensive reading contributes to vocabulary growth, as well as building a varied lexicon over time. Tragant and Vallbona (2018) examined "reading while listening" strategies and found that these techniques impact both vocabulary and grammar comprehension when learners are prompted to notice grammatical forms and word meanings through exposure to texts.

2.3 Reading Comprehension and Exam Performance

The correlation between reading comprehension and language proficiency measured by tests and exams has also been investigated. Reynolds and Ding (2022) analyzed the role of word-related factors in incidental vocabulary acquisition during reading. They concluded that graded readers influence the frequency of vocabulary, which greatly impacted retention and exam performance on standardized tests. Suggate et al. (2013) investigated whether graded readers promote greater vocabulary development in young learners. They concluded that students who read graded readers performed better on assessments compared to students who did not.

3. Research

For the purpose of this research, we examined the impact of reading assignments which include extensive reading on students' English language learning and acquisition, with a focus on vocabulary and grammar learning, at Belgrade Metropolitan University, Serbia. We included graded reader assignments in two general language courses (English 1 and English 2) taken in the first year of undergraduate academic studies. One of the assignments which students needed to complete in their coursework was based on carefully selected graded readers.

This study employs a quantitative, correlational research design to investigate the relationship between students' performance on an extensive reading assignment and their results on the final exam in grammar and vocabulary acquisition. The goal is to determine whether higher achievement on the reading assignment correlates with higher scores on the final exam in the two general English language courses – English 1 and English 2.

3.1 English language courses at Belgrade Metropolitan University

At the undergraduate level, Belgrade Metropolitan University educates students at four faculties: the Faculty of Information Technologies, the Faculty of Digital Arts, the Faculty of Management, and the Faculty of Foreign Languages. These programs are offered both traditionally (at the university premises) in Belgrade and Niš, as well as through distance learning (online). English is studied for three semesters in the first and second year of bachelor's academic studies at all faculties, whereas the Faculty of Foreign Languages follows a different curriculum, offering courses in English, foreign languages, linguistics, literature, and culture, but the students from this Faculty did not participate in the research. During the first two semesters of the first year, students learn general English through the courses English 1 and English 2, at levels B1 and B2 based on the Common European Framework of Reference for Languages, respectively. The English language courses in the third semester of the second year (English 3) focus on ESP at levels B2-C1. In this research, we focused on extensive reading as part of the English 1 and English 2 courses.

3.2 Graded Reader Assignment and Exam Tests

The assignment related to the graded readers was part of the semester tasks for the courses English 1 and English 2. The graded readers were chosen according to the age and interests of the students. The reading assignments were not mandatory, but they allowed students to earn up to 15 out of 100 points in both courses. The assignments were completed as self-study after being introduced in detail by the lecturer. In case of a discrepancy between the points scored on any submitted assignment and the points scored on the final exam, students were required to demonstrate that they had completed the assignments individually by presenting their work and answering questions about the assignments in class. Cases of cheating and plagiarism are rarely encountered, as Belgrade Metropolitan University follows strict procedures to prevent such behaviors, sanctioning students who engage in them through disciplinary measures.

The estimated student workload per assignment was determined according to the ECTS credit value assigned to each English course, with each course carrying 4 ECTS credits, equivalent to approximately 100 hours of total student engagement per semester. This total includes lectures, tutorials, independent study, and preparation for assessments. Of this, approximately 40 hours are allocated to scheduled lectures, leaving an estimated 60 hours for self-directed learning, completion of course assignments and projects, and preparation for classes and examinations. The amount of time devoted to self-study varies significantly among students, depending on their current language level and individual strengths and weaknesses. As final examinations at Belgrade Metropolitan University (BMU) are conducted in written format, the assessment tasks throughout the semester are designed to evaluate all four language skills. With this limitation in mind, the graded reader assignment accounts for approximately 15 to 20 hours of student workload. This limitation also allowed for the integration of only one graded reader per semester. However, despite this limitation, the work devoted to reading the graded reader and preparing the tasks assigned serves as an indicator of its effect on the overall performance of students on the final exam, since, for all the students who took part in the study, this was the first graded reader they had worked on.

The graded reader for English 1 was the book *The Top Floor* by David Evans, a short novel about a young woman living in London after graduation. The assignment assesses vocabulary and grammar through structured written tasks. It includes three parts:

1. Character Description or Creative Writing (150 words**)**: Students either describe one character from the story or write a newspaper-style report recounting the events.
2. Analytical Response (150 words): Students answer one comprehension question, requiring textual interpretation and critical thinking related to the plot and characters.
3. Personal Essay (300 words): Learners reflect on broader themes such as trust, risk-taking, and decision-making, linking their personal experience or viewpoint to the novel.

By completing the assignment, students were actively developing vocabulary and acquiring grammar structures in context at the B1 level. The complete assignment is presented in Appendix A.

For English 2, students of different departments read different books, chosen to relate to their fields of study. Students studying information technology-related study programs read a simplified version of Isaac Asimov's *I, Robot*, a classic science fiction collection exploring early fictional representations of humanoid robots. The edition includes introductory material on the author, a glossary, and comprehension exercises. The assignment integrated vocabulary development, grammar practice, critical reading, and essay writing.

The assignment consisted of three parts:

1. Language Study: Students analyzed at least 10 expressions or structures from the text, selecting from categories such as vocabulary related to humans or robots, functional language (e.g., suggestions, agreement), or passive constructions and classified them by form and meaning, raising awareness about grammatical structures.
2. Text Study (150–200 words): Learners chose one story from the collection and summarized a central conflict between humans and robots, explaining its resolution.
3. Essay Writing (350 words): Students wrote a short essay on one of four thematic prompts, such as the role of technology in modern society or comparisons between the book and its film adaptation, reflecting on the topic, presenting arguments and relating personal views with the text.

The complete assignment is presented in Appendix B.

