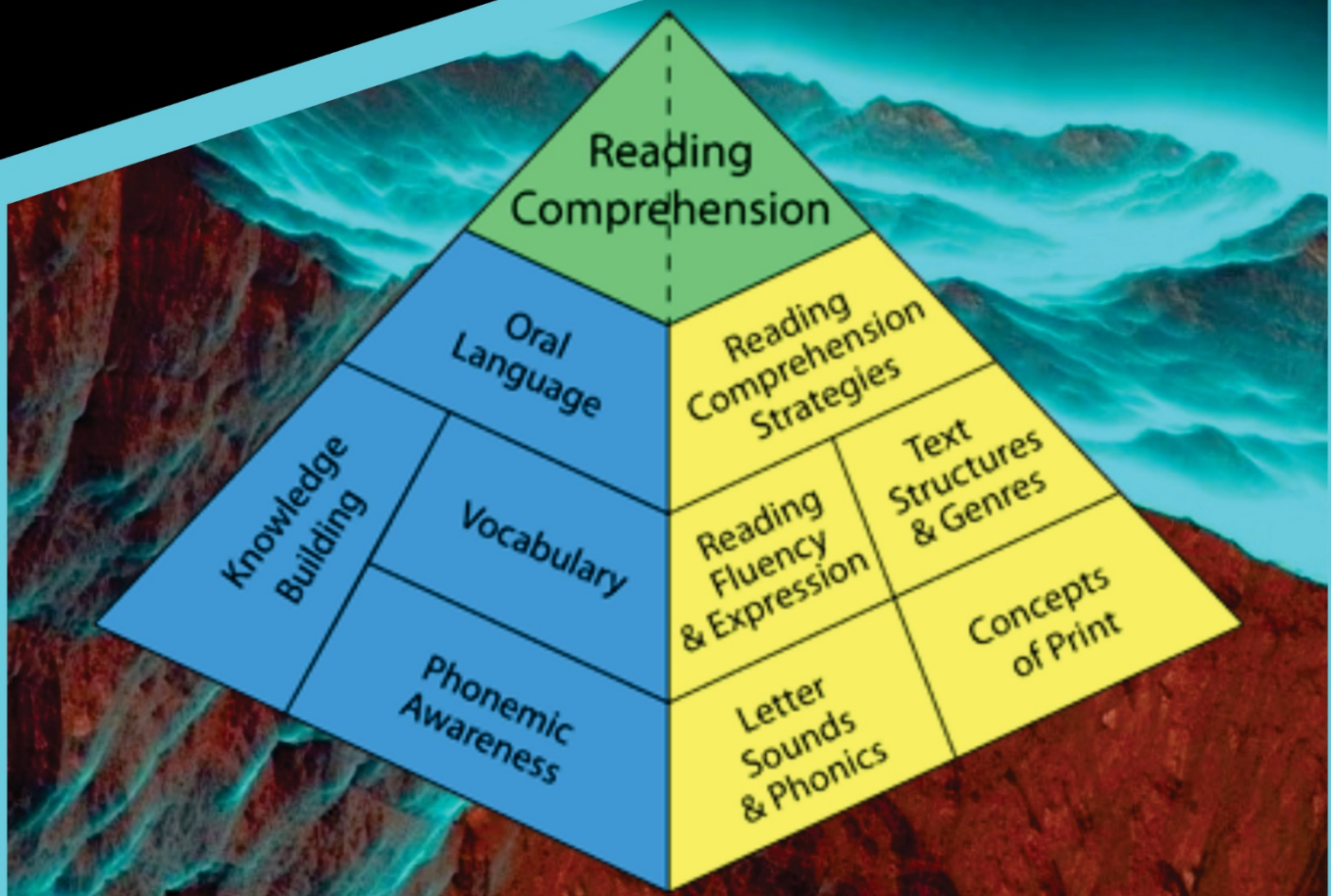




READING SKILLS



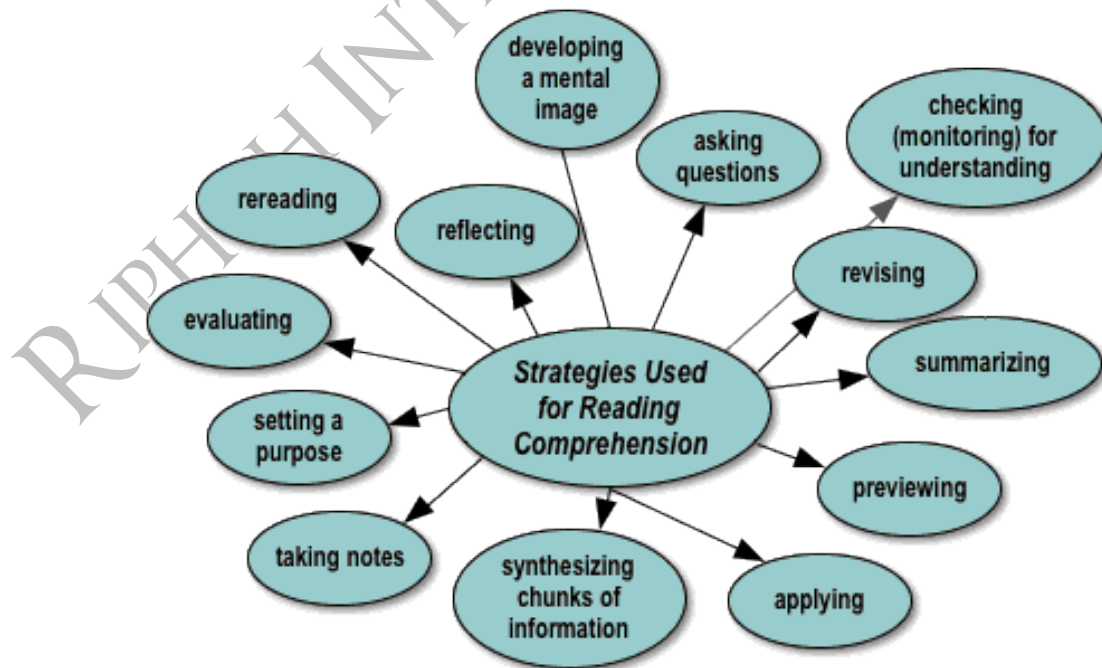
How to improve your Reading Skills?

