



## What's in this section?

- Just reading
- Comprehension
- Reading fluency
- Cloze
- Cluster analysis
- Case studies and lesson plans
- References for this section

## Who is this section for?

In this resource, an intermediate reader is someone who can recognize most of the words in a short newspaper item and can try to sound out a word with an understanding of most letter/sound relationships. They will, however, probably read slowly with loss of comprehension and will have limited word attack skills to draw on when they reach a problem word (National Reporting System Levels 2 and 3).

## Background to these teaching/learning activities

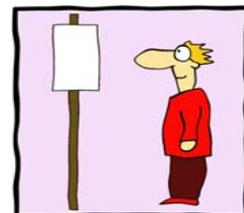
### Reading

Before you go on, read or review the section *How do we read?*

In brief, reading is easiest when we are able to use four sets of cues or clues.

These are:

1. The sounds of the letters in the words
2. The flow or grammar of the sentence
3. The meaning of the text
4. The context of the text.



You need to help your student use all four sets of clues, not just the clues given by the letter/sound relationship. 'Sound it out' is not the only answer.

For this reason, it will be easier for your student if they learn to read using real language in real situations, rather than lists of isolated words and letters.

## **Writing**

Writing is not dealt with in this section. This section contains a number of strategies for improving your student's reading, however your student should also be doing a lot of writing as this will help with reading; the two go hand in hand.

For ideas about writing and spelling you should also read Section 5 on *Writing and spelling*.

## Just reading

A part of any session with your student should consist of real reading of an extended text.

Your aim is to:

- Introduce your student to the vocabulary and rhythms of written language
- Introduce your student to the delights of reading
- Increase your student's sight vocabulary
- Encourage prediction on the basis of the grammar and meaning of the sentence
- Help your student to develop their own problem solving strategies.

First, find something your student may be interested in. Are they interested in sport or do they want to read their horoscope? You may be able to find a simply written adult literacy reader at your local library. Most libraries have an adult literacy collection of books with adult topics which are simply written.

Does your student have small children they would like to read to? A word of warning - if they have small children they would like to read to then that is a wonderful source of material to start with. But that is the only circumstance in which you should use children's books. If you are not convinced, read or review Section 1 *The adult learner*.

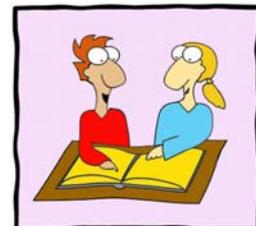
## Shared reading

You might choose to read a few paragraphs of a magazine article or newspaper item or a few pages of an adult literacy reader.

- Before you start reading, talk about the context and content and discuss any photographs etc.

*This is an article about buying a car. Would you like me to read a bit of that for you? I think it tells us what you should look for.*

- Sit so that the student can see the print and read reasonably slowly but still with the rhythm of natural reading. Make longer than usual pauses between commas and full stops rather than between every word.
- Trace under the words with your finger as you read.



- You will probably read faster than your student and they may not be able to keep up with you and won't be able to take in every word. They may initially become frustrated, but encourage them to persevere.
- Stop occasionally to discuss the content: *I didn't know that – did you...?* This is not to test them, but to keep focused on meaning.

### **As a general rule, when your student is reading with you ...**

#### **Pause ... prompt ... praise**

When your student doesn't know a word:

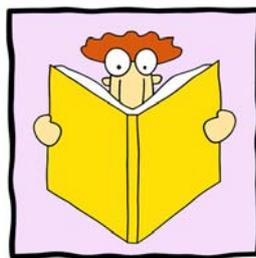
- Don't provide the word straight away. Give them time to think about it.
- Then give them some clues:  
*What letter does it begin with? Can you think of a word that begins with 's' that would fit there?*  
Or you might tell them to read on a few words further and see if they can work it out.
- If that doesn't help, then just tell them the word.
- Make sure to praise their efforts. There will usually be some approximation to the print.

If your student misreads a word:

- Don't correct them straight away.
- If their mistake doesn't alter the sense of the passage, then ignore it.
- If it alters the sense of the passage or their reading results in nonsense, stop them and say *Does that make sense? Does that sound right? Have another look at that.*

### **What materials do you need?**

- Books, newspapers and magazine articles which interest the student.



