

*School of Linguistics and  
Applied Language Studies*

***AFRICA***  
***Speed Readings for ESL Learners***

***2000 BNC***

***Sonia Millett***

***English Language Institute***  
***Occasional Publication No. 29***

***ISSN 1173-535X***

VICTORIA  
UNIVERSITY  
WELLINGTON  
TE WHARE WĀNANGA  
O TE ŪPOKO O TE IKA A MĀUI



[www.victoria.ac.nz/lals](http://www.victoria.ac.nz/lals)



# **AFRICA**

**Speed Readings for ESL Learners**

**2000 BNC**

**Sonia Millett**

**English Language Institute Occasional Publication No. 29**

**ISSN 1173-535X  
2019**

School of Linguistics and Applied Language Studies  
Victoria University of Wellington  
PO Box 600  
Wellington  
New Zealand  
<http://www.victoria.ac.nz/lals>

To order copies please visit [www.vicbooks.co.nz](http://www.vicbooks.co.nz)

English Language Institute Occasional Publication Number 29

ISBN 978 0 475 10549 3

© Sonia Millett  
2019

The following people inspired, contributed to, advised on and proofread these readings:  
Nash, Issa, Muriuki, Philip, Joy, Bénédicte, Rivo, Hervé, Emillie, Kate and Philip.

The material contained in this book may be photocopied, provided that it is not sold at a profit and that its source is acknowledged.

## Introduction

*AFRICA Speed Readings for ESL Learners 2000 BNC* was written in Africa and at the School of Linguistics and Applied Language Studies at Victoria University of Wellington, New Zealand. The programme contains twenty 400 word passages, each with ten comprehension questions. It is written within the British National Corpus 2000 most frequently used words of English. Exceptions are words that are explained in the text, titles of passages, compound words such as wildlife, content words like country names and animal names, and some common words like television and internet. There is also a glossary of words without which you can't write about Africa, such as colony and independence.

## Principles of a speed reading programme

A speed reading programme should isolate the skill that is being practiced, which is increasing the speed of a student's reading. It is important not to confuse the purpose of the exercise with increasing vocabulary, improving reading comprehension or anything else. A speed reading programme is only a small part of an overall reading programme and while success with the programme may lead to benefits such as increasing confidence and the effectiveness and enjoyment of reading, the focus is speed.

1. The focus is speed. While reading without understanding would be pointless, the goal of speed reading is not to achieve perfect accuracy in answering the questions. If students are getting all the answers right, they are reading too slowly. The goal is the fastest time with about 70 percent accuracy.
2. The readings should be easy. There should be very little unknown vocabulary and the grammar should be straightforward. There should be nothing to stop the readers in their tracks. Similarly, the questions should test general understanding rather than detailed knowledge. Questions about specific details slow down reading.
3. The method of reading is important. Students should not use their fingers or pens to trace the words as this encourages slow word-by-word reading. By reading quickly, students are training their eyes to process meaningful chunks.
4. Gaining confidence is an important aspect of the programme. A lot of learning is getting past the 'I can't do it' barrier. A speed reading programme can push the student through this barrier. Teachers can help by setting individual and class goals and time limits. Success in speed reading engenders confidence, and confidence leads to enjoyment, motivation and more success: the virtuous circle (Nuttall, 1996).
5. A speed reading programme should be intensive. Complete the twenty readings by doing one every day for four weeks.
6. Speed reading should be an isolated activity. Don't plan a follow up activity with the readings. When students realise they will be doing a follow-up activity, they will concentrate on comprehension and slow down.

7. Recording the time and score is important as seeing daily progress is a very effective motivator for students. It is also a good way for the teacher to monitor progress, give feedback and encouragement, and set individual and class goals.

### **Instructions for teachers**

Determine the level of vocabulary knowledge of the class by administering a vocabulary levels test, for example Schmitt et al. (2001).

Photocopy class sets of the readings. These can be put into plastic sleeves to prolong life. The readings can be done in any order so that it is not necessary for all students to be working on the same reading. You could make a few sets and then have students choose a reading they haven't done yet.

Introduce the programme to the class by explaining the procedure and the reasons for doing a speed reading programme:

Over the next month you will be doing a daily speed reading exercise which involves reading a short passage and answering 10 comprehension questions.

Speed reading is only one of the many ways that the class will be studying reading. The focus of the speed reading programme will be to increase reading speed. Accuracy in answering the questions is not the main consideration. Aim for the fastest time with about 70 percent accuracy.

Reading quickly is an important skill for native and non-native speakers and most people can double their reading speed with practice (Nation, 1991). This skill will be necessary at university to cope with heavy reading requirements and for tests. In addition, the faster you read, the more effective and enjoyable it will be. Research suggests that an improvement in reading leads to benefits across all other language skills. An example is the Fiji book flood (see Elley & Mangubhai, 1979).

The passages are all 400 words long and the vocabulary is controlled. The topics relate to Africa and the passages and questions are not supposed to be difficult.

While reading, don't use a pointer or your finger to trace each word because this will make you read slowly word-by-word. Try to read in meaningful chunks.

Answer the questions from memory. Don't turn back and look at the passage.

### **Instructions to students**

1. Give out the answer sheet and the graph for recording times and comprehension scores.
2. Display an online stopwatch so that students can time themselves.
3. Give out the readings and say START.

4. Students read as quickly as they can.
5. When they reach the end of the passage, they look up and note down their time.
6. They then turn over the paper and answer the questions without turning back to the passage.
7. When they finish answering the questions, they check their answers.
8. They record their time and comprehension score on the graph.

As students finish recording their times and scores on their graphs, the teacher can walk around to check progress and collect the readings. If a student is scoring 8, 9 or 10 on the comprehension questions, encourage them to read faster next time. You can set individual goals by drawing a line on a student's graph.

After about half the readings have been completed, it is time to start reducing the maximum time allowed from 3 minutes to 2.50 to 2.40. While many students will already be reading more quickly than this, there will be some who take as long as they are given and these students can be helped to push through the barrier. If a student does not finish reading the passage in the time allowed, they should still turn over and try to answer the questions. Their goal is to finish in the time allowed the next day.

Once students see their graphs going up, they are motivated to read faster each day. By looking across to the right-hand side they can see their words per minute. If a student makes no improvement in time and continues to score below 6 correct answers, this is a signal to the teacher that they need additional reading help.

### **Speed Reading Booklets**

Asian and Pacific Speed Readings for ESL Learners (1000)

New Zealand Speed Readings for ESL Learners 1000 Word List

New Zealand Speed Readings for ESL Learners, Book One (2000)

New Zealand Speed Readings for ESL Learners, Book Two (2000 plus AWL)

Speed Readings for ESL Learners 500 BNC (World stories)

AFRICA Speed Readings for ESL Learners 2000 BNC

Speed Readings for ESL learners 3000 BNC (General topics)

Speed Readings for ESL learners 4000 BNC (General topics)

Available from: <http://www.vicbooks.co.nz> and  
<https://www.victoria.ac.nz/lals/about/staff/paul-nation>

## **A model of a daily fluency programme incorporating speed readings**

A daily fluency programme attends to the fluency component of Nation's four strands of a successful English programme (2007). Students use and practise the four skills of English: writing, speaking, reading and listening, by accessing the language they have stored in their heads. The focus is fluency so feedback on accuracy is not given.

Each student buys a small exercise book (ideally size 1B4). They tape the speed reading answer key and graph to the inside back cover for daily use. They bring the exercise book to class every day and the teacher collects it once a week.

### **1. Quickwrite**

Five to ten minutes writing on a topic generated by the students with emphasis on fluency and flow of ideas. The goal is to write as much as possible without the use of an eraser or dictionary. Students write in the back of their journals. The topics might include: myself, my family, my home town, my best friend, weather, cats, studying English, a graded reader, a media story, independent study and so on. The topics start at a very easy level and become more sophisticated over the course of the programme. The students demonstrate an increasing willingness to tackle any topic.

### **2. Quickspeak**

Three to five minutes of speaking without pauses to a listening partner on the quickwrite topic. Then students change roles. It is good to number off students to form pairs as this ensures a different partner every day. It is also a good idea to have the students stand up while they are speaking. They should be speaking as fluently as they can and they shouldn't be reading their quickwrites.

### **3. Quickread**

Speed reading.

### **4. Quicklisten**

Each day students listen to a chapter (five to ten minutes) of the audio recording of a graded reader and simultaneously answer quick questions. Examples of quicklistens and worksheets are available from <https://www.victoria.ac.nz/lals/about/staff/paul-nation>.

These activities should take about 40 minutes and may be combined with a weekly fluency journal depending on the level and needs of the students.

### **5. Fluency Journals**


Students write three pages of free writing every week. They are encouraged to treat their journals as a quickwrite exercise and not take more than 20 minutes per page. Topics can be set by the teacher or students can choose their own topics. Examples might be: one page about their independent learning, one about their extensive reading and the third page on their own topic. It can be helpful to start the programme with a brainstorm of possible topics. Journals are collected once a week, read and commented on for content, not accuracy, by the teacher, and returned to students.



