

ZI		7A	6A	5A	4A	3A	2A	AIMS																					
1-10	Colouring	AIMS 1) For students to be able to repeat familiar words and everyday expressions as they look at them 2) To increase students' vocabulary by introducing 306 words	1) For students to be able to recite words, phrases and sentences as they look at them 2) To increase students' vocabulary by introducing 210 new words to the programme	1) For students to learn to read aloud short sentences 2) For students to read aloud words containing 5A sound parts (initial consonants, short vowels, and consonant-short vowel combinations) 3) For students to trace words 4) To increase students' vocabulary by introducing 113 new words to the programme	1) For students to learn to read aloud sentences 2) For students to read aloud words containing 4A sound parts (double consonants, consonant clusters and phonograms) 3) For students to trace sentences 4) To increase students' vocabulary by introducing 225 new words to the programme	1) For students to read aloud sentences with polysyllabic words 2) For students to read aloud words containing 3A sound parts (simple vowels before 'r', vowel digraphs, diphthongs and long vowels) 3) For students to copy words neatly 4) To increase students' vocabulary by introducing 181 new words to the programme	1) For students to comprehend and fluently read aloud within one minute passages of about 50 words in length 2) For students to write Level 2A words independently and neatly 3) For students to increase their vocabulary while learning the function of nouns, verbs and adjectives		SCT																				
11-20								1		2	3	4	5	6															
21-30	Straight Lines							Familiar Words		Vocabulary Review	Letter Tracing	Familiar Letter Combinations	Spelling Patterns	Word Puzzle	SCT														
31-40																2	3	4	5	6	7								
41-50																3	4	5	6	7	8								
51-60																1	5	6	7	8	9								
61-70																2	6	7	8	9	10								
71-80	Curved Lines															Simple Phrases	Sound Parts	Rhyming Skills	Sentence Tracing	Take the Tail	Function of Words	SCT							
81-90																							4	8	9	10	1-2	1-2	
91-100																							5	9	10	1-2	1-2	1-2	
ZII		Familiar Words Review	Familiar Sentence Structures	Letter Review	Word Tracing	Syllables	Oral Reading		SCT																				
1-10																							1	1	2	3	4	5	
11-20	Shapes and Pictures							Word Stories		Letter Review	Word Tracing	Sentence Tracing	Sentence Copying	Oral Reading	SCT														
21-30																							3	3	4	5	6		
31-40																							1	4	5	6	7		
41-50	Shapes and Pictures (Stories)																						Word Stories	Letter Review	Word Tracing	Sentence Tracing	Sentence Copying	Oral Reading	SCT
51-60																													
61-70																1	6	7	8	9									
71-80	Back and Forth															Word Stories	Letter Review	Word Tracing	Sentence Tracing	Sentence Copying	Oral Reading	SCT							
81-90																													
91-100		2	8	9	10	1-2																							
1-10	Shapes and Pictures	Word Stories	Letter Review	Word Tracing	Sentence Tracing	Sentence Copying	Oral Reading		SCT																				
11-20								2		9	10	1-2	1-2																
21-30								3		10	1-2	1-2	1-2																
31-40	Shapes and Pictures (Stories)							Word Stories		Letter Review	Word Tracing	Sentence Tracing	Sentence Copying	Oral Reading	SCT														
41-50																							2	1	2	3	4		
51-60																							3	2	3	4	5		
61-70	Back and Forth																						Word Stories	Letter Review	Word Tracing	Sentence Tracing	Sentence Copying	Oral Reading	SCT
71-80																1	3	4	5	6									
81-90																2	4	5	6	7									
91-100	Corners and Curves															Word Stories	Letter Review	Word Tracing	Sentence Tracing	Sentence Copying	Oral Reading	SCT							
1-10		1	5	6	7	8																							
11-20		2	6	7	8	9																							
21-30	Corners and Curves	Word Stories	Letter Review	Word Tracing	Sentence Tracing	Sentence Copying	Oral Reading		SCT																				
31-40								3		7	8	9	10																
41-50								1		8	9	10	1-2																
51-60	Corners and Curves							Word Stories		Letter Review	Word Tracing	Sentence Tracing	Sentence Copying	Oral Reading	SCT														
61-70																							1	9	10	1-2	1-2		
71-80																							2	10	1-2	1-2	1-2		
81-90	Corners and Curves																						Word Stories	Letter Review	Word Tracing	Sentence Tracing	Sentence Copying	Oral Reading	SCT
91-100																2	1	2	3	4									
1-10																1	2	3	4	5									
11-20	Corners and Curves															Word Stories	Letter Review	Word Tracing	Sentence Tracing	Sentence Copying	Oral Reading	SCT							
21-30		3	3	4	5	6																							
31-40		1	4	5	6	7																							
41-50	Corners and Curves	Word Stories	Letter Review	Word Tracing	Sentence Tracing	Sentence Copying	Oral Reading		SCT																				
51-60								3		5	6	7	8																
61-70								1		6	7	8	9																
71-80	Corners and Curves							Word Stories		Letter Review	Word Tracing	Sentence Tracing	Sentence Copying	Oral Reading	SCT														
81-90																							1	7	8	9	10		
91-100																							2	8	9	10	1-2		