# Comprehension

Your aim is to:

- help your student engage with a text so that they understand it and remember what they have read.

Sometimes a student will be able to recognise most of the words and have quite good word attack skills but will complain that they don't remember what they're reading about. If that sounds like your student they need to be taught how to read for meaning. Knowing that they will be asked comprehension questions at the end will be little help.

## Some general points to consider

- Make sure that the text you are reading is something that the student is interested in. We all lose concentration if we are reading something we are bored with. So to start with, find something they really want to read.
- We all find reading easiest when we are reading about a topic which we are already familiar with. If your student is reading something they are really interested in, then the chances are they will already understand something of the topic. They will then have a framework of understanding on which to 'hook' the information they are reading about. The more new concepts we encounter, the more difficult the reading becomes.
- Clarify any difficult or unfamiliar vocabulary before you start, especially the key words. If you don't do this your student's focus will be on identifying unfamiliar words, and they will not be thinking of the meaning.
- The problem may be that their reading lacks fluency. Readers who have developed a habit of slow, word by word reading are not able to concentrate on meaning. See the next section on *Reading fluency*.

## Scan ... question ... read

We get most information from a text when we read it with certain questions in mind which we are seeking to answer. As experienced readers we are used to picking up the paper and asking ourselves *I wonder if this is the case I heard about on the radio. ... I wonder if the victim died. ... I wonder where it happened ....*

These questions may not be clearly formed in our minds but they are there nevertheless.

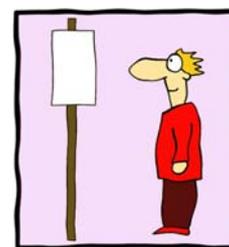
In other words, we have predicted something about the text and we are reading to see if our predictions are right. Your student may be so used to focusing on the individual words that they have not developed this approach to their reading. You can encourage them to engage with the text in this questioning way by just talking about what you are reading in a natural, adult way.

- Make sure your student starts to read with an active mind and is not just reading words or 'barking at print'.

1. Scan the title, cover design of a book, subheadings, illustrations and captions, graphics etc.
2. You might discuss the clues you can get from the title and cover design of the book or from headings, photographs and captions in newspapers and magazines. Discuss the information your student gives you and help them make predictions and form questions. *Is this going to be a murder mystery? ... What country do you think it is set in?*
3. Then read. During the reading you might ask questions such as *Who do you think was in that car? ... Where do you think the man with the black hair is going?* Then a little later *Have you changed your mind about where he was going?*

## ... but don't believe everything you read!

Much of the print material we encounter is in the form of advertising or brochures persuading us to buy something or adopt a point of view, or news items or commentaries on news items. A fully literate person is one who can not only read the words and understand what the author is saying, but can also 'read between the lines'. Some adults who have been locked out of the world of print develop an unhealthy reverence for the printed word and we need to help them to develop a healthy scepticism.



Encouraging questions such as *Why was this written? ... What does the author want me to do? ... Who paid the writer? ... Were they paid by the organisation that is trying to sell the item or point of view or are they independent? ... What words has the writer used that would cause me to question the material (eg cheapest, best, world renowned)?* These questions should also be asked of internet texts.

