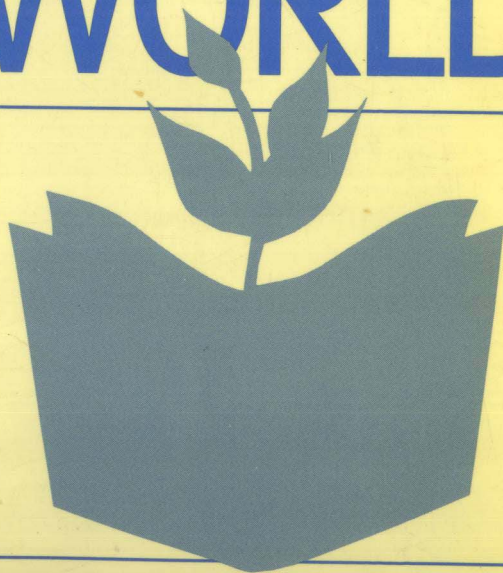


WITHOUT ANSWERS

EFFECTIVE READING IN A CHANGING WORLD



Rose Wassman □ Lee Ann Rinsky

EFFECTIVE READING IN A CHANGING WORLD

Rose Wassman and Lee Ann Rinsky

De Anza College



Prentice Hall, Englewood Cliffs, New Jersey 07632

Wassman, Rose.

Effective reading in a changing world / Rose Wassman and Lee Ann Rinsky.

p. cm.

Includes index.

ISBN 0-13-143256-7

1. Reading (Higher education) 2. Reading comprehension.

3. Study, Method of. I. Rinsky, Lee Ann. II. Title.

LB2395.W374 1993

428.4'071'1—dc20

92-39879

CIP

Chapter Opening photos: Chapter 1, John Richman; Chapters 2-10, Lynne Breitfeller. Credits continue on page 489.

Acquisitions editor: Carol Wada
Editorial/production supervision and
interior design: Alison D. Gnerre
Cover design: Joe DiDomenico
Prepress buyer: Herbert Klein
Manufacturing buyer: Robert Anderson



© 1993 by Prentice-Hall, Inc.
A Simon & Schuster Company
Englewood Cliffs, New Jersey 07632

All rights reserved. No part of this book may be reproduced, in any form or by any means, without permission in writing from the publisher.

Printed in the United States of America

10 9 8 7 6 5 4 3 2 1

ISBN 0-13-340803-5

Prentice-Hall International (UK) Limited, *London*
Prentice-Hall of Australia Pty. Limited, *Sydney*
Prentice-Hall Canada Inc., *Toronto*
Prentice-Hall Hispanoamericana, S.A., *Mexico*
Prentice-Hall of India Private Limited, *New Delhi*
Prentice-Hall of Japan, Inc., *Tokyo*
Simon & Schuster Asia Pte. Ltd., *Singapore*
Editora Prentice-Hall do Brasil, Ltda., *Rio de Janeiro*

Preface

Effective Reading in a Changing World helps students view reading as a positive experience and at the same time develop the essential strategies needed for successful college and lifelong reading. These strategies address literal and inferential comprehension, critical thinking, study techniques, and vocabulary development that includes context and structure.

Designed for adult readers of varied backgrounds, *Effective Reading in a Changing World* strives to challenge both the cognitive abilities and attitudes of younger and older adults. The mature reading selections, together with a broad spectrum of reading comprehension concepts from differing perspectives, address many of the concerns of today's students in our rapidly changing world.

To meet this challenge, we have designed in-depth practice activities as well as suggested discussion questions and journal writing topics. In this way, reading and writing are integrated holistically. At the conclusion of Chapters 2 through 9, major selected readings include an essay, a textbook excerpt, and a literature selection, since each of these reading genres has a *unique style and structure*. To our knowledge, no other developmental reading textbook has taken this approach.