Back and Forth
Students draw short lines with curves, straight lines and spirals.

Familiar Words
Students develop the ability to repeat familiar words while looking at words and illustrations.

Familiar Sentence Structures
Students develop the ability to recite short sentences.

Letter Tracing
Students develop the ability to read aloud words, recognise the sound of each letter and trace all 26 lower-case letters of the alphabet.

Rhyming Skills
Students develop the ability to blend initial consonant and consonant clusters with the same terminal sound, and read aloud words and sentences that rhyme.

Sentence Copying
Students improve their oral reading fluency, comprehension and writing ability.

Function of Words
Students learn the function of nouns, verbs and adjectives while increasing their vocabulary.

ZII 73b
Draw a line from the circle to the star.

7A 55a KUMON Name: _____ 7A 55
Familiar Words 6 Date: / / Time: : :
Let's listen to the sentences and then say the words below.

The mountain is high.
The river is long.

6A 135a KUMON Name: _____ 6A 135
Familiar Sentence Structures Date: / / Time: : :
Let's say the sentence at least three times.

They have many dogs.

5A 1a KUMON Name: _____ 5A 1
Letter Tracing 1 Date: / / Time: : :
Read the words aloud. Then say the sound of the letter as you trace it.

leg lamp

4A 143a KUMON Name: _____ 4A 143
Rhyming Skills Date: / / Time: : :
Say the sound parts, trace them and then read the words.

sh irt

shirt

sk irt

skirt

3A 200b
Read the sentence aloud. Then write the letters.

Take the milk out of the refrigerator.

Take the _____ of the _____

2A 120a KUMON Name: _____ 2A 120
Function of Words 6 Date: / / Time: : :
Look at the picture carefully. Then complete the sentences with the words in the picture. (5 each)

The men _____ with cups and dishes. A cup _____ to the ground. It _____ into many pieces.

7A	6A	5A	4A	3A	2A	AI	AII	BI	BII	CI	CII	DI	DII	EI	EII	FI	FII	GI	GII	HI	HII	II	III	J	K	L	
Repeating and reciting		Learning to read and write					Visualising a passage						Identifying the topic of each paragraph						Summarising						Reading critically		

	AI	AII	BI	BII	CI	CII	AIMS
AIMS	For students to 1) learn simple sentence structures and basic expressions 2) develop their skills in completing simple sentences using basic expressions and punctuation	For students to 1) develop their ability to visualise the contents of a passage by writing sentences from memory, paying attention to sentence topics and understanding the sequence of events within the passage 2) improve their ability to read and write simple sentences	For students to 1) learn how to identify the subject and predicate, how to use expressions specifying past events and how to use modifiers 2) develop their skills in making sentences including modifiers	For students to 1) develop their ability to visualise the contents of a passage by i) grasping the meaning of words through contextual clues, ii) identifying and extracting ideas and iii) comparing and contrasting information 2) improve their ability to output the three points above as simple statements	For students to 1) learn how simple sentences are structured by focusing on the subject and parts of the predicate (verb and object); how to express ideas in different ways; and how to use various kinds of tenses and voices 2) develop their skills in constructing sentences using the correct word order, verb forms and punctuation	For students to 1) develop their ability to visualise the contents of a passage by grasping the elements related to 5W's and 1H, and by organising and synthesising information within it 2) write complete answers which contain all the necessary information in response to 5W-1H questions	
	SCT	SCT	SCT	SCT	SCT	SCT	
1-10	1	1	1	1	1	1	1-10
11-20	2	2	2	2	2	2	11-20
21-30	3	3	3	3	3	3	21-30
31-40	4	4	4	4	4	4	31-40
41-50	5	5	5	5	5	5	41-50
51-60	6	6	6	6	6	6	51-60
61-70	1	1	1	1	1	1	61-70
71-80	2	2	2	2	2	2	71-80
81-90	3	3	3	3	3	3	81-90
91-100	4	4	4	4	4	4	91-100
101-110	5	5	5	5	5	5	101-110
111-120	1	1	1	1	1	1	111-120
121-130	2	2	2	2	2	2	121-130
131-140	3	3	3	3	3	3	131-140
141-150	4	4	4	4	4	4	141-150
151-160	5	5	5	5	5	5	151-160
161-170	6	6	6	6	6	6	161-170
171-180	1	1	1	1	1	1	171-180
181-190	2	2	2	2	2	2	181-190
191-200	3	3	3	3	3	3	191-200

