Unit 3

Faster Efficient Reading

I. Pre-Reading

1. How can you read faster?

2. Why do you learn to read faster?

3. Does faster reading mean poor reading?

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❶ The comprehension passages on this course are designed to help you increase your reading speed. A higher reading rate, with no loss of comprehension, will help you in other subjects as well as English, and the general principles apply to any language. Naturally, you will not read every book at the same speed. You would expect to read a newspaper, for example, much more rapidly than a physics or economics textbook, but you can raise your average reading speed over the whole range of materials you wish to cover so that the percentage gain will be the same whatever kind of reading you are concerned with.

❷ The reading passages which follow are all of an average level of difficulty for your stage of instruction. They are all approximately 500 words long. They are about topics of general interest which do not require a great deal of specialized knowledge. Thus they fall between the kind of reading you might find in your textbooks and the much less demanding kind you will find in a newspaper or light novel. If you read this kind of English, with understanding, at, say, 400 words per minutes, you might skim through a newspaper at perhaps 650-700, while with a difficult textbook you might drop to 200 or 250

❸ Perhaps you would like to know what reading speeds are common among native English-speaking university students and how those speeds can be improved. Tests in Minnesota, U.S.A., for example, have shown that students without special training can read English of average difficulty, for example Tolstoy's War and Peace in translation, at speeds of between 240 and 250 w.p.m. with about 70% comprehension.

Minnesota claimed that after 12 half-hour lessons, one a week, the reading speed can be increased, with no loss of comprehension, to around 500 w.p.m. It is further claimed that with intensive reading over seventeen weeks, speeds of over 1000 w.p.m. can be reached, but this would be quite exceptional.

❹   If you get to the point where you can read books of average difficulty at between 400 and 500 w.p.m. with 70% or more comprehension, you will be doing quite well, though of course any further improvement of speed-with-comprehension will be a good thing.

In this and the following three passages we shall be looking at some of the obstacles to faster reading and what we can do to overcome them.

Think of the passage as a whole

❺   When you practice reading with passages shorter than book length, like the passages in this course, do not try to take it in each word separately, one after the other. It is much more difficult to grasp the broad theme of the passage this way, and you will also get stuck on individual words which may not be absolutely essential to a general understanding of the passage. It is a good idea to skim through the passage very quickly first (say 500 words in a minute or so) to get the general idea of each paragraph. Titles, paragraph headings, and emphasized words (underlined or in italics) can be a great help in getting this skeleton outline of the passage. It is surprising how many people do not read titles, introductions or paragraph headings. Can you, without looking back, remember the title of this paragraph?

II. Working with Vocabulary

A. Focus on the reading

Choose the best word or phrase for each sentence. If you need help, look at the reading again. (Use each word or phrase only once.)

native	naturally	demanding	take in
obstacle	range	grasp	skim through
italics	rate		

1. _____, you will not read every book at the same speed.

2. It is much more difficult to _____ the broad theme on the passage.

3. A higher reading _____, with no loss of comprehension, will help you in other subjects as well as English.

4. Reading a newspaper or light novel requires much less _____ kind you will find in your textbooks.

5. Perhaps you would like to know what reading speeds are common among _____ English-speaking university students.

6. You can raise your average reading speed over the whole _____ of materials you wish to cover.

7. If you can't do the faster reading perfectly, we shall be looking some of the _____ to it and what we can do to overcome them.

8. If you read this kind of English at 400 w.p.m. you might _____ a newspaper at perhaps 600-700.

9. When you practice reading with passages like the passages in this book, you do not try to _____ each word separately.

10. It is very helpful to notice the emphasized words (underlined or in _____).

B. Focus on the Meaning

Find the following words in the passage and select the meaning you think in most likely to correspond among the choice given.

1. **rate**	1. speed	2. tax
	3. score	4. awareness
2. **naturally**	1. easily	2. unfortunately
	3. without training	4. of course
3. **range**	1. distance	2. variety
	3. territory	4. farm
4. **demanding**	1. difficult	2. questioning
	3. insisting	4. asking
5. **skim through**	1. read quickly through	2. make smooth with
	3. concentrate on	4. strain through

6. **native**	1. unsophisticated	2. primitive
	3. taught from childhood	4. uneducated
7. **obstacles**	1. prohibitions	2. hindrance
	3. objections	4. disadvantages
8. **take in**	1. understand	2. adjust
	3. memorize	4. say
9. **italics**	1. brackets	2. margins
	3. sloping letters	4. smaller print
10. **grasp**	1. grip tightly	2. understand
	3. hold loosely	4.avoid

III. Understand the Reading

A. Main Idea

Which of the following choices most adequately sums up the ideas of each paragraph?

1. The idea of the first paragraph is _____.

     1. how to increase your reading speed

     2. the advantages of a generally higher reading speed

     3. the advantages to your English of a higher reading speed

2. The idea of the second paragraph is _____.

     1. the interest of the reading passages in this course

     2. Newspaper can be read more quickly than textbooks

     3. the speed at which you might expect to read different types of English

3. The idea of the third paragraph is _____.

     1. how native English speakers read faster than others

     2. how speed reading courses affected students' reading speeds

     3. how native English university students increased their reading speed to 1000 w.p.m. on average

4. The idea of the fourth paragraph is _____.

      1. a guide to the reading speed you could aim for

      2. the point of reading books of average difficulty

      3. why further improvement is a good thing

5. The idea of the fifth paragraph is _____.

      1. advice on how to get the general idea of a piece of reading quickly

      2. the use of titles

      3. the disadvantage of too careful initial reading

B. Comprehension Questions

    Select the answer which is most accurate according to the information given in the passages.

