

**ANNUAL PREPARATORY PROGRAMME FOR ENHANCEMENT IN
ACADEMICS AND REVISION (APPEAR)
CLASS XII, ENGLISH CORE - 301
MODULE - II (READING SKILLS PART-II)**

Module Details	
Subject Name	English Core
Course Name	Annual Preparatory Programme for Enhancement in Academics and Revision (APPEAR) in English for Class XII
Module Name/Title	Reading (Part II)
Module Id	leeg_r2
Pre-requisite	Completion for Reading (Part-I) desirable
Learning Outcomes	<p>After carefully reading this chapter and working on the suggested activities, you will:</p> <ul style="list-style-type: none"> • skim texts for main idea(s), • scan texts to locate specific information, • derive meanings of unfamiliar words using contextual clues, • infer meanings based on the information provided in the text, and • apply different reading strategies for different texts.
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INTRODUCTION

In the first reading module, you were introduced to different kinds of texts, purpose of reading, general reading strategies and you evaluated your reading speed. In this module, you will learn about reading as an active process where you need to apply strategies that will enable you to make sense of what you read. To become an efficient reader, it is important to read different texts in different ways at different speeds and in different ways. For example, you will not read a novel and a textbook (while preparing for an examination) in the same way. When you are reading a magazine or novel, you do not need to pay attention to every detail the way you do when reading your textbook.

The importance of being aware of your reading speed was emphasized in the first module on reading, to match with the purpose for which you read. This module aims at making you a better reader. This can happen when you monitor your progress and strive to improve your understanding. You will be introduced to different techniques or strategies of reading such as skimming, scanning, contextual clues and inferring meaning for comprehension.

STRATEGIES FOR EFFECTIVE READING

While reading is a complex skill, your ability to comprehend what you read will have a strong impact on your entire life. It is only through reading regularly that you can develop your reading comprehension. Therefore, depending on what you read and the purpose of

reading, it is important to adapt an appropriate way to read. In this section, you will be introduced to different strategies that will help you improve your reading comprehension.

Look at the following five strategies students used when they read textbooks and other academic texts. After you finish reading complete Activity 1.

- A. While reading, I keep asking myself questions such as; Do I agree with? Does this happen to me or to people I know? Why is this so difficult? I often write down my questions and sometimes I discuss them with my classmates or friends.
- B. I read only when I have to complete my homework. I start thinking of the questions on my own and think about what I already know from the classroom lecture and then look for answers in the textbook.
- C. When I read any chapters, I make notes of the keywords and also make notes as it helps me remember the content. I underline the important sections using lots of colour and I also make diagrams depending on the text.
- D. Sometimes, I need to find a specific piece of information, such as a date or a particular name, so I just read it quickly to find this information. But sometimes when I have to read about a difficult concept or theory, I will read very carefully more than once. I hardly read all the texts in the same way.
- E. Before I start reading any chapters, I always check how long the chapter is. Then, I quickly go through the sections, images and the headings to get a general idea. I usually read only once.

Activity 1

Identify and match which strategies are mentioned by the students. List them down in your notebook and check the answers given at the end of this module.

1. Use different strategies depending on the purpose which sometimes includes reading the same text many times.

2. Check if agree or can relate to real life situations on certain topics while reading and write down questions for clarification.
3. Start with background knowledge from what has been taught and then refer to textbooks.
4. Check the structure of the text before reading and quickly read through to get an idea.
5. Focus on keywords and make notes.

Write the answers in your notebook.

- 1) 2) 3) 4) 5)

Activity 2

Read the list of reading strategies again and answer the following questions. You can write your answers in your notebook.

A. Which of the strategies do you already follow?

.....

B. Which of the strategy is new to you?

.....

C. Which one would you like to try?

.....

When reading any text, you will need to use various strategies to help you read quickly depending on the purpose of you reading. How well you use these strategies will help you achieve your reading goals.

SKIMMING

Skimming is reading through a text quickly to get a general idea or the gist of the passage/text. When you skim through a text you need not read every word. It helps you decide whether to continue reading or not. For example, before buying a book you take a quick glance at the cover page, the contents page and sometimes the reviewer's comments on the back cover, blurb, etc., to get a general idea of its contents.

Activity-3

Skim the following text as quickly as you can. Once you have read the text, give an appropriate heading, then answer the questions.

Text-A

i) Heading:

Getting enough sleep is as important as taking time out to relax. A good night's sleep is essential for preserving the health of your brain and gives you the best chance to meet the coming day with a razor-sharp mind. An average person needs about six to eight hours sleep a night – although it is also true that you need slightly less than this, as you grow older, another advantage of aging. Stress and sleep deprivation often feed on each other, since stress tends to make it harder for you to fall asleep at night and sleep deprivation in itself causes stress.

(Adapted from CBSE 2019, English Core, Set-1 Question Paper)

Write down the answers in your notebook.

- a) What is essential for a sharp mind?
- b) What is the advantage of aging?
- c) What is the relationship between stress and sleep deprivation?
.....