STRUCTURE AND ORGANIZATION

Instructors who teach developmental reading courses have, in the past, had to choose primarily from three basic types of texts: (1) those that teach discrete reading skills, accompanied by many short drills and exercises with some short essays; (2) study-reading textbooks that focus principally on textbook and academic reading; and (3) texts that emphasize essay reading exclusively, followed by multiple choice and/or short answer questions.

We believe that the exclusive use of an anthology of essays, as is the practice in some reading classes, does not address the progression of skills and strategies that should be developed in a reading text. At the same time, we wished to provide instructors with many selections from which to choose, as an anthology of essays affords. The melding of these two strands, a sequential development of skills and strategies to engender critical reading and thinking, together with numerous, varied selections from which to choose, combines the best characteristics of both reading approaches. Additionally, these

critical reading strategies are presented holistically, and strategies learned in one chapter expanded and incorporated into subsequent units. This, in addition to a detailed chapter on study techniques, gives our text its unique format.

THE SELECTIONS

A key factor in choosing selections for our text was that they show the diversity that reflects our changing society; therefore, we have included a number of minority writers and selections that deal with relevant topical issues in each chapter. We have included reading selections of varied levels with a balance of interest and new knowledge. For example, in Chapter 3, the literary selection, *A Yellow Raft in Blue Waters*, concerns the longings of an adolescent Indian girl of mixed parentage. She has spent some time on an Indian reservation with a rebellious younger brother who has become disenchanted with America and what he believes is a racist society.

In Chapter 4, the essay focuses on the changing roles of women and minorities in business, while the textbook selection in Chapter 9 highlights social differences and wealth. Altogether, more than thirty-five major selections are included; the chapter-ending selections are topically related, permitting comparison and contrast of ideas for discussion and writing. A journal-writing suggestion is included in each chapter and is holistically related to the three chapter-ending selections.

QUESTIONS

In the development of questions, we called upon recent research from metacognitive studies. In addition to answering comprehension questions, students are always asked to *apply* the author's thesis or main ideas to their own lives. In so doing, they learn to become truly active readers. The application of these questions can be used in writing, discussion, and for evaluative purposes. Questions address all the critical thinking areas.

VOCABULARY

In addition to an extensive chapter on vocabulary, extended practice reinforces the vocabulary in the selections and is included throughout the text. To make the reading more meaningful and to improve vocabulary growth, bottom-line vocabulary with appropriate definitions has also been included.

CRITICAL THINKING

Most of the twenty-four concluding selections in Chapters 2 through 10 include questions that focus on inferential and critical thinking. Chapters 7 through 9 focus specifically on inference, fact and opinion, bias, connotation, persuasive language, author's tone and purpose, author reliability, and point of view. The more than fifty activities in the text, using both short and longer passages, also deal to a large extent with inferential and critical thinking.

FEATURES

1. Vocabulary reinforcement and development in each chapter.
2. Bottom-line vocabulary.
3. An initial student evaluation assessing both vocabulary and comprehension.
4. Previewing techniques introduced in the first chapter.
5. Practice with, and an understanding of, complex sentence structure.
6. A detailed chapter on study techniques, including notetaking and test-taking strategies.
7. A major topic-related reading selection in each chapter that includes an essay, the textbook, and a literature excerpt.
8. Journal-writing suggestions connecting concepts presented in the three readings.
9. Versatile content reading that includes the type of questions found in textbooks, midterms, and final exams.
10. Strategies for improving reading rate.
11. Detailed critical thinking skills.
12. Political cartoons to encourage critical thinking.
13. A chapter on reading graphics.
14. SQ3R explanation as well as other simplified study systems.
15. Sample answers for all questions: some in the Appendix for immediate student feedback, the majority in the Teacher's Manual.

ADAPTING THE TEXT

Chapter 10, "Reading Visual Information," may be used earlier, following Chapter 3. Chapter 3 itself, "Reading and Organizing for More Effective Study," may also be used in any sequence the instructor desires. Chapter 6, "Improving Reading Rate," may be presented earlier in the semester or at the end, depending on instructor preference. All selections of more than 250 words are identified, and students and instructors may wish to use any of them for rate practice throughout the text.

