Computer-Assisted Reading Materials Related to Coursebooks

TANIMURA Midori
National Institute of Information and Communications Technology

UTIYAMA Masao
National Institute of Information and Communications Technology

This paper reports on a computer-assisted reading program for EFL (English as a foreign language) college learners, which is integrated directly into the curriculum. The program was designed to offer learners reading opportunities by providing more information about and background to the coursebook through the reading of related texts as self-study. This paper begins with how the reading packages were created and distributed through the internet. It then goes on to explain how the amount of articles read was counted and displayed through the internet in order to encourage the learners to keep up with each other. Section 3 describes how the program was organized throughout a semester, using the reading packages. To investigate the effects of the reading packages, section 4 examines which material (texts related to the coursebook or random texts) is more effective in promoting reading amount. The result confirms that related texts promote maximum reading more than do random texts. The five-scale questionnaire also indicates that the learners who read the related texts had a more positive attitude toward the materials than did the learners who read the random texts. This paper indicates what kind of reading texts teachers should choose and in what way.

1 Introduction

The prototypical reading materials for self-study offer choices from a huge variety of graded texts to match every level of learners from beginner to advanced, and ensure a successful, enjoyable reading experience (e.g. OUP-READERS, JP, Penguin Readers, Cambridge English Readers and others). Many successful extensive reading projects also have been designed (Bell, 1998; Davis, 1995; Hill, 1992; Hill, 1997). The Edinburgh Project on Extensive Reading (see Hill, 1992), for example, has successfully developed programs to promote the systematic use of graded readers; what is more, it created Extensive Reading Course Packages in 2003. This material development is of course supported by the growing amount of research demonstrating the improvement in general English proficiency (Nuttall, 1982; Carter & McCarthy, 1988; Robb & Susser, 1989; Mason & Krashen, 1997; Nation, 1997; Rott, 1999). For instance Nuttall (1982) says "an extensive reading program ... is the single most effective way of improving both vocabulary and reading skills in general" (p. 65).

In a practical sense, however, not many schools are able to introduce such packages, because of lack of budget, lack of space or lack of library managers. Instead, teachers, like librarians, select, classify,
and manage books, and carry them to the classroom where lessons are held. Teachers who are not able to prepare books or magazines select a piece from a newspaper article, an essay or stories as extra reading material. However, no matter how much time teachers devote to organizing material, the amount they can provide on their own is still limited.

The recent development of computer technology has made it possible for teachers and learners to access vast amounts of text on the Internet. News articles are also available and can be accessed very easily (Schmidt, 1999); for instance, CNN Interactive Learning Resources, BBC World Service Learning English and VOA Special English. Indeed, Chun & Plass (2000) point out the benefits of using the Internet for reasons such as the accessibility of authentic materials, the communication capabilities of a website, multimedia capabilities, and the hypermedia structure of information. It is assumed that extensive reading courses using the Internet are a promising way of learning language. Nevertheless, many obstacles remain that teachers must overcome. Most extensive reading studies report that participants normally read for pleasure and are not required to do extra work, but teachers do not have any means of assessing their learners when necessary. At the end of the semester, it is also problematic that no measurement is provided on the Internet as regards information quality and accuracy (Brandl, 2002).

Indeed, there have been few studies concerning online reading to exploit the large quantity of texts based on statistical analysis. Furthermore, selecting materials is a problem. Learners' needs and preferences differ and there is no single way to satisfy everyone. However, learners often feel uncomfortable if the teacher leaves the choice of materials up to them, and if there is no obligation on the learners' part. For example, Day & Bamford (2000) point out in their article that learners often find themselves uninterested in reading English apart from their assignments. According to this article, learners do not study subjects that do not seem to fit their immediate needs, and they are rather reluctant to make the additional effort.