SCANNING

Scanning is looking through any text quickly for specific information. It is commonly used in everyday life, for example when looking up a word in a dictionary, looking for a name of a restaurant or finding your friend's name in the contacts directory of your phone.

Activity-4

Scan the Friday Evening/Night TV Guide and answer the questions given below.

Star TV	ZEE TV	Sony TV
5:00 pm Star New and Weather Report	4:40 pm Sports: Indian Grand Prix	5:00 pm Talk Show: An evening to remember
6:00 pm Kids Talent Show	5:40 pm Wild Life Documentary	6:00 pm Cooking Show
7:00 pm Antiques Roadshow	6:40 pm ZEE News and Weather Report	7:00 pm Life of the Rich and Famous
8:00 pm Talk Show	7:40 pm Strictly Come Dancing	8:00 pm Evening News and Weather Report
9:00 pm Crime Series	8:40 pm Sports Week	9:00 pm The Witch (Movie)

1) Write the answers in your notebook.

a) Which programme is just for children?

.....

b) Which channel airs the Indian Grand Prix?

.....

c) What time is the Documentary on Wild Life?

.....

d) Name one programme common to all three channels have?

.....

e) What time is the Cooking Show?

.....

CONTEXTUAL CLUES

Context clues are hints or information found within a sentence, paragraph, or passage that you can use to understand the meaning of new or unfamiliar words. Learning the meaning of a word through its use in a sentence or paragraph is the most practical way to build vocabulary, since a dictionary is not always available when a reader encounters an unknown word. There are four common types of context clues.

- i) **Synonym** - A word with the same meaning is used in the sentence.

The Chairman's statement was fallacious and *misleading* – *plain wrong*.

- ii) **Antonym** - A word with the opposite meaning is used in the sentence.

These siblings were as different as day and night. One was very talkative and the other was *taciturn*.

- iii) **Explanation** - The unknown word is explained within the sentence or in the following sentence.

Rahul's *emaciation*, that is, his skeleton-like appearance after fighting cancer for years, was frightening to see.

- iv) **Example** - Specific examples might be found nearby that helps to define the meaning.

Piscatorial creatures, such as salmon, flounder, and trout, live in the coldest parts of the ocean.

Activity-5

Read the following paragraph of a short story, The Velveteen Rabbit by Margery Williams. Pay attention to the words in boldface.

For a long time, he lived in the toy cupboard or on the nursery floor. No one thought very much about him. He was **naturally** shy. Being only made of **velveteen**, some of the more expensive toys quite **snubbed** him. The mechanical toys were very **superior** and looked down upon everyone else. They were full of modern ideas, and they pretended they were real. The model boat, who had lived through two seasons and lost most of his paint, caught the tone from them. He never missed an **opportunity** of **referring to** his rigging in **technical** terms. The Rabbit could not claim to be a model of anything, for he didn't know that real rabbits existed. He thought they were all stuffed with **sawdust** like himself. He understood that sawdust was quite **out-of-date** and should never be mentioned in modern circles.

(Source: <https://bit.ly/3l23mjN>)

Match the meanings of the words in bold. Write the letter of the word in the right column which has almost the same meaning as the word or phrase in the left column. The first one is done for you.

<u>F</u>	1. naturally	A. talking about
.....	2. velveteen	B. chance
.....	3. snubbed	C. old fashioned
.....	4. superior	D. powdered wood
.....	5. opportunity	E. soft cloth
.....	6. referring to	F. usually
.....	7. technical	G. lived
.....	8. existed	H. special knowledge
.....	9. sawdust	I. ignored
.....	10. out-of-date	J. stuck up

INFERRING MEANING

Inferring is a comprehension strategy to help you understand information that is not always obvious in a text. You have to use your prior knowledge and clues in the text along with a proper understanding of the content. Sometimes it is also called "reading between the lines," and it adds a lot more meaning to the text.

Activity-6

Read the short passage and answer the following questions in your notebook.

It was a cold, rainy day and Ramesh was cycling outside the house with his friends. The moment he saw his parents car from a distance he immediately cycled back home. He quickly dried himself and ran up to his room and opened his book. The moment he heard his mother’s voice he came downstairs and told his mother that he was eagerly waiting for them as he was hungry. The moment he heard his father’s voice, he ran upstairs again.

i) Why did Ramesh go home immediately after seeing his parent’s car?

.....

ii) What do you think Ramesh was supposed to do?

.....

iii) Why do you think Ramesh told his mother that he was eagerly waiting for them and that he was hungry?

.....

iv) What can you infer about Ramesh's father?

.....

Activity-7

The following passage will help you check your understanding of the different reading strategies taught in this module. Read the passage carefully and respond to the questions.

1 There is a famous expression in English: "Stop the world, I want to get off!" This expression refers to a feeling of panic, or stress, that makes a person want to stop whatever they are doing, try to relax, and become calm again. 'Stress' means pressure or tension. It is one of the most common causes of health problems in modern life. Too much stress results in physical, emotional, and mental health problems.

