

# GETTING STARTED KIT

Resources for setting up a library-based  
adult literacy service

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## PREAMBLE

This kit presents information and resources for providing literacy and numeracy support to adults in library and community programs. Content is informed by research-based information, aligning with a cognitive approach to understanding learning and instruction. While there are parallels between how children and adults learn to read, work with adults will be based on an adult's own learning goals and will be pitched in ways that engage an adult. The information and resources provided are not exhaustive but designed to provide a range of options to suit an organisation's budget and scope of service.





## What is Literacy?



### [UNESCO Definition of Literacy](#)

"Acquiring literacy is not a one-off act. Beyond its conventional concept as a set of reading, writing and counting skills, literacy is now understood as a means of identification, understanding, interpretation, creation, and communication in an increasingly digital, text-mediated, information-rich and fast-changing world. Literacy is a continuum of learning and proficiency in reading, writing and using numbers throughout life and is part of a larger set of skills, which include digital skills, media literacy, education for sustainable development and global citizenship as well as job-specific skills. Literacy skills themselves are expanding and evolving as people engage more and more with information and learning through digital technology."



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# RESOURCE LIST

\*Indicates resources are free

How Do We Read?	
Overviews of the Science of Reading	
<a href="#">Introduction to the Science of Reading</a> * / Australian Education Research Organisation, 2023	Cognitive science explains how the brain learns skills that are not innate or 'biologically primary', such as reading. When we are taught how to read, neural networks that have evolved to specialise in language and visual recognition are repurposed for the process of reading and writing.
<a href="#">Integrating the Big Six of reading: the simple view of reading</a> * / Department of Education, Government of South Australia, 2020	Understanding the Simple View of Reading and the Scarborough's Reading Rope helps us to integrate the Big Six components of reading into lessons - oral language, phonological awareness, phonics, vocabulary, fluency, comprehension.
<a href="#">Need to know or nice to know... What is at the heart of the Science of Reading for teachers?</a> * / Jennifer Buckingham, Five From Five, 2023	Teacher knowledge about language, literacy and learning is necessary for effective instruction, but not all of the knowledge gleaned from scientific research is necessary to be a highly effective teacher of reading.
<a href="#">What Teachers Need to Know and Do to Teach Letter-Sounds, Phonemic Awareness, Word Reading, and Phonics</a> / Linnea Ehri, International Literacy Association, 2022	The goal of reading instruction is to enable students to look at written words in text and recognize their pronunciations and meanings automatically. This article explains how beginner readers achieve word reading automaticity.
Long reads	
<a href="#">Illiterate to literate: Behavioural and cerebral changes induced by reading acquisition</a> / Stanislas Dehaene, L. Cohen, J. Morais, & R. Kolinsky. Nature Reviews Neuroscience, 16(4), 234–244, 2015	Research article demonstrating that adults use the same neural pathways when learning to read as children.
<a href="#">The Science of Adult Literacy</a> * / M. Thomas, V. Knowland & C. Rogers, The World Bank, Washington, 2020	Report considering the science of adult literacy acquisition, with the goal of identifying principles that may improve the effectiveness of adult literacy programs. Literacy is defined as a continuum and the factors that influence how far along that continuum an adult learner is likely to proceed are outlined.

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How Do We Read?	
<a href="#">Science of Reading: defining guide</a> * / The Reading League, 2022	A clear and helpful guide to what the science of reading is, what it is not, and how it can transform reading instruction.
Longer reads	
<a href="#">Language at the speed of sound: how we read, why so many can't, and what can be done about it</a> / Mark Seidenberg, Basic Books, New York, 2017	For those who want to delve deeper, this book by cognitive neuroscientist, Mark Seidenberg, is a highly informative, clear and engaging read.
Videos	
Tasmanian Council for Adult Literacy (TCAL) Professional Learning Event: <a href="#">Striving to be a responsive practitioner</a> * / Dr Janet McHardy, 2021	Janet McHardy discusses her research into how adults learn to read and provides insight into the debate around best practice adult literacy strategies and approaches.
<a href="#">Principals as Literacy Leaders Reading intervention videos</a> * / Deslea Konza, APPA, 2015	Series of videos covering the Big Six of Reading: oral language, phonological awareness, phonics, vocabulary, fluency, comprehension. Developed for schoolteachers but applicable to adult learners.