Students from design and management-related study programs read and analyzed the simplified edition of the book *Benetton* by Jonathan Mantle, which is a biographical account of the Benetton family and their global fashion empire. The book deals with entrepreneurship, advertising, global branding and building visual and corporate identity. The assignment consisted of three parts:

1. Language Study**:** Students analyzed at least 10 lexical items or grammatical structures from the text, such as vocabulary related to physical and psychological description, business terms (nouns, adjectives, verbs), functional language for negotiation and opinion, or passive constructions. They classified the items according to grammatical and semantic criteria or used them in original sentences, with the objective of building vocabulary acquisition in a professional context.
2. Text Comprehension and Discussion**:** Students answered detailed questions about Benetton's business strategy, marketing choices, and controversial advertising campaigns, and explored themes such as advertising ethics, technological change, customer behavior, etc.
3. Essay Writing (350 words): Students chose from a range of essay tasks, including argumentative, narrative, descriptive, or letter-writing formats. The topics were related to advertising impressions, working for Benetton, corporate storytelling, and public reactions to controversial campaigns.

The complete assignment is presented in Appendix C.

The assignments were assessed according to the criteria reflecting the quality of the English language, including understanding of the reading material, adequate use of vocabulary from the material, use and understanding of grammatical structures, quality of content, and application of the rules for writing paragraphs and essays for levels B1 and B2, respectively.

The final exam tests for both English 1 and English 2 were structured to examine the learning outcomes in terms of grammar and vocabulary covered by the syllabi of both courses. Both exams consist of multiple components, including sentence completion, sentence transformation, error correction, and vocabulary-focused tasks. The structure and content of the exams reflect the competencies reinforced

through extensive reading, evaluating learners' understanding of grammatical structures and their ability to use appropriate vocabulary and language patterns in context. The grammar sections of both exam tests cover structures such as conditionals, the passive voice, modal verbs, reported speech, and relative clauses, which are commonly found in graded readers. allowing learners to internalize them. The vocabulary sections of the exams assess the appropriate use of vocabulary from the graded readers. The complete sample exam tests are presented in Appendix D (Sample Exam Test for English 1) and Appendix E (Sample Exam Test for English 2).

3.3 Research question and hypothesis

The aim of this paper is to examine the existence of a correlation between the number of points students achieve in the reading assignment and the number of points they achieve in the final exam in the courses English 1 and English 2, with the goal of replicating the research, given that these courses are followed by the same cohort of students.

The research question is as follows: Is there a statistically significant relationship between students' scores on the reading assignment and their final exam performance in the English 1 and English 2 courses at Belgrade Metropolitan University? To answer this research question, the following hypothesis was formulated: **(H1)** – Students who achieve a higher number of points on the reading assignment also achieve a higher number of points on the final exam.

This hypothesis is supported by the following subhypotheses:

H1a: In the English 1 course, there is a positive correlation between reading assignment scores and final exam scores.

H1b: In the English 2 course, there is a positive correlation between reading assignment scores and final exam scores.

H1c: The strength of the correlation between reading assignment scores and final exam performance is consistent across both courses, given that they are taken by the same student cohort.

3.4 Data collection

In order to examine the correlation between performance on the reading assignment and final exam outcomes in the English 1 and English 2 courses, data were collected from two distinct student samples. For English 1, the sample consisted of 67 students, while for English 2 the sample included 47 students. Charts 1 and 2 present the number of points scored on the graded reader assignment and the exam test for English 1 and English 2.

3.5 Research Methods

To determine the form and direction of any potential dependence between the variables, an initial visual analysis was conducted using a scatter plot. The variables were defined as follows: the number of points achieved in the reading assignment (X) served as the independent variable, and the number of points achieved on the final exam (Y) as the dependent variable. Statistical analysis was performed using

the SPSS software, which enabled the identification and quantification of any correlations between the two variables across both courses.

In order to apply an appropriate statistical method to determine the existence of a correlation between the variables in both courses, we first assessed the form and direction of potential dependence using a scatter plot. For this purpose, we defined the following variables:

- **X**: number of points achieved in the reading assignment (independent variable)
- **Y**: number of points achieved on the final exam (dependent variable)

A sample of 67 students was used for the English 1 course, and a sample of 47 students for the English 2 course. The SPSS statistical software was employed for the analysis.

The graphical representations of the scatter plots are given in Figures 1 and 2.

Chart 1 – Points scored on the graded reader assignment and points scored on the exam test for English 1

