



**CHANDIGARH  
UNIVERSITY**

Discover. Learn. Empower.

# University Institute of Liberal Arts and Humanities

Course Name – Communication Skills

Course Code – : 22PCH-105



**READING COMPREHENSION**

DISCOVER . **LEARN** . EMPOWER

# COURSE OBJECTIVES

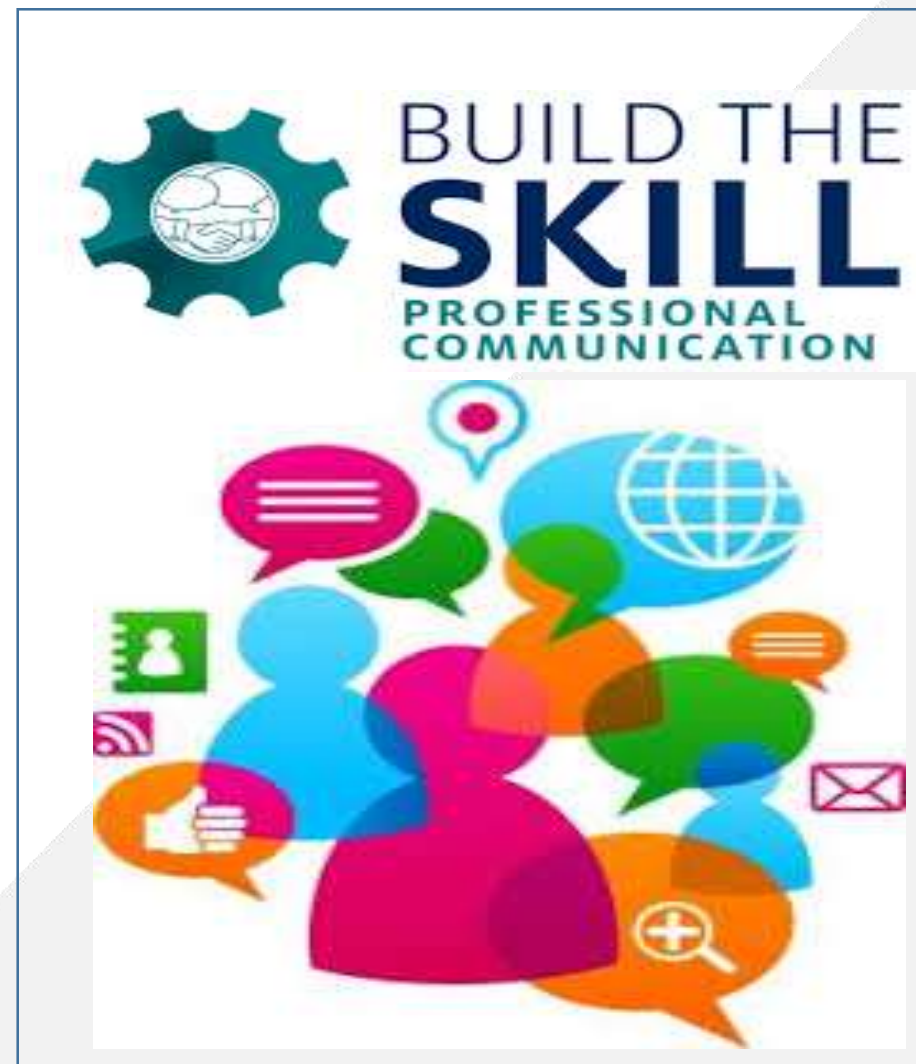
The Course aims to:

1	Augment students overall communication and interpersonal skills by making them realize the importance of good oral and written English Language in professional life.
2	Enrich their reading capability with special emphasis on expanding vocabulary and grammatical formations.
3	Build exceptional reading and writing skills by correcting grammatical errors and pronunciation through practice.

# Course Outcomes

On completion, the students are expected to:

CO Number	Title	Level
CO1	Apply non-verbal and soft skills effectively to attain expertise in Listening, Speaking, Reading and Writing Skills (LSRW Skills).	Apply
CO2	Apply correct contextual and comprehensible written text and speech in a wide range of communication situations.	Apply
CO3	Demonstrate linguistic competence while speaking and writing through accuracy in grammar, intonation, pronunciation and vocabulary.	Apply
CO4	Evaluate information as critical readers, speakers and writers applying ethics in communication and being sensitive in cross cultural communication.	Evaluate
CO5	Create original short compositions, in the form of paragraph writing, business correspondence, blogs etc. using logical support and argument.	Create

