

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

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 Skills (Part-IV)
Module Id	leeg_r4
Pre-requisite	Reading Part I, II & III desirable. Ability to use different reading strategies.
Learning Outcomes	<p>After carefully reading this chapter and working on the suggested activities, you will:</p> <ul style="list-style-type: none"> • differentiate between fact and opinion • identify text evidence in passages • draw conclusions from your readings • develop intensive reading • apply strategies to summarise texts
Keywords	Fact, opinion, evidence, draw conclusion, intensive reading

2. Development Team

Role	Name	Affiliation
National MOOC Coordinator	Prof. Amarendra P. Behera	CIET, NCERT, New Delhi
Program Coordinator	Dr. Rejaul Karim Barbhuiya	CIET, NCERT, New Delhi
Course Coordinator	Dr. Ganga Mahto	NCERT, RIE, Bhopal
Course Co-Coordinator	Ms. Heman Mehlawat	CIET, NCERT, New Delhi
Subject Matter Expert	Dr. Ruth Z Hauzel	GITAM (Deemed to be University), Hyderabad
Content Reviewer	Prof. S. Mohanraj	EFL University, Hyderabad

CONTENTS

1. Introduction
2. Differentiate between Fact and Opinion
3. Identify Textual Evidence
4. Drawing Conclusions
5. Intensive Reading
6. Summarize the Reading Text
7. Let Us Sum Up
8. References
9. Practice Questions

INTRODUCTION

In the third reading module, you were introduced to different techniques or strategies of finding the topic sentence, main ideas and supporting details. You were also made aware of how to recognise and identify the author's purpose and tone of writing. Remember all these strategies as you start working on this module. In this module you will be made aware of the importance of differentiating between fact and opinion, identify text evidence and draw conclusions using inferencing skills that you have already learned in the previous modules.

Being able to read texts carefully to find the information you need is a vital skill for life, work and study. Hence, you will also be introduced to intensive reading and learn how to summarise what is read. The more you read the better informed a writer you would be. Reading is a skill that needs practice. Reading for pleasure is a great way to practise. It does not matter what you read, but it should be something you enjoy and find interesting, humorous or entertaining

DIFFERENTIATE BETWEEN FACT AND OPINION

While reading it is sometimes hard to identify, whether a given expression is a fact or an opinion because of the way it is written. It is essential that you are able to accurately distinguish between fact and opinion especially for higher level reading comprehension. In doing so, you will be able to evaluate the reliability and usefulness of different texts that you read every day.

A fact generally refers to something that is true and can be verified and proven to be true. While, an opinion is a personal expression of feelings that cannot be proven. Others may agree or disagree with an opinion, but they cannot prove or disprove it. This is what defines it as an opinion. Opinions can be based on facts or emotions and sometimes they are meant to deliberately mislead others. Therefore, it is important to be aware of the author's purpose and choice of language. Sometimes, the author lets the facts speak for themselves.

One way of telling the difference is to look at the language used to introduce the information. In particular look at the key words used. Notice the key words used here to introduce facts.

- The experiment has demonstrated...
- The test results confirm...
- Astronauts have recently discovered...

Now, look at the key words used to introduce opinions.

- The government claims...
- It is generally believed that...
- Most experts think...

Remember, your ability to distinguish between fact and opinion will help you develop your critical and analytical skills in both reading and listening.

Activity-1

A. As you read this short story, think about which sentences are fact and which express an opinion. After you finish reading, complete the activity given below.

The date for the fancy dress competition was announced weeks ago, and Divya still has not thought of a costume. Her sister Rupa was going as a character from a horror movie, and Divya thought that was the best idea ever. The sisters always had costumes that went together. But this year, Rupa had been too busy with her friends to help her sister with a costume. Rupa was looking in some magazines for costume ideas when her mom asked them to go with her to the grocery store. At the store, in the stationary section, Divya saw a tall, pointed red hat that gave her a great idea. The hat cost only one hundred rupees, so Divya's mom bought it for her. Divya skipped

all the way to the car as she has a costume now. She was going to be dressed up as a joker she once saw in a movie.

Decide if the following sentences are fact or opinion and write your answer in your notebook.

i) Divya thought Rupa's costume was great.

- a) Fact
- b) Opinion

ii) Rupa's costume was a character from a movie.

- a) Fact
- b) Opinion

iii) Rupa had been too busy to help Divya.

