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## APPENDICES

### Appendix 1. Questionnaire of needs analysis

#### INTRODUCTION

This questionnaire is purposed to design the SQ4R-based reading materials for hybrid learning during and post COVID-19 resolution. As you are enrolling as the student of the class, it is really essential to know about your needs.

#### Part I: Personal information

Provide some information about yourself

1. Respondent number :
2. Occupation :

#### THE PARTICIPANTS' LINGUISTICS NEEDS

##### Part I: The overview of the participants' learning ability

Evaluate your knowledge about these reading strategies

Reading components	1	2	3	4	5
	Not important	Important	Moderately important	Slightly important	Very important
<b>Activating</b> Connect the knowledge/experience related to the text					
<b>Summarizing</b> Summarize information from the text					
<b>Monitoring-clarifying</b>					
<b>Questioning</b>					
<b>Searching-Selecting</b>					
<b>Visualizing-organizing</b>					

##### Part II: The overview of the participants' learning priority

Give your opinion about the importance of the following type of text below for developing the chosen types of the materials.

Type of text	1	2	3	4	5
	Not important	Important	Moderately important	Slightly important	Very important
Analytical Exposition					
Description					
Discussion					
Explanation					
Hortatory Exposition					
Narrative					
News Item					

Procedure					
Recount					
Report					
Spoof					

Give your opinion about the importance of the following genre of text below for developing the chosen types of the materials.

Genre of the text	1	2	3	4	5
	Not important	Important	Moderately important	Slightly important	Very important
Academic essay					
Advertisements					
Biography					
Hints					
Invitation					
Newspaper					
Review of the book					

Give your opinion about the importance of the following topic of text below for developing the chosen types of the materials.

Topic of the text	1	2	3	4	5
	Not important	Important	Moderately important	Slightly important	Very important
Animal					
Culture					
Education					
Family					
Food					
Health					
Important phenomenon					
Language					
Literature					
Natural disasters					
Plant					
Science-Fiction					
Social					
Sports					
Travel					
Work					

## THE PARTICIPANTS' NEEDS

Give your opinion about the importance of the following application tool below for developing the chosen types of the materials.

Application tool	1	2	3	4	5
	Not important	Important	Moderately important	Slightly important	Very important
Learning/content management systems					
Communication tools					
Live and virtual words					
Social networking and bookmarking sites					
Blogs and wikies					
Presentation tools					
Resource sharing tools					
Website creaqtion tools					
Web exercise creation					
Web search engines					
Dictionaries					

## Appendix 2. Students Need Analysis

### Part I: The overview of the participants' learning ability

Evaluate your knowledge about these reading strategies

Students Number	Occupation	Item 1						Item 2										
		1	2	3	4	5	6	1	2	3	4	5	6	7	8	9	10	11
01		2	4	5	5	3	2	4	3	4	5	3	2	3	5	2	3	2
02		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
03		5	3	5	5	5	5	5	5	5	5	5	5	5	5	5	5	2
04		4	4	3	4	5	3	4	4	4	5	3	3	4	4	3	4	3
05		4	5	3	4	2	3	5	4	5	3	3	2	3	5	5	3	5
06		5	4	4	3	4	3	4	2	3	3	2	4	3	2	2	4	3
07		4	4	3	3	4	4	4	4	3	4	3	4	4	4	3	4	2
08		2	5	3	5	4	4	2	5	5	4	3	3	4	4	4	2	4
09		5	3	5	4	5	4	4	5	5	5	4	4	4	5	4	4	3
10		4	4	4	5	3	5	4	4	5	4	3	3	3	4	4	5	3
11		4	3	3	5	4	5	5	3	5	5	3	1	5	5	4	5	4
12		3	3	3	3	3	5	4	3	2	5	2	2	2	2	2	2	1
13		2	2	3	5	3	3	4	3	4	2	4	4	3	2	1	2	1
14		4	5	5	4	4	5	4	4	4	4	4	4	5	5	4	5	1
15		4	4	5	4	4	4	3	4	4	5	2	1	4	5	1	4	1
16		3	5	5	4	3	2	5	5	3	5	3	3	4	5	4	5	2
17		5	5	5	5	4	4	4	5	5	5	5	5	4	5	3	3	3
18		3	4	4	4	3	3	1	3	2	3	1	3	4	2	1	4	2
19		3	4	3	4	2	4	2	1	4	5	2	4	4	4	2	4	4