Chart 2 – Points scored on the graded reader assignment and points scored on the exam test for English 2
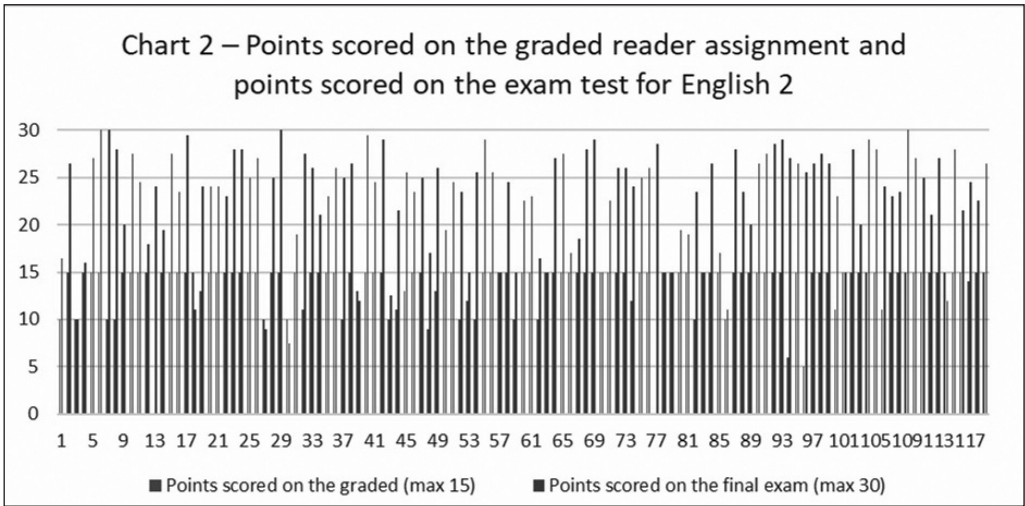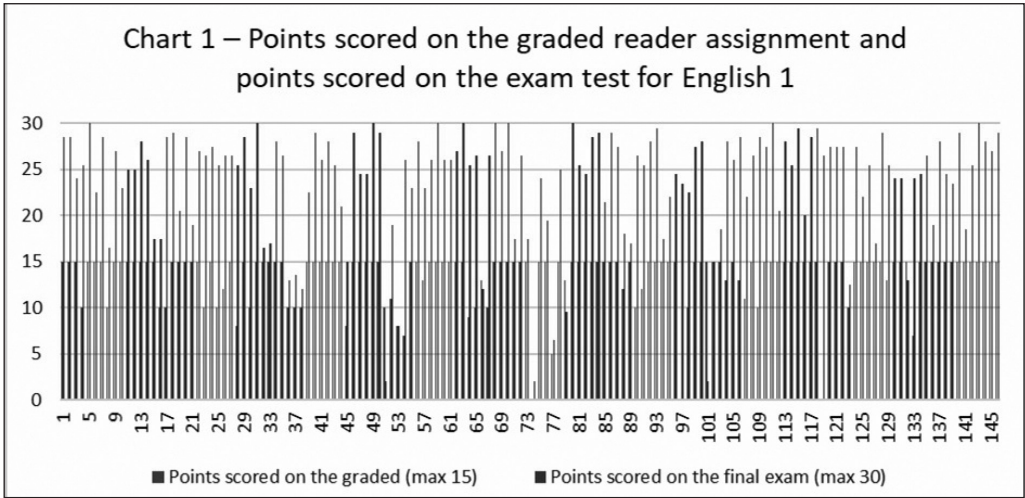
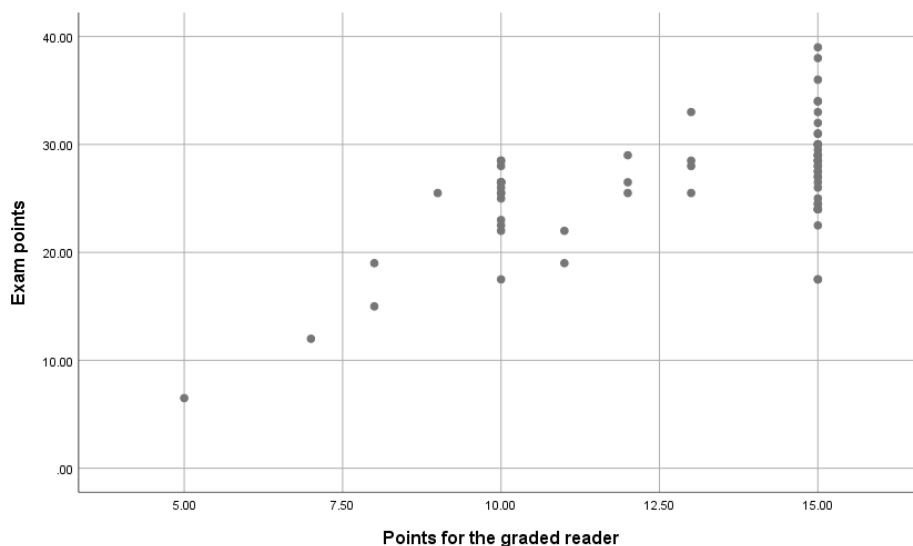Figure 1 – Scatter plot – Sample of students who took the English 1 exam

Figure 2 – Scatter plot – Sample of students who took the English 2 exam
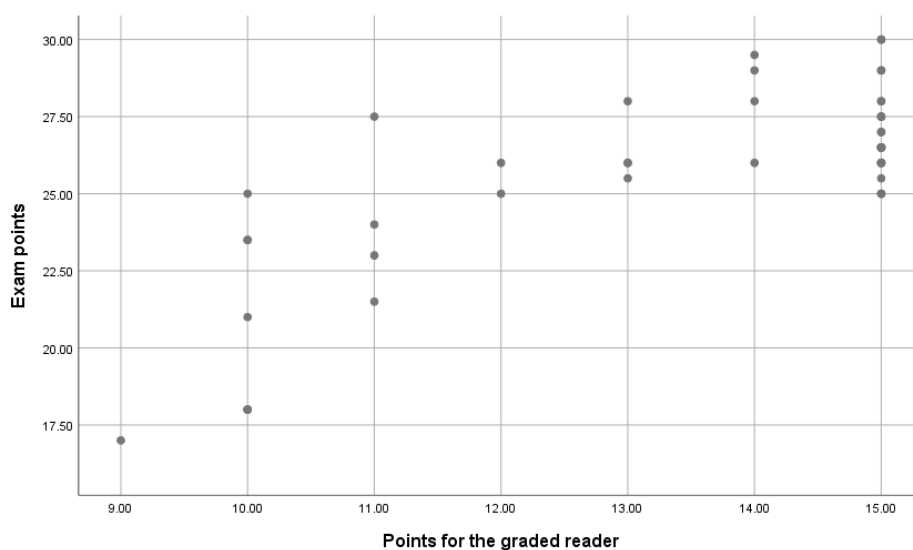
Based on the graphical representations (Figures 1 and 2), it can be concluded that there is a positive correlation between the observed variables. In other words, students who score higher on the reading assignment tend to also score higher on the final exam in both courses.

We examined whether the analyzed variables follow a normal distribution. The normality check for the independent and dependent variables was conducted using the Shapiro-Wilk normality test. The results of the Shapiro-Wilk test indicate that the variables:

● X: number of points on the reading assignment, and
● Y: number of points on the English 1 final exam,

deviate from a normal distribution. In both cases, the p-value obtained from the Shapiro-Wilk test was lower than the selected significance level of 0.05.

The results of this test are presented in Tables 1 and 2.

Tests of Normality						
	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistics	Df	Sig.	Statistics	Df	Sig.
Reading_points	.349	67	.000	.751	67	.000
a. Lilliefors Significance Correction						

Table 1. Normality test: Number of points on the English 1 reading assignment

Tests of Normality						
	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistics	Df	Sig.	Statistics	Df	Sig.
Exam_points	.138	67	.003	.938	67	.002
a. Lilliefors Significance Correction						

Table 2. Normality test: Number of points on the English 1 final exam

The same normality tests were applied to the sample of students taking the English 2 course, and the results are presented in Tables 3 and 4.