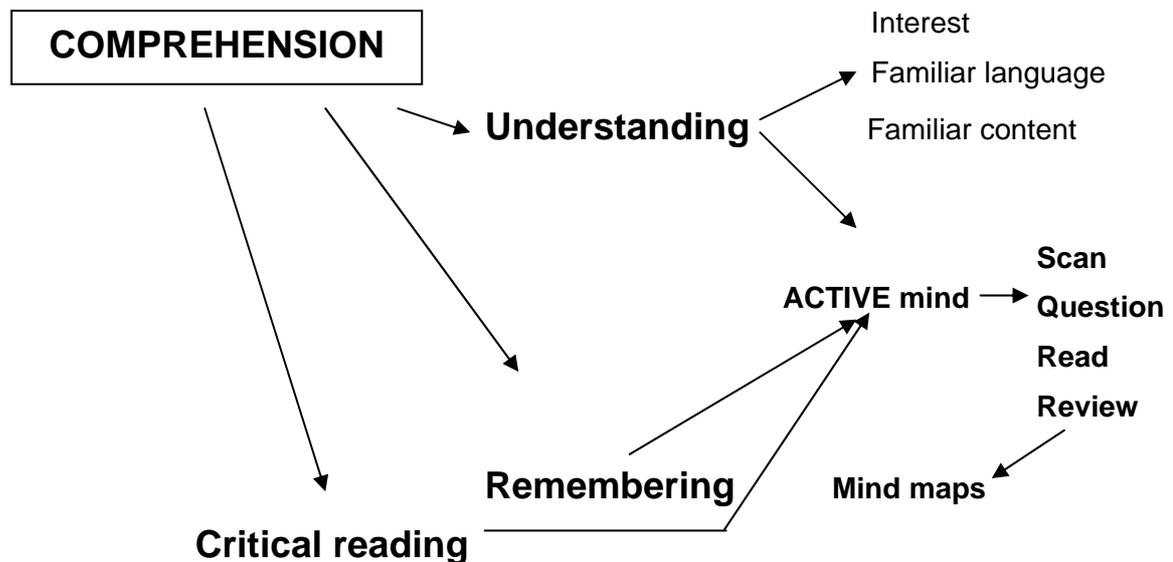
## Remembering what you have read

Reading with an inquiring, questioning mind as suggested above, will help with memory as well as comprehension. However, sometimes students need some extra help to commit something to memory if, for example, they have to remember something for work or for a course they are doing, etc.

In this case, there is another step after scan, question, read, and that is review. To review something simply means to think back over what you have read; to draw it back to memory and to try to make sense of it, or to organise it in your mind. It is what efficient readers do with texts which interest them.

Reviewing something immediately after you have read it is the best time to do this.

A good way to help your student review a text is to help them make a **mind map** of what they have just read. A mind map is a representation or diagram of the main points in a text, using the key words with arrows and other symbols (eg + or =) to show the relationship between them. To make a mind map you have to organise the information in your mind, and this is the key to remembering. For example, a mind map of this section might look like this:



Everybody's mind map will be different. The act of creating the mind map is the important factor.

For more ideas to help your student study and remember a text, see Section 4 *The vocational student – Reading for understanding - Text book prose*.

## What materials do you need?

- A book or article that interests your student

## Reading fluency

Very slow hesitant reading can be frustrating and an embarrassment for people who need to read aloud in public, for example at meetings, or who want to be able to read to their children. It can also interfere with comprehension. Readers who concentrate so hard on saying the words can lose track of the meaning so that they are not able to predict ahead and they are not holding 'chunks' of meaning in their head.

The eyes of efficient readers do not rest on every word. They bounce along the line and take in only as much of the print as is needed. (See the section *How do we read?*) However, the eyes of an inefficient reader have developed a motor habit of stopping on each word. One of the things such readers need to do is to break this motor habit and to take in more words with each fixation of the eyes.

Your aim is to:

- help your student develop a motor habit of moving their eyes quickly across the page
- prove to your student that it is not necessary for the eyes to rest on every letter and every word in order to read.

### Some solutions

#### 1. Reading with your student

Select something that is a little more difficult than your student's independent reading level but something that they are interested in.

Clarify any difficult vocabulary first and give an overview of what it is about.

You read it aloud with them. Your reading should perhaps be a little slower than usual, but still fluent. Try making slightly longer pauses at commas and between sentences. Don't try to slow down to your student's 'word calling' pace. This can sometimes be difficult so it may be better to tell your student to read along with you 'in their head' while you read aloud.

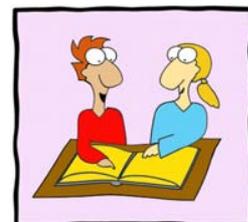
As you are reading, trace your finger along under the line – not pointing at each word, but moving your finger fluently along.

Make sure you are sitting so that the student can see the book comfortably and easily.

The student is not to worry about making errors or falling behind. If they make errors, they should just keep going.

You may need to 'sell' this method to your student. Many adults see it as cheating or they complain that they can't keep up with your voice. This is probably because they are still trying to look carefully at every word and that is

precisely the habit you are trying to break. It may need several sessions of 10 to 15 minutes for them to get used to the method but it is well worth persevering.



## 2. Read-along

This is similar to the procedure above except that you make a cassette tape recording of your reading.