## **Africa - Speed Readings for ESL Learners 2000 BNC**

1. Africa – Facts and Figures
2. It's not a Bus. It's a Truck! (1)
3. It's not a Bus. It's a Truck! (2)
4. Ugali
5. The Big Five
6. Maarifa
7. Pumbaas
8. Stone Town of Zanzibar
9. A Day or Two in Nairobi
10. Why do Zebras have Stripes?
11. Donkeys in Ethiopia
12. Plastic Bag Free Kenya
13. The Rains
14. Poaching and Anti-poaching Rangers
15. Gorillas
16. African Colours
17. Vanilla in Madagascar
18. Ngondo Festival in Cameroon
19. Vodoun in Bennin
20. Great Zimbabwe

## Words to learn

ban	to stop something happening
celebrate	to enjoy, to honour e.g. People celebrate their birthday every year.
ceremony	a special event or occasion e.g. wedding
climate	weather (the big picture)
colony	a country which is ruled by another country
communicate	to speak, exchange thoughts
continent	a very large area of land usually containing many countries
cycle	something that keeps going round and round
equator	the line around the middle of the world
fork, spoon	some people use these to eat food
import	bring in, e.g. New Zealand imports cars from Japan.
independent	on your own or by yourself
insect	a small animal with 6 legs and wings
international	between nations or between countries
miniature	something that is smaller than usual
mosque	a place where people pray
multi-	many
museum	a building where old and valuable things are kept
poverty	the state of being extremely poor
resources	stuff that people or societies use to help their lives
spice	a kind of plant that can make food have a good taste and smell
submerge	put something under water
temperature	degree of heat and cold
temple	a place where people pray
weigh	to find out how heavy something is
wrestle	

# 1. Africa – Facts and Figures

The earth is made up of seven continents. Asia is the largest and has the highest population. Africa is the second largest and has the second largest number of people. Africa covers 20% of the world's land area, and about 18% of the world's people are African. This figure is expected to rise to 25% by 2050. The present population is about 1.5 billion. It is a young population with the average age being below 20 compared to around 30 for the world. This means that the population is growing quickly. It is believed that Africa will soon be the most crowded continent.

The continent of Africa is made up of 54 countries. The largest country by area is Algeria in the north of the continent. Algeria is the 10<sup>th</sup> largest country in the world. The smallest African country is the tiny island nation of Seychelles which is 1,500 kilometres off the coast of eastern Africa. Seychelles is 180 on the list of world countries by area. If we look at population, Nigeria in West Africa, is the largest with about 150 million people, while Seychelles is again the smallest with about 80,000 people.

Africa is a continent of extremes. The economies of many African nations are developing dramatically, and the major cities are modern and fast growing. However, as with many countries, there is a great difference between the rich and the poor. Outside the cities, many people are desperately poor and live in the same way as they have lived for centuries. There is no electricity, no regular water supply and no waste water arrangements. Health services aren't widely available and not everyone has access to education. These conditions also exist in the city slums.

Life expectancy is low. Of the bottom 50 countries in the world, African countries make up around 40. This means that most Africans can expect to live for just over 60 years. Compare that with Japan, where life expectancy is 85.

Africa was the birth-place of humans over two million years ago. Africa has seen great cultures, peoples and societies rise and fall over thousands of years. Due to colonisation, climate, wars, bad government and some terrible leaders over the last several hundred years, Africa is now the poorest continent.

However, as in the 2010 African World Football Cup official song, 'people are raising their expectations'. Watch out. Africa is on the move.

# 1. Africa – Facts and Figures

1. How many continents are there on the earth?
  - a. Five
  - b. Seven
  - c. Nine
2. Which is the largest continent?
  - a. Asia
  - b. Africa
  - c. America
3. Which continent is the second biggest?
  - a. Africa
  - b. America
  - c. Europe
4. The population of Africa is growing very quickly because:
  - a. there are a lot of old people.
  - b. there are a lot of young people.
  - c. there are a lot of people.
5. How many countries are there in Africa?
  - a. 94
  - b. 74
  - c. 54
6. The smallest country in Africa is:
  - a. in the south.
  - b. in the north.
  - c. An island nation.
7. Most poor people live:
  - a. on islands.
  - b. in the countryside.
  - c. in the north.
8. What is a slum?
  - a. a very poor area
  - b. a very rich area
  - c. a mixed area
9. Life expectancy in Africa is:
  - a. high.
  - b. low.
  - c. average.
10. Where was the birth-place of people?
  - a. America
  - b. Europe
  - c. Africa

## 2. It's not a Bus – It's a Truck! (1)

A good way to get a taste of Africa is to go on an overland journey. There are many companies that operate overland journeys to probably all the 54 countries that make up the continent of Africa. You can choose your countries, your age group and your level of places to stay, cost, comfort and difficulty. By difficulty, I mean, do you want to climb mountains or look at animals from a four-wheel drive truck? Do you want to stay in expensive hotels or in a tent? Do you want to go for ten days or ten weeks?

Recently, I travelled from South Africa to Kenya with a company called Intrepid. We travelled in a truck which carried all our tents, bedding, kitchen stuff, food, chairs, tables, bags and our cook, our driver, our tour leader and us – travellers from seven different countries with ages ranging from twenties to sixties. It was a wonderful group because everyone had their own story to tell and their own reasons for travelling.

The 49-day trip covered 12,000 kilometres and 8 countries. There was a range of weather, starting with very dry desert conditions in the south, with more rain as we travelled further north. We travelled to hot and cold deserts, high mountain areas, islands off the coast of Africa, animal parks, from the Atlantic to the Indian Ocean and through farms, villages and cities. We visited villages where we talked to the local people and learnt about the local cultures and traditions, and national game parks where we saw all the wild animals of Africa – including lions, elephants, giraffes, zebras and so many others I can't list them. One of the best things was a cooking lesson in a village in Tanzania where we made a traditional lunch of rice, meat, salad and vegetable dishes and local bread. It was so interesting and so much fun, and our results were very tasty. We shopped for souvenirs in modern cities and stayed in bush camps where there were no showers or toilets or even any electricity!

Intrepid proudly insists on the word 'truck'. It is not a bus where you can sit back in comfortable seats and be looked after. It is a truck which can travel on terrible roads to out-of-the-way places. For an excellent introduction to Africa, sign on for a truck trip with Intrepid for the time of your life.

## 2. It's not a Bus – It's a Truck (1)

1. According to the writer, the best way to see Africa is:
  - a. to go by bus.
  - b. to go by truck.
  - c. to watch TV.
2. The writer travelled with a company called:
  - a. Intrepid.
  - b. Dangerous.
  - c. Brave.
3. Many companies offer overland tours.
  - a. True
  - b. False
  - c. Not mentioned
4. Only young people travel overland.
  - a. True
  - b. False
  - c. Not mentioned
5. How many countries did the writer visit on her trip?
  - a. 8
  - b. 10
  - c. 12
6. Her trip was:
  - a. 29 days.
  - b. 39 days.
  - c. 49 days.
7. The people on my trip were:
  - a. mainly old.
  - b. mainly young.
  - c. young and old.
8. There was more rain in the:
  - a. North.
  - b. South.
  - c. West.
9. There are many different wild animals in Africa. We saw:
  - a. hardly any of them.
  - b. some of them.
  - c. nearly all of them.
10. One of the best things was:
  - a. a movie about Africa.
  - b. a cooking lesson in a village.
  - c. souvenir shopping.

### 3. It's not a Bus – It's a Truck! (2)

A typical truck day.

Wake up at 5 am, get dressed, pack up our tents and be ready for breakfast at 5.30. Everything must be packed up before breakfast. We all help each other. Our cook, Issa, has very clear kitchen rules. Before we enter the kitchen, we must wash our hands. Nobody wants a truck full of sick travellers! Breakfast is toast, pancakes, eggs, coffee, tea, breakfast foods, fruit and sometimes a traditional African dish. After breakfast, everybody helps with washing up and 'flapping'. For health reasons we don't use a cloth to dry the dishes, we wave (flap) them around. This is great fun and it is also our daily exercise. When everything is packed away, we all get into the truck, put on our seat belts and our driver, Muriuki, starts up the truck. Sometimes we drive 200 kilometres, sometimes 600. On a long driving day, we stop at a restaurant to eat lunch or on the side of the road where we make our own sandwiches.

When we arrive at our camp site, we have several jobs to do before we have free time. First, we put up our tents and get our stuff from the truck, then we help Issa with preparing the vegetables for dinner. Issa is very particular about the way we cut up the vegetables and we are told off if we don't do it right. We all enjoy being told off by Issa. Another job is keeping the truck clean. When we finish our jobs, we look around the camp. Our camp sites are sometimes in the gardens of nice hotels, so we can use the hotel swimming pools, bars, cafes and gardens. Very relaxing! Dinner is at about 7. It is usually rice, pasta, traditional bread or other local dishes and includes meat, vegetables and fruit. All meals include a vegetarian dish for the non-meat eaters. Everything is so delicious that most people have seconds. After dinner we wash and flap the dishes and clean up.

After dinner, we have PFTs (Plans for Tomorrow), with our lovely tour leader, Nash, who answers our questions about the day and then tells us what we will do tomorrow. Nash is very knowledgeable about the local culture, people and places and this helps us to get the most from our trip.

Early to bed because we know there is another big day tomorrow.

### 3. It's not a Bus – It's a Truck (2)

1. Typical means:
  - a. usual.
  - b. special.
  - c. fun.
2. When did we pack up our tents?
  - a. after breakfast
  - b. before breakfast
  - c. Someone else packed up our tents.
3. What time did we have breakfast?
  - a. 7.30
  - b. 6.30
  - c. 5.30
4. There were some kitchen rules.
  - a. True
  - b. False
  - c. Not mentioned
5. After washing the dishes, we dried them:
  - a. with a cloth.
  - b. by waving them around.
  - c. in the sun.
6. Which sentence is true?
  - a. We always drove 600 kilometres.
  - b. We sometimes drove 600 kilometres.
  - c. We never drove 600 kilometres.
7. Which sentence is true?
  - a. We always had lunch in a restaurant.
  - b. We sometimes had lunch on the side of the road.
  - c. We never had lunch at our camp site.
8. We had PFTs:
  - a. before dinner.
  - b. during dinner.
  - c. after dinner.
9. How knowledgeable was our leader?
  - a. very
  - b. quite
  - c. so so
10. We went to bed:
  - a. late.
  - b. early.
  - c. at 9 pm.