Tests of Normality						
	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistics	Df	Sig.	Statistics	df	Sig.
Reading_points	.314	47	.000	.747	47	.000
a. Lilliefors Significance Correction						

Table 3. Normality test: Number of points on the English 2 reading assignment

Tests of Normality						
	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistics	Df	Sig.	Statistics	Df	Sig.
Exam_points	.211	47	.000	.868	47	.000
a. Lilliefors Significance Correction						

Table 4. Normality test: Number of points on the English 2 final exam

The same conclusion was reached for the samples of students who completed the reading assignment and passed the exam in the English 2 course.

After graphically presenting the scatter diagrams for both pairs of the studied variables and checking their conformity to normal distribution, the appropriate non-parametric correlation technique, Spearman's correlation, was applied. Additionally, the significance of the observed dependence at the population level was tested. The results of the conducted analysis are shown for both courses in tables 5 and 6.

Correlations			Reading_points	Exam_points
Spearman's rho	Reading_points	Correlation Coefficient	1,000	.480**
		Sig. (2-tailed)	.	.000
		N	67	67
	Exam_points	Correlation Coefficient	.480**	1,000
		Sig. (2-tailed)	.000	.
		N	67	67
**. Correlation is significant at the 0.01 level (2-tailed).				

Table 5. Correlation analysis between the number of points on the reading assignment and the number of points on the English 1 final exam

Correlations			Reading_points	Exam_points
Spearman's rho	Reading_points	Correlation Coefficient	1,000	.618**
		Sig. (2-tailed)	.	.000
		N	47	47
	Exam_points	Correlation Coefficient	.618**	1,000
		Sig. (2-tailed)	.000	.
		N	47	47
**. Correlation is significant at the 0.01 level (2-tailed).				

Table 6. Correlation analysis between the number of points on the reading assignment and the number of points on the English 2 final exam

4. Discussion

The results of the statistical analysis support the main research hypothesis (H1) and provide evidence of a positive correlation between the students' scores on

the reading assignment and their score on the final exam for both English 1 and English 2. Furthermore, the findings confirm the three subhypotheses (H1a, H1b, and H1c), which examined the correlation of scores within each individual course, as well as their consistency across the entire academic year with the same cohort of students. The data indicate that students who achieved higher scores on the graded reader assignment also performed better on the final exam, which assessed grammar and vocabulary acquisition. Thus, the graded reader assignment can be seen as a predictor of success on the final exam.

The research initially analyzed the correlation between two variables: the number of points achieved on the reading assignment (X) and the number of points achieved on the final exam (Y). To visually examine the relationship, scatter plots were generated for each course. Both scatter plots revealed an upward trend, indicating a positive linear relationship between the two variables. This suggests that students who completed the graded reader assignment, thus being exposed to grammar and vocabulary in a context appropriate to their language level, performed better on the final exam, which assessed grammar and vocabulary knowledge.

Given the relatively small sample sizes (67 students in English 1 and 47 students in English 2), the Shapiro-Wilk test was employed to assess the normality of the data distributions. The test results indicated statistically significant deviations from normality for both variables in both courses. Therefore, Spearman's rank-order correlation was selected as a suitable non-parametric alternative to Pearson's correlation, allowing for a reliable analysis of the relationship between reading assignment scores and final exam performance.

The results of the Spearman correlation analysis were consistent with the main hypothesis and all three subhypotheses. In the English 1 course, a moderate to strong positive correlation was observed between students' scores on the reading assignment and their final exam scores (Spearman's rho > 0, $p < 0.05$), confirming subhypothesis H1a. This suggests that students who performed better on the graded reader assignment also performed better on the final exam.

A similar outcome was observed in the English 2 course, where the correlation was positive and statistically significant (Spearman's rho > 0, $p < 0.05$), thereby supporting sub-hypothesis H1b. In both cases, the correlation coefficients indicate a meaningful relationship between the two variables. These results imply that the reading assignment scores may reflect underlying language proficiency, which contributes to overall course performance.

The consistency of the correlation across both courses confirms subhypothesis H1c, indicating that the relationship between assignment and exam scores remains stable over time and across sequential courses taken by the same student cohort. This suggests that the graded reader assignment is not only effective within a single course but also able to contribute to long-term language development. In other words, the skills and knowledge gained through graded reading in English 1 appear to transfer and continue to support academic performance in English 2, highlighting the sustained value of extensive reading practices.

These results offer significant pedagogical insights into the role of graded readers in language acquisition. Students who engage with graded readers are more likely to internalize target structures and collocations, develop intuitive grammar control, and expand their active vocabulary. In the context of lifelong learning and blended learning, graded readers serve as an effective formative assessment tool. When integrated thoughtfully into the curriculum, they not only support language development but also promote learner autonomy by encouraging consistent, self-directed engagement with the language.

4.1. Limitation of the Research

While the findings of this study provide valuable insights into the relationship between reading assignment performance and final exam results in academic English courses, several limitations should be acknowledged. First, the sample size was relatively small. Although Spearman's rank-order correlation is suitable for small samples and non-normal distributions, larger and more diverse samples would enhance the generalizability of the results. Second, the study was confined to a single cohort of students enrolled in two sequential courses at the same institution. Replicating the study in different educational contexts, with learners from varying backgrounds and institutions, would offer broader insights into the role of extensive reading in language learning and acquisition. Such future research could also explore the potential impact of graded readers on all four language skills – reading, writing, listening, and speaking – beyond grammar and vocabulary development alone.

Despite these limitations, the findings contribute meaningfully to the field of language education, particularly in blended and asynchronous learning contexts where independent reading can play a critical role in fostering learner autonomy and supporting sustained language development.

