

APPENDIX A

**A SAMPLE OF THE READING RATE ASSESSMENT TEST AND
COMPREHENSION TEST**

Now continue reading this text once you have written in your starting time.

Starting time _____

2. Since the eighteenth century, inventors have found many other ways of exploiting a vacuum. Air is removed from incandescent light bulbs so that gases do not react with the hot filament. Similarly, television picture tubes are airless to enable the picture-forming beam of electrons to flow from the back of the tube to the screen without hitting a barrier of air molecules. Two other household devices that harness the power of nothing in ingenious ways are the vacuum flask and the vacuum cleaner.

3. The vacuum flask was invented in 1892 by a British chemist (Sir James Dewar) to keep oxygen cold and liquid. Today, it is a common household appliance. Tea and coffee stay hot in a vacuum flask because little of their heat can escape. Cold drinks stay cold because outside heat cannot get into the flask to warm them up.

Heat is transferred in 3 ways: by convection, conduction and radiation. Vacuum flasks (later called Thermos flasks) are designed to counter each of these methods of heat transfer. Flask linings are made of glass because it is only an average heat conductor. Also, it is a strong and easily moulded material, and does not react with food. The flask has twin glass walls with a vacuum between them so air cannot convect heat from one wall to the other. The glass walls are silver-coated, like a mirror, to reflect back any heat radiating from its contents. The only way for a vacuum flask to lose or gain heat is by conduction through a narrow path of molecules at the neck, where the walls are connected.

4. In 1901, Hubert Cecil Booth, an English engineer, was unimpressed by a demonstration of a cleaning machine that blew dust into a container. He thought that sucking would be a better way of removing dust and dirt from curtains, carpets, furniture and other household surfaces, and he invented a machine to do the job. He named his device a vacuum suction cleaner and formed the Vacuum Cleaner Company to provide a cleaning service. In 1908, the Hoover Company in the United States sold the first convenient and affordable electric vacuum cleaner for home use.

All vacuum cleaners work in essentially the same way. An internal electric motor turns a fan at high speed. The fan draws air plus dirt through the cleaning nozzle and along the hose. Inside the machine, a bag or canister extracts the grime, and discharges air into the room. When the cleaner is switched on, air rushes through the hose at a lower pressure than the air outside the machine. The 'vacuum' in the name refers to this reduction in pressure, but this is not what lifts the dirt. It is the constant flow of air into the nozzle, pushed by the greater air pressure in the room, that picks up loose air particles. The airstream carries them along the hose. Attachments make vacuum cleaners more effective and versatile.

These machines were an instant success and soon many companies made their own versions.

Finishing time _____

NAME _____

CLASS _____

From your reading of the passage, answer the following questions. Circle the symbol (A, B or C) next to your choice:

1. The nearest approach to a perfect vacuum in the natural world is:
 - A. the ocean of air surrounding our planet.
 - B. the force of gravity.
 - C. the solar system.

 2. The first demonstration of the pressure of the atmosphere was performed in:
 - A. Britain.
 - B. Germany.
 - C. France.

 3. A vacuum is called 'the power of nothing' because:
 - A. horse teams could not pull two bowls apart.
 - B. gravity holds the earth's atmosphere in place.
 - C. it contains no atoms.

 4. The word 'vacuum' means:
 - A. nothing.
 - B. empty.
 - C. force.

 5. Steam engines were first used for:
 - A. transporting goods.
 - B. pumping water from mines.
 - C. driving pistons.

 6. Glass is used as a lining for a vacuum flask because:
 - A. it is a good heat conductor.
 - B. it reacts well with food.
 - C. it is easily moulded.

