



# Reading

Intermediate Reading Skills



Naf'an Tarihoran  
Miftahul Rachmat

READING

3

# **Reading 3**

## **Intermediate Reading Skills**

**Naf'an Tarihoran**  
**Miftahul Rachmat**



RI National Library Cataloging in  
Publication Data

Naf'an Tarihoran dan  
Miftahul Rahmat

READING  
Intermediate Reading Skills

ISBN : 978-979-18507-2-8  
iii-72

Loquen Press, Serang.  
First Edition 2010  
Second Edition 2019

*"Everything Interesting Begins in Your Minds"*

## PREFACE

Reading is one of the language skills and concurrently of the basic subjects of the English Department. This subject is given in the first semester of the study program until the fifth semester and it's usually given by different lecturers in different semesters.

Experiences have shown that one of the constraints faced by both lecturers and students in the teaching-learning process is the absence of the definitive teaching materials in the form of textbooks officially used in the program. As we all may know, the existence of designated textbooks is crucial to guarantee continuity of a program and proper gradation and selection of the teaching materials.

This textbook of reading is compiled to help both lecturers and students in the teaching-learning process so as to avoid them picking up any materials which are available but which may not be properly selected and graded.

It is hoped that this book will serve its purpose.

## LIST OF CONTENTS

Preface - i

List of contents - ii

Unit 1 : Reading skills types - 1

Unit 2 : Analogy, fact and opinion - 5

Unit 3 : Critical thinking - 12

Unit 4 : SQ3R method: deeply - 17

Unit 5 : Reading strategies - 24

Unit 6 : Reading non-prose materials and journal - 31

Unit 7 : Effective reading - 37

Unit 8 : The KWL reading method - 43

Unit 9 : Word attack strategies - 47

Unit 10 : How to be faster reader - 51

Unit 11 : Better and efficient Reader - 60

Unit 12 : Self-Pacing methods - 66

Bibliography - 72



**S**ome students think that reading in English language is very difficult for them, because it is not their native language. The answer is most definitely: *No!* Reading in English is like reading in your native language. This means that it is not always necessary to read and understand each and every word in English. Remember that reading skills in your native language and English are basically the same.

Here is a quick overview of the four types of reading skills used in every language:

**Skimming**, used to understand the "gist" or main idea.

**Scanning**, used to find a particular piece of information.

**Extensive reading**, used for pleasure and general understanding.

**Intensive reading**, accurate reading for detailed understanding.

### Skimming

Skimming is used to quickly gather the most important information, or 'gist'. Run your eyes over the text, noting important information. Use skimming to quickly get up to speed on a current business situation. It's not essential to understand each word when skimming.

### ***Examples of Skimming:***

- The Newspaper (quickly to get the general news of the day)
- Magazines (quickly to discover which articles you would like to read in more detail)
- Business and Travel Brochures (quickly to get informed)

### **Scanning**

Scanning is used to find a particular piece of information. Run your eyes over the text looking for the specific piece of information you need. Use scanning on schedules, meeting plans, etc. in order to find the specific details you require. If you see words or phrases that you don't understand, don't worry when scanning.

### ***Examples of Scanning:***

- The "What's on TV" section of your newspaper.
- A train/ airplane schedule
- A conference guide

### **Extensive reading**

Extensive reading is used to obtain a general understanding of a subject and includes reading longer texts for pleasure, as well as business books. Use extensive reading skills to improve your general knowledge of business procedures. Do not worry if you don't understand each word.

### ***Examples of Extensive Reading***

- The latest marketing strategy book
- A novel you read before going to bed
- Magazine articles that interest you

## Intensive reading

Intensive reading is used on shorter texts in order to extract specific information. It includes very close accurate reading for detail. Use intensive reading skills to grasp the details of a specific situation. In this case, it is important that you understand each word, number or fact.

### *Examples of Intensive Reading*

- A book keeping report
- An insurance claim
- A contract

#### Exercise 1

Choose the best answer according to the passage!



The Indians made little progress during the thousands of years before the Europeans came. One reason for this was that horses, cows, sheep, pigs, and chickens were not found in America. Without horses, the Indians had a hard time digging

up the soil, and they could only get animal food by hunting. Another reason for their lack of progress was that they did not know how to use metals to make tools. Stones and flat bones do not make good tools.

1. This story is mainly about.....
  - a. problems the Indians had.
  - b. how poor the Indians were.
  - c. reasons for the Indians' lack of progress.
  - d. Indian farming and hunting.
2. Why is it better to raise animals than to hunt for them?
  - a. Hunting takes too much time.
  - b. Hunting is a sport.
  - c. Hunted animals are too sickly.
  - d. Wild animals can not be eaten.

3. The Indians made tools out of.....

- a. metals.
- b. stones and wild animal bones.
- c. the bones of horses and cows.
- d. arrowheads.

4. Which of these is not a tool?

- a. Hammer
- b. Knife
- c. Buffalo bone
- d. Screwdriver



Good sentences reading is important in taking examinations, no matter whether the questions are one of the essay type, the objective type or the problem-solving type. It is important in filling out application blanks and other forms, and in following directions. Also, since paragraphs, chapters, and books are made up of sentences, the effective reading of the short units contributes to the effective reading of the longer ones.

### Analogy

One of the barriers to good sentence reading is the failure to note the importance of little words like no, all, some, always, never, invariably, often, and every. Yet any one of these may determine whether a statement is true or false.

Some animals are cold-blooded.

All animals are cold-blooded.

Many animals are cold-blooded.

No animals are cold-blooded.

Summers in England are usually warm.

Summers in England are always warm.

Summers in England are never warm.

Summers in England are invariably warm.

In these sentences the truth or falseness of the statement turns upon the underlined words. They are known as key determiners. *Always, no, all* and *every* are absolute in their meaning; they allow for no exceptions. *Some, many, usually, and frequently* are less rigid.

1. All carpets are made of wool.
2. No carpets are made of wool.
3. Some carpets are made of wool.
4. Many carpets are made of wool.

In this group the first two sentences allow no exceptions. They are false. The last two groups less absolute. They are true.

**Hint:** if a sentence allows for no exceptions, it is apt to be false. Use this hint. But remember that it is a hint and not a rule. There are exceptions. Example: There are always twenty four hours in a day.

### Practice!

Read each statement carefully. Then decide whether the statement is true or false. Put a T (for true) or an F (for false) on the blank at the right.

- |   |          |
|---|----------|
| 1. All snakes are poisonous.                          | 1. ....  |
| 2. People never get fever more than once a year       | 2. ....  |
| 3. No months in the year has fewer than 24 days       | 3. ....  |
| 4. People who study hard always get good grades       | 4. ....  |
| 5. Criminals can never be reformed                    | 5. ....  |
| 6. People frequently prefer music to movies           | 6. ....  |
| 7. Women are never stronger than the man              | 7. ....  |
| 8. Hard work invariably leads to success              | 8. ....  |
| 9. All water flows downhill                           | 9. ....  |
| 10. All living creatures must have food to keep alive | 10. .... |

## Recognizing Facts and Opinions

One of the skills required for effective reading is the ability to distinguish facts from opinion. Distinguishing fact from opinion is not always easy. A **fact** is usually defined as a truth, something that can be tested by experimentation, observation, or research and shown to be real. But even that is a tentative definition. For example, in 1930 it was generally accepted as fact that the atom was the smallest particle of an element and could not be split. In 1940, the scientist split the atom, making what was once thought to be a fact a fallacy.

An opinion, on the other hand, is often easier to distinguish. Your belief feeling or judgment about something is an **opinion**. It is a subjective judgment, not something that can be objectively proved. Even though you base an opinion on fact, others may not agree; an opinion cannot be proved to everyone's satisfaction. For instance, you may be of the opinion that Mr. Bean is the best comedian, but there is no way to make your opinion fact. Others have their own favorite's comedian, while still others do not even know who Mr. Bean is. The only fact that you can prove is that Mr. Bean is a comedian.

Let us test your skill in recognizing fact from opinion: which of the following statements are fact and which are opinions?

- \_\_\_ Harry S. Truman was the President of the US.
- \_\_\_ Radar B anten is a better newspaper than Top Skor.
- \_\_\_ Columbus was the first person discover America.
- \_\_\_ Baduy in one of traditional tribe in Java islands.
- \_\_\_ Fried chicken is nicer than fried fish.

### Exercise 2.1.

Place an "O" in the blank in front of all statements of opinion, an "F" if a statement is a fact.

1. \_\_\_ Lebaran holiday is the best.
2. \_\_\_ Indonesia proclaimed its independence on August 17, 1945.
3. \_\_\_ Serang is the largest city in Banten province.
4. \_\_\_ Fried rice is one of Indonesian traditional food.
5. \_\_\_ Reading III courses is wasting the time.
6. \_\_\_ it is important for students to have good skills if they want to success in their life.
7. \_\_\_ Indonesia consists of hundreds islands, tribes, and local language.
8. \_\_\_ Barrack Obama is the best President of USA.
9. \_\_\_ IAIN "SMH" Banten located in Serang.
10. \_\_\_ Bollywood movie is better than Hollywood movie.

### 2.

Choose the best answer according to the passage



Leonardo da Vinci was born on April 15, 1452 in Vinci, Italy. He was the illegitimate son of Ser Piero, a Florentine notary and landlord, but lived on the estate and was treated as a legitimate son.

In 1483, Leonardo da Vinci drew the first model of a helicopter. It did not look very much like our modern day "copter", but the idea of what it could do was about the same. Leonardo da Vinci was an artist and sculptor. He was very interested in motion and movement and tried to show it in his art. In order to show movement, he found it helpful to study the way

things moved. One subject he liked to study was birds and how they flew. He spent many hours watching the birds and examining the structure of their wings. He noticed how they cupped air with their wings and how he feathers helped hold the air. Through these studies, Leonardo began to understand how birds were able to fly.

Like many other men, Leonardo began to dream of the day when people would be able to fly. He designed a machine that used all the things he had learned about flight, and thus became the first model of a helicopter. Poor Leonardo had only one problem, however. He had no way to give the necessary speed to his invention. You see, motors had not yet been invented and speed was an important part of the flying process. It would be another four hundred years before the engine was invented and another fifty years before it was put to the test in an airplane. Leonardo's dream of a helicopter finally came to pass in 1936. The Italian painter, sculptor, architect, engineer, and scientist, Leonardo died on May 2, 1519, and was buried in the cloister of San Fiorentino in Amboise.