Students Number	Item 3							Item 4										
	1	2	3	4	5	6	7	1	2	3	4	5	6	7	8	9	10	11
01	5	3	5	5	2	2	3	2	5	5	2	5	3	5	5	2	2	3
02	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
03	5	2	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
04	3	3	5	3	1	3	4	4	5	5	4	3	4	4	4	4	4	4
05	3	2	4	2	1	4	1	1	4	5	4	2	2	5	5	3	2	4
06	2	3	3	3	1	2	4	4	5	5	5	2	5	4	5	4	4	4
07	2	2	3	3	3	3	2	4	4	4	4	4	4	4	4	4	4	4
08	5	5	3	1	4	3	2	2	5	2	5	3	4	2	5	4	3	4
09	4	3	5	4	4	3	4	4	5	5	5	4	5	4	5	4	5	5
10	4	1	3	4	3	4	4	4	5	5	5	5	5	5	5	5	3	5
11	4	1	4	3	4	3	5	3	5	5	5	5	5	5	3	3	4	3
12	3	1	2	3	2	3	4	2	4	5	4	4	4	3	3	4	3	4
13	4	3	3	3	4	3	4	4	2	5	4	4	2	3	3	5	3	3
14	5	4	5	4	4	4	5	1	4	5	3	4	4	4	5	5	4	4
15	4	3	3	4	1	4	5	1	4	5	5	4	5	4	4	5	3	5
16	4	3	4	4	3	5	3	3	5	5	4	5	5	5	5	5	4	3
17	5	2	3	2	3	5	3	3	5	5	3	3	5	5	3	5	5	3
18	4	1	2	1	2	2	4	2	1	3	4	2	2	4	2	1	3	1
19	3	4	4	1	2	4	2	2	5	5	5	2	5	2	4	4	2	1

Students Number	Item 4					Item 5										
	12	13	14	15	16	1	2	3	4	5	6	7	8	9	10	11
01	4	2	3	2	3	5	3	1	2	2	5	3	3	3	5	5
02	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
03	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
04	4	4	4	2	4	4	4	4	3	3	4	4	4	4	4	4
05	5	4	1	1	3	5	3	4	1	4	3	1	2	2	4	5
06	5	4	4	5	4	4	5	4	4	4	4	1	1	3	4	4
07	4	4	4	4	4	4	4	3	3	4	3	4	4	3	4	4
08	5	5	5	5	2	3	5	3	5	3	5	1	3	1	4	2
09	5	5	4	3	5	4	5	4	5	4	4	4	4	4	4	5
10	5	5	4	5	5	4	4	4	4	3	5	4	3	3	5	4
11	5	5	3	4	5	3	5	5	5	5	5	5	3	3	2	5
12	4	3	2	2	4	3	5	4	3	3	4	1	2	2	5	4
13	2	2	4	4	4	2	5	5	2	3	3	1	1	4	5	2
14	4	4	4	5	4	4	4	4	4	4	4	4	4	4	4	4
15	5	4	4	4	4	4	4	4	3	3	4	4	3	5	4	4
16	5	5	3	3	5	5	4	5	5	4	5	2	4	3	4	5
17	5	5	3	3	3	3	2	3	5	1	4	5	3	5	5	5
18	4	1	1	1	2	3	3	3	2	1	4	2	1	2	4	3
19	5	2	3	1	2	2	5	2	4	1	3	1	2	1	5	5



### Appendix 3. Questionnaire for validations

#### QUESTIONNAIRE FOR MATERIAL EVALUATION

Instruction: Checklist only one column in every number to measure the statement.