 7. Another name for the vacuum flask is:
 - A. a Thermos flask.
 - B. Dewar's flask.
 - C. a convection flask.

 8. Heat is transferred by convection, _____ and radiation.

 9. The _____ Company sold the first convenient and affordable vacuum cleaner.

 10. Name ONE important part of a vacuum cleaner.
-

APPENDIX B

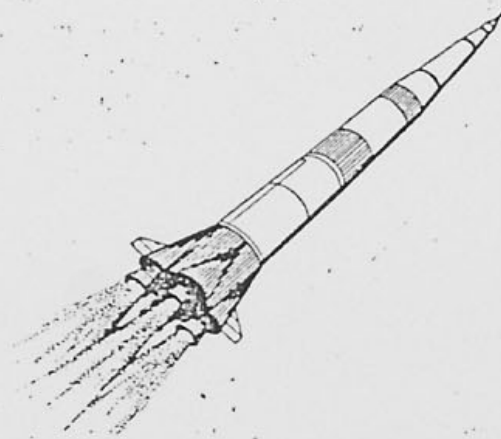
A SAMPLE OF THE COMPREHENSION TESTS

Text 2

Space Exploration

Getting off the Earth

1. Before human beings can explore space, they have to get off the earth. This is not easy, because the Earth pulls everything towards it. Water, atmosphere *, soil, rocks, living things- nothing can float away into space. The powerful force that pulls everything towards the Earth is called gravity.
2. What happens when you blast a firework rocket into the sky? You light the fuse and the rocket shoots up. When the gunpowder fuel is finished, the stick falls back to the ground because gravity pulls it down. (a) It can keep travelling further and further away from the Earth without stopping. (b) A rocket with more fuel will travel much higher and faster. (c) When it is in space, the rocket will travel around Earth and be a satellite of the Earth. (d) The rocket can escape from the Earth's gravity. (e) If a rocket is really powerful, the Earth's gravity will not be strong enough to pull it back.



Satellites

3. A satellite is an object which moves around another larger object. The path that it follows around the larger object is its orbit. The moon is an example of a natural satellite- it orbits around the Earth. The Russians sent the first man-made satellite into orbit around the Earth on 4 October 1957. This satellite was called Sputnik 1. It was launched into space by means of a very powerful rocket. Only a few years before, most people had thought that it was not possible to explore space. However, the success of Sputnik 1 forced them to change their minds. Today, one new satellite is launched about every three days. You can sometimes see satellites moving steadily across the sky on clear, dark nights.

*atmosphere: the layer of air or other gas around a planet

The height of the satellite's orbit

4. To stay in space for a long time, satellites must orbit high above the atmosphere. Satellites begin to slow down if they go below 500 kilometres above the Earth's surface. If they do that, then they fall out of their orbits and burn up in the upper atmosphere. Most satellites orbit higher, between 500 and 2000 kms, above the Earth's surface. The height at which satellites orbit depends on the job they have to do.

What a satellite does

5. Some satellites send (transmit) television signals, telephone conversations, computer information and pictures of the Earth below. These satellites are about 35 000 kms above us. At this height, each satellite orbits the Earth once while it turns once. In this way, the satellite moves at the same speed as the turning Earth and stays above the same place all the time.
6. There are about 200 working satellites in space at the moment. Most of them are powered by the sun through solar panels that change the sun's light into electricity.

Space rubbish

7. Satellites cannot work forever. When a satellite stops working, it continues to orbit around the Earth. Sometimes satellites explode. Then all the small pieces keep on orbiting. We humans have made space a rubbish dump. There are tens of thousands of useless pieces of junk travelling in a band around the Earth. There is a real danger of accidents in space. Even a tiny bit of paint can damage a spaceship badly if the paint and the spaceship crash into each other at very high speed.

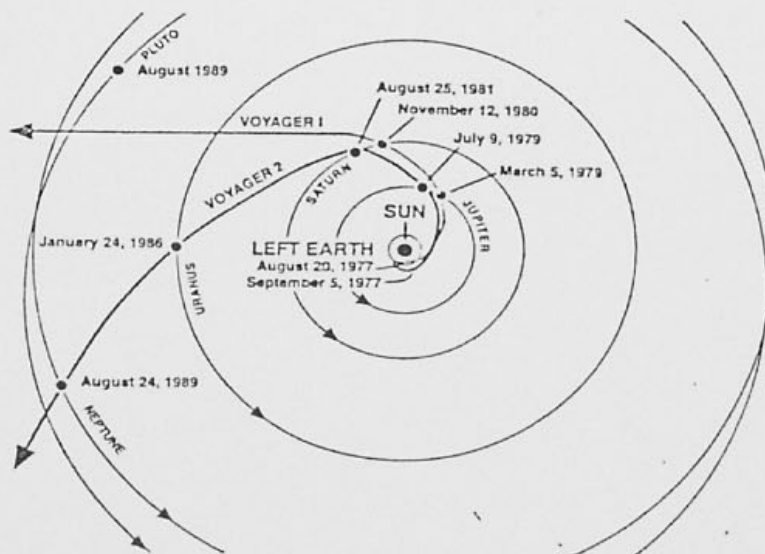
Space probes

8. A space probe is a spaceship that can send information back to the Earth as it travels in space. Space probes do not have people on board. In 1977 the Americans launched two space probes, Voyager 1 and Voyager 2, into deep space. Since then, both Voyagers have photographed planets and their moons, and sent back information about Saturn's rings and moons.

