

## Unit 4

## Reading Skills

### Structure

- 4.1 Introduction
  - Objectives
- 4.2 Definition and Meaning of Reading
- 4.3 Purpose of Reading
- 4.4 Types of Reading
  - Skimming
  - Scanning
  - Extensive Reading
  - Intensive Reading
  - Loud and Silent Reading
- 4.5 SQ3R Technique of Reading
- 4.6 Summary
- 4.7 Terminal Questions
- 4.8 Answers

### 4.1 Introduction

Several skills are required for effective communication. We have already dealt with the oral and listening skills. To gain and master these skills, you need to acquire knowledge and wisdom, which depends on your extensive reading habits. The more you read, the more words will you learn, which will be helpful in making sentence variations and good oration. It will also widen your thinking horizon, helps you analyze situations and give you insight into varied experiences. Therefore, it is the primary skill that helps us acquire knowledge about everything in this world. Those who cannot read or write are prone to exploitation and suffering. Hence, it is important for all human beings to read and learn. In this unit, we will learn about the various aspects of reading, as a skill.

### Objectives

After studying this unit, you should be able to:

- define and explain the meaning of reading
- list the purposes of reading
- select and use different types of reading for different purposes.
- describe and use SQ3R technique of reading

## 4.2 Definition and Meaning of Reading

The following are a few definitions regarding the process of reading.

- Reading is thinking under the stimulus of the printed page (Webster, 1982:30)
- Reading is a Psycho-linguistic guessing game (Webster, 1982:19)
- Reading Comprehension means understanding a written text. Understanding a written text is extracting the required information from it as efficiently as possible. (Francoise Grellet 1991:3)

The above definitions suggest that when you read any piece of text, you understand the given text at three levels: -

- i) Pure, literal response to the familiar words on the page – there is no in-depth understanding.
- ii) Recognition of the writer's meaning. In other words, you read and recognise the intention of the author in writing the given text.
- iii) Personal experience, which aids you to understand the given matter.

All these three levels could be described thus: When you read, you read the lines, read between the lines and also read beyond the lines. So, reading is nothing but a decoding process.

Reading, for most of us, is a 'passive process', where we sit down, relax and run our eyes through the words on the page. This is the method we incorporate to understand the information that is given in the book. But today, reading is considered an active process. A reader can understand a text only when s/he actively uses her/his mental faculties. Hence, to read efficiently one has to have:

- the knowledge of the writing system of the language
- the knowledge of the language (grammar, vocabulary)
- the ability to interpret
- a reason for reading and the appropriate method of reading
- the knowledge of the world (experience/background knowledge)

When all these requirements are used efficiently while reading, understanding would be effective and meaningful. Thus, reading is a skill, which has to be acquired by constant experimentation and struggle.

**Self Assessment Questions**

1. How does Webster define the term, reading?
2. What is the first level of understanding while reading?
3. To read efficiently, one need not have the knowledge of the grammar. (True/False)

**4.3 Purposes of Reading**

We read many things in our day-to-day lives. Let us name a few of them:

- Newspapers and magazines
- Advertisements, leaflets, pamphlets
- Textbooks, novels, short-stories
- Letters, telegrams
- Recipes, puzzles, menus
- Articles, reports, legal documents
- Dictionaries, telephone directories
- Cartoons, comic strips
- Time-tables, maps, statistical graphs and diagrams

We have just listed the different texts that we normally read with certain definite purpose in mind. They are read either for personal interest, for pleasure, to acquire information or to participate in society. For you, as students, the purpose of reading is emphasised on either for interest or for pleasure and reading to acquire information and knowledge. Reading for interest or pleasure is usually fulfilled through reading fiction, while reading to learn is associated with informative articles. Reading for information may be both internal and external. When you read for necessary background information about what is going on within the institution where you work, or within your group, it is called reading for internal information, example annual report of your institution, previous meeting reports, etc. Reading for the information of what is going on in your field, but outside your own work place is called External Information. You may need to do something concrete in the not too distant future after you have read whatever it is you are reading- this is Action Reading. Professional reading is done when you need to continue learning and studying so that you develop your own thinking and skills. But you should bear in mind that the text itself is not written strictly for any one purpose. For instance, any biography or autobiography will be read as personal interest to understand the life story

of an individual. The same maybe read by a research scholar for his research purpose. People's interest in reading is so varied, that any text could meet any purpose.