## 4. Ugali

Most countries have a main food, something that is served with most meals and forms the basis of the diet. It is usually a cheap and filling kind of food. In western countries, it is bread, pasta or potatoes. In Asian countries, it is rice. In South America, it is tortillas – a kind of flat bread and in India, as well as rice, there are also many kinds of flat bread. Often these foods don't have much taste. They take up the taste of the vegetables and meat dishes that are served with them. Having said that, Kenyans argue that ugali is delicious all by itself. People who have been away from their countries for a long time often really want to eat their favourite 'comfort food' from home like rice, potatoes or ugali. Missing food from home can be a main cause of feeling homesick.

In East Africa, the main food is ugali. Ugali is made by adding maize (corn) meal to boiling water and stirring this over the fire until it is cooked and becomes thick. This will require a lot of strength and energy and may take 20 minutes of hard mixing before the ugali is cooked to your taste.

Each African country has its own name for this food: pap, sadza, uji and ogi are examples, and there are regional variations. In some countries it is soft and is eaten with a spoon. In other countries it is boiled for longer, so it becomes firm and is rolled into a flat ball and each person cuts off a piece with a knife.

To eat ugali, you roll a small piece into a ball with the fingers of your right hand and then put it into the vegetable or meat dish. You can also flatten a piece of ugali and wrap it around fried meat or salad. In Kenya, ugali left over from dinner is eaten for breakfast by itself or with tea the next day. In southern Africa, pap is eaten for breakfast with milk, butter and sugar.

Maize was first introduced into Africa from America between the 16<sup>th</sup> and 17<sup>th</sup> centuries and because it grows very well in African conditions, and is cheap and easy to store, it soon replaced other foods. 'Chimanga ndi movo' is a saying from Malawi. It means maize is life. Ugali is the basis for life in many African countries.



## 4. Ugali

1. What is the main basic food in India?
  - a. potato
  - b. rice
  - c. pasta
2. Tortillas are:
  - a. flat bread.
  - b. fried rice.
  - c. baked potatoes.
3. Main basic foods usually:
  - a. have a lot of taste.
  - b. taste bad.
  - c. don't have much taste.
4. They are usually served with:
  - a. fruit and ice cream.
  - b. milk and sugar.
  - c. meat and vegetables.
5. Food that people really miss from their home countries is called:
  - a. comfort food.
  - b. fast food.
  - c. happy food.
6. What is ugali made of?
  - a. potatoes and butter
  - b. vegetables and oil
  - c. maize meal and water
7. Ugali is usually eaten with:
  - a. a knife.
  - b. your fingers.
  - c. a fork.
8. Maize was introduced into Africa from:
  - a. America.
  - b. Australia.
  - c. Asia.
9. What does 'Chimanga ndi movo' mean?
  - a. Maize is delicious.
  - b. Maize is life.
  - c. Maize is cheap.
10. Which is not a basic food in the world?
  - a. potatoes
  - b. maize
  - c. butter

## 5. The Big Five

Africa is the continent for wild animals. The huge national parks are home to almost every animal you can imagine and many more that you never even heard of.

The term Big Five was first used by hunters to mean the five animals that were the most dangerous and the most difficult to hunt on foot. Fortunately, now the term is mainly used by tour companies on sight-seeing trips with tourists. The Big Five are elephants, lions, leopards, buffalos and rhinos.

Elephants are found in 37 southern African countries. They are the largest land animal and can weigh up to 10 tons and therefore they need to eat a lot of food. Every day they eat up to 150 kilogrammes of plant food. They can survive in many different environments from deserts to forests. Elephants are social animals and they live in large groups led by females.

The king of the jungle, the lion, is the second biggest African cat (tigers are bigger.) Unlike most cats, they live in groups of one or two males, several females and their babies. The females hunt for food together, usually at night. Lions can sleep for up to 20 hours a day. Their main enemy is people.

Leopards are the most difficult of the Big Five to see. They usually live by themselves and they are night animals. This is when they hunt for their food. They are very good climbers and during the day they sleep in trees where they are very difficult to see because of their black spots. Leopards are very strong, often killing animals much bigger than themselves. They are also very fast. They can run over 50 kilometres an hour.

Buffalos love water and they need to drink every day, so you won't find them in the desert. They are said to be the most dangerous animals in Africa and it is thought that they kill around 200 people every year. They get angry when they are attacked, and they live in groups.

Rhinos are believed to have existed in Africa for 50 million years but now there are not many of them left. The reason is that some people think rhino horn increases sexual power, so people kill them and cut off their horns to sell. Because of this, rhinos are endangered which means they may die out completely if people don't stop killing them right now.

## 5. The Big five

1. The National Parks in Africa are:
  - a. small.
  - b. big.
  - c. very big.
2. Are there a lot of wild animals in Africa?
  - a. Yes
  - b. No
  - c. Not mentioned
3. Elephants eat:
  - a. 10kg a day.
  - b. every second day.
  - c. 150kg a day.
4. The Big Five animals are:
  - a. the biggest.
  - b. the most dangerous.
  - c. the most famous.
5. The king of the jungle is:
  - a. the elephant.
  - b. the lion.
  - c. the giraffe.
6. Which sentence is not true?
  - a. Tigers are smaller than lions.
  - b. Lions are smaller than elephants.
  - c. Elephants are bigger than tigers.
7. Leopards hunt for their food:
  - a. in the morning.
  - b. in the evening.
  - c. at night.
8. Buffalos live near water because:
  - a. they like to swim.
  - b. they need to drink every day.
  - c. water keeps them clean.
9. How long have rhinos existed in Africa?
  - a. 5 million years
  - b. 50 million years
  - c. 500 million years
10. Endangered means:
  - a. dangerous.
  - b. could disappear.
  - c. risky.

## 6. Maarifa

This is the heart-breaking story of Maarifa, a baby white rhino.

On 1<sup>st</sup> November 2018, staff from the Meru National Rhino Park saw a mother rhino trying to save her one-day old baby who was stuck in a pool of mud. The mother was doing everything she could to save her baby, but she couldn't do it, and her baby was nearly dead. In the end, the staff decided they had to save the baby.

They succeeded in saving the baby from the mud, but the next job was to get the mother to accept her baby again. The staff tried over several days to re-unite mother and baby, but the mother would not take her baby back. She was moving further away and leaving the baby by herself. Sometimes wild animals will not re-unite with their babies after people have touched them.

It was a very difficult decision for the park staff to make, but finally they had to accept that the baby was getting weaker, that its mother was not coming back and that the baby would die without their help.

At first, they took the baby to their base camp where they gave her water and made her a warm bed. Someone stayed with her all night. The next day, she was taken by helicopter to Nairobi National Park in Kenya. One of the carers held her in his arms for the one-hour flight. She was given the name Maarifa which means 'knowledge' in Swahili (an African language).

Maarifa soon settled into her new life and became a great favourite with everyone including people who visited the park. She loved drinking milk from her bottle and sleeping on her soft warm bed. She ran around her new home, followed her keepers and played games with them. She was soon the boss of the park and she definitely had a mind of her own. She was playful and had a lot of energy. She was healthy, putting on weight and very active. She was growing up very well.

However, 5 months later, on the morning of 25 March 2019, Maarifa was very ill. Her keepers and the doctors did everything they could to save her, but sadly she died.

Maarifa's life was short and her death was sudden, unexpected and shocking. She touched the hearts of everyone who met her, and it broke our hearts when she died.



For more information, see: <https://www.sheldrickwildlifetrust.org/orphans/maarifa>

## 6. Maarifa

1. Maarifa's story is:
  - a. happy.
  - b. interesting.
  - c. heart-breaking.
2. Maarifa was:
  - a. a baby rhino.
  - b. a baby hippo.
  - c. a baby warthog.
3. How old was she when she fell into the pool of mud?
  - a. one day
  - b. one week
  - c. one month
4. Did her mother try to save her?
  - a. Yes
  - b. No
  - c. Not mentioned
5. Why did the Park staff decide to save her?
  - a. Her mother couldn't do it.
  - b. She was very cold.
  - c. She was all alone.
6. The park staff wanted to:
  - a. chase the mother away.
  - b. take the baby away.
  - c. re-unite mother and baby.
7. How did they take Maarifa to Nairobi National Park?
  - a. by truck
  - b. by car
  - c. by helicopter
8. Maarifa became the boss of the Park.
  - a. True
  - b. False
  - c. Not mentioned
9. What happened on the morning of 25 March 2019?
  - a. Maarifa ate her breakfast.
  - b. Maarifa drank her milk.
  - c. Maarifa was very sick.
10. When she died, Maarifa was only five months old.
  - a. True
  - b. False
  - c. Not mentioned

## 7. Pumbaas

Have you seen the movie *The Lion King*? It is a Disney movie first produced in 1994 about a family of lions who rule the land. Simba is the young son who will become king when his father dies. He is chased away from his home by his wicked uncle who wants to become king. Simba tries to find his way home. Along the way, he has many adventures and makes friends with a lot of animals. One of the animals he meets is a warthog called Pumbaa. Pumbaa proves to be a good friend to Simba on his journey to return to his father and the land that rightly belongs to him.

