

# Reading skills

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- **Surveying** 'reading for the general idea'
- **Scanning** 'reading to find specific information'
- **Reading with a purpose** 'having a clear purpose helps you to locate the most useful part of a text for your needs and to ignore those parts which will not help you'
- **Prediction** 'means making intelligent guesses about what a text or a section contains using only a small sample of the text'

## Linking words

<i>Idea</i>	<i>Marked by these linking words and phrases</i>
Reason	because, since
Contrast	whereas, but, however, yet, although, even though
Conclusion	consequently, as a result
Rephrasing	i.e., in other words
Example	for example, for instance
Addition	furthermore, in addition, moreover, besides

**Activity 1: Select the correct linking word or phrase from the two alternatives given.**

### **Reliability and validity**

Reliability and validity are key concepts in any form of enquiry. Reliability is a measure of consistency. For example, if a clock is sometimes fast and sometimes slows, it is unreliable. If a questionnaire produces different results for the same group of people each time it is used, then the questionnaire is unreliable.

Validity is a measure of truth. It is possible for a questionnaire to be highly reliable yet invalid, like a clock which is always 10 minutes slow. In contrast/ In other words, a clock which is always right provides a valid and reliable measure of time.

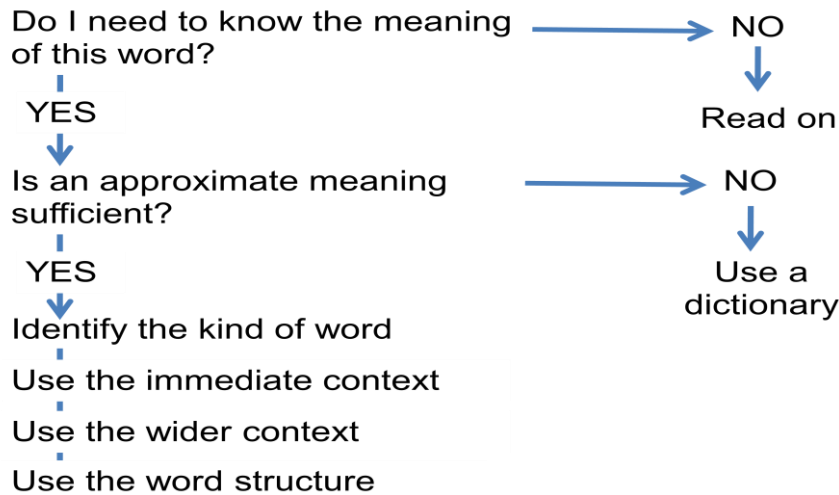
Similarly, a questionnaire which really measures what it claims to measure is a valid questionnaire. We can assess how valid our questionnaire is by comparing its results with an independent measure. For instance, if we ask people how often they visit their local theatre and then check the results against ticket sales, we will know how valid our questionnaire is.

However/ Because independent measures are themselves often unreliable and of low validity. Furthermore/ Consequently, in many cases there are no independent measures. In other words/ However, a 'true' answer does not exist.

## Dealing with unfamiliar words

'Do I need to know the meaning?'

You can only answer this question if you have a clear purpose in your reading.



## Identify the kind of word

- Noun, verb, adjective?
- Limits the range of possible meanings.
- Identify by noting:
  - its position in the sentence.
  - any clues in the form of the word for example verb endings etc.

### Activity 2: Identify which kind of word each blank represents?

- If you can choose which room to study in, choose one which is not near the ..... , kitchen or the front door.
- If you can, use the room for study only. If the room has a bed, you may be .....ed to study lying down. This is rarely .....ful.
- Is the lighting adequate? Is there enough .....ation? Is the temperature right? Is there .....ly to be much noise or interruption?

## Word structure

Use prefixes and suffixes to predict an approximate meaning of the unfamiliar word → See lesson 1.