

GI		GII		HI		HII		I		J		K		L				
AIMS	Students 1) identify, while reading, an element of the topic of each paragraph; 2) gain a greater appreciation and deeper comprehension of a variety of texts, focusing on Level G Recommended Reading List titles.	Students 1) summarise a paragraph of a passage in one sentence using given key words; 2) use their summarising skills to write concise answers to comprehension questions; 3) further improve their reading skills by reading a wide range of G-level texts.	Students 1) identify how paragraphs are connected to each other; 2) develop their own perspectives on Level H Recommended Reading List titles and justify their own opinions; 3) recognise variations or contrasts, in actions or mood, of characters found in a text.	Students 1) develop summarising skills by identifying key words and relationships between them; 2) apply their summarising skills by writing, with all the required information, concise answers to comprehension questions covering two paragraphs.	Students 1) read various types of passages precisely, including passages with persuasive and descriptive writing; 2) further improve their reading comprehension ability by completing précis (short summaries).	Students develop their critical reading skills by												AIMS
	SC1	SC2	SC1	SC2	SC1	SC2	SC1	SC2	SC1	SC2	SC1	SC2	SC1	SC2	SC1	SC2		
1–10	Reading Impressions 1	3–5	Summary Method Level G–1	Reading Perspectives 1	Summary Method Level H–1	Persuasion 1	6–9	An Introduction to Critique 1	6–9	Plot 1	7–10	Figurative Language 1	7–10	1–10				
11–20	Reading Impressions 2		Summary Method Level G–2	Reading Perspectives 2	Summary Method Level H–2	Persuasion 2		An Introduction to Critique 2		Plot 2		Figurative Language 2		11–20				
21–30	Reading Impressions 3		Summary Method Level G–3	Reading Perspectives 3	Summary Method Level H–3	Persuasion 3	7–11	An Introduction to Critique 3		Plot 3	9–14	Figurative Language 3	9–14	21–30				
31–40	Reading Impressions 4		Summary Method Level G–4	Reading Perspectives 4	Summary Method Level H–4	Persuasion 4		An Introduction to Critique 4	8–12	Plot 4		Figurative Language 4		31–40				
41–50	Reading Impressions 5		Summary Method Level G–5	Reading Perspectives 5	Summary Method Level H–5	Argument 1	6–9	An Introduction to Critique 5		Setting and Atmosphere 1	7–10	Figurative Language 5		41–50				
51–60	Identifying Paragraph Elements 1	4–6	Summarising a Single Paragraph 1	Paragraph Connections 1	Summarising over Paragraphs 1	Argument 2		An Introduction to Critique 6		Setting and Atmosphere 2	7–10	Interpretation 1	7–10	51–60				
61–70	Identifying Paragraph Elements 2		Summarising a Single Paragraph 2	Paragraph Connections 2	Summarising over Paragraphs 2	Argument 3		Essay Structure 1	6–9	Setting and Atmosphere 3	9–14	Interpretation 2		61–70				
71–80	Identifying Paragraph Elements 3		Summarising a Single Paragraph 3	Paragraph Connections 3	Summarising over Paragraphs 3	Argument 4	7–11	Essay Structure 2		Setting and Atmosphere 4		Interpretation 3	9–14	71–80				
81–90	Identifying Paragraph Elements 4		Summarising a Single Paragraph 4	Paragraph Connections 4	Summarising over Paragraphs 4	Argument 5		Essay Structure 3		Irony 1	7–10	Interpretation 4	9–14	81–90				
91–100	Identifying Paragraph Elements 5		Summarising a Single Paragraph 5	Paragraph Connections 5	Summarising over Paragraphs 5	Recommended Reading 1	4–6	Essay Structure 4		Irony 2		Interpretation 5		91–100				
101–110	Identifying Paragraph Elements 6		Summarising a Single Paragraph 6	Paragraph Connections 6	Summarising over Paragraphs 6	Description 1	6–9	Essay Structure 5	8–12	Irony 3	9–14	Tragedy 1	7–10	101–110				
111–120	Identifying Paragraph Elements 7		Summarising a Single Paragraph 7	Paragraph Connections 7	Summarising over Paragraphs 7	Description 2		Essay Structure 6		Comedy 1	7–10	Tragedy 2		111–120				
121–130	Identifying Paragraph Elements 8		Summarising a Single Paragraph 8	Paragraph Connections 8	Summarising over Paragraphs 8	Description 3	7–11	Essay Structure 7		Comedy 2		Tragedy 3	9–14	121–130				
131–140	Identifying Paragraph Elements 9		Summarising a Single Paragraph 9	Paragraph Connections 9	Summarising over Paragraphs 9	Description 4		Character Analysis 1	6–9	Comedy 3	9–14	Tragedy 4		131–140				
141–150	Identifying Paragraph Elements 10		Summarising a Single Paragraph 10	Paragraph Connections 10	Summarising over Paragraphs 10	Précis 1	6–9	Character Analysis 2		Comedy 4		Tragedy 5		141–150				
151–160	Identifying Paragraph Elements 11	Comprehension Check Level G–1	Paragraph Connections 11	Comprehension Check Level H–1	Précis 2		Character Analysis 3		Content Evaluation 1	7–10	Critical Writing 1	7–10	151–160					
161–170	Identifying Paragraph Elements 12	Comprehension Check Level G–2	Paragraph Connections 12	Comprehension Check Level H–2	Précis 3		Character Analysis 4		Content Evaluation 2		Critical Writing 2		161–170					
171–180	Identifying Sentiment 1	Comprehension Check Level G–3	Character Variations 1	Comprehension Check Level H–3	Précis 4	7–11	Character Analysis 5	8–12	Content Evaluation 3		Critical Writing 3	9–14	171–180					
181–190	Identifying Sentiment 2	Comprehension Check Level G–4	Character Variations 2	Comprehension Check Level H–4	Précis 5		Character Analysis 6		Content Evaluation 4	9–14	Critical Writing 4		181–190					
191–200	Identifying Sentiment 3	Comprehension Check Level G–5	Character Variations 3	Comprehension Check Level H–5	Recommended Reading 2	4–6	Character Analysis 7		Content Evaluation 5		Critical Writing 5		191–200					