## 4.4 Types of Reading

As we have already said, we read in different ways depending on the purpose for which we are reading a text. Let us look at a few types of reading.

### 4.4.1 Skimming

Let's say that you need to buy a reference book for English grammar as suggested by your professor. You go to a book store and see a rack full of books, with the same title, but different authors. You don't have time to read the pages before deciding on buying the book. Hence, you quickly go through the contents, title page and the blurb (It is a slang meaning, a short piece of writing that praises and promotes something, especially a paragraph on the cover of a book). By now, you have decided to buy one book. The type of reading that you did in the bookstall is 'skimming.' Thus, skimming means, "looking quickly over a text/book to get a general superficial idea of the content."

#### Activity 1:

***Match these publications to the extracts below:***

1. A clinical publication
  2. Book Summary
  3. News Report – Nick Thorpe, BBC
  4. An extract from P G WoodHouse's novel
  5. A company's annual report
  6. "My Struggle for Education" Booker T Washington's autobiography
- a) Covey says that world has changed dramatically since he wrote The Seven Habits in 1989. The challenges and complexities for magnitude and dimension and calls for a paradigm shift in our us – both at personal and professional front – are of a different thinking. The book addresses to the 8<sup>th</sup> habit as potential energy that is a timeless part of human beings and has often gone unnoticed and unrealized. It is the voice of human spirit and hope that is embodied in people like Muhammad Yunus who had a vision of poverty free world. Finding the inner voice

enables the individuals and the organisations not to do things right but to do right things.

- b) As they went on describing the school, it seemed to me that it must be the greatest place on earth. Not even heaven presented more attractions for me at that time than did the Hampton Normal and Agricultural Institute on Virginia. I wanted to go to that school, although I had no idea where it was, or how many miles away, or how I was going to reach it. I was on fire constantly with one ambition, and that was to go to Hampton. This thought was with me day and night.
- c) Asthma, a condition that affects the lungs, is a disease that many people, the majority of whom are children, have. Asthma is most commonly thought to be hereditary. One known cause for an attack is an allergic reaction, but stress and vigorous activity are thought to be causes as well. This disease can be fatal if it is not taken care of immediately, but with the medical technology of today, mild asthma is more of a nuisance than a life threatening disease. Although not proven, asthma is thought to be hereditary. The majority of asthmatics tend to have asthmatics in the family. In most cases, asthma usually is present at birth, although some cases have developed after age forty.
- d) 'Without presumption, sir. I feel that if you were to give me another chance I should work to your satisfaction. I should endeavour-'  
Mr. Ferguson stared at him in dumb horror. He had a momentary vision of a sleepless night spent in listening to a nicely-polished speech for the defence. He was seized with a mad desire for flight. He could not leave the building, but he must get away somewhere and think.  
He dashed from the room and raced up the dark stairs. And as he arrived at the next floor his eye was caught by a thin pencil of light which proceeded from a door on the left.
- e) Red Dawn: It sounds like a paperback thriller from the Cold War. In fact it is the air raid siren in Sderot and the Israeli towns and villages like it around the Gaza Strip. It is supposed to warn the local people of a Qassam rocket attack by Palestinian militants. If the system works, they have nine seconds to run for cover. But sometimes there is nowhere to run.

In a kindergarten in the middle of Sderot, the mere mention of Red Dawn makes one little girl burst into tears. This kindergarten has lost two

children – on their way here in the morning – to rocket attacks in the past few years. Unlike some kindergartens in the town, this one at least has a reinforced concrete roof and blast-proof windows. If the children are outside and the siren goes, everyone sprints for the door. The children reach it first.

- f) Towards the end of the year we saw a slight improvement in our market share in the United States. A more optimistic economic situation there helped our sales to grow by just under 15% in the second half of the year. This was partly due to some very strong competition from other firms.