Strongly Relevant : SR      Strongly Agree : SA  
 Relevant : R      Agree : A  
 Not Relevant : NR      Disagree : D  
 Strongly Not Relevant. : SNR      Strongly Disagree : SD

#### 1. Material Expert

No	Component	SR	R	NR	SNR
1	The created materials are appropriate to the students' ability				
2	The developed materials are based on the students' needs				
3	The language used in the materials is easy to understand				
4	The materials could increase the students' vocabularies				

#### 2. Media Expert

No	Component	SA	A	D	SD
5	The covers represent the reading materials				
6	The variations of the font interest to be read				
7	The color combinations between the writing and pictures are appropriate				
8	The pictures positions are well-constructed				
9	The materials are matched for the adult				

#### 3. Tools Expert

No	Component	SA	A	D	SD
10	The tools are really helpful				
11	The tools are easy to open				

#### Appendix 4. The Result questionnaire from validators

The data of the appropriateness of materials

Validators	Items				Mean	Acceptability
	1	2	3	4		
1	4	4	3	4	3.75	93.75%
2	4	4	4	4	4	100%
3	4	4	4	4	4	100%
All score					3.92	98%

The data of the appropriateness of layout

Students	Items					Mean	Acceptability
	1	2	3	4	5		
1	4	4	4	3	4	3.8	95%
2	4	4	4	4	4	4	100%
3	3	4	4	4	4	3.8	95%
All score						3.87	97%

The data of the appropriateness of tools

Students	Items		Mean	Acceptability
	1	2		
1	4	4	4	100%
2	4	3	3.5	87.5%
3	4	4	4	100%
All score			3.83	95.8%

#### Appendix 5. The students result after the implementation of the SQ4R-based reading materials

The data of the appropriateness of materials

Students	Items				Mean	Acceptability	Categories
	1	2	3	4			
1	4	4	3	4	3.75	93.75%	Very High
2	4	4	4	4	4	100%	Very High
3	4	4	3	4	3.75	93.75%	Very High
4	4	4	3	4	3.75	93.75%	Very High
5	3	3	3	4	3.25	81.25%	Fair
6	3	3	3	4	3.25	81.25%	Fair
7	4	3	4	4	3.75	93.75%	Very High
8	4	3	4	4	3.75	93.75%	Very High
9	4	3	3	4	3.5	87.5%	High
10	4	4	3	4	3.75	93.75%	Very High
11	4	3	3	4	3.5	87.5%	High
12	4	4	4	4	4	100%	Very High
13	4	4	4	4	4	100%	Very High
14	4	3	4	4	3.75	93.75%	Very High
15	4	3	4	4	3.75	93.75%	Very High

16	4	4	4	4	4	100%	Very High
17	4	4	4	4	4	100%	Very High
18	4	4	4	4	4	100%	Very High
19	3	4	4	4	3.75	93.75%	Very High
All score					3.75	93.75%	Very High

The data of the appropriateness of layout

Students	Items					Mean	Acceptability	Categories
	1	2	3	4	5			
1	3	3	4	4	4	3.6	90%	High
2	3	4	4	4	3	3.6	90%	High
3	4	3	3	3	4	3.4	85%	High
4	4	3	3	3	4	3.4	85%	High
5	3	4	4	4	3	3.6	90%	High
6	4	3	3	4	3	3.4	85%	High
7	3	3	3	3	4	3.2	80%	Fair
8	3	3	4	3	4	3.4	85%	High
9	4	4	4	4	4	4	100	Very High
10	4	4	4	4	3	3.8	95%	Very High
11	3	4	4	3	3	3.4	85%	High
12	4	3	4	3	4	3.6	90%	High
13	4	4	4	4	4	4	100%	Very High
14	4	4	4	4	4	4	100%	Very High
15	4	4	4	3	4	3.8	95%	Very High
16	4	4	4	4	4	4	100%	Very High
17	4	4	3	4	3	3.6	90%	High
18	4	4	4	4	4	4	100%	Very High
19	4	3	4	4	4	3.8	95%	Very High
All score					3.73	93.4%	Very High	