Reading Impressions

Students learn to appreciate Level G Recommended Reading texts through examination of their own impressions.

Summarising a Single Paragraph

Students complete a sentence to summarise each paragraph of a passage, using the key words given.

Paragraph Connections

Students identify how paragraphs are connected to each other through three approaches.

Summarising over Paragraphs

Students write (or complete) a summary over two paragraphs by identifying key words independently.

Précis

Students further improve their reading ability by completing a précis (short summary).

An Introduction to Critique

Students underline and number the portions of a passage that correspond to the comments below it.

Content Evaluation

Students read a passage and comment on its literary elements.

Critical Writing

Students use the critical reading skills they have acquired in Levels J–L to comment on a section of a passage.

[illegible]

7A	6A	5A	4A	3A	2A	A I	A II	B I	B II	C I	C II	D I	D II	E I	E II	F I	F II	G I	G II	H I	H II	I	J	K	L	
Word-Building Block						Sentence-Building Block						Paragraph-Building Block						Summary Block						Critique Block		

	DI	DII	EI	EII	FI	FII	
AIMS	Students 1) analyse complex sentences in order to comprehend the meaning of each sentence accurately; 2) read paragraphs precisely and complete statements using key words or phrases from the paragraphs; 3) study Level DI focus words to expand their vocabulary.	Students 1) learn how to find the topic and main idea of a paragraph; 2) follow the flow of a story by identifying the topics and/or main ideas; 3) study Level DII focus words to expand their vocabulary.	Students 1) develop a deeper understanding of the links between clauses, between sentences and between paragraphs in a passage, and thus become more aware of the logical flow of a passage; 2) study Level EI focus words to expand their vocabulary.	Students 1) learn to follow the flow of 'scenes' in a passage; 2) improve their reading ability by becoming familiar with how reasons and results are presented in passages; 3) study Level EII focus words to expand their vocabulary.	Students 1) understand the links between sentences through referring words; 2) interpret text through restatement, examples and description; 3) construct an answer appropriate to the requirements of a question; 4) study Level FI focus words to expand their vocabulary.	Students 1) break down and unravel a text for an accurate understanding of all textual information; 2) condense a text by using key words and identifying a core topic and its conclusion; 3) study Level FII focus words to expand their vocabulary.	AIMS
	SCT	SCT	SCT	SCT	SCT	SCT	
1–10	Complex Sentence Analysis 1	Topic 1	Links within Sentences 1	Scene Transition 1	Referring Words 1	Unravelling Text 1	1–10
11–20	Complex Sentence Analysis 2	Topic 2	Links within Sentences 2	Scene Transition 2	Referring Words 2	Unravelling Text 2	11–20
21–30	Complex Sentence Analysis 3	Topic 3	Links within Sentences 3	Scene Transition 3	Referring Words 3	Unravelling Text 3	21–30
31–40	Complex Sentence Analysis 4	Topic 4	Links within Sentences 4	Scene Transition 4	Referring Words 4	Unravelling Text 4	31–40