How did warthogs get the name, Pumbaa? Pumbafu is the Swahili word which means stupid or idiot. You definitely don't want anyone calling you Pumbafu. But are warthogs really stupid?

The story goes that warthogs have very small brains and very short memories. They can't remember anything for very long so if they are being chased by a lion they will run very fast to get away. However, if the lion slows down or stops for a while, the warthog will also stop. Soon it will forget that the lion is chasing it and it will start eating or it will even go back the same way it came, and so it becomes a tasty snack for a lion. I can't find any evidence for warthogs being stupid, but it is certainly a very common story in Africa.

Other interesting facts about warthogs: They are a kind of wild pig. Males can weigh 20 kilogrammes more than females. They can run up to 55 kilometres per hour. That's faster than a leopard! When they run, they hold their tails up in the air. There is some long hair on the end of their tails which acts as a kind of flag. If mothers are running through long grass, the babies can follow their mother's tail. Warthogs eat by bending down on their front legs. It looks like they are praying.

By the way, some of the names and words in *The Lion King* really are from the African language, Swahili. Simba means lion; hakuna matata means no worries; asante sana means thank you; and pumbafu means stupid. In fact, everyone seems to call warthogs, pumbaas. Soon you may be able to find pumbaa in your English dictionary.



## 7. Pumbaas

1. The movie, The Lion King, was first produced in:
  - a. 1974.
  - b. 1994.
  - c. 2014.
2. Who was Simba?
  - a. the son of the king
  - b. the brother of the king
  - c. the father of the king
3. What is a Pumbaa?
  - a. a lion
  - b. an elephant
  - c. a warthog
4. Simba had a wicked:
  - a. uncle.
  - b. sister.
  - c. aunty.
5. Pumbaa is:
  - a. an English word.
  - b. a Swahili word.
  - c. a French word.
6. Would you like to be called pumbafu?
  - a. yes
  - b. no
  - c. don't know
7. Warthogs have:
  - a. large brains.
  - b. long memories.
  - c. hair on the end of their tails.
8. Warthogs run:
  - a. faster than a leopard.
  - b. slower than a leopard.
  - c. the same speed as a leopard.
9. A warthog is:
  - a. a tasty dinner for a lion.
  - b. a tasty lunch for a lion.
  - c. a tasty snack for a lion.
10. Hakuna matata means:
  - a. thank you.
  - b. lion king.
  - c. no worries.



## 8. Stone Town of Zanzibar

Zanzibar is a group of islands located 25 kilometres off the coast of East Africa. It has a long history dating back 20,000 years to the Later Stone Age. There is evidence of Swahili culture, farming, fishing and trade from the 6<sup>th</sup> century CE. Because of its location, it became an important centre of trade between The Middle East, India and Africa. In the 15<sup>th</sup> century the Portuguese arrived and found Arab-speaking Muslim societies. In the 19<sup>th</sup> century, Zanzibar developed two kinds of trade: slaves and spices. While the slave trade was later stopped, Zanzibar is still known as the Spice Islands. Other influences came from India and the British Empire. In 1963, Zanzibar gained its independence and a year later, it joined with the neighbouring country, Tanganyika, to form present day Tanzania.

Stone Town is the old part of Zanzibar City, and the mix of Swahili, Arab, Middle Eastern, Indian and European influences make it a truly fascinating place. So much so that in the year 2000 it became a UNESCO World Heritage Site.

Most of Stone Town has very narrow streets lined with traditional stone houses, shops, coffee houses, mosques and markets. Many of the streets are too narrow for cars. These streets are still home to the local people, but they also serve the increasing numbers of tourists. It is fascinating to wander around and lose yourself among the sights, sounds and smells of the old town. If you are not so keen on getting lost, you can hire a guide to show you around. This way you gain a deeper understanding of the history and culture. You can also experience the tastes of Stone Town by dropping into a cafe and trying some local food.

Along the sea front, there are wider streets and major historical buildings including grand houses, mosques, churches and museums. This is where you will find old buildings which are now fantastic hotels. You can sit at the bar in the Africa Hotel and watch the sun set over the Indian Ocean, or you can dine at the night market that sets up every night by the water's edge. You can visit the old slave market or go shopping for gifts to take home. You can relax on one of the beautiful island beaches, and you can spend a morning on a spice farm, discovering how Zanzibar earned the name 'Spice Islands'.

## 8. Stone Town of Zanzibar

1. Zanzibar is:
  - a. a group of islands.
  - b. a small town.
  - c. a mountain area.
2. It has:
  - a. a short history.
  - b. a long history.
  - c. no history.
3. Because of its position, it became a centre for:
  - a. farming.
  - b. fishing.
  - c. trade.
4. Today, Zanzibar is still known as:
  - a. the Slave Islands.
  - b. the Spice Islands.
  - c. the Fish Islands.
5. When did Zanzibar gain its independence?
  - a. 1963
  - b. 1983
  - c. 2003
6. Stone Town is:
  - a. the old part of the city.
  - b. the new part of the city.
  - c. another name for the city.
7. Is Stone Town:
  - a. a mix of cultures?
  - b. an Arab culture?
  - c. an Indian culture?
8. Stone Town mainly has:
  - a. wide streets.
  - b. narrow streets.
  - c. wide and narrow streets.
9. The major historical buildings are:
  - a. along the sea-front.
  - b. in the narrow streets.
  - c. near the mountains.
10. What tourist activity is not mentioned?
  - a. a visit to the old slave market
  - b. shopping
  - c. seeing wild animals

## 9. A Day or Two in Nairobi

Nairobi is the capital of Kenya. However, as well as being the economic and political capital, it is also known as the wildlife capital. It is the only city in the world that has a National Park within the city where you can see lions, hippos, rhinos, buffalo, zebras, giraffes as well as 500 species of birds.

Let's go on a tour with Joy and Philip from Urban Adventures. Get picked up at your hotel at 6.30 in the morning and head for the National Park where you will drive around the 120 square kilometre park in a four-wheel-drive truck, spotting animals, taking photos and talking about everything you see. The park is particularly fascinating because behind it you can see the tall buildings of the Central Business District (CBD) of Nairobi. After four hours you will certainly need a rest, so stop for lunch and a chat with your guides who will answer all your questions.

This is the end of the morning tour and now you have a choice. If you have a few days in Nairobi, go back to your hotel for a rest and a chance to think about everything you have seen. If you are short of time, you can head out again in the afternoon or evening. There are lots of choices.

Your next stop might be the Elephant Orphanage. Here you will see elephants, who have no parents, from 3 months to 4 years old being given their milk bottles by their keepers. So lovely! You will hear about how elephants are cared for until they can be introduced back into their natural environment. The Centre has saved 150 baby elephants who would have died without their help.

Next, it is on to the Endangered Giraffe Centre. Endangered means that without the help of Centres like this, the giraffes will die out completely. Have you ever fed a giraffe by hand? Have you ever kissed a giraffe? Well, here you can get up close and personal and have your photo taken at the same time.

There are also guided city walks, cultural tours, local food tours, dinner and night tours, women of Kenya tours, slum (very poor area) tours or you can choose a special tour designed just for you. This is what I did, and while looking at all the sights of the city, I discussed everything with my wonderful guide, Philip.

## 9. A Day or Two in Nairobi

1. Nairobi is the capital city of:
  - a. South Africa.
  - b. Kenya.
  - c. Ethiopia.
2. In the National Park you can:
  - a. look at animals.
  - b. hunt animals.
  - c. walk in the park.
3. Nairobi is the only city in the world that has a National Park within the city.
  - a. True
  - b. False
  - c. Not mentioned
4. Behind the park, you can see:
  - a. the CBD of Nairobi.
  - b. the Ocean
  - c. high mountains
5. According to the writer, the Park tour starts at:
  - a. 6.30 pm.
  - b. 6.30 am.
  - c. Lunch time
6. What does orphan mean?
  - a. no brothers and sisters
  - b. no grand parents
  - c. no parents
7. What do the baby elephants drink?
  - a. water
  - b. nothing
  - c. milk
8. Endangered means:
  - a. dangerous.
  - b. might die out.
  - c. unhealthy.
9. What can't you do at the Giraffe Centre?
  - a. feed a giraffe
  - b. ride a giraffe
  - c. kiss a giraffe
10. What does slum mean?
  - a. a very poor area
  - b. a very rich area
  - c. a mixed area

## 10. Why do Zebras have Stripes?

This is a question that people have been asking since the time of Darwin. Zebras live in one of the most dangerous environments in the world: the wide-open grass lands of Africa, where there are dangerous enemies such as lions. Why are zebras so easy to see? Surely, it must make life very difficult for them. Nobody wants to be a lion's dinner.

Five reasons have been put forward by scientists to answer this question.

The first is the stripes stop flies biting them. It is something to do with the flies' eye-sight. Research was carried out in England where horses were dressed as zebras to see how the flies reacted. The results were that the flies were unable to land on the stripes. They either crashed into them and fell off or they stayed away from the stripes altogether.

Another reason is that somehow the stripes help to hide the zebras. Zebras need to drink water every day, and the water holes are the most dangerous places because the lions just lie and wait for them. However, zebras usually drink in the evening. As the light disappears, the stripes help groups of zebras to become part of the background.

Similarly, the zebra's stripes might confuse their enemies. If there is a group of zebras, and zebras always live in family or large groups, how can the lion tell where one zebra ends and the next one begins? It could be very confusing indeed.