The data of the appropriateness of tools

Students	Items		Mean	Acceptability	Categories
	1	2			
1	4	4	4	100%	Very High
2	4	4	4	100%	Very High
3	3	3	3	75%	Fair
4	3	3	3	75%	Fair
5	3	3	3	75%	Fair
6	4	3	3.5	87.5%	High
7	4	4	4	100%	Very High
8	4	4	4	100%	Very High
9	4	4	4	100%	Very High
10	4	4	4	100%	Very High
11	3	3	3	75%	Fair
12	4	4	4	100%	Very High
13	4	3	3.5	87.5%	High

14	4	4	4	100%	Very High
15	4	4	4	100%	Very High
16	4	4	4	100%	Very High
17	4	4	4	100%	Very High
18	4	4	4	100%	Very High
19	4	4	4	100%	Very High
All score			3.73	93.4%	Very High

Appendix 6. The final result of developed SQ4R-based reading materials for hybrid learning



Cover



Steps of SQ4R

# EDUCATION

## WORDS

University	Debt	Problem
Education	Loan	Support
Learners	Study	Holiday
Government	Association	Response
Choice	Consultation	
Research	Funding	

1. A person or thing that can be chosen
2. Money that are given by government or organization
3. A day where someone does not have to go work
4. A group of people who work together in an organization
5. An amount of money that have been borrowed, often from a bank and have to be pay back with an extra amount of money as a charge

- a. Association
- b. Choice
- c. Loan
- d. Holiday
- e. Funding

## Funding for lifelong learning shouldn't lead to deeper debt

Prof Jonathan Michie on the disastrous collapse in part-time education in Britain

It's good that universities oppose limits to education (Universities oppose plan for student cap and loans in England, 9 May). But when it comes to adult education and lifelong learning, the problem is not just limits on loan access – it's debt itself.

The disastrous collapse in part-time education in Britain caused by the coalition government's tripling of university fees was due to its denial that getting into debt in later life is different from making a life choice of whether to go to university aged 18. For adult learners, it may be a choice between taking a loan to study or having a family holiday that year.

Research published in *Worklife* this week confirms support for lifelong learning, but not for forcing adult learners deeper into debt. As the Universities Association for Lifelong Learning said in its response to the government's consultation, the entitlement should be to lifelong learning, not to getting into debt. Funding needs to be made available for older adults to re-enter education – other than in the form of loans.

Prof Jonathan Michie  
Chair, Universities Association for Lifelong Learning  
(Source: [the-guardian.com](http://the-guardian.com))



Funding needs to be made available for lifelong learning other than in the form of loans. Photograph: M&A/Alamy

### Keywords

Lifelong learning  
Debt  
Disastrous  
Coalition  
Loan  
Government's  
consultation

# CULTURE

## WORDS

Limestone	Mediterranean	Doorways
Dusted	Peninsula	Centre
Heritage	Buildings	Centuries
Tolerance	Empire	Slopes
Pilgrimage	Period	Sun
Town	Reforms	

1. features belonging to the culture of a particular society, such as traditions, languages, or buildings, that were created in the past and still have historical importance.
2. A place or building, especially one where a particular activity happens.
3. A long piece of land that sticks out from a larger area of land into the sea or into a lake. A group of people who work together in an organization.
4. A length of time.
5. A place where people live and work, containing many houses, shops, places of work, places of entertainment, etc.

- |                  |           |
|------------------|-----------|
| a. Mediterranean | c. Town   |
| b. Period        | d. Centre |
| e. Peninsula     |           |

## As-Salt: The Middle East's city of tolerance and generosity



By Marta Vidal  
23rd December 2021

This small Jordanian city where minarets and church towers share the skyline was deemed a "place of tolerance and urban hospitality" by Unesco.

The dawn call to prayer echoed through a still sleepy valley before the first rays of sun started illuminating golden limestone houses clustered on the slopes of three mountains.

