Reading section strategies

1. Read the **instructions**.
2. Read **the options and questions**. Make sure you **understand them.**
3. **Identify key words** which will help you locate the answers in the text.
4. **Read the whole text** to get the **general idea** of what it is about. If you can already identify some answers - mark them. You will go back and check them later.
5. When you mark the answers, **always find and highlight the fragments in the text that justify your answers**.
6. If you can't find the answer (as long as it's not a question about the text as a whole (e.g. about the type of this text, the general impression of the author, etc.) and **you can't locate the fragment that answers your question it means you're doing something wrong.**
7. Finally, **compare your answers with the fragments in the text that justify your answers**. If everything's right you're ready to hand in your answer sheet.

Two ways of reading a text - SKIMMING & SCANNING

Skimming and scanning are reading techniques that use rapid eye movement and keywords to move quickly through text for slightly different purposes.

Skimming is reading rapidly in order to get a general overview of the material.

Scanning is reading rapidly in order to find specific facts.

While skimming tells you what general information is within a section, scanning helps you locate a particular fact. Skimming is like snorkeling, and scanning is more like pearl diving.

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Use skimming in previewing (reading before you read), reviewing (reading after you read), determining the main idea from a long selection you don't wish to read, or when trying to find source material for a research paper.

Use scanning in research to find particular facts, to study fact-heavy topics, and to answer questions requiring factual support.

> **Note that: You don't have to understand everything in the text.** The key here is the ability to **guess** certain things **from the context** or to **catch some sense** in the whole text. (Besides, the CKE handbook itself says that there may be constructions in the texts outside the scope required of students, but they don't condition understanding of those key passages in the text that will be needed to answer the questions.)

Reading task: Missing fragments/sentences from the text.

- If you have to select whole sentences-fragments of the text in the options to choose from, it is good to **highlight the most important words** that can provide **hints**. What kind of words will these be?
- First of all, **conjunctions** - whether they are conjunctions indicating that the given passage is a continuation of an earlier thought (and, moreover, what's more), or whether it just introduces a contrasting element (whereas, however, yet, but).
- Also pay attention to **the words indicating the succession of time** - earlier, before or perhaps just then, afterwards?
- A hint will also be **the pronouns**: he, she, they... Whom would they indicate after placing the given sentence in the respective gaps?
- If you have to match places/people/situations with particular statements, it is a good idea to underline **key words** indicating why a given passage would be talking about exactly this place/person/situation.

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A few more tips :)

- **Title is important!** It can guide you to the subject matter of the text.

- When choosing the right answer be guided only by **what is included in the reading.** It often happens that before reading the text we subconsciously assume which answer is correct. Most often this is a wrong assumption, so stick strictly only to the information contained in the text.

- There is a lot of time, so **it's sometimes worth checking twice** before you make a final decision. You may be able to pick up some additional information to help you answer the questions.

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