

An Introduction to
the
Identification and Design
of
CERTAIN TYPES OF LEARNING AIDS FOR
THE TEACHING OF THE READING SKILL

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Introduction

This paper is concerned with the teaching of the reading skill for the purpose of learning to read, not for the purpose of comprehension of a particular reading selection in a particular reading passage or text. This emphasis is based on the principle that whatever the student is asked to read must be treated as a means to an end, not as an end in itself. No matter which book, or what sort of reading material is used in any course, it must be considered as a means of teaching the student to be able to read on his own other material which is at a parallel level of difficulty or, depending on the grade he is in, even at a level approaching authenticity.

The learning of reading involves many tasks, mainly working with vocabulary, syntax, and concepts, all of which are inseparable from the thinking process. Not only that, but learning to read is an on-going or "now" process. Understanding occurs, or must be developed so that it occurs, at the moment of contact. For this reason, the teaching of reading must aim at giving students the ability to read and think, and then understand simultaneously.

The learning aids which are suggested in this paper are designed for use to aid in the development of the reading skill as an on-going process. Techniques for the checking and testing of reading comprehension, which traditionally come after the actual reading, are already highly developed, with all sorts of exercises and questions for checking the decoding process. In this paper, these techniques have been excluded because learning aids must place emphasis on helping the student develop the reading skill itself and not merely on determining whether he has mastered any particular passage.

An Overview of Certain Aids for the Learning of the Reading Skill

The following are presented as samples in this paper :

Window box.

Flash cards for : Word drill

- Vocabulary presentation
- Word formation (accidence)
- Synonyms, Antonyms, Homonyms
- Verbs
- Word Association
- Phonics : Reading practice
- Phonetic alphabet for dictionary training

Flash cards for : Test of fixed expressions

Sentence strips for :

- Vocabulary test
- Syntactic development : Rearrangement of word order and sentence transformation
- Expansion (Add-a-word)
- Sentence patterns : Parallel sentences to assemble and match with sentences in the passage
- Questions : Assemble and match with passage content, then ask and answer
- Answers : Match with questions given in text, then ask and answer.
- Test of meaning

Parallel paragraphs or passages for :

- Cloze test
- Completion exercise
- Further reading activity
- Reading aloud
- Dictation exercise