A fourth reason is that the stripes reduce body heat. Usually we think that white doesn't attract heat, so it is good to wear white or light-coloured clothes in the sun. On the other hand, black or dark colours attract heat, so we should avoid dark colours in the sun. Apparently, stripes stop the sun's rays in some way and therefore zebras stay cool.

The last reason is that stripes help zebras recognise each other. No two zebras have exactly the same pattern of stripes. They are like our fingerprints.

Scientists have been doing research on zebras for a long time. They have been looking at different breeds of zebras, unusual stripe patterns, stripes that seem to have gone wrong at birth and albino zebras: as with people, some zebras are born with no black stripes, only white.

My question is, if stripes really do have all these wonderful benefits, why don't more animals have them?

## 10. Why do Zebras have Stripes?

1. People have been asking this question for a long time.
  - a. True
  - b. False
  - c. Not mentioned
2. Zebras live in:
  - a. safe areas.
  - b. dangerous areas.
  - c. cold areas.
3. Nobody wants to be a lion's:
  - a. friend.
  - b. enemy.
  - c. dinner.
4. How many reasons have been put forward to answer this question?
  - a. 3
  - b. 5
  - c. 7
5. Which sentence is true?
  - a. Stripes attract flies.
  - b. Stripes confuse flies.
  - c. Stripes amuse flies.
6. Zebras need to drink water:
  - a. every day.
  - b. twice a day.
  - c. two or three times a week.
7. Zebras:
  - a. live by themselves.
  - b. live with their daughters.
  - c. live in large groups.
8. Stripes may help zebras stay cool.
  - a. True
  - b. False
  - c. Not mentioned
9. Stripes help zebras:
  - a. recognise each other.
  - b. attract each other.
  - c. understand each other.
10. Which sentence is true?
  - a. All zebras look the same.
  - b. All zebras look different.
  - c. Babies look like their parents.

## 11. Donkeys in Ethiopia

Wherever you go in Ethiopia, you will see donkeys. Whether you are in large cities and towns, driving along main roads or travelling through farming country and villages, you will see donkeys.

Donkeys are lovely animals. Basically, they look like small horses. What makes them so charming is their fat little faces, fat little bodies, long ears, short legs and sad thoughtful eyes. They come in many different colours. The most common colour is grey, but there are many different greys, light grey to dark grey with many different shades in between, and the same with brown. You will see very attractive donkeys that are almost black and donkeys that are two colours or even three. Rarely, you may spot an albino donkey, one that has no colour at all. It is white.

Donkeys might look charming, but they are well known for their bad moods. If this is true, it is probably because they work so hard. A donkey's job is to carry stuff - anything and everything. In the cities they have huge loads on their backs that they take to the market, or home from market. They carry farm produce, building materials, heavy bags of rice or dried beans and sometimes children. They carry brightly coloured plastic buckets or chairs piled two metres high. Sometimes the donkey is completely hidden by the huge load of grass that is tied to its back. Often there is a group of ten or twenty donkeys working together, usually with their master who is making sure they don't stop, by means of a long stick.

As well as carrying things on their backs, donkeys also pull carts. Sometimes they are one-donkey carts, sometimes two and sometimes three. It is not uncommon to see a cart being pulled by three donkeys with a baby running beside its mother - no doubt learning how to do its future job.

When they are not working, donkeys are set free to wander about and eat whatever they can find so you will see plenty of donkeys along the roads. Ethiopian roads are full of life. There are people walking along the roads or waiting for a bus to pick them up. There are students in blue, green or pink school clothes walking to or from school, people selling things, people having conversations with their neighbours, cows, horses, goats, dogs and of course my favourites, donkeys.



## 11. Donkeys in Ethiopia

1. Ethiopian donkeys:
  - a. are in cities.
  - b. are in the countryside.
  - c. are everywhere.
2. Donkeys look like:
  - a. small cows.
  - b. large dogs.
  - c. small horses.
3. Donkeys have:
  - a. small bodies, long legs and fat faces.
  - b. long ears, fat bodies and short legs.
  - c. happy faces, short legs and long ears.
4. Most donkeys are:
  - a. grey.
  - b. black.
  - c. white.
5. Albino donkeys are:
  - a. black.
  - b. brown.
  - c. white.
6. Do Ethiopian donkeys work hard?
  - a. Yes
  - b. No
  - c. Not mentioned
7. Donkeys' work is:
  - a. to carry stuff on their backs.
  - b. to pull carts.
  - c. both a and b.
8. Donkeys:
  - a. always work on their own.
  - b. sometimes work in groups of 20.
  - c. never work in pairs.
9. Which sentence is true?
  - a. Donkeys eat whatever they can find.
  - b. Donkeys only eat grass.
  - c. Donkeys don't like apples.
10. Ethiopian roads are very:
  - a. busy.
  - b. quiet.
  - c. straight.



## 12. Plastic Bag Free Kenya

For a long time, single-use plastic bags have been thought of as clean, useful and cheap. Well, it's true, they are useful. But cheap? Clean?

In the 21<sup>st</sup> century, the damage to the environment caused by plastic bags has become clear. They block water systems, contributing to the spread of disease, kill the animals that eat them, pollute the land and damage the environment by using up non-renewable resources. However, the most serious problem is getting rid of the waste. The world was shocked to read about the huge island of mainly plastic rubbish that, according to the Ocean Clean-up Project, covers 1.6 million square kilometres of the Pacific Ocean. One plastic shopping bag may be used for 30 minutes. It can last up to 1000 years in the landfill.

Africa is serious about getting rid of plastic bags.

In the last 20 years, Botswana, Eritrea, Mauritania, Morocco, South Africa and Uganda have introduced bans on plastic bags with limited success, while Rwanda and Zanzibar had positive results. In 2017, Tunisia and Kenya put strong measures in place, joining at least 40 countries world-wide that ban single-use plastic bags. Kenya's ban has been described as the world's toughest plastic bag ban. If you use, produce, import or sell plastic bags, you face punishment of up to \$40,000 or four years in prison. The Kenyan government says police will first go after the people who produce, sell or import plastic bags from other countries. In one case in 2018, police charged nineteen people with breaking the law. Eighteen people had to pay 30,000 Kenyan shillings (\$US300) or serve an 8-month prison sentence.

While business people say that many jobs have been lost due to the ban, some interesting ideas have appeared to replace plastic: recycled paper bags, cloth bags, reusable bags, bags for life. People flying into the country with plastic duty-free bags must leave them at the airport.

The 2017 ban was the third in 10 years in Kenya. The level of punishment shows that this time, the government is serious. The Environment Minister says that they must act for the future of their country, and Kenyans are getting used to the changes. In the poorest areas, the slums, the ban is changing the environment and changing lives. People in Nairobi say that now they don't see plastic bags floating around in the wind and everyone feels good about that.

## 12. Plastic Bag Free Kenya

1. Plastic bags have been thought of as:
  - a. clean, expensive and useful.
  - b. dirty, cheap and useful.
  - c. useful, clean and cheap.
2. Plastic bag damage to the environment became clear in the:
  - a. 19<sup>th</sup> century.
  - b. 20<sup>th</sup> century.
  - c. 21<sup>st</sup> century.
3. What is the most serious plastic bag problem?
  - a. They block the water systems.
  - b. Animals eat them.
  - c. Getting rid of the waste.
4. The plastic island in the Pacific Ocean covers:
  - a. More than a million square kilometres.
  - b. A million square kilometres.
  - c. Less than a million square kilometres.
5. Kenya has introduced:
  - a. the strongest punishment in the world.
  - b. the weakest punishment in the world.
  - c. no punishment.
6. Plastic bag producers don't like the ban. Why?
  - a. They say jobs have been lost.
  - b. They want the country to be dirty.
  - c. They don't care about the environment.
7. There are some interesting ideas about how to replace plastic bags.
  - a. True
  - b. False
  - c. Not mentioned
8. The plastic bag ban doesn't affect tourists.
  - a. True
  - b. False
  - c. Not mentioned
9. The plastic bag ban is changing the lives of poor people.
  - a. True
  - b. False
  - c. Not mentioned
10. How many times has Kenya tried to ban plastic bags?
  - a. One time
  - b. Two times
  - c. Three times

## 13. The Rains and Migration

The rains affect all living things in Africa. People experience the hot seasons that build and build, getting hotter and hotter until at last, the rains come and bring welcome relief from the heat. Africa is a huge continent so there is a wide range of climate and weather conditions from deserts to snow. However, it lies around the equator, so most countries experience very hot weather and rains, and many places experience extremes of temperature.

What about the animals? The animals that depend on grass for their food must follow the rains and the growing seasons that follow them. Africa experiences five great migrations, where animals travel hundreds or even thousands of kilometres following the rains and food.

Perhaps the most famous is the wildebeest migration in Tanzania and Kenya. People tend to think of migration as going somewhere to stay. In fact, the great wildebeest migration is a yearly cycle. There is never ending movement around a wide circular area that covers the parks and wild areas of the two countries.

So where shall we start? Between December and March, huge numbers of wildebeest arrive in the Serengeti park which covers over 30,000 square kilometres. It is believed that up to a million and a half animals are massing, getting ready for the next stage of the journey. Amongst the wildebeest, there are zebra and some kinds of deer. The Serengeti park supports a wide range of plants and each animal eats a different kind of plant or different parts of the same plant. At this time of year, the animals give birth to their young. The babies have a few short months to gain the strength to move with the group. Grass-eating animals are not the only ones on the Serengeti. It is heaven for meat-eating animals like lions. The meat-eaters don't migrate. Lions have a home area where they wait for the food to come to them.

