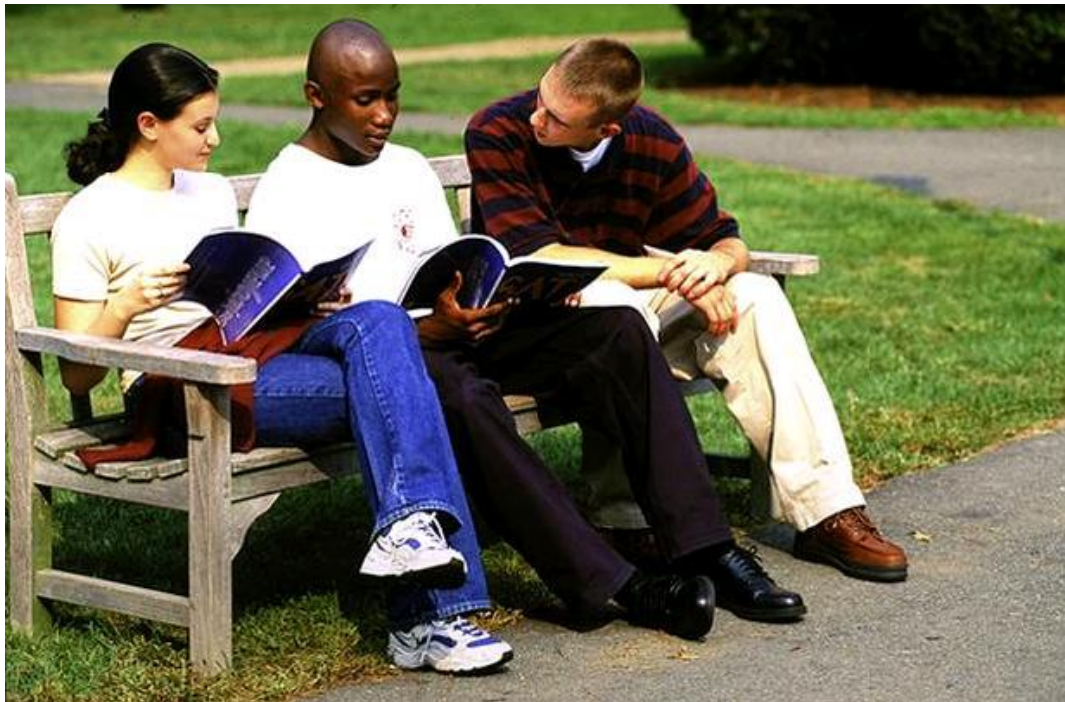


READING 142 LAB MANUAL

College Reading Logical Analysis and Evaluation



FULLERTON COLLEGE

SPRING 2011

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ROOM 801B

INSTRUCTIONAL ASSISTANT
OFFICE

SKILLS CENTER
ENTRANCE


ASC OFFICE
COORDINATOR OFFICE

ASC
DIRECTOR
OFFICE

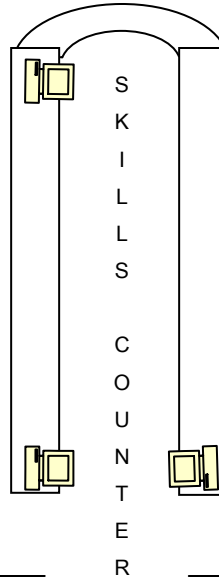
SKILLS CENTER MAP

Room 801

43	42	41	40	39	38	37
44	45	46	47	48	49	50

56	55	54	53	52	51
57	58	59	60	61	

68	67	66	65	64	63
69	70	71	72	73	74

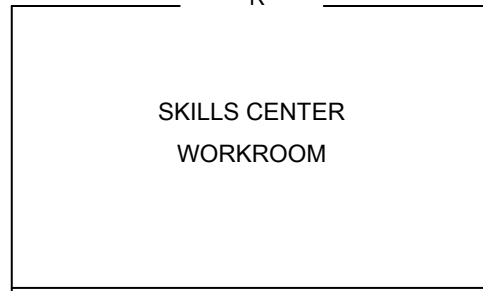


36	35	34
31	32	33

30	29	28	27	26
21	22	23	24	25

20	19	18	17	16
11	12	13	14	15

10	9	8	7	6
1	2	3	4	5



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


Mens
Restroom

Womens
Restroom

A
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UNISEX /STAFF RESTROOMS

STORAGE

	VIDEO CARREL
	ADAPTIVE CARREL
	TEACHER CARREL

SKILLS CENTER LAB PROCEDURES FOR READING COURSES

<http://skillscenter.fullcoll.edu>

Attending the Center the 1st time: Obtain your FC Network account number and password.

- Take your Student I.D. to the Skills Center or any open computer lab (317, 511, 901) and use your 8 digit student ID # and six digit birthday (042382) to set-up your FC account. When access is given, we recommend that you change your password to a more secure password.
- This username and password will be used on all computers in all labs for accessing programs and obtaining the FC homepage which allows FC e-mail. This password is valid for every computer lab on campus.
- **Each time you attend the Center, make sure you BRING THESE ITEMS WITH YOU:**
 - Your Student I.D. card /or know your eight digit student number**
 - Your Material Check-out Card (filled out front and back)**
 - Your Skills Center Assignment Sheet or contract**

ATTEND THE CENTER DURING YOUR FREE TIME: Students cannot count any time spent in the lab toward their “Arranged Time Requirement” if they are supposed to be in a class at the same time, even if that class is canceled or let out early.

To receive lab credit, students must attend during the times an instructor is on duty. Check the Skills center for the Reading 142 instructor schedule.

Scanning In To The Center:

First, scan your Student I.D. card (or key in your 8 digit student number.)

Second, key the *Number* that corresponds to the *CRN* (Course reference number) for your class.

Checking Out Materials:

Present your Material Check-out Card and tell the counter staff what material or computer program you would like to use.

Obtain a carrel seat card number that identifies the station assigned to you. (Not needed in 801C-Reading Lab)

Using Lab Materials:

Follow the Skills Center policies posted in the carrel.

Ask a counter aide or Instructional Assistant for help with any machine, program or other problem.

Let the aides at the counter know immediately when a machine or computer is not working or if there is anything wrong with any other material that you have checked out.

Checking out of the Center:

- Return the carrel card and all Skills Center material to the counter.
- Your Material Check-out Card will be returned to you.
- Scan out using your student ID card or by keying in your eight digit student number. (If you don't scan out, the TimeKeeper system will give you only 15 *minutes* for that lab session.)

VIEW THE SKILLS CENTER ORIENTATION ONLINE: <http://skillscenter.fullcoll.edu/SkillsCenterOrientation.htm>

Meeting Lab Attendance Requirements: Your instructor will receive periodic reports of your lab attendance.

KEEP YOUR OWN RECORD OF ATTENDANCE (time in, time out) **on your Material Check-out Card** as further proof of your lab attendance. Upon scanning into the lab, your total cumulative time will display on the screen (updated at midnight of each day). The time spent per visit will display in minutes on the screen when you scan out. If you want to verify your lab time, visit the myFC link through the Fullerton College homepage.

The Center's purpose is to assist you and other lab users to develop various academic skills. You must conduct yourself so that you and other lab users can accomplish this goal.

DO:

- Bring your Lab Manual Materials with you.
- Begin using the Lab the FIRST WEEK of the semester. You need to scan in up to the final exam period.
- Ask Skills Center staff for assistance and do use any of the Center's material to develop your skills.
- Work in the Center regularly to build up your lab time and maximize your learning.
- Complete your minutes in the Lab to fulfill your Lab requirement. (800 min. for Reading 27, 36, 96,127,142 and 1600 min. for Reading 56)
- Log off when finished working on a computer.