#### **4.4.2 Scanning**

As you read a text, editorial or an article, you suddenly come across a word that is not familiar to you. Naturally, you would like to know the meaning of the word, for your own benefit. So you get the dictionary and carefully find the word. You see the spelling, pronunciation, meaning and also the various uses of the same word (if any). This type of careful reading, to find out the specific, clear details, is known as Scanning. Here, you don't just run your eyes across the page, but look into the information for specific details. Let us go through the following exercise to be familiar with what scanning is all about.

#### **Activity 2:**

Jesse Owens was a great short-distance runner and an Olympic Champion. This passage is one of his personal experiences at the 1936 Olympic Games held in Berlin. About that time, Hitler was preaching to the Germans his theory of 'a master race'. Did all Germans believe in this theory?

It was the summer of 1936. The Olympic Games were being held in Berlin. Because Adolf Hitler childishly insisted that his performers were members of a 'master race', nationalistic feelings were running high. I wasn't too worried about all these. I'd trained, sweated and disciplined myself for six years, with the Games in mind. While I was going over on the board, all I could think about was taking home one or two of those gold medals. I had my eyes especially on the long jump. A year before I'd set the world record of 26 feet 8.5 inches. Everyone expected me to win that Olympic event hands down. I was in for a surprise. When the time came for the long-jump trials, I was startled to see a tall boy hitting the pit at almost 26 feet on his practice

leaps. He turned out to be a German named Luz Long. I was told that Hitler had kept him hidden away, evidently hoping he would win the jump. I supposed that if Long won, it would add some new support to the Nazis' Aryan-superiority theory. After all, I am a Negro. A little hot under the collar about Hitler's ways, I was determined to go out there and really show Der Fuhrer and his master race who was superior and who wasn't.

An angry athlete is an athlete who will make mistakes, as any coach will tell you. I was no exception. On the first of my three qualifying jumps, I leaped from several inches beyond the take-off board for a no-jump. On the second jump, I was even worse. "Did I come 3,000 miles for this?" I thought bitterly. "To fall in the trials and make a fool of myself?" Then Luz Long approached me and encouraged me to do my best with a calm mind. I obeyed him and got qualified for the finals. The next day in the finals I won the Olympic Gold Medal defeating my nearest rival Luz Long. Long was the first one who came to congratulate me just in front of Hitler. You could melt down all the gold medals and cups I have, and they wouldn't be a plating on the 24 carat friendship I felt for Luz Long at that moment.

**Read the article and answer the questions that follow:**

1. What preparations did Jesse Owens do for the Olympic games?
2. Why was everyone sure that Jesse Owens would get the gold medal in the long jump event?
3. What did Jesse Owens expect to get from the 1936 Olympic Games?
4. What mistake did Jesse Owens make?
5. Why did he make that mistake?
6. Give the words from the passage that means the same as-
  - i) to turn from something solid to liquid
  - ii) to do something unexpected which surprises someone.

**4.4.3 Extensive Reading**

Does reading give us pleasure? As we have already mentioned our way of reading is influenced by the purpose of our reading. Most of us have the habit of reading especially when we are free or have a lot of leisure time. We might get hold of a novel, a comic strip, a magazine etc. When we read for the pure pleasure of reading we call it extensive reading. But, we should not give it a lesser priority because it is extensive reading. It is enjoyable as

well as informative. Here, we practise rapid reading to get the global/overall understanding of the matter.

**Activity - 3:**

**Read the passage given below and try to insert words in the blanks.**

**The words that you choose should be contextual based.**

I was born into middle – class Tamil family in the island town of Rameshwaram in the erstwhile Madras State. My father, Jainulabdeen, had neither much 1 (formal /informal) education nor much wealth; despite these disadvantages, he possessed great innate wisdom and a true generosity of spirit. He had a 2 (idol / ideal) helpmate in my mother, Ashiamma. I do not recall the exact number of people she fed everyday, but I am quite certain that far more 3 (insiders /outsiders) were with us than all the members of our own family put together.

I was one of their many children – a short boy with rather undistinguished looks, born to tall and handsome parents. We lived in our ancestral house, which was built in the middle of the 19<sup>th</sup> century. I would say mine was a very secure childhood, both materially and 4 (emotionally/superficially).