Space probes have enlarged our knowledge of space

9. The cameras and instruments of the two Voyager space probes have extended our knowledge of the distant parts of our solar system *. If all goes well, the two Voyagers will stay in contact with the Earth until 2020, when their power supply will run out. After that, they may continue to travel forever, far away from our solar system, further and further into space.
10. Perhaps there are other intelligent beings somewhere out in deep space. In case the Voyagers are ever discovered by intelligent beings, both the spacecraft carry messages from Earth. They have discs mounted on the outside with pictures and recordings of natural Earth sounds, music and greetings in 60 languages. The messages can last for 100 million years.

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permission of the publishers.



Adapted from: *Earth and the Solar System*, published by Ginn and Co.
Ltd. Printed with the permission of the publishers.

*solar system: the sun and all the other planets that go around it

NAME: _____

QUESTIONS ON TEXT 2

A. Are the following statements True or False? Cross out the incorrect choice:

1. Gravity is possible to overcome. *True/False*
2. Space probes orbit the Earth. *True/False*
3. The Earth is a satellite of the Sun. *True/False*
4. Space probes are powered by the Sun. *True/False*

B. The sentences in Paragraph 2 are not in the correct order. Write the letters of the sentences in the correct order in the space below:

1 2 3 4 5

C. Complete the following table showing the differences between satellites and space probes. Most of the details about satellites have been filled in. You must fill in how space probes differ:

Differences between satellites and space probes

Satellites	Space probes
Orbit around a larger object	
Can be natural or man-made	
Orbit 500-2000 kms above the earth	
Continue to orbit when they stop working	
Carry messages from one human to another	
Transmit TV signals, telephone conversations etc.	

APPENDIX C

A SAMPLE OF THE ANAPHORIC RESOLUTION TEST

NAME: _____ Class _____

SECTION A

FIRST READ THE SECTION IN THE BOX BELOW

Look at the following example very carefully:

Certain words have been printed in *italics* in the paragraph below. Each of these words refers back to other words/phrases/sentences in the paragraph, which are underlined. Arrows have been drawn to show how the words in *italics* refer back to the word/phrase/sentence which is underlined.

There is something very frightening about darkness in the middle of the day. So dependent is the Earth on the life-giving Sun that to lose *it* is probably the worst disaster Man can imagine. Yet, every year or so somewhere in the world the Sun *does* disappear quite naturally. *This* happens when the Moon passes between the Earth and the Sun obscuring *it* from view. *We* call this an eclipse.

NOW READ THROUGH THE PARAGRAPHS ON THE FOLLOWING PAGES AND DO THE SAME i.e.

- * Underline the words/phrases/sentences to which the word in *italics* refers
- * Draw arrows to show how the words are linked.

.....

1. Sulphur is a yellow powder that melts at a low temperature. *It* is needed for many industries. Unfortunately there is a world shortage of sulphur due to increased demand for its use, particularly in fertilisers which need sulphuric acid for *their* manufacture.
2. Our knowledge of the chemistry of mercury and *its* components is developing all the time. *This* is making it possible for us to be much more careful about what we do with waste products.

APPENDIX D

A SAMPLE OF THE SEMANTIC RELATIONS TEST

SECTION A

In each of the following paragraphs, a sentence has been left out (omitted). Indicate with a symbol like this ^ where in the paragraph you would put this sentence so that the paragraph makes sense.

NB: The omitted sentence can occur anywhere in the paragraph – even at the beginning (i.e. as the first sentence) or at the end (i.e. as the last sentence of the paragraph).

For example:

There are more than 5 000 million people living in the world. While some parts of the world have no people living in them, other places, such as Hillbrow in Johannesburg, are very crowded. Most of the world's population lives on about one-tenth of the earth's surface. People have settled wherever they can, but mostly where a living can be made easily. ^ No-one can live for long near the ice-cold North and South Poles, unless they take everything they need to stay alive.

