



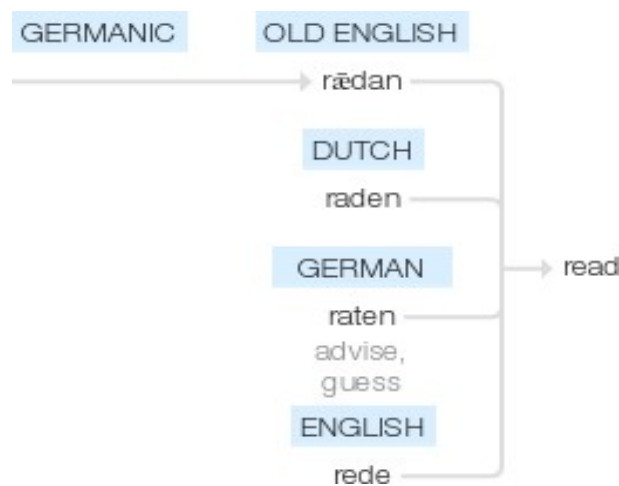
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Assignment Name: Reading Skills

# READING SKILLS

## **READING**

Reading is a technique for correspondence that empowers an individual to transform composing into significance. It permits the reader to change over a composed book into an important language with autonomy, understanding, and familiarity, and to cooperate with the message

## **ORIGIN**



## **READING SKILL**

Reading aptitudes are capacities that relate to an individual's ability to peruse, fathom, decipher and unravel composed language and writings. Excellent perusing abilities can be profoundly helpful to absorbing and reacting to composed correspondences like messages, messages, letters and other composed messages. Utilizing reading aptitudes in the work environment can likewise be significant for guaranteeing viable composed correspondence, which can bring about less miscommunication or misconception of desires.

## **DIFFERENT TYPES FOR READING SKILLS**

### **ACTIVE READING**

Active reading is a process or technique of actively engaging with the text we are reading. Often, we read passively—that is, we take in the information we read without questioning its validity and without making personal connections

with the text. When we passively read, we do not gain as much from our reading as when we actively read.

### Strategies for Active Reading

Many techniques can help us read more actively. Here are a few of the main ones:

1. Start by previewing the text.
  - a. Scan the title, subtitle, footnotes, pictures, and headings in the text.
  - b. Think about what you know about the topic.
  - c. Look for information about the author.
  - d. Think about the rhetorical situation.
2. Read the text carefully and write ideas about the text in the margins, on your own paper, or on sticky notes placed in the text.
  - a. Circle and look up the definitions to words you do not know or cultural references that you are not familiar with.
  - b. Underline the thesis or main idea.
  - c. Ask questions about the text. Questions may consider topics such as the author's purpose or goal in writing, his or her use of evidence to support claims, or his or her use of language
  - d. Make connections between your own life experiences or knowledge and the text. Does the argument agree with your prior experiences? Have you read other texts with similar arguments?
  - e. Find patterns within the text. Does the writer use repetition to get a point across?
  - f. Identify assumptions the author makes in presenting the argument. Are the assumptions valid? Do the author's assumptions challenge your own? In what ways?
  - g. Interpret key passages to find the underlying meaning
3. Reread the text
  - a. Review passages that are difficult.
  - b. Find shifts in points of view or in voice and identify any language that might cue you into the underlying meanings in the text.
  - c. Paraphrase difficult passages by restating the passage in your own words.
  - d. Create a summary of the text's main argument in your own words.

- e. Try to describe the text to someone who has not read it.

### SKIMMING, SCANNING AND SKIMMING TYPES

Skimming is the process of quickly viewing a section of text to get a general impression of the author's main argument, themes or ideas. Scanning is reading rapidly in order to find specific facts. Use skimming in previewing (reading before you read), reviewing (reading after you read), determining the main idea from a long selection you don't wish to read, or when trying to find source material for a research paper. Use scanning in research to find particular facts, to study fact-heavy topics, and to answer questions requiring factual support.