41–50	Complex Sentence Analysis 5	Topic 5	Links within Sentences 5	Scene Transition 5	Interpreting Text 1	Unravelling Text 5	41–50
51–60	Complex Sentence Analysis 6	Story 1	Links within Sentences 6	Story 1	Interpreting Text 2	Story 1	51–60
61–70	Complex Sentence Analysis 7	Main Idea 1	Links within Sentences 7	Underlining 1	Interpreting Text 3	Recounting Story Events 1	61–70
71–80	Complex Sentence Analysis 8	Main Idea 2	Links within Sentences 8	Underlining 2	Interpreting Text 4	Recounting Story Events 2	71–80
81–90	Complex Sentence Analysis 9	Main Idea 3	Links within Sentences 9	Underlining 3	Interpreting Text 5	Recounting Story Events 3	81–90
91–100	Story 1	Story 2	Story 1	Story 2	Interpreting Text 6	Story 2	91–100
101–110	Statements from Paragraphs 1	Paragraph Development 1	Diagramming Paragraphs 1	Reason and Result 1	Interpreting Text 7	Concision 1	101–110
111–120	Statements from Paragraphs 2	Paragraph Development 2	Diagramming Paragraphs 2	Reason and Result 2	Story 1	Concision 2	111–120
121–130	Statements from Paragraphs 3	Paragraph Development 3	Diagramming Paragraphs 3	Reason and Result 3	Requirements of Questions 1	Concision 3	121–130
131–140	Statements from Paragraphs 4	Paragraph Development 4	Diagramming Paragraphs 4	Reason and Result 4	Requirements of Questions 2	Concision 4	131–140
141–150	Statements from Paragraphs 5	Paragraph Development 5	Diagramming Paragraphs 5	Reason and Result 5	Requirements of Questions 3	Concision 5	141–150
151–160	Statements from Paragraphs 6	Paragraph Development 6	Diagramming Paragraphs 6	Reason and Result 6	Requirements of Questions 4	Concision 6	151–160
161–170	Statements from Paragraphs 7	Paragraph Development 7	Diagramming Paragraphs 7	Reason and Result 7	Requirements of Questions 5	Concision 7	161–170
171–180	Vocabulary Review 1	Vocabulary Review 1	Vocabulary Review 1	Vocabulary Review 1	Vocabulary Review 1	Vocabulary Review 1	171–180
181–190	Vocabulary Review 2	Vocabulary Review 2	Vocabulary Review 2	Vocabulary Review 2	Vocabulary Review 2	Vocabulary Review 2	181–190
191–200	Story 2	Story 3	Story 2	Story 3	Story 2	Story 3	191–200

Complex Sentence Analysis

Students develop their understanding of complex sentences by dividing them into two or more simple sentences.

Topic

In this exercise, students practise identifying the topics of paragraphs.

Diagramming Paragraphs

Diagrams showing the relationships between the paragraphs help students to understand the logical flow of passages.

Reason and Result

Students answer comprehension questions that focus on the reasons for or results of facts or events in the passage.

Interpreting Text

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

Concision

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

DI 12a KUMON Name: / / Date: / / Time: : : : : SCT

Complex Sentence Analysis 2

Read the explanation.

Sentence (a) is a complex sentence. It includes the information contained in sentences (b) and (c).

(a) Antonio, who was a brilliant architect, designed a famous church.
(b) Antonio was a brilliant architect.
(c) Antonio designed a famous church.