At some time in July, the animals know that it is time to move north. How do they know? They follow the food supply which is dependent on the rains. The huge group starts to move towards the Maasai Mara Park in Kenya. There are thousands of miles to travel, many rivers to cross and many hungry lions and other dangerous animals to face before they return next year to the Serengeti.

The cycle of migration follows the rains.

## 13. The Rains and Migration

1. Which is the best sentence?
  - a. The rains affect the animals.
  - b. The rains affect the people.
  - c. The rains affect all living things.
2. Africans really look forward to the rains.
  - a. True
  - b. False
  - c. Not mentioned
3. Which sentence is true?
  - a. The animals follow the rains.
  - b. The people follow the rains.
  - c. The animals follow the people.
4. How many great migrations does Africa experience?
  - a. 1
  - b. 5
  - c. 10
5. One of the most well-known migrations is:
  - a. the lion migration.
  - b. the wildebeest migration.
  - c. the rhino migration.
6. The Serengeti National Park covers:
  - a. hundreds of square kilometres.
  - b. thousands of square kilometres.
  - c. millions of square kilometres.
7. The migration includes more than:
  - a. a hundred animals.
  - b. a thousand animals.
  - c. a million animals.
8. How old are the babies when they join the migration?
  - a. days
  - b. weeks
  - c. months
9. The animal migrations go from one place:
  - a. to another where they stay.
  - b. to two different places.
  - c. to other places and back again over a whole year.
10. Meat-eating animals:
  - a. migrate
  - b. don't migrate
  - c. not mentioned

## 14. Poaching and Anti-poaching Rangers

What does poaching mean? According to The Oxford English Dictionary, it means to illegally hunt and kill animals.

Poaching is an extremely serious problem in Africa. It is serious because the animals that are poached are endangered (very rare). In fact, some species of animals will die out altogether if people don't stop killing them now. An example is the African rhino. Not so long ago, large numbers of rhinos lived in wide areas of Africa, Europe and Asia. Now, there are very few outside the huge national parks of the African continent.

Wild animals have become endangered for a number of reasons: increasing human population leading to the loss of animals' natural living areas, hunting for food and sport, extremes of poverty, and killing the animals to sell their body parts for money.

Here again, the African rhino is a good example. Poachers kill the rhino for the horn on its face. Some people believe that rhino horn can increase sexual power so they will pay a very high price for it. In fact, rhino horn is the same as your finger or toe nails and it will grow back in the same way as finger and toe nails. Where is the magic power in a toe nail?

However, the demand for rhino horn means that poachers will risk anything, even their lives, to hunt and kill a rhino for its horn. After the horn is cut off the rhino is left behind to rot and if there is a baby it will be left to die. A similar situation occurs with elephants which are killed for their valuable tusks. A world wide ban on ivory, the name for the elephant tusks or teeth, has gone some way in stopping elephant poaching.

Entering the national parks has become more dangerous for poachers. Anti-poaching park rangers, the people employed to look after and protect the animals in the parks, can now 'shoot to kill'. That means that if a person is in a national park without a reason, or when the park is closed, the rangers shoot first and ask questions later. This may seem an extreme policy, but the situation is desperate. We will lose rhinos completely without serious action.

Recently, in Kruger National Park in South Africa, a poacher was killed by a rhino and then eaten by a lion. That is one up to the animal kingdom.

## 14. Poaching and Anti-poaching Rangers

1. What does poaching mean?
  - a. illegally hunting animals
  - b. illegally killing animals
  - c. illegally hunting and killing animals
2. In Africa, poaching is:
  - a. a problem.
  - b. a serious problem.
  - c. an extremely serious problem.
3. What will happen if poaching doesn't stop now?
  - a. Some animals will die out completely.
  - b. Some people will lose a lot of money.
  - c. Some countries will have more tourists.
4. The African National Parks are:
  - a. huge.
  - b. big.
  - c. small.
5. Some people believe rhino horn:
  - a. cures sickness.
  - b. tastes good.
  - c. increases sexual power.
6. Rhino horn:
  - a. is like teeth.
  - b. is like finger nails.
  - c. is like bone.
7. Poachers:
  - a. take care of the babies.
  - b. leave the babies to die.
  - c. eat the babies.
8. Ivory comes from:
  - a. rhinos.
  - b. elephants.
  - c. warthogs.
9. Anti-poaching rangers:
  - a. shoot to kill.
  - b. ask questions first.
  - c. don't ask questions.
10. Recently a poacher was killed by:
  - a. an elephant.
  - b. a rhino.
  - c. a lion.

## 15. Gorillas

Gorillas are another animal species that is seriously endangered. There are not many of them left because of loss of their living areas, war, increased population, hunting and poaching.

Gorillas live in central Africa, south of the Sahara Desert, especially in the great protected national parks of Rwanda, Uganda and Congo. Gorillas live in mountain forests or flat land forests. Their diet is mostly leaves and small plants, although they are known to eat insects.

Gorillas are part of the family of Great Apes. People are part of the Great Ape family too. In fact, depending on the species, humans and gorillas share between 95% and 99% of the same DNA. Gorillas look human, especially when they stand up on their back legs. However, usually they walk on their feet and the fingers of their hands. The hair of the females and young males is black, but as the males get older, their backs become grey or silver. That is why the powerful males are called silverbacks. The silverbacks are very large and strong and can weigh up to 225 kilogrammes. Gorillas live in family groups of one silverback, several females and their children. Gorillas are very gentle. However, one time that a male gorilla gets angry is when another male challenges him to take over as leader of his family group.

Humans are fascinated by gorillas, maybe because they are so like us, and because they are gentle giants, it is possible to visit them and get very close to them. That is if you have enough money and a good level of fitness. It can be a very long, hard, up-hill walk to get to the forests where the gorillas live. You must go with park rangers who know the animals very well and you will be given detailed instructions about what to do when you get close. Gorilla tours are closely controlled. The time is limited to one hour with the animals even though it may take several hours to find them and then go back. One-hour of gorilla time costs \$US1500 in Rwanda and \$US600 in Uganda. Add to that travel tickets, food, hotels, guides and so on.

While visiting gorillas can be expensive, hard work, uncomfortable, muddy, dirty and exhausting, people who have done it say it was the best experience of their lives. Totally unforgettable and definitely not to be missed at any cost.

## 15. Gorillas

1. Choose the best sentence.
  - a. Gorillas live in forests.
  - b. Gorillas live in mountains.
  - c. Gorillas live on flat land.
2. What do gorillas mainly eat?
  - a. insects
  - b. plants
  - c. animals
3. How much DNA do gorillas and humans share?
  - a. more than 90%
  - b. 90%
  - c. less than 90%
4. How do gorillas usually walk?
  - a. on their back legs
  - b. on their hands
  - c. a and b
5. Older male gorillas have:
  - a. black hair.
  - b. white hair.
  - c. silver hair.
6. Which sentence is true?
  - a. Gorillas live by themselves.
  - b. Gorillas live as couples.
  - c. Gorillas live in family groups.
7. Which sentence is not true?
  - a. People are fascinated by gorillas because they are gentle giants.
  - b. People are fascinated by gorillas because they look like us.
  - c. People are fascinated by gorillas because they are big and dangerous.
8. On a tour, how close can you get to a gorilla?
  - a. very close
  - b. not very close
  - c. not mentioned
9. You can only visit them:
  - a. by yourself.
  - b. with a friend.
  - c. with a park ranger.
10. People say visiting gorillas was:
  - a. the best experience of their life.
  - b. the worst experience of their life.
  - c. okay.



## 16. African Colours

Africa is a continent of colours. While each country has its own features, the people are mainly shades of black. Every shade from black through to white are represented, but people are mainly brown, so white people stand out and look strange. In the same way, dark skin looks unusual in countries where the main colour is white or pink or light brown. White people stand out in Africa and are often called Ferengi. I don't think this is rude or bad. It's just that people, especially children, can be very surprised to see someone who looks different.

African TV is another example of colours. Maybe because many people don't have a TV set, African TV refers to the beautiful red, pink, and orange sky when the sun is setting in the evening. Dramatic changes of colour are another feature of Africa. During the hot season, the land becomes dry and brown in the sun, but as soon as the rains come, the land bursts into life and everything becomes green and fresh. Animals come in different colours and patterns. There are stripes, spots and other patterns and bright red or blue bottoms. While elephants and hippos are grey, think about colourful birds like pink flamingos standing on one long thin leg in the lakes. It is a sea of pink.

Clothes culture is different in each country. In some countries, people wear mainly white clothes decorated with red and black. In others, both men and women wear brightly-coloured long flowing traditional dresses which look absolutely striking. So different from the black, white and grey clothes favoured in many Western countries. If you go to a market, you will see lengths of cloth in every colour you can imagine. This cloth is worn wrapped around the body to form a kind of skirt or used to decorate the homes.

The All Africa colours are red, gold and green. Red for the blood which unites all people, gold for the mineral riches and green for the natural beauty. This combination of colours was borrowed from the Ethiopian flag. Ethiopia was one of the few countries that was not colonized by Europeans, except for a short period of Italian control in the 20<sup>th</sup> century. Because of this, many of the newly independent African countries looked to Ethiopia when designing their flags. Black was later added to stand for the people of Africa.