This situation is common to many classroom settings: these researchers propose several ways of including extensive reading in the EFL curriculum. Although they address the issue of learners' reading habits and offer suggestions to readers, much empirical research remains to be done to determine whether extensive reading in the EFL curriculum is an effective learning tool.

Taking the above issues into consideration, it is assumed that learners would be able to acquire more background knowledge toward understanding what is said in the textbook, if we could offer them extended opportunities to read further pages of the related texts as part of the course work. In order for learners to read appropriate materials from the large quantity of material, we set up computer-based reading packages. These packages are like a supplementary web library, attached to a college English course. In this supplementary package, learners are allowed to read materials related to the coursebook at their own level and their own speed; thus the materials enable learners to understand the content more thoroughly. To examine whether related texts are actually effective in enhancing learners' reading amount, random texts were also prepared for comparison. Here random texts are regarded as a set of conventional materials that often have no consistent standard for selection. That is, material selected from different resources and put together by teachers and text editors for convenience and/or material whose selection is entirely up to the learner. On the other hand, related texts have a definition opposite to that of random texts. They represent fully data-driven materials that have consistent standards for their selection and that enable learners to read texts from a limited amount of a specific corpus.

The main purpose of the following paper is twofold: 1) to introduce the computer-based reading program which is integrated directly into the curriculum and 2) to examine whether or not the computer-based reading texts (related texts or random texts) were effective in promoting maximum reading by investigating the number of texts read and analyzing questionnaire results.

The following research questions guided the study:

1. Does the related text group read more texts than the random text group?
2. Does the related text group show a more positive attitude toward reading than the random text group?

2 Computer-assisted reading packages

2.1 How were reading packages created?

These packages were created as an aid in increasing the amount of learners' reading at home. Articles from the New York Times, on a wide variety of topics, such as genetic defects, matrimony leave, cloning, obesity, and AIDS, were used as a resource corpus. One reason for using newspaper articles is that they tend to include short passages that are normally easier to read quickly.

To select related texts from the New York Times, it was necessary to examine what kind of words were used in the coursebook. Thus an electronic version of the coursebook had first to be prepared, so the passages were typed and stored as text files. Two corpora from the coursebook and the New York Times (computerized database) were then prepared. Using information retrieval techniques, texts that shared the same words as the coursebook were first extracted from the New York Times articles as related texts (more details about information retrieval techniques are available in Robertson & Walker, 2000). Aside from this, texts were extracted randomly from the New York Times; these were called random texts. For each unit of the coursebook, 100 related texts were sequenced in terms of how many words were shared between the coursebook and related texts, and were presented on the Internet, whereas 100 random texts were just sequenced in random order, and were presented on the Internet. One point should be added that related texts were defined as texts sharing the same words in the coursebook. As described later, not every text is related in the same way to the coursebook, even though they share the same words. This is because the computer automatically selected the supplementary material by relying on the shared words, rather than
2.2 How were the reading packages displayed on the internet?

The following are sample reading texts for unit 7 for the related text group. At the top of the screen is the title "Unit 7: Getting Over Convenience Food", which allows the learners to read an electric version of the coursebook articles. Each unit is followed by 100 articles. The first line in each article heading shows titles and the numbers of types and tokens of the important words. Taking 1 as an example, "COOKING AND EATING THEN" is a title, 10 means the number of types and 17 means the number of tokens. This heading is followed by the first few sentences of the passage, which gives the learner an idea of what the content looks like. The last line in each block shows word count (e.g., 378 words) and the article publication date (e.g., 2002/05/14). Because the original corpus data sometimes included the same articles, our reading materials also included the same articles as it was very difficult to remove them mechanically.
Reading the articles in this page allows the learners to obtain more information and background about the coursebook. On the original screen, the learners find the important words are highlighted. The words first mentioned are highlighted in red, and the words recycled are highlighted in yellow in order for learners to pay attention to particular words. One of the good points of using the internet is that learners can easily access the online dictionary, if they encounter words which they do not know. When they click on words which they do not know, Goo, online dictionary lookup appears and it shows several meanings of the word. It also offers the pronunciation of the words. The following are sample reading texts for unit 7 for the random text group.