ACKNOWLEDGMENTS

Many people have given generously of their time, talent, and expertise in the preparation of this book. We are especially indebted to Anne Paye, an instructor at Foothill College, for the many suggestions and astute comments that helped us in the initial stages of this text. We are also grateful for the helpful suggestions of those individuals who reviewed the text: Mary Lou Palumbo, Community College of the Finger Lakes; Jane Kennedy, Brevard Community College; Bertilda Garnica Henderson, Broward Community College; Jossie A. Moore, State Technical Institute at Memphis; Edward F. Wightman, Hudson Valley Community College; Lane C. Johnson; and J. Darlene Thomas, Midlands Technical College.

For their assistance at Prentice Hall, much appreciation goes to Phil Miller, who started us on the project, as well as to Carol Wada, whose editorial assistance with the manuscript proved invaluable and who saw it through to completion. Finally, we wish to thank Alison Gnerre for her patience and guidance throughout the revision process. We also wish to thank the many students who not only tried out the content of the text over several years, but who also evaluated the selections and questions as they were finalized. Last, and of special note, we wish to thank our husbands, Bob and Harry, for their patience and caring and for their suggestions and hours of proofreading.

A Reading Comprehension Evaluation

The following evaluation asks you to answer twenty-five questions based on two selections. Place the correct letter on the answer sheet provided. Read the first selection, "The Prizes of First Grade."

THE PRIZES OF FIRST GRADE

Paula Skreslet

In the first 10 days of the school year my triplets brought home the following from their first-grade classes: one candy bar, one peanut-butter-and-chocolate-chip cookie, two bags of popcorn, two "Very Important Person" badges, three "Constitutional Knowledge" stickers, one "I know the Alphabet" award, two drawing prizes, 31 Nature Trail tickets, nine Lincoln play dollars, several music awards, some library awards, "Neater Eater" awards, playground-behavior awards and innumerable Scratch N Sniff stickers, stamps, stars and smile faces. What an introduction to the Lincoln School's positive-incentive program!

It's unusual, I know, for one family to have three six-year-olds, and perhaps that's why the prizes seem so excessive. But I'm troubled by the fact that well-behaved, attentive children are being bombarded with rewards for doing what schools routinely expect. My children are bewildered by the riches they've earned merely for being themselves.

My husband and I have taught them that politeness, learning and order are good things, and something good is to be desired and developed for its own sake. But at school they learned, and very quickly, that children earn Nature Trail tickets for running the quarter-mile track during lunch recess. Or Lincoln Dollars for picking up trash on the playground or for helping a younger child find the bathroom—deeds that used to be called "good citizenship." Furthermore, the school keeps score. The children can redeem trail tickets and play dollars for group prizes, like a free recess. Thanks to the involvement of local merchants, students can also earn a free order of french fries or free admission to the roller-skating rink.

Why is it necessary to buy the minimal cooperation of children with rewards and treats? Our school is no detention chamber. It is a bright, tidy building surrounded by acres of lawn where pupils follow their teachers into classrooms in a line

like little ducks. And Caldwell, Idaho, is so homogeneous a town that we still teach kindergartners the story of Jesus at Christman time, and nobody thinks twice about it. What is new to me, what I question philosophically, is the idea that good behavior must be reinforced so systematically—that without tangible incentives, first graders won't return their library books when due. Or that they won't learn the alphabet without stickers, stars and candy bars.

An inner-city high school in Cleveland received a lot of press attention recently when it began to experiment with a program of paying students for their grades. Each student is to receive \$40 for an A, \$20 for a B and \$10 for a C. The amount earned will be credited toward a scholarship fund that students can apply to college tuition or for vocational training. In that respect financial aide based on performance is no shocking innovation. But the commercialism of paying for *each* notch on the grade-point average seems a bit much. It shamelessly assigns a dollar value to levels of learning that can scarcely be measured symbolically, much less in coin. It also says that students are so materialistic, so unmotivated and lazy that they will not learn without a bribe. I find that an insulting idea.