Simple Sentences
Students learn the structure of simple sentences. The focus is on recognising the subject and predicate.

AI 33a KUMON Name: _____ AI 33
Simple Sentences 4 Date: / / Time: : :
1. Complete the sentences with the correct words in the brackets. [-5 each]

1) [hums / flies]
The engine _____.

2) [The bus / The aeroplane]
_____ lands.

3) [run / float]
The ships _____.

Thought Sequence
Students increase their ability to visualise a story by understanding the sequence of events within it.

AII 165b
1. Read the story and then do the exercise. [-10]

Troy followed his older brother up the mountain. His brother was impatient to reach the top. Troy tried to keep up but he could not. Soon, he was completely lost.

2. Number the sentences in the order of the story.

Troy tried to keep up.
 Troy was lost.
 Troy followed his brother up the mountain.

Modifiers
Students learn the relationship between modifiers and modified words in sentences.

BI 123a KUMON Name: _____ BI 123
Modifiers 4 Date: / / Time: : :
1. Complete the sentences with the words in the brackets. [-5 each]

1) The monkeys chat. [silly / noisily]
The _____ monkeys chat _____.

2) The clown laughed. [merrily / colourfully]
The _____ clown laughed _____.

3) The flowergirl dressed. [prettily / lovely]
The _____ flowergirl dressed _____.

4) The friends played. [good / happily]
The _____ friends played _____.

Defining Words
Students improve their skills in grasping the meaning of words through contextual clues.

BII 12b
1. Read the sentences and then complete the definition of each word. [-10 each]

Petals are the coloured or white parts of a flower. They form the main part of the flower.

1) [petal]
the _____ parts of a flower that _____ the main part

A swallow is a small bird. It has long pointed wings and a forked tail.

2) [swallow]
a small bird that has a _____ tail and long _____ wings

Parts of a Sentence
Students learn about the subject and parts of the predicate, and how to express an idea in a different way by changing the structure of a simple sentence.

CI 12a KUMON Name: _____ CI 12
Parts of a Sentence 2 Date: / / Time: : :
1. Read the example and then do the exercises. [-5 each]

Mrs Strongarm is frying some eggs.
What is Mrs Strongarm frying?
Mrs Strongarm is frying some eggs.

The subject shows the thing or things to which the action is done, or the person or people to whom an action is done. It is part of the predicate.

Read each sentence. Then write the verb and the object in the correct boxes.

1) The referee blew the whistle.
The referee _____ object _____

2) The student is playing the soccer game.
The student _____ object _____

Synthesising Ideas
Students learn how to synthesise information found within a passage by focusing on 5W-1H elements.

CII 164b
1. Read the passage. Then read each question and complete the answer. Use the correct verb form and a full stop in your answer. [-10 each]

Temples of ancient Egypt
The ancient Egyptians believed that their gods lived in the temples that the slaves built. Many of the gods had the bodies of humans and the heads of different animals, like those of a cat, a bird, a bull or a lioness. The temples had many tall columns which were sometimes over 100 feet high. Artists used ladders to paint brightly-coloured pictures of the gods on the columns.

1) What kind of animal heads did many of the gods in the temples have?
Many of the gods in the temples _____ animal heads, like those of _____ or _____.

2) What were painted by the artists on the tall columns?
_____ of _____ by the artists on _____.

