

Simple past reading comprehension on

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Read a paragraph that describes my office. Pay special attention to the use of excuses when choosing a reading. You will find a useful vocabulary and quizzes below to test your understanding. Like most offices, my office is a place where I can focus on my work and feel comfortable at the same time. Of course, I have all the necessary equipment on my desk. I have a phone next to a fax machine on the right side of my desk. My computer is in the center of my desk with a monitor right in front of me. I have a comfortable office chair to sit and some pictures of my family between the computer and the phone. In order to help me read, I also have a lamp next to my computer, which I use in the evening if I work late. There is a lot of paper in one of the drawers. There are also staples and stapler, paper clips, markers, pens and erasers in another drawer. I like to use markers to remember important information. The room has a comfortable chair and a sofa, which will sit. I also have a low table in front of the sofa on which there are some industry magazines. chair - a comfortable, soft chair on which there are hands on which you can rest the coat of arms - a piece of furniture that holds objects - a piece of furniture on which you write or use your computer, fax, etc. Drawer - a space that opens up for you to store things inequipment - items Used to perform tasks - a word pertaining to all places to sit, work, store things , etc.highlighter - a bright pen with a thick tip that is usually green or bright yellow - a computer that you can wear with youpaperclip - a metal clip that holds pieces of paper togetherstapler - a piece of equipment used to staple the paper together. 1. What do I need to do in my office? A) Relax B) Concentrate C) Study D) read logs 2. What equipment do I not have on my desk? A) Fax B) computer C) lamp D) photocopier 3. Where are the photos of my family? A) on wall B) next to lamp C) between the computer and phone D) near Fax 4. I use a lamp to read: A) all day B) never C) morning D) evening 5. Where to store paper clips? A) on table B) next to lamp C) in the drawer D) next to phone 6. What do I have to keep on the table in front of the couch? A) The company reports B) Fashion Magazines C) Books D) Industry Journals Decide if the statements are true or false based on reading. I work late every night. I use markers to help me remember important information. I keep reading materials that are not related to my office work. I don't need a lamp to help me read. It is important for me to feel comfortable at work. Fill in each space with the excuse used in reading. I have a phone and a fax on the right side of my desk. The monitor is located I. I'm sitting and my comfortable office chair. I also have a lamp and my mine put a stapler, pens and erasers -- a drawer. I have a table and a sofa. There are many magazines and tables. Answers Multiple-Choice B - concentrateD - photocopierC - between computer and phoneD - in eveningC - in a closet drawerD - industry magazines Answers True or False Answers Using Prepositions next to inin beforeonnearinin front of ofon Continue reading with these appropriate choice of understanding reading. Learning how to improve your reading and recall understanding is the key to success in school and in everyday life. But understanding and retaining a written word can be challenging for students with learning disabilities in reading and understanding the language. Fortunately, these problems are not insurmountable. Teachers, parents and students can use a number of techniques to improve their success in reading and learning. Thomas Northcut/Stone/Getty Images Take action before you even hack a book, article or other text. If the part covers a historical event, for example, ask yourself what you already know about the topic. Try to remember as much information as you can. Think about the related issues that you have studied in the past. Take a few minutes to write your thoughts down or share them with others. When you're done, you'll have a top information processing in the future. Background information usually appears on the covers or backs of books, as well as on the internal flaps of book jackets. For e-books, they are often included. In addition, many books include introductory sections and brief biographies of authors. Websites of the book publisher and download sites for e-books can include background information as well. Feel free to use this information. As you read the information, ask the following questions: What is this text? What new information have I learned and what do I expect to learn? Is this text informative or entertaining, fact, or fiction? What am I interested in in this book? As you read, make a list of unfamiliar vocabulary words. Look at the meanings of the words in the dictionary and copy the definitions manually. Don't enter words or just read them. Handwriting values are much more likely to help you keep the definition. While copying and pasting is easy and fast, handwriting makes your brain slow down and process information in a new way to form long-term memories of it. Continue with the text to find the answers. You