What I think we're seeing in Cleveland and at the Lincoln School is the well-meant but distorted application of a current business principle—the vogue that stresses “excellence” and its corollary, “competitiveness.” We've convinced ourselves that the way to safeguard America's position in commerce and science is to appeal to young people's hunger for the rewards the marketplace can provide. Thomas J. Peters, in his influential book, “In Search of Excellence,” writes: “Get the incentives right and

productivity will follow. If we give people big, straightforward monetary incentives to right and work smart, the productivity problem will go away.”

WIDGET FACTORIES

Peters lists McDonalds, AT&T, Tupperware, IBM as companies that use “pins, buttons, badges and medals” to boost performance. He especially applauds programs that reward the majority of workers who can be tempted to perform a bit better than before. I don't know enough about the application of this principle in the business world, but I do know it's inappropriate in the first grade. Public and nonprofit institutions are not widget factories. Learning involves developing the intellect and character of a child—it's not a productivity problem that can be solved solely by a particular performance.

What I'm trying to do with my children is to teach them how to respond to challenges, how to contribute to the community even at their own expense. [The] Secretary of Education visited Caldwell last year and presented Lincoln with a plaque for being an exemplary school—an honor given to just 270 grade schools in the United States. Yet I'm afraid that with the best of intentions, the school may be my adversary instead of my ally. If children are taught to behave decently because they will profit from it, I wonder what principle will guide them as adults when they see how easy it is to profit from wrong behavior.

Some children at the Lincoln School have already discovered that they can skip running the quarter-mile track and simply pressure younger children into handing over their Nature Trail tickets. It isn't the ideal of healthy exercise that's motivating them. I believe that's what happens if we

are taught to value a prize, a payoff, rather than a good that is to be sought without any accessory advantage—such as justice, or honor.

1. The author believes the prizes given in the first-grade class
 - a. have significant value.
 - b. have no value.
 - c. are dictated by the principal.
 - d. receive “high marks” by everyone.
2. The sentence, “My children are bewildered by the riches they earned merely for being themselves,” means
 - a. the children are dissatisfied with their prizes.
 - b. the children cannot understand why they receive prizes.
 - c. the children are pleased with their prizes.
 - d. the children are pleasing to the parents.
3. The author believes that a school should be a place where
 - a. children learn at their own pace.
 - b. people from all backgrounds can better themselves.
 - c. positive values should be encouraged and fostered.
 - d. learning information is less important than good citizenship.
4. The author suggests that giving prizes for good behavior
 - a. helps develop children’s character.
 - b. makes the learning process easier for teachers.
 - c. is a form of bribery she disapproves of.
 - d. should be a part of any school curriculum.
5. Prizes are given
 - a. because it’s a school tradition.
 - b. in celebration of holidays.
 - c. to motivate students to perform.
 - d. because merchants give them freely to the school.
6. In a Cleveland high school, where actual money is awarded to students, the money
 - a. is given to students directly.
 - b. is placed into a scholarship fund for them.
 - c. is given to their class for recreational purposes.
 - d. is invested in stocks and bonds.
7. This positive-incentive program is
 - a. a program of sensory input to build a positive feeling.
 - b. a program that rewards students behavior according to certain guidelines.
 - c. a program that intends to work for a positive school attendance.
 - d. a program that makes students feel positive about themselves.
8. The author believes that
 - a. students today are materialistic and unmotivated.
 - b. students today will not learn without rewards.
 - c. students today need to be encouraged in business matters.
 - d. none of the above.