Omitted sentence: *Few people choose to live high up in the cold mountain valleys, where the ground is covered with snow.*

Now do the same for the following paragraphs:

1. In many laboratories scientists are exploring the world of 'cryogenics'. This science deals with producing and maintaining extremely low temperatures and has produced some amazing results. At low temperatures, mercury can be tied in knots. At even lower temperatures it can be used to hammer nails. If you hammer a frozen orange with such cold mercury, chips of fruit fly from it like bits of granite. At many degrees below freezing, rubber breaks a clay flowerpot and steel becomes as brittle as glass.

Omitted sentence: For example, oxygen and nitrogen of the air are cooled under pressure and turned to a blue liquid that pours like water.

2. Physicists are trying to explain how stars are born and how they die. A dying star has special interest for scientists because strange effects occur. When a star dies, the matter making up the star collapses towards the centre of the star. In some cases, the contraction can never be halted and the dead star forms a black hole in space.

Omitted sentence: Some of these support modern theories of physics, while others cannot yet be explained by our theories.

SECTION B

In the following, the phrases or sentences are not in order. Re-arrange the phrases or sentences so that they make sense. Write down the letter of the phrase/sentence in the correct order in the spaces provided – do not write out the paragraph:

A.

1. It also seals up the smaller blood vessels as it cuts, and thus reduces bleeding.
2. The finest, sharpest surgical scalpel is not a knife – it is a laser beam.
3. This remarkable beam of light can also be used to cure a common form of partial blindness.
4. It can be used in surgery in the same way as a scalpel, but it does not transfer any germs to the patient.

(a) (b) (c) (d)

B.

1. If the inclined plane is less steep,
2. From his experiments using a ball on an inclined plane, Galileo reached other conclusions.
3. When it rolls up an inclined plane, it slows down.
4. He observed that a ball accelerates when it rolls down an inclined plane.
5. the ball will move further up the incline to the same height.

(a) (b) (c) (d) (e)

SECTION C

In each example, fill in the spaces with an appropriate word taken from the box below. You may use a word more than once:

if then since therefore although for example however but on the other hand
--

1. _____ the validity of Newton's first law has never been proved completely on earth, confidence in this law is clearly illustrated by the wearing of seatbelts in a moving car.
2. Chemical weathering occurs to some extent in all parts of the world, _____ is most active where temperature and humidity are high.

APPENDIX E

A SAMPLE OF THE VOCABULARY TEST

NAME:

CLASS:

VOCABULARY TEST

Choose the best definition (meaning) for each word listed below. Circle the symbol (A, B or C) next to your choice. Here is an example:

1. radiate:
A. make flexible B. admire greatly **C. shine brightly**
1. transmit: A. let in B. pass along C. cut off
2. volume: A. list B. money C. amount
3. solar: A. single B. of the sun C. central
4. variable: A. changeable B. possible C. exact
5. surplus: A. raised price B. needed amount C. extra quantity
6. technique: A. idea B. skill C. attitude
7. ratio: A. light colouring B. relationship of members C. iron bar
8. nucleus: A. fertile area B. unknown quality C. central part
9. segment A. boundary B. section C. surplus
10. data A. appointment B. amount C. information
11. alloy: A. business partner B. metallic mixture C. necessary
12. graphic: A. circular B. wrong C. in chart/diagram form
13. concentrate: A. mix up B. scatter widely C. bring together
14. devise: A. imitate B. confuse C. invent
15. sonic: A. clothlike B. forbidden C. of sound
16. sequence: A. connected series B. incomplete plan C. suggest
17. perpetual: A. uneasy B. serious C. continuous
18. coincide: A. go bankrupt B. occur at the same time C. ignore
19. pliable: A. easily bent B. gracious C. very stiff

APPENDIX F

A SAMPLE OF THE SPELLING TEST

SPELLING TEST

1. physical
2. pendulum
3. vehicles
4. essential
5. invisible
6. intangible
7. classify
8. equilibrium
9. indefinite
10. collision
11. illustrate
12. magnitude
13. accelerate
14. instantaneous
15. measure
16. analyse
17. horizontal
18. cardboard
19. exert
20. separate
21. proportion
22. initially
23. propelled
24. originate
25. inertia

APPENDIX G

**A COMPLETED SAMPLE OF THE LANGUAGE BACKGROUND
AND READING HABITS QUESTIONNAIRE**

LANGUAGE PROFILE

CLASS 1

Please complete the following questionnaire. Read the instructions carefully.