---

**Table 2: Grammar Over Convenience Foods**

<table>
<thead>
<tr>
<th>1. Business anchor returning to CNN (03/07)</th>
</tr>
</thead>
</table>
| **ATLANTA**— After hours session on national affairs (as of today) CNN anchor joined CNN's return to CNN after leaving the network last week.

"The hour was filled with interesting 'in-depth' discussions and interviews. It was a great opportunity to catch up on the latest news and events.

---

<table>
<thead>
<tr>
<th>2. Content Review: Ranking Earnings to Fall Short (06/05)</th>
</tr>
</thead>
</table>
| First-quarter earnings of major U.S. companies are expected to fall short of Wall Street expectations. Earnings for the first quarter of 2023 are expected to decline by 2.5% from the previous quarter. The drop is due to higher interest rates and a weaker economy.

---

<table>
<thead>
<tr>
<th>3. Writing Task: A Trip to Texas: State of San Antonio (02/12)</th>
</tr>
</thead>
</table>
| The brisk winter weather in San Antonio made it a perfect destination for a short trip. The city is a hub for cultural and historical events, with many museums and art galleries to visit. The San Antonio Riverwalk is a must-see attraction, offering a leisurely stroll along the river.

---

<table>
<thead>
<tr>
<th>4. Human Geography: Myth of the Wild West (07/12)</th>
</tr>
</thead>
</table>
| The Wild West, often depicted in movies and novels, is a myth that has been perpetuated for centuries. The reality is that the West was a complex and multifaceted region with diverse cultures and economies.

---

<table>
<thead>
<tr>
<th>5. Notable U.S. Advancements in Nuclear Energy (08/22)</th>
</tr>
</thead>
</table>
| U.S. advances in nuclear energy have been significant in recent years. The country has made strides in nuclear safety and efficiency, reducing the environmental impact of its nuclear power plants.

---

The page format is the same as that of related texts, but the texts are not related to food but different subjects such as business, banking, and music. The content page of other units is shown in the appendix which shows the titles of the top 15 articles in both related and random texts in each unit. It gives an idea of what kinds of reading texts were included.

Clicking Business anchor returning to CNN takes you to the content page as follows.

---

**2.3 How was the number of reading texts read counted and presented on the internet?**

In the case of EFL situations, learners have difficulty finding a reason to read just for pleasure. Thus it is the teachers' role to provide learners with the motivation. Day & Bame (1998) state that "higher grades or extra credit can be offered to a learner for reading over and above the minimum required to pass the class" (p. 86). According to their idea, it would be fine to assign the reading of a certain number of books or pages in order for learners to pass the class or to receive a grade. In making use of their idea, credit was used to promote maximum reading. It was also assumed that learners would find it difficult to compete only against themselves. We used display competition in which each learner put up a cumulative display, to encourage maximum reading. The number of articles read by each learner was automatically counted and the display showed which articles had been read by the class; readers encouraged others to keep up with them. It also enabled teachers to check learners by letting them do self-selected reading and write brief summaries on what they had read.

The following is a sample display of how many summaries were submitted by each learner. From the left column to the right are presented, the ranking of how many articles are read, the number of summaries and the contents of summaries.
This screen shows the summaries done by a learner who read the second most texts (27 articles). 2004/12/30 in the first line shows the date the summaries were submitted. Some learners were not comfortable with the idea that other learners could know who wrote which summary, so writers' names were not presented in the display.

3 Procedure

3.1 Participants

Participants comprising 79 Japanese English learners, aged between 18 and 21 years old, were divided into two groups according to their class. The participants were third year learners majoring in English at a university in the Kansai area. To examine their reading ability, reading comprehension tests were conducted, which followed the TOEIC format consisted of 40 multiple choice questions. The mean scores of both groups were 20.6 (SD 4.3) and 20.5 (SD 4.3) and the t-test for the scores showed that the differences in the two groups were not significant, (t = 0.35, df = 77, p = 0.79).

