

Revised & Updated

# 20/20

## SPEED READING

HOW TO READ 10X  
FASTER IN LESS  
THAN 10 DAYS

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# CHAPTER 1: Introduction

We all learn to read, but not necessarily how to read fast. In this book, we will teach you how to read up to five times faster.

With 20/20 Reading, you will be able to read a novel in a night - without missing any details. The 20/20 Reading system is broken down into 3 parts:

1. Determining what type of reader you are.
2. Using the 20/20 Reading exercises to improve your reading skills.
3. Learning how to use Key Words and Mind Maps to help improve your memory.

First we'll break down different types of readers, and which types tend to do best at speed-reading. Once we have figured out which type of reader you are, you may need to change the way you read to help better improve your reading speed. With the 20/20 Reading system, we'll show you how to change your reading style to help you become a better speed-reader.

Next, using the 20/20 Reading exercises, we'll help improve your reading skills. Changing the way you read articles and books, which, in turn, can make it easier for

you to understand the information you are reading and recall it later. 20/20 Reading uses scientific, researched techniques to get you reading faster in very little time. After you have cleansed your body and mind through a healthy diet and exercise routine, your mind will love the 20/20 brain exercises and memory games.

Finally we'll go over Key Words and Mind Maps. We'll break down how to use them in your studies and everyday reading. Key Words and Mind Maps can make it easier to pull the important information you need out of everything you read or hear, which in turn can help improve your memory.

If you always had a hard time finishing a book or reading at a good speed, then the 20/20 Reading system is exactly what you need.

So, let's get you started on the road to becoming a fast reader.

# CHAPTER 2: How We Read

## Defining Reading

Reading is a communication process requiring a series of skills. Therefore, reading is a thinking process rather than just an exercise in eye movements. Effective reading requires a logical sequence of thinking or thought patterns, and these thought patterns require practice to set them into the mind. The seven basic thought processes are as follows:

1. Recognition: The reader's knowledge of the alphabetic symbols.
2. Assimilation: The physical process of perception and scanning.
3. Intra-integration : Basic understanding of the reading material itself, with minimum dependence on past experience, other than a knowledge of grammar and vocabulary.
4. Extra-integration : Analysis, criticism, appreciation, selection, and rejection. These are all activities which require the reader to bring their past experiences to

understand the written text.

5. Retention: This is the capacity to store read information in memory.
6. Recall: The ability to recover the information from memory storage.
7. Communication: This represents the application of the information and may be further broken down into at least 4 categories, which are:
  - Written communication
  - Spoken communication
  - Communication through drawing and the use of physical objects
  - Thinking (communication with the self)

## The Problem With How We Read

Many problems in reading and learning are due to old habits. Many people are still reading the way that they were taught in elementary school. Their reading speed will have settled to about 250 wpm (words per minute).

Many people can think at rates of 500 wpm or more, so their mind is running at twice the speed of their eyes, making it easy for the mind to become bored, and start daydreaming or wandering to other thoughts. Frequently, this type of distraction leads to you finding yourself having to re-read sentences and paragraphs, making ideas difficult to understand and remember.

The basic problem - the difference between our thinking speed and our reading speed - comes from the way in which reading is initially taught. For quite some time, there have been two main approaches to teaching children to read: the Look-Say method and the Phonic method. Both methods are only semi-effective.

### **Phonic Method**

With the Phonic method, a child is first taught the alphabet, then the different sounds for each of the letters, then the blending of sounds, and finally, the blending of sounds which form words. This method usually works best with children who are left-brain dominant.

### **Look-Say Method**

With the Look-Say method, a child is taught to read by presenting them with cards on which there are pictures of objects, with the names of each object printed clearly underneath. By using this method, a basic vocabulary is built up. When a child has built up enough basic

vocabulary, they progress through a series of graded books and eventually become a silent reader. The Look-Say method usually works best with children who are right-brain dominant.

In neither of the above cases is a child taught how to read quickly or with maximum understanding and memory recall. An effective reader has usually taught themselves these techniques. Neither the Look-Say method nor the Phonic method - either by themselves or in combination - are adequate for teaching an individual to read at full speed.

Both of these methods are designed to cover the first stage of reading, which is recognition, with some attempt at assimilation and intra-integration; but children are given little help on how to comprehend and integrate the material properly, nor on how to ensure it is remembered. The methods currently used in schools do not touch on the problems of speed, retention, recall, selection, rejection, concentration, or note taking. All of those skills are needed to read fast and to understand and remember what you've read.

In short, most reading problems are not addressed during your primary education. By using appropriate techniques, the limitations of early education can be overcome, and your reading ability can improve drastically!

When reading this book, or whenever reading or studying, make sure never to pass by a word or concept that you do not understand. If you do pass by a misunderstood word or concept, the rest of the text may become incomprehensible, and you are likely to become distracted or bored.

It's important to look up the word or concept you are unsure of prior to moving forward. Having a thorough understanding of the material is essential for progression. If you find yourself bored or distracted, go back to where you were last doing well, clear up your understanding, and start reading again from that point.

# CHAPTER 3

## How Our Eyes Read

In order to better understand how we read and how reading may be improved, we must first look a little at how the eye reads.

A reader's eyes do not move over print in a smooth manner. If they did, they would not be able to see anything, because the eye can only see things clearly when it can hold them still. If an object is still, the eye must be still in order to see it, and if an object is moving, the eye must move with the object in order to see it.

When you read a line of text, the eyes move in a series of quick jumps and still intervals. The jumps themselves are so quick they take almost no time, but the intervals (or fixations) can take anywhere from 0.25 to 1.5 seconds. At the slowest speeds of fixation, someone's reading speed would be less than one hundred wpm.

Since the eye makes quick jumps, it takes in short bits of information. In between these quick jumps, it is not actually seeing anything; but rather it is moving from one point to another. We do not notice these jumps because the information is held in the brain and combined from one fixation to the next, so that we see a smooth flow. The

human eye is rarely still for more than half a second.

Even when you feel the eye is completely still (as when you look steadily at a fixed point such as the following comma), it will in fact be making a number of small movements around the point. If the eye were not constantly shifting in this way, and making new fixations, the image would rapidly fade and disappear.