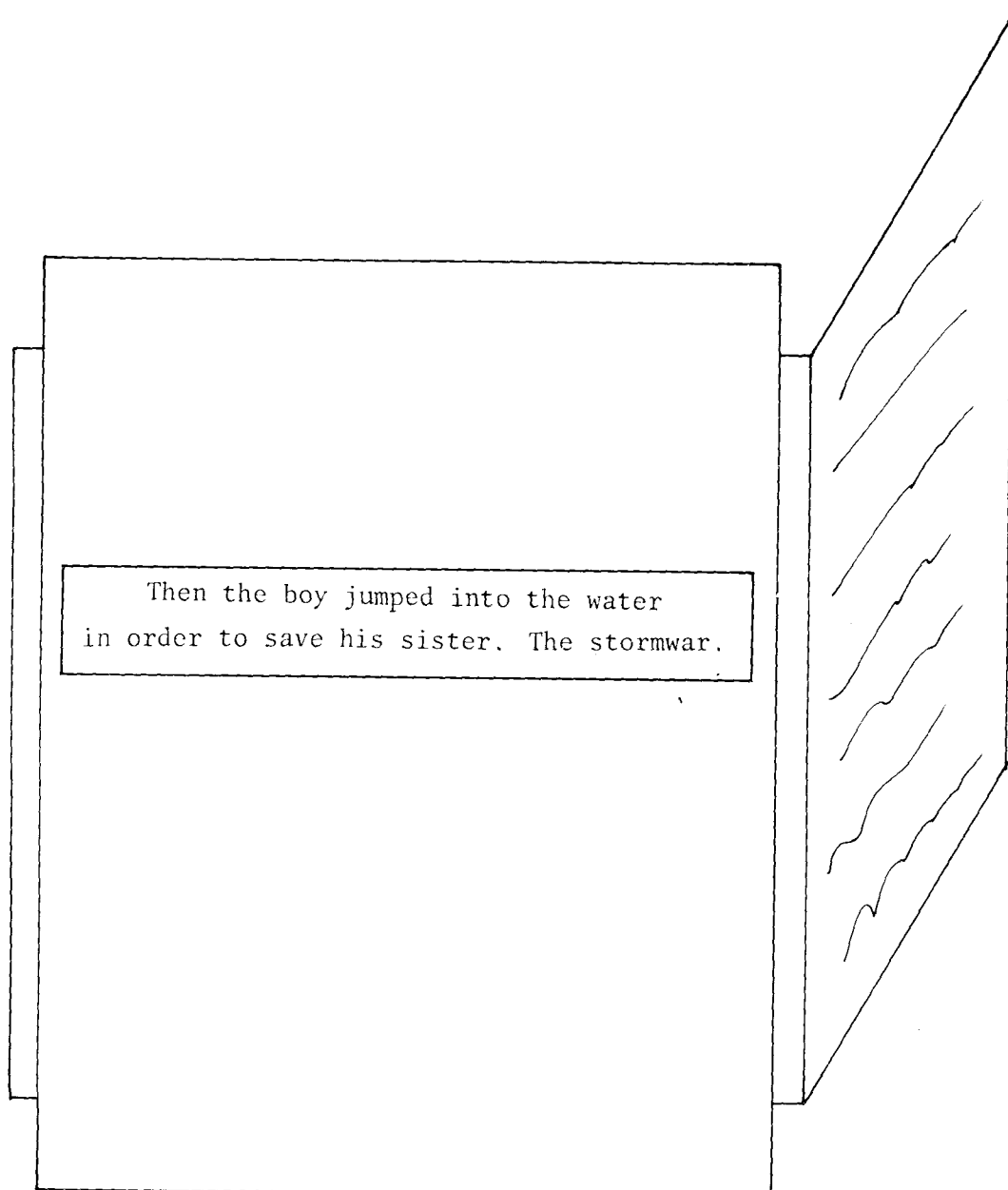
Suggested Use of Learning Aids

All the learning aids suggested in this paper should ultimately end up in the hands of the learners. The teacher may use flash cards for quick warm up, practice, drill, test, etc., but at some time during the process, the cards should be distributed to the students, usually individually or in groups. The same thing can be said for all the sentence strips since they are designed primarily to be used as exercises. Parallel passages can be used as exercises, tests, etc., either by the class as a whole or by individual students.

WINDOW BOX

The window box is designed to aid in the teaching of complete lines and sentences, to encourage speed reading, and to permit the reader to concentrate on a particular place in a reading selection. It is also provided to "cover" any questions that have been provided with the reading selection. This is necessary when doing an exercise in which students are encouraged to read and develop their own questions, based on an authentic need know.

The window box is easily made of paper or cardboard. It should cover one whole page, or be longer than one page, with the window cut so as to expose two complete lines of reading text. When in use, it is moved down the page, following the text while reading silently, reading aloud, or listening to someone



SAMPLE 1

Synonyms, Antonyms

Sentence patterns : Parallel sentences to assemble and match with passage content

Kate and Mr. Peterson are coming into the flat. They are very wet. When they were walking home from the river it began to rain. Penny and Tony did not get wet. They took a taxi outside the restaurant.

Mr. Peterson is carrying a pair of shoes and a shirt. He lives on the other side of London so he does not want to go home in his wet clothes. Kate and Mr. Peterson met Mr. Miller on the stairs. Mr. Miller saw his wet clothes and he lent him a dry pair of trousers and a dry shirt.

Kate, Mr. Peterson and Tony are laughing. They are very happy but Penny is angry because the floor is wet and dirty. There are wet clothes on all the chairs. Penny is cleaning the floor and telling Kate to put some dry clothes on.

Mr. Peterson is going into the bathroom. He is going to change his clothes there. Penny is telling him not to leave his wet clothes on the floor.

FLASH CARDS for: Antonyms

begin, clean, lend, angry, laugh, there, happy, come, on, wet, outside

SENTENCE STRIPS for:

Sentence patterns: Parallel sentences to assemble and match with passage content.

Don't sit there.

He told his friend not to sit there.

She is angry because the room is dirty.

She told him to put his shirt on.

Put your shoes on.

It began to rain when they were walking home from school.

SAMPLE 2

Vocabulary presentation

Word association

Test of expressions

Parallel passage

1

This is a small demonstration in a London park. There are some demonstrators and some policemen in the park, but only a few. There are not any soldiers there but there are a few tourists. There are also some reporters there ; in fact, there are quite a few. There are also some birds in the trees but they are not very interested in the demonstration.