1. What is the author's main point?
  - a. The invention of the helicopter
  - b. Birds cup air with their wings and use feathers to help hold the air.
  - c. An overview of one of Leonardo da Vinci's many skills.
  - d. Leonardo da Vinci was born in 1452 and died in 1519.
2. The word problem in paragraph five could best be replaced by the word:
  - a. dilemma
  - b. mistake
  - c. danger
  - d. pain
3. The word it in paragraph two refers to:
  - a. Leonardo da Vinci
  - b. The first model helicopter
  - c. 1483
  - d. Motion and movement

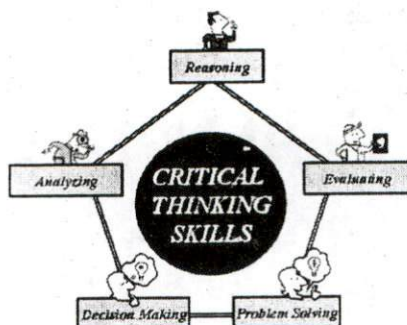
4. Which paragraph explains why Leonardo's helicopter was not successful in his lifetime:
  - a. Paragraph 1
  - b. Paragraph 2
  - c. Paragraph 3
  - d. Paragraph 4
5. The word illegitimate in paragraph one is closest in meaning to:
  - a. Against the law or illegal
  - b. Not in correct usage
  - c. Incorrectly deduced; illogical
  - d. Born out of wedlock
6. The following sentence would best complete which paragraph?  
"Since then people have been living out Leonardo's dream of flying."
  - a. Paragraph 2
  - b. Paragraph 3
  - c. Paragraph 4
  - d. Paragraph 5
7. What was the main problem with Leonardo's invention?
  - a. Motors were not yet invented
  - b. The birds lost their feathers
  - c. He was illegitimate
  - d. He couldn't draw
8. The word they in the third paragraph refers to:
  - a. The feathers
  - b. The birds
  - c. The studies
  - d. The wings
9. In what year was the first helicopter flown?
  - a. 1483
  - b. 1452
  - c. 1519
  - d. 1936

10. What two things did birds have that Leonardo da Vinci noticed helped them to fly?

- a. Wings and beaks
- b. Feathers and talons
- c. Wings and feathers
- d. Cups and feathers

11. The word thus in the fourth paragraph could best be replaced by:

- a. Hence
- b. After
- c. Unsuitably
- d. Inappropriately



**R**eading is thinking. To read well you must think clearly and logically. Now, we'll try to sharpen your ability to think critically. Critical thinking involved making judgments about what you read. Making these judgments calls upon your ability to make inferences and draw conclusions by correctly interpreting the sentences and paragraphs presented. Thinking critically causes you to use many of the skills you studied in earlier exercises. Determining word meaning, recognizing main thoughts and key details, and being alert to the type of language used to express ideas are skills that you will use when you engage in critical thinking.

To practice increasing your ability to think critically - something you must do in order to make appropriate decisions about all aspects of your life - use the four following categories to classify the statements that you will find in following practice exercise.

1. Some restate the main idea or parts of it. Statements of this type express the author's idea or parts of the idea in simpler words or words that are nearly the same as those used in the original sentence or paragraph.

2. Some may be correctly inferred. Statements of this type are conclusions drawn from the information provided in the original sentence or paragraph. The ideas in statements of this type grow out of what directly stated in the original sentence or paragraph.
3. Some misstate the ideas. Statements of this type are false, they do not support the idea (s) presented in or suggested by the original sentence or paragraph.
4. Some contain ideas not included. Statements of this type convey ideas that were never mentioned or suggested by the original sentence or paragraph.

### Chronological Order

If you marked up your paragraph, you should easily see the different steps. Here's how you might have marked it up. The transitional words and phrases are highlighted in bold.

#### Example:

Our company will be happy to reimburse you for college courses that enhance your job performance. **Before** you register for the course, you must get approval **first** from your immediate supervisor and **then** from Human Resources. If you are taking the course for credit, you must receive a C+ or better in the course. If you are not taking it for credit, you must pass the course. **After** you have completed the course, you must write a report explaining the content of the course and its relevance to your position. **Then**, you must fill out a reimbursement request. Attach a tuition payment receipt, your report, and a copy of your grades to this request and **promptly** submit this request to your supervisor. Once your supervisor has approved the request, you can **then** submit all these forms to Human Resources, and you should receive your check within two weeks.

### Practice!

Choose the best transitional word that suitable for fill in the gaps below!

Immediately      as soon as      when      yesterday  
a moment later      then

\_\_\_\_\_ I went to work early to get some extra filing done.  
\_\_\_\_\_ I got there, the phone started ringing.  
\_\_\_\_\_ my boss walked in. \_\_\_\_\_ he asked me to  
type a letter for him. \_\_\_\_\_ he asked me to make  
arrangements for a client to stay in town overnight. \_\_\_\_\_ I  
looked at my watch, it was already 11:00.

### The answer:

Yesterday, I went to work early to get some extra filing done. As soon as I got there, the phone started ringing. A moment later, my boss walked in. Immediately, He asked me to type up a letter for him. Then he asked me to make arrangements for a client to stay in town overnight. When I looked at my watch, it was already 11:00.

### Exercise 3

Choose the right answer that suitable from your experience!

1. You will drive over a test route that has a variety of traffic situations. At all times during the test, you must drive in a safe and responsible manner.  
A. True  
B. False

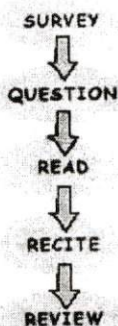
2. During the driving test, the examiner will be scoring on:
  - A. personality, looks, and vehicle.
  - B. specific driving maneuvers and personality.
  - C. specific driving maneuvers as well as on your general driving behavior.
3. You will not be asked to drive in an unsafe manner.
  - A. True
  - B. False
4. You have been asked to make a turn, you should:
  - A. ask the examiner why.
  - B. check yourself in the mirrors.
  - C. check traffic in all directions, use turn signals, and safely get into the lane needed for the turn.
5. As you approach the turn you should:
  - A. use turns signal to warn others of your turn.
  - B. slow down smoothly, change gears as needed to keep power, but do not coast unsafely.
  - C. All of the above.
6. If you must stop before making a turn you should come to a smooth stop without skidding and:
  - A. come to a partial stop behind the stop line, crosswalk, or stop sign.
  - B. come to a complete stop behind the stop line, crosswalk, or stop sign.
  - C. Continue on your way if nothing is coming.
7. Which of the following is something you do NOT do when you are ready to turn?
  - A. Check traffic in all directions.
  - B. Keep both hands on the steering wheel during the turn.
  - C. Change gears during the turn.
8. When you are safely making a test you will always:
  - A. Keep checking your mirror to make sure the vehicle does not hit anything on the inside of the turn.

- B. Look left only before turning.
  - C. Ask your passenger to help you watch for traffic.
9. After you complete your turn you should get up to the speed of traffic, use turn signal and move into left-most lane when safe to do so.
- A. True
  - B. False
10. When a driver approaches an intersection he/she should check traffic thoroughly in all directions, decelerate gently, brake smoothly, if necessary change gears. You must never:
- A. come to a complete stop.
  - B. maintain a safe gap behind any vehicle in front of you.
  - C. roll forward or backward after stopping.
11. Once through the intersection the driver should continue checking traffic, accelerate smoothly and change gears as necessary.
- A. True
  - B. False

### Exercise 3.2.

Choose one of these topics, and make your own essay about the topics with good chronological order!

- A. *How to cook something*
- B. *How to drive motorcycle*
- C. *How to make your KRS*
- D. *How to prepare your examination*



All of you are expected to be able to do three things: read textbooks, take notes, and take tests. This chapter will provide useful suggestions and strategies for each of these tasks. A method for outlining essays is also included, should you need to take notes or otherwise prepare material in outline form. Take time to study the suggestions and procedures offered. Using these skills effectively will give you better grades and increased academic success.

A well-known method for reading and studying textbook material is called the SQ3R method (developed by Francis P. Robinson). It is designed to help students understand and retain textbook material by using a system or series of steps to guide them as they read and study. There are five steps to be followed:

1. Survey,
2. Question,
3. Read,
4. Recite, and
5. Review.

### **Step 1: Survey**

This first step involves obtaining an overview of the chapter or section to be read. To do this, follow this guide:

- a. Read the title or the heading of the chapter or section,
- b. Read the introductory sentence (s) or paragraph (s) that explain the scope and objective of the chapter,
- c. Read each of the subtitles or subheadings throughout the chapter or the section,
- d. Take notice of any illustrations like maps, charts, tables, graphs, time lines, and so on that are part of the chapter or section,
- e. Read the summary that highlight the main points of the chapter or section,
- f. Skim the chapter or section for unfamiliar vocabulary or review the vocabulary list if one is provided.

The survey step gives the student a good idea of what the assignment is about. While it is not part of the careful reading, the student will begin doing in step 2, it does allow time to “get ready to read and study”.

### **Step 2: Question**

Textbooks are organized so that a large body of information is broken down into smaller units, each with its own title or heading. They are called subtitles or subheadings because they come under the broader chapter or section title or heading. These subtitles, when turned into questions, provide a purpose for reading: to answer specific questions about what is read. To accomplish this step:

- a. Locate the first subtitles or subheading,
- b. Turn that subtitles or subheading into a question using any one of these question words: “what”, “where”, “how”, “why”, “was”, “did”, “is”, “who”, “when”. The word you choose should create a question, not change the intended meaning of the subtitle or the subheading.
- c. Write the question down and leave enough space to write an answer.

### **Step 3: Read**

Now read the information below the subtitle or the subheading. As you read:

- a. Underline the words, phrases or sentences that you think answer the question,
- b. Make a note in the margin in your own words to clarify or explain the reading further,
- c. Make a note of examples or details that may be useful in answering the question,
- d. Stop reading when you reach the next subtitle or subheading.

#### Step 4: Recite/ Write

Now that you have read this first section, see if you can:

- a. Close the book and answer the question you created from the subtitle,
  - b. Use your own words to do so,
  - c. Write down an answer that you think answers the question.
- Repeat steps 2, 3, and 4 for each subtitle following the first.