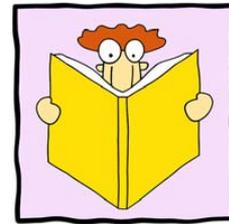
Tape your reading of the story. Again, your reading should be a little slow, but not so slow that it loses normal intonation and fluency.

Take care that your reading is accurate and that you have no mistakes recorded on the tape. Replay it to check this as making mistakes is easier than we think! It is a normal aspect of the reading process but for this exercise, your reading needs to be absolutely accurate.

The amount you record will depend on your student's reading ability and the nature of the text. If it is a magazine article it should be the whole article and if it is a book then not less than a few pages.

## 3. Repeated reading

It is useful to encourage your student to learn passages by reading them over and over until they can read them fluently. They may start off by reading with you as suggested above, and then read the passage several times alone or with the tape until they feel they can read it fluently.



Again, some students resist this method because they feel it is cheating, but if they are using some clues from the print to help them remember the story, then the process is very much like real reading.

If your student wants to read to their children, or needs to read something at meetings or has similar reasons to read aloud, then this method is ideal. By practising the material they have to read, they can meet those needs almost immediately, before they are really an independent reader.

## 4. Practise skimming

Make sure your student gets used to skim reading. That is, reading faster than is comfortable to get the main ideas. If they spend a few minutes a day practising skimming, they may find their normal reading speed has increased. Skimming is a very useful skill. Give your student a passage or a page and see how quickly they can find some specific items of information.

## 5. 100 words per minute

This is the repeated reading strategy, but with a short term goal. There is evidence that a reading speed of about 100 words per minute is the critical reading speed for optimal comprehension.

You will need several passages of about 100 words long. The passages should be just a little more difficult than the student's independent level of reading and of course, something that interests them. You also need a digital clock or watch or ideally, a stop watch.

As with the repeated reading strategy, read the passage through with your student to make sure they can recognise all the words. Then they re-read it

silently several times, timing themselves each time until they can read it in one minute. Then move on to another passage.

It is a good motivator to record the time taken for each reading. The next page has a blank record sheet for you to use.

## **What materials do you need?**

- Books, newspapers or magazine articles that your student is interested in
- Perhaps an audio tape and tape recorder
- Digital watch or clock

## 100 word per minute record sheet

| Name of Passage | Date and time taken |
|-----------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
|                 | Date:<br>min : secs |
|                 | Date:<br>min : secs |
|                 | Date:<br>min : secs |
|                 | Date:<br>min : secs |
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## Cloze (fill in the blanks)

Your aim is to help your student:

- guess or predict what many of the words might be
- learn to use clues from the context and meaning of the passage and the grammar of the sentence.

The term cloze is probably an unfamiliar one but it refers to a common teaching strategy of filling in the blank words like .....

To summarize some important points about the reading process:

- Efficient, fluent readers do not need to focus on every letter or even every word. They can predict what many of the words are and they simply use the print to confirm their predictions.
- Most poor readers do not use this strategy of prediction effectively. They treat reading primarily as a mechanical process of letter/sound matching. Such readers need to be encouraged to look in the text for clues which will help them predict intelligently what is coming next.
- There are two sources of clues apart from the letter/sound clues:
  1. Clues from the context of the passage and our background knowledge of the world.  
..... won the Soccer World ..... in 2006.
  2. Our feeling for the flow or grammar of the language.  
Italy won ..... Soccer World Cup ..... 2006.

Sometimes the clues come before the word and sometimes they come after. For example in the sentence *Refuse is to be placed in the bin*, the word *refuse* cannot be read accurately until you read a little more of the sentence.

Cloze procedure is used to encourage readers to rely less on the letter/sound clues and more on the language and meaning clues.

The tutor deletes words from a text as with the World Cup passage above and the student is asked to complete the deletions with appropriate words.

## Activity

Do the following cloze exercise, and as you are doing it try to work out what clues you are using. Are they clues from your knowledge of the world? Are they clues from the flow of the language? Do the clues come before the deletion? Do you have to read on to get the clues after the deletion?

We were just leaving Sydney from a weekend at the Amaroo Raceway.  
 The night sky..... rising over the horizon.....fourteen motorcycles were pumping  
 the adrenalin ..... their riders' .....

