Communication Skills

SECOND EDITION

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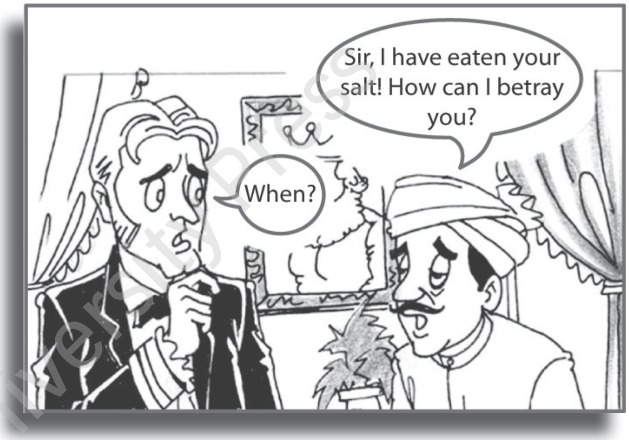
Features of

Learning Objectives After reading this chapter, you will be able to

- understand the importance of communication in the professional world
- familiarize yourself with the features of successful professional communication
- identify the various purposes for which communication is used in professional situations
- learn about the role of creative and critical thinking, as well as emotions in communication
- get acquainted with the different flows of communication in an organization
- understand the barriers in communication and learn the ways to overcome these barriers

Learning Objectives
Learning objectives set the theme for all the chapters. Some chapters also begin with an interesting introduction that narrates a short story, which helps set the mood for the chapter.

Illustrations
Illustrations, interspersed in the chapters, make the book a more lively and interesting read. Besides adding a dash of humour, they also highlight some common mistakes made while speaking English.


Sir, I have eaten your salt! How can I betray you?
When?

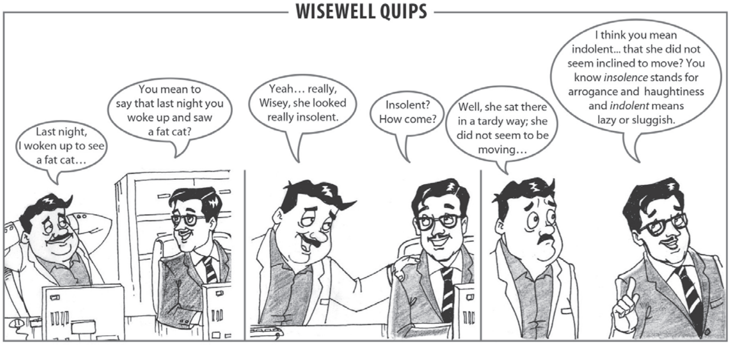
PRACTICE TEST 2.4

Can you now choose the correct form of the word (singular/plural) so that they are correctly used in the sentences given below?

1. The girl was a stunner; she had blonde **hairs/hair**.
2. He loves listening to quality **music/musics**.
3. The speaker was appreciated with loud **applause/applauses** from the audience.
4. **Cutlery/cutleries has/have** become quite stylish of late.
5. **Businesses/business** cannot grow in times of recession.
6. The company is planning to purchase more **equipment/equipments**.
7. **Times have come/Time has come** when we need to be serious about climate change.
8. Housewives always have lots of **household work/household works** to do.
9. There is no point in visiting Rajasthan during summer; since it is hot during that period, **sightseeings/sightseeing** cannot be enjoyed.
10. In the laughter show the audience had lots of **funs/fun**.

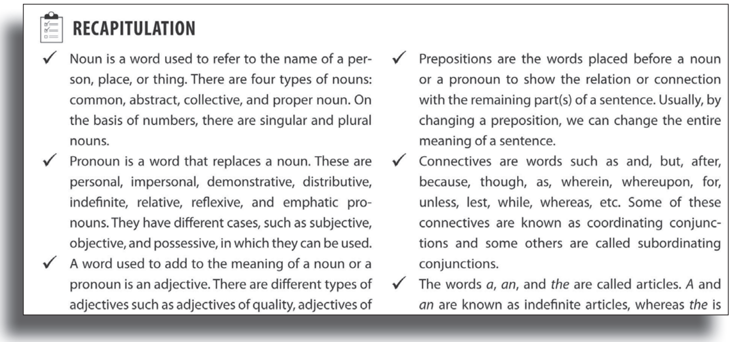
Practice Tests
Chapters in Parts 1, 2, and 6 of the book are packed with practice tests that help us master the nuances of the English language. Answers can be checked with the key given at the end of the chapters.