3.2 Treatment

The treatment in this study was carried out during a semester (September 2004 to January 2005), with 39 participants receiving related texts, and 40 participants receiving random texts. The same lessons and instructions were provided to the learners in both classes throughout the semester excepting the difference in reading materials (related or random).

3.3 Program design

This program was designed to create a link between classroom reading and further reading at home. Lessons were in two-week blocks. In the first week, learners were required to read a unit in the coursebook with the teacher in the classroom. At home they were required to read the materials on the internet and write summaries. Details are as follows.

First week:

In class, the learners read one unit of the coursebook and performed some tasks (answering questions, discussing topics etc). At home, both classes accessed each website as their self-study. Many learners had access to internet at home, but the learners who had no access studied at the computer room which was freely available to them.

At home:

The learners were required to read more than one text every two weeks, write a short summary...
that comprehension would also improve. Indeed, previous studies have shown that the writing of summaries improves comprehension (Smith, 1988). The pilot study revealed that some summaries were inappropriate: some consisted of the translation of only the first and last sentences; some had only opinions and impressions on a topic; and some listed information in trying to guess the content of the text. Thus some check points were developed to clarify whether the summaries were written in an appropriate way, in terms of content length and accuracy. If the summaries were not appropriate, the learners were asked to rewrite them.

4 Results

4.1 Number of Summaries

Research question (1): Does the related text group read more texts than the random text group?

Table 1 presents means and standard deviation for the number of summaries in a semester according to the text type group.

<table>
<thead>
<tr>
<th>No. of summaries in semester</th>
<th>Related</th>
<th>Random</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>14.4</td>
<td>&gt; 9.3</td>
</tr>
<tr>
<td>SD</td>
<td>6.2</td>
<td>5.5</td>
</tr>
<tr>
<td>Highest</td>
<td>33</td>
<td>30</td>
</tr>
<tr>
<td>Lowest</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

The t-test showed that the number of texts differed significantly between the related and random text groups ($t = 3.33$, df = 77, $p = 0.001$). Thus the results of Table 1 indicate that related texts from similar resources would be more effective in promoting maximum reading. Research question (1) was supported by this result. Because related texts shared many words with the textbook, learners automatically received necessary recycling of words. That is, through repetition a new word was retained and made available for related new texts. It can be said that related texts offer the potential for reinforcing and consolidating words learned in the classroom, and enable learners to read texts more easily.

It should be added that although a summary writing of both groups was evaluated in terms of accuracy of content, content length and comprehensiveness, no difference was found between the groups.
4.2 Results of Questionnaire

Research question: (2) Does the related text group show a more positive attitude toward reading than the random text group?

A questionnaire was administered in the last regular class. Some items had 5 point scales (see Table 2); others were open-ended items inviting comments and opinions, in which we hoped possible issues might be raised. In the open-ended questions, the learners were asked to list what they thought was good in the materials and what they thought was bad, or how they thought the materials could be improved. Because the learners might have had difficulty reading English questionnaires and answering them in English, the questionnaire was in Japanese. When pilot-testing questionnaires on a group of learners, some of them made an interesting comparison between use of these reading packages and previous homework assignments. Thus several questions were newly added, in order to clarify how learners evaluated these packages in comparison with other materials.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Score 5</th>
<th>-</th>
<th>Related</th>
<th>Random</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) How was the volume of articles (Did you read many or few?)?</td>
<td>a lot</td>
<td>-</td>
<td>2.8</td>
<td>2.7</td>
</tr>
<tr>
<td>(2) How was the passage level (e.g. vocabulary, grammar etc.)?</td>
<td>difficult</td>
<td>easy</td>
<td>3.4</td>
<td>3.8</td>
</tr>
<tr>
<td>(3) How was the content?</td>
<td>very interesting</td>
<td>not very interesting</td>
<td>3.4</td>
<td>3.1</td>
</tr>
<tr>
<td>(4) How was the readability?</td>
<td>very readable</td>
<td>not very readable</td>
<td>2.8</td>
<td>2.4</td>
</tr>
<tr>
<td>(5) How was this reading material compared to previous homework assignments?</td>
<td>good</td>
<td>bad</td>
<td>3.8</td>
<td>3.6</td>
</tr>
<tr>
<td>(6) Do you want to use this kind of material next year?</td>
<td>yes very much</td>
<td>not much</td>
<td>3.9</td>
<td>3.7</td>
</tr>
</tbody>
</table>