Read the first sentence. Then complete the sentences below using the information in the first sentence. [5 each]

1) The builders who rebuilt the castle used the best quality materials available.
The builders rebuilt _____.
The builders _____ the best quality materials available.

2) Some traditional crafts, which require great skill, are no longer popular today.
Some traditional crafts are _____ today.
Traditional _____ require great skill.

DII 32b KUMON Name: / / Date: / / Time: : : : : SCT

Read each passage and then complete the topic. [10 each]

Sally's grandmother was an artist. Mostly she drew very detailed diagrams of insects for textbooks but what she really loved was painting birds. She always said that you needed concentration and years of experience to become a good painter.

1) Topic _____
What kind of artist _____ was _____

On sunny afternoons, she painted the birds in her garden. She would sit quietly, brush in hand, for the birds to land on the lawn. No one could interrupt her quiet. She would even shout, "Get off my property!" at the postman coming to deliver a letter.

2) Topic _____
Sally's grandmother not wanting to be _____

• complete word knowledge
• properly completed in a handwritten or cursive script

EI 125a KUMON Name: / / Date: / / Time: : : : : SCT

Diagramming Paragraphs 3

Read the contents of the diagram. Then complete the passage to match the diagram. [5 each]

The world's population has risen and fallen throughout history.

However, the population _____ has increased steadily over the last 1,000 years; _____ has increased dramatically in the last 100 years; _____ is still rising.

As a consequence, _____ a global population is increasing, _____ the environment is being destroyed.

One area that interests people who study human geography is the population. The total number of people in the world has _____ throughout history.

Over the last 1,000 years, however, the population has steadily increased and in _____ the rise has been dramatic. The population currently stands at a little over six billion. Some experts estimate that by the year 2050 it could be as high as nine billion.

The increase in population is having grim consequences for our planet. _____ is increasing and the environment is gradually _____.

• complete word knowledge
• properly completed in a handwritten or cursive script

EII 133b KUMON Name: / / Date: / / Time: : : : : SCT

Read each passage and then answer the questions. [10 each]

"Don't be so quick to assume the worst, Alan," said Charles, smiling, "I know you think someone outside has found out where you live, but you could be wrong." Charles suggested that the man might simply have been walking in the same direction as Alan and not following him at all.

1) For what reason did Charles think that Alan could be wrong?
Charles thought that Alan could be wrong because _____ and not following him at all.

Back, the third of their party, was not convinced. "But Alan should never even have been outside during daylight hours," he grumbled. "He was right, of course, and they all knew it. If someone found where Alan lived, they would find where they all lived. That was why it was so important to be careful."

2) Why was it so important to be careful?
It was so important to be careful because _____ they _____.

• complete word knowledge
• properly completed in a handwritten or cursive script

FI 94a KUMON Name: / / Date: / / Time: : : : : SCT

Interpreting Text 6

Read each passage. Then complete the sentence to interpret the shaded part using words from the passage. [10 each]

The next day, Simon walked into a lively classroom just as the bell rang. He could hear the teacher saying, "The teacher was very angry with the students, which was not good for them." Simon thought that the teacher was very angry with the students, which was not good for them.

1) The _____ of the class, because their classroom was in _____, is described in the shaded part of the text.

Simon pondered what mischief a Year 7 student could have made after such a short time at school. He pictured Helen as he usually saw her in class and around the school. She was a very kind, outgoing person. She laughed a lot and was frequently called off her seat by the teacher. She didn't seem like she had the personality of a troublemaker.

2) Helen's _____ and friendly _____ is described in the shaded part of the text.

FII 154a KUMON Name: / / Date: / / Time: : : : : SCT

Concision 6

The Mole was bewitched, entranced, fascinated. By the side of the river he stood as one stone, when very small, by the side of a man who holds one's attention by his striking story, and when that at last, he sat on the bank, while the river still glimmered at him, a babbling brook of the best stories in the world, sent from the heart of the earth to be told at last to the insatiable sea.

1) The Mole was _____ by the _____ of _____ exciting _____ told by _____.