1. Reading Skills

Reading skill refers to the ability to understand written text. It is advisable to develop this skill at early age of schooling. When students comprehend or understand written text, and combine their understanding with prior knowledge, they are able to perform the following three reading-comprehension skills.

1. Identify simple facts presented in written text (literal comprehension)
2. Make judgments about the written text's content (evaluative comprehension)
3. Connect the text to other written passages and situations (Inferential comprehension)

The development of these reading skills is vital to students' development, and a sheer volume of studies has demonstrated a link between competency in reading and overall attainment in college (literacy attainment and other outcomes). According to OCED's report on reading for change, program for International Student Assessment (PISA): "Reading for pleasure is more important for student's educational success than their family's socioeconomic status." Besides, there are some other key benefits of engaging student in reading from the early age. This is so because the development of reading is a key to future success both in college and in life. By supporting students to read in their leisure time at every age, teachers can help to ensure that students are equipped with the necessary skills to succeed in later life.



2. Four Reading Techniques:

- a. Skimming
- b. Scanning
- c. Intensive
- d. Extensive

2.1 Skimming

Skimming is sometimes referred to as gist reading. Skimming may help in order to know what the text is about at its most basic level. You might typically do this with a magazine or newspaper and would help you mentally and quickly shortlist those articles which you might consider for a deeper read. You might typically skim to search for a name in a telephone directory.

You can reach a speed count of even 700 words per minute if you train yourself well in this particular method. Comprehension is of course very low and understanding of overall content very superficial.

2.2 Scanning

Picture yourself visiting a historical city, guide book in hand. You would most probably just scan the guide book to see which site you might want to visit. Scanning involves getting your eyes to quickly scuttle (move rapidly) across sentence and is used to get just a simple piece of information. Interestingly, research has concluded that reading off a computer screen actually inhibits the pathways to effective scanning and thus, reading of paper is far more conducive to speedy comprehension of texts. Something students do not give enough importance to illustrations. These should be included in your scanning. Special attention to the introduction and the conclusion should also be paid.

2.3 Intensive Reading

- You need to have your aims clear in mind when undertaking intensive reading. Remember this is going to be far more time consuming than scanning or skimming.
- If you need to list the chronology of events in a long passage, you will need to read it intensively.
- This type of reading has indeed beneficial to language learners as it helps them understand vocabulary by deducing the meaning of words in context.
- It moreover, helps with retention of information for long periods of time and knowledge resulting from intensive reading persists in your long term memory.
- This is one reason why reading huge amounts of information just before an exam does not work very well.
- When students do this, they undertake neither type of reading process effectively, especially neglecting intensive reading. They may remember the answers in an exam but will likely forget everything soon afterwards.

2.4 Extensive reading

- Extensive reading involves reading for pleasure.
- Because there is an element of enjoyment in extensive reading it is unlikely that students will undertake extensive reading of a text they do not like.
- It also requires a fluid decoding and assimilation of the text and content in front of you.
- If the text is difficult and you stop every few minutes to figure out what is being said or to look up new words in the dictionary, you are breaking your concentration and diverting your thoughts.

3. How to become an efficient Reader?

Becoming a proficient reader requires mastery of several skills that need to be applied simultaneously. Obviously, this doesn't happen overnight. These basic skills should be learned first in isolation, then as readers become more adept at each one, they can progress and combine until they can read independently with full comprehension of what they read. Basic reading skills encompass a range from phonics to comprehension.

3.1 Decoding

Decoding or sounding out words is the first step in reading. Students can decode when they understand that each letter of the alphabet has a corresponding sound. Students then learn how to look at words in print, isolate each separate sound, and then blend them to read the word as a whole. The goal of phonics instruction is to enable readers to become proficient at decoding so they are able to read words on their own and with little effort.