5. Conclusion

This paper examined the correlation between performance on a graded reader assignment, designed to promote extensive reading, and final exam results in two consecutive general English courses (English 1 at the B1 level and English 2 at the B2 level) at Belgrade Metropolitan University. The study focused on the use of graded readers, which are simplified texts aligned with students' language proficiency levels, and the accompanying assignments that integrated grammar practice, vocabulary development, language analysis, and essay writing. The main hypothesis (H1) that students who achieve higher scores on the reading assignment also achieve higher scores on the final exam was confirmed through statistical analysis.

The results highlight the significant role of extensive reading in language learning and acquisition. Students who engaged with the graded readers and completed the associated assignments performed better on final exams, indicating a positive impact on the acquisition of grammar and vocabulary. These findings

support the view that extensive reading, particularly when combined with tasks that foster critical thinking, linguistic awareness, and written expression, can effectively support second language development.

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Милена Ј. Танасијевић
Ивана М. Петровић
Дубравка Н. Влаховић

Сажетак

УТИЦАЈ ЈЕЗИЧКИ ПРИЛАГОЂЕНИХ ЛЕКТИРА НА УЧЕЊЕ И УСВАЈАЊЕ СТРАНОГ ЈЕЗИКА У ВИСОКОМ ОБРАЗОВАЊУ

Овај рад анализира утицај читања лектире (поједностављених текстова усклађених са језичким нивоом) на успешно усвајање граматике и вокабулара на курсевима општег енглеског језика средњег (Б1) и вишег средњег нивоа (Б2) у високом образовању. Примарни циљ истраживања био је да се утврди да ли је читање овог типа лектире, као део предиспитних обавеза, допринело побољшању исхода учења језика у погледу стицања и усвајања граматичких и лексичких знања. Истраживање је процењивало повезаност између задатака заснованих на лектири и мерљивих

резултата на испитима из енглеског језика као страног. Рад је испитивао улогу лектире у јачању знања из граматике, као и у проширивању вокабулара. Поред тога, истраживање је указало на потребу интегрисања задатака заснованих на лектири у наставне планове и програме курсева енглеског као страног језика у високом образовању, како би се подстакло стицање и експлицитног и имплицитног знања. Ови аргументи додатно наглашавају значај комбиновања структриране наставе са аутономним читањем ради унапређења дугорочног учења и усвајања страног језика. У истраживању се користи квантитативни корелациони дизајн како би се испитала веза између резултата студената на задатку заснованом на лектири и њихових завршних оцена на тесту граматичке и лексичке компетенције. Подаци су прикупљени од 67 студената који су похађали курс Енглески језик 1 (ниво Б1) и 47 студената на предмету Енглески језик 2 (ниво Б2) на Универзитету Метрополитан у Београду. Статистичка анализа је коришћена за тестирање хипотезе да бољи резултати на задацима из лектире предвиђају успешније исходе на завршним испитима фокусираним на граматику и вокабулар. Резултати су показали да постоји позитивна корелација између успеха студената на задацима повезаним са лектиром и њихових коначних оцена на испиту, указујући на то да студенти који се ефикасније ангажују у раду са лектиром остварују боље резултате на формалним проверама знања. Резултати додатно подржавају тврдњу да оваква лектира омогућава изложеност разумљивом језичком инпуту, у складу са одговарајућим теоријама усвајања другог језика, што доприноси развоју аутономног учења језика и бољим исходима учења и усвајања страног језика. Овај рад пружа увид у утицај коришћења лектире на постепени развој страног језика на курсевима средњег и вишег средњег нивоа у високом образовању. Показано је да постоји позитивна корелација између читања лектире и обављања на њој заснованих задатака, с једне стране, и резултата на тесту граматичке и лексичке компетенције, с друге стране, што потврђује вредност интегрисања лектире у наставни план и програм. Будућа истраживања могла би да укључе квалитативну перспективу како би се детаљније испитали аспекти утицаја лектире на дугорочну мотивацију ученика у учењу страног језика, као и на развој њихове аутономије у учењу.

Кључне речи:

језички прилагођена лектира, учење и усвајање страног језика, екстензивно читање, граматика и вокабулар, енглески као страни језик, високо образовање, исходи учења

Appendices

Appendix A. Graded reading assignment for English 1

The Top Floor is a short book written by David Evans. This is an intriguing story about a young girl who tries to find a job in order to stay in London after graduating.

Your task is:
- to read the whole book
- to submit the written assignment before you take the final exam

I. Choose **ONE** of the following topics:

A) Describe ONE of the following characters from the novel (in 7–10 sentences, approximately 150 words):

Maha   Kieron   George Hurst   Ollie   Mr Samir Dab

OR

B) Write a newspaper report on the event(s) that took place in the novel (in 7–10 sentences, approximately 150 words). Try to make your own account of what happened!

II. Answer **ONE** of the following questions (in 7–10 sentences, up to 150 words) :
- In what ways is Maha's interview with Mr Hurst not a normal job interview?
- If you were in Maha's situation, how would you react to the suspicious deliveries?
- In what ways is Maha employed illegally?
- Why do you think Maha can't make herself buy a plane ticket and go home?
- What do you think is in the boxes? Use evidence from the story to support your idea.
- The real Mr Hurst proves his identity with his passport. What else in his behaviour suggests that he is telling the truth?
- If you were the real Mr Hurst, would you believe Maha's story? Why (not)?

III. Write an essay on **ONE** of the following topics (around 15 sentences, approximately 300 words):
- In the story many people make mistakes. What is the worst mistake you have ever made? Relate your experience to the story.
- The characters in the story see the world of business differently. What is your point of view? Relate your essay to the story.

- Several characters insist on the importance of trust in business. To what extent should you trust your business partners? Relate your essay to the story.
- "You only live once" – Have you ever taken any risks? Relate your essay to the risk Maha took when she accepted the job offer.
- Do you agree with Mr Samir that "the good guys don't always win?" Give a few examples to support your opinion.

Appendix B. Graded reading assignment for English 2 for IT related study programmes

I, *Robot* is a science fiction collection of short stories. It was written by Isaac Asimov, one of the most famous science fiction writers.

The book was written in the 40s of the 20th century, more than 60 year ago. Historically, it is interesting to read this fictional vision of humanoid robots and compare it with modern reality of robotized machines, artificial intelligence and the role of IT in it.