We ..... been on the Hume ..... for about one and a half ..... when one  
 of the pillion passengers ..... ill. After a short discussion we ..... that it  
 would ..... better for him to ..... home on the train. We had just .....  
 through a town about fifteen ..... ago so we turned..... and went back.  
 Several side and back streets later we found a train..... so we left Jack there  
 to..... the next ..... home.

(From a student written magazine)

## Making a cloze exercise

Cloze exercises can be written or oral. For written cloze you need to write or type the material and leave blanks big enough for the student to write in as with the exercise above. If you are typing them out the lines need to be double spaced for that reason.

For oral cloze you can black out words from a newspaper or magazine with a felt tipped pen. Or you can arrange their sight word cards in a sentence with some words left out.

You can leave the whole word blank or in some circumstances it is easier for the student (and more like the real reading process) if you leave the first, or first and last, letter printed.

Eg The m..... on the m.....n.

Do not delete words in the first sentence.

Delete no more than about one word in seven.

Start by using material which is familiar, for example a passage which the student has already read.

The aim of the activity is to make it easy for the student to be able to fill in the blanks so make sure there are plenty of clues to suggest the word. You are trying to prove to your student that they don't need a lot of those words anyway.

When correcting a cloze exercise, the only criteria for correctness is: *Does it make sense and does it sound right?* It doesn't have to be exactly the same word as the one that was in the text originally.

If your student is from a non-English speaking background, take care with the 'flow of the language' words which you delete as they may not be sufficiently familiar with the grammar or flow of the language to be able to complete it.



## **What materials do you need?**

- A copy of a story rewritten with deletions
- Newspaper or magazine articles with words blacked out

## Cluster analysis

Your aim is to help your student:

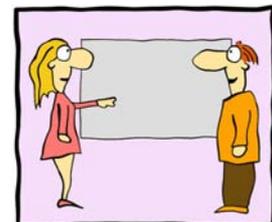
- develop a strategy to work out unknown words
- focus on chunks or letter clusters in words
- use chunks of words or letter clusters which are known to work out unknown words.

Consider how you go about reading an unfamiliar word. The most useful strategy is to break it up into familiar 'bits' or 'chunks'. You don't necessarily break it up into syllables but sometimes you focus on larger bits and sometimes on smaller bits.

Trying to sound out a word one letter at a time is unreliable since particular letters, especially vowels, can represent a number of different sounds. However, in general, the larger the unit that we look at, the fewer alternatives there will be in trying to decide what sound it represents. For example, there are about a dozen different pronunciations of *o* but only three possible alternatives for *oo* (as in *brook*, *broom* and *blood*) while *ook* and *oom* have only one pronunciation.

The other reason for looking at words in chunks rather than one letter at a time is that working it out one letter at a time is slow and you are unable to concentrate on meaning.

You can help your students see words in chunks or sound units by a procedure called cluster analysis.



### Suggested routine

- Select a few words which share a letter cluster which is pronounced the same in each word. If you are going to concentrate on the *ong* cluster you might choose the words *song*, *strong* and *longest*. For a beginner all the words chosen should be words that the student knows as sight words. When they become a little more confident you can add some other unknown words but the list should include at least one well known word.
- Write one word out several times beginning with the word the student knows best.
- Tell the student what the word is:  
*This word is strong.*
- Ask the student to draw a line under the letters that make a particular sound.  
*In the word strong, which letters make the str sound?*  
*Which letters make the ong sound?*

- Now repeat the procedure the other way around. You draw a line under the letter cluster and the student tells you what sound it makes.

*What sound does this make?*      strong

*What sound does this make?*      strong

- Now repeat the procedure with the other words you have chosen. In this example, *song* and *longest*.

Always keep the whole word visible. You are helping your student to see small clusters in larger words while looking at the whole word.

Be careful not to separate into different clusters letters which are pronounced as a unit. For example, in the *ing* cluster don't separate the *in* and *g* because, in isolation, they are sounded differently from *ng*.