"Alahu Akbar" ("God is great"), the voice of the muezzin rose up above the domes of the city. "Haya' ala-salah" ("Hurry to the prayer"), called loudspeakers from the minarets that dot the rugged landscape.

Moments later, the city's winding streets filled with the ring of church bells announcing the morning mass.

We were in As-Salt, the Middle East's newest Unesco World Heritage site. This small Jordanian city where minarets and church towers share the skyline was deemed a "place of tolerance and urban hospitality".

Located at the crossroads of trade and pilgrimage between the Mediterranean Sea and the Arabian Peninsula, As-Salt grew into a thriving town in the late 19th Century during a period of reforms intended to "modernise" the Ottoman Empire.

In the city's historic centre, hundreds of heritage limestone buildings – dating to the late 19th and the early 20th Centuries – with arched doorways, carved columns and high windows glowed in the sun.

(source: <https://www.bbc.com/travel/article/20211213-as-salt-the-middle-east-city-of-tolerance-and-generosity>)

### Keywords

Newest Unesco World Heritage  
Mediterranean sea  
golden limestone houses

# FAMILY STORY

## WORDS

First lady	Law	Served
Daughter	Commissioner	organized
Homemaker	Senate	Married
Job	Assistant	Vice
Career	Dean	President
Path	Elected	

1. a rule, usually made by a government, that is used to order the way in which a society behaves.
2. an official of high rank in a college or university who is responsible for the organization of a department or departments.
3. (the title given to) the person who has the highest political position in a country.
4. A female child.
5. the job or series of jobs that you do during your working life, especially if you continue to get better jobs and earn more money

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|--------------|---------|
| a. Career    | c. Dean |
| b. President | d. law  |
| e. Daughter  |         |

## Michelle Obama

Michelle Obama, née Michelle LaVaughn Robinson, (born January 17, 1964, Chicago, Illinois, U.S.), American first lady (2009–17), the wife of Barack Obama, 44th president of the United States. She was the first African American first lady.

Michelle Robinson, who grew up on Chicago's South Side, was the daughter of Marian, a homemaker, and Frasier Robinson, a worker in the city's water-purification plant. She studied sociology and African American studies at Princeton University (BA, 1985) in New Jersey before attending Harvard Law School (JD, 1988). Returning to Chicago, she took a job as a junior associate at Sidley & Austin (now Sidley Austin LLP), where she specialized in intellectual property law. In 1989, while at the firm, she met Barack Obama, who had been hired as a summer associate. Seeking a more public-service-oriented career path, in 1991 she became an assistant to Chicago Mayor Richard M. Daley. The following year she and Barack, then a community organizer, were married. From 1992 to 1993 Michelle was the assistant commissioner for the Chicago Department of Planning and Development, and in 1993 she founded the Chicago branch of Public Allies, a leadership-training program for young adults; she served as the branch's executive director until 1996.

Barack was elected to the Illinois Senate in 1996, and that year Michelle became the associate dean of student services at the University of Chicago, where she helped organize the school's community outreach programs. In 2002 she became the executive director of community and external affairs for the University of Chicago. Two years later Barack was elected to the U.S. Senate and came to national prominence with a speech he gave on the final night of the 2004 Democratic National Convention. In 2005 she became vice president of community and external affairs for the University of Chicago Medical Center.

(source: <https://www.britannica.com/biography/Michelle-Obama>)



Michelle Obama, 2010  
PHotos/FotoNews/Retna Images

### Keywords

American first lady  
Intellectual property law  
Student services  
Schools community  
Vice president



# LANGUAGE

## WORDS

Cognitive	Signs	Improvement
Communication	Symbolic	Relationship
Ability	Approach	Meanings
Linguistics	Manipulate	Pre-linguistic
Brain	Function	Hominids
Improvement	Environment	Object

1. The scientific study of the structure and development of language in general or of particular languages.
2. A notice giving information, directions, a warning, etc.
3. Representing something else.
4. The physical or mental power or skill needed to do something that you can see or touch but that is not usually a living animal, plant, or person.
5. Connected with thinking or conscious mental processes.