The untrained eye takes about a  $\frac{1}{4}$  of a second at each point of fixation, so it is limited to about four fixations per second. Each fixation of an average reader will take in two or three words, so to read a line on this page probably takes between three and six fixations. The duration of the stops and the number of words taken in by each fixation will vary considerably, depending on both the material being read and the individual's reading skill.

Our instant memory span when reading depends on the



number of “chunks” rather than the content we gather. When we read, we can take in about five chunks at a time. A chunk may be a single letter, a syllable, a word, or even a small phrase. The easier the text is to understand, the larger the chunk will be.

### **Peripheral Vision**

Although reading is mostly done with central vision, peripheral vision performs a valuable function when reading. Words that lie ahead of the current point of fixation will be partially received by the eye and transmitted to the brain.

This is possible because words can be recognized when they are in peripheral vision even though the individual letters are too blurred to be recognized. Because of peripheral vision, the brain will tell the eye where to move next. This makes it possible for your eye to skip redundant words and concentrate on more important words.

### **Fixation**

Fixation points are where your eye is drawn to when reading a new line. A skilled reader’s fixation points tend to be concentrated on the middle of a line of print. When the eye goes to a new line, it does not usually start at the beginning, instead it starts a word or two from the edge. The brain has a good idea of what is to come from the

context given by the previous lines, and only needs to check via peripheral vision that the first few words are as anticipated. Similarly, the eye usually makes its last fixation a word or two short of the end of a line. Again, making use of peripheral vision to check that the last few words are as expected.

### **Fast Readers vs. Slow Readers**

When effectively used, fast reading doesn’t mean skipping key information. The rhythm and flow of a faster reader can increase their ability to fully understand the text. In contrast, a slow reader is far more likely to become bored and lose the meaning of what they are reading.

A slow reader, who pauses at every word and skips back to read the same word two or three times, is less likely to understand much of what they read. By the end of a paragraph the concept may be lost, just because of how long it’s taken them to read the paragraph. During the process of re-reading, memory may fade, making it feel impossible to understand the text.

When a person is reading rapidly, they are typically able to concentrate and recall more, paradoxical as it may seem. The more a person has to re-read a paragraph, the less trust in their memory they may have, eventually preventing them from understanding what they are reading.

In addition to this, accelerated reading can help reduce reader fatigue. Faster reading can improve understanding because the reader's level of concentration is higher, and there is less cause for them to develop physical tensions such as a pain in the neck or a headache.

A further benefit is the possibility for understanding the text as a whole, rather than as a series of distinct pieces. To see this effect in action, try watching a 30 minute video in 3 ten-minute sections. Typically, people watching the video in this way will understand the piece a lot less than those who just watched it in full.

It's important to remember that there is an optimum reading speed for maximum understanding, which is proportional to your top speed. This rate will vary from one type of material to another, and finding the best rate for the material you are reading is critical for good comprehension.

# CHAPTER 4

# Left-Brain Vs. Right-Brain Readers

The left and right sides of the brain process information in different ways. Even though it is believed that each of us have a natural tendency to use one side of our brain over the other, the two sides work together in our everyday lives to give us a better understanding of our surroundings.

The left side of our brain focuses on the verbal and analytical, focusing first on individual pieces of information, and then putting them all together to get the whole picture.

The right side of our brain focuses on the visual and aesthetic, looking first at the whole picture, and then focusing on the smaller details.

## Reading and Your Brain:

### Left Hemisphere vs Right Hemisphere

As the left hemisphere is better-suited for verbal tasks, any text reviewed by the right hemisphere is processed quickly, more as a visual impression than as a fully

understood piece of text.

It's worth noting here that our eyes (and their visual fields) aren't connected directly to the respective hemisphere in our brains, but to the opposite hemisphere. In other words, anything observed by our right eye and visual field is initially processed in the left hemisphere.

Because of this, when a person reads from left to right, they're processing most of the text in their peripheral vision via the left hemisphere. This means the text can be better understood - and explains some of the confusion that can be caused when reading right to left or looking back over previously-read text: the right hemisphere is partially taking over.

The following diagram illustrates how a line of text is visually processed. When reading left to right, the material yet to be read is taken in by the peripheral vision and analyzed for content by the verbal left hemisphere. This

helps the brain decide the best next point of fixation, and increases the efficiency of reading.

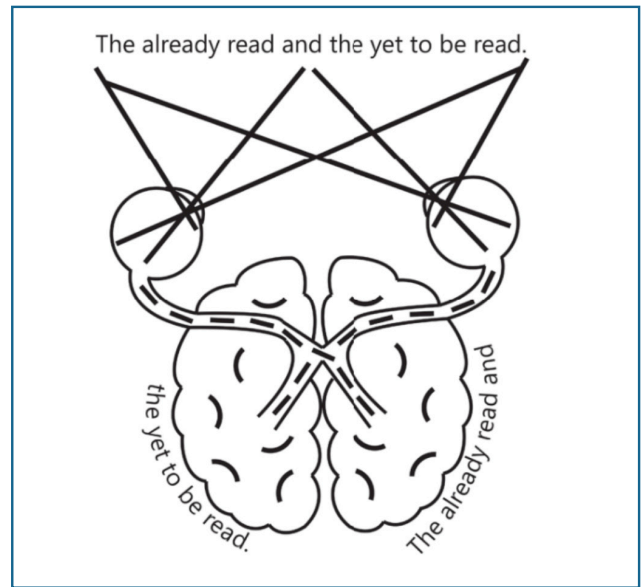
As the diagram shows, both sides of the brain are crucial: one-sided scanning of text diminishes our ability to comprehend what we're reading. One-sided scanning patterns include back-skipping, missing lines, and reading the same line twice. Practicing the speed-reading techniques as presented in this book should help to correct these patterns.

### Left-Brain Readers vs. Right-Brain Readers

Left-brain readers are more likely to try and read ahead of the line of text they're processing, while right-brain readers tend to skip back and review what they have already read. Which one are you?

The test below is somewhat subjective, although it should give you a good indication of what side of the brain you read from. Follow the steps below:

1. Take a novel and read it silently while running your finger along the line of print as you read it.
2. Notice how far you are reading ahead of your fixation point. The fixation point is determined by your finger position
3. Do you find that it is difficult to read ahead of the fixation point? Do you find that you are holding on to the two or three words you have just read?