3.2 Vocabulary

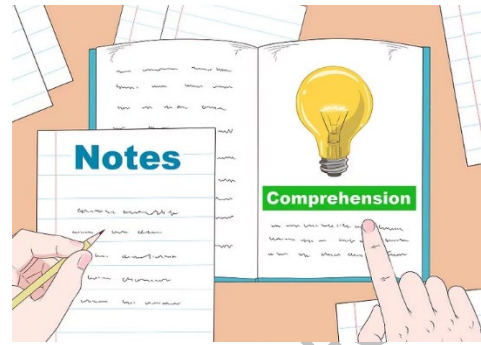
Good readers increase their vocabulary every time they read and are able to recall these words when they see them again. They begin by developing a sight word vocabulary. Sight words are words that are frequently found often in common speech and books, such as "the," "is," "were," "was" and "said." Generally, these words cannot be sounded out, so readers have to memorize them. Knowledge of these words is essential because they can be found in any book.

3.3 Fluency

Fluency is the ability to read accurately with expression and at a speed that lends itself to comprehension. Fluent readers will be able to read smoothly without having to take a lot of time to sound out words. They are also able to use context clues to figure out unknown words. Fluency is most evident when a person reads aloud, but it can also be seen by the reader's ability to understand what they read. Fluent readers are able to pay attention to the details in a book because they don't have to spend a lot of time sounding out words.

3.4 Comprehension

Comprehension is a basic reading skill that develops as student learn to sound out words and recognize sight words. The more they read, the easier it is for them to remember specific things like the main characters, setting and plot. As reading skills progress, students will develop advanced comprehension skills like inferring, evaluating and retelling.



4. Basic Reading Skills

Reading is an important skill for success in any facet of life. Reading is more than simply picking out words on a page; it is a process of critical thinking which involves evaluating ideas and applying them to everyday situations. Basic reading skills include vocabulary acquisition, pre-reading strategies, textual comprehension, organizational skills and response techniques. Mastering basic reading skills enables a reader to increase their reading speed, comprehension, and overall vocabulary. This is especially true for readers new to the English language who will find that utilizing ESL reading strategies will better help them understand what they've read.

4.1 Acquisition of Reading Skills

One of the most important aspects of acquiring reading skills is increasing vocabulary. An important basic skill in reading is recognizing words. To acquire a larger vocabulary the reader should practice word recognition using sight words and high-frequency word use lists such as the Dolch Basic Sight Vocabulary or Fry's List of 1000 High-Frequency Words. These words are practiced with flash cards, word walls, and worksheets. A person can improve his vocabulary also by working crossword puzzles and playing board games such as Scrabble. Games and other non-traditional teaching methods may be especially helpful for readers who have a reading disability or other learning challenge as it may help to look at words out of the context of a book or a newspaper to understand what they mean.

4.2 Pre-reading Strategies

Pre-reading strategies include taking the time to become acquainted with the text before jumping into the actual main body of the text. Readers should read the title, background information, author information and subheadings within the text. Readers should also note any highlighted or boldfaced words as well as captions under photographs. Previewing any pictures or sidebars that accompany the text also help the reader to connect with the material before actually beginning to read the text.

4.3 Learning Reading Comprehension

An important skill in reading is learning to comprehend the main idea of a text. This is accomplished by first determining the thesis statement of the text. The thesis statement, or topic sentence, tells the reader what the text is about; it is the most important sentence in the text.

Sometimes the main idea is implied rather than directly stated in a sentence and the reader must learn how to infer (make an educated guess) as to what the main idea of the text is in order to comprehend the material as a whole.

4.4 Learning Organizational Skills

Another basic skill that is essential to reading is the ability to organize the material. This helps in improving reading comprehension and in increasing reading speed. Ways of organizing the information include highlighting key points, making notes in the margins and preparing an outline of the text. Training oneself to organize key points while reading aids in comprehension and improves reading speed.

4.5 Comprehension and Response

Summarizing the reading material allows the reader to personalize the information they have read. Studies show that people retain information better when they are able to relate it to their own personal experience. A summary of a reading text requires that the reader restate the main idea of the material and reflect on their own reaction to the content of the text. This basic reading skill is essential to becoming a better reader.

5. Effective reading:

The following advices may seem obvious, but it is important to:

- Consider where you read. Always read in a well-lit and quiet place that is free of distractions, and don't get into the habit of reading UNI materials in bed! (Unless you want to go to sleep).
- Don't vocalize as you read. This will slow you down, it won't help concentration, and it will lead to bad reading approaches.
- Read at times when you can concentrate, and maintain concentration by taking regular short breaks, perhaps every 30 or 45 minutes.
- Set yourself reading tasks (10 pages, 1 chapter, 1 section of a chapter etc.).
- Remember that reading often takes longer than you expect and you often need to go beyond set texts. Give yourself enough time!

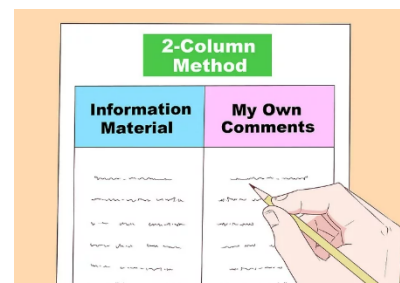
6. Strategies for Reading

6.1. Strategy: Purposeful Reading

If you tend to begin reading like this: "I need to read Chapter 6 – here it goes!" You need to rethink your approach of reading. You can create this purpose if you

Refer to:

- Assessment tasks
- Lecture slides
- Tutorial questions
- Textbook questions



Create:

- Questions based on lectures or tutorials
- Questions based on a skim of the text
- (contents, headings, subheadings, diagrams, introductions, etc.)