7A	6A	5A	4A	3A	2A	AI	AII	BI	BII	CI	CII	DI	DII	EI	EII	FI	FII	GI	GII	HI	HII	II	I II	J	K	L
Repeating and reciting		Learning to read and write				Visualising a passage						Identifying the topic of each paragraph						Summarising				Reading critically				

	DI	DII	EI	EII	FI	FII	AIMS
AIMS	For students to 1) analyse and fully understand the information included in complex sentences 2) read paragraphs precisely by breaking them down into statements	For students to 1) grasp the topic and main idea of a paragraph 2) follow the flow of a story by identifying the topics and/or main ideas	1) For students to develop a deeper understanding of the links between clauses, between sentences and between paragraphs in a passage, and thus become more aware of the logical flow of a passage	For students to 1) follow the flow of scenes in a passage 2) learn how reasons and results are presented in passages	For students to 1) understand the links between sentences in a paragraph through referring words, restatement, examples and description 2) construct an answer appropriate to the requirements of a question	For students to 1) unravel a text by breaking it down for an accurate understanding of all textual information 2) condense a text by identifying the topic and its conclusion	AIMS
	SCT	SCT	SCT	SCT	SCT	SCT	
1-10	1	1	1	1	1	1	1-10
11-20	2	2	2	2	2	2	11-20
21-30	3	3	3	3	3	3	21-30
31-40	4	4	4	4	4	4	31-40
41-50	5	5	5	5	5	5	41-50
51-60	6	6	6	6	6	6	51-60
61-70	7	7	7	7	7	7	61-70
71-80	8	8	8	8	8	8	71-80
81-90	9	9	9	9	9	9	81-90
91-100	3-5	3-5	3-5	3-5	3-5	3-5	91-100
101-110	1	1	1	1	1	1	101-110
111-120	2	2	2	2	2	2	111-120
121-130	3	3	3	3	3	3	121-130
131-140	4	4	4	4	4	4	131-140
141-150	5	5	5	5	5	5	141-150
151-160	6	6	6	6	6	6	151-160
161-170	7	7	7	7	7	7	161-170
171-180	1	1	1	1	1	1	171-180
181-190	2	2	2	2	2	2	181-190
191-200	3-5	3-5	3-5	3-5	3-5	3-5	191-200

Complex Sentence Analysis
Students analyse and fully understand the information included in complex sentences that contain relative clauses and direct/indirect speech.

Topic
Students learn to identify the topic of a paragraph.

Diagramming Paragraphs
Students understand the relationships between the paragraphs in a passage in order to follow the logical flow of the passage.

Reason and Result
Students learn to identify the reasons for or results of events or situations in a passage.

Interpreting Text
Students interpret texts through restatement, examples versus general statements and description.

Concision
Students condense a text by using key words and identifying a core topic and its conclusion in preparation for Level G.

DI 12a KUMON Name: _____ DI 12
Complex Sentence Analysis 2 Date: / / Time: : - :
Read the explanation.
Sentence (a) is a complex sentence. It includes the information contained in sentences (b) and (c).
(a) Antonio, who was a brilliant architect, designed a famous church.
(b) Antonio was a brilliant architect.
(c) Antonio designed a famous church.
Read the first sentence. Then complete the sentences below using the information in the first sentence. [-5 each]
1) The builders who rebuilt the castle used the best quality materials available.
- The builders rebuilt _____.
- The builders _____ the best quality materials available.
2) Some traditional crafts, which require great skill, are no longer popular today.
- Some traditional crafts are _____ today.
- Traditional _____ require great skill.

DII 32b
Read each passage and then complete the topic. [-10 each]
Sally's grandmother was an artist. Mostly she drew very detailed diagrams of insects for textbooks but what she really loved was painting birds. She always said that you needed concentration and years of experience to become a good painter.
1) Topic
What kind of artist _____ was
On sunny afternoons, she painted the birds in her garden. She would wait silently, brush in hand, for the birds to land on the lawn. No one could interrupt her quiet. She would even shout, "Get off my property!" at the postman coming to deliver a letter.
2) Topic
Sally's grandmother not wanting to be _____
* experience: actual knowledge
* property: a suitable part of land