If the answer to 2 is yes, and you are reading ahead of the fixation point, you are most likely a left-brain dominant reader. If the answer to 3 is yes, and attention is drawn back to the words that you have already read, then you are most likely a right-brain dominant reader.

# CHAPTER 5

## Types of Readers

Along with the left/right brain difference, there are a few ways and patterns for how people read. Some of us are motor readers, while others are sight readers or auditory

readers. Knowing which category you fall under can help you get the most out of reading.

### THE DIFFERENT TYPES OF READERS

#### Motor Readers

Motor readers often move a section of their body while reading. Some motor readers move their hands in harmony with what they read in the material, while others shake their legs.

It depends on the individual person as to what part of the body they move while reading. These people need to move to help focus while reading, otherwise their comprehension level may decrease - the motor activity can become a distraction rather than a beneficial action.

#### Auditory Readers

Auditory readers 'listen' to the words as they read. This type of reader skims through information swiftly while hearing the sounds of the words. Auditory readers use forms of mumbles, whispers, sub-vocal, vocal, and vibration while reading.

The vocal reader generally reads slower than other subcategories of auditory readers, often reading full words aloud. This person is usually unaware of their actions, thus, rarely do they realize they are reading aloud.

Readers who mumble often read a little faster than vocal readers do, but can fail to comprehend the true meaning of what they read. Readers who whisper while reading are also usually able to read somewhat faster.

Readers who read in a vibrational style may slow down their ability to read fast. If your tongue moves, or your Adam's apple vibrates while you read, you are likely a vibrating reader.

Sub-vocal readers often read material silently while sounding out the words in their mind as they read along the pages. This type often finds it easiest to read while seated in a quiet environment.

#### Sight-Readers

Sight-readers can typically read faster than any other type of reader, because they primarily rely on visual images to relay messages. In other words, these readers can read pages of information while visualizing the things described in the text.

## Sight-Readers Read Faster

Speed-readers acquire sight-reading skills that help them to read faster than those with auditory or motor skills. The trick is reforming one's mind to think like a sight-reader, while practicing reading skills. Later in this book we will go over steps on how to train your mind to sight-read

## Which Type of Reader Are You?

We can test your techniques to determine which type of reader you are, which can help you find solutions to stop one habit and form another, more effective, habit.

Read the following sentence:

Sarah went to the bank, cashed the money orders, and made her way to the supermarket, where she would send the funds to the appropriate facilities overseas.

When you read,

- Do you move parts of your body?
- Are you whispering and/or vibrating?
- Are you listening to the words as you read?
- Are you visualizing what you are reading?

If you move a part of your body as you read, it's likely you are a motor reader. On the other hand, if your larynx, tongue, or Adam's apple are moving while you read, you are most likely a vibrating reader. If you visualize what the

sentence is telling you without worrying about sounding out the words, you most likely have the skill of sight-reading.

Now, if you are a motor or auditory/ vibrating reader, you want to work toward sight-reading, since it is the ultimate technique speed-readers use to help read fast.

Reworking and establishing your sight-reading ability starts with rereading a sentence as fast as you can, while creating the overall image of the sentence in your brain.

Sarah went to the bank, cashed the money orders, and made her way to the supermarket, where she would send the funds to the appropriate facilities overseas.

If you notice any movement or sound, stop, and repeat the process until you start to sight-read.

This is just a simple test to see which type of reader you are. If you are having trouble training your brain to sight-read, later in this book we will guide you through a simple step-by-step exercise that will help you train your brain to sight-read.

# CHAPTER 6

## Test Your Reading Speed

Choose a novel or book that you are interested in and can read easily - not something with a lot of antiquated or complicated phrases.

Measure the time it takes you to read five pages. Your reading speed can then be calculated using the following formula:

$$\text{WPM (SPEED)} = (\text{NUMBER OF PAGES READ}) \times (\text{NUMBER OF WORDS PER AVERAGE PAGE}) \div (\text{NUMBER OF MINUTES SPENT READING}).$$

So, if you've read those 5 pages in 10 minutes, and each page had around 200 words, your wpm is  $(5 \times 200) \div 10$ . That's 100 wpm - not an uncommon number, but one that can be improved.

Something that can help speed-readers increase their rate of reading is a Progress Profile chart. The chart helps them to keep track of their rate of reading, as well as what information they get from the material.

If you are learning how to speed-read, you want to start out slow and gradually work up. Try not to get frustrated. Learning to speed-read takes practice. If you find you are becoming frustrated, irritated, or confused, stop and take a break. Try again when your mind is clear and calm.

# Progress Profile Chart

## - SAMPLE

RATE OF READING: \_\_\_\_\_ wpm

Use the formula below to calculate your reading speed.

$$\text{wpm (speed)} = (\text{number of pages read}) \times (\text{number of words per average page}) \div (\text{number of minutes spent reading})$$

**COMPREHENSION:** Explain what the paragraph or story was about.

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**REPEAT:** Repeat the process again. See if you made any improvements, and note those down

Charts are helpful to assist you in keeping up with your progress. When you have an objective way to track your progress, it helps to boost inspiration, self-esteem - and reading rate.



# CHAPTER 7

## 20/20 Protocol Reading Exercises

### Training Your Brain to Sight Read

Auditory readers limit their maximum reading speed to about 300 wpm. Meanwhile, a trained sight-reader may read at 1000 wpm!

Before a student can learn to let go of reading with sound, they have to learn to differentiate between auditory reading and thought reading.

This first step can be done through a process of localization. Most people will experience auditory reading as being connected with the mouth or the throat, as well as breath.

Thought reading is experienced more in the head, without connection to the vocal organs or breath; it is a kind of awareness, based on an understanding of the stream of words being read. Thought reading, and eventually sight-reading, can be learned through the

following steps:

1. Choose a page from a light novel. Easily understood material is required, because even when a skilled reader is reading something that they find difficult to comprehend, there will be a tendency to revert to auditory reading, when a phrase or sentence containing unfamiliar or foreign words appears.
2. Count out loud from one to ten repeatedly while reading the page silently using thought reading. Counting out loud will occupy the motor-vocal system, so that the mind is unable to read using auditory methods.
3. A reader using thought reading, rather than an auditory approach will usually find they are able to detect misunderstood words more easily, because they will revert to auditory reading as they try to give

meaning to the unfamiliar word.