Consider:

- What you already know
- Related knowledge or experiences

Be very clear about exactly what you are looking for. Don't just read aimlessly. Perhaps you will look for answers to questions, general understanding of a topic or issue, detailed knowledge, a range of perspectives, identification a writer's position, arguments that support your position, arguments that oppose your position, examples, statistics, definitions, explain purpose in writing nearby so you maintain focus. Purposeful reading of this nature can help you read faster and more selectively. It can also help your concentration and your ability to remember.

6.2 Strategy: Scanning

Scanning is reading quickly to search for specific you are already good at scanning. You scan, for example, when checking a TV guide or a phone book. Scanning may allow you to 'read' up to 1,500 words a minute. One reason to scan an academic text that you have found while researching is to locate key terms as a means to assess the text's relevance.

6.3 Strategy: Skimming

Skimming is reading quickly to gain a general idea. Skimming may allow you to 'read' up to 1000 words a minute. Skimming helps you identify whether or not to continue reading, what to read carefully, and where the best place is to begin. Skimming an academic text immediately before you read it carefully can help you consider what you already know and can help you develop a purpose for reading. An initial skim can also help maximize your interest in the text and your understanding and reflection on it. As with scanning, skimming does not involve reading every word. Instead, you may skim by reading:

- Titles
- Subheadings
- Words in that are in bold, in italics or underlined
- Diagrams
- A report's abstract, introduction or conclusion
- The first sentence of every paragraph
- Chapter questions
- Chapter objectives
- Chapter summaries

6.4 Strategy: Information Words

There will be times when you need to do more than skim a text in the way described above, but still need to read quickly. This may require ability to conduct “surface reading. It is worth remembering that no more than 50% of the words in an average textbook are “information” words. The other words are like glue and paint: they are there to provide connections and add interest, but are not essential for meaning. If you concentrate on information words, you can read faster and with better comprehension. But, how do you learn to pick out the important information words? A large part of the trick involves paying attention to what the author is trying to say. Look for the message, and the information words will emerge naturally.

6.5 Strategy: Phrase Reading

Watch the eyes of a friend or a member of your family while he or she is reading. You will see that they move along each line of print in a series of jerks. The pauses between the jerks are known as fixations. It is during the Poor readers take in only one or two words in each

| This is | how a | poor | reader’s| eyes move | along | lines| of print. |

A good reader, on the other hand, takes in several

| This is how | a better reader’s | eyes move along | lines of print. |

6.6 Strategy: Analytic Reading

Analytical reading (or study reading) is needed when you want to make sure that you fully grasp and appreciate what you are reading. You may have to read statements more than once, stop to think about them, or jot down key words when using this style. As a result, your reading rate can easily drop to below 100 words a minute.

6.7 Strategy: Marking the Text

If the text you are reading is your own copy, you could also underline key words, highlight with a marker, or make notes in margins, or alternatively, if you don’t own the text, you could use little ‘post-it’ labels. This process of marking texts can help you concentrate (and keep reading!) and can help you identify key points and make the book easier to survey later when you need to use it again for your assignment or to revise for an exam. Revise effectively later.



6.8 Reading Strategy notes-taking

If you don’t take notes well, or don’t take them at all, now is the time to develop this Essential skill! Note-taking can help you gain the better ability to remember and good exam preparation materials for later.

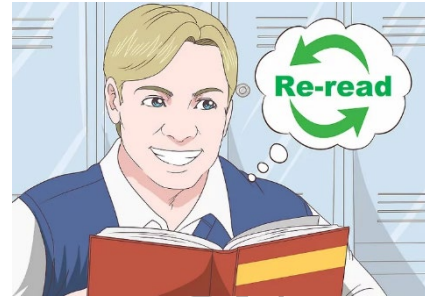
When taking notes, pay keep in mind the following 7 principles:

- **Record publication details**

Always note publication details of any text you may things as the title, Author, date, and publisher, place of publication, URL, and page numbers.

- **Preview/re-read the text before you take notes**

As mentioned earlier, scan, skim and ‘surface read’ the text before noting to help you develop understanding of the text and awareness of what is important to note. Taking notes of everything is a slow, boring, ineffective exercise.



- **Maintain a central place for your notes**

Where record your notes is up to you. Some people prefer using a computer, while others use flash cards, folders, or exercise books be able to find the notes and understand their lay months later.

- **Paraphrase and summarize ideas**

Writing out sentences word for word is probably even less useful than just highlighting sentences with a marker. Sure, they will be times you need write things word for word (use quotation marks when you do this!) but better understanding will come through putting things in your own words. Not sure how to do this? Say the key points in your own words out loud and then write them down. Finish by checking your paraphrase is clear and accurate.

- **Note your Thoughts**

Don't forget the great value of noting beyond just what is said in the text. Note down such things as your ideas, points you agree or disagree with, relevant experiences, questions, examples, and relationships with other texts. Those initial thoughts you have as you read may be of great use later, and it is a mistake to risk forgetting them.

- **Be Creative**

Consider how you should note different parts of texts as well as just what you should note. The process of thinking about how to note can aid understanding as well as ability to remember information and reflect. Information you wish to note, you may choose to use spider diagrams, concept maps, titles, columns, dot points, numbers, symbols, colors, pictures or columns for your reflections.