can think about questions and answers or mark them in a landfill. Studies show that writing notes by hand can increase students' understanding and feedback without writing related to learning disabilities. Students who have learning difficulties in writing mechanics should pair their handwritten notes with discussions about the material to improve their understanding and recall. After reading the session, quiz yourself on the highlights. What was it Idea? Who are the heroes of this story? What information did you learn? Get your thoughts started in your own words to help you remember them and give you a deeper understanding of the topic. If expressive writing is difficult for you, jot short notes and discuss reading with a friend or parent. Reading understanding can be difficult for people without learning disabilities. But for those who have documented problems, mastering the understanding of reading may seem twice as much. By practicing the techniques above, however, teachers, parents and students can learn how to improve reading understanding for any purpose. Thank you for your feedback! What do you care? Verywell Family uses only high-quality sources, including peer-reviewed research, to support the facts in our articles. Read our editorial process to learn more about how we verify facts and maintain the accuracy, reliability and reliability of our content. Bohay M, Blakely D, Templin A, Radwanska G. Note Taking, Review, Memory, and Understanding. American Journal of Psychology. 2011. 124(1), 63-73. doi:10.5406/amerjpsyc.124.1.0063 Mueller PA, Oppenheimer DM. The handle is stronger than the keyboard. Psychological sciences. April 23, 2014. Reading speed is the speed at which a person reads written text (printed or electronic) in a certain amount of time. The speed of reading is usually calculated by the number of words read per minute. The speed of reading is determined by a number of factors, including the reader's purpose and level of knowledge, as well as the relative complexity of the text. Stanley D. Frank calculated that the rate is close to . . . 250 words per minute this is the average reading speed of most people, including junior and high school students (Remember Everything You Read, 1990). The four main reading speeds are some books fast and some are slow, but no book can be understood if it is taken at the wrong speed. (Mark Van Doren, quoted by Bill Bradfield in books and reading. Dover, 2002) - Experienced readers pace themselves according to their goal, taking advantage of four basic reading speeds. - Very quickly: Readers scan the text very quickly if they are looking for only a certain piece of information.- Fast: Readers skim the text quickly if they try to get only the general essence without worrying about the details.- Slow to moderate: Readers read carefully to get a full understanding of the article. The more complex the text, the slower it reads. Often difficult texts require rereading.- Very slowly: Experienced readers read very slowly if their goal is to analyze the text. They make complex marginal notes and often stop to ponder the construction of a paragraph or the value of an image or metaphor. Sometimes they reread the text dozens of times. (John C. Bean, Virginia Chappell and Alice M. Gillam, Reading rhetorically. Pearson Education, 2004)Speed reading and understandingThe speed of reading isn't easy reading fast all the time. The technical content of the material, size, your familiarity with the subject and in particular your goal in reading can affect the speed with which you read. The key to fast reading is choosing to read as fast or as slow as you want... No matter how fast the reading rate is, if you remember what you read you will be wasting your time. (Tina Constant, Speed Of Reading. Hodder and Staughton, 2003)Increasing reading speed (The mind, as opposed to the eye, you don't have to read just a word or a short phrase at a time. that slow so many readers down. Fortunately, this can be done quite easily. Once this is done, the student can read as fast as his mind will allow him, rather than as slowly as his eyes make it. There are various devices for eye fixation, some of them complex and expensive. Usually, however, you don't need to use any device more sophisticated than your own hand, which you can train yourself to follow as it moves faster and faster across the page. You can do it yourself. Place your thumb and the first two fingers together. Sweep the pointer through the line type, a little faster than it is convenient for your eyes to move. Get yourself to keep up with your side. Keep practicing this, and continue to increase the speed at which your hand moves, and before you know it, you'll have a double or triple reading speed. (Mortimer Adler and Charles Van Doren, How to Read the Book, Reverend Simon and Schuster, 1972) The Bright Side of Speed Reading- I took the speed of reading the course and read War and Peace in 20 Minutes. We are talking about Russia. (Woody Allen) - I just got out of the hospital. I was in a speeding accident. I'm in the bookmark. (Stephen Wright) Wright) simple past reading comprehension online. reading comprehension on simple past tense

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