- a) Fact
- b) Opinion

iv) Divya was happy about her costume idea.

- a) Fact
- b) Opinion

v) The red hat cost one hundred rupees.

- a) Fact
- b) Opinion

B. Write one fact and one opinion for each topic in your notebook. One example has been done for you.

Example: Topic - flower

Fact: Flowers get their food from sunlight, water, and minerals in the soil.

Opinion: Flowers are regarded as a symbol of love.

vi) Topic – vacation

Fact:

Opinion:

vii) Topic - summer

Fact:

Opinion:

IDENTIFY TEXTUAL EVIDENCE

Evidence is essential to an author creating a strong argument or claim. Textual evidence is a part of the text that helps support ideas, arguments, opinions and thoughts and reinforce the argument. All texts, or reading passages, contain evidence. They can be found in novels, poems, or short stories--as well as in non-fiction texts like biographies or scientific articles. A nonfiction author might include statistical data, expert opinions, or specialized knowledge to support claims, while finding evidence in fiction involves finding supporting dialogue and interactions between characters to support ideas.

As a good reader you will be able to cite evidence by including a quotation, or exact sentences from the text, or paraphrasing the author's words or ideas. Remember to make use of reading strategies taught in the previous modules to help you find evidence in texts.

Activity-2

Read the paragraph and answer the questions.

All of Earth's oceans share one thing in common: plastic pollution. Discarded plastic bags, cups, and bottles make their way into the sea. Today, it seems that no part of the ocean is safe from plastic trash. In recent years, oceanographers have searched in vain for a pristine marine environment. They have found plastic everywhere they have looked. "It is a common global problem, we can't point to a single habitat or location with no plastic." Plastic harms wildlife and introduces dangerous chemicals into marine ecosystems — communities of organisms interacting with their surroundings. Once plastic enters the environment, it lasts a long time. Scientists are working to prevent plastic pollution from entering the sea. When people litter,

or when trash is not properly disposed of, things like plastic bags, bottles, straws, foam beverage cups get carried to the sea by winds and waterways. About 80 percent of ocean plastic originates on land. The rest comes from marine industries such as shipping and fishing.

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

i) In the passage, the author talks about plastic pollution. Give an example from the text that state our role in contributing to plastic pollution. Write the answer in your notebook.

.....

.....

.....

ii) Find one additional text example that supports the dangers of plastic.

.....

.....

.....

DRAWING CONCLUSIONS

Whether you're reading your textbook, a novel, short story, flash fiction piece, newspaper article or any other work of literature, the most efficient and reliable way to draw conclusions while reading is to justify your claims with evidence from the text. The better you are able to back up your conclusions with concrete evidence from the text, the stronger and more valid your conclusions will be. The best way to prepare to draw insightful conclusions while reading is to understand what the best forms of evidence are. Remember, sometimes, the author may leave out details on purpose and may also depend on your general knowledge to fill in the blanks.

Activity-3

Read each paragraph and answer the questions.

Sandhya lit the candle as the room grew darker. As the clock struck eight times, she knew it would soon be bedtime. She hurried to her room and looked for her chalkboard and a slate. She had not finished her homework yet. She knew the teacher would be disappointed if she did not do her homework.

- i) What time is the event in the paragraph taking place?
 - a) Morning
 - b) Evening
 - c) Night

Give one example that helped you draw conclusion to your answer.

.....

- ii) The paragraph is taking place in
 - a) modern times
 - b) historical times

Give one example that helped you draw conclusion to your answer.

.....

As I opened the door and walked to the kitchen, I knew there was trouble right away. The trash can was turned over, and papers were everywhere. The sofa cushions were on the floor. One of the pillows had been ripped open. As I looked around, I saw Rambo in the corner. He had a ball in his mouth, ready to play

- iii) Who is Rambo?
 - a) His younger brother
 - b) His pet dog

Give one example that helped you draw conclusion to your answer.

.....

iv) What conclusions can you draw from the trash can, cushions and pillows?

.....
.....

INTENSIVE READING

Intensive reading is detailed reading with specific objectives. In the newspaper you may find something that you want to read in detail. When you can read for detail confidently, you can study new subjects, learn new information and understand key texts for both work and general life. Perhaps the article you skim read at first is really interesting and you want to read it again, more slowly, taking in the information and perhaps even making a mental note of the details to tell someone later. Or you may do the crossword-paying close attention to the clues in order to solve the puzzle. In both these instances you are reading for detail which is intensive reading. Detailed comprehension work gives you a good opportunity to study the finer points of the text and so learn more about how the language is used.