3

This strike began last week and it is still going on. There are some policemen and strikers in front of the factory but only a few. It is Saturday and most of the men are watching a big football match. The strange thing is that there are no reporters or television cameramen there ; perhaps they are at the match too.

5

There are quite a few men in this pub. There are also a few women. It is almost closing-time (11 o'clock). The man looking at his wallet is called Fred Collins. He wants some more beer. The trouble is he has not got any money.

2

Susan is going to bake a cake. She has some eggs, butter, sugar and milk. She wants to use only a few eggs and a little butter. She always uses a lot of sugar. She has not got any chocolate. She needs some. It is going to be a chocolate cake.

4

Arthur ordered a steak with some salad and potatoes. The waiter brought him some salad with his steak a few seconds ago but he did not bring him any potatoes. Arthur is telling him to bring him some now. There are only a few people in the restaurant. Perhaps it is not very good.

FLASH CARDS for : Vocabulary presentation and word association

butter, steak, strike, bake, demonstration, eggs, closing-time, reporter, pub, soldier, policemen, bird, park, restaurant, salad, factory, football, television, beer, wallet

FLASH CARDS for: Test of expressions

a few seconds _____; looking _____ something; eggs, butter _____ milk;
 _____ front of; quite _____ few; _____ fact; still going _____;
 interested _____; a _____ of; is going _____; in _____ park

PARALLEL PASSAGE for Cloze test:

Mary is going to take a test. She has some pens, _____ and a ruler. She _____ to use only a _____ pieces of paper and _____ little time. She always _____ a lot of ink. _____ has not got any _____. She needs some. It _____ going to be an English test.

SAMPLE 3

Vocabulary test

Sentence patterns: Parallel sentences assemble and match with passage content

Test of meaning

Last Sunday Michael, Penny and Mary Wells went to the Wells' farm. They left London early but they did not go to Mary's home by train. Michael borrowed a friend's car. It is a fast car but it is small and there is not very much room in it. It is very low and it is painted blue. The three friends could only just get into it.

They all enjoyed the ride. It was a lovely morning and there was not much traffic on the road. Michael is a careful driver, but he drives fast. They all wanted to get to the farm quickly so they did not stop to buy any petrol. Michael will stop at the garage when they go through Royston in the evening and get some petrol. He will put some water in the radiator before they leave the farm. The car is old and it needs a lot of water.

They reached the farm at a quarter past nine. Mary's parents were waiting for them. Breakfast was ready. The toast and marmalade and a big pot of tea were on the table. Mrs. Wells brought in the bacon and eggs as soon as they sat down. Mr. Wells was very hungry. He works for three hours before he has breakfast. Only one other man works on the farm. His name is Bill Jason and he has breakfast with the Wells, so this morning there were six people sitting around the table.

Mr. Wells' farm is a small one. He has thirty cows, about three hundred hens and he keeps some pigs as well. He grows wheat, potatoes and cabbages.

The farmhouse is very old. It is built of bricks and stone, and it is painted white. Near the farmhouse there are several buildings, and he keeps his tractors in one of them. Mr. Wells needs a lot of machinery.

Mary will show her friends round the farm when they have finished breakfast. Mary wants to take them to another farm as well. There are some horses on that farm. The owner of the farm will lend them three horses and they can ride across the hills behind the farm. They will go to the other farm after Mary has shown them her parents' farm and all the animals.

SENTENCE STRIPS for : Vocabulary test

1. This is something you put on toast.
2. This is something on a car engine that keeps it cool.
3. This is what you get when you heat clay.
4. This is a machine used in farming.
5. This is a fuel that is used to run an automobile engine.
6. This is what you get when you put bread near heat.
7. This is a place where automobiles are repaired and petrol is sold.
8. This is a kind of vegetable.
9. This is a grain that is used to make bread.
10. This is a kind of animal from which we get milk.

SENTENCE STRIPS for : Parallel sentences

The car is very old. Mary left as soon as she finished.
 After he has finished he will go home. This is a lovely class.
 There are some oranges in the basket. Those are some old pens.
 My mother bakes pies, cookies and cakes. People travel by train.
 The girls put some pictures on the wall yesterday.
 The children went to the zoo last Saturday.
 The old man borrowed some money. There is not much machinery here.
 We will do our homework before we come to class.
 The students did not answer so the teacher got angry.
 Men keep their money in their pockets.