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Assessment Tools	
<b>ACSF Tools</b>	
<a href="#">Australian Core Skills Framework (ACSF)*</a> ACSF training videos: <ul style="list-style-type: none"> <li>• <a href="#">Australian Core Skills Framework</a> / Phillipa McLean</li> <li>• <a href="#">The ABC of the ACSF: A refresher for VET trainers</a> / Dave Tout</li> </ul>	For assessment, tracking progress and planning learning.
<a href="#">Validated LLN Assessment Tools   Skills Education*</a> (Formerly Precision Consultancy Assessment Toolkit)	Validated tools for assessing skills, mapped to the ACSF.
<a href="#">Language, Literacy and Numeracy toolkit*</a> / Corrections Victoria, 2008	Simple but effective assessment tasks, including a favourite, <i>The pizza menu</i> (Some tasks may need to be updated/adapted for library use)
<b>Phonemic Awareness Assessment</b>	
<a href="#">Phonemic Awareness Assessments</a> / PRESS, 2018	Assesses learners' ability to hear distinct sounds in words to guide future instruction.
<b>Phonics Assessment</b>	
<a href="#">Intensive Literacy Program Placement Test*</a> / SPELD SA	Provides information about phonic knowledge and can be used in conjunction with SPELD SA teaching resources.
<a href="#">Sylvia Greene's Informal Word Analysis Inventory*</a>	Assesses both decoding and encoding – reading and spelling knowledge of sound-letter patterns.
<b>Spelling Assessment</b>	
<a href="#">Low frequency word Spelling test*</a> / Spelfabet	Provides information about learner's knowledge of phonics and ability to apply this when writing.

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Instructional Resources	
Phonemic Awareness	
<a href="#">Word chains – blending skills</a> * / Dyslexic Logic	Focus on segmenting and blending sounds with the use of letters. Resources support development of phonemic awareness (PA).
<a href="#">Blah blah blah phonics card game</a>	Card game based on UNO rules but using words, switching letters and sounds in words.
<a href="#">SMART Spelling and Literacy Restaurant / Michele Hutchison</a>	Includes some PA development resources.
Phonics	
<a href="#">Intensive literacy program</a> and <a href="#">phonics books</a> * / SPELD SA	Program for older learners wanting to develop or consolidate basic reading, spelling and writing skills.
<a href="#">Alpha to Omega</a> / Silvereye Learning Resources	Takes a structured phonics approach combining reading and writing.
<a href="#">SMART Spelling</a> and Literacy Restaurant / Michele Hutchison	Involves training and purchase of resources – worthwhile investment as approach works well in a one to one tutoring environment. Includes exercises to build phonemic awareness.
<a href="#">The Word Wasp</a> and <a href="#">The Hornet literacy primer</a> / Wasp Publications	Structured workbooks for teaching phonics suitable for adults – don't require high level knowledge as clear instructions are included.
<a href="#">phonicsinternational.com</a> * <a href="#">how2.pdf (phonicsinternational.com)</a> *	Phonics International have free synthetic phonic resources available for download, including alphabetic code charts. Free log in for access.
Vocabulary	
<a href="#">Teaching Morphology: Resource kit</a> * / Literacy Impact Educational Services	Morphology and etymology explain how spelling is also related to meaning.
<a href="#">Etymonline</a> *- online etymology dictionary	Look up word meanings and origins to link to spelling patterns, supports word analysis, making words memorable.