As he sat on the grass and looked across the river, a dark hole in the bank opposite, just above the water's edge, caught his eye, and suddenly he felt to be considering what a new way of _____ it would make for an animal with few wants and food of a huge, river-side residence, above flood-level and remote from noise and dust.

2) _____ across the river got the Mole _____ considering _____.

	AI	AII	BI	BII	CI	CII	
AIMS	Students 1) learn the structure of simple sentences; 2) learn to use basic expressions; 3) develop their skills in completing simple sentences; 4) read passages of 50–60 words within one minute; 5) read and spell Level AI vocabulary.	Students 1) understand the meaning of short passages by utilising their knowledge of the structure of simple sentences; 2) read passages of up to 70 words within one minute; 3) read and spell Level AII vocabulary.	Students 1) identify the subject and predicate in a variety of simple sentences; 2) expand their knowledge of expressions specifying past events; 3) learn the functions and correct usage of adjectives and adverbs; 4) improve their skills in making sentences including modifiers; 5) read passages of up to 75 words within one minute; 6) read and spell Level BI vocabulary.	Students 1) learn how to figure out the meaning of words through contextual clues; 2) analyse a passage by identifying and comparing/contrasting pieces of information within it; 3) read passages of up to 85 words within one minute; 4) read and spell Level BII vocabulary.	Students 1) consolidate their knowledge of the basic structure and content of simple sentences; 2) deepen their understanding of word order, tenses and voices in order to comprehend the precise meaning of sentences; 3) read passages of up to 95 words within one minute; 4) read and spell Level CI vocabulary.	Students 1) grasp the elements related to 5Ws and 1H in each sentence; 2) analyse a passage by organising and synthesising information within it; 3) respond to 5W-1H questions using complete sentences that include appropriate information; 4) read passages of up to 110 words within one minute; 5) read and spell Level CII vocabulary.	AIMS
	SCT	SCT	SCT	SCT	SCT	SCT	
1–10	Simple Sentences 1	Writing from Memory 1	Subject and Predicate 1	Defining Words 1	Parts of a Sentence 1	Elements of Statements 1	1–10
11–20	Simple Sentences 2	Writing from Memory 2	Subject and Predicate 2	Defining Words 2	Parts of a Sentence 2	Elements of Statements 2	11–20
21–30	Simple Sentences 3	Writing from Memory 3	Subject and Predicate 3	Defining Words 3	Parts of a Sentence 3	Elements of Statements 3	21–30
31–40	Simple Sentences 4	Writing from Memory 4	Subject and Predicate 4	Defining Words 4	Parts of a Sentence 4	Elements of Statements 4	31–40
41–50	Simple Sentences 5	Writing from Memory 5	Expressions in the Past 1	Defining Words 5	Parts of a Sentence 5	Elements of Statements 5	41–50
51–60	Simple Sentences 6	Story 1	Expressions in the Past 2	Story 1	Expressions of Language 1	Story 1	51–60
61–70	Basic Expressions 1	Sentence Topics 1	Expressions in the Past 3	Identifying Ideas 1	Expressions of Language 2	Organising Information 1	61–70
71–80	Basic Expressions 2	Sentence Topics 2	Expressions in the Past 4	Identifying Ideas 2	Expressions of Language 3	Organising Information 2	71–80
81–90	Basic Expressions 3	Sentence Topics 3	Story 1	Identifying Ideas 3	Expressions of Language 4	Organising Information 3	81–90
91–100	Basic Expressions 4	Sentence Topics 4	Modifiers 1	Identifying Ideas 4	Expressions of Language 5	Organising Information 4	91–100
101–110	Basic Expressions 5	Story 2	Modifiers 2	Identifying Ideas 5	Expressions of Language 6	Organising Information 5	101–110
111–120	Story 1	Thought Sequence 1	Modifiers 3	Story 2	Story 1	Story 2	111–120
121–130	Making Short Sentences 1	Thought Sequence 2	Modifiers 4	Comparing and Contrasting 1	Sentence Construction 1	Synthesising Ideas 1	121–130
131–140	Making Short Sentences 2	Thought Sequence 3	Making Statements 1	Comparing and Contrasting 2	Sentence Construction 2	Synthesising Ideas 2	131–140
141–150	Making Short Sentences 3	Thought Sequence 4	Making Statements 2	Comparing and Contrasting 3	Sentence Construction 3	Synthesising Ideas 3	141–150
151–160	Making Short Sentences 4	Thought Sequence 5	Making Statements 3	Comparing and Contrasting 4	Sentence Construction 4	Synthesising Ideas 4	151–160
161–170	Making Short Sentences 5	Thought Sequence 6	Making Statements 4	Comparing and Contrasting 5	Sentence Construction 5	Synthesising Ideas 5	161–170
171–180	Vocabulary Review 1	Vocabulary Review 1	Vocabulary Review 1	Vocabulary Review 1	Vocabulary Review 1	Vocabulary Review 1	171–180
181–190	Vocabulary Review 2	Vocabulary Review 2	Vocabulary Review 2	Vocabulary Review 2	Vocabulary Review 2	Vocabulary Review 2	181–190
191–200	Story 2	Story 3	Story 2	Story 3	Story 2	Story 3	191–200