Wisewell Quips
Wisewell and Madcap will entertain and educate us at the same time with their humorous and interesting conversations at the end of the chapters.


WISEWELL QUIPS
Last night, I woken up to see a fat cat…
You mean to say that last night you woke up and saw a fat cat?
Yeah… really, Wisey, she looked really insolent.
Insolent? How come?
Well, she sat there in a tardy way; she did not seem to be moving…
I think you mean indolent... that she did not seem inclined to move? You know *insolence* stands for arrogance and haughtiness and *indolent* means lazy or sluggish.

the Book

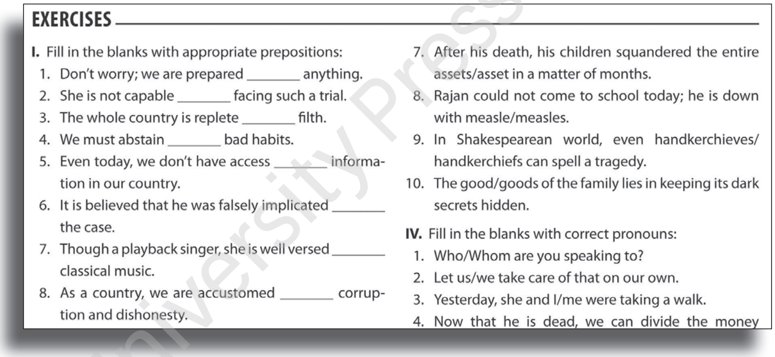
Recapitulation
The recapitulation at the end of each chapter revisits all the important points discussed in the chapter making for a fine guide for revision before exams.



RECAPITULATION

- ✓ Noun is a word used to refer to the name of a person, place, or thing. There are four types of nouns: common, abstract, collective, and proper noun. On the basis of numbers, there are singular and plural nouns.
- ✓ Pronoun is a word that replaces a noun. These are personal, impersonal, demonstrative, distributive, indefinite, relative, reflexive, and emphatic pronouns. They have different cases, such as subjective, objective, and possessive, in which they can be used.
- ✓ A word used to add to the meaning of a noun or a pronoun is an adjective. There are different types of adjectives such as adjectives of quality, adjectives of
- ✓ Prepositions are the words placed before a noun or a pronoun to show the relation or connection with the remaining part(s) of a sentence. Usually, by changing a preposition, we can change the entire meaning of a sentence.
- ✓ Connectives are words such as and, but, after, because, though, as, wherein, whereupon, for, unless, lest, while, whereas, etc. Some of these connectives are known as coordinating conjunctions and some others are called subordinating conjunctions.
- ✓ The words *a*, *an*, and *the* are called articles. *A* and *an* are known as indefinite articles, whereas *the* is

Exercises
Different kinds of review questions, such as concept review questions and critical thinking questions, enumerated at the end of the chapter, aim at testing readers on their understanding of the topic.



EXERCISES

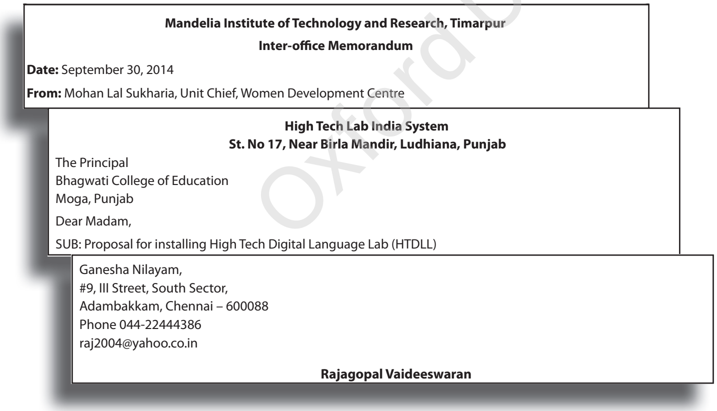
I. Fill in the blanks with appropriate prepositions:

1. Don't worry; we are prepared _______ anything.
2. She is not capable _______ facing such a trial.
3. The whole country is replete _______ filth.
4. We must abstain _______ bad habits.
5. Even today, we don't have access _______ information in our country.
6. It is believed that he was falsely implicated _______ the case.
7. Though a playback singer, she is well versed _______ classical music.
8. As a country, we are accustomed _______ corruption and dishonesty.