9. This positive-incentive program, according to the author, is based on
 - a. sound educational practices.
 - b. reverse psychology.
 - c. educational research.
 - d. business practices.
10. The author believes this positive-incentive school program
 - a. should be continued for another year to see if it works.
 - b. does not develop intelligence or character.
 - c. does develop intelligence and character.
 - d. should be modified.
11. The children at Lincoln School have
 - a. learned how to receive the awards and not do the required tasks.
 - b. excelled in areas because of the reward system.
 - c. petitioned to keep the program.
 - d. suggested other schools adopt the program.
12. An exemplary school such as this one means
 - a. an experimental school.
 - b. a transitional school.
 - c. an outstanding school.
 - d. a private school.
13. The sentence, "Paying . . . shamelessly assigns a dollar value to levels of learning that can scarcely be measured symbolically . . ." is similar to saying
 - a. learning should be measured by using As, Bs, and Cs.
 - b. paying students to learn cannot measure learning.
 - c. symbols are a good way to measure values.
 - d. money is being shamelessly wasted in these programs.
14. The business principle used at this school is the one that
 - a. stresses working hard to get a promotion.
 - b. encourages ethnic diversity.
 - c. strives for excellence of product.
 - d. rewards all forms of competition.

Continue the test by reading the following article, which deals with children and TV viewing, and then complete the answers to the questions.

IS TV RUINING OUR CHILDREN?

Richard Zoglin

Behold every parent's worst nightmare: the six-year-old TV addict. He watches in the morning before he goes off to school, plops himself in front of the set as soon as he gets home in the afternoon and gets another dose to calm him down before he goes to bed at night. He wears Bart Simpson T shirts, nags Mom to buy him Teenage

Mutant Ninja Turtles toys and spends hours glued to his Nintendo. His teacher says he is restless and combative in class. What's more, he's having trouble reading.

Does this creature really exist, or is he just a paranoid video-age vision? The question is gaining urgency as the medium barges ever more aggressively into chil-

dren's lives. Except for school and the family, no institution plays a bigger role in shaping American children. And no institution takes more heat. TV has been blamed for just about everything from a decrease in attention span to an increase in street crime. Cartoons are attacked for their violence and sitcoms for their foul language. Critics ranging from religious conservatives to consumer groups like Action for Children's Television have kept up a steady drumbeat of calls for reform.

Television has, of course, been an inseparable companion for most American youngsters since the early 1950s. But the baby boomers, who grew up with Howdy Doody and Huckleberry Hound, experienced nothing like the barrage of video images that pepper kids today. Cable has vastly expanded the supply of programming. The VCR has turned favorite shows and movies into an endlessly repeatable pastime. Video games have added to the home box's allure.

The average child will have watched 5,000 hours of TV by the time he enters first grade and 19,000 hours by the end of high school—more time than he will spend in class. This dismayingly passive experience crowds out other, more active endeavors: playing outdoors, being with friends, reading.

Guided by TV, today's kids are exposed to more information about the world around them than any other generation in history. But are they smarter for it? Many teachers and psychologists argue that TV is largely to blame for the decline in reading skills and school performance.

Even the much beloved *Sesame Street* has been criticized for reinforcing the TV-inspired notion that education must be fast paced and entertaining. Says Neil Postman, communications professor at New

York University and author of *Amusing Ourselves to Death*: “*Sesame Street* makes kids like school only if school is like *Sesame Street*.”

Televised violence may also be having an effect on youngsters. Singer's research has shown that prolonged viewing by children of violent programs is associated with more aggressive behavior, such as getting into fights and disrupting the play of others. (A link between TV and violent crime, however, has not been clearly established.) Other studies suggest that TV viewing can dampen kids' imagination. . . .

But the evidence is flimsy for many popular complaints about TV. In a 1988 report co-authored for the U.S. Department of Education, Daniel Anderson, professor of psychology at the University of Massachusetts in Amherst, found no convincing evidence that TV has a “mesmerizing effect” on children, overstimulates them or reduces their attention span. In fact, the report asserted, TV may actually increase attention-focusing capabilities.