DON'T:

- Try to log a great number of lab hours at one time or at the end of a semester. Limit yourself to two hours maximum at a sitting.
- Write in Skills Center materials or remove materials from the Center.
- Bring food and beverages to the Center.
- Bring children to the Center.
- Socialize, use a cell phone, listen to music or the radio, or work on other homework, word processing, or personal business while in the lab.
- Leave your carrel for more than a few minutes. (You will be scanned out.)

CAMPUS PRINTING


Purchase printing credit in the Bookstore.

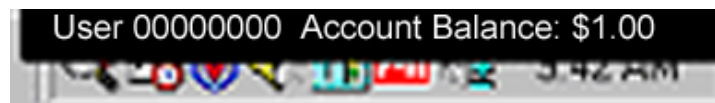
Bring your receipt and your ID # to a computer lab to have money deposited into your student account.

Printing is \$.05 per sheet

.....
TO CHECK YOUR PRINTING BALANCE:



Roll your mouse over the  on the taskbar in the bottom right of the desktop, and your account number and account balance will be displayed.



TIME VERIFICATION SHEET

Name _____

Class _____

Date	Time In	Verification	Time Out	Verification.	Total Time	Activity	Number Completed	Activity	Number Completed

Total Time _____

Comments:

Time Required _____

Extra Credit Time _____

A SKILL AT A TIME

Description

This program consists of a series of booklets, each booklet concentrating on a different Reading Comprehension Skill.

Skills covered are on the next page.

Procedure

1. Check out the assigned material.
2. Turn to page 6 for detailed instructions on using each booklet.
3. The page numbers you should take notes from are listed after the book title on the worksheet.
4. Check your answers with the key in the back of your book.
5. Challenge wrong answers.

IMPORTANT: Follow your instructor's procedure for taking notes and keeping records.

A Skill at a Time Worksheet

Name _____

Instructor _____

Book Title _____

- ___ 1. Vocabulary in Context
- ___ 2. Using the Signal Words
- ___ 3. Understanding Figurative Language
- ___ 4. Getting the Author's Tone
- ___ 5. Reading Between the Lines

- ___ 6. Getting the Main Point
- ___ 7. Recognizing Traits of Character
- ___ 8. Recognizing Points of View
- ___ 9. Perceiving the Author's Intent
- ___ 10. Perceiving Structure

NOTES

NOTES

date	#	answer	
			% of score
date	#	answer	
			% of score

date	#	answer	
			% of score
date	#	answer	
			% of score

COMPREHENSION SKILLS SERIES

Description/Procedures

This series of booklets is designed to develop specific reading comprehension skills. Each booklet contains a description of one specific skill, a lesson teaching the use of that skill, a sample exercise, and practice exercises to develop that skill.

First, read the introduction, take notes and do the preview quizzes in the space provided on the worksheet. Then, begin the exercises. Enter your score after checking the answers in the back of the booklet.

Skill Areas

1. Understanding the Main Idea
2. Making Judgments
3. Understanding Characters
4. Drawing Conclusions
5. Making Inferences
6. Recognizing Tone
7. Understanding Literary Forms
8. Understanding Organization
9. Understanding Significant Details
10. Understanding Vocabulary

COMPREHENSION SKILLS SERIES WORKSHEET

Name _____

Instructor _____

- | <u>LEVEL</u> | <u>TOPIC</u> |
|--------------|--------------------------------|
| _____ | 1. Understanding the Main Idea |
| _____ | 2. Making a Judgment |
| _____ | 3. Understanding Characters |
| _____ | 4. Drawing a Conclusion |
| _____ | 5. Making an Inference |

- | <u>LEVEL</u> | <u>TOPIC</u> |
|--------------|--------------------------------------|
| _____ | 6. Recognizing Tone |
| _____ | 7. Understanding Literary Forms |
| _____ | 8. Understanding Organization |
| _____ | 9. Understanding Significant Details |
| _____ | 10. Understanding Vocabulary |

NOTES FOR PARTS 1 AND 2 PREVIEW QUIZZES:

PART 4:

Date	Practice Exercise #	#1	#2	#3	#4	Write Sentences

EFFICIENT READING

By James Brown

DESCRIPTION

Efficient Reading is divided into two parts. Part I contains the reading selections. Part II contains the comprehension questions for the reading selections.

The reading selections vary in degree of difficulty throughout the book. The Index for the degree of difficulty is on page 362. The higher the number on the Flesh Reading Ease Score, the easier the reading; the lower the number, the more difficult the reading.

PROCEDURE

1. Select which readings look interesting.
2. Preview Time: 1 minute. Preview thoroughly:
 - the title
 - introductory paragraph
 - first paragraph
 - headings
 - italics
 - first sentence of each paragraph
 - last paragraph
3. Record your starting time on the chart on the following page.
4. Read the selection quickly and carefully.
5. Record the ending time.
6. Answer the ten comprehension questions in Part II.
7. The answer key is on page 357.
8. The rate conversion chart to determine Words per Minute (W.P.M) begins on page 358.
9. Record Degree of Difficulty from Index on page 362.
10. Interest Rating. Enter your Personal Interest Rating for the selection.

Enter

- 1 if you think it is "very interesting"
- 2 if "somewhat interesting"
- 3 if of "average interest"
- 4 if "somewhat uninteresting"
- 5 if "very uninteresting"

The effect of interest on rate and comprehension is often an aid in interpreting and understanding results.

Efficient Reading Worksheet

Name _____

Instructor _____

Date															
Selection #															
Start Time															
End Time															
Reading Time															
Difficulty															
Interest Rating															
W.P.M.															
Comprehension															
RECEPTIVE COMP. 1.															
2.															
3.															
4.															
5.															
REFLECTIVE COMP. 6.															
7.															
8.															
9.															
10.															
TOTAL SCORE															

ESSENTIAL SKILLS

Description

The program consists of a series of booklets of progressive difficulty. The readings cover discovering the main idea, supporting details, conclusions, clarifying devices (such as metaphor, simile and organizational patterns), and understanding vocabulary in context.

Procedure

1. Consult with your instructor for the beginning booklet number.
2. Check out the booklet and turn to the assigned reading number.
3. Think about the title of the passage. Skim the passage.
4. Read the passage.
5. Mark your answers in the upper boxes on the Essential Skills worksheet.
6. The main idea question -- question #6 -- is broken into 4 parts: Main Idea, Detail, Too Narrow, Too Broad. Each possible answer is lettered (a, b, c, d).
7. Place the best possible answer in each appropriate box. For example: If the answer lettered c is too broad to be the main idea, put c in the upper box of the "Broad" section. If the answer lettered b is a detail, put b in the upper box of the "Detail" section, etc.
8. Find your answers on the answer key.
9. Scoring: You should have two scores: one vertical (encompassing all the skills in each passage) and one horizontal (encompassing a single skill in several passages).

Essential Skills Worksheet

Level _____

Name _____ Date _____ Instructor _____

When you have finished correcting your work, put a total for each passage in the Total Score column.

When you have finished the sheet, put your total for each category in the Column Score column.

Passage Number	Subject Matter #1	Supporting Details #2	Conclusion #3	Clarifying Devices #4	Vocabulary in Context #5	MAIN IDEA				TOTAL SCORE
						#6A	#6B	#6C	#6D	
										+
Column Score	+									

100 PASSAGES – WORKBOOK OF PASSAGES AND QUESTIONS

Description

This program presents more advanced selections of comprehension diagnosis than its companion 88 Passages. The areas of reading skill to which it is directed include the following:

SKILL	PASSAGES
SUBJECT MATTER	1—20
GENERALIZATION	1—20
DETAIL	21—30
SIGNIFICANCE	31—40
CONCLUSION	21—30
APPLICATION	31—40
TONE	41—50
COMMUNICATION TECHNIQUE	51—60
PRACTICE ON ALL ELEMENTS	26—40
PRACTICE ON ALL ELEMENTS	61—90

100 PASSAGES / DIAGNOSTIC PROCEDURES

1. Check out the 100 Passages Reader and answer the questions following each passage. Begin at the level suggested by your instructor and be sure to put your answers in the appropriate column on your worksheet.
2. Use the answer key that is available at the counter to correct your work.
3. Count the number of correct answers in each column and record that number in the space provided.
4. Find the percentage by using the conversion chart on the pages in your manual OR calculate the percentage by dividing the number of questions answered correctly by number of questions attempted and multiplying by 100. Enter this number in the appropriate space on your worksheet.
5. A percentage below 70 in any column indicates a need for assistance. The instructional material in each column will provide you with needed information. See your instructor for specific evaluation and placement.