EI 125a KUMON Name: _____ EI 125
Diagramming Paragraphs 3 Date: / / Time: : - :
Read the contents of the diagram. Then complete the passage to match the diagram. [-5 each]
The world's population has risen and fallen throughout history.
However, the population
- has increased steadily over the last 1,000 years;
- has increased dramatically in the last 100 years;
- is still rising.
As a consequence,
- global pollution is increasing;
- the environment is being destroyed.
One area that interests people who study human geography is the population. The total number of people in the world has _____ throughout history.
Over the last 1,000 years, however, the population has steadily increased and in _____, the rise has been dramatic. The population currently stands at a little over six billion*. Some experts estimate that by the year 2050 it could be as high as nine billion.
The increase in population is having grim consequences for our planet. _____ is increasing and the environment is gradually _____.
* see table - 1,000,000,000

EII 133b
Read each passage and then answer the question. [-10 each]
"Don't be so quick to assume the worst, Alan," said Charles, swivelling round in his chair. "I know you think someone outside has found out where you live, but you could be wrong." Charles suggested that the man might simply have been walking in the same direction as Alan and not following him at all.
1) For what reason did Charles think that Alan could be wrong?
Charles thought that Alan could be wrong because _____ and not following him at all.
Bob, the third of their party, was not convinced. "But Alan should never even have been outside during daylight hours," he grumbled. "He was right, of course, and they all knew it. If someone found where Alan lived, they would find where they all lived. That was why it was so important to be careful."
2) Why was it so important to be careful?
It was so important to be careful because _____ they _____.

FI 94a KUMON Name: _____ FI 94
Interpreting Text 6 Date: / / Time: : - :
Read each passage. Then complete the sentence to interpret the shaded text using words from the passage. [-10 each]
The next day, Simon walked into a lively classroom just as the bell rang. He could feel excitement in the air. There were murmurs amongst the students, which continued long after the teacher had asked for quiet.
"What's up?" he asked Rick. "Didn't you hear?" whispered Rick. "Helen Baker was sent to see the headmaster. She's in big trouble."
1) The _____ of the class, because their classmate was in _____, is described in the shaded part of the text.
Simon pondered what mischief a Year 7 student could have made after such a short time at school. He pictured Helen as he usually saw her in class and around the school. She was a pretty loud, outgoing type. She laughed a lot and was frequently told off for talking in class. But it didn't seem like she had the personality of a troublemaker.
2) Helen's _____ and friendly _____ is described in the shaded part of the text.

FII 154a KUMON Name: _____ FII 154
Concision 6 Date: / / Time: : - :
Read some more of the story. Then complete the condensed version of each passage, including the highlighted words. [-10 each]
The Mole was bewitched, entranced, fascinated. By the side of the river he trotted as one trots, when very small, by the side of a man who holds one spellbound by exciting stories; and when tired at last, he sat on the bank, while the river still chattered on to him, a babbling procession of the best stories in the world, sent from the heart of the earth to be told at last to the insatiable sea.
1) The Mole was _____ by the _____ of exciting _____ told by _____.
As he sat on the grass and looked across the river, a dark hole in the bank opposite, just above the water's edge, caught his eye, and dreamily he fell to considering what a nice snug dwelling-place it would make for an animal with few wants and fond of a high riverside residence, above flood-level and remote from noise and dust.
2) Helen's _____ across the river got the Mole _____ considering _____.

7A	6A	5A	4A	3A	2A	AI	AII	BI	BII	CI	CII	DI	DII	EI	EII	FI	FII	GI	GII	HI	HII	II	III	J	K	L
Repeating and reciting		Learning to read and write					Visualising a passage					Identifying the topic of each paragraph					Summarising					Reading critically				