## 16. African Colours

1. White people stand out in Africa.
  - a. True
  - b. False
  - c. Not mentioned
2. Which sentence is true?
  - a. All Africans are black.
  - b. Most Africans are brown.
  - c. Many Africans are white.
3. Which sentence is true?
  - a. All children are rude to foreigners.
  - b. Many foreigners are rude to children.
  - c. Some children are surprised by foreigners.
4. What colours is African TV?
  - a. blue, green and orange
  - b. red, pink and orange
  - c. red, green and orange
5. The land becomes colourful:
  - a. in the hot season.
  - b. when the rains come.
  - c. after the rainy season.
6. Flamingos are:
  - a. red.
  - b. orange.
  - c. pink.
7. In many African countries, the people like:
  - a. colourful clothes.
  - b. pink clothes.
  - c. short dresses.
8. The All Africa colours are:
  - a. red, gold and green.
  - b. red, gold and blue.
  - c. red, gold and yellow.
9. Which country had a very short period of colonisation?
  - a. South Africa
  - b. Ethiopia
  - c. Nigeria
10. Black stands for:
  - a. the African people.
  - b. the minerals of Africa.
  - c. the blood which unites all people.

## 17. Vanilla in Madagascar

Rivo Nantenaina Razafindrangato

Most people have tasted vanilla ice cream, and many say it is their favourite. Vanilla not only has a special taste, it also has a wonderful smell. Today, many companies try to make food taste better by using unnatural products, but nothing tastes as good as pure natural Madagascar vanilla.

Madagascar is the 4<sup>th</sup> largest island in the world and lies off the coast of eastern Africa. It is the world's largest producer of vanilla, growing about 80% of the world's needs. There is a long history of growing vanilla on the island of Madagascar, and over the years specialised ways and knowledge have developed to perfect the process.

The process of producing vanilla is complicated and many things have to be considered, such as weather, temperature, sun and rain.

Vanilla grows on small trees and a special thing about vanilla is there are male and female trees. When the trees are flowering, workers have to collect seeds from the male tree flowers and take them to the female tree flowers. This work is done entirely by hand and it is very skilled work. Not many people are able to do this work. After this job is completed, the vanilla fruit, which is called a bean, grows for about six months before it is ready to pick. Vanilla beans are picked when they are about 15 centimetres long and still green. To produce the dark brown colour and the amazing taste and smell, the beans are dried either in sunlight or in special rooms where the light can be controlled. When the vanilla beans have dried to the correct standard, they are wrapped and stored in closed boxes for five or six months where the taste and smell develop. Next the beans are sorted and graded. The highest quality beans are perfect in shape, dark in colour, and fat and oily.

These beans are very valuable and can be sold for a lot of money. The highest quality beans are sold to high class restaurants where their appearance in a dish is as important as their taste and smell. Lower quality vanilla beans are used to make into the bottled vanilla that we can use at home for family cooking and baking.

Madagascar has other industries, such as fishing, farming, forestry and oil production, but it is best known for the delicious vanilla which it trades all over the world.

## 17. Vanilla in Madagascar

1. Many people say:
  - a. Vanilla ice cream is my favourite.
  - b. I hate vanilla ice cream.
  - c. I don't like ice cream.
2. Which sentence is true?
  - a. All companies use natural products.
  - b. Many companies use unnatural products
  - c. No companies use natural products.
3. Madagascar is:
  - a. a small island.
  - b. a middle-sized island.
  - c. a very big island.
4. What percentage of the world's vanilla does Madagascar produce?
  - a. 40%
  - b. 60%
  - c. 80%
5. The process of production is:
  - a. easy.
  - b. complicated.
  - c. so-so.
6. Vanilla beans grow on:
  - a. small trees.
  - b. large trees.
  - c. under the ground.
7. Vanilla beans are picked when they are:
  - a. about 5 centimetres long.
  - b. about 15 centimetres long.
  - c. about 20 centimetres long.
8. What is special about vanilla trees?
  - a. They are all male.
  - b. They are all female.
  - c. Some are male and some are female.
9. How long does it take to process the beans?
  - a. two or three weeks
  - b. three or four months
  - c. more than six months
10. The best vanilla beans are:
  - a. dry, hard and white.
  - b. dark, fat and oily.
  - c. oily, light and soft.

## 18. Ngondo Festival in Cameroon

Emillie Nedege Mbango Mboty and Guy Herve Eyoum'a Mbangue II

Cameroon is a country in Central Africa with a coast on the Atlantic Ocean. It is called 'Africa in miniature' because of the many different African cultures represented there. With a population of 25 million and 250 different language groups, Cameroon really is a multi-cultural nation. Because of its colonial past, the official languages are French and English.

One of the largest cities is Douala which is located on the Wouri River. Here, the most important festival of the year is held between the months of November and December. The Ngondo festival is the major traditional and cultural event of the Sawa people. But who are the Sawa people? The Sawa people are the people of the coast; the people who live in the coastal regions around the Wouri River and the city of Douala. Every year people from the region as well as people who have moved away to live in other areas come together to take part in the Ngondo celebrations.

Several activities take place in the week before the main day. These include the election of Miss Ngondo, wrestling, traditional dances and the preparation of traditional food.

On the first Sunday in December, everybody gathers beside the Wouri River to contact the Water Gods of the Wouri River. Everybody includes chiefs and tribal leaders, top government officials, representatives from all over Cameroon, special guests and crowds of local people all wearing their traditional clothes. First, there is a boat race with huge traditional canoes carrying up to seventy people. It is an exciting event because everybody supports their own tribal team.

After that, the most important ceremony takes place. This ceremony is so secret that children are not allowed to attend. It is when the Water Gods and the ancestors, the people who have gone before, give a message to the Sawa people about the coming year. The message is delivered in a very strange and magical way. A special person is totally submerged in water with a basket. This person stays under the water for a long period of time, some say 10 minutes, some say an hour. During this time, the Water Gods speak to him and he receives their message. When he comes back to the surface he is completely dry as if the water of the river has not touched him.

He delivers the message of the Water gods to the waiting people.

## 18. Ngondo Festival in Cameroon

1. Cameroon is:
  - a. a West African country.
  - b. a Central African country.
  - c. a Southern African country.
2. What are the official languages?
  - a. English and French
  - b. French and Swahili
  - c. Swahili and English
3. Why is Cameroon known as 'Africa in miniature'?
  - a. It is very small.
  - b. It has a famous festival.
  - c. It has a lot of different cultures.
4. The Sawa people are:
  - a. the people of the sea.
  - b. the people of the land.
  - c. the people of the coast.
5. The festival is held:
  - a. every year.
  - b. every two years.
  - c. every five years.
6. Which is the best sentence?
  - a. The festival attracts local people.
  - b. The festival attracts people from other places.
  - c. The festival attracts locals and people from other places.
7. A boat race is held:
  - a. before the main day.
  - b. on the main day.
  - c. after the main day.
8. Who can attend the main ceremony?
  - a. adults
  - b. adults and children
  - c. children
9. A special person talks to the Water Gods:
  - a. under the water.
  - b. from a boat.
  - c. from the coast.
10. The special person gives the Water Gods' message to:
  - a. the chiefs.
  - b. the people.
  - c. the government officials.

## 19. Vodoun in Benin

Beneditte M'po Sena Achigan

Vodoun is practised by more than 80% of the population of Benin. A peaceful country in West Africa, Benin is the birth place of Vodoun. On January 10, Vodoun National Day is held in Benin. This day is an opportunity for believers to communicate with gods and their ancestors, family members who have died, to ask for peace, wisdom and good fortune.

Vodoun is a set of beliefs and practices. The word comes from the Fon language spoken in Benin. It is made up of vo meaning sacrifice and doun meaning beginning or meaning. Vodoun is a powerful force represented by earth, trees, rivers, rocks and stones. People pray to these natural objects and they make sacrifices to them. Sacrifice means they give gifts and sometimes kill animals to show love and respect for the gods.

While God the creator is recognized in Benin, God is often represented by many secondary gods called Vodouns. These secondary gods are closer to the African people and particularly to the people of Benin. These smaller gods govern people's lives. Like all spiritual beings, Vodouns possess powers that, properly used with special traditions are very helpful for humans. Vodoun are spirits with special powers and they watch over all those who believe in them. For instance, in December, a practice called "xwétanù" is carried out to wash away the dirt of the current year and open people's minds for the new year. People pray for happiness, health and good luck.

During the slave trade, Vodoun was taken to Haiti and America by black slaves so that they could stay in spiritual communication with Africa. Vodoun has different names in different countries. It is called Voodoo in Haiti and Candomblé in Brazil.

At first contact with African societies, the settlers and Church missionaries thought that Vodoun was evil, so they tried to make people become Christians and stop believing in their traditional cultural identity.

In the historical cities of Abomey and Ouidah, Vodoun is everywhere. There are Tolègba which are gods that protect the people, small houses representing family members who have died and temples and forests where Vodouns live.

In recent years, there has been a lot of discussion in Benin about the role of culture in the country's development. Western forms of government have failed, and people are looking to traditional culture to guide future development. Vodoun is important in this discussion.