Skimming the time saver

Skimming can save you hours of laborious reading. However, it is not always the most appropriate way to read. It is very useful as a preview to a more detailed reading or when reviewing a selection heavy in content. But when you skim, you may miss important points or overlook the finer shadings of meaning, for which rapid reading or perhaps even study reading may be necessary.

To skim, prepare yourself to move rapidly through the pages. You will not read every word; you will pay special attention to typographical cues-headings, boldface and italic type, indenting, bulleted and numbered lists. You will be alert for key words and phrases, the names of people and places, dates, nouns, and unfamiliar words. In general follow these steps:

Read the *table of contents* or *chapter overview* to learn the main divisions of ideas.

1. Glance through the main headings in each chapter just to see a word or two. Read the *headings of charts and tables*.
2. Read the entire *introductory paragraph* and then the *first and last sentence* only of each following paragraph.
3. Quickly read the sentences containing *keywords* indicated in boldface or italics.

4. When you think you have found something significant, stop to read the entire sentence to make sure. Then go on the same way. Resist the temptation to stop to read details you don't need.
5. Read *chapter summaries* when provided.

**There are three types of skimming: preview, overview, and review.**

### Preview skimming

Most often followed by a second skimming or a thorough reading, preview skimming is used;

- in selecting a book.
- in surveying a chapter before reading or studying.
- in finding appropriate material for use in research.
- in sorting through correspondence before answering it.

You preview in an effort to learn about the ideas presented and the structure of their development.

**Method:** Read the first paragraph, and the headings and first sentences of later paragraphs and sections.

### Overview skimming

You use overview skimming to sample the reading material more thoroughly than you do in a preview, as you may not intend to read the material at a later time.

**Method:** As you do in preview skimming, you would read the first paragraph, the headings and first sentences of paragraphs and sections, but in addition, as you alternately read and skim, you alert yourself to the structure and content of the material through an awareness of paragraph patterns, thought transitions, and clue words.

This awareness will help you to understand the content, to recall more information, and to see relationships more clearly and quickly.

## Review skimming

Your purpose with review skimming is to re-familiarise yourself with material you have previously read thoroughly or skimmed.

**Method:** Prepare yourself by trying to remember as many of the ideas and details clearly. It may be that you already have a good grasp of the main ideas and will be stopping primarily to note significant details - names, places, terms, etc. You may be trying to establish in your mind a sequence of events or a procedure, or you may be attempting to fill in a skeleton outline to clarify the structure of the whole.

Familiarity with the material will enable you to skim over a great deal of it, stopping only when necessary.

## GENERAL READING

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. General reading techniques

encompass a range from phonics to comprehension.

### Decoding

Decoding or sounding out words is the first step in general reading. You can decode when you understand that each letter of the alphabet has a corresponding sound. You then learn how to look at words in print, isolate each separate sound, then blend them to read the word as a whole.

### 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.

## 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.

## Comprehension

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

## CAREFUL READING

Careful reading refers to different operations where the reader attempts to extract complete meanings within or beyond sentences right up to the level of the entire text so as to construct the text macrostructure

Detailed reading means reading something carefully to get accurate information. You would do this if you had to read long or complicated material in a book or a report.

You have seen how skimming and scanning can help you to decide:

- how useful a text is going to be
- how much time you need to spend on it.

To understand a text fully, however, you have to read it a lot more carefully. This does not mean that you have to read every word or that you have to read slowly. The secret is to read efficiently.

People who are not used to reading for a purpose often read phrases or passages several times because they have not fully understood them the first time. But re-reading a passage several times will not make you a good reader.

It is more important that you set up a rhythm of reading that lets you read smoothly. If you come across a difficult phrase or passage, carry on, but make a note that you may have to come back to it later.

The same applies to difficult or unfamiliar words – always stopping to use a dictionary will not make you an efficient reader. In some scenarios, you may be

able to predict the meaning of a word from the rest of the sentence. When you come across an unfamiliar word, try reading the rest of the sentence to see if it provides any clues as to what the word might mean. If this doesn't work, keep a note, which you can come back to later, of where the word was and go back to it after you have finished reading the whole document.