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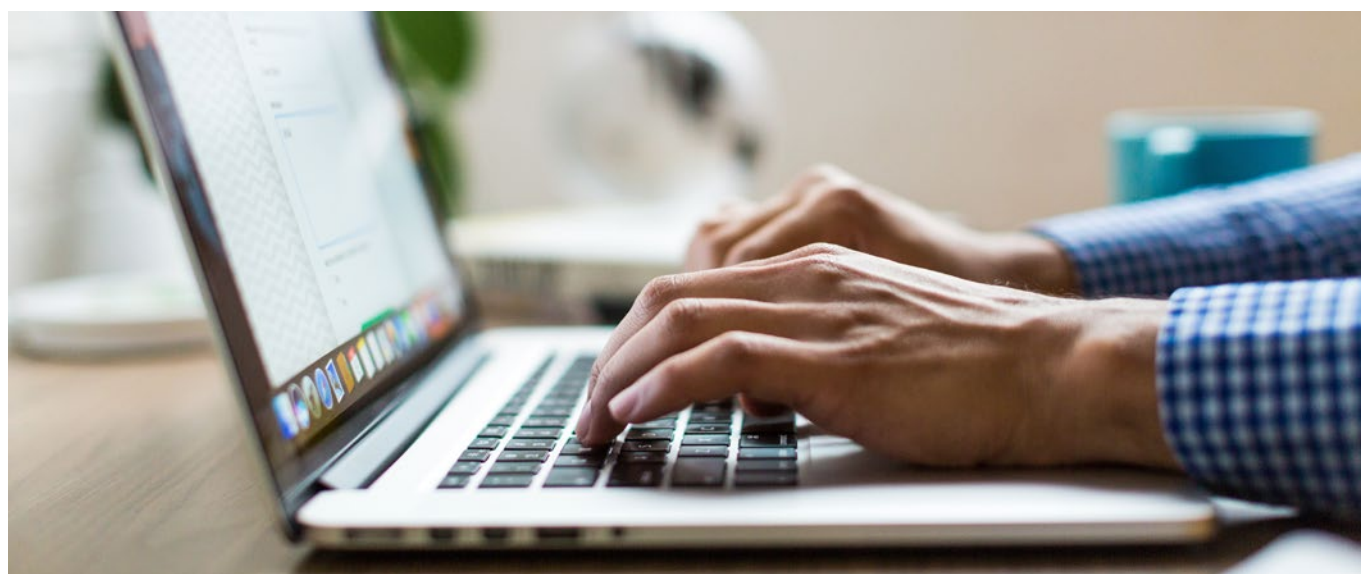
Instructional Resources	
<a href="#">Prefixes, roots, suffixes: combo pack</a> / Kendore Learning	Pages contain a prefix, root, or suffix; example word; definition; and phrase lists useful for reading and spelling practice.
<a href="#">Tier 2 word structure</a> * / Spelfabet <a href="#">Tier 2 words sorted by number of syllables</a> * / Spelfabet	Tier 1 vocabulary includes words used in everyday speaking. Tier 2 vocabulary includes words that are found in written text, may have multiple meanings, not easily spelled phonetically, apply in different contexts and require explicit teaching. Tier 3 words are specialised words found in specific content areas.
<a href="#">Atlas Tier 2 vocabulary units</a> * / ABE Teaching & Learning Advancement System	Tier 2 vocabulary lessons & worksheets for adults.
<a href="#">DLD Fact Sheet for Educators</a> - DLD and Me* <a href="#">DLD: Developmental Language Disorder</a> * / Jeanne Tighe, 2022	For learners with Developmental Language Disorder, the focus for instruction is vocabulary development.
Fluency	
Overviews	
<a href="#">Understanding Reading Fluency</a> * / Jan Hasbrouck, LDA Bulletin, 52 (1), 9-12, 2020	Discusses the components of reading fluency. Reading fluency is defined by Hasbrouck and Glaser (2019) as: reasonably accurate reading, at an appropriate rate, with suitable expression, that leads to accurate and deep comprehension and motivation to read.
<a href="#">Enhancing Orthographic Mapping and Word Learning</a> * / Tiffany Pelter, Nomanis, 12 (2), 26-27, 2022 <a href="#">Sight word learning supported by systematic phonics Instruction</a> * / Linnea Ehri, Nomanis, 12 (2), 26-27, 2022 <a href="#">Fluency: an introduction</a> * / Reading Rockets	Fluency develops as a learner's word bank grows – the more words they have learnt so that they are automatically recognised and no longer need decoding the more easily they will read. Learning words happens through the orthographic mapping process. (See Nomanis journal 2022 articles)  Describes what fluency is and how to teach it.