SENTENCE STRIPS for : Test of meaning

1. About what time did they leave London? 2. What was wrong with the car radiator? 3. How long did it take them to get from London to the farm?
4. Do Mary's parents have any hired help? Who? 5. Who were the six people who sat around the table? Name them.
6. What are the buildings near the farmhouse called? 7. Mr. Wells' farm is a small one. Describe a large one.
8. Name one or two other kinds of machinery Mr. Wells probably has on his farm.
9. In which direction did they travel from London?

SAMPLE 4

Homonyms

Word formation (Accidence)

Phonics

Phonetic alphabet for dictionary training

Test of expressions

'This is really a very fast game, the fastest I have seen so far this year. Both sides are fighting for the ball all the time. The crowd is loving every minute of it. They're shouting at the tops of their voices.

'Willis has the ball now. This is only his third game for Scotland, but he's playing so well that it won't be his last, I'm quite sure.

'Willis passes the ball to Cotton, Cotton kicks it over the heads of the waiting Frenchmen, towards the goal-mouth. But he's too far away. Dupont picks it up easily, and throws it to Patou, out on the left.

'France and Scotland still have one goal each, and there are only two minutes left of the game. But in that time, anything can happen. Patou kicks the ball across to Crozat. It's a beautiful kick, but Stevens jumps and just stops the ball with the side of his head. But Meunier is there, he passes to Crozat, and Crozat, without waiting a second, puts the ball into the back of the goal. It takes everybody by surprise. I've never seen a goal like it.

'And the game is over. France has won the cup.'

FLASH CARDS for: Homonyms

very-vary; seen-scene; they're-there-their; wait-weight; won-one

FLASH CARDS for: Word formation

goal-gaol; quite-quiet; stop-spot; left-felt; tops-pots; throw-worth;
third-dirth

FLASH CARDS for: Phonics

last, fast, vast; fighting, lighting; ball, call; third, bird; head, dead;
kick, pick, lick; top, stop, mop; out, shout, pout; take, make; passes,
glasses

Test: mast, sighting, tall, gird, lead, tick, bop, bout, bake, masses

FLASH CARDS for: Phonetic alphabet

sə'praiz / vɔis / 'bjɜ:tɪfʊl / ,evri'bɒdi / wɪt'au / 'sekənd / 'minɪt
'haepən / gəʊl / fraens

FLASH CARDS for: Test of expressions

the fastest so _____; all the _____; at the tops of their _____;
I'm quite _____; too far _____; on the _____; in that _____; with
the _____ of his head; waiting a _____; into the _____ of the goal;
take him by _____; the game is _____

SAMPLE 5

Syntactic development :Rearrangement of word order and sentence transformation

1

Julia had a date with her new boyfriend in this restaurant at 8. He came on time but she did not. She came in only a moment ago. It is 9, "Have you been waiting long?" she asked him when she came in. "Yes, I have," he is saying. He is rather angry because he has been waiting for an hour.

2

Tom and Susan have been married a very short time. They haven't had that house very long, either. The couple next door, the Barclays, have been married a very long time. They have been living in the same house all that time!

3

Tom's brother, Peter, has been back in England for only half an hour. He is waiting to phone Tom, but the woman got to the phone box just a few seconds before he did. That was ten minutes ago. She has been talking for ten minutes and Peter has been waiting that long, too.

SENTENCE STRIPS for : Syntactic development (Rearrangement of word order and sentence transformation)

1

At 8 Julia and her new boyfriend had a date in this restaurant. She was not on time, but he was. It was only a moment ago that she arrived. She is one hour late. When she came in she asked him whether he had been waiting long. He replied that he had. He had been waiting since 8, so he was rather angry.

2

Tom and Susan married a very short time ago. They have lived in that house a short time, too. The Barclays, who are the couple who live next door, married a long time ago. Ever since their marriage, they have been living in the same house!

3

Peter, who is Tom's brother, returned to England only half an hour ago. He wanted to phone his brother but a few seconds before he got to the phone box, a woman got there, so he is waiting for her to finish so that he can phone Tom. Ten minutes have passed now. Peter has been waiting for ten minutes because the woman began talking that long ago.