#### Step 5: Review

Now that your reading is complete, reexamine your notes. You should check to see that:

- a. You have answered each question you created from the subtitles,
- b. Your responses directly answer each question,
- c. Your answers include those details and/ or examples needed to enhance,
- d. Your understanding of what has been read.

As you practice using these SQ3R method, you will find you learn more and have good study notes to use to prepare for class participation and tests.

#### Another Techniques for Improving Your "SQ3R"

##### SURVEY THE CHAPTER

**Do not read the chapter yet! Do these steps first:**

1. Read the title - prepare your mind to study the subject.
2. Read the introduction and/or summary - think about how this chapter fits the author's purposes, and focus on the author's statement of most important points.
3. Quickly look over each **boldface** heading and subheading - organize your mind **before** you begin to read - build a structure for the thoughts and details to come.

4. Look over any graphics, charts, maps, diagrams, etc. They are there to make a point - don't miss them.
5. Notice the reading aids - *italics*, and **boldface** print show that something is important
6. Also, the chapter objective and the end-of-chapter questions are all included to help you sort, understand and remember the information.

## QUESTION

**Do not read the chapter yet! Do these steps first:**

Create questions from your reading to help your mind think about the material.

Look at each section at a time and turn the boldface headings into as many questions as you think will be answered in that section. The better the questions, the better your understanding will be. You may always add more questions as you continue. When your mind is actively searching for answers to questions, it is learning! **This is also the best way to predict test questions - where do you think your teachers think up questions?!**

Here's an example: if a heading says "Parts of the Flower," you can make a question like: "What are the parts of a flower?" "Historic People" can be a question like "Name some historic people."

Make up as many questions as you possibly can.

## READ

**Ok, now it is time to read the chapter, but follows these steps:**

As you read, look for the answers to the questions you wrote, and write the answers in your notes!

Read each section of the chapter with your questions in mind.

Look for the answers, and take note of questions you *didn't* think of that were answered in that section.

## RECITE

**As you read the chapter, you should recite your notes.**

**Reciting** means practicing **out loud** what you've written down.

Yes, that's right - talk to yourself!

After each section of reading, stop, think about your questions, and see if you can answer them from memory. If not, look back

again (as often as necessary) but don't go on to the next section until you can say what you have learned!

## REVIEW

Spend 15 minutes every day reviewing your notes.

Once you've finished the entire chapter using the steps above, go back over all the questions that you made. See if you can still answer them. If you cannot, read the chapter again, being careful to answer your own questions.

### Exercise 4

Choose the best answer according to the passage!

Glass fibers are extremely strong; for their weight, they are stronger than steel. They are made by forcing molten glass through tiny holes called spinnerets. As many as four hundred spinnerets are placed together, and threads of glass much thinner than human hairs are drawn off at great speed—miles of thread per minute. As they speed along, the threads are coated thinly with a type of glue and twisted into a yarn. The glass fibers are used with plastics to make boats and car bodies. They are also woven into heavy cloth for window draperies and into strong belts for making tires stronger.



A special kind of glass fiber is causing a revolution in communications. A signal of light can be made to travel along the fiber for very long distances. By changing the quality of the light, many messages can be sent at once along one strand of glass. New office buildings are being “wired” with glass fibers as they are built. The glass fibers will be used to connect telephones and computers in ways that not long ago were either impossible or too expensive.

Glass wool traps air in a thick, light blanket of fibers. This blanket is then put into walls and ceilings to keep warm air in during the winter and cool air in during the summer. To make glass wool,

molten glass is fed into a spinning drum with many holes in it. As the glass threads stream out of the holes, they are forced downward by a blast of hot air and through a spray of glues. The threads are then further blown about to mix them up as they fall in a thick mat on a moving belt. The glass we see through and drink out of has many, many others uses besides the ones described here.

1. What was the author's main purpose in writing the articles?
  - a. To inform you how special kinds of glass are made and used
  - b. To persuade you to investigate the many uses of glass beyond those mentioned in the article
  - c. To inform you about the strength of glass fiber
  - d. To inform you that glue is used to hold strands of glass together
2. The word special in the second paragraph is closest in meaning to:
  - a. Distinct among others of a kind
  - b. Additional
  - c. Common
  - d. Species
3. Glass fibers are made by forcing molten glass through:
  - a. Spinners
  - b. Spiderets
  - c. Spinnerets
  - d. Spinets
4. The word changing in the second paragraph could best be replaced by the word:
  - a. Altering
  - b. Boring
  - c. Bringing
  - d. Doing
5. What are glass fibers woven into cloth for?
  - a. Draperies
  - b. Cars and boats
  - c. Glasses
  - d. Glue

6. The word fed in the fourth paragraph means:
  - a. To give food to
  - b. To minister to
  - c. To support
  - d. To supply
7. The word they in the second sentence of the first paragraph refers to:
  - a. Human hair
  - b. Weight
  - c. Glass fibers
  - d. Yarn
8. The word it in the fourth paragraph refers to:
  - a. Molten glass
  - b. Glass wool
  - c. Spinning drum
  - d. Holes
9. The following sentence would best complete which paragraph?  
"this improvement in technology is expected to continue".
  - a. Paragraph 1
  - b. Paragraph 2
  - c. Paragraph 3
  - d. Paragraph 4
10. A signal of what can be made to travel along fiber for very long distances?
  - a. Heat
  - b. Wave
  - c. Wool
  - d. Light
11. The word spray in the fourth paragraph could best be replaced by the word:
  - a. Shower
  - b. Blow
  - c. Spit
  - d. Force



What Can You Do to Become a Better Reader?

**Before Reading**

- **Set a Purpose for Reading**

Think if you will you be reading to find out what happens in a story or to learn specific information.

- **Preview the Text**

Look at the title, pictures, captions under pictures, headings, bold-faced print and other graphics.

- **Activate Background Knowledge**

Think about what you already know about the content of what you will read.

- **Predict**

Think what might happen in the story, what words may be used, or what information the text might contain.

## **During Reading**

- **Cross-check**

Check one cue with another. Ask yourself, "Does this word look right, sound right, and make sense?"

- **Reread**

When problems occur, return to the beginning of a sentence or paragraph and read it again.

- **Predict and Confirm**

Ask yourself, "What word do I expect to see?", "What do I think will happen next?", "Did that make sense?", or "Am I finding the answers to my questions about this topic?"

- **Skip, Read On, and Go Back**

Sometimes you can skip an unfamiliar word and read to the end of the sentence or paragraph, thinking about what would make sense. Then, using the context, go back and reread again

- **Connect Background Knowledge to the Information in the Text**

Think about what you already know about the subject and the kind of material you are reading. Think about how the information is similar to what you already know about the topic, event, or person. If you have many questions about the topic or the kind of book, you may need to ask someone for help.

- **Think About Explicit and Implicit Information**

Think about what information is given directly. Also think about what you know from reading that is not directly stated in words such as how a character's actions show feelings or why things may have happened based on the clues the author gave.

- **Stop and Review**

If you are reading a longer text, stop and think about what has happened in the story so far or what information has been given.

## **After Reading**

- **Retell and Summarize**

Tell someone or write what happened in the story, including characters, plot, and important events. If you read a nonfiction piece, review what information was presented.

- **Use a Graphic Organizer**

Use a story map, biography wheel, Venn diagram, or other way to show what was included in what you read. (You may need to check with your teacher for suggestions.)

- **Draw Conclusions**

Think about what predictions you made before and during reading. Look back and think about what you have read. Consider how the information read relates to what you already knew about the topic. Were your questions answered? Do you have more questions about the subject?

- **Reread**

Reread the text or a section of the text to help you understand it better.

- **Discuss and Respond**

Talk with someone about what you have read. Ask each other questions. Look back at the book to defend your opinions.

- **Write to Support Understanding**

Write about what you have read, telling what it made you think of or what you learned.

## **What good readers do?**

To become good reader, you mustto concern with this several item:

- **Know why you are reading the text** - decide before you start and keep the purpose in mind as you read.
- **Read in different ways** depending on your purpose - scan a text to get a quick overview of its content; skim read a text to find specific information; grapple with the detail to improve your understanding of the topic.

- **Read through** a text once in order to get a general idea of its meaning and content. Then re-read it, take notes, add margin comments or highlight particular sections.
- **Pay attention** to the structure of a text to help you to understand the writer's purpose and argument. Take notice of headings and sub-headings, of opening and closing paragraphs and of other signposts the writer has provided.
- **Ask questions** of text and of yourself as you read.
- **Accept that sometimes you need to re-read** in order to check your understanding, to reconsider particular points of interest or importance and to add to your notes.
- If you find something difficult to understand, **say the words in your head** or aloud as a way of unravelling the meaning. Draw sketches or diagrams as a way of getting hold of the meaning.
- **Try to understand rather than just memorise** what you read. This effort to understand is itself an aid to memorising.
- **Good readers are critical readers.** Test the writer's argument against your own previous knowledge and experience.

*(adapted from B551, The Manager's Helpfile)*

### Exercise 5

*Choose the best answer according to the passage!*



The lens on a camera has only two tasks. First, it must gather in as much light as possible in order to activate the sensitive chemicals on the film. Second, it must organize the light rays so that they form a sharp image on the film. These may sound like simple tasks, but they are not.

One of the sharpest lenses is merely a pinhole in a sheet of cardboard, metal, plastic, or a similar material. If the pinhole is tiny enough, the image can be quite sharp, but then very little light is admitted. For most purposes, even the most sensitive film would take too long to record an image.

A glass lens is much better because it lets in much more light and focuses it on the film. Yet simple glass lenses are sharpest only in their centers. As more of the lens is used, the image suffers in sharpness.

One reason a simple lens can cause problems is that it is shaped like a section of a sphere. Spherical lenses do not focus perfectly on flat film, so the image is slightly distorted, especially at the edges. Another reason is that the lens can act partly like a prism. This means that some of the colors in the image will not focus properly, and the image will be fuzzy.

One solution is to block off all but the sharp-focusing center of the lens. If you block off the edges of the lens, however, less light will get to the film. Early lenses had to compromise between sharpness and light-gathering power.

Very sharp lenses that admit as much light as possible can be built by making them with several separate lenses, or elements. A multiple-element lens has from two to nine separate lenses. Some elements are cemented together, and some have a gap between them. Furthermore, the elements are often made of different kinds of glass, each with a different ability to bend light rays. Some of the elements are there just for correcting problems caused by the other elements! The results are worth it, though: pictures can be taken in many different light conditions, and they have a sharpness you can almost feel.