100 Passages Worksheet

Name _____

Instructor _____ Date _____

Date	Passage Number	Subject Matter	General-ization	Detail	Signifi-cance	Conclu-sion	Applica-tion	Tone Attitude	Vocabu-lary	Com. Tech	Structure
		.1	.2	.3	.4	.5	.6	.7	.8	.9	
Total Answer Correct											
Question Attempted											
% Correct											
Listen and Read		MN #7	MN #25	MN #8	MN #12 MN #14	MN #15	MN #15	MN #13	MN #2 MN #3	MN #9 MN #10	
Comprehension Skills		CS-1A	CS-1A/ CS-8A	CS-9A	CS-5A/ CS-2A	CS-4A/ CS-2A		CS-6A			
A Skill at a Time		ASAT-6	ASAT-6		ASAT-5 ASAT-9	ASAT-5	ASAT-9	ASAT-4	ASAT-1 ASAT-3	ASAT-8	ASAT-10
Specific Skills Level L		MAIN IDEA	MAIN IDEA	GETTING FACTS	DRAW CONCL.	DRAW CONCL.			USING CONTEXT		

OPPOSING VIEWPOINTS

Procedure

1. Select a topic of interest to you from the following pamphlets:
 - “Should There Be Limits To Free Speech?”
 - “What Role Should Women Have In Churches?”
 - “Can Space Weapons Reduce The Risk Of Nuclear War?”
 - “How Should One Live?”
 - “In Non-material Sex Acceptable?”
 - “What Is True Patriotism?”
 - “Do Women Receive Equal Treatment?”
 - “Would Gun Control Reduce Crime?”
 - “What Are Our Energy Alternatives?”
2. Check out selected pamphlet from the Skills Center counter.
3. Select and read three (3) essays from the pamphlet of your choice.
4. Using your own paper, write a brief summary (1 paragraph –75 – 100 words) summarizing each article. Be certain your summary includes the following:
 - A. Main Idea
 - B. Major Supporting Details
 - C. Author’s Point of View
5. Write a brief personal response to the three articles.
 - A. Evaluating the Evidence of each
 - B. Express and support your opinions on the evidence and the issues.

OR

Consult your instructor for preferred procedure.

SPECIFIC SKILLS SERIES: WORKING WITH SOUNDS

Description

This booklet gives practice on recognizing and using roots, prefixes and suffixes.

Procedure

1. Check out the booklet at the Lab counter, Start with level K or L.
2. Read the assigned units and answer the questions. Put your answers on the worksheet provided.
3. Check your answers with the key in the back of the book.
4. Scoring: Challenge the wrong answers.

Specific Skills Worksheet

Name _____

Instructor _____

Fill in the level next to the book title:

Working With Sounds _____

Working Within Words _____

Question #	1	2	3	4	5	6	7	8	9	10	Score
Date											
Unit 1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
13											
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18											
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22											
23											
24											
25											

RFU SENIOR KIT

(Reading for Understanding)

Description

This program breaks reading progress into 100 levels of difficulty. Each level contains 3 cards designated by symbols (diamond, circle, square or triangle) all of approximately equal difficulty. Each card has 10 short answer completion items that can be answered quickly, so RFU cards are especially useful for small segments of time remaining in a lab hour.

Procedure

1. Select a card at the starting level indicated by the RFU placement test, or at a level suggested by your instructor.
2. Read the selection and answer the 10 items on the RFU Worksheet.
3. Check your answers with the Answer Key, putting an X through incorrect answers.
4. Then "argue" with any answers that do not agree with yours. The secret of real improvement and great progress in this program lies in your analysis and understanding of why you missed an item.
5. If your score was 8, 9, or 10 correct, proceed to the next level. If you had 7 or fewer correct, stay at that level until you do get 8, 9, or 10 correct. (Your instructor may change this system of progressing.)
6. Individuals vary, but generally you can complete a card in 4 to 8 minutes.
7. Check with your instructor for validation procedures.

RFU Senior Worksheet

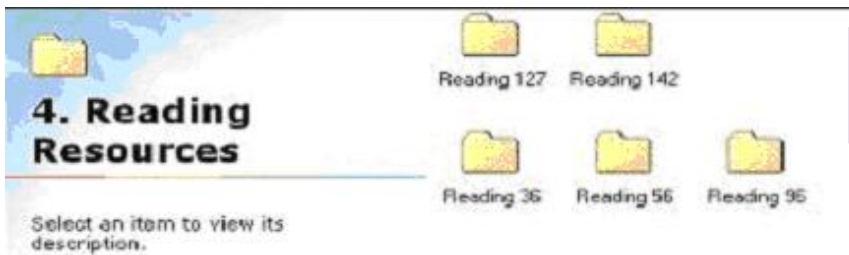
Name _____

Instructor _____

CARD#																			
■ ● ▲ ◆																			
DATE																			
A N S W E R S	1																		1
	2																		2
	3																		3
	4																		4
	5																		5
	6																		6
	7																		7
	8																		8
	9																		9
	10																		10
Time in Minutes																			
# Right																			
CARD#																			
■ ● ▲ ◆																			
DATE																			
A N S W E R S	1																		1
	2																		2
	3																		3
	4																		4
	5																		5
	6																		6
	7																		7
	8																		8
	9																		9
	10																		10
Time in Minutes																			
# Right																			

INSPIRATION

This program creates “idea maps.” Each instructor has specific instructions for using this program. See your instructor for more information.

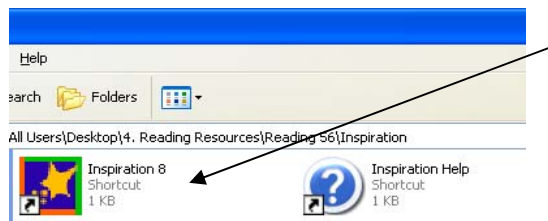


1. Click on the **Reading Resources** folder on your desktop.

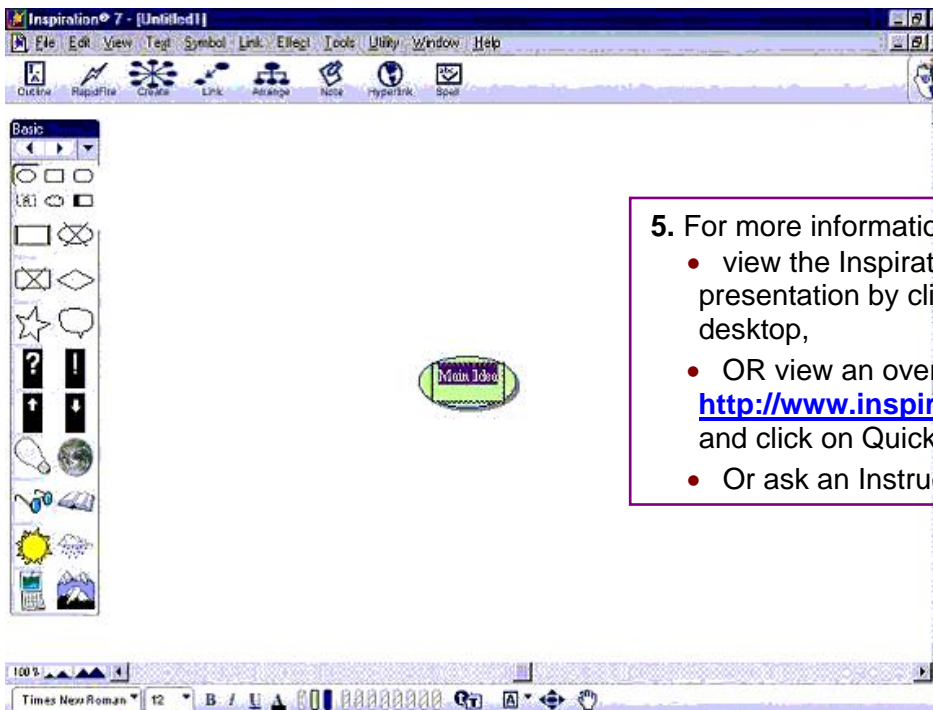
2. Click on the “**Reading 142**” folder.