SAMPLE 6

Word formation

Test of expressions

Questions : Assemble and match with passage
content**The Blind Girl**

'A band plays in Lumley Park every Sunday afternoon. I often attend these open-air concerts if the weather is fine, because I find it a very restful way of passing the time, and because the band plays my kind of music : dance music, marching music, anything with a tune that you can whistle ; you know what I mean.

'One Sunday, there was a blind girl in the front row of the audience, just behind the band-leader. She must have been about fourteen or fifteen years of age, I should think. She had been sitting down until about halfway through the programme, when the band started to play 'The Blue Danube' by Strauss. I'd never heard them play this particular piece before ; and there was something magical about the way they played it then. They'd only played a few bars when this blind girl stood up and began waving her arms about in time to the music, just as the band-leader himself was doing.

'After a while. I could see that more and more members of the band were watching the blind girl instead of the band-leader. And the leader must have noticed this himself, because he turned round and watched her, and saw that she was keeping perfect time. He was a very thoughtful man, that band-leader ; I take my hat off to him. He moved to one side little by little, so that the band could see the blind girl better, and after a while he stopped conducting altogether. The band knew the piece quite well, of course, so things weren't likely to go seriously wrong. But she kept time beautifully, and she made it clear when she wanted certain passages to be loud or soft, just as the band-leader himself had done. Since then, to be quite honest, I've never heard 'The Blue Danube' played better anywhere.

'I have seldom heard an audience clap more loudly than that audience, when the music was over. I should think they must have heard the noise on the other side of the town. When the blind girl sat down, even from where I was sitting I could see that there were tears running down her face.

'And she wasn't the only one in that audience who was crying, I can tell you.

FLASH CARDS for : Word formation

rest, restful, restfully ; thought, thoughtful, thoughtfully ; beauty, beautiful, beautifully ; magic, magical ; like, likely, unlikely ; serious, seriously ; loud, loudly
 leader of the band, music for dancing, music for marching,
 a girl who is blind, half of the way

FLASH CARDS for : Test of expressions

after _____ while, _____ the time, you know what I _____, _____
 the front row, fifteen years _____ age, girl stood _____, started _____
 play, _____ time to the music, more _____ more, instead _____ the
 band-leader, take my hat _____ him, little _____ little, on the other
 _____ of the town

SENTENCE STRIPS for : Questions to assemble and match with passage content

1. Where did this story take place ?
2. What music was the band playing ?
3. How old was the blind girl ?
4. What did the blind girl do ?
5. When the band leader saw the girl, What happened ?
6. What did the audience do when the music was over ?
7. When the blind girl sat down, what happened ?
8. Why did the blind girl cry ?
9. Did any other people cry ?
10. Why did the people in the audience cry ?
11. Were the people glad for the blind girl ?
12. Why were the people glad for the blind girl ?

SAMPLE 7

Verbs (Word formation)

Sentence patterns : Parallel sentences to assemble and match with sentences in passage

Answers : Match with questions given

Expansion (Add-a-word)

Parallel passage for Cloze test and completion

Old Friends Meet

Michael was walking along the street the other day. Suddenly he heard somebody shouting his name. He stopped and looked round. A young man was running after him. It was Jack Evans. Michael and Jack went to the same school and the same university, but they had not met each other since then. They decided to have lunch together. They went into the nearest restaurant and sat at a table by the window.

In the Restaurant

Jack It's good to see you again. You're an engineer, aren't you? Did you stay in England after you left the university?

Michael No, I worked in Canada for two years. It's a good place.

Jack That sounds interesting. But I'm sure you're glad to be back. What have you been doing since you came back?

Michael I've been seeing old friends, visiting my family, buying things for my new flat and just having a holiday.

Jack Haven't you got another job?

Michael Yes, I started a week ago. But what about you?

Jack I've got a job in a company that sells office equipment: paper, typewriters—you know the sort of thing. It may sound rather dull but I'm a salesman and I've been travelling all over Europe for the last two years. I'm still travelling and still selling. I like working abroad. Are you married?

Michael Well, no, I'm still a bachelor, but I may get married soon!

Jack I hope you'll be happy. I would like to marry, too. I've been saving up, but I never seem to have any money.

Questions

What did Michael do when he heard a shout?

What does he sell?

Who was running after him?

Are Jack and Michael married?

Did Michael know Jack?