Activity-4

Read the following passage from a speech by Sojourner Truth. Then select the best answer to each of the questions that follow.

“Ain’t I a Woman?”

by Sojourner Truth

That man over there says that women need to be helped into carriages, and lifted over ditches, and to have the best place everywhere. Nobody ever helps me into carriages, or over mud-puddles, or gives me any best place! And ain’t I a woman? Look at me! Look at my arm! I have ploughed and planted, and gathered into barns, and no man could head me! And ain’t I a woman? I could work as much and eat as much as a man - when I could get it - and bear the lash as well! And ain’t I a woman? I have borne thirteen children, and seen most all sold off to slavery, and when I cried out with my mother’s grief, none but Jesus heard me! And ain’t I a woman?

Then that little man in black there, he says women can't have as much rights as men, 'cause Christ wasn't a woman! Where did your Christ come from? Where did your Christ come from? From God and a woman? Man had nothing to do with Him.

If the first woman God ever made was strong enough to turn the world upside down all alone, these women together ought to be able to turn it back, and get it right side up again! And now they are asking to do it, the men better let them.

- i) What reason do men give for women having fewer rights than man?
 - a) Women are stranger than men
 - b) Christ was a man
 - c) Women do not want rights
 - d) Christ came from a woman

- ii) Where do you think is the most likely context of this speech?
 - a) Parents meet
 - b) Television program
 - c) Poetry reading
 - d) Women's right convention

- iii) From the first paragraph what can you infer about Truth's life?
 - a) She has to work really hard in the field
 - b) She has been taken care of all her life
 - c) She enjoys working in the field
 - d) She enjoys eating as much as a man

- iv) What happened to Truth's thirteen children?
 - a) They are studying in a boarding school
 - b) They are working with her in the field
 - c) They have all died
 - d) They have been sold to slavery

- v) Which of the following best expresses the main idea of idea of the passage?
 - a) Truth believes that women can take care of themselves

- b) Women are as strong as men and they are going to demand their rights.
- c) When her thirteen children were taking away no one helped her
- d) Men should always help women in everything

SUMMARIZE THE READING TEXT

A summary is a short retelling or a shortened version of any texts you are reading, containing only the author's most important ideas in your own words. It should not contain your opinion, background knowledge or personal information. To summarize, you must read a passage closely, find the main ideas and supporting ideas. Then you must briefly write down those ideas in a few sentences or a paragraph. This is one of the most important aspects of reading because when you summarize properly, it shows that you have understood the materials you have read and that you can use their ideas and findings in your own way. This will help you improve both your reading and writing skills.

Activity-5

Read the two short paragraphs and choose the best summary for each.

Your heart normally beats 70 to 80 times a minute, but the rate changes depending on your activity level. When you exercise, your body needs more oxygen than when you remain still. Your heart automatically responds to these changing needs. When you need more oxygen, your heart beats faster to increase the flow of blood to your body.

- i) Which of the following best summarizes the passage?
 - a) Your heart beats 70 to 80 times a day depending on what you eat.
 - b) Your heart needs more oxygen when you exercise
 - c) Your body needs oxygen to respond to different needs.
 - d) Your heart rate is dependent on your level of activity.

Everyone in our family is busy this morning. Mom is making parathas while I'm putting the sandwiches and drinks into the cooler. Dad is locking all the windows in the house. My sister is packing her suitcase and making sure that we packed enough clothes. In a few minutes we will take the cooler out to the car and load it in the back. We will then load our baggage and food items. We cannot wait to reach our grandparents village before the sun sets.

- ii) Which of the following best summarizes the passage?
 - a) The family is getting ready for a long car trip.

- b) The family likes to work together every morning.
- c) The family likes to carry many things when they travel.
- d) The family takes a trip very often to their grandparents' village.

Activity-6

Read the passage and answer the questions that follows.

1 In a patch of garden, in a sunny corner of the backyard, stood a proud group of yellow lilies. They were tall flowers: elegant, graceful, and beautiful. They were surrounded by a ring of scruffy, prickly, purple thistles that had sprung up recently with all the April showers and May sunshine. The lilies were not impressed with their new garden-mates.