I got 5 (rejections/admissions) at Schwartz High School at Ramanathapuram. I knew my father had invested great hopes in my 6 (success/failures). He wanted me to become Collector so I thought it's my duty to realize his dream.

My teacher, Iyadurai Solomon, used to say that a good student could learn more from a bad teacher than a poor student from even a skilled teacher. He used to say, “to succeed in life and achieve results, you must understand and master three mighty forces – desire, belief, and expectation.” By the time I completed my education at Schwartz, I was a self-confident boy determined to succeed. For further 7 (recreation /education) I joined St. Joseph's College, Trichi. For my engineering, I managed to be on the list of selected candidates, but admission to this prestigious institution was an expensive effort. At that time my sister, Zohra stood behind me, 8 (mortgaging/buying) her gold bangles and chain. What fascinates most at MIT was the sight of two decommissioned aircrafts displayed there for the demonstration of the various subsystems of flying machines.



In the 9 (coarse/course) of my education at MIT, three teachers shaped my thinking. Their combined contributions formed the 10 (foundation/ façade) on which I later built my professional career. They shared a common impulse – the capacity to feed their student's intellectual hunger by sheer brilliance and untiring zeal.

*(Excerpts: Wings of Fire – An Autobiography by A P J Abdul Kalam with Arun Tiwari)*

*Note: Now see the possible answers and try to check whether you have selected the appropriate words. This exercise proves that you can understand the overall meaning of the passage even if some words are missing.*

#### 4.4.4 Intensive Reading

When we read shorter texts like a research paper, for getting specific details/ information we read slowly with a lot of concentration. This is intensive reading. When you read a book as a resource material for research you read it intensively because the overall understanding is not the objective/purpose of your reading. When you read an article in order to write a review on it, you read it intensively. We use all the skills of reading when we do intensive reading.

**Activity 4: Read the following paragraph. At the end of each sentence you will find the letters M (main idea) and S (supporting detail). Identify in each case, whether it is M or S and tick the correct letter.**

At a time when orphanages and old age homes have become the icons of civilization, grandparents seldom exert any influence on grandchildren. (M/S) After the end of the Second World War, the concept of nuclear family became quite widespread and acceptable. (M/S) The moulding of the behavioural patterns of future citizens became by and large the responsibility of the parents. (M/S) Psychologists are of the opinion that 50% of an individual's traits are genetic in nature and that the other 50% are influenced by the environment. (M/S) Here also, the parents, especially the mother, has an important role to play. (M/S)

#### 4.4.5 Loud and Silent Reading

Most of our day-to-day reading is done silently. When we read an article or an advertisement, we are engaged in the process of deriving meaning from the passage. Actually when we read aloud our concentration is divided

between reading and speaking. This makes reading difficult and may cause problems in understanding the matter. But there are situations when we have to read things aloud, like the notices and circulars, when others don't have access to it. You need to read the instructions aloud to students or employees so that there is no confusion later. Besides these extra-ordinary situations, most of the time the natural way of reading is silent reading which is ideal and helps comprehension.

#### 4.5 SQ3R Technique of Reading

This technique of reading is evolved by Robinson in his book "Effective Study" (1970). SQ3R stands for the initial letters of the five steps in studying a text.

Survey	S
Question	Q
Read	R
Recall	R
Review	R

Let us briefly go through these steps in the given order:

1. **Survey:** Survey refers to a quick glance through the title page, preface, chapter headings of a text. By surveying, you will be able to gauge the main ideas of the text. Besides, the author's name, date and place of publication and title page can give you an idea of the general subject area. The table of contents, preface or foreword in a book would give you an idea of the themes and how they are organised. A survey of the index or bibliography tells you immediately whether the book contains what you need.

Let's take an example. Choose the appropriate reference by a quick survey: Here is a Bibliography (List of Books) on POLIMERIZATION.

