

1)ACTIVE READING TECHNIQUES =

Active reading techniques can help you stay focused and gain more information, but it's a skill that takes time and effort to develop. Here are some examples to help you get started right away.

1. IDENTIFY NEW WORDS

Most of us develop a bad habit of glossing over words that are very familiar to us, So not even realizing we are doing so. When you read a difficult passage or book for an assignment, take a few moments to really observe challenging words.

You will likely find that there are many words that you think you know—but that you can't really define. Practice by underlining every noun or verb that you cannot replace with a synonym.

Once you have a list of words, write the words and definitions in a logbook. Revise this log several times and quiz yourself on the words.

2. FINDING THE MAIN IDEA AND THESESES;

As your reading level increases, the complexity of your material will likely increase as well. The thesis or main idea may no longer be provided in the first sentence; it may instead be located in the second paragraph or even the second page.

Finding the thesis is difficult to comprehension. You will need to practice finding the thesis of the text or article each time you are reading.

3.CREAT A PRELIMINARY OUTLINE

Before you dive into reading the text of a difficult book or chapter, take some time to scan the pages for subtitles and other indications of the structure. If you don't see subtitles or chapters, look for transition words between paragraphs.

Using this information, you can craft a preliminary outline of the text. Think of this as the reverse of creating an outline for your essays and research papers. Going backward in this way helps you absorb the information you are reading. Your mind will, therefore, be better able to 'PLUG' the information into the mental framework.

4. READ WITH A PENCIL:

Highlighters can be overrated. Some students commit highlighter overkill and end up with a sloppy multi-colored mess.

Sometimes it's more effective to use a pencil and sticky notes when you write. Use the pencil to underline, circle, and define words in the margins, use sticky notes to mark a page and a pencil to write specific notes to yourself.

5. DRAW AND SKETCH

No matter what type of information you're reading, visual learners can always create a mind map, a Venn diagram, a sketch, or a timeline to represent the information.

Start by taking a clean sheet of paper and creating a visual representation of the book or chapter you're reading. You'll be amazed by the difference this will make for retaining information and remembering details.

6.MAKE A SHRINKING OUTLINE

A shrinking outline is another useful tool for reinforcing the information that you read in a text or in your class notes. To make a shrinking outline, you need to re-write material you see in your text (or in your notes).

While it is a time-consuming exercise to write out your notes, it is also a very effective one. Writing is a necessary part of active reading.

7.READ AGAIN AND AGAIN

Science tells us that we all retain more when we repeat a reading. It's good practice to read once for a basic understanding of the material, and read at least one more time to grab the information more thoroughly.

SKIMMING!

Do you ever feel like you spend way too much time reading? Do you have trouble determining which parts of a text are the most important? Do you wish you could collect information from books in a quicker and more efficient way? If so, consider skimming the next time you sit down to read a text.

What is Skimming?

Skimming is a strategic, selective reading method in which you focus on the main ideas of a text. When skimming, deliberately skip text that provides details, stories, data, or other elaboration. Instead of closely reading every word, focus on the introduction, chapter summaries, first and last sentences of paragraphs, bold words, and text features. Skimming is extracting the essence of the author's main messages rather than the finer points.

Skimming Methods:

Beginnings & endings: Read first and last sentences of paragraphs, first and last paragraphs of major sections, and introductions and summaries of chapters.

Wheat vs. chaff: Read only the amount of text necessary to determine if a section presents a main idea or support for a main idea.

Visual & verbal cues: Watch for signal words and phrases that indicate an author's direction (e.g., however, although, moreover, in addition to). Things to focus on while skimming:

Introduction and conclusion

Chapter/section summaries
First and last sentences
Titles, subtitles, and headings
Bold words
Charts, graphs, or pictures
End of chapter review questions

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Why Skim?

You need the “big picture” or main points when you’re reading. Even if you’re going to do a more detailed reading of the text, skimming as a form of previewing can help you better comprehend what you read. Knowing when and how to skim will help you become a more efficient, strategic reader. You’ll become better at determining what parts of the text are most important. There may also be times when your professor wants you to understand the big picture, not all of the little details. In these cases, skimming helps you understand the overall points of the text and its relevance to your course without bogging you down.

Make the most of your time. Sometimes you don’t have time to do everything. With skimming, you’ll be able to cover vast amounts of material more quickly and save time for everything else that you have on your plate. Maybe you don’t have time to finish your reading before class, but skimming will help you get the main points and attend class much more prepared to maximize in-class learning.

You need to review a text you have read before. Skimming is also an efficient way to refresh your memory of large amounts of material before an exam. Skimming a text that you have already read helps you recall content and structure.

Skimming is not...

Skimming can present problems if not done intentionally. Skimming is not simply flipping through a text quickly or paying half attention to it. When skimming, be deliberate and intentional with what you choose to read, and make sure that you are focused. Skimming is not a lazy way out or a half-hearted attempt at reading. Make sure that you use it carefully and strategically and are able to walk away with the main ideas of the text.

When to Skim:

There are certain texts that lend themselves to skimming better than others. It is typically less beneficial to skim novels, poetry, and short stories or texts that do not have text features such as tables of content, chapter or section summaries, headings, bold words, pictures, and diagrams. Non-fiction texts, like textbooks, journal articles, and essays are typically full of these kinds of text features and are more suited for skimming.

Skimming can also be a good tool for conducting research and writing papers. Typically, when researching or writing, you will not need to read every word of every text closely, but will benefit more from skimming while evaluating your sources or identifying information important to your work.

Finally, know your context. There may be some texts that you are better off reading closely and thoroughly. Some professors specifically tell you that they include small details from the textbook on exams. You may have some classes that are just difficult to understand, and you may find that reading closely helps you comprehend concepts better. Before skimming, spend some time thinking about your classes, professors, and needs to determine if you have any texts you may need to read more closely.

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text

CAREFULL AND GENERAL READING:

Careful reading or reading for detail is probably the most commonly used reading strategy. This is a slower reading process that starts at the beginning of a passage and proceeds to the end. When reading for detail, students should read every sentence, but they should not try to know the exact meaning of each word. Even native speakers infer the meaning of unknown words as they read. Reassure your students that even when reading for information, they do not need to know every word on the page but should try and guess its meaning from the context, a valuable skill in and of itself. If students put too much pressure on themselves when it comes to new vocabulary, the dictionary may become more of a burden than a blessing. When reading for detail, students should aim to understand about eighty percent of the information they read. If they need an answer to a particular question that they may have missed, they can always go back and scan for it.

Reading may sometimes seem as easy as a, b, c, but in fact there are strategic ways to make your students' reading more useful and productive. By teaching skimming and scanning in addition to reading for detail, you will give your students the strategies they need to be successful learners..

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