Table 2 shows the results of rating scores in questionnaire, the numbers in the two left columns indicate average rating scores. The result only shows a tendency, but overall the related text group indicated a more positive attitude than the random text group toward the reading packages. Question (1) asks for self-evaluation as to how much the learners thought they read. Although the statistics (Table 1) empirically proved that the related text group read more than the random text group, the questionnaire did not reveal much difference between the groups. What one thinks does not often match what one actually does, but possibly the learners were more likely to feel that their reading amount was not much, in comparison to the amount of L1 reading in their normal life.

The result of question (2) shows that the related text group found it easier to understand the passages than did the random text group. The result of question (3) also shows that the related text group felt that the content was more interesting than did the random text group. These results were compatible with the results to question (4), which was that the related text group found the texts more readable than the random group, though both groups rated low. In addition, these observations support the claim in section 4.1; thus research question (2) was supported by these results.

An interesting point is that, whereas the results of (5) and (6) show that both groups were quite positive toward these computer-assisted packages, open-ended questions (Table 3) showed that the learners actually faced many difficulties using computers and the internet as well as computer-assisted materials. Some learners felt it difficult to use them either because they were not accustomed to using them or because they did not have them in their homes. Learners seemed to have an interest in new materials but at the same time they have difficulties in a practical sense.

Table 3 is selection of learners' comments. The comments from both groups were combined, since they were basically the same in both groups.

<table>
<thead>
<tr>
<th>Good points</th>
<th>Bad points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer &amp; Internet</td>
<td></td>
</tr>
<tr>
<td>I learned how to use computers through the program.</td>
<td>People with internet access at home may have had an advantage over those who don't in doing this assignment.</td>
</tr>
<tr>
<td>Printed material was better than that on the computer.</td>
<td></td>
</tr>
<tr>
<td>I have never used this kind of material and it is new to me.</td>
<td>It was difficult to do the assignment when my computer was broken.</td>
</tr>
<tr>
<td>I was a pain to have to use the internet.</td>
<td></td>
</tr>
<tr>
<td>Assessment</td>
<td></td>
</tr>
<tr>
<td>The number of summaries was fair to use for evaluation, because it is very objective.</td>
<td>There might be a learner who submitted many summaries without reading carefully, but still got a high score.</td>
</tr>
<tr>
<td>Content</td>
<td></td>
</tr>
<tr>
<td>The content of the passages was interesting.</td>
<td>I wanted to read recent articles.</td>
</tr>
<tr>
<td>It was fun to read about various topics.</td>
<td>The articles were not interesting.</td>
</tr>
<tr>
<td>I could learn about people and cultures around the world.</td>
<td>The articles needed more variety.</td>
</tr>
<tr>
<td>Autonomy</td>
<td></td>
</tr>
<tr>
<td>The materials helped me to develop autonomy.</td>
<td>It was difficult to find time to do the reading packages because I wanted to study other subjects.</td>
</tr>
<tr>
<td>Choice</td>
<td></td>
</tr>
<tr>
<td>I could choose articles I wanted to read.</td>
<td></td>
</tr>
<tr>
<td>There were many choices.</td>
<td></td>
</tr>
<tr>
<td>World Knowledge</td>
<td></td>
</tr>
<tr>
<td>I could develop not only my English proficiency but also learn about situations in the international community.</td>
<td></td>
</tr>
<tr>
<td>It was a good opportunity to read current English newspaper articles.</td>
<td></td>
</tr>
</tbody>
</table>
Some comments were found only in the random text group. Some learners using random texts wanted to read only the latest newspapers. Presumably they thought of old news as expendable and with little additional value, unlike the related text group. In contrast, the related text group may have found the content more important than the date of publication. It was also found that only learners in the random text group said that the texts were boring and difficult, and that they wanted to have a greater variety of texts.