1. The word it in the first paragraph refers to:
  - a. Camera
  - b. Lens
  - c. Film
  - d. Chemicals
2. The word distorted in the fourth paragraph means:
  - a. Out of a proper or natural relation
  - b. Clean and in shape
  - c. Purified, as one
  - d. Proper

3. In what ways does an image suffer if too large an area of the spherical lens is used?
  - a. The edges of the image become fuzzy
  - b. Too much light is admitted
  - c. Too little light is admitted
  - d. Colors change
4. What is the main disadvantage of a simple lens that is made sharp by using just the center?
  - a. With less light-gathering power, the lens is utterly useless
  - b. With less light-gathering power, the lens is useful only in bright light
  - c. With more light-gathering power, the lens is useful only in dim light
  - d. With more light-gathering power, the lens is utterly useless
5. The word sharpest in the third paragraph refers to:
  - a. Having clear form and detail
  - b. Terminating in an edge or a point
  - c. Intellectually penetrating; astute
  - d. Having a thin edge or a fine point suitable for or capable of cutting or piercing
6. The word it in the fourth paragraph refers to:
  - a. Glass lens
  - b. Prism
  - c. Simple lens
  - d. Flat film
7. The word sensitive in the second paragraph could best be replaced by the word:
  - a. Delicate
  - b. Irritable
  - c. Reactive
  - d. Psychic
8. The word ability in the sixth paragraph could best be replaced by the word:
  - a. Ignorance
  - b. Weakness
  - c. Ineptness
  - d. Capacity

9. The meaning of the word solution as used in the fifth paragraph is closest in meaning to:
- a. A homogeneous mixture of two or more substances, which may be solids, liquids, gases, or a combination of these
  - b. The answer to or disposition of a problem
  - c. The state of being dissolved
  - d. Release; deliverance; discharge
10. What is the minimum number of lenses in multiple-element lens?
- a. Nine
  - b. Two
  - c. Ninety-two
  - d. Twenty-nine
11. The word fuzzy in the fourth paragraph means:
- a. Clear
  - b. Unclear
  - c. Exact
  - d. Precise
12. The word admitted in the sixth paragraph is closest in meaning to:
- a. To permit to enter
  - b. To have room for; accommodate
  - c. To grant to be real, valid, or true; acknowledge
  - d. To make acknowledgement



**R**eading is a way of getting the meaning from the printed page, and today the chance are good that the printed page will contain a diagram, a chart, a map, a table, or a graph. The rapid race of living at the present time makes it imperatives for writers to present their ideas briefly and with force. It is therefore almost impossible to pick up a newspaper, an advertising pamphlet, a magazine, or a textbook without finding at least one of those forms.

The graph is really a picture and it is used to illustrate information about such topics as sports, the weather, changes in income, work hours, and the way in which people spend their time or their money. Graphs are of several types. There are pictographs, circle graphs, line graphs, and bar graphs.

Tables express facts through organized series of numbers and the answer to such numerical questions as "How many?", "How much?", "at what stage?" and "at what time?" Properly prepared, non prose materials show comparisons and relationship in vivid and interesting form. Properly approached, they save reader's time.

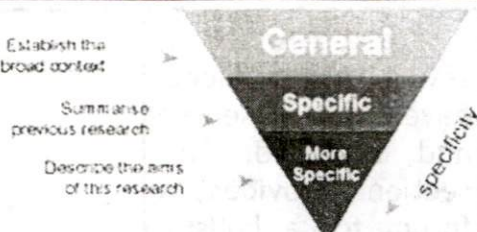
The effective reading of such materials varies with the form of the item and with the particular purpose of the reader at the time. A few general principles, however, should be of help under any conditions.

1. Consider the title carefully,
2. Determine what items, dates, places, persons, or accomplishments are being explained or compared,
3. Look for general trends and overall conclusions,
4. Seek out the specific facts you need,
5. If the picture or tables accompanies an article, decide why it was included. Was it intended to take the place of an extended explanation? Was it included to summarize the facts already expressed in words? or was its purpose to make the idea vivid and memorable?

### How to read journal

Journal articles usually have a quite rigid structure that is determined by the particular journal in which they appear and by the type of research being reported; this makes extracting information from them sometimes easier than from less rigid text types. The reporting of empirical research will mostly follow the format of abstract, introduction, methods, results, discussion, conclusion.

| Function  | Reading Strategies  |
|---|---|
| Abstracts provide a complete overview of what the research is about, what it did, how it did it, what it found and what those results mean. | Given the function of the abstract, you should read it first to gain a general understanding about the whole paper/research |

|  |   |
|--|---|
| <p>Introductions usually provide a brief review of previous research, a rationale or reason for the research and an outline of exactly what it is that the research is aiming to do.</p> |  <p>This diagram provides an outline of the sequence of information presented in the introduction. Knowledge about this structure will help you to locate relevant information and develop a clearer picture of what the research is about and why it has been done.</p> |
| <p>Method sections do what their titles suggest: describe the methods used in the research.</p>  |   |
| <p>Results sections also do what their titles suggest: describe the results found.</p>   | <p>You will sometimes find the results and discussion sections are combined.</p>  |
| <p>Discussion sections provide an interpretation of what the results actually mean in terms of the field and the original research question or hypothesis.</p>                           | <p>Read the discussion section to understand what the results mean</p>  |
| <p>Conclusion or General Discussion section will be present particularly in research papers</p>  | <p>Read the conclusion or general discussion section for an understanding of the key issues resulting from the research.</p>  |

where the results of several experiments have been presented and discussed. This section provides a forum for a holistic discussion of the meaning and implications of the research. It also details the implications of the research and makes recommendations about further research or policy and practice in the relevant area.

The journal article sections described above are visible in the example journal article below. The article has been annotated to highlight the structure and function of each section. You can use your knowledge of the structure and function of each section to improve the efficiency of your reading. Knowing where a certain type of information is located will reduce the time it takes to locate this information, as well as the time it takes you to read the article.

### Exercise 6

Choose the best answer according to the passage!

### Cheating and Plagiarism



Students are responsible for familiarising themselves with the University Code of Student Conduct, as on enrollment with the University. the student has placed themselves under the policies and

regulations of the University and all of its duly constituted bodies. Disciplinary authority is exercised through the Student Conduct Committee. The Committee has procedures in place for hearing allegations of misconduct. Copies of the student conduct code are available at the Student Services Office.

Academic dishonesty is never condoned by the University. This includes cheating and plagiarism, which violate the Student Conduct Code and could result in expulsion or failing the course.

Cheating includes but is not limited to obtaining or giving unauthorized help during an examination, getting unauthorized information about the contents of an examination before it is administered, using unauthorised sources of information during an examination, altering or falsifying the record of any grades, altering or supplying answers after an examination has been handed in, falsifying any official University record, and misrepresenting the facts to get exemptions from or extensions to course requirements.



Plagiarism includes but is not limited to submitting any paper or other document, to satisfy an academic requirement, which has been copied either in whole or in part from someone else's work without identifying that person; failing to identify as a quotation a documented idea that has not been thoroughly assimilated into the student's language and style, or paraphrasing a passage so closely that the reader could be misled as to the source; submitting the same written or oral material in different courses without obtaining authorisation from the lecturers involved; or 'dry-labbing', which includes obtaining and using experimental data from fellow students without the express consent of the lecturer, utilizing experimental data and laboratory write-ups from other parts of the course or from previous terms during which the course was conducted, and fabricating data to fit the expected results.

1. The Student Services Office familiarizes students with the student code.

- A. True                      B. False                      C. Not given

2. Cheats will automatically be expelled because their behavior cannot be condoned.  
A. True      B. False      C. Not given
3. The text lists all activities that are considered to be cheating.  
A. True      B. False      C. Not given
4. According to the text, cheating is a more serious offence than plagiarism.  
A. True      B. False      C. Not given
5. It is never acceptable to paraphrase closely.  
A. True      B. False      C. Not given
6. Students can submit the same work in different courses as long as they ask their lecturer and it is not their own.  
A. True      B. False      C. Not given
7. If students want to use other students' laboratory data, they must ask them and the lecturer first.  
A. True      B. False      C. Not given
8. Data must fit the expected results.  
A. True      B. False      C. Not given

### Exercise 6.2.

Find any article from English Education Journal, and then make the summary!



What are the benefits?

- allows the student to read long enough and often enough so that the act of reading becomes automatic.
- Since it is informal and free of strict assessments, students can gain a new perspective on reading— as a form of recreation. Students will also gain a positive attitude toward reading and therefore become lifelong readers!
- Better readers score higher on standardized tests.

Jim Trelease's stated:

***"Reading is a skill—and the more you use it, the better you get at it. Conversely, the less you use it, the more difficult it is."***

"Sustained Silent Reading (SSR) is a period of uninterrupted silent reading. It is based upon a single simple principle: Reading is a skill. And like all skills, the more you use it, the better you get at it. Conversely, the less you use it, the more difficult it is. Like swimming, once you learn it, you never forget it. But in order to

get better at either reading or swimming, you must jump into the book or the water and do it over and over."

How much do students read? As reported in the excerpt from Jim Trelease's book, *The Read Aloud Handbook*, students do not read very much. In one reported study, 90% of the students studied devoted only 1 percent of their free time to reading and 30% to watching television. 50% of the students read for an average of four minutes or less per day, 30% read two minutes per day, and 10% read nothing at all. In a comprehensive seven-year study conducted by John Goodlad, *A Place Called School*, it was reported that only 3 percent of class time is occupied by the act of reading in the middle school, and 2 percent in the high school.

### **Guidelines for Using Sustained Silent Reading Time**

1. Students must read for the entire allotted reading period.
2. You cannot do homework or read any material for another course. SSR is not a study hall.
3. You must read a book (no magazines or newspapers where text competes with pictures), preferably one that tells a story (e.g. novels, histories and biographies rather than books of lists or facts where readers can't sustain attention, build up speed and fluency, or grow to love good stories.)
4. You must have a book in your possession when SSR times starts; this is the main responsibility involved in coming prepared to class.
5. You may not talk or disturb the others.
6. You may sit or recline wherever you like as long as feet don't go up on the furniture and rule #5 is maintained.
7. Please don't ask to leave the room at this time. It disturbs others.