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Instructional Resources	
Comprehension	
Overviews	
<a href="#">Background Knowledge: the neglected component in adult literacy</a> / Daphne Greenberg, Journal of Adolescent & Adult Literacy, 64 (4), 460-463, 2021	Describes what is meant by background knowledge, explains why it is important, outlines research findings specific to adult literacy, and provides examples of adult literacy instructional tools.
<a href="#">Reading comprehension: Making sense of the existing and emerging evidence</a> * / Jennifer Buckingham, Nomanis, 15, 15-19, 2023	Outlines the arguments for and against the explicit teaching of reading comprehension skills and strategies, highlighting that explicit instruction in comprehension strategies for a limited time at the right time has a strong and large experimental research base collected over several decades.
<a href="#">The Science of Reading Comprehension</a> * / Joan Sedita, Keys to Literacy, 2021	In this article Joan Sedita asks and answers the question, What does the research tell us about effective instruction for comprehension?
Instructional Resources	
<a href="#">Teaching Reading Comprehension Strategies</a> / Sheena Cameron, Pearson, 2022	Contains detailed step-by-step guidance on how to introduce and teach comprehension strategies, including: activating prior knowledge, self-monitoring, predicting, questioning, making connections, visualising, inferring, summarising, synthesising, skimming and scanning.



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## Reading Material

Refer to the ALIA Adult Literacy Group SharePoint document *Adult Literacy Series for Libraries*

## Science of Writing

### Overviews

[Writing and writing instruction: An overview of the literature](#)\* / Australian Education Research Organisation, 2022

\*Note that spelling is a technical aspect of writing and spelling resources have been included in the phonics section. Learning to read is supported by learning to write so it is better to teach phonics and spelling together.

[Nomanis: spelling and writing instruction](#)\* / Nomanis, issue 14, 2022

In this edition of Nomanis, J. Richard Gentry describes how the importance of explicit spelling instruction for reading comprehension is finally getting due diligence in research. Alison Madelaine discusses why weekly spelling lists may not be the best way to teach spelling.

[Writing to Read](#)\*: parallel and independent contributions of writing research to the Science of Reading / Adrea Truckenmiller & Brennan Chandler, The Reading League, 2023

When considering instructional activities to support students' reading development, writing instruction might not be the first thing that comes to mind. However, there is clear and consistent evidence that writing instruction has some of the largest impacts on reading comprehension and in education more broadly.

### Instructional Resources

[AERO Practice Guides](#)\* / Australian Education Research Organisation

Guides on teaching simple, compound and complex sentences, punctuation.

## Instructional Videos

[Tasmanian Council for Adult Literacy instructional videos](#)\*

Topics include: adult learning, phonemic awareness, phonics, fluency, morphology, etymology, comprehension, metacognition.

[Supercharge literacy: EBLI lessons](#)\* / Nora Chahbazi, Evidence Based Literacy Instruction

YouTube reading, writing and spelling lessons for high school students and adult learners.

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Numeracy	
Overviews	
<a href="#">Big ideas in number: building conceptual understanding of number and algebra</a> * / Department of Education, Government of South Australia, 2020	Overview of the concepts that build numeracy understanding.
<a href="#">Teaching adults to make sense of number to solve problems: using the learning progressions</a> * / Tertiary Education Commission, New Zealand, 2008	Research-informed information about the learning progression for developing numeracy skills in adults, includes an assessment tool and great activities.
Instructional Resources	
<a href="#">Teaching adults to make sense of number to solve problems: using the learning progressions</a> * / Tertiary Education Commission, New Zealand, 2008	Research-informed information about the learning progression for developing numeracy skills in adults, includes an assessment tool and great activities.
<a href="#">Building Strength with Numeracy</a> * / VALBEC	The first six topics resources are free. The last two (decimals and measurement) are available with VALBEC membership.
BBC Skillswise <a href="#">Maths for adults</a> * / BBC Teach	Free videos and downloadable worksheets to help adult learners improve their calculation and numeracy skills.