	GI	GII	HI	HII	II	III	J	K	L
AIMS	For students to 1) identify an element of the topic of each paragraph 2) express their own impressions of Recommended Reading List (RRL) Level G texts 3) recognise the sentiments of characters found in a text	For students to 1) summarise a paragraph of a passage in one sentence using given key words 2) write concise answers to comprehension questions covering one paragraph	For students to 1) identify how paragraphs are connected to each other 2) develop their own perspectives on RRL Level H texts and justify their own opinions 3) recognise variations or contrasts, in actions or mood, of characters found in a text	For students to 1) summarise a paragraph of a passage by identifying key words and the relationships between them 2) write concise answers to comprehension questions covering two paragraphs	For students to 1) comprehend the context of a passage consisting of several paragraphs by identifying and expanding on its central idea 2) broaden their views on RRL Level I texts by having them consider an outsider's opinion, and to justify their own opinions 3) draw reasoned conclusions by inferring from the information provided by a passage	For students to 1) summarise one paragraph of a passage while keeping the context of the entire passage in mind, and to explain the process by which they put their summary together 2) write concise answers to comprehension questions covering a whole passage	For students to develop their critical reading skills by		
							1) matching critical comments to specific parts of passages 2) understanding how ideas are organised in a passage 3) analysing literary characters	1) deepening their understanding of elements of literature such as plot, atmosphere, irony and comedy 2) writing comments about portions of passages, based on the elements of literature studied in this level	1) deepening their understanding of elements of literature such as figurative language and tragedy 2) substantiating given interpretations of passages 3) writing comments about portions of passages, based on the elements of literature studied in Levels J-L
1-10	1	1	1	1	1	1	1	1	1
11-20	2	2	2	2	2	2	2	2	2
21-30	3	3	3	3	3	3	3	3	3
31-40	4	4	4	4	4	4	4	4	4
41-50	5	5	5	5	5	5	5	5	5
51-60	1	1	1	1	1	1	1	1	1
61-70	2	2	2	2	2	2	2	2	2
71-80	3	3	3	3	3	3	3	3	3
81-90	4	4	4	4	4	4	4	4	4
91-100	5	5	5	5	5	5	5	5	5
101-110	6	6	6	6	6	6	6	6	6
111-120	7	7	7	7	7	7	7	7	7
121-130	8	8	8	8	8	8	8	8	8
131-140	9	9	9	9	9	9	9	9	9
141-150	10	10	10	10	10	10	10	10	10
151-160	11	11	11	11	11	11	11	11	11
161-170	12	12	12	12	12	12	12	12	12
171-180	1	3	1	3	1	3	5	3	3
181-190	2	4	2	4	2	4	6	4	4
191-200	3	5	3	5	3	5	7	5	5

