



LIFE·PAC®

Language Arts

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Alpha Omega Publications®

**LANGUAGE ARTS 1203**  
**READING, RESEARCH, AND**  
**LISTENING SKILLS**

**CONTENTS**

<b>I. READING FOR COMPREHENSION</b> .....	<b>2</b>
<b>Recognizing Words and Phrases</b> .....	<b>2</b>
<b>Identifying Sentence Meanings</b> .....	<b>12</b>
<b>Identifying Main Ideas</b> .....	<b>14</b>
<b>Identifying Supporting Details</b> .....	<b>18</b>
<b>Drawing Conclusions from Implied Meanings</b> .....	<b>21</b>
<b>II. SEARCHING FOR INFORMATION</b> .....	<b>26</b>
<b>Using Indexes</b> .....	<b>27</b>
<b>Using Dictionaries</b> .....	<b>32</b>
<b>Using The Reader's Guide</b> .....	<b>38</b>
<b>Using Magazines</b> .....	<b>38</b>
<b>Using Directories</b> .....	<b>41</b>
<b>Using Library Cataloging Systems</b> .....	<b>43</b>
<b>III. LISTENING FOR INFORMATION</b> .....	<b>51</b>
<b>Taking Notes for College</b> .....	<b>51</b>
<b>Following Directions</b> .....	<b>57</b>

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# READING, RESEARCH, AND LISTENING SKILLS

At the beginning of the seventeenth century, Francis Bacon said, “Reading maketh a full man; conference a ready man; and writing an exact man; and, therefore, if a man write little, he had need have a great memory; if he confer little, he had need have a present wit; and if he read little, he had need have much cunning, to seem to know that he doth not.”

Those people who read usually know more than individuals who do not. Books and articles about countless subjects can answer the questions that refuse to remain unanswered. George Macdonald said, “As you grow ready for it, somewhere or other, you will find what is needful for you in a book.” Laurence Stern, the English novelist, wrote, “The mind should be accustomed to make wise inflections, and draw curious conclusions as it goes along.”

Jesus also made reference to the value of reading. In the time of Christ, only a few educated men were able to learn from an inscribed page. When the Pharisees berated Jesus because the disciples picked corn on the Sabbath, He said in Matthew 12:3, “Have ye not read what David did, when he was an hungered, and they that were with Him?”

Most people agree that reading is one of the most valuable ways to gain information. Improving your reading skills should help you gain knowledge about God’s Word, as well as knowledge about secular subjects.

In this LIFEPAAC® you will learn and practice some valuable study skills. The mastery of these skills will help you in your future studies.

Three major skill areas included in this LIFEPAAC are reading, research, and listening. As you work to increase your reading comprehension, you will practice to develop your perceptual skills. You will practice identifying sentence meanings, main ideas, and supporting details. You will also draw conclusions from implied meanings.

As you learn to search for information, you will learn to use valuable research tools: indexes, dictionaries, magazines, directories, the *Reader’s Guide*, and the various book cataloging systems used by libraries.

The listening skills you will develop in this section will be extremely useful. You will learn more about effective note taking and following directions.

## OBJECTIVES

**Read these objectives.** The objectives tell you what you will be able to do when you have successfully completed this LIFEPAAC.

When you have finished this LIFEPAAC, you should be able to:

1. Demonstrate an improvement in your rate of word, sentence, and phrase recognition.
2. Demonstrate an understanding of word and sentence meaning.
3. Correctly identify the main idea of a paragraph.
4. Identify the details that support a topic sentence.
5. Correctly use the terms *infer* and *imply*.
6. Make inferences, or draw conclusions, from material that does not make a direct statement.
7. Use indexes efficiently.
8. Choose and use the appropriate dictionary for a specific purpose.
9. Use a table of contents as a means for evaluating a source.
10. Use directories correctly and effectively.
11. Use the *Reader’s Guide* as an effective reference tool.
12. Use library cataloging systems to locate books for special purposes.
13. Take notes efficiently.
14. Follow directions.

**Survey the LIFEPAAC.** Ask yourself some questions about this study. Write your questions here.

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## I. READING FOR COMPREHENSION

Your ability to read and to understand the material being read depends on many things: your visual skills, your perceptual skills, your vocabulary, your purpose for reading, your mental capacity, your past experiences, your familiarity with the material, and many other things. In other words, reading is a complex process that involves physical, intellectual, and even emotional reactions.

In this section you will practice some reading skills in order to improve your comprehension. You will develop your perceptual skills by completing a series of timed word and phrase identification drills. You will practice identifying sentence meanings, main ideas, and supporting details. You will also gain practice in drawing conclusions from implied meanings.

### SECTION OBJECTIVES

**Review these objectives.** When you have completed this section, you should be able to:

1. Demonstrate an improvement in your rate of word, sentence, and phrase recognition.
2. Demonstrate an understanding of word and sentence meaning.
3. Correctly identify the main idea of a paragraph.
4. Identify the details that support a topic sentence.
5. Correctly use the terms *infer* and *imply*.
6. Make inferences, or draw conclusions, from material that does not make a direct statement.