Learning & Session Templates
Learning, session and SMART Goal templates are located on the ALIA Adult Literacy Group SharePoint



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Websites with helpful information about instruction based on the Science of Reading	
<p><a href="#">Spelfabet</a>: learning the building blocks of words - sounds, their spellings, and word parts</p> <ul style="list-style-type: none"> <li>• <a href="#">Programs and activities suitable for adults which focus on phonemic awareness and decoding skills</a></li> </ul>	<p>Website of Australian speech pathologist, Alison Clarke. Includes commentary and information and resources for children and adults.</p>
<p><a href="#">Reading Rockets</a></p>	<p>Reading Rockets offers a rich library of evidence-based classroom strategies many of which are also suitable for adult learners.</p>
<p><a href="#">Ako Aotearoa</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Ako Aotearoa courses and workshops</a></li> </ul>	<p>New Zealand government-funded organisation committed to supporting tertiary sector teachers, trainers and educators.</p>
<p><a href="#">ProLiteracy</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Courses and professional learning</a></li> <li>• <a href="#">Research journal: Adult Literacy Education (ALE)</a></li> </ul>	<p>Leading American adult literacy organisation. Provides funding, comprehensive training, professional learning, accessible research, and New Readers Press digital and print resources.</p>
<p><a href="#">Citizen Literacy</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Resources (including free learner app)</a></li> <li>• <a href="#">Getting started user guide</a></li> </ul>	<p>A non-profit organisation dedicated to helping improve adult literacy in the English language, based and registered in Scotland.</p>
<p><a href="#">SPELD SA</a></p>	<p>SPELD SA is a not-for-profit organisation providing advice and services to children and adults with specific learning difficulties and those who care for, teach, and work with them.</p>
<p><a href="#">Auspeld</a></p> <ul style="list-style-type: none"> <li>• Auspeld's Talking Literacy Series: <a href="#">Talking Literacy: conversations with international experts</a>* / conducted by Mandy Nayton, Auspeld President</li> </ul>	<p>Auspeld provides evidence-informed advice, direction and support to families, teachers, schools and specialists wishing to gain an insight into how children and adults learn best.</p>
<p><a href="#">The Reading League</a></p>	<p>The Reading League's mission is to advance the awareness, understanding, and use of evidence-aligned reading instruction.</p>



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Websites with helpful information about instruction based on the Science of Reading	
<a href="#">Five from Five</a> : effective, evidence-based reading instruction / Jennifer Buckingham & MultiLit	The Five from Five project, developed by Dr Jennifer Buckingham and supported by MultiLit, was developed to promote effective, evidence-based reading instruction by providing free resources to teachers, principals and parents, and to advocate for evidence-based policy.
<a href="#">DSF (Dyslexia-SPELD Foundation)</a>	Provides family support and a range of services throughout Western Australia to enable children and adults with specific learning disabilities and difficulties to realise their greatest potential.
<a href="#">Keys to Literacy</a>	Founded by Joan Sedita, Keys to Literacy is a leading provider of literacy teacher training, curriculum, ongoing coaching, and materials to educators across the United States.