### **Effective Reading**

Different reading purposes require different levels of engagement with texts: the 3Rs of reading.

- **Reading to Reveal**
- **Reading to Review**
- **Reading to Remind**

(1) Reading to prepare **for** lectures and tutorials - to **reveal main points**

(2) to **reveal new sources and data** to add to knowledge gained from lectures and tutorials, in preparation for writing assignments or taking examinations.

### **Reading Approach:**

(1) Reading in preparation for a lecture or tutorial will help you to anticipate and understand some of the ideas and practices that the tutor will present and discuss. At this stage, as you do not need a great depth of knowledge, a **fairly quick scan** and review of the main ideas and practices associated with a particular topic will give you the basic understanding of the key ideas that you need to know to follow the lecture.

(2) Reading to reveal new sources and data requires however, a **slower more investigative approach** to reading and needs more time allocated to it.

### **TO REVEAL**

University of Bradford, School of Management Six Steps to Effective Reading Effective Learning Service 5 to **review** what was learned and to reinforce understanding **after** a lecture or tutorial.

### **Reading Approach:**

It requires an **active and more rigorous approach** to reading to ensure you have grasped the main points presented by the lecturer and to follow up other sources suggested. This reading purpose is often neglected. However, arguably it is the most important purpose of all, as it can save you much time and effort later in the course, particularly when you have to write assignments.

### **TO REVIEW**

Reading to remind yourself what you read previously, e.g. for examination revision purposes.

### Reading Approach:

If you have engaged well with reading at the review stage, the revision reading task should be much less formidable, as you would have gained a good grasp of the assignment topic from earlier reading.

### TO REMIND

The Three Reading Purposes:

Most students need a reading plan to help them allocate time to the three reading purposes.

### Exercise 7

Find any article from English Education Journal, and then make the summary!

Conflict had existed between Spain and England since the 1570s. England wanted a share of the wealth that Spain had been taking from the lands it had claimed in the Americas.



Elizabeth I, Queen of England, encouraged her staunch admiral of the navy, Sir Francis Drake, to raid Spanish ships and towns. Though these raids were on a small scale, Drake achieved dramatic success, adding gold and silver to England's treasury and diminishing Spain's omnipotence.

Religious differences also caused conflict between the two countries. Whereas Spain was Roman Catholic, most of England had become Protestant. King Philip II of Spain wanted to claim the throne and make England a Catholic country again. To satisfy his ambition and also to retaliate against England's theft of his gold and silver, King Philip began to build his fleet of warships, the Armada, in January 1586.

Philip intended his fleet to be indestructible. In addition to building new warships, he marshaled one hundred and thirty sailing vessels of all types and recruited more than nineteen thousand robust soldiers and eight thousand sailors. Although

some of his ships lacked guns and others lacked ammunition, Philip was convinced that his Armada could withstand any battle with England.

The martial Armada set sail from Lisbon, Portugal, on May 9, 1588, but bad weather forced it back to port. The voyage resumed on July 22 after the weather became more stable.

The Spanish fleet met the smaller, faster, and more maneuverable English ships in battle off the coast of Plymouth, England, first on July 31 and again on August 2. The two battles left Spain vulnerable, having lost several ships and with its ammunition depleted. On August 7, while the Armada lay at anchor on the French side of the Strait of Dover, England sent eight burning ships into the midst of the Spanish fleet to set it on fire. Blocked on one side, the Spanish ships could only drift away, their crews in panic and disorder. Before the Armada could regroup, the English attacked again on August 8.

Although the Spaniards made a valiant effort to fight back, the fleet suffered extensive damage. During the eight hours of battle, the Armada drifted perilously close to the rocky coastline. At the moment when it seemed that the Spanish ships would be driven onto the English shore, the wind shifted, and the Armada drifted out into the North Sea. The Spaniards recognized the superiority of the English fleet and returned home, defeated.

1. Sir Francis Drake added wealth to the treasury and diminished Spain's \_\_\_\_.
  - A. unlimited power
  - B. unrestricted growth
  - C. territory
  - D. treaties
  - E. answer not available in article
2. Philip recruited many \_\_\_\_ soldiers and sailors.
  - A. warlike
  - B. strong
  - C. accomplished
  - D. timid
  - E. non experienced

3. The \_\_\_\_ Armada set sail on May 9, 1588.

A. complete

B. warlike

C. independent

D. isolated

E. answer not available

4. The two battles left the Spanish fleet \_\_\_\_.

A. open to change

B. triumphant

C. open to attack

D. defeated

E. discouraged

5. The Armada was \_\_\_\_ on one side.

A. closed off

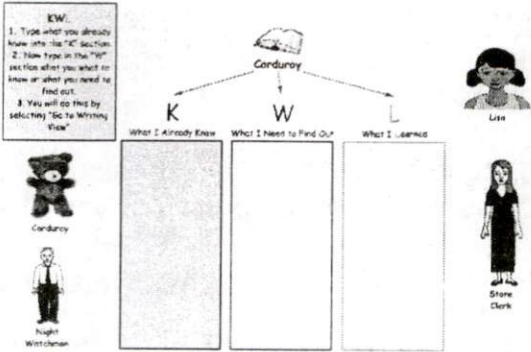
B. damaged

C. alone

D. circled

E. answer not available in this article

THE KWL READING METHOD



KWL is intended to be an exercise for a study group or class that can guide you in reading and understanding a text. You can adapt it to working alone, but discussions definitely help. It is composed of only three stages that reflect a worksheet of three columns with the three letters

|              |                      |                     |
|--------------|----------------------|---------------------|
| What we Know | what we Want to know | and what we Learned |
|              |                      |                     |
|              |                      |                     |
|              |                      |                     |
|              |                      |                     |

K stands for **Know**  
This first stage may surprise you:  
Think first about, then list, what you know about the topic.  
This advanced organizer provides you with a background to the new material, building a scaffold to support it.  
Think of it as a pre-reading inventory.

- **Brainstorm!**  
Before looking at the text, think of keywords, terms, or phrases about the topic, either in your class or a study group.
- Record these in the *K* column of your chart until you cannot think of more.
- Engage your group in a discussion about what you wrote in the *K* column.
- Organize the entries into general categories.

### **W stands for Will or Want**

The second stage is to list a series of questions of what you want to know more of the subject, based upon what you listed in *K*.

- Preview the text's table of contents, headings, pictures, charts etc.  
Discuss what you want to learn
- List some thoughts on what you want, or expect to learn, generally or specifically.  
Think in terms of what you will learn, or what do you want to learn about this.
- Turn all sentences into questions before writing them down.  
They will help you focus your attention during reading.
- List the questions by importance.

### **L stands for Learned**

The final stage is to answer your questions, as well as to list what new information you have learned. Either while reading or after you have finished.

- List out what you learn as you read, either by section, or after the whole work, whichever is comfortable for you.
- Check it against the *W* column, what you wanted to learn
- Create symbols to indicate main ideas, surprising ideas, questionable ideas, and those you don't understand!

Expand this exercise beyond K W L:

Add an H!

Stands for HOW you can learn more.

- Pose new questions about the topic
- How can I learn more or answer questions not answered in my worksheet these include other sources of information, including: organizations, experts, tutors, websites, librarians, etc.

### Exercise 8

Choose the best answer according to the passage!

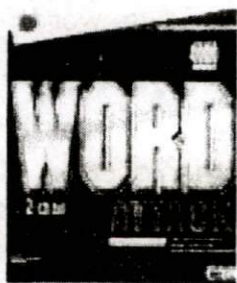


Impressionism in painting developed in the late nineteenth century in France. It began with a loosely structured group of painters who got together mainly to exhibit their paintings. Their art was characterized by the attempt to depict light and movement by using pure broken color. The movement began with four friends who met in a cafe: Monet, Renoir, Sisley, and Bazille. They were reacting against the academic standards of their time and the romantic emphasis on emotion as a subject matter. They rejected the role of imagination in art. Instead, they observed nature closely, painting with a scientific interest in visual phenomena.

Their subject matter was as diverse as their personalities. Monet and Sisley painted landscapes with changing effects of light, and Renoir painted idealized women and children. The works of impressionists were received with hostility until the 1920s. By the 1930s impressionism had a large cult following, and by the 1950s even the least important works by people associated with. The movement commanded enormous prices.

1. Impressionism began with a small group of artists who wanted to ....
  - a. use light colors
  - b. fight the government

- c. become scientists
  - d. show their paintings
2. The first impressionists.....
- a. supported the academic standards
  - b. began a new academy
  - c. did not like the academic standards
  - d. developed new official standards
3. The early impressionist artists painted.....
- a. with imagination
  - b. different subject matter
  - c. landscapes
  - d. diverse personalities
4. What subject matter did Monet and Sisley' usually paint?
- a. Country scenes
  - b. Portraits
  - c. Skyscrapers
  - d. Animals in nature
5. Which of the following typifies the early impressionists?
- a. They had a romantic emphasis
  - b. They tried to see nature unemotionally
  - c. They worked toward a unified goal
  - d. They idealized life
6. Most people did not like impressionistic painting.....
- a. before 1920
  - b. between 1920 and 1930
  - c. between 1930 and 1950
  - d. after 1950



**W**ord-attack strategies help students decode, pronounce, and understand unfamiliar words. They help students attack words piece by piece or from a different angle. Model and instruct students:

#### Use Picture Clues

- ✓ Look at the picture.
- ✓ Are there people, objects, or actions in the picture that might make sense in the sentence?

#### Sound Out the Word

- ✓ Start with the first letter, and say each letter-sound out loud.
- ✓ Blend the sounds together and try to say the word. Does the word make sense in the sentence?

#### Look for Chunks in the Word

- ✓ Look for familiar letter chunks. They may be sound/symbols, prefixes, suffixes, endings, whole words, or base words.
- ✓ Read each chunk by itself. Then blend the chunks together and sound out the word. Does that word make sense in the sentence?

### Connect to a Word You Know

- ✓ Think of a word that looks like the unfamiliar word.
- ✓ Compare the familiar word to the unfamiliar word. Decide if the familiar word is a chunk or form of the unfamiliar word.
- ✓ Use the known word in the sentence to see if it makes sense. If so, the meanings of the two words are close enough for understanding.

### Reread the Sentence

- ✓ Read the sentence more than once.
- ✓ Think about what word might make sense in the sentence. Try the word and see if the sentence makes sense.