#### Bibliography

- (a) Billmeyer, F.W. 1962. A Text Book of Polymer Science  
New York: John Wiley and sons
- (b) A condensed Chemical Dictionary
- (c) International Encyclopedia of Sciences
- (d) Encyclopedia Britannica
- (e) Stille, J. K. 1962. Introduction to Polymer Chemistry: New York: John Wiley and sons. Wassermann, Leonard G 1974.

- (f) Chemistry: Basic Concepts and Contemporary Applications\_California:  
Wadsworth Publ CO Inc.

(Adapted from *ELT Documents*, 1980)

*(Decide which of the publications in the list are likely to give you: (encircle the appropriate letter)*

A brief Introduction to the subject:	a b c d e f
Current development in the field	a b c d e f
Historical study of the subject	a b c d e f
Various opinions by experts on the subject	a b c d e f

- 2. Question:** The second step in SQ3R technique of Reading is 'question.'

A Survey of the text will surely raise a few questions in your mind, regarding the text. Some of the questions could be:

- Is the book useful or relevant to my study?
- Does it provide some guidelines/information on the subject at hand?

But, as you go through the individual chapters, you might get specific questions regarding the topic. This will surely lead to gaining some insights into the text, topic and the author's comments. We will be surprised to see how our questions are answered in the process of reading and understanding the text. Hence don't take reading as an automatic process. It has to be conscious, deliberate, and purposeful with a definite purpose where you interact with the topic and the author.

- 3. Reading:** After surveying and questioning, you begin the actual reading. You need to develop a critical approach in reading anything for that matter. Read the text over and over again and each time with a different question in mind and a different purpose in mind. "I read it once and understand everything" kind of attitude is nothing but a myth. Hence, while reading for the first time, you just focus on the main points/ideas and supporting details only.

- 4. Recall:** The fourth stage in Reading Comprehension is recalling. Reading is not an isolated activity. Every reading exercise increases your background knowledge. You should be able to connect the information gained to the already existing background knowledge. Recalling whatever you have read would enable you to connect, relate the content to the previous and future learning of the subject. This leads us to the next stage in reading i.e., Review.

- 5. Review:** Reviewing is nothing but checking whether we have followed the earlier stages promptly and efficiently; whether we have surveyed the book, article, and magazine properly. Have we asked the appropriate questions relating to the content, have we read critically and have we recalled the most significant details/information required for our study? These are questions that we would like you to ask in the final stage of reading. Review will sharpen your critical faculty and you would be able to form your own opinions on the topic and express them to others.

Isn't this process a rewarding experience? Try to practice these stages consciously in your reading and research and know for yourself what a revelation this could be to you.

#### **Self Assessment Questions**

4. The technique of reading evolved by Robinson is commonly called as \_\_\_\_\_.
5. By surveying one will be able to gauge the \_\_\_\_\_ of the text.
6. Which is the fourth stage of reading technique evolved by Robinson?
7. What do you mean by reviewing?

#### **4.6 Summary**

In this unit, we have discussed what reading is, and the various purposes of reading. You have learnt the different types of reading like, Scanning, Skimming, Intensive, Extensive and SQ3R method of reading. You have to interact with the given piece of writing/information and derive meaning out of it. For this, a basic knowledge of the language system, vocabulary, grammar and some background knowledge of the topic is required. You should also vary your speed of reading according to your purpose of reading. We have given you examples of how you can practise the different skills of reading in your day-to-day life. It is up to you to exercise your knowledge on reading skills and systematically put the same to practice.

#### **4.7 Terminal Questions**

1. What do you mean by 'S' in the SQ3R method of reading?
2. Differentiate between internal information and external information.
3. What do you mean by reviewing?

## 4.8 Answers

### Self Assessment Questions

1. According to Webster, Reading is a Psycho-linguistic guessing game.
2. The first level is the literal response to the matter that is read.
3. False
4. SQ3R
5. main ideas
6. recalling
7. Reviewing means checking whether the earlier stages of reading were followed promptly and efficiently.