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Recommended courses	
Tutor Adult Literacy learners (TALL) course: <a href="#">CHCSS00101 Language, Literacy and Numeracy Tutor Skill Set</a> / TasTAFE	Free for Tasmanian residents only. Available nationally \$548. To be eligible for a Fee-Free place you must be: a resident of Tasmania or working in Tasmania, an Australian or New Zealand citizen, an Australian permanent resident, an eligible VISA holder, and of working age.
<a href="#">NONC0245A-V01 Understanding Adult Tutoring</a> / TasTAFE	Online course providing an introduction to adult literacy and what adult literacy tutoring is about. Cost \$105.
<a href="#">Reading 101: Self-Paced Learning Modules*</a> / Reading Rockets	Core knowledge about effective instruction for reading. These free, online, self-paced modules will convey critical understandings of the building blocks in reading and writing.
<a href="#">Lifelong Literacy online courses</a> / Lyn Stone, Lifelong Literacy Includes: <ul style="list-style-type: none"> <li>• <a href="#">Reading for life online course (PD341)</a></li> <li>• <a href="#">Writing for life online course (PD333)</a></li> <li>• <a href="#">Spelling for life (PD339)</a></li> </ul>	Research-supported literacy instruction for teachers and families developed by linguist, Lyn Stone.
<a href="#">Language, Literacy and Numeracy</a> online courses / Ako Aotearoa Includes: <ul style="list-style-type: none"> <li>• WordWise: all you need to know about teaching decoding and spelling</li> <li>• Essentials: the what, how and why of teaching reading comprehension</li> <li>• Reading Toolbox: teaching dyslexic learners</li> <li>• Numeracy Toolbox: developing number skills</li> </ul>	Online adult literacy and numeracy instruction courses from Ako Aotearoa, a government-funded organisation committed to supporting New Zealand's tertiary sector teachers, trainers and educators.

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Recommended courses	
<a href="#">SOLAR Lab short courses</a> / La Trobe University Includes: <ul style="list-style-type: none"> <li>• <a href="#">The Science of Language and Reading: an introduction</a></li> <li>• <a href="#">The Science of Language and Reading - intermediate</a></li> </ul>	La Trobe University's Science of Language and Reading (SOLAR) Lab offers short online courses for classroom teachers, literacy leaders, principals, allied health clinicians and parents interested to know more about the linguistic basis of reading, and how to approach this from a structured literacy perspective.
<a href="#">That Reading Thing</a> – literacy for teens and adults wherever they are / Tricia Miller	An evidence-based and externally assessed course. Students work from sound to print using age-appropriate vocabulary and authentic reading material.
<a href="#">Tutor training for basic literacy</a> / ProLiteracy	Affordable 12-module online tutor training course from America's leading literacy organisation. Each module includes an online course and exam.

Engaging Learners	
<a href="#">Ready for Change</a> * / Port Melbourne Neighbourhood Centre, 2015	Stages of change in an educational context. Uses the Stages of Change model and A-Frame Learner Plan to work with adults facing multiple barriers to learning.
<a href="#">Adult learning principles: what is andragogy?</a> * / Adult Learning Australia <a href="#">Andragogy: adult learning theory</a> / Instructional Design Australia	The art and science of helping adults learn. Alexander Kapp and Eugen Rosenstock-Huessy developed theories around adult education, which were later popularised by Malcolm Knowles. Knowles developed five assumptions about how adults learn: Self-concept, Experience, Readiness, Orientation, Motivation.
<a href="#">The Longitudinal study of adult learning: challenging assumptions</a> * / Stephen Reder, Centre for Literacy, 2012	Key finding - adults' literacy and numeracy skills continue to develop slowly after leaving school. Program data typically show short-term gains, LSAL demonstrated longer-term trajectories of changes in literacy proficiency and practices among adults who attend programs and those who do not.

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Engaging Learners	
Practice makes perfect: practice engagement theory and the development of adult literacy and numeracy proficiency* / Stephen Reder, International Review of Education, 66, 267-288, 2020	Practice engagement theory (PET) posits that literacy proficiencies develop as a by-product of engagement in everyday reading and writing practices and, reciprocally, that literacy proficiencies affect levels of engagement in reading and writing practices. This suggests that literacy training which increases engagement in meaningful practices might generate proficiency growth. Research has shown that this approach seems to be effective in improving (adult) learners' literacy proficiency.
Issues in literacy learning	
<a href="#">Ending the Reading Wars: reading acquisition from novice to expert</a> * / Anne Castles, Kathleen Rastle and Kate Nation, Psychological Science in the Public Interest, 19(1), 5-51, 2018	Presents a comprehensive tutorial review of the science of learning to read, spanning from children's earliest alphabetic skills through to the fluent word recognition and skilled text comprehension characteristic of expert readers.
<a href="#">Are we there yet? The long, steep, and winding road towards improved reading instruction</a> * / Pamela Snow, The Snow Report, Mar. 2022	Corrects misinformation and arguments against the Science of Reading.
<a href="#">Leaving the Balanced Literacy habit behind: A theory of change</a> * / Pamela Snow, The Snow Report, Feb. 2022	Proposes use of the Stages of Change Model to change reading instruction in school education.