1. A higher reading rate will help in other subjects as well as English

      1. only if we memorize well.

      2. but not in any language.

      3. provided there is no loss of understanding.

      4. though not as a general.

2. You would expect to read a difficult economics textbook

      1. only very rarely.

      2. as fast as you read a newspaper.

      3. more slowly than you read a newspaper.

      4. more quickly than you read these passages.

3. You can expect to read the passages on this course

      1. more quickly than you read a textbook.

      2. more quickly than you read a newspaper.

      3. more slowly than you read your textbooks.

      4. faster than any other kind of material.

4. The average untrained native speaker at the University of Minnesota

      1. reads at 600. w.p.m.   2. reads at about 300 w.p.m.

      3. cannot read difficult works in translation   4. reads at about 245 w.p.m.

5. The University of Minnesota claims that in 12 half-hour lessons,

    1. it can triple a student's reading speed.

    2. it can double a student's reading speed.

    3. it can increase a student's reading speed four times.

    4. no real increase in reading speed can be achieved.

6. Intensive training over seventeen weeks can

    1. triple an untrained student's reading speed.

    2. increase an untrained student's reading speed four times

    3. double an untrained student's reading speed

    4. triple the students' comprehension scores.

7. You will be doing quite well if you can read books of average difficulty

    1. at about 450 w.p.m. with 70% comprehension

    2. at about 600 w.p.m. with 60% comprehension

    3. at about 300 w.p.m. with 70% comprehension

    4. at about 250 w.p.m. with 50% comprehension

8. Reading words one at a time is bad because

    1. it hurts your eyes

    2. all words are equally important

    3. it's more difficult to get the general idea of a passage

    4. some words are longer than others

9. It is a good idea to skim through a passage quickly first

    1. at about 350 w.p.m.

    2. to get general idea of each paragraph.

    3. so that you can take in each word separately.

    4. to make sure you get to the end at least once.

10. Titles and paragraph headings

    1. are more important than anything else

    2. are surprisingly to many people

    3. can easily be remembered without looking back

    4. can help us get the outline of a passage

IV. Word Study

A. Suffixes

Some nouns that end in **–th** or **–ght** are related to similar that are not nouns Read the following pairs of sentences and see how the words in **bold** print are related.

1. Some cities **grow** quickly.   Their **growth** is fast.

2. The street is five kilometers **long.**   The **length** is five kilometers.

3. The street is fifteen meters **wide.**   Its **width** is fifteen meters.

4. The lake is thirty meters **deep.**   Its **depth** is thirty meters.

5. Hyndman is very **strong.**   He has a lot of **strength.**

6. How **high** is that building?   What is its **height**?

7. Anna **weighs** 130 pounds.   Her **weight** is 130 pounds.

Now choose the best word for each sentence. (Use each word only once.)

1. The flag is flying high above the ground. The _____ of that flagpole is about 20 meters.

2. The _____ of the Golden Gate Bridge in San Francisco is about 1,400 meters. It is a very long bridge.

3. What is the _____ of the Pacific Ocean at its deepest point?

4. People who build houses must be very strong. They must have great _____ in their arms.

5. Plants need a lot of water to grow. Without it, their _____ is slow.

6. What is the _____of your garage? Is it wide enough to park two cars inside?

7. David in thin now. He weighs only 150 pounds. He lost a lot of _____.

B. Context Clues

เนื่องจากคำศัพท์หนึ่งคำมีได้หลายความหมาย การเดาความหมายศัพท์จึงต้องอาศัยเนื้อหา ในปริบทและความรู้เรื่อง part of speech ของคำศัพท์มาใช้ประกอบกัน และการเลือกความ หมายที่ดีนั้นจะต้องเลือกจาก part of speech เดียวกัน

1. STAGE

- stage (v) = 1. plan or do something(usually take part in)

           2. organize and present a performance

Examples: -The gang managed to **stage** a successful burglary and escape

     without any of them getting caught.

     - At the middle of this year, the government **staged** a huge

     parade.

- stage (n) = 1. level of growth or development

           2. an area where actors or other performers perform

Examples: - The third **stage** in the development of a community's economy

     is providing various services.

     - He was the first comedian I ever saw on the **stage.**

2. GRASP

- grasp (V) = 1. take something in a hand or hold it firmly

           2. understand something

Examples: - He **grasped** both my hands before he said good bye.

     - The government has not yet **grasped** the seriousness of the

     crisis.

- grasp (n) = 1. understanding something

           2. lose something or lose control something

Examples: - Those students have a good **grasp** of foreign language.

     - Pim allowed victory to slip from her **grasp.**

3. AVERGE

- average (n. count.)

         1. หมายถึง"ค่าเฉลี่ย" ที่เกิดจากการนำจำนวนทั้งหมดมา
รวมกันแล้วหารด้วยจำนวนนั้น เช่น

Examples: - Take the **average** of the ratios and multiply by a hundred.

และในความหมายนี้สามารถนำไปใช้ในฐานะเป็นคำคุณศัพท์ได้ด้วย เช่น

     - The **average** price of goods rose by just 2.2 %.

2. a number or size that varies but is always approximately the same.

Examples: - It takes an average of ten weeks for a house sale to be completed.

- average (adj.)

  1. averge person (or thing) means "typical" or "normal"

Examples: - The **average** adult man burns 1,500 to 2,000 calories per day
- Wimon is a woman of **average** height.

  2. เป็นคุณศัพท์ที่ใช้บอกลักษณะทั่วๆ ไป จะหมายถึง "ไม่ดีและไม่เลว" หมายถึง"พอใช้ได้" หรือ "ปานกลาง" เช่น

- I was only **average** academically.

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