### Keep Reading

- ✓ Read past the unfamiliar word and look for clues.
- ✓ If the word is repeated, compare the second sentence to the first. What word might make sense in both?

### Use Prior Knowledge

- ✓ Think about what you know about the subject of the book, paragraph, or sentence.
- ✓ Do you know anything that might make sense in the sentence? Read the sentence with the word to see if it makes sense.

### Exercise 9

Choose the best answer according to the passage!

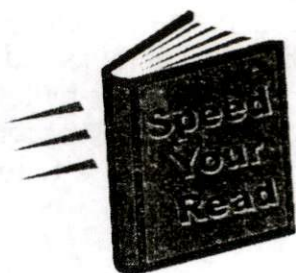


The Library of Congress in Washington, D.C., which houses the largest collection of books in the world, is fighting a battle against paper deterioration. The pages of old books, often yellowed and torn, sometimes crumble when they are touched. The main culprit in the battle is the acidic paper that has been used for making books since the nineteenth century. Air pollution and moisture have added to the problem. Strangely, the books that are most in danger of destruction are not the oldest books. The paper in books produced before the last century was made from 'cotton

and linen rags, which are naturally low in acid. And the Gutenberg Bible, printed five centuries ago, was made of thin calfskin, and is in remarkably good shape. But in the nineteenth century, with widespread literacy bringing a demand for a cheaper and more plentiful supply of paper, the industry began using chemically treated wood pulp for making paper. It is the chemical in this paper that is causing today's problem. This problem of paper deterioration is one of global concern. France, Canada, and Austria are all doing research into new methods of de-acidification. A new technology has been developed recently, in fact, that allows for mass de-acidification of thousands of books at the same time. It costs less than microfilming and still preserves books in their original form. It is hoped there will soon be treatment facilities all over the world to preserve and deacidify library book collections.

1. The Library of Congress.....
  - a. is headed for destruction
  - b. is fighting a battle
  - c. is causing paper deterioration
  - d. was built in the nineteenth century
2. According to this passage, libraries are trying to stop.....
  - a. the tearing of books
  - b. producing books from cotton and linen rags
  - c. doing research into methods of mass preservation
  - d. building treatment facilities
3. Before the nineteenth century,.....
  - a. most books crumbled
  - b. producing books from cotton and linen rags
  - c. doing research into methods of mass preservation
  - d. building treatment facilities
4. We can assume from this passage that.....
  - a. cotton and linen rags are not good for making paper
  - b. producing books from cotton and linen rags
  - c. doing research into methods of mass preservation
  - d. building treatment facilities

5. Some countries in the world are.....
  - a. using calfskin for book production
  - b. producing books from cotton and linen rags
  - c. doing research into methods of mass preservation
  - d. building treatment facilities
6. A new technique in de-acidification.....
  - a. uses microfilm to save books
  - b. will save the Gutenberg Bible
  - c. uses chemically treated wood pulp
  - d. can treat thousands of books at a time
7. The best title for this passage is.....
  - a. Paper Deterioration
  - b. The Gutenberg Bible
  - c. Microfilming vs. De-acidification
  - d. Types of Paper Used in Bookmaking



### Guidelines for Reading Faster

Every body read in different reading rate. Some of them read very fast, fast and some anothe read very slow. Therefore as good reader we must know well our speed reading rate before we understand about the meaning and understand comprehensifly at the text. We discussed speed reading in Reading I, now we discuss more about Speed Reading.

Speed reading is not just a parlor trick you can use to impress your friends and family. For many it's a necessary tool for managing time and information in the fast-paced business world, and for many others, specifically students, it's the only way to get through reading-heavy class loads.

The practiced speed reader can pick up a lengthy document or a thick stack of papers and use their skill to get at the meat of the subject by skimming for the most important details and information. Without developing the ability to speed read, this time-saving technique is merely flipping through pages fast.

Speed reading, or increasing the rate at which you read text, is linked to increasing the rate at which you understand what you're

reading. The key to successful speed reading is increasing your understanding of the text as you increase the rate at which you read the words. It takes training and practice, but don't be intimidated by the idea of a challenge. Think of it as the next, natural step to your reading development. Once you've mastered it, it's a skill that will stick with you for the rest of your life.

As a child, when you began to learn to read, chances are you began with the alphabet and the specific sounds each letter makes. Then you learned how to combine and blend letter sounds to decipher words. It's called letter-by-letter reading. Then something clicked and you began to recognize words without having to sound out each letter one at a time and you graduated to word-by-word reading.

With continued practice common words and sentence structure became more familiar and because your brain was tuned and ready, your eye started taking in blocks of words at a time. The difference between average readers and speed readers is in the blocks of words their eyes take in at one time. The larger the blocks, the faster your eye moves through the text.

Speed reading teaches you how to take your reading and your comprehension to the next level. The techniques used in teaching speed reading focus on your individual abilities, namely where you are right now and what might be keeping you from progressing. For example, if you are a slow reader, factors that hold you back may include, but are not limited to, moving your lips or reading out loud or holding the text too close to your eyes.

If you are in the practice of moving your lips, or speaking or whispering while you read, you're slowing yourself down dramatically. Your lips can only move so fast. You should be able to read at least two or three times faster than you can speak. In effect, you're keeping yourself at that word-by-word stage that children generally grow out of in elementary school.

Having the ability to speed read can make a significant difference in your life, especially if reading is a strong component of your work. Implementing some simple techniques can get you reading faster and more efficiently in no time at all.

The main purpose for reading is to comprehend the ideas in the material. Without comprehension, reading would be empty and meaningless. In our practicum, we have all witnessed cases where students are capable of reading the words, but face much difficulty in expressing their comprehension of the main ideas. An example of this occurrence was a second grade boy named Reggie who loved to read but had difficulty in comprehending what he read. Reggie would eagerly read to an audience since he had a solid grasp of phonemic awareness (sounding out words) and social discourse (reading with expression). When tested by the Reading Specialist, Reggie was placed in a relatively low level reading group. This was due to his inability to demonstrate comprehension of the reading material. This was shocking to the teacher, as he appeared to be a strong reader.

## **TIPS FOR INCREASING YOUR READING SPEED**

Speed Reading can help you to read and understand written information much more quickly. This makes it an essential skill in any environment where you have to master large volumes of information quickly, as is the norm in fast-moving professional environments. What's more, it's a key technique to learn if you suffer from "information overload", because it helps you to become much more discriminating about the information that you consume.

### **The Key Insight**

The most important trick about speed reading is to know what information you want from a document before you start reading it. If you only want an outline of the issue that the document discusses, then you can skim the document quickly and extract only the essential facts. If you need to understand the real detail of the document, then you need to read it slowly enough to gain the full understanding you need.

You will get the greatest time savings from speed reading by learning to skim excessively detailed documents, although the techniques you'll learn will help you improve the speed of all the reading you do.

## Technical Issues

Even when you know how to ignore irrelevant detail, there are other technical improvements you can make to your reading style which will increase your reading speed.

Most people learn to read the way young children read - either letter-by-letter, or word-by-word. As an adult, this is probably not the way you read now: Just think about how your eye muscles are moving as you read this. You will probably find that you are fixing your eyes on one block of words, then moving your eyes to the next block of words, and so on. You are reading blocks of words at a time, not individual words one-by-one. You may also notice that you do not always go from one block to the next: sometimes you may move back to a previous block if you are unsure about something.

A skilled reader will read many words in each block. He or she will only dwell on each block for an instant, and will then move on. Only rarely will the reader's eyes skip back to a previous block of words. This reduces the amount of work that the reader's eyes have to do. It also increases the volume of information that can be assimilated in a given period of time.

A poor reader will become bogged down, spending a lot of time reading small blocks of words. He or she will skip back often, losing the flow and structure of the text, and confusing his or her overall understanding of the subject. This irregular eye movement makes reading tiring. Poor readers tend to dislike reading, and they may find it harder to concentrate, and understand written information.

## How to Use Tool

Speed reading aims to improve reading skills by:

- Increasing the number of words read in each block.
- Reducing the length of time spent reading each block.
- And reducing the number of times your eyes skip back to a previous sentence.

These are explained below:

- **Increasing the number of words in each block:**  
This needs a conscious effort. Try to expand the number of words that you read at a time: With practice, you'll find you read faster. You may also find that you can increase the number of words in each block by holding the text a little further from your eyes. The more words you can read in each block, the faster you will read!

- **Reducing fixation time:**

The minimum length of time needed to read each block is probably only a quarter of a second. By pushing yourself to reduce the time you take, you will get better at picking up information quickly. Again, this is a matter of practice and confidence.

- **Reducing skip-back:**

To reduce the number of times that your eyes skip back to a previous sentence, run a pointer along the line as you read. This could be a finger, or a pen or pencil. Your eyes will follow the tip of your pointer, smoothing the flow of your reading. The speed at which you read using this method will largely depend on the speed at which you move the pointer.

You will be able to increase your reading speed a certain amount on your own by applying these speed reading techniques.

What you don't get out of self-study is the use of specialist reading machines and the confidence gained from successful speed-reading - this is where a good one-day course can revolutionize your reading skills.

### **Key points:**

By speed reading you can read information more quickly. You may also get a better understanding of it, as you will hold more of it in short term memory.

To improve the speed of your reading, read more words in each block and reduce the length of time spent reading each block. Use a pointer to smooth the way your eyes move and reduce skip-back.

## **ANOTHER SPEED READING TIPS**

by Speed Reading Expert, Richard Feldman, Ph.D. (Columbia University)

Many people can double their reading speed and improve their concentration by reading the material that's important to them early in the day.

### **Prioritize Your Reading**

Create three piles for your reading materials - important, moderately important, and least important. Then read the material in their order of importance. You'll improve your reading speed by doing this, and improve your reading comprehension by getting to the important material first, when your mind is clear and sharp.

### **Skim Material First for Main Ideas**

Speed read for main ideas in nonfiction works like how-to books and educational texts. Scan the table of contents and first and last sentences of each paragraph. You'll improve your reading speed and comprehension if you understand a book's structure first. This will help you know which parts of the book to skim and which parts to read more carefully.

### **Form a Question**

Improve your reading comprehension, reading speed, and concentration by turning headings and subheadings in textbooks and other nonfiction books into questions. Then scan the text for the answers. Your reading speed improves by doing this, and you become focused on your material.