Did Jack say he had saved up a lot of

How long did Michael work in Canada?

When did he start his new job?

What is Jack?

FLASH CARDS for: Verbs (Word formation)

see, leave, marry, sound, work, have, stay, save, get, hope, visit, sell, meet, decide, do, sit, run, start, walk, go, buy, look, stop, shout, hear, travel, know

(Note: Use for practice with “ing” form and past and past participle forms)

SENTENCE STRIPS for: Sentence patterns for parallel sentences to match with passage content.

Suddenly they saw somebody taking their money.

They were my brother and his friend.

Some big boys were looking at her.

She stood up and walked away.

My friend and I studied the same book and the same lesson but we had not talked to each other since then.

We ran to the nearest police station and talked to a policeman in the room.

We agreed to do our homework together.

John was working in the library the other day.

SENTENCE STRIPS for: Answers to match with given questions

Here are the answers for the questions at the bottom of the page.

Find the correct answer for each question, and write the letter for it after the question in the book.

- | | |
|--------------------|---------------------------------|
| a. A salesman. | f. Jack Evans was. |
| b. Yes, he did. | g. No, he didn't. |
| c. A week ago. | h. He stopped and looked round. |
| d. No, they aren't | i. Office equipment. |
| e. For two years. | |

Give a good question for this answer: He was thinking of Penny.

FLASH CARDS and SENTENCE STRIPS for: Expansion (Add-a-word)

- | | |
|----------------|---|
| 1. slowly | 4. in a blue suit |
| 2. behind him | 5. his old friend |
| 3. immediately | 6. many years ago; ever |
| | 7. after talking for a few minutes |
| | 8. so that they would not be disturbed;
which was just across the street |

TEST: They were both very glad to meet again.

PARALLEL PASSAGE for : Cloze test

Completion

Complete the passage by putting a correct word in each blank.

The students were working in the classroom the other day. Suddenly they heard somebody _____ a song. They stopped _____ looked out the window. _____ old woman was looking _____ them. It was Mrs. Brown. _____ and the students went _____ the same market and _____ same drugstore, but they _____ not met one another _____ May. The students decided _____ sing together. They went to the playground and sat on a bench near the building.

Read the passage and complete the story by adding one sentence of your own.

The students were working in the classroom the other day. Suddenly they heard somebody singing a song. They stopped and looked out the window. An old woman was looking at them. It was Mrs. Brown. She and the students went to the same market and the same drugstore, but they had not met one another since May. The students decided to sing together. They went to the playground and sat on a bench near the building. _____ .

SAMPLE 8

Syntactic development : Rearrangement of word order and sentence transformation

A winding lane with trees on either side leads from the village to the farm. A wooden gate, wide enough for carts to pass through, opens from the lane into the farmyard and, a few yards farther on, there is the pathway leading up to the front door of the farmhouse. There is a small flower-garden in front of the house. In this garden there is a row of beehives.

The farmhouse has no back-garden, for the back door leads straight into the farmyard. The yard is square in shape and the various farm buildings are arranged around it. The dairy, where the milk is churned into butter and cheese, is next to the farmhouse, to the left. To the right there are two large barns where the grain is stored. On the opposite side are the sheds where the cows are kept, and sheds for the carts and agricultural implements (ploughs, harrows, pitchforks, hoes, sickles, etc.). Over these sheds there are hay-lofts for the hay. Next to these there are stables for the horses, and poultry-houses for the poultry. In the corner of the yard, near the gate, there stands a kennel for a watchdog. The dog barks fiercely when it sees a stranger approaching the entrance to the yard, but is prevented by its chain from jumping at people.

In the middle of the yard there is a pump, and a trough of drinking water for the cattle.

SENTENCE STRIPS or PARALLEL PASSAGE for: Syntactic development by rearrangement of word order and sentence transformation.

From the village there is a winding lane which has trees on both sides and which leads to the farm. From the lane there is a gate made of wood which is wide enough for carts to pass through, which opens into the farmyard, and a pathway which is a few yards farther on which leads up to the front door of the farmhouse. In front of the house there is a small garden with flowers. A row of beehives is in this garden.