### Activity – 1

1-c, 2-a, 3-e, 4-d, 5-f, 6-b

### Activity – 2

1. Jesse Owens trained, sweated and disciplined for six years in order to compete in the Olympics
2. In the previous year, he had set the world record of 26 feet 8.5 inches. Hence people expected him to win the long jump event.
3. He expected to get one or two gold medals, especially in the long jump event.
4. He leaped from several inches beyond the take-off board for a no-jump.
5. He was angry and could not concentrate. So he made the mistake.
6. i) melt    ii) startled

### Activity – 3

- |                 |                  |
|-----------------|------------------|
| i) Formal       | vi) Success      |
| ii) Ideal       | vii) Education   |
| iii) Outsiders  | viii) Mortgaging |
| iv) Emotionally | ix) Course       |
| v) Admission    | x) Foundation    |

### Activity – 4

At a time when orphanages and old age homes have become the icons of civilization, grandparents seldom exert any influence on grandchildren. (M) After the end of the Second World War, the concept of nuclear family became quite widespread and acceptable. (M) The moulding of the behavioural patterns of future citizens became by and large the responsibility of the parents. (S) Psychologists are of the opinion that 50% of an

individual's traits are genetic in nature and that the other 50% are influenced by the environment. (S) Here also, the parents, especially the mother, has an important role to play. (M)

### Terminal Questions

1. 'S' refers to Survey which means to quickly glance through the title page, preface, chapter headings of a text.
2. When one reads for the necessary background information about one's institution where he is working, it is called internal information. Reading for the information of what is going on in your field, but outside your own work place is called External Information.
3. Reviewing is checking whether the earlier stages of reading, i.e. survey, questioning, reading and recalling have been followed promptly and efficiently.

### Remedial English

#### Adjectives

Any word that adds more meaning to the Noun is called an **Adjective**. It qualifies a noun.

Eg.: Ankur is a **good** player.

#### Kinds of Adjectives:

1. **Adjectives of quality** (They answer the question – What kind?)  
Pankaj is a fantastic player.
2. **Adjectives of quantity** (They answer the question – How much?)  
She drank a little water.
3. **Adjectives of number** (They answer the question – How many?)  
The teacher met fifty students.
4. **Adjectives of demonstration** (They answer the question Which?)  
This story is very interesting.  
Give the papers to those girls.
5. **Possessive Adjectives** (They answer the question Whose?)  
My son is in school.  
It is their car.
6. **Interrogative Adjectives**  
Which fool did this?  
What kind of sweet should I order?

**7. Adjective of Distribution**

Each person has to sign on every paper.

Neither Srinivas nor Mohan went to the cinema.

**8. Proper Adjectives**

Malaya rubber is noted for its quality

(Rubber produced in Malaya (describes rubber)

Japanese style of flower arrangement is called Ikhbana.

(the style used by Japanese).

**9. Participial Adjectives :** This can be either present participle or past participle. Present. Present participle refers to Verb+ing – Write+ing = Writing, Sing+ing = Singing

Past participle refers to verb form liked, written, walked, sung etc.

The smiling child is happy. Smiling describes child. (The child who is smiling) – Participial

Don't buy stolen goods. Stolen describes goods which means goods which are stolen.

**Correct Use of some adjectives:**

- |  |  |
|--|--|
| a) Little (practically no chance)      | Deepak has little chance of being elected.       |
| A little (some chance)                 | There is a little hope of his success.           |
| The little (whatever available)        | I shall give him the little money I have.        |
| b) Few (practically none)              | Few people are good.                             |
| A few (a small number)                 | I have a few friends in my office.               |
| The few (whatever available)           | I will pack the few things I have.               |
| c) First (first in order)              | Yuri Gagarin was the first man to go into space. |
| Foremost (leading, eminent)            | Einstein was the foremost scientist of his day.  |
| d) Elder - eldest (of the same family) | She is my eldest sister.                         |
| Older - oldest (of age)                | He is the oldest man in the village.             |
| e) Nearest (in space)                  | The nearest bus stop is two kilometers away.     |
| Next (in position)                     | She sits next to her friend.                     |

f) Later (in time)	This is the later edition of the book.
Latter (in order)	Of the two boys, Raj and Ram, the latter is clever.
Latest (in time)	This is the latest print.
Last (in order)	This is the last bottle.
g) Less (smaller)	I have less money than needed.
Lesser (not as bad as the other)	This is the lesser of the two evils.
h) Farther (distance)	Let us walk a little farther.
Further (additional, beyond)	He may be given further punishment what exists now)

### Exercise 1: Pick out all adjectives

1. Planning requires careful thought.
2. You cannot learn swimming in a shallow river.
3. Tagore had a long white beard and broad forehead.
4. This interesting story is being filmed at the Gemini studio.
5. Throw away that broken glass.