7. After his death, his children squandered the entire assets/asset in a matter of months.
8. Rajan could not come to school today; he is down with measle/measles.
9. In Shakespearean world, even handkerchieves/handkerchiefs can spell a tragedy.
10. The good/goods of the family lies in keeping its dark secrets hidden.

IV. Fill in the blanks with correct pronouns:

1. Who/Whom are you speaking to?
2. Let us/we take care of that on our own.
3. Yesterday, she and I/me were taking a walk.
4. Now that he is dead, we can divide the money



Mandelia Institute of Technology and Research, Timarpur
Inter-office Memorandum
Date: September 30, 2014
From: Mohan Lal Sukharia, Unit Chief, Women Development Centre

High Tech Lab India System
St. No 17, Near Birla Mandir, Ludhiana, Punjab

The Principal
Bhagwati College of Education
Moga, Punjab

Dear Madam,

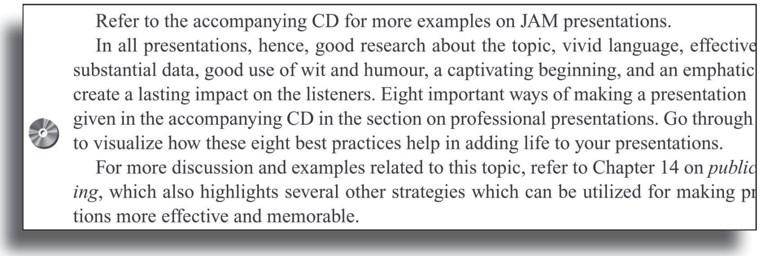
SUB: Proposal for installing High Tech Digital Language Lab (HTDLL)

Ganesha Nilayam,
#9, III Street, South Sector,
Adambakkam, Chennai – 600088
Phone 044-22444386
raj2004@yahoo.co.in

Rajagopal Vaideeswaran

Samples
Samples of reports, proposals, résumés, memos, letters, etc. will equip readers in preparing these documents with finesse and confidence.

CD Links
The chapters include CD links that aid in better understanding of the concepts discussed. A CD icon in the left margin of the text indicates digital support.



Refer to the accompanying CD for more examples on JAM presentations.

In all presentations, hence, good research about the topic, vivid language, effective substantial data, good use of wit and humour, a captivating beginning, and an emphatic create a lasting impact on the listeners. Eight important ways of making a presentation given in the accompanying CD in the section on professional presentations. Go through to visualize how these eight best practices help in adding life to your presentations.

For more discussion and examples related to this topic, refer to Chapter 14 on *public ing*, which also highlights several other strategies which can be utilized for making pr tions more effective and memorable.

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CHAPTER

17

The Art of Effective Reading

Learning Objectives After reading this chapter, you will be able to

- understand the importance of reading in achieving success both in academic and professional life
- acquire the various types of reading skills that one may employ while reading different kinds of texts
- learn the four basic steps in the process of reading
- get to know the basic hurdles in efficient reading and the tips to overcome them
- know the relation between speed reading and success and also learn the ways to increase your reading speed

Resolve to edge in a little reading every day, if it is but a single sentence. If you gain fifteen minutes a day, it will make itself felt at the end of the year.

