



**CHANDIGARH
UNIVERSITY**

Discover. Learn. Empower.

University Institute of Liberal Arts and Humanities

Course Name – Communication Skills

Course Code – 20UCT-141/191

Faculty Name - Dr. Vikas Kumar



READING COMPREHENSION

DISCOVER . **LEARN** . EMPOWER

COURSE OBJECTIVES

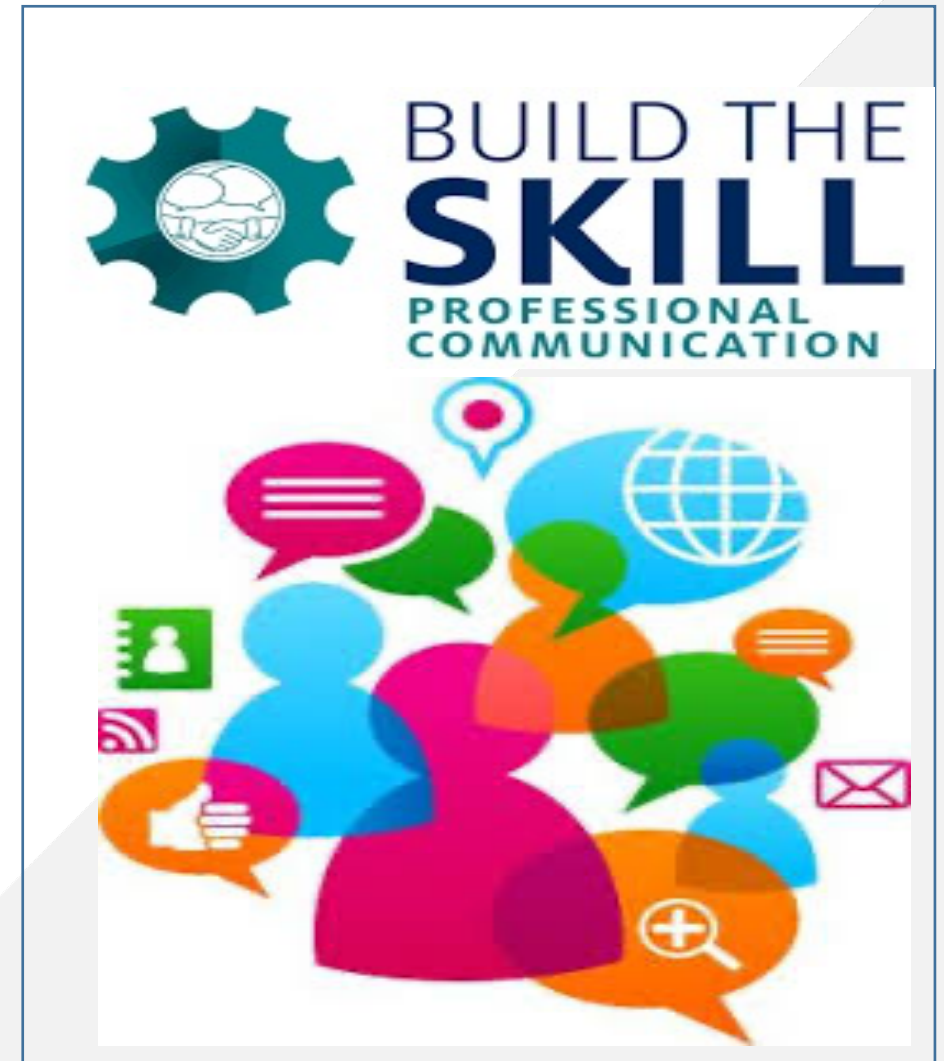
The Course aims to:

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	Produce correct contextual written text and speech in a wide range of communication situations.	Apply
CO2	Write original short compositions, in the form of paragraph writing, business correspondence, blogs etc. through logical support and argument.	Analyse
CO3	Demonstrate linguistic competence through accuracy in grammar, pronunciation and vocabulary.	Apply

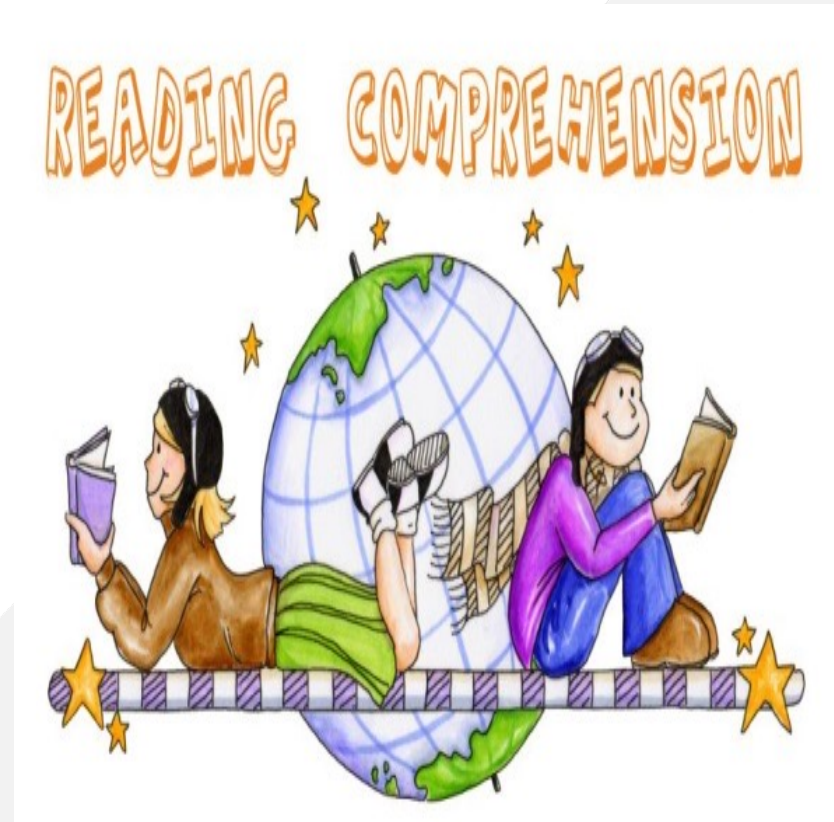


What is Reading Comprehension?

It is a reading that targets understanding.

It is reading that pivots catching the central idea.

It includes learning beyond what is stated.



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)

- When trying to locate the answers only to the mentioned questions, the reader may ignore certain important elements and thus understanding may be impacted.
- Questions provide a shortcut and thus may dissuade the reader from reading the passage.

Reading must lead to understanding

- Reading the passage thoroughly, prepares the reader to answer any question.
- Strengthens the grip on the central idea.
- Changes in the tone become easy to understand.

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.

Inferential Questions (continued)

- Not that the student is always good (we do not have enough information to infer that as we know only about one exam).
- Or the student scored in excess of 90 (stated in other words).

POLL QUESTION 1

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
- Factual: These are direct questions. To solve these, one must be able to retain the information
- Vocabulary: Sometimes contextual meanings of words are asked

Where are questions generally found?

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

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 2

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/
- E-BOOKS:
- <https://www.creativeteaching.com/products/reading-comprehension-ebook>
- VIDEO LINKS:
- <https://youtu.be/rcxTucEWugA>



THANK YOU

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