The open-ended questionnaire also revealed some side-effects of experiencing the reading program. It came as a surprise that many learners enjoyed having discussion in class regardless of which articles they were reading. Indeed, several learners commented that “I enjoyed debating very much,” and “I like this style of learning.” Oral summaries gave learners an opportunity to demonstrate that they were in fact doing their reading. Japanese learners tend to be considered shy and quiet but once they found they were allowed to speak out in class, they were willing to do it. Unexpectedly, some learners reported that they seemed to improve their linguistic knowledge in areas such as vocabulary and grammar which this program originally did not set out to do.

5 Limitations

There were some problems that the teacher faced. One problem was assessment. While some learners felt that the number of summaries they had submitted was sufficient for assessing their efforts, others felt that the content of the summaries was not sufficiently considered. Of course, the teacher looked at all the summaries one by one and the learners who submitted problematic summaries were asked to rewrite them. However, because the summaries were counted automatically by computer, some learners felt that they were not fully evaluated. It is also an undeniable fact that learners could have copy from each other, but teacher had no choice but to trust the learners.

Another issue involved equating shared vocabulary with relatedness. Related texts were selected according to how many words were shared between the coursebook and related texts, but they were selected automatically by computer, so for example there might be a story that shares many vocabulary with the coursebook text but not a discourse structure. Care should be taken when dealing with vast amounts of corpus data processed by computer, as computer use could be a trade-off of cost against teacher and learner benefits.

This study did not measure learner reading improvement. The learners were English majors and were taking other English subjects concurrently with this reading class. Therefore it cannot be assumed that any improvement was attributable only to this treatment. Particularly so because the materials and instructors of their other subjects were not identical. One approach to this aspect might be to track the activities of individual learners and to compare the progress of those with similar exposure to English outside the classroom to those with varied exposure to English outside the classroom. We will leave this for further study.

6 Conclusion

This paper reported on a computer-assisted reading program for FEL college learners, accompanied by curriculum integration with a coursebook so as to aid teachers in building links between classroom reading and further reading at home, and to assess the learners in a reliable way. Also discussed were how reading materials were created and displayed on the internet, and how the number of reading texts read was counted and presented on the internet, to encourage the learners to keep up with each other.

This study examined whether or not computer-based reading texts (related texts or random texts) assisted learners in becoming more successful and motivated. The results showed that related texts did encourage learners to read more than did random texts. The questionnaire results also suggested that the related text group showed a more positive attitude toward reading materials that did the random text group. Lastly, the issue of the assessment and computer-based reading materials were addressed. In consequence, this study revealed that related texts, which represent fully data-driven materials and have a consistent standard for their selection, are more effective at increasing learners’ reading volume than do random texts, which model a set of conventional materials and often have no consistent standard for selection. Further research would have to include the studies of the effect on individual learners, in terms of reading volume and level of comprehension.