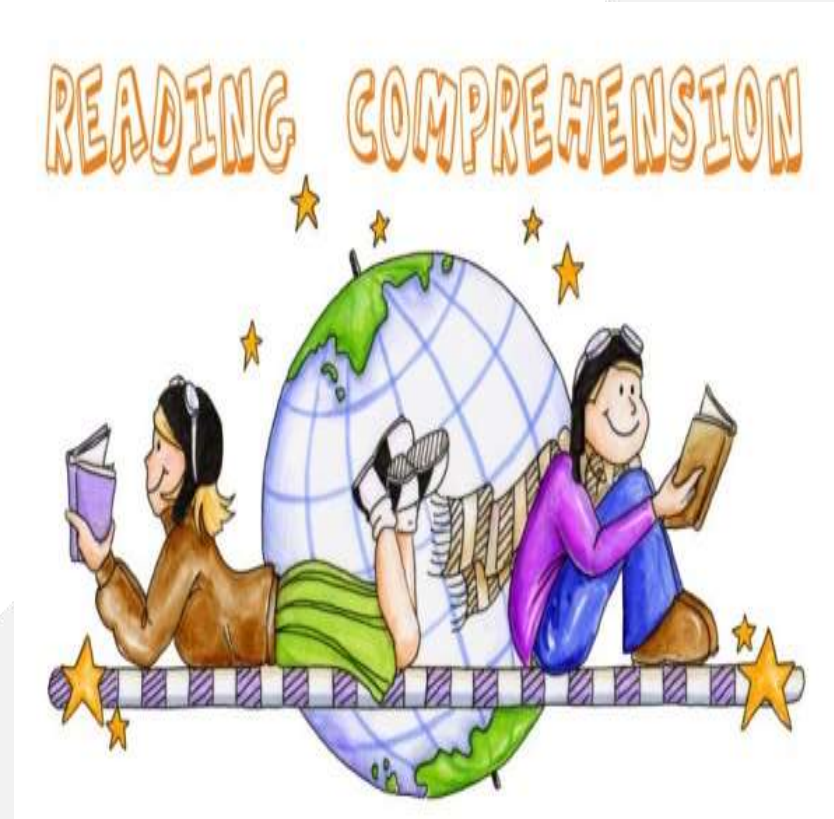


# What is Reading Comprehension?

It is a reading that targets understanding.

It is reading that pivots catching the central idea.

It includes learning beyond what is stated.



# Why Reading Comprehension?

- Pre-employment tests
- IELTS
- GRE
- IBPS
- Other competitive exams





# Importance of Reading Comprehension Tests

## To determine

- Ability to understand
- Analytical ability
- Ability to comprehend
- Memory
- Problem solving
- Ability to accurately interpret



# The Dilemma is:

What to read first?

Shall we read the  
passage?

Or the questions?

Or it does not matter?



# What should we read first? (continued)

STRATEGY	ADVANTAGES	DISADVANTAGES
1) Read the passage fully before looking at any of the corresponding questions.	<ul style="list-style-type: none"><li>– You won't miss out on any important details.</li><li>– You will have a better understanding of the main point of a passage.</li></ul>	<ul style="list-style-type: none"><li>– This may take longer for slow readers</li><li>– There is a danger of 'zoning out' or losing focus while reading.</li></ul>
2) Skim through the questions and then read the passage, answering questions as you read.	<ul style="list-style-type: none"><li>– You save time by skipping info unrelated to the questions.</li><li>– You won't lose focus as much during long stretches of reading.</li><li>– Relevant parts of the passage are fresh in your mind.</li></ul>	<ul style="list-style-type: none"><li>– Selective reading can cause you to miss the main point.</li><li>– You may struggle with questions that don't have line references or questions that ask about the passage's main idea.</li></ul>



# Central Idea

A paragraph must be understood in the light of:

- Central idea, which may be comprehended in accordance with the figures and facts.
- Change in the tone may help to comprehend the idea whether changed or extended. Key words may help to identify the tone

# Key Words (continued)

- The students were working well. **However**.....This suggests that the idea will change.
- The students were working well. **And**.....This suggests that the idea will be extended.
- For eg 'He scored well in the exam (Positive).
- However, he annoyed all (Becomes negative with however).

# Key Words

- Tone extenders: And, Further, In addition to this, Also, Moreover, Furthermore, etc.
- Tone changers: However, Although, Despite, In spite of, etc.

# Inference

- Inference is an unstated conclusion that the reader draws.
- Questions of Inference are tricky. The correct answer is neither stated directly nor based on conjectural opinions.
- For example the sentence, 'The student scored 95 out of 100' leads to the inference that the student performed well.

# POLL QUESTION

**Reading speed may be increased by a strong grip on:**

1. Central idea
2. Words
3. Meanings
4. None of these

# Barriers To Quick Reading

- Sub-vocalization- When we repeat words inside.
- Regression- When we are coerced to read again.
- Limited Vocabulary- When we are unfamiliar with words.
- Limited Knowledge- When we are unfamiliar with the context.



# Types of Questions

- Tone: Such questions can be answered in the light of key words
- Inferential: Inferences are drawn on the basis of the information given
- Referential: These are direct questions. To solve these, one must be able to retain the information
- Vocabulary: Sometimes contextual meanings of words are asked

# Inferential Question Example

- Autumn is the season that falls between summer and winter. There are many changes that occur at the beginning of the season. Days become shorter, leaves turn red, yellow, and orange. Sunlight is very essential for trees to keep their leaves green. Animals start storing their food to last through the long winter months.
- **Question** What is the main purpose of the passage? Here, the reader has to draw a conclusion according to his understanding.