1. Name:

2. What is your first language (home language)? Circle your choice from the following:

- A. English B. Afrikaans C. isNdebele
 D. Sesotho E. siSwati F. Xitsonga
 G. Setswana H. Tshivenda I. isiXhosa
 J. isiZulu K. Sesotho sa Leboa
 L. Other. Name the language

3. What is the second language you learnt? English

4. Do you speak, read or write any other languages? YES / NO YES

Name these languages and say if you read, write or speak them: Afrikaans (Read
Write, Speak), isiZulu (speak), Sesotho, Sesotho sa Leboa (write
speak, Read)

5. When did you first learn English? Circle your choice:

- A. 0-6 years B. 7-11 years C. 12-18 years

6. Who taught you English? Circle your choice:

- A. Parents B. Teachers C. Friends D. Others

Who were the others?

7. When did you first study other subjects in English? Circle your choice:

- A. From Grade 1 B. From Grade 5 (Std 3)
 C. From Grade 8 (Std 6) D. From Grade 10 (Std 8)
 E. Later. State which grade

F. Never during my school career

4. If you read, what do you read? (You may tick more than one choice).

- Newspapers
- Magazines
- Short stories _____
- Books(Novels) _____
- Poetry
- Plays _____
- Textbooks _____
- Comic books _____
- Other _____

(explain) Encyclopedias, political book, music

5. What do you like reading about?

- Scary/horror _____
- Adventure _____
- Love stories _____
- Sports
- Funny/joke books
- Science fiction _____
- Animals
- Nonfiction
- Famous people
- Historical fiction
- Fantasy _____
- Mystery/murder _____
- Other _____

(explain) Politics + Factual books + music

6. Which authors do you like? Steve Biko

7. Name your favourite books/magazines/newspapers. I write what

I like (Biko), Car Magazine, Sowetan + Sunday Times, The Secret Diary of Adrian, Cuba (about Fidel Castro)

8. How do you like to read?

- Silently (alone) _____
- Teacher reading out aloud _____
- Students reading out aloud _____
- Reading in groups (silently)

9. Do you think reading is important? Yes/No (explain) Increases

your vocab + Readers ARE LEADERS!
You can express properly, easier in that language.

APPENDIX H

**AN EXAMPLE OF A SCIENCE UNIT FROM THE S*T*A*R*T
READING PROGRAMME**

Why do we see colours?

INTRODUCTION

In this course we introduce you to a set of reading strategies. You will be able to remember these strategies by the word **PASSSS**. The letters of this word stand for the following:

P = Purpose

A = Activate background knowledge

S = Survey

S = Study read

S = Summarise

S = Synthesise

In each unit you will go through these six steps in this order. We hope that at the end of the course, you will be able to use these same steps for all your study reading. We will now go through these steps for this unit on colour.

Purpose

When we read as part of a study programme, we always have a purpose for reading. We sometimes read to answer a question a lecturer has set for us. We often read to make things clearer in our own minds, or to understand something better. We might want to make notes or answer exam questions on the subject. For every unit in this course, we will help you find your purposes for reading the passage. Your main purposes will be made clear in this section, but your purposes can also be found by looking at the questions and tasks which follow the passage. It is important to know what your purposes are before you start reading.

The passage you will read in this unit explains how colours come about.

One of your purposes in this unit is:

- to find out how light works to enable us to see colours.

Activate background knowledge

All the knowledge and ideas in your mind are connected. You need to connect the knowledge and ideas you already have with the knowledge you are going to get from the passage.

Colour is very important in our world. In pairs discuss the following questions, making note of your answers:

- How important is colour to you? In what ways does it help us in our daily lives? What does it do for us and for the world of plants and animals? Do you feel different about different colours? How do they change your feelings?
- Do you know why things are different colours?
- What questions do you have about colours, and about the passage you are about to read?