- **Review your Notes**

Once you have completed some notes, always look back at them and check:

1. they are accurate, 2. they are readable,
3. you will be able to use them later 4. They contain full reference details.

6.9. Reading Strategy: Managing Vocabulary

Even if you are a native English speaker, you may at times feel overwhelmed by the amount of unfamiliar vocabulary you encounter. Of course, as a university student, you have a great opportunity and need to build your vocal general), so consult glossaries and use a dictionary. Keep a list of new words: record their definitions and write example sentences which

When using your dictionary, be discerning. Know which words can be ignored, and see if it is possible to guess the meanings of words. You may be able do this if you:

1. Guess using context:

The patient suffered from respiratory ailments, skin problems, anacrusis, and hypertension

What could anacrusis mean? (NB. Not a real word!)

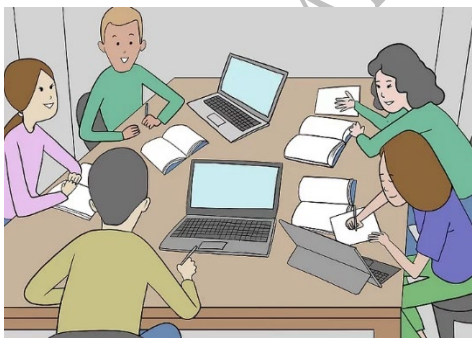
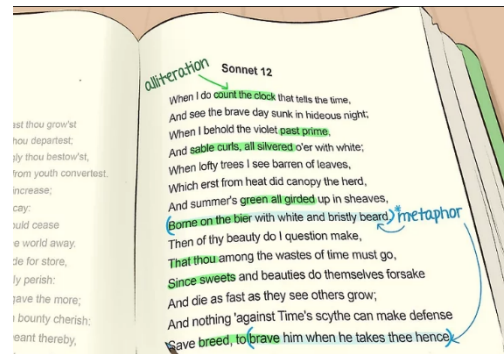
2. Guess using prefixes, suffixes and word stem

- Antichocoflavourism
- Aquaengineacousticology

What could these words mean? (NB. Not real words!)

6.10. Reading strategy: Reading with others

Consider getting a “study buddy” or study group. Be careful to keep focused on what you need to do and you may find that by sharing not each other, you can increase your ability to understand key points in texts. Finally, if you continue to find reading difficult, remember Reading at university level is difficult! However, if you put in the time and effort you may start to enjoy the challenge.



Reading Skills: Suggestions and Recommendations from RIC

There are multifaceted advantages of these reading passages for our students. We expect that our suggestions and recommendations will assist you to accomplish your assigned task. The details are as follows:

- Ideally, the teacher should impart his insightful understanding to the students about reading skill, its techniques (skimming, scanning, intensive, and extensive) types and significance in writing efficiently.
- The guided reading passages will surely boost the self-belief and confidence of the students especially their class teacher's guidance will be instrumental and motivational.
- The teacher is supposed to illustrate the literal and contextualized meaning of these difficult words in these guided passages.
- As class teacher, he knows and understands grammatical and linguistic learning of the students. Therefore, he plays a pivotal role in their language learning skills.
- After illustrating techniques and types of reading, the teacher is supposed to read and solve at least half of the model reading passages with the students.
- Following reading passages have been selected to motivate the students to start writing themselves after comprehending the given materials.
- These reading passages encompass various topics to enrich the knowledge of the students on social issues, humanity, science, literature, beliefs and motivational impulse.
- The students should be regularly assigned to study some articles, book topics and comprehension passages to strengthen their reading learning skill.
- The students' evaluation will surely highlight their short comings in learning process and regular interaction with teacher enable them to grab the gist of the passages.
- The teacher can also add his own selected materials according to learning and intent of the students.
- The teacher is likely to assign students to attempt other passages of his own choice for their concrete understanding.
- In the guided reading passages, the last question (Q: write the central idea of the passage in own words) will develop their comprehension skills and self-writing at basic level.

Significance of Reading:

If viewed critically, reading activities will ensure multi-pronged benefits for students as follows:

- Students should be encouraged to do casual reading from various books, magazines, newspapers, blogs and web sites. This reading will not only be a source of insight and information but also as useful as academic resources like text and literary books.
- Since many college reading assignments especially journal articles are written in a specific mode of writing. This will also give exposure to various modes of writing.
- Various passage readings will also give students exposure to different viewpoints and ideas about politics, social life, science and religion.
- Reading activities will develop analytical and contextualized learning in students.
- Reading activities will also nurture inferring skills among students to extract the gist of the given passages.

Model Reading Passages (Teacher guided)

Model Reading Passage #1



Read the following passage and answer the questions given at the end.

A person who is aware of his duties and rights in his society is a good citizen. He knows that he is a member of a group with which he is connected by thousands. He realizes that he should live in harmony and love with other members of society. Man cannot live without a society. He cannot live alone. He must live with his fellow human beings. But living in a society means cooperation with other members of that society. When you live in a society, you have to live as others live. You have to accept the conditions and traditions that a society suggests for its members. These conditions and standards of behavior are for the common good and welfare of the society and individuals. Society gives you some rights and some duties.