–Horace Mann (1796–1859)

17.1 INTRODUCTION

Reading maketh a full man, conference a ready man, and writing an exact man—Francis Bacon, the famous essayist, has rightly observed in his well-known essay 'Of Studies'. It is true that of all the four skills—listening, speaking, reading and writing—reading is probably the most crucial skill. It is so because a good reader can rise above the disadvantage of limited opportunity received in terms of listening, speaking, and writing a language. By all means, effective reading skills are vital to achieving success not only in one's academic but also professional life. Usually, it is observed that only good readers are good communicators. It is a skill that cannot be ignored. It is advisable to acquire efficient reading skills as early as possible.

17.2 NEED FOR DEVELOPING EFFICIENT READING SKILLS

You definitely know how to read. But the question is whether you know how to read skilfully and artfully. Skilful reading is reading for specific information for a better learning experience in a short span of time. It is an art which can be learnt easily by using a systematic approach and by undergoing formal training. This chapter will help you learn this art. You will surely be able to know how to use diverse ways so that you can enhance your effectiveness and make your future reading experience more rewarding and enriching.

Have you ever noticed that we do not approach a novel, or a report, or a personal letter, or an email in a similar manner? In fact, the truth is that while reading, you employ different reading speeds and different approaches to them. However, it is also true that different people have varied speeds of reading and understanding. So, as a student, who has to read much for academic pursuance, and as a future professional, there is a dire need to learn the skills and techniques of artful reading. Before we talk about these techniques and types, let us know the major benefits that you may achieve by developing the art of efficient and artful reading.

17.3 BENEFITS OF EFFECTIVE READING

Here are the benefits of effective reading:

1. Effective reading can provide you with a 'comprehensible input' from the book or document that you read.
2. It can enhance your general ability to use other language skills such as listening, speaking, and writing.
3. It can enhance your vocabulary, that is, you can always learn new words, phrases, and expressions.
4. Effective reading also helps you keep your mind focused on the material and prevents it from unnecessary distractions.
5. Moreover, this enables you to extract useful information much more efficiently within a limited time.
6. It can help you consolidate both previously learned language and knowledge.
7. It helps in building confidence as you start reading longer, and later, voluminous texts.
8. It gives you pleasure and relaxation as books are the best and most reliable friends.
9. Effective reading facilitates the development of various other skills, such as making predictions, comparing and contrasting facts, creating samples, hypothesizing, reorganizing the message as transmitted by the text, improving your critical thinking, and hence developing a sharp acumen with passage of time.

17.4 SPEED OF READING

An average college student reads between 150 and 250 words per minute. A 'good' reading speed is around 250 to 400 words per minute, but some people can read even 1000 words per minute or more. However, research shows that there is difference in the rate of reading for different purposes (Table 17.1).

Table 17.1 Rates of Reading

Purpose of Reading	No. of Words (words per minute/wpm)
• Reading for memorization	• Fewer than 100
• Reading for learning	• 100–200
• Reading for comprehension	• 200–400
• Skimming	• 400–700

Understanding the role of speed in the reading process is essential. Research shows that a close relation can be observed between reading speed and understanding. Proper reading training can help you increase both your rate of reading and comprehension. It is a vital fact about reading that plodding, which means reading word by word, reduces understanding rather than increasing it.

Actually, most adults are able to increase their reading rate significantly and rather rapidly without lowering their comprehension. Merely reading more rapidly, without actual improvement in the basic reading habits, however, usually results in lowered comprehension. Broadly categorized, there are three main factors involved in improving reading speed:

- The desire to improve
- Conscious efforts in using newly acquired techniques
- A motivation to practise

With these, almost anyone can double his/her speed of reading while maintaining equal or even better comprehension.

Table 17.2 gives the differences between an efficient and inefficient reader.

Table 17.2 Differences Between Efficient and Inefficient Readers

An Efficient Reader	An Inefficient Reader
• Always reads for ideas or information	• Tries to read words
• Reads group of words/multi-phrases	• Reads word by word
• Quickly adjusts his/her speed of reading to the nature of the text	• Reads the text from the beginning till the end
• Sets the purpose of reading right in the beginning	• Reads everything and deliberately goes slow while reading
• Reads smoothly	• Reads the information again and again to figure out a clear understanding of the text
• Visualizes ideas	• Vocalizes or sub-vocalizes words while reading
• Has a good vocabulary in that subject	• Has limited vocabulary which hampers his/her speed and understanding
• Continuously keeps improving his/her pace of reading	• Rarely attempts speed reading
• Properly tries to sort out the material as critical, interesting, analytical, etc.	• Reads everything indiscriminately

17.5 FOUR BASIC STEPS TO EFFECTIVE READING

While reading a text to learn something, you need to follow the following four basic steps:

1. *Figure out the purpose of reading a particular text*. You can identify suitable reading strategies and use your background knowledge of the topic in order to anticipate the contents.

