

2nd Lecture

Reading Comprehension

Meaning of Comprehension

- To understand /the ability to read and understand a given text

Essential Skills for Reading Comprehension

- **Decoding the text**
- **Read the questions first**
- **Read the passage at least twice**
- **Give an overview**
- **Avoid regression**
- **Avoid over-emphasizing trivialities**

- **Try to understand the main points in the passage**
- **Do not be obsessed with vocabulary**
- **Confine your knowledge to the passage**
- **Do not adopt the language of the writer.**
- **Write in your own words**
- **Same tense**
- **Length 5 to 7 lines**
- **Indirect Speech**
- **Do not spend time on particular idea that u can not comprehend**

Attempting comprehension

- Finding the topic
- Finding the main idea
- Finding major supporting details
- Read questions first
- While reading the passage keep underlining the answers
- Do not let your knowledge interfere(agree or disagree)
- Words Meaning – try to relate them with the context

- **Break a sentence into parts, looking for answers to who, what, whom, when, where, which, why and how**
- **Do not compromise on grammar, spellings ,articles and punctuation**
- **Avoid flowery language**

Practicing Comprehension

Socrates had many disciples, and the greatest of these was Plato. Plato wrote many books which have come down to us, and it is from these books that we know a great deal of his master, Socrates. Evidently governments do not like people who are always trying to find out things; they do not like the search for truth. The Athenian Government – this was just after time of Pericles – did not like the method of Socrates, and they held a trial and condemned him to death. They told him that if he promised to give up his discussion with people and changed his ways; they would let him off. But he refused to do so, and preferred the cup of poison, which brought death, to giving up what he considered his duty. When on the point of death, he addressed his accusers and judges and said:

“If you propose to acquit me on condition that I abandon my search for truth, I will say: “I thank you, O Athenians, but I will obey God, who, as I believe, set me this task, rather than you; and as long as I have breath and strength I will never cease from my occupation with philosophy. I will continue the practice of accosting whomever I meet and saving to him. ‘Are you not ashamed of setting your heart on wealth and honors while you have no care for wisdom and truth and making your soul better?’ I know not what death is – it may be a good thing, and I am not afraid of it. But I do know what it is a bad thing to desert one’s post, and I prefer what may be good to what I know to be bad.”

Questions

1. **Why was Socrates condemned to death by his government?**
2. **On what condition was the government willing to let him go?**
3. **What was Socrates' reaction to that offer?**
4. **What did Socrates consider his duty to the people?**

Exercise No 2

Education is the instruction of the intellect in the laws of Nature, under which name I include not merely things and their forces, but men and their ways; and the fashioning of the affections and of the will into an earnest and loving desire to move in harmony with those laws. For me, education means neither more nor less than this. Anything which professes to call itself education must be tried by this standard, and if it fails to stand the test, I will not call it education, whatever may be the force of authority, or of numbers, upon the other side.

It is important to remember that, in strictness, there is no such thing as an uneducated man. Take an extreme case. Suppose that an adult man, in the full vigor of his faculties, could be suddenly placed in the world, as Adam is said to have been, and then left to do as he best might. How long would he be left uneducated? Not five minutes. Nature would begin to teach him, through the eye, the ear, the touch, the properties of objects. Pain and pleasure would be at his elbow telling him to do this and avoid that; and by slow degrees the man would receive an education which, if narrow, would be thorough, real, [84] and adequate to his circumstances, though there would be no extras and very few accomplishments.

Questions

- 1) What does education mean?
- 2) In what sense is there no such thing as an uneducated man?
- 3) What would a man learn , if he suddenly found himself in this world, like Adam, without any prior knowledge?

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