The book that you are going to read is in a simplified version. It contains basic information about the author at the beginning, and the glossary at the end. It also contains some exercises to check your understanding while and after reading.

Your task is:

- to read the whole book
- to submit the written assignment before you take the final exam.

I. LANGUAGE STUDY – vocabulary and language functions

Do ONE of the following:

- Find at least 10 words and phrases used to describe human beings, both physically and psychologically. Classify them according to various semantic and grammatical criteria.
- Find at least 10 words and phrases used to describe robots, both physically and psychologically. Classify them according to various semantic and grammatical criteria.
- Find at least 10 phrases and sentences used to make various kinds of suggestions and proposals.
- Find at least 10 phrases and sentences used to express agreement and disagreement.
- Find at least 10 passive sentences. Classify them according to various usages.

II TEXT STUDY

In each of the stories there is a kind of conflict, problem, misunderstanding between robots and humans, most often based on the Three Laws of Robotics.

Chose at least ONE story, briefly describe the 'problem' and how it was resolved (around 10 sentences, 150–200 words).

III ESSAY WRITING

Write a short essay (around 20 sentences, 350 words) in which you will express your opinion on ONE of the following topics:

1. The role of IT and robotics in the modern world
2. 'I like robots better than I like human beings. I'd like to see a robot governing the world.' Do you agree with Dr. Calvin's opinion?
3. The film and the book I, Robot: similarities and differences
4. The book I, Robot is (not) better than the film

Appendix C. Graded reading assignment for English 2 for design and management related study programmes

The book that students of design and management related study programmes are going to read is **Benetton, by Jonathan Mantle**, in a simplified version. The book *Benetton* is a biography book, a real-life story of an extraordinary accurate; family and the business empire they have built. It is written as a story of hard work and success, invention and risk-taking – but also of shocking advertising campaigns and public anger.

Your task is:

- to read the whole book. It contains basic information about the story and the author at the beginning, and a small business glossary at the end. It also contains some exercises to check your understanding while and after reading. You will use these exercises for you written assignment.
- to submit the written assignment before you take the final exam.

I. LANGUAGE STUDY – vocabulary and language functions

Do ONE of the following:

- Find at least 10 words and phrases used to describe people in this book, both physically and psychologically. Classify them according to various semantic and grammatical criteria.

- Find at least 10 nouns and adjectives, as well as phrases that refer to various aspects of business. Classify them according to various semantic and grammatical criteria.
- Find at least 10 verbs and verbs phrases used to talk about various aspects of business. Classify them according to various semantic and grammatical criteria.
- Use at least 10 words from the list in 10 sentences of your own: *accountant, authorities, ban, bid, branch, customer, commercial purpose, employment, foundation, franchise, global image, image-making, income, loan, logo, manufacture, negotiate, objective, range, retail, share, stock, stock exchange.*
- Find at least 10 phrases and sentences used to make various kinds of suggestions and, proposals, or to express agreement and disagreement. Classify them accordingly.
- Find at least 10 passive sentences. Classify them according to various usages.

II a/ Text comprehension

Based on the book 'Benetton', answer in detail at least TWO of the following questions:

1. Why were the first MY Market stores so popular with young customers?
2. How did the Scarpa brothers help Benetton to meet the needs of different customers?
3. Why was Luciano Benetton's first visit to the United States a shock?
4. Why did Benetton get involved with Formula 1 car racing? What did the company hope to gain?
5. What was unusual about Toscani's first advertising campaign for Benetton?
6. What is Edizione and what is its relationship to the Benetton family?
7. What is Fabrica and what is its commercial purpose?
8. What is Big Charley and its role in Benetton's operations?
9. Why were pictures of clothes taken out of the new series of advertisements in 1989?
10. Why was the photograph of a white man and a black man chained together taken down in Britain?
11. What was the serious purpose behind the condom campaign?
12. Which Benetton advertisement shocked the Pope and why?
13. What was so shocking about the photograph of the new-born baby?

IIb/ Text discussion

Answer at least TWO of the following questions in detail:

1. When he faces difficulties, Lucaino Benetton 'cleans the network'. What does this involve?

2. Luciano defended Benetton's advertising by saying that the advertisements showed reality and the company wanted to make people think. Discuss your reactions to the Benetton advertisements and Luciano's philosophy.

3. Most manufacturers make goods and then sell them. How is Benetton's strategy different? How does the company present its range of products to agents and retailers?

4. What factors do you think contributed to the success of Benetton clothes in the early days?

5. Describe the changes that took place in clothes retailing from the time when Luciano Benetton started his company to the present day. How have customers' buying habits changed? How can retail organizations meet these changes?

6. Do you think it would be possible in the twenty-first century for a family to create a business like Benetton?

7. How is technology changing the way that manufacturers produce their goods? how can it help them? What problems can technology bring?

III. Write a short essay (around 20 sentences, 350 words) in the appropriate style on **ONE** of the following topics:

1. Advertising campaigns that have made the greatest impression on me

2. I would (not) enjoy working for Benetton

3. A newspaper report about Benetton, describing the history of the family, the company and its main achievements.

4. For or against: Can you do anything, use anything, to attract attention – images of reality in advertising

5. A letter to Benetton saying why you would be a suitable person to work for the company.

6. A letter to Benetton complaining about one of their advertising campaigns (the ones mentioned in the book)

Appendix D. Sample exam test for English 1

Time: one hour and 45 minutes

Student _____ Points: _____

PART I – GRAMMAR

I Circle the correct form of the verb. (8 points)

(Do any 8 out of 10 sentences. Cross out (X) the numbers of the two sentences that you DON'T want to do).