### Adverbs

Adverbs add more meaning to the verb, adjective, or another adverb in a sentence. It 'modifies' that word. E.g.: Radha sings **melodiously**.

### Formation of adverbs:

1. By adding **-ly**, to an adjective: beautifully, strongly.
2. By adding **-wise, -ways, -wards**: otherwise, sideways, upwards.
3. By combining a **prefix** and a **noun**: asleep, ahead, away, besides.
4. By combining a **prefix** and an **adjective**: alone, around, below.
5. Two adverbs **joined by conjunction**: by and by, over and above, now and then.

**Types of adverbs:** Adverbs tell us about the time, place, manner, quantity, reason, and frequency of an action. They are recognized by asking certain questions to the verb. We can use a few questions to find them.

1. **Adverb of time:** It answers the question 'when'.  
He left immediately. ( When did he leave? – immediately.)
2. **Adverb of place:** It answers the question 'where'.  
She lives here. (Where does she live? -here)



3. **Adverb of manner:** It answers the question 'how'.  
They lived happily. (How did they live? – happily.)
4. **Adverb of reason:** It answers the question 'why'.  
All these happened because of you. (Why did all these happen -because of)
5. **Adverb of frequency:** It answers the question 'how often'.  
He rarely spoke. (How often did he speak? - rarely)
6. **Adverbs of degree/quantity:** It answers the questions 'how much', 'in what degree'.  
There is enough sugar. (How much sugar is there? - enough)
7. **Relative adverb:** E.g.: Show me the place where you were born.

**Usage of adverbs:**

- An adverb is often placed as near as possible to the word it modifies (verb).  
He writes carefully.
- If the verb is in the simple tense form, the adverb is usually placed between the subject and the verb it modifies.  
He often visits his home town.  
(Sub.) (Adv.) (V)
- If the verb is in the form of 'to be' (is, am, was, are, were) the adverb comes after the verb.  
She is a very sober girl.
- If the verb is compound, the adverb comes after the auxiliary.  
He will always return home in time.
- If the sentence is negative, the adverb of frequency follows 'not'.  
They are not generally selfish.
- If the sentence is interrogative the adverb takes position immediately after the subject.  
Has he ever spoken to you?
- In case of infinitives (to + simple form of verb + do), adverb should not be placed in between 'to' and 'do'.  
He refused to do the task quickly.  
(Inf.) (Adv.)
- Use of 'hard', 'hardly' - 'Hard' as an adverb usually follows the verb.  
He works hard to make both ends meet.

'Hardly' as an adverb conveys a negative meaning of scarcely or barely.

Hardly had he spoken when the bell rang.

- Use of 'scarce', 'scarcely' - 'Scarce' as an adjective means hard to find.

Coal has become scarce in England.

'Scarcely' as an adverb is almost synonymous with 'hardly'.

I can scarcely hear you.

*Note: 'hardly' and 'scarcely' are followed by 'when'. 'No sooner' is followed by 'than'.*

**Exercise 2: Identify the adverbs in the sentences given below**

1. This picture is precisely what I am looking for.
2. Unfortunately, the sky quickly grew dark.
3. Have you traveled recently?
4. The Adverb is one of the most important parts of speech in English Grammar.
5. I work more on the product development side.

**Answers**

**Exercise 1:**

- |                        |            |                       |
|------------------------|------------|-----------------------|
| 1. careful             | 2. Shallow | 3. Long, white, broad |
| 4. Interesting, Gemini | 5. broken  |                       |

**Exercise 2:**

- |              |            |             |
|--------------|------------|-------------|
| 1. precisely | 2. Quickly | 3. Recently |
| 4. most      | 5. more    |             |