### Some common clusters which occur in the English language

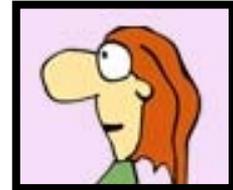
at	ac	est	ing	ire	ore	ut
ab	af(f)	et	in	ink	old	
ul(l)						
able	ast	el(l)	ig	ish	ob	
up						
al	ane	eck	<u>kind</u>	<u>fowl</u>	<u>tow</u>	
tion						
all	as(s)	eam	ip	oss	od	
aw	ale	es(s)	il(l)	ot	ove	
air	ave	<u>deaf</u>	it	ock	og	
ar	<u>care</u>	en	ide	ost	ook	
ap	an	ew	ight	on	<u>folly</u>	
ame	ay	ear	ite	om	un	
ape	ad	eal	it	<u>rol(l)</u>	uf(f)	
ace	am	em	id	op	ush	
ang	ed	<u>tea</u>	is(s)	or	us	
ank	ent	ee	im	oke	ud	
ate	ev	eat	ick	one	um	
ake	er		if(f)	op	ug	

## Case studies and lesson plans

### Case study 1: Joy

#### Background

Joy is 28 and was one of seven children and the eldest girl in the family. Her mother was frequently ill and the care of the family fell largely upon Joy who consequently missed much schooling. Her father was a seasonal worker and the family moved home many times, further interrupting her schooling. She left school as soon as she was able and worked as a domestic helper.



Her husband, who is a labourer, cannot read very well either. They have three children, aged 9, 7, and 4. Joy has a casual job at a fast food outlet but would like to get another job when her youngest child goes to school.

She enjoys cooking although she cannot really follow a recipe. She has few interests outside the family and domestic sphere. She would like to go to the Parents & Citizens meetings but has 'never got around to it'.

Her eldest son has had frequent visits to the dentist which have required his absence during school hours. The teacher has begun to insist that he bring a note before she will let him leave.

#### Literacy ability

Joy can read a little. She can recognise or 'work out' most words and can read simple children's books although she is a word-by-word reader. She gets frustrated reading things such as magazine articles since it takes her so long and she doesn't really understand what she is reading. She feels that her main problem is spelling. She is very sensitive about it and will not attempt to write except for her name and address.

#### Interests

Her family

Cooking

#### Immediate literacy needs

Write notes for school

Help the children with their homework

Read school newsletters etc.

Read magazines

Read recipes

Prepare for job seeking tasks such as filling in application forms

## **Getting it all together - some lesson plans for Joy**

### **Lesson 1**

#### **Introduction**

In your first lesson you spend much time talking with her and getting to know each other.

You get her to point out the words she can read in a supermarket ad and write her name and address and her children's names so she can demonstrate what she can do and you praise this.

#### **Shared reading**

You find a short article in a magazine that she seems interested in and after discussing what you think it is about, you read it to her while she follows along. You then re-read it by taking turns reading alternate paragraphs. You then ask her to read it by herself.

#### **Spelling**

You ask her to fill out a simple model form. She cannot spell her place of birth or nationality. She practises these and you write them on her spelling practice sheet.

#### **Writing**

Together you write a letter of absence for school. She tells you what needs to be said and together you compose it. You scribe the letter then she copies it and keeps it as a model. She works on the spelling of any words she would not have been sure of, adding them to the spelling practice sheet.

#### **Just reading**

You find another article she is interested in and read it to her, stopping occasionally for her to read a paragraph.

#### **At the end of the lesson**

You ask her to re-read the article she read earlier. She tries her spelling words again on the spelling practice sheet. You ask her to bring along a school newsletter or other communication from school.

## Lesson 2

### Review last week's work

Joy writes her words again on the spelling practice sheet and she re-reads last week's short magazine article.

### Cloze

You have rewritten part of the article as a written cloze exercise and she completes this.

### Writing

You ask her to write a different letter of absence for school. You discuss then list the words she might need to use (eg words for common illnesses). This time she writes the letter herself using last week's letter as a model. She rewrites the list of words she might need and keeps them for future reference. She learns the spelling of two of them and adds them to the spelling practice sheet.

After talking with her about her life you ask her to write a few sentences about herself. She is hesitant so you compose the sentences together and encourage her to make up the spelling. She proof reads it then chooses three words she would like to learn to spell. You work on the spelling of these and add them to the spelling practice sheet.

### Spelling

Several of her spelling words have the ea pattern in them so you work on this by dictating a number of words with that spelling pattern for her to write.

### Shared reading

You read part of her school newsletter for her then re-read it by reading alternate paragraphs with her. She then reads it again.

### At the end of the lesson

She tries her spelling words again on the spelling practice sheet and reads the school newsletter again. You tell her to practise re-reading it during the week.