Example: Someone took my wallet while I _____ onto the train.

a/ got b/ was getting c/ have gotten d/ get

1. I _____ in the power of destiny. How about you?

    a/ am believing b/ believe c/ belief d/ believing

2. They _____ on the back seats of the car while I was driving.

    a/ sang b/ have sung c/ were singing d/ have been singing

3. I wish John _____ here, he would know what to say.

    a/ had been b/ has been c/ were d/ is

4. Would you mind _____ this bag for a minute?

    a/ holding b/ to hold c/ hold d/ to holding

5. I _____ in the same neighborhood since I was born.

    a/ was living b/ live c/ am living d/ have been living

6. If Peter hadn't gone to Africa, he _____ his wife.

    a/ wouldn't meet b/ wouldn't have met c/ won't meet d/ couldn't meet

7. Buckingham Palace _____ by millions of people every year.

    a/ visits b/ is visiting c/ is visited d/ visited

8. I won't move in unless you _____ a decent job.

    a/ don't find   b/ won't find   c/ will find   d/ find

9. Gordon _____ be a student, but now he's got a job.

    a/ was used to   b/ has used to   c/ used to   d/ use to

10. This classroom _____ every day.

    a/ is cleaning   b/ cleans   c/ cleaned   d/ is cleaned

I. Correct the errors in the sentences.

Underline the error and write the correct version in brackets. **(5 points**)

(Do any 5 out of 6 sentences. **Cross out (X) the numbers of the sentence that you DON'T want to do)**

Example: I can't see you tonight because I will go to the cinema.

Answer: I can't see you tonight because I <u>will go</u> to the cinema. *(I'm going to go)*

1. This is the student who's project was awarded.

2. You must always to log out when using a shared computer.

3. She always gives to me excellent books.

4. I'm often late in spite trying to be on time.

5. I don't want go to work today.

6. We've bought a new computer yesterday.

II. Complete the given sentences using the given italicized words: (8 points)

(You have to use all the words and each word only once)

 where, that, although, which, despite, why, so, how, always

Example: This is the book _____ ***which*** _____ I bought at the book fair.

1. I have _____ admired the people who can do several tasks at the same time.

2. Our parrot cannot say a word _____ hard training.

3. This is _____ the two of us first kissed – by the river.

4. _____ she enjoys swimming, she is afraid of deep water.

5. The bank was closed, _____ I couldn't take any money.

6. This is the reason _____ I wanted you to stay at home.

7. I didn't know _____ you could keep a secret until now.

8. _____ are you feeling today?

III. Re-write the given sentences following the specific instructions given below. (20 points)

(Do any 10 out of 12 examples. Cross out (X) the numbers of the two sentences that you DON'T want to do)

IV a Re-write the sentence using the words given in brackets in order to make it more polite

1. Please turn off your mobile phone. (COULD)

   _____.

2. Wait for me! (WOULD)

   _____.

IV b Combine the given sentences using the words in brackets

3. Although it was raining, I enjoyed my holiday. (DESPITE)

   _____.

4. Lucy wanted to stay at home. She went to the pub. (EVEN THOUGH)

   _____.

IV c Transform the sentences so that they preserve the same meaning.

5. You'll never win the lottery if you don't buy a ticket.

   Unless _____.

6. I don't have a yacht, so I can't go sailing at weekends.

If _____.

IV d Rewrite the sentence using the given beginning to make indirect or reported speech.

7. Bill: "I have never tried Chinese food."

Bill said _____.

8. Receptionist: "When do you have to wake up?"

The receptionist asked me __ _____.

9. Sarah: "I am going to cancel the event because of the rain."

Sarah told me yesterday _____.

10. Interviewer: "Do you know how to use Excel?"

The interviewer wanted to know _____.

IV e Rewrite the sentence using the given beginning using the appropriate modal verb.

11. Shouting is not allowed in libraries.

Students _____.

12. Mozart was able to play the violin when he was four.

Mozart _____.

V Turn the following sentences into the passive (6 points)

(Do any 3 out of 4 sentences. Cross out (X) the number of the sentence that you DON'T want to do)

Example: They don't sell cigarettes in this shop.

Answer: Cigarettes aren't sold in this shop.

1. They should never forget such a man. _____.

2. Someone stole my book two days ago._____.

3. They did not send the report on time._____.

4. People solve problems more easily with the help of smart devices. _____
   _____.

PART II – VOCABULARY

I Circle the correct word that completes the sentence (8 points)

(Do any 8 out of 10 sentences. Cross out (X) the number of the two sentences that you DON'T want to do)

Example: We want to expand into the European ____

<u>a/ market</u>   b/ marketing   c/ marketed   d/ marketer

1. She was too shy to speak about her _____ at the job interview.

   a/ strengths   b/ advantages   c/ features   d/ strongs

2. I am _____ of dogs.

   a/ afraid   b/ frighten   c/fear   d/scare

3. If you meet someone for the first time, you want to make a good _____

   a/expression   b/impression   c/ impress   d/character

4. I've just heard you got married! _____!

   a/ Well done   b/ Congratulations   c/ Great to see you   d/ OK then

5. I have never _____ any money from my friends.

   a/borrowed   b/took   c/lent   d/lended

6. A large number of candidates applied _____ this position.

   a/ for   b/ to   c/ on   d/ in

7. She's a lively person and her name means "full of life", so it really _____ her.

   a/ suggests   b/ associates   c/ suits   d/ sounds

8. The manager was _____ of using company profits to buy jewelry for his wife.

   a/ accused   b/ charged   c/ committed   d/ suspecting

9. Jane is not in the office now. She has _____ out for lunch.

   a/been   b/gone   c/come   d/taken

10. I wish you lots of _____ for the exam tomorrow.

   a/ happiness   b/ joy   c/ luck   d/ goodness

II According to the meaning of the words, say if the sentences are true (T) or false (F). (5 points)

(Do any 5 out of 6 examples. Cross out (X) the number of the sentence that you DON'T want to do)

Example:

When you make an impression people forget you.   **_F_**

1. If you feel miserable, you are sad. _____

2. If you take the exam, it means you pass it. _____

3. Your native country is where you were born. _____

4. If you get a lot of time off, this means you are frequently absent from your job. _____

5. If you find something tough, you think it is easy. _____

6. If a person is delighted, this means the person is standing in the dark. _____

Appendix E. Sample exam test for English 2

Time: one hour and 45 minutes

Student _____ Points: _____

PART I, GRAMMAR

I. Circle the correct form / word / phrase that completes the sentence(s). (10 points)

Example: Someone took my wallet while I _____ onto the train.