References

Chujo, K., Ushida, A., Yamazaki, M., Genung, A., Uehihori, A., & Nishigaki, C. (2004). Bijuu beishikka ni yoru TOEIC-yoo goiryo yuu sei sofutowanam no shitsukku (3) [The development of


---

**Sources for World Wide Web**

**Cambridge English Readers**

http://uk.cambridge.org/elt/readers/

**OUP-READERS.JP**

http://www.oupjapan.co.jp/graders/

**Penguin Readers**

http://www.penguinreaders.com/jp/resources/index.html

---

**Appendix**

<table>
<thead>
<tr>
<th>Related texts</th>
<th>Random texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 7. Getting Hyper Over Convenience Food</td>
<td>Unit 7. Getting Hyper Over Convenience Food</td>
</tr>
<tr>
<td>1. Cooking and Eating Thin</td>
<td>1. Business Anchor Returning to CNN</td>
</tr>
<tr>
<td>2. How to Keep Picnic Foods Safe</td>
<td>2. Credit Suisse Wards Earnings to Full Short</td>
</tr>
<tr>
<td>3. How to Keep Picnic Foods Safe</td>
<td>3. Whitney Takes a Trip to Texas, While Her Stand-in Tours Coy</td>
</tr>
<tr>
<td>4. Time to Mix-Match Metals</td>
<td>4. Warm-Weather Blues, with Pop and Jazz</td>
</tr>
<tr>
<td>5. By Kitty O'Neil How America Taste So 82 Percent of Us Indulge in</td>
<td>5. Midland Student Advances in National Spelling Bee</td>
</tr>
<tr>
<td>6. Sitting the Mood</td>
<td>6. Anam Has Tough Sell With Jones Fight</td>
</tr>
<tr>
<td>7. Supermarket Deli Sections Have Convenience Blanket</td>
<td>7. Welcome to Nasty Boy!</td>
</tr>
<tr>
<td>10. Travel Agent Finds Niche in Trips For Vegetarians</td>
<td>10. Clinton Says American People Should Cانيا Wait For Election</td>
</tr>
<tr>
<td>11. Unlaid: Bleeding Uxor.</td>
<td>11. Virtually Fences Offering Long Distance in Connecticut</td>
</tr>
<tr>
<td>12. U.S. Air-Dropping High-Calorie Ration to Afghans in Remote</td>
<td>12. So Glad We Had This Time Together, But Enough Already</td>
</tr>
<tr>
<td>13. Rice Salad the Perfect Mix of Flavors</td>
<td>13. CEO: Nabi Still a Week in Progress</td>
</tr>
<tr>
<td>15. Commentary: Feeding Tomorrow’s Troops</td>
<td>15. Wavers Never Divided Themselves</td>
</tr>
</tbody>
</table>

**Unit 8: Diagnostic: Super size**

<table>
<thead>
<tr>
<th>Related texts</th>
<th>Random texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.20 Percent of English Obese, National Study Says</td>
<td>1. A Brother-in-Law Not Least to Use Family Ties</td>
</tr>
<tr>
<td>2. Western Ways Cause Obesity Around Globe</td>
<td>2. AirTrain, Northwest in Food Over Service to Minneapolis</td>
</tr>
<tr>
<td>3. Western Ways Cause Obesity Around Globe</td>
<td>3. China Moves Closer to Entering Trade Group</td>
</tr>
<tr>
<td>4. Western Ways Cause Obesity Around Globe</td>
<td>4. Delineate the Mission</td>
</tr>
<tr>
<td>5. Editorial: Auck Food Inters</td>
<td>5. Jane Karl, 72, Publisher of Books For Children</td>
</tr>
<tr>
<td>7. Sugar-Custed Guidelines</td>
<td>7. Chili Dogs Taste Too Good to Pass Up</td>
</tr>
<tr>
<td>11. Cooking and Eating Thin</td>
<td>11. There’s a Pikachu in My PC!</td>
</tr>
</tbody>
</table>
Unit 10. AIDS Is Not a Death Sentence — Treatment Should be at the Top Global Priority