A good citizen does his best to do his duty to the society. He always keeps in view the interests of his society and state. He lives a clean and honest life. He keeps away from such activities that may harm the interests of his fellow citizens. A good citizen is aware of the fact that he is grateful to his society in many ways. He knows that the labor and work of countless persons have improved his life. His life, to a very great extent, depends on others. He has received much in material and spiritual benefits from others. It is only just and right that he should pay his duties. How does a good citizen pay his duties to the society? By living a useful and fruitful life. He lives not for himself alone. He lives for others. He pays his taxes. He takes keen interest in the affairs of his state. He does not live in loneliness. He is not selfish. He is tolerant, kind and virtuous.

Questions:

- i. Who is a good citizen?
- ii. How does society play a role for its citizens?
- iii. What are the duties of a good citizen?
- iv. Suggest a suitable title of the passage.
- v. What is Central idea of the Passage? (Answer in your own 20 words only)

Model Reading Passage#2

Read the following passage and answer the questions given at the end.

Life is a big school, where we learn many new things every day. We suffer many misfortunes which teach us to discipline ourselves and follow a wise course of action. If we examine ourselves and search our thoughts, we find that we have many weaknesses and drawbacks. Our feelings are not true, sincere and our thoughts are not honorable and just. Our actions are false and dishonest. How can we blame others in such a case? Why should we not check ourselves in our wrong ways? Similarly, we can feel satisfied that others are also human beings and they have their own of faults and failures. The golden rule, therefore, is to stop lying and passing painful remarks on others. If we hear any backbiting or lose talk, we ought to turn deaf ear to it. If somebody asks us to do a wrong thing, we can stop him with courage and boldness. If we do anything wrong, we can repent and correct ourselves and keep away from it in future. Nobody asks us to do anything on pistol point. So, let us commit to follow the right path-the path of those whom Allah Almighty has blessed and not of those whom His anger has cursed. “Self-discipline, self –restraint and self-control” is the golden rule of life.

Questions:

- i. What does life teach to the humans?
- ii. Why should we not blame others?
- iii. How can we follow the right path?
- iv. What is the golden role of life?
- v. What is the central Idea of the Passage? (Answer in your own 20 words only)

Model Reading Passage#3

Read the following passage and answer the questions given at the end.

Poverty is almost in every part of Afghanistan. Except for a small number of wealthy traders, tribal leaders and the Royal family live far from the basic level of living. Throughout the country, their diet consists of rough bread, tea, and dairy products, sometimes fruits and vegetables, mutton or chicken. Though the food is never in excess, the Afghan diet during good crop years appears to be enough to support the whole population. But the food supply becomes very difficult due to poor road infrastructure all around. The poverty of most Afghan farmers has never enforced them to forget their social and cultural values. Although the locals have some concerns over their shortcomings, but they show their loyalty and sincerity towards other Afghans and outsiders.

Questions:

- i. What is the economic condition of the people of Afghanistan?
- ii. What does the diet of Afghan people consist of?
- iii. Why does the food supply become so difficult?
- iv. How do the locals behave with Afghans and outsiders?
- v. What is the central Idea of the Passage? (Answer in your own 20 words only)

Model Reading Passage#4

Read the following passage and answer the questions given at the end.

Sir Syed Ahmad had foreseen a campaign to launch a grand strategy to address Muslim backwardness. Firstly, he designed two main activities, namely; a weekly journal to spread the message of progressive social and religious ideas among the Educational circles. Secondly, he wanted to develop a rational public opinion for the support of educational institutions. To Sir Syed Ahmed, only modern education could change the wrong thinking and misconceptions of forefathers. Syed Ahmad addressed himself to the journal first. He wrote a letter, dated 22 April 1870, to Mehdi Ali that he wanted to “uplift and reform the Muslim Community”. He had prepared a block in England for the title page of the journal, which was to be called the *Tahzib-ul-Akhlaq* in Urdu and the *Mohammedan Social Reformer in English*.

Questions:

- i. What was the real purpose of Syed Ahmed’s foreseen strategy?
- ii. Why did he realize that modern education was necessary?
- iii. What was Syed Ahmed's proposal about the journal?
- iv. When did he write a letter to Mehdi Ali?
- v. Why was the purpose of the journal *Tahzib-ul-Akhlaq*?
- vi. What is the central Idea of the Passage? (Answer in your own 20 words only)



Model Reading Passage#5

Read the following passage and answer the questions given at the end.

Teaching more even than most other professions has been transformed during the last hundred years as skilled profession. This profession is concerned to a large population as important branch of the public service. The teaching profession has a great and honorable tradition in every era. Today modern teacher is likely to teach not only what he thinks but also teaches such beliefs which will be useful for his employers. In former days, a teacher was expected to be a man of exceptional knowledge or wisdom. In past, teaching was not also an organized profession and there was no control what he teaches. It is also true that teachers were often punished afterwards for their revolutionary ideas. The greatest teachers like Socrates and Plato were mistreated. Socrates was put to death and Plato was thrown into prison, but such incidents could not stop the spreading of their radical ideas.

Questions:

- i. How did teaching profession change during the last hundred years?
- ii. What is the social status of teaching?
- iii. What is the function of a teacher nowadays?
- iv. Why the greatest teachers Socrates and Plato were punished?
- v. What is the central Idea of the Passage? (Answer in your own 20 words only)

Model Reading Passage#6

Read the following passage and answer the questions given at the end.