3. Click on the “**Inspiration**” folder.



4. Click on the “**Inspiration 8**” icon.



5. For more information:

- view the Inspiration Tutorial PowerPoint presentation by clicking on the icon on the desktop,
- OR view an overview on <http://www.inspiration.com/videos/inspiration> and click on Quick Tour,
- Or ask an Instructional Assistant for help.

READING AND REASONING

1. Click on the Reading folder. Click on Reading 142 folder.
2. Click on the Reading and Reasoning icon.
3. Click on **Lessons in Reading and Reasoning** (the 6th line down).

*****Record your screen scores and definitions on your worksheet*****

Table Of Contents		
Part	Module	Topic
I	1	Shift Word Fallacy
	2	False Authority
	3	Either-or Fallacy
	4	Review of Modules 1-3
	5	Circular Reasoning
	6	False Analogy
	7	Improper Data
	8	Review of Modules 5-7
II	1	Inadequate Date
	2	Self Contradiction
	3	Loaded Words
	4	Review of Modules 1-3
	5	Conformity Fallacy
	6	Red Herring Fallacy
	7	Part-Whole Fallacy
	8	Review of Modules 5-7
III	1	Stereotyping
	2	Opinion-Fact Fallacy
	3	Review of Modules 1-2
	4	Spurious Reasoning Fallacy
	5	Mathematical Mean Fallacy
	6	Conventional Wisdom Fallacy
	7	Review of Modules 4-6
IV Section 1	1	The Sexism Fallacy
	2	Rationalization Fallacy
	3	Review of Modules 1-2
	4	Fallacy Test
	5	Fallacy Test
	6	Fallacy Test
	7	Fallacy Test
IV Section 2	1	Fallacies and Proverbs
	2	Fallacies and Proverbs
	3	Fallacies and Proverbs
	4	Fallacies and Proverbs
	5	Review

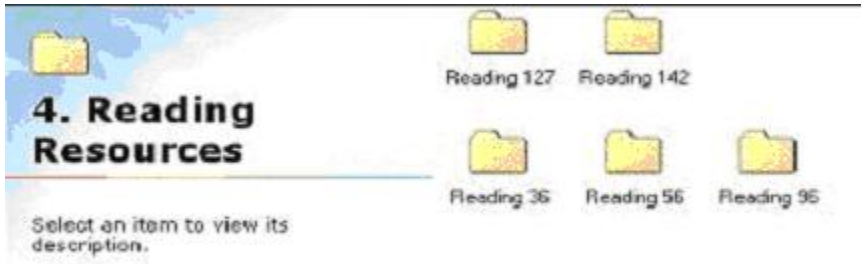
Reading and Reasoning Worksheet

Student Name _____ Instructor _____ Date _____

MODULE TITLE	SCORE	DEFINITION
PART I		
1. Shifty Word Fallacy		
2. False Authority Fallacy		
3. Either-Or-Fallacy		
4. Review of Modules 1-3		
5. Circular Reasoning Fallacy		
6. False Analogy Fallacy		
7. Improper Data Fallacy		
8. Review of Modules 5-7		
PART II		
1. Inadequate Data Fallacy		
2. Self-Contradiction Fallacy		
3. Loaded Words Fallacy		
4. Review of Modules 1-3		
5. Conformity Fallacy		
6. Red Herring Fallacy		
7. Part-Whole Fallacy		
8. Review Modules 5-7		

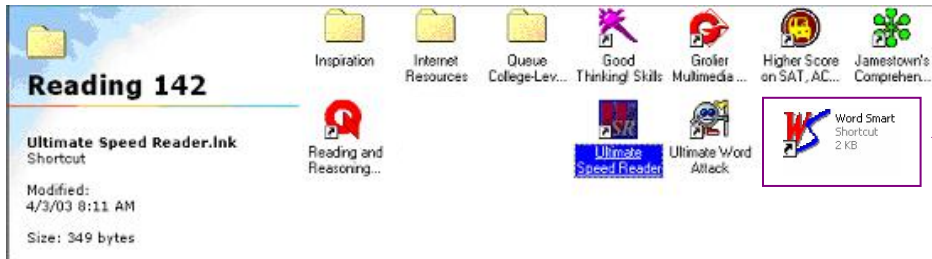
Notes: _____

Word Smart Vocabulary



Click on the "Reading Resources" folder on the desktop after logging in.

Click on the Reading 142 folder.



Click on the "Word Smart" icon.

You will begin with a placement test. Do your best to answer before your time runs out!

Check with your instructor for information on the mastery level and group and volume that you should be working in. Use the Word Smart worksheet to record your scores.

Name _____

Instructor _____

Date _____

Class _____

Word Smart – Volume: _____ Group: _____

Placement Level _____

MULTIPLE CHOICE DIRECTIONS: For five of the words you get wrong, fill in the information that shows for that word. If the exact information isn't provided, write down other information that is given. Use the **freeze** button to stop the page from advancing.

Word	Definition	Latin, Greek, Anglo Saxon, French, or historical root	Related Words or incorrect meanings	Other information given about the word, i.e. denotation/connotation...

FLASHCARDS DIRECTIONS: Write the word, your understanding of the definition and finally, the correct definition below.

Word	Definition [your definition/actual definition]	Word	Definition [your definition/actual definition]
1.		11.	
2.		12.	
3.		13.	
4.		14.	
5.		15.	
6.		16.	
7.		17.	
8.		18.	
9.		19.	
10.		20.	

Complete the Matching, Sentence Completion, and Laser Review. When done, **print** Score Report & **attach**.

VIDEOS

Procedure

1. Read the descriptions to decide which video best suits your needs.
2. Check out the video (and information packet if available from the Skills Center counter).
3. As you view the tape, take notes on your notebook paper. Complete all exercises on a separate sheet of paper. Answers to the exercises are provided on the tape or an accompanying workbook.

OR

Consult your instructor for preferred procedure.

Please rewind as a courtesy to the next student.

Video Descriptions

"A Head for Figures"

48 minutes

We are constantly bombarded with statistics and numerical studies from which we are to make decisions. This documentary illustrates how abstract mathematical ideas affect us in the real world. In calculating risk, for example, people will make decisions based on statistics. John Alien Paulos, a mathematics professor at Temple University, Bernard Cohen, physicist and Professor Kirstin Schrader-Frechette lend their expertise to this interesting program.

"Body Language: An Introduction to Nonverbal Communications" 25 minutes

Video is an introduction to non-verbal communication. It explores how we communicate through body movements and gestures and through our use of personal space. When the non-verbal message conflicts with words, we choose body language as the most reliable. Being able to "read" non-verbal gestures and signals is a highly practical and valuable communication skill.

"Brain Traps/Problem Solving Skills"

19 minutes

Problem solving does not require a high IQ; it's a skill that can be learned and practiced. This video presents a series of clever problems that illustrate how the mental habits that serve so well in every day can become "brain traps" when used to solve demanding problems.

Think of this video as a kind of mental aerobics asking viewers to look at problem with creative freshness. A series of frustrating problems asks viewers to analyze how they solve problems and which habits prevent solutions. Write down your responses. A sheet is provided describing the Problem Summaries (**page 48**). Remember, there are no "correct" answers.