2. *Spot the parts of the text relevant to the identified purpose and ignore the rest*. This selectivity enables you to focus on particular elements of information from the text. So, you are able to sift through the information, which in turn reduces the amount of information you have to hold in short-term memory.
3. *Choose the appropriate reading strategy that suits your purpose*. Select the strategy that is suited to the reading task in that particular context and use that strategy in an interactive manner. This will develop your understanding as well as confidence.
4. *Test or assess your comprehension during reading and also when the reading task is completed*. Monitoring comprehension helps you make out the inconsistencies and discrepancies in total comprehension of the text. At this step, you can also learn to use alternative strategies.

17.6 OVERCOMING COMMON OBSTACLES

Let us now learn the major hurdles in developing efficient reading. These problems are as discussed below.

17.6.1 Lack of Concentration

Poor concentration directly emanates from poor reading habits. If we are not used to reading, it often appears to be an unpleasant task when we are forced to do it. In such circumstances the mind begins to drift. However, since we know that there is no escape from reading, we need to cultivate an active interest in our reading assignments. Gradually, our concentration begins to improve if we consciously start taking interest in the reading activity.

17.6.2 Eye Fixation

While reading, when one is unable to progress well beyond a thought, expression, or word, it is regarded as *eye fixation*. This is often caused because of lack of training, and cripples our reading efficiency. To overcome this, try to divide a sentence into certain thought units, and don't fixate on a particular word or expression for long.

Don't Let Your Mind Wander while Reading

17.6.3 Regression

Just like eye fixation, regression too creeps into our reading habits because of lack of training. When we are unable to understand an idea, we habitually go back to the part where it occurs in a passage. It clearly suggests incompetence in reading and comprehension skills. Enhanced reading habits with enthusiasm and interest can help you overcome this problem. For efficient and artful reading, you should make your eye move over at least 2–3 words in one go and let it glide over the text in a rhythm. Since reading is an intensive process, if trained well, the eye quickly moves to assimilate text.

17.6.4 Reading Aloud or Turning the Head from Side to Side

Often we see mothers telling their little tots *to read aloud* from their books to them, so that they can also finish their kitchen work while they help their kids improve their reading skills! This, however, sometimes leads to poor concentration while reading, as their primary objective in such reading becomes proper articulation of certain words and expressions. Similarly, moving or gliding a pen, pencil, or scale through the text are also not worth imbibing, as any added activity besides reading and comprehension tends to affect your understanding of the concept. Ideally, our eyes should see and our mind should read the text before us.

17.6.5 Indiscriminate Use of the Dictionary

Some damage to reading habits is also done because of lack of guidance about the proper utilization of the dictionary. Some of our students are even misled into cramming the dictionary they possess. Remember, a dictionary is not meant for this purpose, and you don't learn words by cramming them. For picking up more words, work conscientiously at least on some part of your reading material everyday. Observe carefully how the words and expressions are used in a given context. Look up the meaning of all such words in the dictionary to understand their specific usage, and the words similar and dissimilar to them. It has to be followed by using all such words and expressions frequently in your speaking and writing tasks.

Another misuse of the dictionary is the tendency to refer to it the moment one comes across a word one finds difficult to understand. However, when we rush to look for the meaning of a word in the dictionary the moment we confront it, we lose our spontaneity in reading. Moreover, most of us start with a modest vocabulary; hence, the number of words which appear unfamiliar to us are many in number. Repeatedly looking into the dictionary for every such word also makes us weary of the whole process of reading and we tend to give up very soon. Therefore, go through your reading assignments without taking such breaks; encircle the words and expressions you are unable to understand. Once you have finished the entire assignment, or a least some sizable chunk of it, turn to the dictionary to understand the words. Even as you do so, try to scan the target word from different perspectives. Try to learn its pronunciation, identify its class, its singular and plural forms, its different meanings and usages, and the words which are similar to it and those that are dissimilar.