<p>Summarising a Single Paragraph Students complete a sentence to summarise a single paragraph of a passage using given key words.</p>	<p>Summarising over Paragraphs Students identify key words independently and complete their own summary.</p>	<p>Explaining the Summary Process Students summarise a paragraph while keeping the context of the entire passage in mind, and explain how they put their summary together.</p>	<p>An Introduction to Critique Students learn how each comment corresponds to a specific part of a passage to introduce them to critical reading exercises.</p>	<p>Content Evaluation Students read a passage and write a comment based on the literary elements studied so far.</p>	<p>Critical Writing Students learn the process of critical reading and, through writing comments on portions of passages, further enhance their ability to read critically.</p>
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<p>GI 134a KUMON Summarising a Single Paragraph 9 My Prides and Joy</p> <p>On side a and side b, read the passage and then complete the summary, using the key words highlighted where given.</p> <p>I had no idea when to expect Joy back, but Elia did. One afternoon she refused to budge from the gate by our house. An hour or two later Joy drove up. It was my first experience of a lion's power of "telepathy".</p> <p>Elia almost smothered Joy in her relief to see her back, for although the cub had been faithfully looked after by our gardener called Nana, it was to Joy that Elia now looked for affection and snacks. She would suck Joy's thumbs, and knead her thighs as if pressing her mother's flank for milk, when she was anxious or tired. It was pathetic to see her searching for her sisters, and while she got over the loss of them we let her sleep on our bed.</p> <p>As though by telepathy, Elia knew when to expect Joy back, and refused to budge from the gate for before she drove up. Elia was relieved to see Joy back because she looked to Joy for affection and snacks. When anxious or tired.</p>	<p>HI 124b</p> <p>"And you know what wittles" is. "Yes, sir." After each question he tilted me over a little more, so as to give me a greater sense of helplessness and danger. "You get me a file." He tilted me again. "And you get me wittles." He tilted me again. "You bring 'em both to me." He tilted me again. "Or I'll have your heart and liver out." He tilted me again.</p> <p>Complete the following summary of the passage.</p> <p>When I said that my mother was just there, the man made a short run, stopped and looked over his shoulder, so I explained that "Also Georgiana" was my mother, who, alongside my father, was late of this parish.</p> <p>As I explained that I lived with my sister, who was wife of the blacksmith, the man</p> <p>He asked me if I knew what a file and wittles were, tilting me over a little more after each question, so as to give me a greater sense of and then, tilting me again, told me to bring both to him, or else he would have my heart and liver out.</p>	<p>III 145b</p> <p>be paid off, and though I am only an everyday sort of man I have got on a little since I was a boy."</p> <p>[SUMMARY] Old, stood still—the rumour was and his colour deepened; hers was already deep, but from rumour rather than emotion. When Gabriel said that he had just called to see her, Bathsheba, panting like a robin, said that had she known that he had come to ask to have her she would have come in instantly and that her own had in sending him away from coming her. Gabriel expanded, and Bathsheba went on to say that she had a sweetheart at all, and had. Smiling one of his special smiles, Gabriel said that he was glad to hear it, but when he seized her hand she put it behind her so it slipped through his fingers.</p> <p>[SUMMARY PROCESS] This summary emphasises the confusing signals that Bathsheba sent Gabriel, such as telling him that she didn't have a sweetheart, but then. The topic of 4 is: how Gabriel tried to convince Bathsheba that he would make a good husband by selling her.</p>	<p>J 34a KUMON An Introduction to Critique 4 Reading in Plays The Importance of Being Earnest</p> <p>Read the passage, then underline and number the parts of the passage to which the comments below refer.</p> <p>ALGERNON: Well, I wish you would offer one. I happen to be more than usually hard up. JACK: There is no good offering a large reward now that the thing is found. [Enter LANE with the cigarette case on a saucer. ALGERNON takes it at once. LANE goes out.] ALGERNON: I think that is rather mean of you, Ernest. I must say, [Opens case and examines it.] However, it makes no matter, for now that I look at the inscription inside, I find that the thing isn't yours after all. JACK: Of course it's mine. [Moving to him.] You have seen me with it a hundred times, and you have no right whatsoever to read what is written inside. It is a very ungentlemanly thing to read a private cigarette case. ALGERNON: Oh! it is absurd to have a hand and fat rate about what one should read and what one shouldn't. More than half of modern culture depends on what one shouldn't read.</p> <p>1) Jack becomes defensive towards Algernon. 2) While the author makes a pointed criticism of censorship through one of his characters.</p>	<p>K 161b</p> <p>Read the passage and complete the exercises.</p> <p>"Why my dear you must know, Mrs Long says that Netherfield is taken by a young man of large fortune from the north of England; that he came down on Monday in a chaise and four to see the place; and was so much delighted with it that he agreed with Mr Morris immediately, that he is to take possession before Michaelmas, and some of his servants are to be in the house by the end of next week." "What is his name?" "Bingley." "Is he married or single?" "Oh! single, my dear, to be sure! A single man of large fortune; four or five thousand a year. What a fine thing for our girls!" "How do you like him?" "My dear Mr Bennet, replied his wife, how can you be so tiresome! You must know that I am thinking of his marrying one of them!"</p> <p>1) Why is Mrs Bennet so interested in the new occupant of Netherfield? 2) Complete the following comment on the passage.</p>	<p>L 196b</p> <p>Read the passage and comment on the boxed section. (Discuss in terms of verbal irony. What the author asserts is not what he intends the reader to believe about Victorian England.)</p> <p>Yet there had remained locally a feeling that Ware Common was public property. Poachers stalked in less guiltily than elsewhere after the pheasants and rabbits, one day it was discovered, horror of horrors, that a gang of apes had been living there, encamped in a hidden dell, for nobody knew how many months. These apes were promptly cast out, but the memory of their presence remained, and became entangled with that of a child who had disappeared about the same time from a near-by village. It was—forgive the pun—common knowledge that the gipsies had taken her, and thrown her into a rabbit hole, and buried her bones. Gipsies were not English, and therefore almost certain to be cannibals.</p> <p>But the most serious accusation against Ware Commons had to do with far worse infamy, though it never bore that familiar name, the cart-track to the Dairy and beyond to the wooded common was a <i>de facto</i> Lover's Lane. It drew courting couples every summer. There was the protest of a herd of milk at the Dairy, and many inviting little paths, as one returned, led up into the shielding brackets and haystack covers.</p>
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7A	6A	5A	4A	3A	2A	AI	AII	BI	BII	CI	CII	DI	DII	EI	EII	FI	FII	GI	GII	HI	HII	II	III	J	K	L
Repeating and reciting		Learning to read and write					Visualising a passage					Identifying the topic of each paragraph					Summarising					Reading critically				