"Brains at Work"

15 minutes

Video teaches you how to study so that it will stick. It asks, "What kind of learner are you?" The video presents several ideas on how to study more effectively.

"Concentration"

30 minutes

Video teaches the concept of focusing or directed concentration. It emphasizes the importance of focusing in all endeavors and discusses its applications in such wide-ranging areas as interpersonal communication and sports.

Video Descriptions

"Critical Thinking: How to Evaluate Information and Draw Conclusion" 47 minutes

This video teaches students how to sharpen their critical-thinking skills. It demonstrates how to find the main idea of a passage, determine the relationship between cause and effect, and separate fact from opinion. It differentiates between inductive and deductive reasoning and teaches students to discern the relevance of arguments.

"Effective Listening" 27 minutes

Misinterpreting messages causes a breakdown in communication. Listening is an active process involving the entire body. This video presents techniques to improve your listening, ten bad listening habits, the processes of listening and five barriers to good listening.

"Effective Test Taking" 25 minutes

This video teaches students how to improve test taking skills by giving tips on memory improvement and how to prepare for different types of tests.

"Flexible Reading: Strategizing for Difficult Material" 29 minutes

This video teaches procedures for reading demanding material efficiently. Several techniques are explored such as: determining what you need understand, analyzing the format, finding the challenges, visualizing the material and condensing it to make it more meaningful.

"Gender and Communication: She Talks, He Talks" 22 minutes

The videotape explores why males and females have so much trouble communicating. Viewers meet Jasmine, Fran, and Bill as they put together the noonday news at a local TV station. The three professional communicators are smooth and friendly on air, but once the cameras stop, the battle of the sexes rages.

The video gives the most up-to-date research on the significant differences between male and female communication styles. It goes on to apply this understanding to everyday life, suggesting tools for successful interactions with the opposite sex.

"How Can I Organize My Textbook Reading" 36 minutes

Set in a classroom format, this video offers strategies for mastering your textbook. It covers previewing or surveying the organization of the text, reading actively, underlining and marking your text, and reviewing.

"How Do I Know What to Study" 27 minutes

Learn how to prepare for final exams. This video discusses how to summarize and synthesize your material into study guides, summary sheets, index cards, and concept maps. You will learn the advantages and disadvantages of each. Learn also to predict essay questions, use old exams as well as commercial study guides.

"How Numbers Lie" 23 minutes

Numbers carry the power of science and exactitude and can create significant fear of insignificant dangers. Numbers can misdirect anger and create scapegoats. Numbers can convince individuals they are victims of dark forces. Numbers are dangerous persuasion tools and powerful motivators.

Video Descriptions

"How to Conquer Test Taking Anxiety"

17 minutes

Test taking can be a source of real anxiety but they are an important part of learning and life. This video goes over suggestions about preparing for test taking to reduce test anxiety. The suggestions are: know what you will be tested about, know the type of test it will be, be rested, and using good study skills to reduce stress.

"How to Increase your Memory"

27 minutes

Designed to increase recall and improve long-term memory, this program teaches students how to reduce the time they spend studying, improve their grades, and remember facts in a fun and easy way.

Consider this video as a safeguard against the epidemic of sneaky statistics. It teaches critical thinking skills needed in a society that runs on numbers and teaches viewers to treat every statistic as an attempt to persuade. Stop the program at the opportunities called "Nail That Number" and write out your response.

"In Your Face! Why Courtesy and Respect"

22 minutes

Whatever happened to courtesy, respect, and sportsmanship? This video contends courtesy (which means respect for others) is basic to civilization.

Learn how:

- the parable of the eccentric billionaire explores the conflict between "me first" and "the good of society."
- to stand up for your rights, and still show respect and courtesy.
- to avoid attack/defend cycles that turn minor disputes into potential blow-ups.
- to find your own answers for: What does respect have to do with the world of sport?

"Increasing Reading Efficiency"

29 minutes

This video discusses the myths of reading faster, the techniques for increasing speed, avoiding faulty reading habits and learning to think as you read. It includes an activity for practicing one of the techniques presented.

"Invisible Persuaders: The Battle for Your Mind"

22 minutes

This is a program about the invisible clues we use to make judgments--judgments about people, about what to buy or drive or eat, about who to trust. The video helps viewers develop a radar-like early warning system to detect subtle and usually invisible attempts to persuade.

"It's Not a Memory Trick "

30 minutes

Mnemonics has been maligned as a trick and not a tool, but in this program, Ken Burns shows how the five types of mnemonics are used in nearly every aspect of daily life. Although not a substitute for learning, mnemonics can be legitimately useful in assisting with memorization.

"Listening Assertively"

30 minutes

Fully involved listening with a positive attitude is tuning in to what is being said, reading nonverbal signals, and turning off personal biases. Learn the techniques of deliberative and empathic listening.

Video Descriptions

"Logic: Part 1--Using Logic in Everyday Life" 14 minutes

"Logic: Part 2--Avoiding Fallacies" 14 minutes

Video program introduces the basic principles of logical reasoning. The ability to think more clearly and concisely can be developed. The approach taken is to use explanations and examples to help give an understanding of the inner workings of discussion and argumentation. There are two parts to the video: Part I: Using Logic in Everyday Life, Part II: Avoiding Fallacies.

"Make Up Your Mind! Skillful Decisions" 25 minutes

Video teaches the basics of decision-making by introducing a six step system to help improve common decisions: should I rent an apartment or buy a condominium, should I keep my car two more years or buy now, should I major in business or international relations, should I accept a secure job with limited potential or a high risk career with potentially greater rewards?

"Making Decisions and Solving Problems" 20 minutes

Video explores three overlapping components of skillful problem solving:

- Clarifying Thinking
- Creative Thinking
- Critical Thinking

Scenarios of college students facing a variety of problems are used to illustrate roadblocks to effective analysis, including thinking that is hasty, narrow, and fuzzy.

"Media – Truth or Fiction. What Can You Believe?" 23 minutes

Video is a safeguard against the epidemic of sneaky statistics. It teaches critical thinking skills needed in a society that runs on numbers.

"Memory Skills/Power Learning" 25 minutes

This video presents visualization methods for enhancing recall with three techniques that take advantage of the human ability to remember what is visually unusual. It shows how these methods can be applied to memorizing names, information for an exam and the main points of a speech.

"Perception-The Art of Seeing" 24 minutes

Our working model for perception is the camera. We accept the idea that our eyes work much like a camera, that what we see is pretty much identical to the real world. "Perception: The Art of Seeing" begins where the eye-as-camera analogy breaks down. Video shows that when it comes to reality we are more the director than the camera. We don't so much "record" reality as we create it. Video uses a variety of visual "tricks" and distortions to teach how we construct reality.

"Psycho-Sell: Advertising and Persuasion" 25 minutes

Video illustrates techniques and procedures advertisers use to influence buying decisions. Techniques treated include:

- Timing, volume and repetition and Psycho-graphics
- Power of brand names to influence feelings and power of emotions to influence decisions
- Positioning as a persuasion technique
- Saliency - the instinct to notice sudden change
- The Cinderella Syndrome and demographics

Video Descriptions

"Reading Improvement"

12 minutes

Three strategies for improving both reading rate and comprehension are presented. The first suggests reading during the day, for short periods in a quiet place, for maximum efficiency. One method demonstrates how to divide words into groups on a page as an effective way of improving reading rate. The SQ3R Strategy (Survey, Question, Read, Review, and Recite), developed by a leading reading expert, is also examined as a strategy for improving reading comprehension.

"Reading People-The Unwritten Language of the Body"

23 minutes

Each of us broadcasts a unique identifier, a sort of personal call sign that tells the world who we are. You will become "people readers" attuned to these signals. Learn about emblems, illustrators, regulators, affect displays, facial expression, multi-cultural differences, eye behavior, paralanguage, haptics, proxemics, and chronemics.