Given below are a few more obstacles that you need to overcome while reading:

1. Reading becomes a cumbersome activity when you skip the major part of the text and are in a hurry to finish it.
2. When you do not read a longer text at stretch for at least an hour to allow yourself to develop interest in it, you cannot enjoy reading.
3. When your mind is preoccupied with other thoughts rather than the message that you are reading, the time spent is just wasted.
4. Sometimes students have the tendency to read aloud, which is called ***vocalization***. They do so because they feel they should not get distracted while reading. However, this kind of reading not only mars their speed of reading but also their comprehension of the text.
5. Reading becomes an uphill task when you have an unfriendly approach towards it.
6. Reading becomes boring when you do not select a book or text for reading according to your linguistic and cognitive level.
7. One cannot read faster in an effort to remember everything rather than to remember selectively.

17.7 TYPES

Now, for learning the art of reading, you should know the four basic types of reading skills that a reader may use in any language. These types will be discussed in this section.

17.7.1 Skimming

Skimming is used to quickly gather the most important information or 'gist' from the document or novel that you read. For this, you should make your eyes run over the text, noting important information. You may also go through the contents of the chapters rapidly, picking out and understanding the key words and concepts. For example, while reading the newspaper in the morning, you quickly try to get the general news of the day and discover which articles you would like to read in more detail.

17.7.2 Scanning

Scanning is used to find a particular piece of information. In this type of reading, you allow your eyes to run over the text, looking for the specific piece of information that you need. You use scanning when you go through your schedule or meeting plans, look for specific advertisements, or some specific information in a book, etc. This is the most effective way of getting information from magazines—scan the table of contents or indexes and turn directly to interesting articles to arrive at the specific information.

17.7.3 Extensive Reading

Extensive reading is used to obtain a general understanding of a subject. It includes reading of the longer texts for pleasure, and business reports to know about the general trends. In this type of reading, you should not worry if you do not understand each and every word. You can use this type of reading to improve your general knowledge of business procedures, or to know the latest marketing strategy. Also, while you read a novel before going to bed, or magazine articles that interest you, you use your extensive reading skills.

17.7.4 Intensive Reading

Intensive reading is used on shorter texts in order to extract detailed information. It includes very close and accurate reading for details. You use this skill to grasp the details of a specific situation. In this case, it is important for you to understand each word, information, or fact. When you read your text book for understanding the concepts or various theories, you have to read intensively. You also require to read every single detail when you want to go for an insurance claim or want to sign a contract. Intensive reading skills help you understand and interpret the text, infer its central idea, observe the common thread that runs through it, and intuit its overall purpose and significance.

17.8 METHODS OF READING

There are several methods of reading, with differing rates, for different kinds of material and purposes.

Sub-vocalized reading It combines sight reading with internal sounding of the words as if spoken. It is a bad habit that slows down the pace of both reading and comprehension. However, some studies show that it helps the readers better, particularly while reading complex texts.

Speed reading It is a method for increasing reading speed without a reduction in comprehension or retention. With effort, you can acquire a speed of as much as 1000 words per minute.

PhotoReading PhotoReading is different from "regular reading" or "speed reading". It is a way to process and understand information than to read it. It claims to process and store the information merely by looking at the page by use, the whole mind rather than only the left or right side of our brain.

In this method, you use speed reading techniques with an additional technique of photoreading to increase your reading speed, comprehension, and retention.

Proofreading It is a kind of reading for detecting typographical errors in a printed text. One can learn to do it rapidly, and professional proofreaders typically acquire the ability to do so at high rates, faster for some kinds of material than for others.

Structure–Proposition–Evaluation (SPE) Mortimer Adler popularized this method in his book *How to Read a Book*, mainly for non-fiction treatise, in which one reads a writing in three phases: (1) for the structure of the work, (2) for the logical propositions or progression made, and (3) for evaluation of the merits of the arguments and conclusions. This method demands suspended judgement of the work or its arguments until they are fully understood.

