

## Reading with a purpose

Reading successfully means reading with a purpose i.e. before you start reading a selection, ask yourself why you are reading it and what you hope to learn from it. According to your purpose of reading you may decide which part of the reading material should be overlooked and which one or ones should be read more carefully. In addition, the reading rate (speed) is flexible according to the following considerations:

- What is the purpose of your reading?  
Is it studying or reading for pleasure
- How difficult is the material to comprehend?  
Hard or difficult
- How familiar is the topic for you?  
Is it all new or do you have some background knowledge in the subject?

### 1) Quick selective reading:

Reading actively requires to be selective. Do not read the material word by word, but look for only what is relevant to your purpose.

Selective reading can take one of two basic forms:

#### a) Skimming:

It is a quick reading done for the general ideas i.e. the gist of the selection. For example, skimming a news paper to decide which article to read. When skimming, it is necessary to read selected sentences in order to get the main idea and to use textual clues such as punctuation marks, underlined words, headlines, subtitles, spacing...etc.

Skimming may take one of three forms:

- **Previewing:** it is to read the material before you actually begin reading it. It is usually followed by a careful reading . you preview to select a book, survey a chapter, or search for appropriate research material.
- **Over viewing:** it is getting a big picture, a view of the material. You use over viewing to get an overall sense of the content of an article or a book.
- **Reviewing:** when you review, you view again. It follows a previous reading. It is used to go back over material to refresh your memory; especially before a test or exam.

### **B) Scanning:**

Like skimming, scanning is also a quick reading strategy. However, in this case, the search is more focused. To scan is to read quickly in order to locate specific information. For example, you scan to find a name, or to find a doctor's number.

We might scan a newspaper to find the final score for a sport event or to find out where and when a lecture or an exhibition will be held.

## **2) Slow or careful reading**

Slow careful reading comes after quick selective reading. It may seek different levels of comprehension. This will be again influenced by the reader's purpose.

### **a) Reading for comprehension:**

It is careful reading to understand the total meaning of the selection. At this level, the reader is able to summarize the author's ideas but has not yet made a critical evaluation of these ideas.

### **b) Critical reading:**

It documents that the reader makes judgments about what he reads. This kind of reading  
requires posing and answering questions such as "Does my own experience support that  
of the writer?", "Do I share the writer's point of view?", "Am I convinced by the writer's  
arguments and evidence?"



## Text 1

Today's grandparents are joining their grandchildren on social media, but the different generations' online habits couldn't be more different. In the UK the over-55s are joining Facebook in increasing numbers, meaning that they will soon be the site's second biggest user group, with 3.3 million users aged 55-64 and 2.9 million over-65s.

Sherla, aged 59, says, 'I joined to see what my grandchildren are doing, as my daughter posts videos and photos of them. It's a much better way to see what they're doing than waiting for letters and photos in the post. That's how we did it when I was a child, but I think I'm lucky I get to see so much more of their lives than my grandparents did.'

Ironically, Sherla's grandchildren are less likely to use Facebook themselves. Children under 17 in the UK are leaving the site – only 2.2 million users are under 17 – but they're not going far from their smartphones. Chloe, aged 15, even sleeps with her phone. 'It's my alarm clock so I have to,' she says. 'I look at it before I go to sleep and as soon as I wake up.'

Unlike her grandmother's generation, Chloe's age group is spending so much time on their phones at home that they are missing out on spending time with their friends in real life. Sherla, on the other hand, has made contact with old friends from school she hasn't heard from in forty years. 'We use Facebook to arrange to meet all over the country,' she says. 'It's changed my social life completely.'

Teenagers might have their parents to thank for their smartphone and social media addiction as their parents were the early adopters of the smartphone. Peter, 38 and father of two teenagers, reports that he used to be on his phone or laptop constantly. 'I was always connected and I felt like I was always working,' he says. 'How could I tell my kids to get off their phones if I was always in front of a screen myself?' So, in the evenings and at weekends, he takes his SIM card out of his smartphone and puts it into an old-style mobile phone that can only make calls and send text messages. 'I'm not completely cut off from the world in case of emergencies, but the important thing is I'm setting a better example to my kids and spending more quality time with them.'

Is it only a matter of time until the generation above and below Peter catches up with the new trend for a less digital life?