"Refusal Skills-Yes, You Can Say No"

25 minutes

This video teaches basic skills that help say "no" to high-risk behavior. Using the format of a talk show with dramatic situations, the video teaches:

- The value of "no "
- Refusal rehearsals
- How to use the "no" sandwich
- Assertiveness
- Break the cycle of mistake

"Resolving Conflicts-We Can Work It Out"

22 minutes

Video shows people stuck in everyday conflicts slugging it out with obstinate shopkeepers, stubborn bosses, insensitive friends, and protective parents. How can they resolve conflicts fairly so they don't get stepped on or turn into tyrants?

Viewers study a four step conflict resolution procedure that suggests focusing on the problem rather than getting personal, looks for common ground, seeks mutually agreeable options, and acts only on hard data rather than false assumptions. Conflict resolutions techniques such as staying objective, using well chosen questions, and seeking areas of potential agreement are taught.

"Speed EEZ Speed Reading"

30 minutes

Double and triple your reading rate with this 30 minute video. The successful speed reading techniques demonstrated help build valuable new reading skills, increase self-confidence and reading comprehension.

Video consists of four lessons. The video portion may be viewed in 30 minutes, but the entire program will take between 60 minutes to complete. If you do not complete the entire program today, note the marker number on the VCR on your paper. When you return, fast forward to the point where you left off. You will need both the video and the practice reading exercises. If you do not have a stopwatch function on your watch, you may wish to check out a stopwatch from the front desk.

At the end of each lesson, the speakers will direct you to time yourself as you read the exercises. You may grade your own comprehension score by referring to the answer key at the back of the booklet. Record your rate on the grid on **page 50**.

The following topics are covered in each lesson:

- Lesson One: SQ3R and Hand Sweep
- Lesson Two: Eye Movements
- Lesson Three: Skimming
- Lesson Four: Scanning

"Strategic Learning"

10 minutes

This program outlines a concise three-step process for understanding and retaining information. The steps include exposure, review, and practice. Class attendance is stressed for maximum exposure to material. Valuable advice is provided on how to distill weekly lecture notes into a meaningful study guide. Methods for retrieving information learned include recitation and group study.

"Super Mapping"

60 minutes

This video that presents a "live" workshop-style demonstration of mind mapping, a pattern of organized notes designed to appeal to both sides of the brain. It boosts your understanding, recall and learning enjoyment.

"Ten Ways to Overcome Procrastination"

21 minutes

This program is aimed at students who procrastinate. It teaches how to tackle unpleasant tasks and shows how to use time wisely.

"The Formal Essay: Drafting and Editing"

30 minutes

The video introduces the student to the formal essay, an academic type that demands an understanding of instructor's expectations. Proper thesis and validation are emphasized. Finally, some general and specific comments are made about editing.

"The Unbiased Mind"

23 minutes

This teaches students how to think more clearly by using the ideas presented as a provocative guide to question common but flawed thinking habits. As you view the video:

- List the thinking traps presented
- Write a summary about each one
- Describe the examples given to illustrate the trap

"This is a Test...this is only a test"

30 minutes

This video teaches how to put test-taking into its proper perspective. It stresses that no gimmick or shortcut can take the place of knowledge. The strategies will give students better test-taking skills including: reviewing and retaining information, preparing, organizing, cramming and anticipating, the most effective ways to approach common test formats, the importance of reading questions carefully.

"This Way to an 'A'"

30 minutes

When students acquire the ability to answer these questions for themselves, they develop an improved understanding of their subjects along with the ability to identify and retain pertinent information.

Video Descriptions

"Top 10 ½ Tips for Thinking Critically"

15 minutes

Detailing a wide range of critical-thinking skills from the identification of key points to the synthesis of information, this video teaches the organizational and processing skills necessary to analyze. It shows how to generate information and how to separate beliefs and convictions from objective facts; discusses total recall, inquiry, creativity, and evaluation; and uses graphics and dramatizations to illustrate a series of problem-solving strategies.

"Where there's a Will There's an 'A'"

20 minutes

The purpose of this video is to help you to change your attitude, to increase your self-confidence, and to teach you how to get better grades with less effort, less pressure and less anxiety. There are twenty suggestions for achieving better grades, understanding the left and right brain and ideas on creating perfect papers.

"Why Didn't I Think of That?"

15 minutes

This tape requires audience participation. Have pencil and paper ready to use during the tape. The narrator will pose ten questions for you to solve. Follow his instructions and attempt to solve the problems, writing your response on a piece of paper.

You are not expected to answer all the questions correctly. Each question illustrates a common mental trap that blocks creative thinking. A copy of the "Quiz Guide" is provided also to assist you in following the test (**page 42**). Good Luck!

"You Can Study Smart" (SVE)

45 minutes

Check out the study guide along with this video. The content of this program covers a variety of general study skill tips including:

- SQ3R
- Outlining
- Listening Skills
- Memory Skills
- Note-taking Skills

"You're Not Listening"

18 minutes

This video takes you through a series of humorous and thought-provoking vignettes that illustrates techniques for building seven basic listening skills. The program stresses anyone can learn how to listen.

“Brain Traps/Problem Solving Skills”

Problem Summaries

1. The Car and the One Mile Track

You drive around a one-mile track at 30 mph. How fast do you have to drive the second time around to average 60 mph?



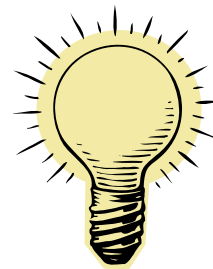
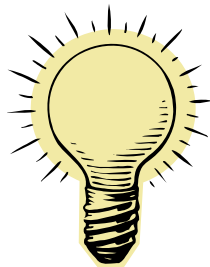
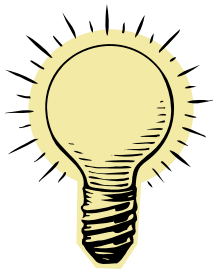
2. Three People and a Pizza

Three people want to divide a large pizza. They agree it should be divided into thirds so each person feels his or her slice is fair. They're not concerned about the last millimeter; just that all three feel their piece is a fair share.

The tools provide for this problem are a tape measure and a yardstick. How would you divide the pizza to keep everyone satisfied?

3. Light Bulbs in the Closet

The closet contains three light bulbs controlled by three switches outside the room. Each switch controls one bulb. You stand outside the room with the door closed. No light escapes. Determine which switch controls which bulb. You may open the door, but you may not flip any of the switches AFTER you open the door.



4. Stay or Switch?

Your friendly game show host presents three boxes. One contains \$1,000, the other two a penny. You select one of the three boxes. After your selection the host reveals a box you did not select that contains a penny and offers you the chance to stay with your original choice or to switch. Should you stay or switch?

5. One Thousand Chocolate Chips

A bag of chocolate chip cookies claims "One thousand chips in each bag." How can you verify the claim? You do not have to count the chips in each and every cookie. Count enough to make a valid sample.

Devise a quick and effective way to count the chips.

Why Didn't I Think of That?

Quiz Guide

1. What is the object?
2. (Use the back of this sheet to list the words you find.)
3. One column can be cut into four pieces in sixteen minutes. At the same rate of cutting, how long would it take to cut the column into five pieces?
4. By moving only one glass, line up these tumblers so that full ones and empty ones alternate.
5. In what order are these numbers arranged? 8591630
6. Move just one coin to make two rows of six coins each. The rows can be either horizontal or vertical.