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|--------------|----------------|
| a. Symbolic  | c. Linguistics |
| b. Object    | d. Signs       |
| e. Cognitive |                |

## Long and Short Essays on Language for Students and Kids in English

Human language has the properties of capacity and movement and relies entirely on social convocation and learning. The Language was originated when preceding hominids gradually started changing their hominoid communication systems, acquiring the ability to approach other minds and lived experience.

According to the philosophical angle, the definition of language and meaning, when used as a general concept, "language" may refer to the cognitive ability to learn and use systems of composite communication, or to describe the set of rules that constructs these systems, or the set of utterances that can be produced from those rules.

The languages emerge and modify over time. The past of their progression can be recreated by contrasting modern languages to determine which traits their ancestral languages must have had for the later improvement steps to occur. A group of languages that subside from a common antecedent is known as a Language family. A language that has been established not to have any living or non-living contact with another language is called a Language isolate. Languages whose relationships have not been determined are disordered. As a linguistic study object, "language" has two primary meanings: an abstract concept linguistic system. When speaking of language as a common notion, definitions can be used which draw different forms of the aspect. One definition says that Language is primarily the instinct that allows humans to take on linguistic behaviour: to learn languages and produce and interpret assertions. The definition draws the necessity of language to all humans, and it accentuates the organic basis for the human capacity for language as an exclusive progression of the human brain.

Another definition says that language is a formal system of signs conducted by grammatical rules of fusion to communicate meaning. This definition draws that human language can be represented as closed structural systems consisting of rules that relate distinct signs to appropriate meanings. Yet another definition says the language is a communication system that enables humans to exchange verbal or symbolic utterances. The definition draws the social functions of language and the fact that humans use it to express themselves and manipulate objects in their environment.

Approach to the origin of language differs in concerning their basic supposition about what language is. Some assumptions are based on the idea that language is so compound that one cannot imagine it simply developing from anything in its final form, but that it must have emerged from prior pre-linguistic systems among our pre-human ancestors. Another aspect is that language is such an exclusively human trait that it cannot be compared to anything found among non-humans and that it must have appeared in the transition from pre-hominids to early man.

Source: <https://www.aplustopper.com/language-essay/>

### Keywords

Cognitive ability  
Modern languages  
Linguistic system  
Linguistic behaviour  
Communication system



# SCI-FI

## WORDS

Space	Imagination	Enigmatic
Astronaut	Mysterious	Exposition
Moon	Camp	Mature
Planet	Adventure	Military
War	Underground	
Protagonist	Location	

1. A place where people stay in tents or other temporary structures.
2. Strange, not known, or not understood.
3. An unusual, exciting, and possibly dangerous activity, such as a trip or experience, or the excitement produced by such an activity.
4. An extremely large, round mass of rock and metal, such as Earth, or of gas, such as Jupiter, that moves in a circular path around the sun or another star.
5. A person who has been trained for travelling in space.

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|---------------|--------------|
| a. Mysterious | c. Planet    |
| b. Astronaut  | d. Adventure |
| e. Camp       |              |



Mercury Rising  
Author: R. W. Greene  
Series: Book 1 of Mercury Rising  
Publisher: Angry Robot Books  
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Published: May 2022

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Review date: 09/05/2022  
Language: English

Space is for the few. You may have been trained as a professional astronaut and pushed the boundaries of science. Maybe you are a geek done good and decided to spend your billions on the vanity project of commercial space travel. Maybe, just maybe, you are a celeb or competition winner who won the chance to take a light, the only downside being you must sit next to the said geek done good. Even with more and more people going into space, it is still the relative few. In R.W. Greene's Mercury Rising Earth is at war and we need soldiers. Anyone willing to spend ten years in space and have their bones turn brittle. People like Brooklyn, a man who faces decades in jail or ten years in space.