# Referential Question Example

- Autumn is the season that falls between summer and winter. There are many changes that occur at the beginning of the season. Days become shorter, leaves turn red, yellow, and orange. Sunlight is very essential for trees to keep their leaves green. Animals start storing their food to last through the long winter months.
- **Question** Autumn occurs between summer and which another season? Here, the answer is directly given in the passage.

# Location of Questions

- Around phrases
- Statistics
- Statements within quotes
- Question in the passage (if any)

# Tips for long paragraphs

- The reader should develop a **habit of reading** different types of articles which will help them to understand the tone, attitude, and style of writing of several writers.
- Use the “**bottom-up**” approach which means, read the questions first, so that the reader has an idea of what to look for, in the passage. It will save the reader’s time.
- While reading the long passage make sure **not to read the complete passage**, try reading only the part that is related to the questions that are asked.

# Tips for long paragraphs (Contd.)

- While reading the passage **don't try to memorize** every part of the passage instead understanding the essence of the point being conveyed by the author.
- Increase the **reading speed** by solving different exam papers or online mock tests.
- Try to **engage with the passage** from the start. Take down important details and **question** each passage on the basis of inference.



# Tips for short paragraphs

- The short reading comprehension passages are either **one or two** paragraphs long.
- They can be read **easily** and quickly.
- The readers are advised to **read the passage slowly** but simultaneously look for the important details.
- Then, from the questions, **retrace the lines** that correspond to the questions.

# Tips for medium length paragraphs-

- The reader should **first try to read two to three lines** of each paragraph given. It will allow the reader to find the conclusion and essence of the paragraph quickly.
- Along with reading try to **take note** of some information given in the passage by recollecting the important words.
- Further, **eliminating** the words, phrases, and sentences from the passage that is not useful will help in answering questions which have almost similar options.
- Try to **improve vocabulary**, read and solve comprehensions from different fields of knowledge, like Science, Arts, Literature, Politics, Economics, and Current Affairs, etc.

# Practice Questions: Central Idea

- A teacher teaching English to many students. Following are the details of year wise report:
- Year 1- He guided 200 students, 50 passed and the rest failed.
- Year 2- He guided 300 students, 70 passed and the rest failed.
- Year 3- He guided 500 students, 100 passed and the rest failed.
- Is the teacher improving?

# Hidden Facts (Continued)

- He has an experience of 3 years. Still the numbers are not impressive
- He has taught English to 1000 students. Thus many students might have been brilliant, average or weak. Out of so many students, if only 220 have passed. Hence the teacher is not improving considerably.
- The central idea is that the teacher has not been able to improve despite 3 years of experience. The numbers may suggest the opposite.
- The numbers are thus only indicators.

# POLL QUESTION

**Reading is hampered by:**

1. Sub vocalization
2. Regression
3. Ocular slaving
4. All of these

# **Read the following passage and answer the questions**

Opera refers to a dramatic art form, originating in Europe, in which the emotional content is conveyed to the audience as much through music, both vocal and instrumental, as it is through the lyrics. By contrast, in musical theater an actor's dramatic performance is primary, and the music plays a lesser role. The drama in opera is presented using the primary elements of theater such as scenery, costumes, and acting. However, the words of the opera, or libretto, are sung rather than spoken. The singers are accompanied by a musical ensemble ranging from a small instrumental ensemble to a full symphonic orchestra.



# Answer the questions

It is pointed out in the reading that opera ----.

- A) has developed under the influence of musical theater
- B) is a drama sung with the accompaniment of an orchestra**
- C) is not a high-budget production
- D) is often performed in Europe
- E) is the most complex of all the performing arts

# Answer the questions

We can understand from the reading that ----.

- A) people are captivated more by opera than musical theater
- B) drama in opera is more important than the music
- C) **orchestras in operas can vary considerably in size**
- D) musical theater relies above all on music
- E) there is argument over whether the music is important or the words in opera

# Answer the questions

It is stated in the reading that ----.

- A) acting and costumes are secondary to music in musical theater
- B) many people find musical theater more captivating than opera
- C) music in musical theater is not as important as it is in opera**
- D) an opera requires a huge orchestra as well as a large choir
- E) opera doesn't have any properties in common with musical theater

# Applications

- Good comprehension skills will help students to answer various trick questions better.
- It will also help them find solutions to most academic and other problems.
- It will also help them do well at various competitive and recruitment tests.

# Assessment Pattern

**Students are assessed on the basis of the following parameters:**

- Hourly Tests - 2
- Assignments
- Surprise Test
- Quiz
- Student Engagement
- End Semester Exam

# References

- <https://www.k12reader.com/subject/reading-skills/reading-comprehension/>
- [https://www.ets.org/gre/revised\\_general/prepare/verbal\\_reasoning/reading\\_comprehension/](https://www.ets.org/gre/revised_general/prepare/verbal_reasoning/reading_comprehension/)
- E-BOOKS:
- <https://www.creativeteaching.com/products/reading-comprehension-ebook>
- VIDEO LINKS:
- <https://youtu.be/rcxTucEWugA>





# THANK YOU



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