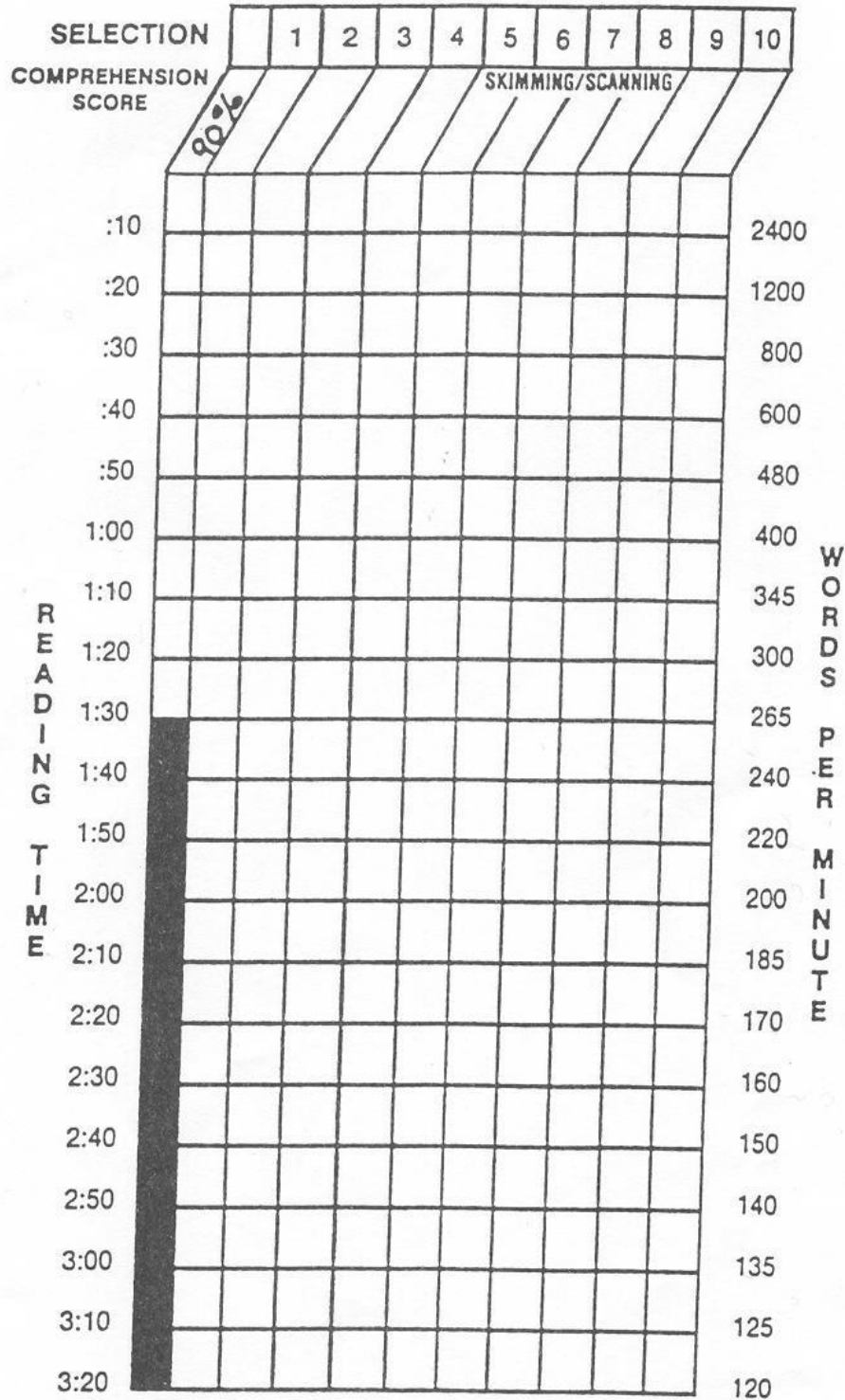


7. How could you cut a cake into eight equal pieces with just three slices of a knife?
8. Make one word using all these letters: NEW DOOR
9. How could you measure the height of a building using a barometer? (Use the back to write)
10. How can you use thingamajigs? (Use the back to write)

Speed EEZ Timed Selection Progress Chart

Directions: Write your comprehension score in the box under the selection number. Then fill in the graph under each selection to show your reading time and words per minute reading rate. The first column has been completed for you as an example.

Speed Reading Goal _____



Percentage Conversion Chart Part I

NUMBER CORRECT

NUMBER OF ITEMS

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27		
1	100																												
2	50	100																											
3	33	67	100																										
4	25	50	75	100																									
5	20	40	60	80	100																								
6	17	33	50	67	83	100																							
7	14	29	43	57	71	86	100																						
8	13	29	38	50	63	75	88	100																					
9	11	25	33	44	56	67	78	89	100																				
10	10	22	30	40	50	60	70	80	90	100																			
11	9	20	27	36	45	55	64	73	82	91	100																		
12	8	18	25	33	42	50	58	67	75	83	92	100																	
13	8	17	23	31	38	46	54	62	69	77	85	92	100																
14	7	15	21	29	36	43	50	57	64	71	79	86	93	100															
15	7	14	20	27	33	40	47	53	60	67	73	80	87	93	100														
16	6	13	19	25	31	38	44	50	56	63	69	75	81	88	94	100													
17	6	13	18	24	29	35	41	47	53	59	65	71	76	82	88	94	100												
18	6	12	17	22	28	33	39	44	50	56	61	67	72	78	83	89	94	100											
19	5	11	16	21	26	32	37	42	47	53	58	63	68	74	79	84	89	95	100										
20	5	11	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100									
21	5	10	14	19	24	29	33	38	43	48	52	57	62	67	71	76	81	86	90	95	100								
22	5	10	14	18	23	27	32	36	41	45	50	55	59	64	68	73	77	82	86	91	95	100							
23	4	9	13	17	22	26	30	35	39	43	48	52	57	61	65	70	74	78	83	87	91	96	100						
24	4	9	12	17	21	25	29	33	37	42	46	50	54	58	62	67	71	75	79	83	87	92	96	100					
25	4	8	12	16	20	24	28	32	36	40	44	48	52	56	60	64	68	72	76	80	84	88	92	96	100				
26	4	8	12	15	19	23	27	31	35	38	42	46	50	54	58	62	66	69	73	77	81	85	88	92	96	100			
27	4	8	11	15	19	22	26	30	33	37	41	44	48	52	56	59	63	67	70	74	78	81	85	89	92	96	100		
28	4	7	11	14	18	21	25	29	32	36	39	43	46	50	54	57	61	64	68	71	75	79	82	86	89	93	96		
29	3	7	10	14	17	21	24	28	31	34	38	41	45	48	52	55	59	62	66	69	72	76	79	83	86	90	93		
30	3	7	10	13	17	20	23	27	30	33	37	40	43	46	50	53	57	60	63	67	70	73	77	80	83	87	90		
31	3	7	10	13	16	19	23	26	29	32	35	39	42	45	48	52	55	58	61	65	68	71	74	77	81	84	87		
32	3	6	9	13	16	19	22	25	28	31	34	38	41	44	47	50	53	56	59	63	66	69	72	75	78	81	84		
33	3	6	9	12	15	18	21	24	27	30	33	36	39	42	45	48	52	55	58	61	64	67	70	73	76	79	82		
34	3	6	9	12	15	18	21	24	26	29	32	35	38	41	44	47	50	53	56	59	62	65	68	71	74	76	79		
35	3	6	9	11	14	17	20	23	26	29	31	34	37	40	43	46	49	51	54	57	60	63	66	69	71	74	77		
36	3	6	8	11	14	17	19	22	25	28	31	33	36	39	42	44	47	50	53	56	58	61	64	67	69	72	75		
37	3	6	8	11	14	16	19	22	24	27	30	32	35	38	41	43	46	49	51	54	57	59	62	65	68	70	73		
38	3	5	8	11	13	16	18	21	24	26	29	32	34	37	39	42	45	47	50	53	55	58	61	63	66	68	71		
39	3	5	8	10	13	15	18	21	23	26	28	31	33	36	38	41	44	46	49	51	54	56	59	62	64	67	69		
40	3	5	8	10	13	15	18	20	23	25	28	30	33	35	38	40	43	45	48	50	53	55	58	60	63	65	68		
41	2	5	7	10	12	15	17	20	22	24	27	29	32	34	37	39	41	44	46	49	51	54	56	59	61	63	66		
42	2	5	7	10	12	14	17	19	21	24	26	29	31	33	36	38	40	43	45	48	50	52	55	57	60	62	64		
43	2	5	7	9	12	14	16	19	21	23	25	28	30	33	35	37	40	42	44	47	49	51	53	56	58	60	63		
44	2	5	7	9	11	14	16	18	20	23	25	27	30	32	34	36	39	41	43	45	48	50	52	55	57	59	61		
45	2	5	7	9	11	13	16	18	20	22	24	27	29	31	33	36	38	40	42	44	47	49	51	53	56	58	60		
46	2	4	7	9	11	13	15	17	20	22	24	26	28	30	33	35	37	39	41	43	46	48	50	52	54	57	59		
47	2	4	6	9	11	13	15	17	19	21	23	26	28	30	32	34	36	38	40	43	45	47	49	51	53	55	57		
48	2	4	6	8	10	13	15	17	19	21	23	25	27	29	31	33	35	38	40	42	44	46	48	50	52	54	56		
49	2	4	6	8	10	12	14	17	18	20	22	24	27	29	31	33	35	37	39	41	43	45	47	49	51	53	55		
50	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	32	34	36	38	40	42	44	46	48	50	52	54		
51	2	4	6	8	10	12	14	16	18	20	22	24	25	27	29	31	33	35	37	39	41	43	45	47	49	51	53		
52	2	4	6	8	10	12	13	15	17	19	21	23	25	27	29	31	33	35	37	38	40	42	44	46	48	50	52		
53	2	4	6	8	9	11	13	15	17	19	21	23	25	26	28	30	32	34	36	38	40	42	43	45	47	49	51		
54	2	4	6	7	9	11	13	15	17	19	20	22	24	26	28	30	31	33	35	37	39	41	43	44	46	48	50		
55	2	4	5	7	9	11	13	15	16	18	20	22	24	25	27	29	31	33	35	36	38	40	42	44	45	47	49		
56	2	4	5	7	9	11	12	14	16	18	20	21	23	25	27	29	30	32	34	36	38	39	41	43	45	46	48		