1. Untitled: Of Everything*

2. Untitled: Of Everything*

3. Bush Announces $100 Million Effort to Prevent Aids in Babies

4. Bush Announces $100 Million Effort to Prevent Aids in Babies

5. Editorial: The Urgency of Chainter Drugs


7. Editorial: Thabo Mbeki and AIDS

8. Editorial: Renne on Fighting Global AIDS

9. The End of Sighthol

10. Untitled: on AIDS

11. A Band to Fight Aids

12. Drop Companies Drop Suit Against Chainter AIDS Drugs for South

13. Assistance: Chief Says New Drugs Will Proceed U.S.

14. Ldzuin/c Diarous Cause More Deaths Than Natural, Disaster.

15. San Francisco: Very Well:**

---

Unit 11. Something Seems to Be Missing in an Entrepreneur’s Paradise

T.C. Tsaod, 99, Died, Helped Shift Top China University in Taiwan

2. Chinese Team Goes to Star From Western NBA Draft

3. North Korea’s Leader Kicks the Tires in Shanghai

4. Citibank Wins Access to Customers in China

5. Shanghai: China’s Domestic Economy


7. Buying Chinese Companies

8. Editorial: China with Food, and Freedom Too

9. Applied Materials Wins $200 Million Deal in China

10. High-Feeling Ying, 93, A Chinese Feminist Author

11. China Offers War Support for Attacks

12. China Says Proval Papers Are Distorted

13. Bush Calls Chinese Leader

14. Bush Calls Chinese Leader

15. Stars Make ‘Shanghai Noor’ and Wests with Real Kick

---

Unit 12. Technology’s Toxic Threat In Sent to Poor Nations

1. Flat-Pan Prices Likely Headed Upward

2. Flat-Pan Prices Likely Headed Upward

3. Breaking Dawn All Those Computers: Glass Over Here, Plastic There

4. Senate Votes to Relax Rules on the Exporting of Computers

5. Untitled: Other Areas.

6. Molekine to Buy Plastic Bottles From Coke Bottle, Turn Them Into

7. Mayor Calls for Probe Into Nuclear Waste Dumping

8. Mayor Calls for Probe Into Nuclear Waste Dumping

9. On Disposing of Mercury Thermometers

10. Buy State Tips in Experts

11. New York: Natural Resources.

12. Panel Urges Tighter Ban on for Afghanistan

13. Phillips Joins LG Electronics to Create Computer Monitor


15. Texas Led Nation in Loss on High-Tech Jobs

---

Unit 13. Something Seems to Be Missing in An Entrepreneur’s Paradise

1. France Telekcom’s News Is Good, and Early

2. Most Powerful Quake in 5 Years Hits Japan, But Damage Limited


4. Willis J. Winkle, 84, Former Wharton Dean and Food Official

5. Fire Banning Drugs Activist


7. Check It Out

8. Gore Views Importance of 2000 Election in Florida


10. S.R.-Ricci Venture Lador

11. United Progress, Pritiels

12. Fred Carac: Inflatable Theater: Litheheated and By the Ethat

13. Cox News Service Commentary Budget

14. Second Top Tech Exec Urge Taxation of Online Sales

15. Art Sellahs Look to Use Coupons in Sentiment

---

Unit 14. Health Care: five Years Ahead

1. Untitled: Of Everything*

2. Untitled: Of Everything*

3. Bush Announces $100 Million Effort to Prevent Aids in Babies

4. Bush Announces $100 Million Effort to Prevent Aids in Babies

5. Editorial: The Urgency of Chainter Drugs


7. Editorial: Thabo Mbeki and AIDS

8. Editorial: Renne on Fighting Global AIDS

9. The End of Sighthol

10. Untitled: on AIDS

11. A Band to Fight Aids

12. Drop Companies Drop Suit Against Chainter AIDS Drugs for South

13. Assistance: Chief Says New Drugs Will Proceed U.S.

14. Ldzuin/c Diarous Cause More Deaths Than Natural, Disaster.

15. San Francisco: Very Well:**