If you find yourself suddenly using auditory reading when you would otherwise use thought, this is a strong indication that you have just gone past a misunderstood word, or a nonsensical phrase.

Define any misunderstood words or concepts, then read the sentence or paragraph again. When you are able to read silently while counting out loud, then begin to read silently using thought reading and count silently in your head.

An alternative method to counting is to say a repeated sound, for example, “EEE...EEE...EEE...” which has the same effect of occupying the vocal-motor system. Get plenty of practice with Steps 2 & 3, so that this skill is fully acquired and you can easily recognize the difference between ‘spoken’ auditory reading and thought reading.

4. Once you can read silently while counting silently, start focusing on increasing your reading speed, gradually going faster and faster. When your reading speed exceeds 360 wpm, the two types of subjective reading will become more differentiated. Make sure to refer to the Progress Profile Chart shown in the previous chapter frequently to test your reading speed

and see your progress. By using thought reading you should be able to read much faster, whereas auditory reading is limited by the speed of your motor skills (i.e. your mouth moving)

5. Now that you can easily read with thought, leaving behind any auditory reading, it is time to add more character to your inner speech, so that it is not just a silent stream of thought but is also a stream of visual images. Imagine the dialogue of the novel, adopting different voices in your inner speech to suit the characters. This should further differentiate your thought reading from auditory reading, which would always tend to be a reflection of your own voice. At the same time, visualize the scenarios of the story, hear the environmental sounds, smell all the various scents, and feel the emotions portrayed.

Continue with the above exercise until you have a grasp on the two types of reading (auditory and thought reading) and can successfully read using sight. This replacement based approach is better than trying to suppress auditory reading by itself.

### **How to Speed Read**

Many other speed reading courses currently available work by changing a student’s motivation. With this training, reading speed can often be increased by about ten

percent per session, and it may sometimes be doubled during a course of 10-20 sessions.

However, this tends to be the absolute limit for this type of approach. The length of time it takes to make a fixation, and the number of words fixated on are changed very little, and most of the improvement has occurred because there is less mind wandering and back-skipping. What one might gain from this type of reading course is seldom stable, because the underlying problem of perception remains unhandled.

In contrast, by turning pages as fast as possible and attempting to see as many words per page as one can, perception and motivation are trained into a much more rapid and efficient reading practice.

This high-speed training can be compared to driving along a highway at 100 miles per hour. Imagine that you have been driving for an hour at this speed. Suddenly you come to a road sign saying Slow to 30 mph. Now imagine that your speedometer is not working - what speed would you actually slow down to?

The answer would probably be 50 - 60 mph. The reason for this, is your perceptions have become trained to a much higher speed, which then becomes normal. The same principle applies to reading; after high speed

training, you will often find yourself reading at twice the speed, without even feeling the difference.

Follow the 7 exercises below to achieve high-speed reading:

## Speed Reading Exercise #1

1. Point with your index finger or a pen to the words you are reading. Try and move your finger faster, this will help you in establishing a smooth and rhythmical reading habit.
2. As you move your finger along the line that you are reading, try to take in more than one word at a time.

## Speed Reading Exercise #2

When you have reached the limits of the previous exercise, take some light reading material and try to read more than one line at the same time. Magazine articles are good for this purpose because many magazines have narrow columns of about 5 or 6 words, and the material is often light reading.

## Speed Reading Exercise #3

Experiment with various visual guidance patterns. These visual guidance patterns include diagonal, curving, and straight-down-the-page movements. Exercise your eye movements over the page, moving your eyes on horizontal and vertical planes, diagonally from the upper left of the page to the lower right, and finally, from the upper right to the lower left. Try to speed-up gradually day by day. The purpose of this exercise is to train your eyes to function more accurately and independently.

## Speed Reading Exercise #4

1. Practice reading as fast as you can for one minute without worrying about comprehension. Don't worry about understanding the text - this is an exercise of

- speed.
2. For this exercise, you are concerned primarily with speed, though don't neglect comprehension. Reading should continue from the last point you reached in the text. Do this for one minute and then test your reading speed – call this your highest normal speed.

## Speed Reading Exercise #5

1. Practice reading (with comprehension) for one minute at approximately 100 wpm faster than your highest normal speed. If you're reading a book with around 200 words per page, this means reading an extra half-page every minute.
2. When you can do that, continue increasing your speed in increments of approximately 100 wpm. If you calculate how many words there are on an average line, then it is easy to convert words per minute into lines per minute. i.e. if a line has 10 words and you are reading at one line per second, then you are reading at 600 wpm.

## Speed Reading Exercise #6

1. Start from the beginning of a chapter and practice reading three lines at a time, with a visual aid (such as a card) and at a fast reading speed, for 5 minutes.
2. Read on from this point, aiming for comprehension at the highest speed possible. Do this for five minutes, then test and record your reading speed in wpm.

## Speed Reading Exercise #7

1. Take an easy book and start at the beginning of a chapter. Skim for one minute, using a visual guide, allowing yourself 4 seconds per page.
2. Return to the beginning of the chapter and practice reading at your minimum speed for five minutes.

### Pacing and Scanning

The previous Speed Reading exercises involved reading three lines at a time, or a page in four seconds, this may be called 'skimming' – skimming is a superficial way of reading, more a perceptual exercise than reading for

meaning.

Pacing, the next reading technique to be learned, describes an unconventional way of reading a page, which can reduce the amount of work by more than half without reducing the comprehension of the text.

The Scanning technique is a two-step process that involves collecting related facts and ideas and arranging them in a meaningful sequence.

### Pacing

Place a plastic ruler or strip of transparent plastic 5 cm wide vertically down the page to define the section of the page where your Pacing Technique will be used.

By fixating on only the words in the pacing zone, you reduce your reading time by about a half, but because you are forced to think beyond the words your eyes are seeing, you can typically maintain your level of comprehension.

When your thoughts are fully centered on the same subject as the material you are reading, you can increase your understanding and memory.

If you read within the pacing zone by sliding down the page in a Z or S-type pattern, you will find that you have read about 200 words with no more than 50 or 60 fixations. All

the time you are reading in this way, your eyes are seeing and picking up the odd word from peripheral vision and you are constantly thinking and putting together ideas.