Although there is a great deal of variation within each gender. But on the average, men and women discuss a surprisingly different range of topics. According to some studies, women and men ranging in age from seventeen to eighty described the range of topics each discussed with friends of the same emotions. Certain topics were common to both men and women; work, movies, and television proved to be frequent topics for both groups. The differences between men and women were more striking than the similarities. Female friends spent much more time discussing personal and domestic subjects, relationship problems, family, health and reproductive matters, weight, food and clothing. Men, on the other hand, were more likely to discuss music, current events, sports and business. Women were more likely to gossip about close friends and family. By contrast, men spent more time gossiping about sports, political figures and media personalities. These differences can lead the women and men to quarrel when they talk with each other.

Questions:

- i. What sort of common topics men and women like to study generally?
- ii. What are the favorite topics which Women like to discuss with friends?
- iii. What are the favorite topics which men like to discuss?
- iv. Why do the men and women fight each other?
- v. What is the central Idea of the Passage? (Answer in your own 20 words only)

Model Reading Passage#7

Read the following passage and answer the questions given at the end.

Parents teach their children to be fearful and careful of specific dangers, such as fire, crossing the road and Electricity. Sometimes, Anxiety can be useful, because it helps protecting the child from harm. However, children can be fearful of situations or objects that adults don't consider threatening. The sources of fear may change as the child matures; for example, a fear of the dark or monster under the bed may give way to fears of robbery or violence. In fact, the parent's tactics don't work including teasing the child for being afraid, or compelling them to face bravely challenging situations. If parents really want to help the child to deal with difficult situations then they must understand their feelings seriously. They will encourage them to talk about their issues and anxieties, they should tell them the facts, and giving them the opportunity to face their fears with their support.

Questions:

- i. What kinds of fears parents teach their Children?
- ii. What is the role of anxiety in child's life?
- iii. When does man feel not fearful in life?
- iv. What should parents role in training children about fears?
- v. What is the central Idea of the Passage? (Answer in your own 20 words only)

Reading Model Passage#8

Read the following passage and answer the questions given at the end.

Should women to have the same rights as men? A hundred years ago, the answer in every country in the world would have been, "No". If you had asked, "Why not?" you would have been told, hatefully and pityingly, that women were weaker and less clever than men, and had worse characters. Even now, in the Twentieth Century, there are many countries where women are still treated almost like servants, or even slaves. It is certainly true that the average woman has weaker muscles than the average man. Thousands of years ago, when men lived in caves and hunted animals for food, strength of body was the most important thing; but now, in the Twentieth Century, brains are more important. Strength of body is still needed for a few kinds of work, but the fact that such kinds of work are not well paid shows that the Twentieth Century does not think that muscles are of very great importance.

What about women's brains? Of course, in countries where girls are not given so good education as boys they know less. But in countries where there is the same education for both, it has been clearly shown that there is no difference at all between the brain of the average woman and that of the average man. There have been women judges in Turkey, women ambassadors in America, women ministers in the British government and Women University professors in many countries. And among the greatest and strongest rulers of England were Queen Elizabeth and Queen Victoria. But women can do one thing that men cannot: they can produce children. Because they, and not men, do this, they usually love their children more, and are better able to look after them, since they are more patient and have understanding with small children. For this reason, many women are happier if they stay at home and look after their house and family than if they go out and do the same work as men do. It is their own choice, and not the result of being less clever than men.

Questions:

- i. What was the thinking of men in past about women?
- ii. Why strength of body was considered important in past?
- iii. Why the concept of strength of body has been changed in modern time?
- iv. In what fields did women contribute in 20th century?
- v. What is particular about women that men can't do?
- vi. What is the central idea of passage? (Answer in your own 20 words only)

Reading Model Passage#9

Read the following passage and answer the questions given at the end.

To be a good teacher, you need some of the gifts of a good actor. You must be able to hold the attention and interest of your audience; you must be a clear speaker with a good pleasing voice and you must be able to act when you are teaching in order to make its meanings clear. Watch a good teacher, and you will see he does not sit motionless before his class; he stands the whole time he is teaching; he walks about using his arms, hands and finger's to help him in his explanation and his face to express his feelings. Listen to him and you will hear the loudness, the quality and the musical note of his voice always changing according to what he is teaching. But the fact that a good teacher has some of the gifts of a good teacher does not mean that he will indeed be able to act on the-stage, for there are very important differences between the teacher's work and actor's work. The actor has to speak words which he has learnt by heart, he has to repeat certain dialogues which he has learnt earliest. Even his movements and the ways in which he uses his voice are usually fixed- before. The good teacher works in a different way because his audiences take an active part in his play. They ask questions, and if they do not understand something, they will say so. So the teacher has to suit his act to the need of his audience that is his class. I know many teachers who were fine actors in the class but were unable to take part in a stage play because their brains would not keep strictly to what another had written.

Questions:

- i. What is the basic quality every teacher should have?
- ii. What is the difference between a good teacher and a good actor?
- iii. How does a good teacher act?
- iv. How does an actor perform?
- v. Why many good teachers could not perform well at stage?
- vi. What is the central Idea of the Passage? (Answer in your own 20 words only)

Reading Model Passage#10

Read the following passage and answer the questions given at the end.