Nor, contrary to many parents' fears, have the new video technologies made matters worse. Small children who repeatedly watch their favorite cassettes are, psychologists point out, behaving no differently from toddlers who want their favorite story read to them over and over. (The VCR may actually give parents *more* control over their kids' viewing.) Video games may distress adults with their addictive potential, but researchers have found no exceptional harm in them—and even some possible benefits, like improving hand-eye coordination.

Yet TV may be effecting a more profound, if less widely recognized, change in the whole concept of growing up. Before the advent of television, when print was the predominant form of mass communication, parents and teachers were able to control just what and when children learned

about the world outside. With TV, kids are plunged into the world almost instantly.

Even a seemingly innocuous program like *Father Knows Best* showed that parents aren't all-knowing authority figures: they agonize over problems in private and sometimes even conspire to fool children. "Television exposes kids to behavior that adults spent centuries trying to hide from children."

"The average child watching television sees adults hitting each other, killing each other, breaking down and crying. It teaches kids that adults don't always know what they're doing." N.Y.U.'s Postman believes TV, by revealing the "secrets" of

adulthood, has virtually destroyed the notion of childhood as a discrete period of innocence. "What I see happening is a blurring of childhood and adulthood," he says. "We have more adultlike children and more childlike adults."

What all this implies is that TV's impact is pervasive and to a large extent inevitable. That impact cannot be wished away; all that can be done is to try to understand and control it. Reforms of the sort Congress has enacted are a salutary step. Networks and stations too—though they are in the business of entertainment, not education—must be vigilant about the content and commercialization of kids' shows.

Time, October 15, 1990

15. In the sentence, "The question is gaining urgency as the medium barges ever more . . . into children's lives," the medium refers to
 - a. the violence.
 - b. TV.
 - c. the commercials.
 - d. the programs.
16. Since the 1950s, TV has an expanded programming supply in
 - a. cable TV and VCRs.
 - b. video games.
 - c. cartoons.
 - d. both a and b.
17. According to this author, because of TV viewing and exposure to information, children today are smarter.
 - a. This is a true statement.
 - b. This is an untrue statement.
 - c. This can be seen in the classroom.
 - d. This has not been proven or disproven.
18. *Sesame Street*
 - a. has been free from criticism from educators.
 - b. has proven itself to be a sound way of learning, according to Postman.
 - c. has been criticized for its entertaining format.
 - d. is being exported overseas.
19. One of the complaints against TV, that it decreases a child's attention span,
 - a. has been proven.
 - b. is being debated.
 - c. has been disproven.
 - d. is overexaggerated.

20. According to the article, video games
a. may improve eye-hand coordination.
b. are exceptionally harmful.
c. are played more by adults.
d. are an inexpensive form of entertainment.
21. TV has made children grow up
a. faster.
b. smarter.
c. the same as before.
d. the same as their parents did.
22. According to Postman, the differences between children and adults seem to be
a. lessening.
b. growing.
c. remaining constant.
d. unimportant.
23. Making changes in children's TV programs seems to be
a. easy to do.
b. undesirable to do.
c. difficult to do.
d. impossible to do.
24. According to the author,
a. foul language should be eliminated from TV shows.
b. violence should be eliminated.
c. networks and stations need to be vigilant about children's programs.
d. more comedies would be beneficial.
25. The author believes that
a. TV is to blame for the decline in reading skills.
b. more violent crimes are committed because of TV.
c. the amount of children's television viewing time must be cut in half.
d. benefits can be gained from TV if content is monitored better.
-

Vocabulary Evaluation

Write the letter of the definition that best fits the meaning of each **boldfaced** word on your answer sheet.