The first 10-15 times you use this technique, expect to be frustrated. At first you may remember only 3 or 4 words from each reading, but your objective is to go past the act of remembering isolated words, to collecting and relating ideas.

This takes a lot of practice, so don't give up! Once you become used to this manner of reading, you can develop the use of the technique further by letting your eyes stray beyond the boundaries of your pacing zone, selecting from the page the words that are most informative.

As you practice in this way, try to fixate on parts of speech, such as nouns, verbs, adjectives, etc. You will find that you start to see more and more through peripheral vision, and as a result you will find that you are concentrating more and speeding up your thinking.

### **Pacing Exercise**

1. Place the book you intend to read in front of you and place the plastic ruler or strip down the middle of the page. Use your right index finger or a pen as a pacer, moving it smoothly down the center of the page, over the transparent strip. This may be helpful until you

have disciplined your eyes to 'pace the page'.

2. You may find that moving a 3 x 5 cm card down the plastic strip will be less distracting. The reason to use either the card, a pen, or your fingers in this way is to keep your eyes moving down.
3. When you reach the bottom of the page, jot down any words you remember. If you do not remember any words at all, don't let this upset you – you will improve with practice. Eventually you will remember thoughts and groups of words. By pausing frequently to mentally summarize what you have read, you will organize your thoughts and improve retention.

To master the skill of rapid reading, you need to break old habits and form new ones. The most important habit to break is the habit of reading word-by-word, while expecting complete comprehension.

To master the Pacing Technique you must understand the training you are going to give your mind. You are being asked to look at words so fast that you cannot possibly pronounce them, and so fast that you cannot understand them either.

Every time you do the above exercise you will comprehend a few words. As you continue with these exercises, you will begin to grasp thoughts, and eventually, you will read at a much higher speed.

When initially performing this type of exercise, you should always go back and re-read the passage at a comfortable rate, at which you can obtain understanding, verifying what you believe you read at first.

Every time you do a speed-exercise and then return to what appears to be your normal speed, you should find that your normal speed increases.

Written English is often highly redundant, and you will often find that much of the material can be omitted without any loss of meaning. Because of this, a large proportion of information in a text can be absorbed through peripheral vision.

Words that are highly likely to occur in a given context do not have to be checked by looking directly at them – peripheral vision can check that they are what is expected, even while the eye is fixating elsewhere. The Pacing Technique helps prepare you to read in this expanded way, reading not along each line, but from side to side of the center of the page, taking in most of a line in one glance, and also peripherally absorbing several further lines beneath it.

Making fuller use of peripheral vision, a skilled reader is able to get a better idea of the general sense of

what is to follow. This helps to speed up reading as well as to understand and integrate the material.

This is why many students find that as soon as they become skilled at speed-reading, their comprehension naturally increases.

They have a broader perspective of what they are reading, and since they are reading faster, their short-term memory for what has just been read goes several sentences further, allowing them to understand the words currently being read within a larger context. High-speed training has two further advantages: It encourages you to see the key words in the text, and it brings peripheral vision into the reading process.

### **Scanning**

A scan is a fixed pattern of search. Scanning is a useful preliminary action, to view material rapidly before reading it in-depth. This gives you more context of what you will go on to read, and having viewed it once already, it will become familiar and your retention skill will be improved.

### **Scanning Exercise**

1. Make a rapid scan of a light novel. Start at a rate of 15 seconds per page. Later, with practice, this time can be reduced to 12 to 10 seconds per page, or even less.
2. You are scanning for significant people, events and

conflicts. At the end of each chapter, stop to review what you have just read. Then, try and speculate about the contents of the next chapter.

3. When you have scanned several chapters, but no more than five, you will probably need to ask yourself some questions relating to missed events and information in order to be able to follow the development of the story. Speculate on these answers, then go back and re-read these chapters normally, to see if you were correct.
4. When you have reached the end of the book in the above manner, take some time to summarize the story mentally. Form and answer any unanswered questions about the story and evaluate what you gained from this book.

By using the above exercises you will soon find that you have much greater concentration and retention.

### **In-Depth Reading**

Pacing and scanning techniques are not really useful for fiction – because you don't want to know what's going to happen ahead of time!

With serious and non-fiction material, pacing and scanning are useful to assess the contents and quality, to provide a context for your study, to find a particular piece of information, or to decide whether to actually review the material.

But being able to read 2,000 words per minute isn't any use if you forget 90% of the information half an hour later. Reading, as described earlier, includes not only the recognition of the written material, but also understanding, comprehension, retention, recall, and communication.

The most common approach to the study of a new text is the 'start and slog' approach. With this approach, the reader opens the book at page 1 and reads through to the end. This might seem like the most obvious approach, but it is in fact an inefficient use of the reader's knowledge and time, with a number of disadvantages:

1. Time may be wasted going over material that is already familiar, irrelevant to the specific study, or which may be summarized later.
2. The reader has no overall viewpoint until he finishes the text, and possibly not even then.
3. Any information that is retained is usually disorganized - it is seldom cohesive with the rest of the book.
4. Motivation is low, and the reader tends to become bored, dull and tired, leading to poor reading efficiency.

Using the 'start and slog' approach to studying is like going shopping by walking along each street and going into every shop, hoping to find something but not knowing what.

The 'in-depth reading' approach is more like the traditional way of shopping: one prepares a list of what is required, goes only down the relevant streets (noticing other shop windows on the way in case they contain unexpected items of interest), and visits only those stores that contain all that one needs, with time and energy to spare.

In-Depth Reading is the most complicated and slowest of the reading processes. After pre-reading (using scanning) to gather the context and main concepts, in-depth reading involves critical and analytical thinking to interpret, evaluate, judge, and reflect on information and ideas.

There are four main aspects to in-depth reading:

1. Gathering facts and ideas.

2. Sorting facts and ideas for relative importance and their relationship to one another.
3. Measuring these ideas against one's existing knowledge base.
4. Separating these ideas into those that you wish to remember or act upon, and those that you wish to reject.

In-depth reading techniques are a form of Self-Questioning. As we read, we try to answer questions of HOW and WHY by working through implicit suggestions: explain, describe, evaluate, interpret, illustrate, and define. When reading non-fiction and other serious material, the full technique is as follows:

## 1 - ESTABLISH PURPOSE

Answer the following question as carefully and completely as possible:

What do I want to learn from this material?