Honesty is the surest way to success. The day at last comes when the dishonest man repents in sorrow and suffering. But an honest man never feels sorry of what he does. Even when the honest man fails through lacking other qualities such as energy, economy, or system, his failure is not the critical as it is to the dishonest man. He can always enjoy in the fact that he has never cheated a fellow being. Even in his darkest hour, he finds response in a clear conscience. Ignorant and lost men imagine that dishonesty is short-cut to progress. This is why they practice it. The dishonest man is morally short-sighted. He is like the drunkard who sees the immediate pleasure of his habit, but not the ultimate disgrace. He sees the immediate effect of a dishonest act - a large profit - but not its ultimate outcome in future.

Questions:

- i. How does honesty play its role in man's life?
- ii. Why do honest men even fail sometimes?
- iii. Why is the dishonest man morally shortsighted?
- iv. Why do some people practice dishonesty in their dealings?
- v. What does a dishonest get ultimately?
- vi. What is the central Idea of the Passage? (Answer in your own 20 words only)

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Reading Model Passage# 11

Read the following passage and answer the questions given at the end.

Some people are of the view that poverty is due to laziness, lack of hard work and stupidity and is therefore the fault of the poor themselves, even if these notions are true, we should still have a duty to the poor, for it is the duty of the wise, the strong, the hardworking, and the virtuous to help the weak, the idle, the foolish and should work to change their way of life. But it is not completely true. For a modern civilization, a great deal of the terrible poverty that exists is not due to any fault of the poor themselves but to the organization of society, for which the poor are not responsible.

Whether a man is born rich or poor is a matter of chance. Many of the rich have simply inherited their wealth, and have, in no way earned it, and many of the poor have in like manner inherited the poverty and have in no way deserved it. It is the duty of the government and the social NGOs to work for the welfare of the people.

Questions:

- i. What do some people think about poverty?
- ii. What is the duty of the rich and the wise persons?
- iii. What is the greatest cause of poverty in modern civilization?
- iv. What can we do for the poor?
- v. What is the role of Govt. and NGOs?
- vi. What is the central Idea of the Passage? (Answer in your own 20 words only)

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Reading Model Passage#12

Read the following passage and answer the questions given at the end.

Teaching is not confined to parents and professional teachers. Whenever there are beginners and experts, old and young, there is some kind of learning going on, and some sort of teaching. In every business and industry, there are learners and teachers. Indeed, we are pupils and we are also teachers. Some of it is amusement; the rest is made up of learning and of teaching. Whether you are a doctor, enlarging your knowledge of certain types of illness or a house wife planning her work more effectively, whether you are a trade union official learning about economics or a typist learning about life on minimum wages, whether you are a young audience, a bus driver covering a new route or an author writing a new book, you are learning for yourself and teaching others. Most people do not realize how much even of their private life is taken up with amateurish(unprofessional) teaching and haphazard(disorganized) learning, and not many understand that most of us, as public being, either learn or teach continuously.

Questions:

- i. What is the writer's ideas of teaching?
- ii. How does an individual live his life?
- iii. Examples of what persons have been given by the writer?
- iv. What do most of the people not realize?
- v. What is the central Idea of the Passage? (Answer in your own 20 words only)

Reading Model Passage#13

Read the following passage and answer the questions given at the end.

Money-making is a common attraction in modern life. But it cannot be the principal aim of well educated, cultured and brave man. A brave soldier prizes honor and victory more than his pay. A good clergyman is more interested in the moral welfare of his people than his financial returns. A doctor (good) values the care of his patient far more than his fees. Thus, with all the well-educated, intellectual persons, their work is first, money next. This is the reality that modern man should try to do his job with professional honesty and commitment.

Questions:

- i. What is common attraction for modern man?
- ii. What does a soldier value in his life?
- iii. What does a clergyman feel about moral welfare?
- iv. What does a professional doctor want?
- v. What is the central idea of the Passage? (Answer in your own 20 words only)

Further Reading/Clips:

- <https://www.youtube.com/watch?v=10auVRva1Jk> (For Reading KWL method)
- <https://www.youtube.com/watch?v=HG1L-NiQnmA>
- <https://www.youtube.com/watch?v=k1rwf370z5E> (reading)

Source:

- <https://education.seattlepi.com/basic-reading-skills-1515.html>
- <https://www.theclassroom.com/basic-reading-skills-5393350.html>
- <https://www.jmu.edu/valleyscholars/files/studyreadingskills.pdf>
- <https://www.howtolearn.com/2012/08/different-reading-techniques-and-when-to-use-them/>
- https://www.researchgate.net/post/what_is_reading_skill_and_its_significance
- <https://www.theclassroom.com/basic-reading-skills-5393350.html>
- <https://www.englishnotes4all.com/2016/09/ba-english-comprehension.html>
- <https://www.grammarbank.com/short-reading-practice.html>

Plagiarism Policy

Plagiarism is the practice of taking someone else's work or ideas and passing them off as one's own. It's good to learn from someone else and take help from the internet, especially for analyzing gaps in the current state of the art, but the proper citation is required. Teachers are required to look into the plagiarism possibilities in term projects. In the case of Plagiarism, students will be assigned an "F" grade in the relevant course and their names might be displayed over notice boards based upon the severity of the plagiarism and strength of evidence.



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