a/ got b/ was getting c/ have gotten d/ get

1. John _____ last month. It looks amazing. You can tell it was professionally made.

   a/ has tailored his suit b/ had his suit tailored

   c/ had tailored his suit d/ has his suit tailored

2. I can't help you unless you _____ me honestly what happened.

   a/ don't tell b/ aren't telling c/ tell d/ told

3. She's a good girl. Her sister, _____, is very selfish.

   a/ thus b/ on the other hand c/ moreover d/ therefore

4. When I was a kid I loved spending time outdoors, but now I _____ to relaxing at home.

   a/ am used b/ used c/ will get used d/ have used

5. They were _____ leaving, when they heard someone in the backyard.

   a/ on the point of b/ due to c/ about to d/ going to

6. I didn't know you were _____ good cook!

   a/ so b / such an c/ such d/ such a

7. My best friend, _____, decided to move abroad.

   a/ whom works as a doctor b/ which works as a doctor

   c/ who works as a doctor d/ works as a doctor

8. The concert was sold out, so I was glad that we _____ the tickets in advance.

   a/ have bought b/ had bought c/ were buying d/ were bought

9. If only she _____ harder, she would have passed the exam for sure!

   a/ is studying b/ studied c/ was studying d/ had studied

10. They placed _____ African elephant on their endangered list.

    a/ – b/ a c/ an d/ the

II. Use the linkers in italics to connect the sentences given in 1–4. Pay attention to punctuation. Make changes if necessary (add, omit or change some words). You can use each linker only once and you must use all of them. (6 points)

ALTHOUGH, WHEREAS, ON THE OTHER HAND, WHICH

Example: It was raining. We went for a picnic.

Answer: Although it was raining, we went for a picnic.

1. My colleague has a personal assistant. I prefer to organize my workload alone.

   _____

2. He showed me how the software works. That helped me a lot.

   _____

3. He must be 60. His wife looks about 30.

   _____

III Turn the following sentences into the passive. (6 points)

Example: They don't sell cigarettes in sweets shops.

Answer: Cigarettes are not sold in sweets shops.

1. I had made a cake before my friends came.

   _____ .

2. Many people will visit the new exhibition next month.

   _____ .

3. My friends have organized a surprise party for me.

   _____ .

IV Turn the following sentences into reported speech. (6 points)

Example: "Tomorrow at three o'clock I will be sitting on a plane to Paris."

Answer: He said that the next day at three o'clock he would be sitting on a plane Paris.

1. He said, "I worked in Belgrade before moving to the UK."

   He said _____ .

2. My friend asked me, "Have you travelled abroad?"

   My friend asked me _____ .

3. She wanted to know, "'What time does the show start?'"

   She wanted to know_____

V. Put the verbs in brackets into the correct tenses. (6 points)

Example: If someone _____ (ring) my doorbell at 3 a.m. I _____ (be) very unwilling to open the door. Answer: If someone rang (ring) my doorbell at 3 a.m. I would be (be) very unwilling to open the door.

    1. If students _____ (not study) hard, they _____ (fail) their exams.

    2. If I _____ (be) you, I _____ (join) them.

    3. I didn't hear the weather forecast. If I _____ (know) it was going to rain, I _____ (bring) my umbrella.

VI Rewrite the given sentences using the exact words given in brackets so that the meaning remains the same. Make all the necessary changes. (6 points)

Example: He smokes too much; perhaps that's why he can't get rid of his cough. (IF)

Answer: If he didn't smoke so much, he would get rid of his cough.

    1. This is such a good restaurant! I want to visit it again. (so)

      _____

    2. The hair dresser dyes my hair every month. (have)

      _____

    3. Professor says we needn't read the whole book. (don't have)

      _____

PART II, VOCABULARY

I Circle the correct word that completes the sentence. (10 points)

Example: We want to expand into the European _____

a/ market b/ marketing c/ marketed d/ marked

    1. I've heard you moved to Spain, how do you like their _____?

      a) cuisine b) kitchen c) meal d) dish

    2. When they broke up five years ago, she _____ him pretty fast.

      a) split up b) went over c) got over d) made up

    3. A _____ species is a species which has been categorized as likely to become endangered.

      a) extinct b) recovered c) vulnerable d) rare

    4. Try not to spend all that money you have won! It would be wise to put it on your _____ account.

      a) safe b) save c) saving d) savings

    5. She wears a lot of _____

      a) make out b) make up c) make-up d) makeup

6. I love waking up early in the morning. I guess you can say I'm a real
   _____.

   a) night owl b) night bird c) early owl d) early bird

7. She's so _____, she'll never admit that she was wrong.

   a) trustworthy b) efficient c) obstinate d) energetic

8. My wife and I will spend the eternity together because we are true
   _____.

   a) penfriends b) soulmates c) fair-weather friends d) close friends

9. Supermarkets have recognized the increasing popularity of _____
   food.

   a) processing b) national c) domestic d) organic

10. I am too _____ to take the dog for a walk.

    a) exhausting b) stressful c) exhausted d) stressed

II According to the meaning of the words, say if the sentence is true (T) or false (F). (5 points)

Example: When you make an impression, people forget you. F

   1. If you eliminate something, you keep it forever. _____

   2. If you are obedient, you do what people tell you to do. _____

   3. Striding is known as slow walking that requires no energy. _____

   4. Grumbling means constant complaining. _____

   5. An ordinary job that must be done regularly is known as a chore. _____

III Complete the sentence using the correct form of the word in brackets. (5 points)

Example: He put the leftover food in _____ (USE) plastic containers.

Answer: He put the leftover food in reusable plastic containers.

   1. She is such a pleasant, _____ (HELP) child!

   2. After a long journey I was looking forward to sleeping in a _____
      (COMFORT) bed.

   3. _____ (ATTEND) at lectures is compulsory.

   4. Fresh fruit and vegetables are an important part of a _____
      (HEALTH) diet.

   5. Your behaviour is _____ (ACCEPT). I'm afraid I am going to ask
      you to leave.