## Case study 2: Li

### Background

Li was born in Vietnam and is 43 years old. He has been in Australia for 18 years, is married with three teenage children and owns an import business.

Until recently he employed a secretary to manage the office for him. However, the business is not doing well and he has had to put her off and cope with the reading and writing tasks himself. His wife is not literate in English and they have relied largely on the children to do the reading and writing for the family.



He has recently discovered that some family members, who were thought to have been killed, may be living in Canada and he is trying to trace them.

### Literacy ability

Li attended English classes when he arrived in Australia. His spoken English is quite good and he manages to read the newspaper reasonably well with some problems with vocabulary and lack of fluency. His spelling and grammar and familiarity with 'business English' are his main problems.

### Interests

His business

### Immediate literacy needs

Read and write business letters. He is at present in dispute with his landlord and wants to resolve it without the expense of a lawyer.

Correspondence with various government departments and agencies in Canada.

## Getting it all together - some lesson plans for Li

### Lesson 1

#### Introduction

In your first session you spend much time talking with him and getting to know each other.

#### Reading

You find an item in the newspaper that interests him, discuss it and take it in turns to read sections of it, clarifying any difficult vocabulary as you go.

#### Writing

You ask him to write a little about himself and his family. This allows him to demonstrate what he can do and you praise this.

#### Spelling

You ask him to fill out a simple model form to check that he can spell his personal details. You work on those he mis-spells and put them on his spelling practice sheet.

#### Writing

You ask him to add a little more to the piece he wrote about himself and proof read it himself. There were only three spelling mistakes, all of which he identified so you work on learning these.

#### Grammar

The main problems with his writing were grammatical ones, in particular verb endings. You talk about the *ed* past tense ending and give him practice with this. You write out a number of sentences as cloze exercises with *ed* verbs omitted.

#### Writing/grammar

You ask him to write a few sentences summarizing the article which you had read, being particularly careful of the past tense verbs.

#### At the end of the lesson

He tries the spelling words on the spelling practice sheet again. You ask him to bring along any business letters which he needs to reply to. You remind him to practise his spelling words.

## Lesson 2

### Review last lesson

Li tries his spelling words on the spelling practice sheet again. You have written out another cloze exercise with a lot of past tense words deleted and he completes this.

### Writing

You have brought in a number of business letters as models of the conventional format.

You discuss the letter he needs to write to his landlord and assemble the facts.

You then look at a number of the letters and analyse the common features.

Together you compose the letter and he writes it and proofreads it. Together you perfect it and he rewrites it. He learns the problem spelling words and adds them to the spelling practice sheet.

### Spelling

He has mis-spelt *Tuesday* and *November* in his letter so you ask him to write all the days of the week and months of the year and work on those which he mis-spells.

### Grammar

You have brought in a passage written in the present tense. You ask him to re-write this in the past tense.

### Reading

You find an item in the newspaper which interests him. You discuss it and take it in turns to read it, clarifying any difficult vocabulary as you go.

### At the end of the lesson

He tries his spelling again.

## Some useful references for this section

- AMES publishes a range of very good materials.  
PO Box 1222 [www.ames.edu.au](http://www.ames.edu.au)  
Darlinghurst NSW 1300  
Ph (02) 9289 9255.

The following is one suggestion from their catalogue:

Christie J. *The Literacy Workbook for Beginners*, NSW AMES, 2005.

- Mullen D. *Numbers and Letters Workbook, (It's Over to You series)* NCELTR, 2005.  
NCELTR Publications, [www.nceltr.mq.edu/publications/Catalogue.pdf](http://www.nceltr.mq.edu/publications/Catalogue.pdf)  
Macquarie University,  
North Ryde  
NSW 2109  
Ph (02) 9850 7966.
- The WA adult literacy program *Read Write Now!* publishes a set of tutor training handbooks, available from:  
Read Write Now  
Locked Bag 6  
Northbridge  
WA 6865  
Ph (08) 9427 1393  
[www.read-write-now.org/write\\_on!.htm](http://www.read-write-now.org/write_on!.htm)

### Websites

- [www.bbc.co.uk/skillwise](http://www.bbc.co.uk/skillwise)  
An excellent interactive site, written for adults with exercises in grammar, spelling, reading, writing, listening and vocabulary (and numbers).