## 19. Vodoun in Benin

1. Benin is a country in:
  - a. West Africa.
  - b. South Africa.
  - c. East Africa.
2. What percentage of people in Benin practise Vodoun?
  - a. 50
  - b. 80
  - c. 100
3. Ancestors are:
  - a. family members who have died.
  - b. secondary gods.
  - c. people who will be born in the future.
4. Vodoun is:
  - a. a set of beliefs and practices.
  - b. a cultural celebration.
  - c. a part of the slave trade.
5. The word Vodoun comes from:
  - a. the Fon language.
  - b. English.
  - c. French.
6. Vodouns:
  - a. help people.
  - b. harm people.
  - c. ignore people.
7. Which continent was Vodoun taken to during the slave trade:
  - a. Europe.
  - b. America.
  - c. Asia.
8. The white settlers and the Church thought Vodoun was:
  - a. good
  - b. evil
  - c. not mentioned
9. Have western forms of government been successful in Benin?
  - a. Yes
  - b. No
  - c. Not mentioned
10. Vodoun will be important in the future development of Benin.
  - a. True
  - b. False
  - c. Not mentioned



## 20. Great Zimbabwe

Great Zimbabwe is the name of the stone ruins of the great capital city of the Shona people. The area where the ruins are situated had been an area of farming, trading and digging for gold since the 4<sup>th</sup> century, but the people did not build in stone, so no buildings from that period remain today. Stone building started in the 11<sup>th</sup> century and continued for the next 300 years. During the height of its power, 10,000 people are believed to have lived in the city. Covering an area of 7.22 square kilometres, Great Zimbabwe is now recognised as a World Heritage site by UNESCO.

The word zimbabwe comes from the Shona language and has several meanings. It can mean large stone houses, temples, burial sites of the chiefs or houses of law. There are around 200 zimbabwes throughout Southern Africa, but Great Zimbabwe is the largest and most important. In 1964, the British Colony of Rhodesia, where Great Zimbabwe is located, gained independence from British rule and changed its name to Zimbabwe.

Great Zimbabwe covered three areas: the hill area which was a temple, the valley area where the people lived and the central area which was for the kings and their families. This central area has circles of stone walls 11 metres high, and a tower that is 22 metres high. The Shona people used an interesting way of building. Now, walls are built with mortar, a material that holds the stones together. The Great Zimbabwe walls are dry stone walls, which means the stones were carefully fitted together without using any mortar.

Among the ruins of the city, many priceless items have been found that show that the people were highly skilled at making pots, gold and silver items, and metal weapons and tools. Eight wonderful stone birds taller than people have been found. These huge birds, each with its own form and design, are believed to have represented the Gods of the Shona people. This bird appears on the Zimbabwe flag. In addition, Chinese and Arabian items were found in the ruins showing that Great Zimbabwe was part of the international trading systems of the time.

When the ruins were first discovered by the white colonists in the 1880s, they thought it was impossible that black Africans could have had such a highly developed society. Today, Great Zimbabwe is recognised as a wonder of the world.

## 20. Great Zimbabwe

1. Building in stone started:
  - a. in the 4<sup>th</sup> century.
  - b. in the 11<sup>th</sup> century.
  - c. in the 19<sup>th</sup> century.
2. How many people lived in Great Zimbabwe?
  - a. 5,000
  - b. 10,000
  - c. 15,000
3. Great Zimbabwe covers an area of:
  - a. about 3 square kilometres.
  - b. about 5 square kilometres.
  - c. about 7 square kilometres.
4. What language does the word zimbabwe come from?
  - a. Shona
  - b. Swahili
  - c. English
5. Rhodesia was a colony of:
  - a. France.
  - b. Ethiopia.
  - c. Britain.
6. How many separate areas were there?
  - a. 3
  - b. 25
  - c. 200
7. The word mortar means:
  - a. very high walls.
  - b. stuff used for holding stones together.
  - c. very large stone birds.
8. What appears on the Zimbabwe flag?
  - a. the great Shona tower
  - b. the great Shona walls
  - c. the great Shona bird
9. Great Zimbabwe was a major trading centre.
  - a. True
  - b. False
  - c. Not mentioned
10. Which sentence is not true?
  - a. Great Zimbabwe was a great society.
  - b. Great Zimbabwe is a world wonder.
  - c. White colonists built Great Zimbabwe.

## AFRICA Speed Readings for ESL Learners 2000 BNC

### Answer Key

1.	1.b	2.a	3.a	4.b	5.c	6.c	7.b	8.a	9.b	10.c
2.	1.b	2.a	3.a	4.b	5.a	6.c	7.c	8.a	9.c	10.b
3.	1.a	2.b	3.c	4.a	5.b	6.b	7.b	8.c	9.a	10.b
4.	1.b	2.a	3.c	4.c	5.a	6.c	7.b	8.a	9.b	10.c
5.	1.c	2.a	3.b	4.c	5.b	6.a	7.c	8.b	9.b	10.b
6.	1.c	2.a	3.a	4.a	5.a	6.c	7.c	8.a	9.c	10.a
7.	1.b	2.a	3.c	4.a	5.b	6.b	7.c	8.a	9.c	10.c
8.	1.a	2.b	3.c	4.b	5.a	6.a	7.a	8.b	9.a	10.c
9.	1.b	2.a	3.a	4.a	5.b	6.c	7.c	8.b	9.b	10.a
10.	1.a	2.b	3.c	4.b	5.b	6.a	7.c	8.a	9.a	10.b
11.	1.c	2.c	3.b	4.a	5.c	6.a	7.c	8.b	9.a	10.a
12.	1.c	2.c	3.c	4.a	5.a	6.a	7.a	8.b	9.a	10.c
13.	1.c	2.a	3.a	4.b	5.b	6.b	7.c	8.c	9.c	10.b
14.	1.c	2.c	3.a	4.a	5.c	6.b	7.b	8.b	9.a	10.b
15.	1.a	2.b	3.a	4.c	5.c	6.c	7.c	8.a	9.c	10.a
16.	1.a	2.b	3.c	4.b	5.b	6.c	7.a	8.a	9.b	10.a
17.	1.a	2.b	3.c	4.c	5.b	6.a	7.b	8.c	9.c	10.b
18.	1.b	2.a	3.c	4.c	5.a	6.c	7.b	8.a	9.a	10.b
19.	1.a	2.b	3.a	4.a	5.a	6.a	7.b	8.b	9.b	10.a
20.	1.b	2.b	3.c	4.a	5.c	6.a	7.b	8.c	9.a	10.c

## Progress Graph

Put an **X** in one of the boxes to show your reading time and words-per-minute reading rate.

Then write your score in the box under the number.

time																					wpm	
1.00																					400	
1.10																					345	
1.20																					300	
1.30																					265	
1.40																					240	
1.50																					220	
2.00																					200	
2.10																					185	
2.20																					170	
2.30																					160	
2.40																					150	
2.50																					140	
3.00																					135	
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>		
score																						

## Progress Graph

Write the number of the passage under the #.

Put an **X** in one of the boxes to show your reading time and words-per-minute reading rate.

Then write your score in the box under the number.

<b>time</b>																				<b>wpm</b>
0.40																				540
0.50																				465
1.00																				400
1.10																				345
1.20																				300
1.30																				265
1.40																				240
1.50																				220
2.00																				200
2.10																				185
2.20																				170
2.30																				160
2.40																				150
2.50																				140
3.00																				135
	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	
<b>score</b>																				

## References

- Coxhead, A. (1998). *An academic word list*. (ELI Occasional Publication No. 18). Wellington, New Zealand: School of Linguistics and Applied Language Studies, Victoria University of Wellington.
- Elley, W. B., & Mangubhai, F. (1979). A research report on reading in Fiji. *Fiji English Teachers Journal*, 15, 1-7.
- Millett, S. (2017) *New Zealand speed readings for ESL learners, Book One (Revised 2017)*. (ELI Occasional Publication No. 19). Wellington, New Zealand: Victoria University of Wellington, School of Linguistics and Applied Language Studies.
- Millett, S. (2017) *New Zealand speed readings for ESL learners, Book Two (Revised 2017)*. (ELI Occasional Publication No. 22). Wellington, New Zealand: Victoria University of Wellington, School of Linguistics and Applied Language Studies.
- Millett, S. (2017) *New Zealand speed readings for ESL learners, 1000 Word List*. (ELI Occasional Publication No. 25). Wellington, New Zealand: School of Linguistics and Applied Language Studies, Victoria University of Wellington.
- Millett, S. (2017) *Speed readings for ESL learners, 500 BNC*. (ELI Occasional Publication No. 28). Wellington, New Zealand: School of Linguistics and Applied Language Studies, Victoria University of Wellington.
- Millett, S. (2017) *Speed readings for ESL learners, 3000 BNC*. (ELI Occasional Publication No. 26). Wellington, New Zealand: School of Linguistics and Applied Language Studies, Victoria University of Wellington.
- Millett, S. (2017) *Speed readings for ESL learners, 4000 BNC*. (ELI Occasional Publication No. 27). Wellington, New Zealand: School of Linguistics and Applied Language Studies, Victoria University of Wellington.
- Nation, I. S. P. (1996) *Vocabulary lists*. (ELI Occasional Publication No. 17). Wellington, New Zealand: School of Linguistics and Applied Language Studies, Victoria University of Wellington.
- Nation, I.S.P. (2007) The Four Strands. *Innovation in Language Learning and Teaching* 1, 1: 1-12.
- Nuttall, C. (1996). *Teaching reading skills in a foreign language (2nd ed.)*. Oxford: Heinemann.
- Quinn, E., Nation, I. S. P. and Millett, S. (2007) *Asian and Pacific speed readings for ESL learners, (Revised 2017)*. (ELI Occasional Publication No 24). Wellington, New Zealand: School of Linguistics and Applied Language Studies, Victoria University of Wellington.
- Schmitt, N., Schmitt, D., & Clapham, C. (2001). Developing and exploring the behaviour of two new versions of the Vocabulary Levels Test. *Language Testing*, 18, 1: 55-88.