Survey

1. Before you read the passage in detail, you need to survey it to get a general idea of what is in it. The most important way of surveying is **skimming**. When you **skim**, you can do all, or some, of the following:

- Look at the illustrations and any captions.
- Look at the title and subheadings.
- Look at whole words written in **bold**, *italics* or CAPITALS.
- Look at dates and figures.
- Quickly read the first and last paragraphs of the passage, as authors often summarise their ideas in these paragraphs.
- Quickly read the first sentence of each paragraph, as this sentence will often contain the main idea of the paragraph.

Skim the passage, and then see whether you and your partner can answer the following question:

- Do you think that colour and light are related to each other? If so, how?

Also **skim** the questions and tasks which follow the passage. What will you be reading for?

2. Another way of surveying is **scanning**. You **scan** a text when you want to find a specific piece of information without reading the whole text. For instance, when you look up a person's number in a telephone directory, or a word in a dictionary, you are scanning. This usually involves letting your eyes pass over the text looking for a specific word, number or letter. Scanning is easier if the information is arranged in a special order, like the alphabetical order in a telephone directory.

Scan the text to find out:

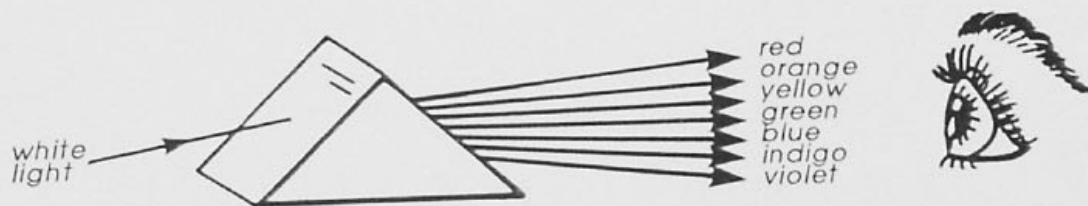
- What are the colours of the rainbow?

Text

Why do we see colours?

White light

- ¹ White light is the light we see in a lightning flash. It is the light that people work by in offices and shops. This white light is really a mixture of all colours of light. White light can be separated into colours by shining it through a prism. A prism is a wedge of clear glass or plastic.
- ² The prism separates white light into seven colours. These are red, orange, yellow, green, blue, **indigo*** and violet, and they are always found in this order. This set of seven colours is called the spectrum of light. Have you seen these colours in a rainbow? A rainbow occurs when rain acts as a prism and separates light. You can also sometimes see the colours on soap bubbles and in patches of oil floating on water.



- ³ You can remember the colours of the light spectrum by saying this short sentence to yourself: 'rely on your gruff, bold, important voice'. The first letter of each word in the sentence is the same as the first letter of the colour. The words in the sentence are in the same order as the order of the colours in the spectrum: red, orange, yellow, green, blue, indigo, violet.

Mixing light of different colours

- ⁴ We can mix the light of two different colours to make another colour. Mixtures of red, green and blue light can make all the colours in the spectrum of light.
- ⁵ The screen of a T.V. set is covered in groups of 3 very small dots. When the T.V. set is operating, one dot glows red and another dot glows green. The third dot of the group glows blue. Each dot glows in turn, one after the other. The groups of dots are so small and so close together that we hardly notice them. So, we see a colour picture which has all the colours of the light spectrum. If none of the dots glows, the screen looks black.

Objects that send out their own light

- 6 The dots on a T.V. screen glow and send out their own light in a particular colour. A burning object also sends out light in a particular colour. For example, when coal burns, it sends out orange-red light. When wood burns, it often sends out blue light. The gases in the sun burn with a bright white light. The gas in a **fluorescent*** tube light glows with a white light, and you may have seen advertisements made out of coloured tubes of light. Some of these glow red, green, yellow or blue.

Objects that reflect light

- 7 Some objects do not send out their own light. They send back (reflect) light that shines on them. This is how paint and **dye*** work. Red paint and red dye soak up blue and green light, and send back red light. When you look at red paint or dye, you see the red light which is reflected back to your eyes.
- 8 Notice that the red colour comes from the light that shines on the paint. If this light does not contain red, the paint has nothing to send back and the object looks black.
- 9 The other colours of paint and dye work in the same way: green paint sends back green light; blue paint sends back blue light.
- 10 What colour will your shirt seem to be, if you dance in red disco light when you are wearing a blue shirt?