Your answer to this question is your purpose for reading. It may help at this stage to review your current knowledge of the subject.

## 2 - SURVEY

A book or publication should be surveyed as follows:

» Read the title, any subtitles, jacket summaries (in the case of a book), and identify the source of the publication, i.e. the author and publisher.

» Read the date of publication or copyright. The book may well have gone beyond its sell-by-date, i.e. a book on electric motors written in 1950 would be irrelevant, unless perhaps you were trying to mend your grandmother's lawnmower.

» Analyze the index. The particular concepts listed and the



way in which they are organized will tell you a particular author's bias and whether or not the book will cover the ideas that you are trying to learn. Frequently, the index is a better guide for these purposes than the contents page.

» Read the Preface. Nearly always written last, it will often provide an excellent summary, and usually a statement of purpose for the book, as well as a note on the author's perspective on the subject. Also scan any forward and introduction.

» Read the Table of Contents. Note the sequence and check for chapter summaries. Chapter summaries are an overview of the contents of each chapter. They will frequently inform you whether or not a particular publication is suitable for your purposes.

» The next step is to look at the visual material. Read any maps, graphs, illustrations, charts, and bold headings.

» Get a good feel for the actual contents of a book by looking at beginnings and ends of chapters, subsection headings, and anything else which catches the eye – bold print, italicized sections, etc. Read any summaries the author may have provided. If there are study questions at the end of each chapter, you should look at these also. This will give you an indication of the contents of the book in relation to your present knowledge.

Now that you have completed these steps, you can then decide to use the book or not.

### 3 - REVISE PURPOSE

Once you have surveyed the material and gained more information, if you have decided to use the book, then revise your original purpose for reading the book. Ask

yourself: Why am I reading this? This will establish your specific learning objectives.

### 4 - STUDY IN DEPTH

Keeping in mind what you want to learn, speculate on what the material will tell you. Begin to read with the fulfilment of your objectives in mind. Sometimes it is unnecessary to start at the beginning, so decide where to start reading. Your overall purpose for reading the material is your best guide.

Remember, the manner in which the author presents their ideas will likely demand that you constantly vary the rate of reading and the reading technique you are using if you wish to be efficient. If you continue reading at the same rate for a prolonged period of time, you may become bored and inefficient.

Make notes, jot down main ideas and key words, and use mind maps. (later, we'll cover effective exercises for these). It also helps to mark or underline key words and concepts in the book with a soft lead pencil that can easily be erased. If it is your own book, do not be afraid to use different colored pens - these can help with memory and can also help distinguish different themes and topics.

Be prepared to omit excess examples, and sections that are irrelevant, already familiar, repeated, or outdated. Also

learn to recognize and reject false arguments such as: generalization, false premises, undefined sources, misuse of statistics, etc.

Continually ask WHO, WHY, HOW, WHERE, WHEN and WHAT questions, as an interactive dialogue between yourself and the study material, in order to find the important facts.

- Who helps you to hold in mind any significant people.
- Why classifies purposes.
- How classifies cause and effect sequences, time sequences, procedure or process instructions, and/or where the new information fits into your life.
- Where points to where the action is taking place, or where the new information can be used.
- When can both signify when a subject takes place and when you can use the information.
- Finally, What allows you to take a quick survey of your current knowledge.

Take regular breaks every thirty or forty minutes. After each short rest break, take a minute to review the previous work: this improves the retention.

Your thoughts should be organized so that you can describe the things that you have learned around your primary purpose. Your thoughts may be organized in the following way:

- » State the most important idea or concept pertaining to your reading purpose.
- » List related key words, facts, and information that pertain

to your learning objectives, in order of importance – using as few words as possible.

- » Finally, jot down important words or phrases in relation to the ideas listed above. The most important things to jot down are key people, events, places, and dates. These will act as thought joggers or memory clues, which relate directly to the primary and secondary ideas listed.

# CHAPTER 8

# Visualization & Speed Reading

Many people who find it easy to follow instructions, do so by creating a visual movie in their mind of themselves doing the task. This enables them to 'see' if more information is required before they begin. Immediate mental feedback creates a trial run, which eliminates mistakes before they are made.

Weak reading typically leaves out visually constructed imagery from thought reading. As a result, the reader has a poor working memory. Without imagery to 'reality test' one's comprehension, one may pass an unknown word and fail to notice that it does not fit.

Once the reader has a detailed internal picture - which includes color, sound, and movement - they will no longer read past words and concepts that obviously do not make sense, because these will seem strange in the picture or movie that they have made.

For example, a student reads: "The child was made to do the math problem in front of the class upon the skateboard." From his prior picture of a classroom, the student will realize immediately that the word should be "blackboard" instead of "skateboard" and will self-edit the word.

## Visualization and Speed Reading

One of the characteristics of visual storage is speed. Because of this, increasing the pace at which material is covered through the assistance of speed-reading exercises usually increases the powers of visualization.

Those students who can adapt to sight-reading successfully are usually multi-sensory. However, there are some students who have difficulty with this. These are students who have failed to make the transition between auditory reading and sight-reading.

In normal development, this transition occurs at about the age of ten. In the case of students who have failed to make this transition, retention can be so poor that one sentence later they are unable to remember what they have read.

These students will attempt to retrieve the sound of words - they will try to store an auditory sequence of the word without transferring the words into pictures in their minds. A student with this problem will frequently struggle to remember what a reading said.

### Visual Capacity Test

Below are the steps to test your mind's visual capacity:

1. The first step is to check that you have the ability to create a picture in your mind's eye. Look at your desk and pretend that this desk is really your bedroom, and that you are on the ceiling looking down at the four walls and everything contained inside.

Mentally, point to the wall where the bed is, the walls with windows, the door, the shelves, and so on. Do this exercise again with the layout of your whole house. This exercise will validate that you can make mental pictures of concrete objects – a right-brain skill.

2. Read a phrase or sentence out loud. The sentence is the easiest grammatical unit to use for this particular method. A sentence should be chosen that uses nouns that are concrete and action verbs, rather than abstract nouns and the verb 'to be', as these will prevent the use of rightbrain picturing abilities.