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Suggested resources to support English as an Additional Language (EAL) learners in libraries	
<b>Understanding EAL work</b>	
<a href="#">Teaching Grammar to Adults: part of the Cambridge Papers in ELT series, March 2019*</a>	Theoretical approaches for understanding work with EAL learners.
<b>Cultural Awareness</b>	
<a href="#">Cultural Competence: The Ultimate Guide to Cultural Proficiency*</a> / Diversity for Social Impact, 2022	A guide to cultural competence and areas that are important for tutors to understand in order to interact effectively and appropriately with EAL learners.
<a href="#">Cultural Competence Self-assessment Awareness Checklist*</a>	A self-assessment tool for tutors to prompt thinking about key areas that support development of cultural understanding.
<a href="#">Cultural Atlas/SBS</a> , International Education Services (IES), Multicultural NSW	A source of information about different cultures to build tutor knowledge of learners' cultures.
<b>Working with Groups - conversation</b>	
<a href="#">VESL Tutor Tips*</a> / Volunteer ESL Tutor Training Project, 2017	Activities to support learners to learn about and practice conversational skills for everyday tasks.
<a href="#">Conversation Topics*</a> / ESL Vault	Suggested conversation topics with prompt questions.
<b>Speaking and Listening</b>	
<a href="#">Pronunciation: intensive academic program*</a> / University of Technology, Sydney, 2016	Guide to pronunciation.
<a href="#">Clearly speaking: pronunciation in action for teachers*</a> / Anne Burns and Stephanie Claire, 2003	More information on pronunciation.
<a href="#">Change the stress, change the meaning: 35 words that change meaning*</a> /engVID	A guide for helping EAL learners navigate the different ways that words can be stressed, changing the word meaning.
<a href="#">List of Standard Contractions in English*</a> /Editor's Manual	A guide to teaching contractions, helping learners refine their listening and speaking skills.
<a href="#">400 most common words in any language*</a> /Fast Language Mastery	The 400 most common words in English – useful to make sure EAL learners know these.
<b>Reading and Writing</b>	

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Suggested resources to support English as an Additional Language (EAL) learners in libraries	
<a href="#">English Picture Dictionary</a> */LanGeek Dictionary	For learners not literate in their own language, this supports communication and learning English words.
<a href="#">Google Translate</a> * Or <a href="#">Babelfish</a> *	For learners literate in their own language these translating tools can help match English words.
<a href="#">News in Levels: World News for Students of English</a> *	News articles written in different levels for English language learners.
<a href="#">BBC Learning English</a> *	Accessible information on pronunciation, vocabulary, grammar, reading texts on topics of interest.
Everyday text like packaging of commonly bought items, shopping catalogues, receipts, newspapers, online materials, newspapers	Other teaching resources.
Other learning options	
<a href="#">AMEPOnline</a> */Adult Migrant English Program	Online courses to learn English, drawing on everyday context topics.
Suggested Texts	
<a href="#">Tree or Three</a> (elementary) & <a href="#">Ship or Sheep</a> (intermediate) / Ann Baker	For pronunciation and vocabulary building.
<a href="#">Understanding Everyday Australian</a> – Books 1-3 / Susan Boyer	To support speaking confidence. Intermediate level.
<a href="#">English Made Easy 1</a> & <a href="#">English Made Easy 2</a> / Jonathan Crichton & Pieter Koster	For beginners.
<a href="#">English Pronunciation in Use</a> / Jonathan Marks & Mark Hancock	Elementary to intermediate.
<a href="#">English Grammar in Use</a> - basic, intermediate & advanced / Raymond Murphy	English Grammar in Use - basic, intermediate & advanced / Raymond Murphy.

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Australian Library and  
Information Association