### RECOGNIZING WORDS AND PHRASES


In this section you will be introduced to the three types of exercises in this LIFEPAAC: rapid word identification, rapid phrase identification, and rapid recognition of word meaning. These exercises all deal with a basic skill—visual perception. As you complete these exercises, you should increase the speed of your eye movements, and you should eliminate any tendency to vocalize words.

You need to see correctly in order to read with any rapidity. When your eyes pause, the pauses (eye fixations) should be brief and accurate.

Some people think they must read a sentence word by word. Actually the most effective way to read consists of recognizing groups of words during each eye pause. Eye span includes all the words the reader can recognize during an eye pause. You can increase your reading speed by decreasing the number of eye pauses you make per line and by increasing your eye span. The exercises in this section can help you increase your reading speed without sacrificing comprehension.

**Recognition.** The following group of exercises will help you to recognize words more rapidly and to move your eyes in a more regular pattern, without backtracking. These drills are designed to be practiced only two or three times at one sitting. After completing the first two drills (1.1 and 1.2), turn to **Identifying Sentence Meanings** for the rest of the class period. In this way you will be building reading speed and comprehension at the same time. The next day use the next two or three drills as warm up exercises before resuming your work in **Identifying Sentence Meanings**. Continue in this way until you have finished the drills.



 **Do this drill.** Moving your eyes rapidly across each line, mark the bold word each time it appears on the same line.

Example:

<b>least</b>	lease	<del>least</del>	leave	<del>least</del>	leash
<b>series</b>	<del>series</del>	serious	serial	service	<del>series</del>

Work as rapidly as you can. Do not stop to change your markings. Time yourself, or have someone time you. Try to finish each drill in less than 35 seconds.

1.1 Begin timing.

a. <b>tough</b>	laugh	tough	taught	tough	laugh
b. <b>rough</b>	cough	rough	bough	rough	bough
c. <b>alike</b>	alike	alive	alive	alike	alive
d. <b>way</b>	weigh	weigh	way	way	away
e. <b>accuse</b>	accuse	accrue	accuse	accrue	accrue
f. <b>fright</b>	freight	fret	fright	frigate	fright
g. <b>friend</b>	friend	fiend	friend	fend	friend
h. <b>gentle</b>	gentile	gent	gentle	gentle	gentile
i. <b>gab</b>	gad	gab	gage	gag	gab
j. <b>cite</b>	cite	site	cite	site	sight
k. <b>hurtle</b>	hurry	hurt	hurtle	hurtful	hurtle
l. <b>harsh</b>	hash	harsh	hasp	hash	harsh
m. <b>lady</b>	lady	lad	ladle	lady	ladder
n. <b>Leak</b>	lean	leak	leaf	lead	leak

Time: \_\_\_\_\_ seconds. Check each line carefully for mistakes. The time to complete each drill should gradually decrease.



**Do these drills.** Some lines may not include the key word at all. Do not waste time looking back at any line; either mark the key word the first time reading, or skip it; go right on to the next item.

1.2 Begin timing.

a. <b>path</b>	path	bath	bath	path	bath
b. <b>ware</b>	wear	ware	wore	wear	are
c. <b>metal</b>	metal	mettle	mental	metal	mettle
d. <b>effect</b>	affect	affect	effete	effect	affect
e. <b>race</b>	place	face	race	grace	place
f. <b>legend</b>	legion	legend	legible	legion	legend
g. <b>level</b>	lever	level	levee	level	lever
h. <b>madam</b>	madman	madden	madam	madness	madam
i. <b>maid</b>	maid	mail	made	main	maim
j. <b>manner</b>	manor	manna	manner	manor	mama
k. <b>hatch</b>	hatch	latch	match	batch	catch
l. <b>favor</b>	flavor	flavor	favor	favor	flavor
m. <b>class</b>	crass	class	grass	class	crass
n. <b>veil</b>	vein	veil	vain	vale	veil

Time: \_\_\_\_\_ seconds. Check each line for mistakes.

1.3 Begin timing.

a. <b>grate</b>	grace	great	grab	graft	grace
b. <b>glue</b>	gluey	glued	glue	gluier	glue
c. <b>frontage</b>	front	frontage	frontal	frontier	frontal
d. <b>fussy</b>	fussily	fussy	fussily	fusion	fuzzy
e. <b>lucky</b>	lucky	luckily	luckier	lucky	luckily
f. <b>median</b>	medium	melon	median	medium	medley
g. <b>module</b>	modal	module	mode	model	module
h. <b>moving</b>	moving	movies	mower	moving	movie
i. <b>pizza</b>	piazza	pica	pizza	pizza	piazza
j. <b>pigment</b>	pigpen	pigment	pygmy	pigskin	pigment
k. <b>piston</b>	pistol	pistil	piston	piston	pistol
l. <b>serum</b>	sermon	serious	sermon	serum	serum
m. <b>shirt</b>	shirt	shift	short	shirt	shift
n. <b>tawny</b>	tawdry	tawny	tawdry	tasty	tawny

Time: \_\_\_\_\_ seconds. Check each line for mistakes.