Simple Sentences

Students learn the structure of simple sentences by completing sentence diagrams.

AI 33a KUMON Name: _____ AI 33
Date: _____
Time: _____

Complete the sentences with the correct words in the brackets. [5 each]

1. [hums / flies]
The engine _____.

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

3. [run / float]
The ships _____.

Thought Sequence

Students use their knowledge of the structure of simple sentences to help them to understand the contents of a short passage.

AI 165b KUMON Name: _____ AI 165
Date: _____
Time: _____

Read the story and then do the exercise. [10]

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

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

☐ Troy tried to keep up.

☐ Troy was lost.

☐ Troy followed his brother up the mountain.

Modifiers

This exercise helps students to understand the relationships between modifiers and modified words in sentences.

BI 123a KUMON Name: _____ BI 123
Date: _____
Time: _____

Complete the sentences with the words in the brackets. [6 each]

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

2. The clown laughed. [merrily / colourful]
The _____ clown laughed _____.

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

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

Defining Words

In this exercise, students practise using contextual clues to deduce the meaning of words in passages.

BII 12b KUMON Name: _____ BII 12
Date: _____
Time: _____

Read the sentences and then complete the definition of each word. [10 each]

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

1. petal
the _____ parts of a flower that _____ the main part

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

2. swallow
a small bird that has a _____ tail and long _____ wings

Parts of a Sentence

Students deepen their understanding of the structure of simple sentences by identifying the subjects, verbs and objects of sentences.

CI 12a KUMON Name: _____ CI 12
Date: _____
Time: _____

Read the example and then do the exercises. [6 each]

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

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

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

Synthesising Ideas

Students complete the answers to 5W-1H questions about a passage by synthesising different points from the passage.

CII 164b KUMON Name: _____ CII 164
Date: _____
Time: _____

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

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

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

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

7A	6A	5A	4A	3A	2A	AI	AII	BI	BII	CI	CII	DI	DII	EI	EII	FI	FII	GI	GII	HI	HII	I	J	K	L	
Word-Building Block						Sentence-Building Block						Paragraph-Building Block						Summary Block						Critique Block		

ZI		7A		6A		5A		4A		3A		2A			
1–10	Colouring 1	AIMS	Students 1) repeat basic words and short sentences; 2) learn 306 basic words; 3) begin to associate spoken words with their written forms.	Students 1) recite basic words, phrases and short sentences; 2) reinforce their knowledge of Level 7A vocabulary, and learn 210 new words.	Students 1) read sentences of up to six words; 2) reinforce their knowledge of Levels 7A and 6A vocabulary, and learn 113 new words; 3) trace words in lower case; 4) learn the sounds of initial consonants, short vowels, and consonant-short vowel combinations.	Students 1) read sentences of up to ten words; 2) reinforce their knowledge of Levels 7A–5A vocabulary, and learn 225 new words; 3) trace sentences of up to ten words; 4) learn to read words with double consonants, consonant clusters and phonograms.	SCT	Students 1) read aloud sentences with polysyllabic words; 2) reinforce their knowledge of Levels 7A–4A vocabulary, and learn 181 new words; 3) copy words; 4) learn to read words with simple vowels before 'r', vowel digraphs, diphthongs and long vowels.	SCT	Students 1) understand the function of nouns, verbs and adjectives in sentences; 2) read and spell Level 2A vocabulary; 3) read passages of up to 50 words within one minute; 4) consolidate their understanding of sound parts within words.	SCT	AIMS			
11–20	Colouring 2														
21–30	Straight Lines 1														
31–40	Straight Lines 2														
41–50	Straight Lines 3														
51–60	Curved Lines 1														
61–70	Curved Lines 2														
71–80	Curved Lines 3														
81–90	Curved Lines 4														
91–100	Curved Lines 5														
ZII															
1–10	Shapes and Pictures 1														
11–20	Shapes and Pictures 2														
21–30	Shapes and Pictures 3														
31–40	Shapes and Pictures (Stories) 1														
41–50	Shapes and Pictures (Stories) 2														
51–60	Shapes and Pictures (Stories) 3														
61–70	Back and Forth 1														
71–80	Back and Forth 2														
81–90	Corners and Curves 1														
91–100	Corners and Curves 2														