Brooklyn is an ordinary bloke from New York. Not that ordinary as he would rather deal in the shadier sides of the city than get a job. One well paid job seems simple, and some tapes, and deliver them. It all goes very wrong when someone dies, and Brooklyn's prints are all over the crime scene. His choice is to go to prison or take a ride to the moon. In this mid-20th century America, the world is at war with the enigmatic creatures of Mercury. Brooklyn's decision will change his life forever and may just pave the way to saving the planet.

Mercury is a joy of a book to read as it does so many things effortlessly. Writing pulp "action seems simple, but to do it well is not. The same goes for alternative history, but Greene writes a wonderful slice of pulp sci-fi" and you never feel drowned out by the differences this alternative world has to our own.

There is a boy's own feel to the story in places. The setting of America during the Cold War makes you think of ray guns and B Movies. These are both present in the book, but there is also an edge. That being the character of Brooklyn.

This is one lawed protagonist. Brooklyn will look for the easy path in life, be that in crime or getting a job in the military with the lowest element of risk. He is not a hero, but the adventure in Mercury gives him little choice. The book is written in parts and spans several decades. There are gaps in Brooklyn's life that pushes the action faster and gives the book a feel of several vignettes, rather than one continuous whole. I like this as the reader gets a chance to visit so much of Greene's imagination from New York life to a genuine feeling training camp, moon work and a mysterious location deep underground.

Mercury is not a book that is afraid to move on with the story. It does not become bogged down in once place too long. The one thread through all this is Brooklyn. He matures and becomes a better man, but he will never be fully good. The alternative history is done to perfection. There are no pages of exposition, but instead a sense of time and place is weaved into the characters and their attitudes. Brooklyn feels like a chancer from the late 60s/early 70s, just the way that the characters interact with one another speaks of Cold War tension or race relations.

I love science fiction that is fun, and Mercury Rising is one of the best rides that I have been on. The ideas come thick and fast, all wrapped up in a perfectly pulp/alternative history woolly jumper. There are so many great ideas contained in the book, but Greene never wastes time dwelling on them, instead the author is intent on entertaining the reader and moving the story on. If all stories were as entertaining as this, my face would freeze into a rictus grin as I could not stop smiling as I read it.

Written on 9th May 2022 by Sam Tyler.

(Source: <https://sfbook.com/mercury-rising.htm>)

#### Keywords

Sci-fi  
The boundaries of science  
Enigmatic creatures  
Alternative history



## Appendix 7. The application of learning management system for SQ4R-based reading materials

The screenshot displays two views of an LMS interface for a course titled 'SQ4R'.

**Top View: SQ4R - Files**

This view shows a file management interface. A search bar at the top indicates '0 items selected'. Below, a folder named 'SQ4R - Hybrid learning' is expanded to show a list of files:

Name	Date Created	Date Modified	Modified By	Size
Reading materials.pdf	Jan 14, 2022	Jan 14, 2022	GREAT E.	47.5 MB
SQ4R Reading materials.pdf	May 22, 2022	May 22, 2022	GREAT E.	32.7 MB

At the bottom of this view, there is a link for 'All My Files'.

**Bottom View: SQ4R - Modules**

This view shows the course's module structure. The left sidebar lists various course elements: Home, Announcements, Assignments, Discussions, Grades, People, Pages, Files, Syllabus, Outcomes, Rubrics, Quizzes, Modules, BigBlueButton, Collaborations, Attendance, New Analytics, and Settings. The main content area shows a 'Collapse All' button, 'View Progress', and a '+ Module' button. A dropdown menu is open, showing a folder 'SQ4R-based reading materials' containing a file 'Reading materials.pdf' with a green checkmark icon. On the right, there is a 'Course Status' section with 'Unpublish' and 'Published' buttons, and a list of actions: 'Import Existing Content', 'Import from Commons', 'Choose Home Page', 'View Course Stream', 'Course Setup Checklist', 'New Announcement', 'New Analytics', and 'View Course Notifications'. Below this, there are sections for 'Coming Up' (Nothing for the next week) and 'Recent Feedback' (Nothing for now). A help icon (question mark in a circle) is visible in the bottom right corner.