For example: "The black cat quickly jumped off the doorstep and chased the scared mouse through the tall green bushes." As soon as you have stopped reading the sentence, close your eyes and picture in your mind what the sentence described. Notice the color, size, shape, foreground, and distance of the picture in your mind. This will give you a further idea of your basic capacity to visualize. Used as a repetitive exercise, this will improve your visualization.

3. Once you can form a reasonably good mental picture from a sentence you have just read, the next goal is to find how many pictures you can hold onto. Read out between 3 and 9 sentences that can be visualized. If you go beyond your capacity, you will lose the first and second picture.

This will help you determine your mind's capacity for a sequence of separate pictures. Practice will improve this ability. People who find it easy to create pictures and take in large amounts of information are most often also able

to take information spread out over several pictures and sequence this information into a movie. When you can do this well, you will probably notice how much easier it is to remember people's faces than their names - as an example.

### The Use of Imagery

Those who have done little visualization in the past, tend to make pictures which are sparse in detail and poor in quality. They may leave out submodalities, the major components of our senses. A partial list of submodalities are below, under the headings of three sensory systems (modalities):

Visual	Auditory	Kinaesthetic
<b>SHAPES</b>	<b>VOLUME</b>	<b>PRESSURE</b>
<b>COLRS</b>	<b>PITCH</b>	<b>TEMPERATURE</b>
<b>BLACK/WHITE</b>	<b>PACE OF SPEECH</b>	<b>EMOTIONS</b>
<b>MOVEMENT</b>	<b>NUMBER OF SOUND</b>	<b>SENSATION LOCATION</b>
<b>PERSPECTIVE</b>	<b>RHYTHM</b>	<b>TEXTURE</b>

When reading a novel, many people fail to make adequate use of auditory imagery, even when they are good visualizers. If you use your auditory imagery to give all the "he said..." and "she said..." dialogue a specific voice, then your memory of the story will be vastly improved.

When you read a book and use all the forms of imagery, you will experience the story as a three-dimensional movie in surround sound, with imagery of emotion and movement, touch, taste, and even temperature. You will

be completely at one with the book, and your recall will be nearly perfect. You will hardly be aware of reading the words, unless there is a serious printing error.

It may be difficult to construct concrete images when reading abstract material such as philosophy. A student who has both high right-brain and leftbrain capacity will tend to form abstract patterns, like modern art, to hang the words and pictures upon.

# CHAPTER 9

## Using Key Words

A lot of people are dissatisfied with their note taking ability. They realize they take down too many words, which in turn makes it difficult to get a concise overview. They find it difficult to sort essential facts out of a lecture, meeting, or study materials. Very few people have had training in effective note taking. In this chapter, we'll show you how to become a better note taker

### Using Key Words

Association plays a main role in nearly every mental function, and words themselves are no exception.

Using right and left brain capabilities, the brain carries on thousands of different actions at the same time: searching, sorting and selecting, relating, and making connections as it goes along.

Thus, a person often finds that in conversation, their mind is racing in different directions, exploring to create new ideas, and evaluating the consequences of what is being

said.

Although a single line of words is coming out, a continuous and extremely complex process is taking place in the mind throughout the conversation. At the same time, subtle changes in the body take place, such as tone of voice, body position, facial expression, eye movement, and so on.

Likewise, the listener or reader is not simply seeing a long list of words; they are receiving each word in the context of the ideas and concepts that surround it. The reader understands those words in their own unique way, making evaluations based upon their prior knowledge, experience, and beliefs.

Words that have the greatest associative power may be described as key words. These are concrete, specific words which summarize the meaning of the surrounding sentence or sentences. They generate strong images, and

are therefore easier to remember.

The important ideas - the words that are most memorable and contain the essence of the sentence or paragraph - are the key words. The rest of the words are associated descriptions, grammatical constructions, and emphasis, and this material is generally forgotten within a few seconds. However, much of it will come to mind when the key word is reviewed.

Because of their greater meaningful content, key words tend to 'lock up' more information in memory and are the 'keys' to recalling the associated ideas. The images they generate are richer and have more associations. They are the words that are remembered, and when recalled, they 'unlock' the meaning again.

When a young child begins to speak, he starts with key words, especially concrete nouns, stringing them together directly - for example, "Peter ball" or "Anne tired". It is not until later that sentences include grammatical construction to form expressions such as "Please would you throw me the ball." or "I am feeling tired."

### How to Take Better Notes

Taking notes can be helpful for the following reasons:

- Organizing Material
- Allowing associations, interpretations, and ideas to be

jotted down

- Bringing attention to what is important
- Enhancing memory

Since we typically do not remember complete sentences, it is a waste of time to write them down. The most effective note taking focuses on the key words of the lecture or text. In selecting the key words, a person is brought into interaction with the information.

The time which may have been spent making long-winded notes can be spent thinking about the concepts.

The person is not simply copying down in a semi-conscious manner, but instead becomes aware of the meaning and significance of the ideas, and forms images and associations between them. This increases comprehension and memory. Because the mind is active, concentration is maintained, and note review becomes quick and easy.

The ability to pick out the most appropriate word as a 'key' word is vital if you want to remember the most important information from any text. We mainly use the following parts of speech when we pick key words:

**Noun:** Identify the name of a person, place, or object. They are the most essential information in a text. Common nouns are whole classes of people or things. For example: man, dog, table, sport, ball. Proper nouns name a particular person or thing. For example: Beethoven, The

'Emperor' Concerto, Venus.

**Verbs:** Indicate actions and things that happen. For example: to bring, kiss, exist, drink, sing.

**Adjectives:** Describe qualities of nouns (people, places, and things) – how they appear or behave. For example: old, tall, foolish, beautiful.

**Adverbs:** Indicate how a verb (activity or action) is applied. For example: gently, fully, badly.

A key word or phrase is one which contains a range of ideas and images from the surrounding text, and when triggered can make you remember that same information.

A key word is usually a strong noun or verb, on occasion accompanied by an additional key adjective or adverb.

Nouns are the most useful key words, but this does not mean you should exclude other options. Key words are simply the words that give you the most comprehensive concept. They do not have to be actual words used in the text – you may have a better word that summarizes and evokes the required associations, and a phrase may be necessary rather than just a word.

### Key Word Exercise

1. Using a textbook or novel, read a page of text and write down what you think are the key words throughout the text.
2. When you are finished with the page, close the book and try to see if you can recall the information in the

text.