Back and Forth

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

Familiar Words

Students acquire basic vocabulary by repeating words and simple sentences.

Familiar Sentence Structures

Students develop their skills in reciting short sentences.

Letter Tracing

Students begin to practise tracing letters in words while learning the sounds of the letters.

Rhyming Skills

Students learn about the relationship between spelling and sound while reinforcing their vocabulary.

Sentence Copying

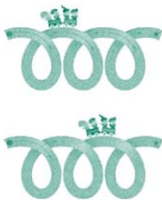
Students practise reading sentences with polysyllabic words and then trace or copy the words.

Function of Words

This exercise helps students to understand the function of nouns, verbs and adjectives in sentences.

ZII 73b

Draw a line from the circle to the star.

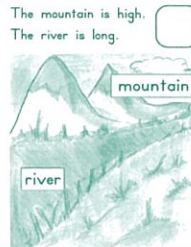


7A 55a KUMON Name: _____ Date: ____/____/____

Familiar Words 6

Date: ____/____/____ Time: ____:____:____

Let's listen to the sentences and then say the words below.

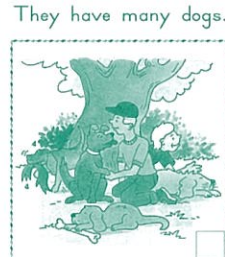


6A 135a KUMON Name: _____ Date: ____/____/____

Familiar Sentence Structures

Date: ____/____/____ Time: ____:____:____

Let's say the sentence at least three times.

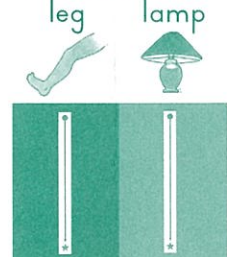


5A 1a KUMON Name: _____ Date: ____/____/____

Letter Tracing 1

Date: ____/____/____ Time: ____:____:____

Read the words aloud. Then say the sound of the letter as you trace it.



4A 143a KUMON Name: _____ Date: ____/____/____

Rhyming Skills

Date: ____/____/____ Time: ____:____:____

Say the sound parts, trace them and then read the words.

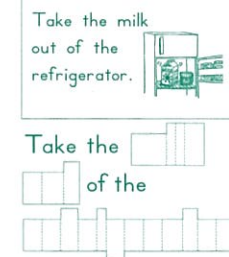


3A 200b KUMON Name: _____ Date: ____/____/____

Function of Words 6

Date: ____/____/____ Time: ____:____:____

Read the sentence aloud. Then write the letters.

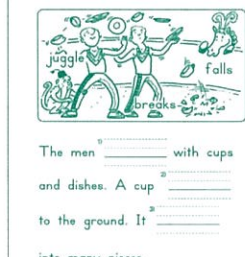


2A 120a KUMON Name: _____ Date: ____/____/____

Function of Words 6

Date: ____/____/____ Time: ____:____:____

Look at the picture carefully. Then complete the sentences with the words in the picture. (15 words)



7A	6A	5A	4A	3A	2A	AI	AII	BI	BII	CI	CII	DI	DII	EI	EII	FI	FII	GI	GII	HI	HII	I	J	K	L	
Word-Building Block						Sentence-Building Block						Paragraph-Building Block						Summary Block						Critique Block		