### **Read in the Proper Environment**

Prop your book or magazine using a bookstand - angling your reading material at 45 degrees improves your reading speed and reduces eyestrain. Avoid reading difficult or important material in bed, where your mind and body tend to relax. You'll stay alert if you sit at a desk instead.

## **Write a Course of Action on Correspondence**

Improve your reading speed and avoid re-reading correspondence by jotting brief notes immediately after reading each piece of correspondence. Simply refer to your notes on each piece when you're reading to respond some time later.

## **Avoid Highlighting**

Although readers believe that highlighting in yellow (or any other color, for that matter) improves their reading speed and comprehension, the reverse is actually true. Highlighting simply means they don't want to bother learning the material right now. The result: They end up reading the material twice, and possibly not understanding or remembering it either time!

## **Preview before Reading**

Look through material first to get a sense of what's interesting and important to you, and what you might be able to skip. Then focus on the sections that you need to understand and remember, and skim or skip the rest.

## **Use a Flexible Reading Speed**

Some reading material must be read slowly and carefully: legal contracts, mathematical equations, and poetry are a few examples. Other reading material can be read at much faster speeds: newspapers, magazines, and novels. Adjust your reading speed to the type of reading material and your reading purpose.

## **Enroll in a Speed Reading Class**

Avoid on-line speed reading courses and do-it-yourself speed reading software. They don't work. Speed reading is best learned in a speed reading class taught by a knowledgeable, experienced, speed reading expert. If you are in New York, New Jersey or Connecticut, I'd love to see you in one of my public speed reading classes!

## Exercise 10

Count your time after read this passage!

### Daily Prayers: Why Five?

*Prayer helps you relax and have a time for yourself during the day. Believe me, I know that having to pray five times a day seems like a lot of work; it certainly seemed that way to me before I became Muslim. So, why? Why five?*

*Well, let's think about Prayer not in terms of it being a chore but in terms of it being a break from the chaos of the world outside. Imagine that you are at work and your phone is ringing, your colleagues want your help, your emails are piling up, and you are beginning to feel overwhelmed, what would you do? You would take a break, right?*

*Prayer is a break for us and a time of meditation. It allows us to set aside the demands of the world and simply focus our hearts on God. We get up and make ablution and then find a quiet place to pray in peace.*

*We take ten minutes to remember our Creator and refocus our energy on what is really important and relax. Relax our hearts, our minds, and our souls. When we return to work, we are refreshed and ready to begin and then, just when we are starting to be stressed out again, it is time for the next Prayer.*

*So really, we should be asking, why five? Why not six? God knows us better than we know ourselves and in His great Wisdom, He set the Prayers at perfect intervals. The first Prayer is the dawn prayer and is prayed before the sun comes up. Wow, that's early, right? Well, what time do you get up to go to work? Before sunrise? What a perfect way to start the day: a cup of coffee, some breakfast, a little conversation with God, and then off to work.*

*Then the next Prayer is the noon Prayer, and it is prayed usually*

somewhere between 12 and 1 p.m. This is right around the time everyone takes a break to eat lunch and to recuperate and we also take the time to remember God again and re-center ourselves.

The third Prayer of the day is the afternoon Prayer, and is usually prayed three to four hours after the noon Prayer: just when we're hitting the mid-afternoon slump. You know that time of the day when you are feeling sleepy at your desk and you are watching the clock tick by until you can leave? This is another great time to get up and take ten minutes to rest and re-focus, and by then it is time to head home.

The fourth Prayer of the day is the sunset Prayer, and it is prayed right after the sun goes down. How many times have you sat in the evening on your porch or in your backyard relaxing and watching the sun set? After we watch the sun go down we take a few moments to remember the God who created that sun, commanded it to set, and then made those beautiful colors for us to enjoy. What a powerful moment for meditation.

And then finally comes the night Prayer, which we pray before we go to bed. This is an opportunity to think about our day and about our blessings and to calm and quiet our minds before we sleep.

In this way we begin and end each day bowing our heads to God and to me this is a Divine symmetry.

Time: \_\_\_\_\_



For most people, it is easy to learn to read faster. Your reading rate is often just a matter of habit. But to begin, you may need to try to change some habits and try these tips:

**Pay attention** when you read and read as if it really matters. Most people read in the same way that they watch television, i.e. in an inattentive, passive way. Reading takes effort and you must make the effort. A wise teacher once told me that you can learn anything if you do three things:

PAY ATTENTION

PAY ATTENTION and

PAY ATTENTION.

There are some simple methods that you can use to pay better attention and get more out of your textbook reading time. Different authors call it different things, but many researchers say that you will improve your comprehension if you somehow "preview" the passage before you actually sit down and read every word.

## To do a preview you:

- take 30 to 60 seconds.
- look over the title of the chapter.
- look at all the headings, subheadings and marked, italic or dark print.
- look at any pictures or illustrations, charts or graphs.
- quickly skim over the passage, reading the first and last paragraph and glancing at the first sentence of every other paragraph.
- close the book and ask yourself:
  - ---What is the main idea?
  - ---What kind of writing is it?
  - ---What is the author's purpose?

You might not think that you could possibly answer these questions with so little exposure to the material, but if you do the preview correctly, you should have some very good general ideas. If you have a general idea of what the passage is about before you really read it, you will be able to understand and remember the passage better.

When you finally get to the point where you are actually slowly reading the passage, read in a "questioning" manner -as if you were searching for something. It sometimes helps if you take the heading or title of a chapter and turn it into a question.

For example, if the heading of a section in the text is "The Causes of the Civil War", take that title and switch it into a question like: "What are the causes of the Civil War?". Now you have a goal; something to look for; something to find out. When you are goal-oriented, you are more likely to reach the goal. At least you'll remember one thing about the text which you have just read.

**Stop talking to yourself when you read.** People talk to themselves in 2 ways, by:

- vocalizing, which is the actual moving of your lips as you read, and
- sub-vocalizing, which is talking to yourself in your head as you silently read.

Both of these will slow you down to the point in which you find that you can't read any faster than you can speak. Speech is a relatively slow activity; for most, the average speed is about 250 WPM (words per minute).

Reading should be an activity which involves only the eyes and the brain. Vocalization ties reading to actual speaking. Try to think of reading as if you were looking at a landscape, a panorama of ideas, rather than looking at the rocks at your feet.

**Read in thought groups.** Studies have shown that when we read, our eyes must make small stops along the line. Poor readers make many, many more fixations (eyestops) than good readers. Not only does this slow you down, but it inhibits comprehension because meaning is easier to pull from groups of words rather than from individual words or even single letters. Try to read in phrases of three or four words, especially in complete clauses and prepositional phrases. Your mind may internalize them as if the whole phrase is like one big meaning-rich word.

**Don't keep re-reading the same phrases.** Poor readers habitually read and re-read the same phrase over and over again. This habit of making "regressions" doubles or triples reading time and often does not result in better comprehension. A single careful, attentive reading may not be enough for full comprehension, but is often more effective than constant regressions in the middle of a reading. It is best to work on paying closer attention the first time through. Do a preview first before the careful reading and try the tips I mentioned above. You'll remember better without the rereading.

**Vary your reading rate** to suit the difficulty and type of writing of the text. Poor readers always read at the same slow rate. An efficient reader speeds up for easier material and slows down for the hard. Some things were not meant to be read quickly at all. Legal material and very difficult text should be read slowly. Easier material and magazines and newspapers can be read quickly. Poetry and plays were meant to be performed, and if not acted out, then at least, spoken out loud orally. This obviously will conflict with good speed reading method which forbids vocalization. Religious writings and scripture were originally

written to be recited and listened to by an audience which was likely to be intelligent, but illiterate. The "fun" of poetry, plays, or prayer is not really experienced if you "speed read" the text.

Taken from  
<http://english.glendale.cc.ca.us/methods.html>

by Dennis Doyle

### Exercise 11

Read this passage and make your own question according to the passage!

#### English as a National Foreign Language



India has two national languages for central administrative purposes: Hindi and English. Hindi is the national, official, and main link language of India. English is an associate official language. The Indian Constitution also officially approves twenty-two regional languages for official purposes.

Dozens of distinctly different regional languages are spoken in India, which share many characteristics such as grammatical structure and vocabulary. Apart from these languages, Hindi is used for communication in India. The homeland of Hindi is mainly in the north of India, but it is spoken and widely understood in all urban centers of India. In the southern states of India, where people speak many different languages that are not much related to Hindi, there is more resistance to Hindi, which has allowed English to remain a lingua franca to a greater degree.

Since the early 1600s, the English language has had a toehold on the Indian subcontinent, when the East India Company established settlements in Chennai, Kolkata, and Mumbai, formerly Madras, Calcutta, and Bombay respectively. The historical background of India is never far away from everyday usage of English. India has had a longer exposure to English than any other country which uses it as a second language, its

distinctive words, idioms, grammar and rhetoric spreading gradually to affect all places, habits and culture.

In India, English serves two purposes. First, it provides a linguistic tool for the administrative cohesiveness of the country, causing people who speak different languages to become united. Secondly, it serves as a language of wider communication, including a large variety of different people covering a vast area. It overlaps with local languages in certain spheres of influence and in public domains.

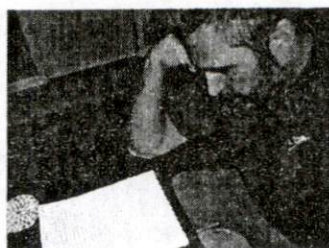
Generally, English is used among Indians as a 'link' language and it is the first language for many well-educated Indians. It is also the second language for many who speak more than one language in India. The English language is a tie that helps bind the many segments of our society together. Also, it is a linguistic bridge between the major countries of the world and India.

English has special national status in India. It has a special place in the parliament, judiciary, broadcasting, journalism, and in the education system. One can see a Hindi-speaking teacher giving their students instructions during an educational tour about where to meet and when their bus would leave, but all in English. It means that the language permeates daily life. It is unavoidable and is always expected, especially in the cities.

The importance of the ability to speak or write English has recently increased significantly because English has become the *de facto* standard. Learning English language has become popular for business, commerce and cultural reasons and especially for internet communications throughout the world. English is a language that has become a standard not because it has been approved by any 'standards' organization but because it is widely used by many information and technology industries and recognized as being standard. The call centre phenomenon has stimulated a huge expansion of internet-related activity, establishing the future of India as a cyber-technological super-power. Modern communications, videos, journals and newspapers on the internet use English and have made 'knowing English' indispensable.