Since the back door of the farmhouse leads straight into the farmyard, there is no garden at the back of the house. Around the yard, which is shaped like a square, are arranged the various farm buildings. Next to and to the left of the farmhouse is the place where butter and cheese are churned from milk: the dairy. The grain is stored in two large barns, which are to the right of the farmhouse. Opposite to the farmhouse there are sheds for keeping cows, and for the carts and agricultural implements such as ploughs, harrows, pitchforks, hoes, and sickles. The hay is kept in hay-lofts which are over the sheds. There are horse stables and houses for the poultry next to the sheds. A kennel for a watchdog stands near a gate in the corner of the yard. When the dog sees a stranger approaching the entrance to the yard, it gives a fierce bark; however, its chain prevents it from jumping at people.

There is a pump and a water trough for cattle to drink from in the middle of the yard.

SAMPLE 9

Vocabulary presentation

Parallel passage for activity

Thailand's rice exports last year amounted to 2.64 million tons worth about 18,500 million baht, the Foreign Trade Department reported. The report said the quantity was higher than the previous year's exports by 200,000 tons, an increase of 8.4 per cent. Exports of other economic crops included 2.25 million tons of maize worth 7,500 million baht, 160,000 tons of sorghum worth 580 million baht. Other products were 190,000 tons of beans worth 1,400 million baht, 3.83 million tons of tapioca products worth 13,038 million baht, and 309,000 cases of canned pineapple worth 53.7 million baht.

MAJOR AGRICULTURAL PRODUCTS		(Million tons)
Rice	=====	===== 15.76
	+++++	+++++ 17.5
Maize	===== 3.3	=== 1979
	+++++ 3.15	+++ 1980
Cassava	=====	== 10.5
	+++++	+++++ 14.6
Sugar-cane	=====	==> 12.8
	+++++	+++++ 16.0

FLASH CARDS for: Vocabulary presentation (Reading of numbers)

Practice: 565, 1,728, 23,431, 677,327, 2,439,041, 89,090,986, 3,261,408,000

Test: 468, 3,873, 56,231, 803,971, 8,231,410, 31,231,961, 81,987,886,888

FLASH CARDS for: Vocabulary presentation (Matching for association, etc.)

A) rice, maize, cassava, sugar-cane, sorghum, beans, wheat, pineapple

B) animal feed, tapioca, fruit, vegetable, corn, bread, kanom jin, sugar

Note: students should match words in A (from textbook) with words in B to show conceptual understanding

PARALLEL PASSAGES for further reading practice in activities.

For sample: Daily income of buses, route #84

Bus 1, 5,000 baht; Bus 2, 3,000 baht; Bus 3, 6,000 baht;

Bus 4, 4,000 baht; Bus 5, 5,500 baht

For activity:

1 Refugees entering Thailand: 2 Soft Drink Sales Total: 21,000,000

1975, 3,000; 1976, 6,500; Brand A, 3,000,000; bottles

1977, 20,000; 1978, 18,000; Brand B, 9,700,000; Brand C,

1979, 15,000; 1980, 40,000 4,350,000;

Brand D, 2,500,000; Brand E, 1,450,000

3 No. of Drivers by Age Levels 4 No. of Workers Going Abroad Total:

Total: 1,210,000 210,500

Under 18, 20,000; 18-21, 1975, 3,800; 1976, 8,700;

150,000; 21-25, 200,000; 1977, 42,000; 1978, 35,000;

25-30, 250,000; 30-50, 1979, 46,000; 1980, 76,000

400,000; 50-60, 175,000;

Over 60, 15,000

5 No. of Books in School Libraries

School A, 9,360; School B, 6,756; School C, 4,367; School D, 10,114;

School E, 15,234

Reference to sources of Samples used in this paper :

- | Sample | Source |
|--------|---|
| 1 | Active Context English, Book 1. M. 4. Lesson Three, page 19. |
| 2 | Kernel Lessons Intermediate. M. 5. Unit 5a, page 27. |
| 3 | Active Context English, Book 1. M. 4. Lesson Nineteen, pages 146-147. |
| 4 | Improve Your Reading, Book One. Lesson 5, page 20. |
| 5 | Kernel Lessons Intermediate. M. 5. Unit 11a, page 63. |
| 6 | Improve Your Reading, Book Two. No. 8, pages 25-26. |
| 7 | Active Context English, Book 2. M. 5. Lesson Five, page 37. |
| 8 | Outline of English Directions, M. 5. Action Reading, page 93. |
| 9 | Outline of English Directions, M. 5. Read for Information and Give and Take, pages 33-35. |