2 There are numerous physical effects of stress. Stress can affect the heart. It can increase the pulse rate, make the heart miss beats, and can cause high blood pressure. Stress can affect the respiratory system. It can lead to asthma. It can cause a person to breathe too fast, resulting in a loss of important carbon dioxide. Stress can affect the stomach. It can cause stomach aches and problems digesting food. These are only a few examples of the wide range of illnesses and symptoms resulting from stress.

Emotions are also easily affected by stress. People suffering from stress often feel anxious. They may have panic attacks. They may feel tired all the time. When people
3 are under stress, they often overreact to little problems. For example, a normally gentle parent under a lot of stress at work may yell at a child for dropping a glass of juice. Stress can make people angry, moody, or nervous.

Long-term stress can lead to a variety of serious mental illnesses. Depression, an extreme feeling of sadness and hopelessness, can be the result of continued and increasing stress. Alcoholism and other addictions often develop as a result of overuse
4 of alcohol or drugs to try to relieve stress. Eating disorders, such as anorexia, are sometimes caused by stress and are often made worse by stress. If stress is allowed to continue, then one's mental health is put at risk.

It is obvious that stress is a serious problem. It attacks the body and if untreated, it
5 may eventually result in mental illness. Stress has a great influence on the health and well-being of our bodies, our feelings, and our minds. So, reduce stress: stop the world and rest for a while. (Source: <https://bit.ly/2HKIU97>)

Keeping in mind the different reading strategies, on the basis of your understanding of the passage answer the following questions by choosing the most appropriate options.

- i) What are some of the physical effects of stress?
 - a) Heart problems
 - b) High blood pressure
 - c) Asthma
 - d) All of the above

- ii) State one long-term stress related mental illness?
 - a) Depression
 - b) Eating disorder
 - c) Criminal Behaviour
 - d) Psychotic disorder

iii) What is anorexia?

- a) Respiratory problem
- b) Indigestion
- c) Eating disorder
- d) Panic attack

iv) Which of the four common types of context clues taught in this module helped you find the answer of question no iii?

- a) Synonym
- b) Antonym
- c) Explanation
- d) Example

v) What can you infer about stress from the passage?

- a) It does not have much impact in our lives
- b) It could lead to a lot of complications in life
- c) Stress is part of our lives
- d) Stop the world and enjoy

vi) Which of the following is the most appropriate title for the passage?

- a) The Effects of Stress
- b) Stress and Life
- c) How to Control Stress
- d) How to be Stress-free

vii) Pick out the statement which is not true:

- a) Stress has both physical and mental effect.
- b) Stress related mental illness need not be treated.
- c) Stress can lead to eating disorders.
- d) Stress can make one tired all the time.

viii) Find words from the passage that mean the same as the following:

- a) not showing or feeling nervousness or anger (para 1)

- b) sudden uncontrollable fear or anxiety (para 3)
- c) the possibility that something unpleasant or unwelcome will happen (para 4)

Write the following answers in your notebook.

ix) How does stress affect you physically?

.....

.....

.....

x) Think of a time when you were stressed. Write in your own words how you dealt with it.

.....

.....

.....

.....

LET US SUM UP

In this module you have looked at how you can make the best use of reading strategies. These strategies will help you deal with reading comprehension especially long and difficult academic texts. Remember, skimming will help you find general information such as the main ideas while scanning will help you look for specific information. Using contextual clues will help you understand unfamiliar words and inferencing skills will help you comprehend what is not explicitly stated in the text.

ANSWERS

Activity-1

1-D 2-A 3-B 4-E 5-C

Activity-2

The answers will vary. There are no right or wrong answers.

Activity-3

Sample Heading: Importance of Sleep / Good sleep and its significance

a) Good/enough sleep at night b) Require less sleep c) They depend on each other

Activity-4

a) Kids Talent Show b) ZEE TV c) 5:40pm d) NEWS e) 6:00pm

Activity-5

1- F 2-E 3-I 4-L 5-B 6-A 7-H 8-G 9-D 10-C

Activity-6

- i) He does not want his parent to see him outside cycling.
- ii) He was supposed to stay at home and study.
- iii) To make his mother believe that he has been at home waiting for them and studying.
- iv) We can infer that he is a strict man and that Ramesh seems to be afraid of him.

Activity-7

- i) d ii) a iii) c iv) d v) b vi) a
vii) b viii) a-calm b-panic c-risk

Sample answer:

- ix) Stress can affect not only our body but also our thoughts and feeling too. Many people get tension headaches and are unable to sleep at night. It can also lead to loss of appetite and as a result have no energy to do any work.
- x) I remember a time when we were stuck in a bad traffic jam on our way to the airport. My father was driving and we were so tensed that we did not talk at all until we reached the airport.

REFERENCES

- Wallace, M.J. (2004) Study Skills in English. Cambridge: Cambridge University Press.