2 "Ugh, what nasty weeds," sneered one lily plant, to the others. "How ugly they are." The other lilies nodded in agreement.

3 The tallest thistle thought this was rude. It was time to stand up for herself and her friends. "Actually, I think our purple colour is quite pretty."

4 "You don't smell nice like we do," said another lily, peeking out from behind the first one.

5 "Don't be such a snob. The bees and butterflies like us just as much as they like you," the tall thistle replied.

6 The lilies were still annoyed. "You don't belong here with us. The gardener will pull you up by your roots and throw you away."

7 The thistles were getting mad. "If the gardener is clever, she will know that we thistles are quite tasty in a soup. Everybody knows eating a lily will make a human sick! But don't be sad; at least the rabbits enjoy snacking on you!"

8 "Those pesky bunnies are always trying to bite off our petals. What a nuisance!" The lilies did not like it when rabbits invaded the garden to chew up the flowers.

9 “You should be grateful that we are here now,” said the thistles. “Our spiky prickles are helpful for keeping the bunnies out of the garden and preventing them from nibbling on you! You might be pretty, but we are certainly more useful.”

10 The lilies hadn’t considered that sharing the garden with the weedy thistles might actually be a good thing. “Oh, you are right! We are sorry for being rude before! Let’s be friends, okay?” (Source: <https://bit.ly/2GXvO84>)

On the basis of your understanding of the above passage, choose the correct answer for each of the questions given below:

i) The lilies were surrounded by

- a) purple thistles
- b) different wild flowers
- c) elegant and beautiful thistles
- d) yellow plants

ii) Who stood up for the thistle against the lilies?

- a) The butterfly
- b) The tallest thistle
- c) The gardener
- d) The rabbit

iii) Which of the following is tasty when added in a soup?

- a) Lilies
- b) Rabbit
- c) Butterflies
- d) Thistles

iv) Find the words from the passage which mean the same as the following.

- a) pretender (para 5)
- b) annoying (para 8)

On the basis of your understanding of the above passage, answer the following questions.

v) Why were the lilies not happy with the thistles?

.....
.....
.....

vi) What causes the growth of purple thistles?

.....
.....
.....

vii) Give two examples of the nasty things that lilies said about the thistles.

.....
.....
.....

viii) Why did the lilies finally think it is good that the thistles are sharing the garden?

.....
.....
.....

LET US SUM UP

In this module you have learned to differentiate between fact and opinion, identify text evidence and draw conclusions. You have also learned what an intensive reading is and how to summarise what you have read. Keep practising these strategies because your academic success and personal growth depends on how good a reader you are.

ANSWERS

Activity-1

A: i-opinion ii-fact iii-fact iv-opinion v-fact

B: Sample answer:

vi) Topic - vacation

Fact: My summer vacation starts in 10 days.

Opinion: We should visit our grandparents during the vacation.

vii) Topic – summer

Fact: It is hot in summer.

Opinion: I love swimming in the summer.

Activity-2

i-We contribute to plastic pollution by littering and not disposing plastics bags, bottles, straws etc properly.

ii- Plastic harms wildlife and introduces dangerous chemicals into marine ecosystems.

Activity-3

i-c Night

Conclusion - Sandhya lit a candle/It would soon be bedtime.

ii-b historical times

Conclusion – Sandhya looked for chalkboard and a slate

iii-His pet dog

Conclusion – He had a ball in his mouth and was ready to play.

iv-Rambo was already playing and messing up the whole house.

Activity-4

i-c ii-d iii-a iv-d v-b

Activity-5

i-d ii-a

Activity-6

i-a ii-b iii-d iv- a: snob b: pesky

Sample answer:

v- The lilies were not happy with the thistles because they were scruffy and prickly while the lilies were a group of proud, elegant, graceful and beautiful yellow lilies.

vi- April showers and May sunshine causes the growth of thistles.

vii- The two examples of nasty things that lilies said about the thistles are that they are ugly and they don't smell nice like the lilies.

viii- The lilies finally considered that it is good that the thistles are sharing the garden because they keep them aware from the bunnies who nibbles on the them.

REFERENCE

- Beech, L. (2001). Short Reading Passages & Graphic Organizers to Build Comprehension: Grades 6-8. Scholastic Professional Books.
- Truth, Sojourner, and Amos Paul Kennedy. "Ain't I a Woman?." (1992).