1. **combative** in class
a. noisy
b. tearful
c. sleepy
d. fighting
2. schools **routinely** expect
a. customarily
b. initially
c. seldom
d. fearfully
3. an **adversary**
a. descendant
b. ancestor
c. companion
d. opponent

- | | |
|---|------------------------------|
| 4. detering programs | |
| a. innovating | c. failing |
| b. interacting with other schools | d. preventing |
| 5. bombarded with rewards | |
| a. denied | c. counseled at length |
| b. persistently attacked | d. accepted at length |
| 6. a barrage of images | |
| a. rapid outpouring | c. dangerous signal |
| b. colored pictures | d. blur |
| 7. dismayingly passive experiences | |
| a. completely | c. quickly |
| b. discouragingly | d. completely |
| 8. a mesmerizing effect | |
| a. hypnotic | c. cowardly |
| b. sly | d. startling |
| 9. an innocuous program | |
| a. carefree | c. depraved |
| b. depressed | d. harmless |
| 10. a discrete period | |
| a. distinct and individual | c. limited and inexpensive |
| b. moderate | d. excessive |
| 11. pervasive as described | |
| a. contrary to | c. brought on through excess |
| b. spread throughout | d. as before |
| 12. homogeneous town | |
| a. short-lived | c. undesirable |
| b. exceptional | d. the same throughout |
| 13. a tangible incentive | |
| a. serious but flawed | c. real and concrete |
| b. trivial | d. out of the ordinary |
| 14. can be skewed | |
| a. aggravated | c. made impossible |
| b. slanted | d. managed better |
| 15. question philosophically | |
| a. sensibly and calmly | c. cowardly and evasively |
| b. shyly | d. dangerously |

Choose the correct word for the blank in each set. Write the correct letter placed before that word on your answer sheet.

16. The _____ answer from the speaker let us know his position in the matter.
17. It was apparent that the _____ between the two would continue.
(a) antagonize (b) antagonism (c) antagonistic (d) antagonist
18. The _____ of the clerk lead to her dismissal.
19. It was a _____ act; he should be jailed immediately.
(a) contemptuousness (b) contemptible (c) contemptibly
(d) contemptuously
20. What a _____ he turned out to be after so much potential.
21. Certain diseases remain steady; others are _____.
(a) degenerateness (b) degenerate (c) degenerative
(d) degeneratively
22. A _____ customer, she made the right choice.
23. There is certainly a _____ difference between the two products.
(a) discernment (b) discernible (c) discerning (d) discernibly
24. In that marriage, she is the _____ partner.
25. When parents try to _____ older children, they often resent it.
(a) dominant (b) dominance (c) dominate (d) dominantly

ANSWER SHEET

NAME: _____

DATE: _____

READING COMPREHENSION EVALUATION

THE PRIZES OF FIRST GRADE

- | | |
|----------|-----------|
| 1. _____ | 8. _____ |
| 2. _____ | 9. _____ |
| 3. _____ | 10. _____ |
| 4. _____ | 11. _____ |
| 5. _____ | 12. _____ |
| 6. _____ | 13. _____ |
| 7. _____ | 14. _____ |

IS TV RUINING OUR CHILDREN?

- | | |
|-----------|-----------|
| 15. _____ | 21. _____ |
| 16. _____ | 22. _____ |
| 17. _____ | 23. _____ |
| 18. _____ | 24. _____ |
| 19. _____ | 25. _____ |
| 20. _____ | |

VOCABULARY EVALUATION

- | | |
|----------|-----------|
| 1. _____ | 9. _____ |
| 2. _____ | 10. _____ |
| 3. _____ | 11. _____ |
| 4. _____ | 12. _____ |
| 5. _____ | 13. _____ |
| 6. _____ | 14. _____ |
| 7. _____ | 15. _____ |
| 8. _____ | |

- | |
|-----------|
| 16. _____ |
| 17. _____ |
| 18. _____ |
| 19. _____ |
| 20. _____ |
| 21. _____ |
| 22. _____ |
| 23. _____ |
| 24. _____ |
| 25. _____ |