

# READING COMPREHENSION

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# Unit 5: Reading Comprehension

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**Subject:** Employability Skills

**Subject Code:** 5193302

**Program:** Integrated Master of Computer Application (4 Years)

**Semester:** 5

**Credits:** 2

**Contact Hours:** 2 hours per week / 30 hours per Semester

# Course Learning Objective of IMCA

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- The learning objectives of an Integrated Master of Computer Application (IMCA) program focus on developing a comprehensive understanding of computer science and its applications. Students gain knowledge in programming, software development, database management, networking, and other core areas of computer science. The program also aims to equip students with problem-solving, analytical, and communication skills, preparing them for various IT-related roles.
  - An Integrated Master of Computer Application (IMCA) program aims to equip students with a strong foundation in computer science, software development, and related fields. Key learning outcomes typically include the ability to apply computing knowledge, analyze problems, design solutions, and utilize modern tools and technologies. Graduates are also expected to be lifelong learners, understand ethical considerations, and be able to communicate effectively.

# What is 'Reading Comprehension'?

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- Reading comprehension is the ability to process written text, understand its meaning, and to integrate with what the reader already knows.
- Reading comprehension relies on two abilities that are connected to each other: Word Reading and Language Comprehension. Comprehension specifically is a "creative, multifaceted process" dependent upon four language skills: Phonology, Syntax, Semantics, and Pragmatics.

# Required fundamental skills required in efficient reading comprehension:

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- Know the meaning of words.
- Understand the meaning of a word from a discourse context.
- Follow the organization of a passage and to identify antecedents and references in it.
- Draw inferences from a passage about its contents.
- Identify the main thought of a passage.
- Ask questions about the text.
- Answer questions asked in a passage.
- Visualize the text.



# Required fundamental skills required in efficient reading comprehension:

- Recall prior knowledge connected to text.
- Recognize confusion or attention problems.
- Recognize the literary devices or propositional structures used in a passage and determine its tone.
- Understand the situational mood (Agents, Objects, Temporal and Spatial reference points, Casual and Intentional Inflections, etc.) conveyed for Assertions, Questioning, Commanding, Refraining, etc., and
- Determine the Writer's Purpose, Intent, and Point of view, and Draw Inferences about the Writer (Discourse-Semantics).



# 3 Approaches

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- 1. Read the entire passage, then tackle the questions.
- Are you a fast reader?
- Can you comprehend everything in reading?
- How is your vocabulary?
- Remember:
- Don't do this if you are not a fast reader.

# 3 Approaches

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## 2. Start with questions:

- Pick the key words or Ideas
- Scan the passage for answers
- Understand the type of the question: Multiple choice, Fill in the blank, etc.
- Are you looking for headings for paragraph
- Pick out the key words or key idea in the questions, and then scan the passage



# 3 Approaches

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## 3. Summarize each paragraph first :

**Don't forget:**

- It's not easy
- It takes up a lot of practice
- Topic Sentence
- Scan for support
- Read the questions: where should the answers be?

# Sample Comprehension Passage for Practice

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Read the passage and answer the questions that follow on the basis of the information provided in the passage. 1.

Education is one of the blessings of life and one of its necessities. That has been my experience during the 17 years life. In my home in Swat Valley, in the north of Pakistan, I always loved school and learning new things. I remember when my friends and I would decorate our hands with henna for special occasions. Instead of drawing flowers and patterns we would paint our hands with mathematical formulas and equations.

We had a thirst for education because our future was right there in that classroom. We would sit and read and learn together. We loved to wear neat and tidy school uniforms and we would sit there with big dreams in our eyes. We wanted to make our parents proud and prove that we could excel in our studies and achieve things, which some people think only boys can.

Things did not remain the same. When I was ten, Swat, which was a place of beauty and tourism, suddenly changed into a place of terrorism. More than 400

# Sample Comprehension Passage for Practice

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schools were destroyed. Girls were stopped from going to school. Women were flogged. Innocent people were killed. We all suffered. And our beautiful dreams turned into nightmares.

Education went from being a right to being a crime. But when my world suddenly changed, my priorities changed too.

I had two options, one was to remain silent and wait to be killed. And the second was to speak up and then be killed. I chose the second one. I decided to speak up.

The terrorists tried to stop us and attacked me and my friends on 9th October 2012, but their bullets could not win.

We survived. And since that day, our voices have only grown louder. I tell my story, not because it is unique, but because it is not. It is the story of many girls.

People like to ask me why education is important especially for girls. My answer is always the same.

What I have learnt from the first two chapters of the Holy Quran, is the word

# Sample Comprehension Passage for Practice

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Iqra, which means "read", and the word, nun wal-qalam which means "by the pen"?

And therefore as I said last year at the United Nations, "One child, one teacher, one pen and one book can change the world."

Today, in half of the world, we see rapid progress, modernisation and development. However, there are countries where millions still suffer from the very old problems of hunger, poverty, injustice and conflicts.

Dear brothers and sisters, the so-called world of adults may understand it, but we children don't. Why is it that countries which we call "strong" are so powerful in creating wars but so weak in bringing peace? Why is it that giving guns is so easy but giving books is so hard? Why is it that making tanks is so easy, but building schools is so difficult?

So let us bring equality, justice and peace for all. Not just the politicians and the world leaders, we all need to contribute. Me. You. It is our duty. So we must work ... and not wait. (Source: Nobel Lecture by Malala Yousafzai, Oslo, 10 December 2014.)

# Questions:

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1) Under which scheme do borrowers get more time to repay loans?

- A) SDR
- B) Asset recovery scheme
- C) Permission from the RBI
- D) Bank restructuring of loans

2) “Cleaning up the Balance Sheet” means

- A) removing all bad debts from the books of account
- B) accounting fraud
- C) selling off bad assets to another company
- D) converting debts into shares

3) Bad loans

- A) affect bank’s ability to generate funds
- B) affect the government’s functioning
- C) reduce tax liability

# Questions:

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D) affect public trust.

4) RBI's Strategic Debt Restructuring means

A) selling a non-performing asset to another bank

B) selling a non-performing asset to the public

C) selling a non-performing asset to the government .

D) none of A, B, or C

5) When pledged assets are sold by the bank to recover bad debts,

A) It results in a profit to the bank

B) It results in a loss to the bank

C) It results in a loss to the public

D) It results in full recovery of the loan

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# Thank you