The prevailing view seems to be that unless students learn English, they can only work in limited jobs. Those who do not have basic knowledge of English cannot obtain good quality jobs. They cannot communicate efficiently with others, and cannot have the benefit of India's rich social and cultural life. Men and women who cannot comprehend and interpret instructions in English, even if educated, are unemployable. They cannot help with their children's school homework everyday or decide their revenue options of the future.

A positive attitude to English as a national language is essential to the integration of people into Indian society. There would appear to be virtually no disagreement in the community about the importance of English language skills. Using English you will become a citizen of the world almost naturally. English plays a dominant role in the media. It has been used as a medium for inter-state communication and broadcasting both before and since India's independence. India is, without a doubt, committed to English as a national language. The impact of English is not only continuing but increasing.



**S**peed reading is not magic nor is it a big expensive mystery. Professional speed reading classes simply teach a handful of easy techniques that help a person focus his or her attention better. The eye is drawn to motion. Speed reading techniques put that motion on the page.

Your starting position is important. You should sit up straight, hold the book down with your left hand, and use your right hand to do the pacing.

You should already be a good reader before you attempt to speed read. Speed reading will not help you if you have problems in comprehension and vocabulary. In fact, it may hurt you to try to rush through stuff that you can't comprehend. You should have the basics down already first.

Before you start speed reading, you should do a survey of the information first to get a general idea of what you will be covering and of the type of writing.

## The Methods

- The Hand

The first method is to simply place your right hand on the page and slowly move it straight down the page, drawing your eyes down as you read. Keep an even, slow motion, as if your right hand has its own mind. Your eyes may not be exactly where your hand is, but this simple motion will help you go faster. Don't start, read a little, stop, read a little, start, read a little. Keep the movement slow and easy. Only do it once per page. If you are "left-handed" use your left hand as the dominant pacing hand.

- The Card

The next technique is to use a card or a folded-up piece of paper *above* the line of print to block the words after you read them. Draw it down the page slowly and evenly and try to read the passage before you cover the words up. This helps break you of the habit of reading and reading a passage over and over again. It makes you pay more attention the first time. Be sure to push the card down faster than you think you can go. Slide the card down once per page.

- The Sweep



Another method is to use your hand to help draw your eyes across the page. Slightly cup your right hand. Keep your fingers together. With a very light and smooth motion, sweep your fingers from left to right, underlining the line with the tip of your tallest finger from about an inch in and an inch out on each line. Use your whole arm to move, balancing on your arm muscle. Imagine that you are dusting off salt from the page.

- The Hop



Similar to the "sweep" method is the "hop", but in the "hop" you actually lift your fingers and make two even bounces on each line. Each time you bounce, you are making a fixation which hopefully catches sets of three or four words. Moving to a "hop" method also makes it easier to keep a steady pace as it is a lot like tapping our fingers on a desk. Balance on your arm muscle, don't just wiggle your wrist.

- The Zig-Zag



The last method is a type of modified scanning technique. In this one you take your hand and cut across the text diagonally about three lines and then slide back to the next line. Now the idea here is not necessarily to see each word, but to scan the entire area, letting your mind pick out the main ideas. I wouldn't recommend this for material that requires very careful reading, but it is a way to help you get the general ideas of easy material.

These methods seem simple and easy, but don't let that fool you. These are very useful methods which can help a good reader read faster and better in very little time. But these techniques will not do you any good unless you PRACTICE them. It usually takes about three or four session before you get accustomed to a particular technique.

As you move along and learn the method, you may find that one is more suitable for you than the others. Find the one that works for you and use it.

*Taken from <http://english.glendale.cc.ca.us/zig.html>  
ddoyle@glendale.cc.ca.us*

## Exercise 12

Choose the best answer according to the passage!

### The Hardest Language



People often ask which the most difficult language to learn is, and it is not easy to answer because there are many factors to take into consideration. Firstly, in a first language the differences are unimportant as people learn their mother tongue naturally, so the question of how hard a language is to learn is only relevant when learning a second language.

A native speaker of Spanish, for example, will find Portuguese much easier to learn than a native speaker of Chinese, for example, because Portuguese is very similar to Spanish, while Chinese is very different, so first language can affect learning a second language. The greater the differences between the second language and our first, the harder it will be for most people to learn. Many people answer that Chinese is the hardest language to learn, possibly influenced by the thought of learning the Chinese writing system, and the pronunciation of Chinese does appear to be very difficult for many foreign learners. However, for Japanese speakers, who already use Chinese characters in their own language, learning writing will be less difficult than for speakers of languages using the Roman alphabet.

Some people seem to learn languages readily, while others find it very difficult. Teachers and the circumstances in which the language is learned also play an important role, as well as each learner's motivation for learning. If people learn a language because they need to use it professionally, they often learn it faster than people studying a language that has no direct use in their day to day life.

Apparently, British diplomats and other embassy staff have found that the second hardest language is Japanese, which

will probably come as no surprise to many, but the language that they have found to be the most problematic is Hungarian, which has 35 cases (forms of a nouns according to whether it is subject, object, genitive, etc). This does not mean that Hungarian is the hardest language to learn for everyone, but it causes British diplomatic personnel, who are generally used to learning languages, the most difficulty. However, Tabassaran, a Caucasian language has 48 cases, so it might cause more difficulty if British diplomats had to learn it.

Different cultures and individuals from those cultures will find different languages more difficult. In the case of Hungarian for British learners, it is not a question of the writing system, which uses a similar alphabet, but the grammatical complexity, though native speakers of related languages may find it easier, while struggling with languages that the British find relatively easy.

No language is easy to learn well, though languages which are related to our first language are easier. Learning a completely different writing system is a huge challenge, but that does not necessarily make a language more difficult than another. In the end, it is impossible to say that there is one language that is the most difficult language in the world.

### Questions and answer:

1. The question of how hard a language is to learn is relevant to both first and second language acquisition.  
A. True B. False
2. Portuguese is definitely easier than Chinese.  
A. True B. False
3. A Japanese speaker may well find the Chinese writing system easier than a speaker of a European language.  
A. True B. False
4. The Hungarian alphabet causes problems for British speakers.  
A. True B. False

5. Hungarian is the hardest language in the world.  
A. True                      B. False
6. Hungarian has as many cases as Tabassaran.  
A. True                      B. False
7. Many British diplomats learn Tabassaran.  
A. True                      B. False
8. The writer thinks that learning new writing systems is easy.  
A. True                      B. False

## BIBLIOGRAPHY

- \_\_\_\_\_. 2005. *Reading Comprehension Success in 20 minutes*, New York: Learning Express, Inc.
- Alderson, J. Charles. 2000. *Assessing Reading*. Cambridge: Cambridge University Press.
- Beatrice & Linda. 2004. *More Reading Power*, New York: Pearson Education.
- Davies, Florence. 1995. *Introducing Reading*, London: Penguin Group.
- Day, Richard R. 1993. *New Ways in Teaching Reading*, Virginia: TESOL, Inc.
- Gilbert, Doris W. 1984. *Breaking the Reading Barrier*, New Jersey: Prentice Hall.
- Grellet, Francoise. 1981. *Developing Reading Skills*. Cambridge: Cambridge University Press.
- Hartoyo. 1998. *Individual Differences in Computer - Assisted Language Learning (CALL)*, Semarang: Pelita Insani.
- Hornby, AS. 1987. *Oxford Advanced Learner's Dictionary of Current English*, Oxford: Oxford University Press.
- Husnaida, Nida. 2003. *Reading III*, Jakarta: UIN Sahid Jakarta.
- Michael A. Pyle and Mary Ellen Page. 1995. *TOEFL Preparation Guide*, Nebraska: Cliffs Notes.
- Nuttall, Christine. 1996. *Teaching Reading Skills in Foreign Language*. Oxford: Heinemann English Language Teaching.
- Philliphs, Deborah. 2001. *Longman: Complete Course for the TOEFL Test*. New York: Pearson Education Company.

Poedjosoedarmo. Gloria. 2005. *Innovative Approaches to Reading and Writing Instruction*. Singapore: SEAMEO Regional Language Centre.

Oshima, Alice and Hogue, Ann. 1999. *Writing Academic English*. Third Edition, New York: Longman.

Smith, Frank. 1978. *Reading*. Cambridge: Cambridge University Press.

**Sites:**

<http://www.arthurleej.com/e-language.html>

<http://web2.uvcs.uvic.ca/elc/studyzone/330/reading/pot1.htm>

[http://www.class.uidaho.edu/adv\\_tech\\_wrt/week6/assign6\\_progress\\_report\\_1.htm](http://www.class.uidaho.edu/adv_tech_wrt/week6/assign6_progress_report_1.htm)

<http://www.studygs.net/marking.htm>

<http://www.arthurleej.com/e-language.html>

<http://en.wikipedia.org/wiki/Vocabulary>.

<http://online-readingtest.blogspot.com>.

<http://www.mindtools.com/speedrd.html>

<http://www.learnenglish.de/reading/speedreading1.htm>

<http://www.readingislam.com/servlet/Satellite?c=Article>

<http://www.learningtechniques.com/speedreadingtips.html>

<http://esl.about.com/od/englishreadingskills/a/readingskills>

<http://www.paec.org/david/reading/general.pdf>

<http://www.brad.ac.uk/acad/management/external/els/pdf/sixstepstoeffectivevreading.pdf>

<http://www.usingenglish.com/comprehension/10.html>



# Reading

## Intermediate Reading Skills

*"Reading is a skill-and the more you use it, the better you get at it. Conversely, the less you use it, the more difficult it is."*

(Jim Trelease's stated)

**S**ome students think that reading in English language is very difficult for them, because it is not their native language. The answer is most definitely: No! Reading in English is like reading in your native language. This means that it is not always necessary to read and understand each and every word in English. Remember that reading skills in your native language and English are basically the same.

This book provided the process of reading for intermediate students degree in the university. The aspect that include in this book is about analogy, critical thinking, effective reading, the way how read better and faster, word attack strategies and so on. The materials were taken from various sources in order to enrich students' knowledge and to increase student's reading comprehension and speed as one of the competencies in language teaching learning.

It is hope this book has numerous function for increasing students reading skills.



ISBN : 978-979-18507-2-8