Written by E. Harris

Study read

Follow the four steps for study reading:

- Read through the passage, in pairs, section by section, explaining the meaning to each other and using the multiple choice questions to help you.
- Use context clues, the glossary and your dictionary to solve vocabulary problems.
- Discuss whether the questions you had have been answered; ask new ones.
- Re-read the passage silently.

MULTIPLE CHOICE QUESTIONS

Choose the best answer/s.

1. Paragraph 1

White light is ...

- made by separating coloured light.
- a mixture of seven colours.
- a pure colour like red or blue.

2. *Paragraph 2*

The colours of the spectrum of light ...

- (a) depend on how they are mixed.
- (b) are always different.
- (c) are always the same colours in the same order.

3. *Paragraph 2*

A rainbow shows the colours of the spectrum because ...

- (a) rain separates white light.
- (b) a rainbow occurs when the air is dry.
- (c) rain mixes different colours of light.

4. *Paragraph 3*

You can remember the order of the colours in the spectrum by ...

- (a) looking at a colour television set.
- (b) learning a sentence to remind you of the order.
- (c) looking at white light.

5. *Whole passage*

This article tells us that ...

- (a) light can be mixed and separated.
- (b) colours do not mix to make another colour.
- (c) coloured light can be mixed using a prism or soap bubble.

6. *Whole passage*

The main point of the article is that ...

- (a) a world without colour would be very boring.
- (b) the T.V. set is covered in groups of very small dots.
- (c) colour is the result of reflected light.

Summarise

1. Write out the following sentences, filling the blank spaces with either the word 'mix' or the word 'separates' e.g. If you mix green and red light, you get yellow light.

Choose the correct word in each case.

- (a) If you green and red light, you get yellow light.
- (b) A prism white light up into the spectrum of colours.
- (c) The three colours on a T.V. screen to make other colours.
- (d) White light into seven colours.
- (e) A rainbow is caused when white light into colours.
- (f) Red, blue and green light to make all the colours.

2. Copy the following headings and make two lists:

Objects that send out their own light	Objects that reflect light

Can you add anything to your lists that is not mentioned in the article?

Synthesis

- In pairs, discuss:
 - how your understanding of colour and why we see it has changed since reading the passage.
- Discuss with your partner the strategies you have used to understand the passage and combine the information with your previous knowledge.
 - Have you developed any new strategies?
 - Which strategies helped you most? Why?
 - Which strategies helped you least? Why?

ADDITIONAL TASK

Find some coloured paper that you can see through. Tape it over a torch and shine this coloured light on different objects. See how the colour of the object changes in a different coloured light. Change the colour of the paper and repeat the experiment.

APPENDIX I

**A SAMPLE OF THE STUDENTS' OPINIONS OF THE INTENSIVE
READING COURSE**

APPENDIX J

**LETTERS OF PERMISSION FROM THE TWO PARTICIPATING
COLLEGES**



EDUMAP
Transformation
through education

EDUMAP EDUCATION DEVELOPMENT TRUST

Reg No IT 4900/02

EDUMAP COLLEGE

Graham Hall Sciences Block
27 St Andrew's Road, Parktown
PostNet Suite 151
P/Bag X2600, HOUGHTON, 2041
Tel/fax +27 (0) 11 642 0817
Cell 082 579 3821

27 October 2004

TO WHOM IT MAY CONCERN AT UNISA

Susan Phillips: Master's Degree in Applied Linguistics/
Reading Intervention Programme

Be it known that Edumap College agreed to Susan Phillips doing research for her thesis on Reading Intervention using the students of this college during the years of 2002 and 2003.

We agreed to this research because of the perceived benefits to the students of better comprehension of subject matter read in English, in preparation for their future studies at universities and technikons.

Yours faithfully

Neville Melville
CEO/Principal



KUMBA RESOURCES

Kumba Bridging School
(an Association incorporated under Section 21)
Reg No 2003/008442/08
Roger Dyason Road Pretoria West 0183
P O Box 9229 Pretoria 0001 South Africa
Tel +27 12 307 3357 Fax +27 12 307 4732

8 November 2004

To Whom It May Concern

I hereby wish to confirm that I, Mrs Gail Ferreira, gave permission to Sue Phillips to use my class at the Kumba Bridging school as a control group and to test the students. The tests were personally administered by myself.

Kind regards

G. Ferreira

G. CARREIRA (PRINCIPAL: KUMBA BRIDGING SCH)