Survey–Question–Read–Recite–Review (SQ3R) This method involves immaculate and perfect reading, that is, you read so as to teach what is read or be able to explain or apply the knowledge obtained in other domains. In this method, the reader absorbs the information and uses it without having to refer to notes or the book again.

Multiple intelligences-based method This method draws upon the reader's diverse ways of thinking and knowing to enrich his/her appreciation of the text. Reading is fundamentally a linguistic activity. Most readers use several intelligences, such as auditory, visual, and logical intelligence, while reading, and making a habit of doing so in a more disciplined manner, that is, constantly or after every paragraph, which results in more vivid and memorable experience.

17.9 APPROACHES TO EFFICIENT READING

You should know that forced acceleration may destroy confidence in one's ability to read. The obvious solution, then, is to increase your reading pace as a part of the total improvement of the whole reading process.

In general, *decrease* your speed when you experience certain difficulties (Table 17.3).

Table 17.3 Different Suggested Approaches to Reading (By Decreasing the Speed)

Type of Difficulty	Suggested Approach
Unfamiliar terminology	Try to understand it in the context at that point; otherwise, read on and return to it later.
Difficult sentence and paragraph structure	Slow down enough to enable you to untangle them and get the accurate context for the passage.
Unfamiliar or abstract concepts	Look for applications or examples of your own.
Detailed, technical material	Since it includes complicated directions, statements of difficult principles, technical information be patient and approach the text critically.
Material on which you want detailed retention	Since you want to remember them for a longer duration, read such a material with intensity, observation, and painstaking effort.

Accelerate your pace when you come across certain difficulties, as given in Table 17.4.

Table 17.4 Different Suggested Approaches to Reading (By Accelerating your Pace)

Type of Difficulty	Suggested Approach
Simple material with few ideas which are new to you	Move rapidly over the familiar ones; spend most of your time on the unfamiliar ideas.
Unnecessary examples and illustrations	Since these are included to clarify ideas, move over them rapidly when they are not needed.
Detailed explanation and idea elaboration which you do not need	Since you do not need them, you can move rapidly over them.
Broad, generalized ideas, and ideas which are restatements of previous ones	These can be readily grasped, even with scan techniques.

17.10 TIPS FOR EFFECTIVE READING

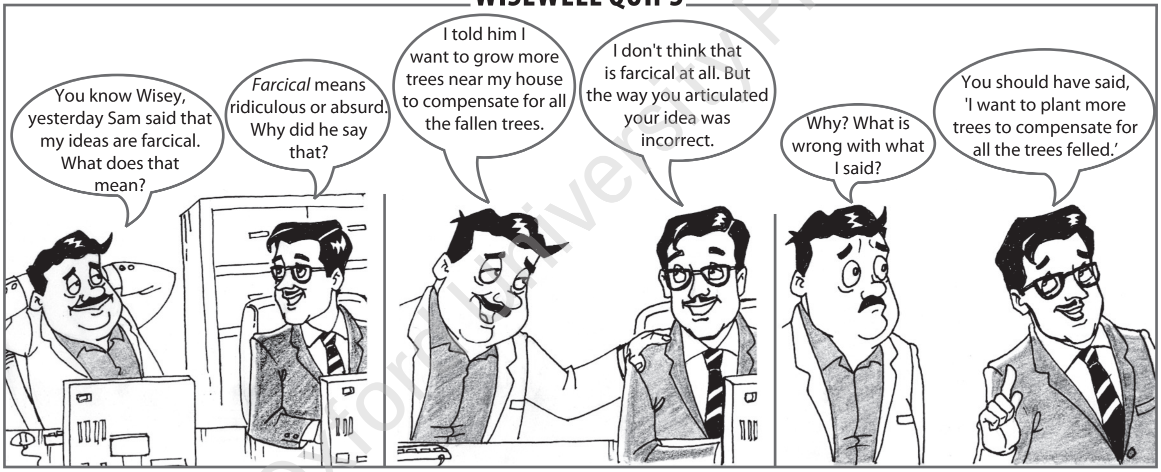
Following are some important tips you must keep in mind about reading:

1. Get your eyes checked. Often, very slow reading is related to uncorrected eye defects. Before embarking on speed reading, make sure that you don't have any correctable eye defects.
2. Get rid of the habit of vocalizing words—if you have—as you read. If you sound out words in your throat or whisper them, your reading rate is slowed considerably. You should be able to read most material at least two or three times faster when reading silently than orally.
3. Find out what you want to know, and for that you need to cut through and assess what is to be skipped from reading.
4. Your reading rate should vary according to your reading purpose. To understand the information, for example, skim or scan at a rapid rate.
5. It is always important to stress on qualitative not quantitative reading.
6. Cultivate a positive attitude towards reading. The more you read the more love you develop towards reading.
7. Even if you find reading to be tedious, try to give your task an extended stretch of an hour or so. Don't give up reading in the first 10–15 minutes itself.
8. Learn to underline the key parts/words/concepts for further references.
9. While reading, new ideas and concepts will flash in the mind and the same may be added in the margin of the page.
10. By using different coloured pencils, the importance level of the contents can be underlined for future reading.
11. Try to convert the written information into pictorial format while reading for effective comprehension of contents.
12. Fix some amount of time daily, exclusively for reading, and over a period of time it will become a practice.

RECAPITULATION

- ✓ There are four skills that are essential for all, namely speaking, writing, listening, and reading skills. However, reading helps you increase your competence in other language skills as well.
- ✓ Reading speed can be increased up to 1000 words per minute by following certain tips given in the chapter.
- ✓ For developing effective reading, you need to have the desire to improve, to make conscious efforts to use new techniques and also to have motivation to practise.
- ✓ Word-by-word reading, slow eye movement, complex words in the text, and lack of concentration are the major hurdles in effective reading.
- ✓ Reading helps in building confidence besides giving you pleasure and relaxation, as you start reading extended or longer texts.
- ✓ Vocalization, word-by-word reading, speed reading, SQ3R, SPE, and multiple intelligences-based method are various methods that people use while reading, but you should select the suitable method of reading different types of texts.
- ✓ As a good reader, you should effectively use skimming, scanning, extensive, and intensive reading skills.

WISEWELL QUIPS


You know Wisey, yesterday Sam said that my ideas are farcical. What does that mean?
Farcical means ridiculous or absurd. Why did he say that?
I told him I want to grow more trees near my house to compensate for all the fallen trees.
I don't think that is farcical at all. But the way you articulated your idea was incorrect.
Why? What is wrong with what I said?
You should have said, 'I want to plant more trees to compensate for all the trees felled.'

EXERCISES

Concept Review Questions

1. Do you believe in what Francis Bacon has said—*Reading maketh a full man, conference a ready man, and writing an exact man?* Elaborate in 250 words on how important reading is for a professional.
2. What do you mean by effective reading skills? Discuss the major benefits of artful reading?
3. What is the role of speed in the reading process? Discuss the kind of relation that can be observed between speed and understanding.
4. It is said that reading enhances your general ability to use other language skills such as listening, speaking, and writing. Do you agree with the statement? Highlight the importance of reading in about 200 words.
5. Discuss the four basic steps to effective reading. Also suggest ways to increase the speed of reading.
6. What are the major differences between efficient readers and inefficient readers? Discuss and substantiate.
7. Most adults are able to increase their reading rate significantly and rather rapidly without lowering their comprehension. Do you subscribe to the view? Mention the three major factors which are essential for increasing your speed of reading.

8. 'Everybody knows how to read. But not everybody knows how to read skilfully and artfully.' Illustrate the statement and point out the major hurdles in effective reading.
9. What are the major faulty reading habits? Discuss them in detail.
10. Explain the following in about 150 words each:
    (a) Vocalization in reading (b) Regression
    (c) Faulty eye movement (d) SQ3R
11. Discuss in detail the various methods of reading that are employed by readers.
12. Discuss the different types of reading skills that you need to master for reading different types of texts.
13. When should you increase and decrease your speed of reading in order to develop effective reading? Discuss in detail.
14. Discuss the various tips for inculcating good reading skills.