Percentage Conversion Chart Part 2

NUMBER CORRECT

		NUMBER CORRECT																																																				
		28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56																								
NUMBER OF ITEMS	28	100																																																				
	29	97	100																																																			
	30	95	97	100																																																		
	31	90	94	97	100																																																	
	32	88	91	94	97	100																																																
	33	85	88	91	94	97	100																																															
	34	82	85	88	91	94	97	100																																														
	35	80	83	86	89	91	94	97	100																																													
	36	78	81	83	86	89	91	94	97	100																																												
	37	76	78	81	84	86	89	92	95	97	100																																											
	38	74	76	79	82	84	86	89	92	95	97	100																																										
	39	72	74	77	79	82	84	87	90	92	95	97	100																																									
	40	70	73	75	78	80	82	85	88	90	93	95	98	100																																								
	41	68	71	73	76	78	80	83	85	88	90	93	95	98	100																																							
	42	67	69	71	74	76	78	81	83	86	88	90	93	95	98	100																																						
	43	66	67	70	72	74	76	79	81	84	86	88	91	93	95	98	100																																					
	44	64	66	68	70	73	74	77	80	82	84	86	89	91	93	95	98	100																																				
	45	62	64	67	67	71	73	76	78	80	82	84	87	89	91	93	95	98	100																																			
	46	61	63	65	67	70	71	74	76	78	80	83	85	87	89	91	93	95	98	100																																		
	47	60	62	64	66	68	70	72	74	77	79	81	83	85	87	89	91	94	96	98	100																																	
	48	58	60	63	65	67	68	71	73	75	77	79	81	83	85	88	90	92	94	96	98	100																																
	49	57	59	61	63	65	67	69	71	73	76	78	80	82	84	86	88	90	92	94	96	98	100																															
	50	56	58	60	62	64	65	68	70	72	74	76	78	80	82	84	86	88	90	92	94	96	98	100																														
	51	55	57	59	61	63	64	67	69	71	73	74	76	78	80	82	84	86	88	90	92	94	96	98	100																													
	52	54	56	58	60	62	63	65	67	69	71	73	75	77	79	81	83	85	86	88	90	92	94	96	98	100																												
	53	53	55	57	58	60	62	64	66	68	70	72	74	75	77	79	81	83	85	87	89	91	92	94	96	98	100																											
	54	52	54	56	57	59	61	63	65	67	69	70	72	74	76	78	80	81	83	85	87	89	91	93	94	96	98	100																										
	55	51	53	55	56	58	60	62	64	65	67	69	71	73	75	76	78	80	82	84	85	87	89	91	93	95	96	98	100																									
	56	50	52	54	55	57	59	61	63	64	66	68	70	71	73	75	77	79	80	82	84	85	87	89	91	93	95	96	98	100																								

PRONUNCIATION GUIDE

Vowels

1. <u>ă</u> or e	<u>f</u> at (Dan, Kathy, have)
2. <u>ĕ</u> or e	<u>E</u> d (ready, Elvis, Pepsi, mess)
3. <u>ī</u> or i	<u>i</u> s (stick, Olympic, miss, myth)
4. <u>ō</u> or o	<u>n</u> ot (John, walk, tall, cough, Maude, awesome)
5. <u>ū</u> or u	<u>u</u> p (come, stomach, tough, couple, does, was)
6. <u>ā</u>	<u>a</u> le (gray, weigh, maid, steak, May)
7. <u>ē</u>	<u>e</u> el (kilo, weed, flea, piece, gasoline)
8. <u>ī</u>	<u>d</u> ie (fry, tribe, dial, island, sign, high)
9. <u>ō</u>	<u>J</u> oe (go, blow, coach, depot, oh though)
10. <u>ū</u> or <u>yōō</u>	<u>c</u> ute (Utah, fuel, skewer, puke, Eunice, unit)
11. <u>ä</u>	<u>f</u> ather (palm, chart, heart, garage, bah)
12. <u>ōō</u>	<u>f</u> ull (Butch, wood, would, pussy, book)
13. <u>ōō</u> or <u>ü</u>	<u>b</u> oo (do, you, ruby, blew, through, blue)
14. <u>oi</u>	<u>b</u> oy (loyal, oil, Detroit, noise, Troy)
15. <u>ou</u>	<u>c</u> ow (pouch, crowd, gouge, luau, Schnauzer)
16. <u>âr</u>	<u>a</u> ir (there, their, they're, scarce)
17. <u>îr</u>	<u>e</u> ar (beer, here, beard, weird, fierce)
18. <u>ôr</u>	<u>o</u> r (oar, warm, quarrel, mourn, roar, door)
19. <u>ûr</u>	<u>h</u> er (air, fur, word, earn, colonel, adjourn)
20. <u>ə</u>	<u>a</u> round (label, missile, gallop, circus)

Consonants

VOICELESS

VOICED

21. <u>f</u> fun (enough, phone, muff)	31. <u>v</u> voice
22. <u>p</u> path (apple, strap)	32. <u>b</u> bubble
23. <u>ch</u> church (Dutch, choose)	33. <u>j</u> George
24. <u>th</u> think (bath, through)	34. <u>th</u> the
25. <u>s</u> socks (assume, cent)	35. <u>z</u> zoo (ooze, was, dizzy)
26. <u>sh</u> shine (ocean, patient)	36. <u>zh</u> Asian (treasure, seizure)
27. <u>t</u> tale	37. <u>d</u> desk
28. <u>k</u> kite (ache, check, bacon)	38. <u>g</u> egg
29. <u>h</u> how (aha!)	
30. <u>hw</u> which (whale, whisper)	
	39. <u>m</u> mish <u>m</u> ash (smack)
	40. <u>n</u> nose (gnash, pneumonia)
	41. <u>ŋ</u> think (sing, uncle, anger)
	42. <u>l</u> love (sleep, lull)
	43. <u>r</u> roast (pray)
	44. <u>w</u> witch
	45. <u>y</u> yo <u>y</u> o (unyielding, yes)