3. Open the book, and see if you missed any information. If you did, make a note of the key word(s) you missed.
4. Practice on other textbooks and novels to improve your note taking skills.

When you practice picking out key words, you will probably find that you tend to take down too many words. Try to reduce the number of key words, and concentrate instead on finding key words that hold many associations, and which remind you of the meaning of the text.

The more notes you take that consist of key words, the more useful they are, and the better they are remembered. Ideally, notes should be based upon key words and accompanying key images, and should incorporate summary diagrams and illustrative drawings.



# CHAPTER 10

## Using Mind Maps

Meaning is an essential part of the thought process, and it is meaning that gives order to experience. Perception is an example of extracting meaning from the environment.

If the mind is not focused, information will go in one ear and out the other - the trace it leaves may be too weak to be recalled in normal circumstances. If concentration is applied, the more meaning is extracted, more meaningful connections are made with understanding, the memory is stronger, and there will be more opportunity to make meaningful connections with new material in the future.

### **Mind Maps and Memory**

Memory is not recorded like a tape recorder, with each idea linked to the next in a continuous stream; instead, the information is recorded in large interconnecting associated networks. Concepts and images are related in various ways to numerous other points in the mental network.

The act of remembering an event is simply that of forming new links in the network, such as making new associations. Subconsciously, the mind will continue to work on the network, adding further connections which remain hidden until they are recognized and are picked up by the spotlight of consciousness.

You may have been surprised by the memories that spring up in response to a particular scent, that a single stimulus could unlock a brief sight of that full unconscious network.

Memory is not like a container that gradually fills up, it is more like a tree growing branches, onto which the memories are hung. So the capacity of memory keeps growing – the more you know, the more you can know.

### **Using Mind Maps**

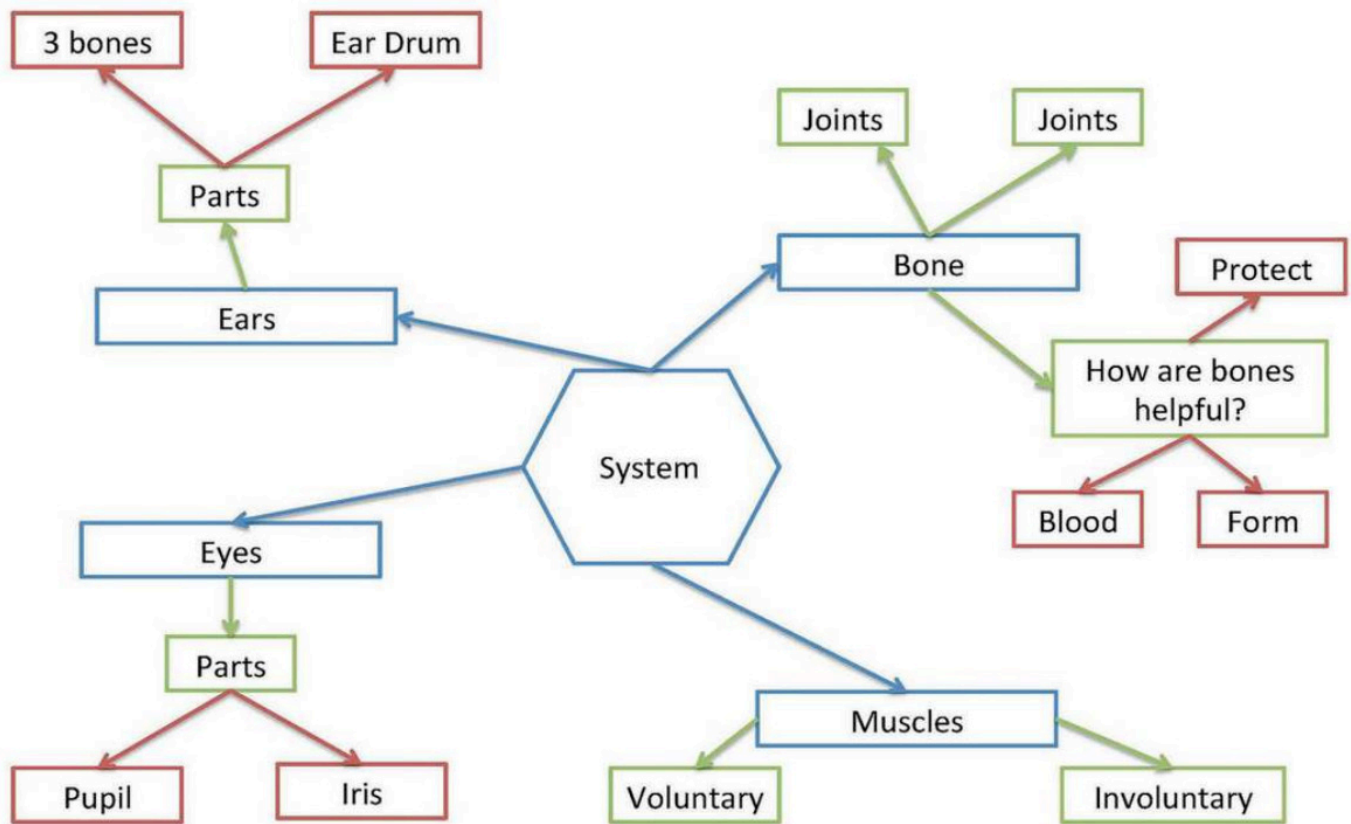
Because the brain naturally organizes information in associative networks, it makes sense to record information

you want to remember in a similar way. Using mind maps, you can bring together all the factors that enhance recall in order to produce a much more effective system of note taking.

A mind map works naturally in the same way as the brain itself, so it is therefore an excellent source of improving your memory.

Ironically, one of the greatest advantages of mind maps is that once one is made, they are seldom needed again.

The very act of constructing a mind map is so effective in fixing ideas in memory, that very often a whole mind map can be recalled without going back to it at all. Since it is so strongly visual, frequently it can be simply reconstructed in the mind's eye. Below is a quick example of a mind map of the body:



## **How to Create a Mind Map**

To make a mind map, one starts at the center of a new sheet of paper, writing down the central theme very boldly, preferably in the form of a strong visual image, so that everything in the map is associated with it.

Then, work outwards in all directions, adding branches for each new concept, along with small branches and twigs for associated ideas as they come up. In this way, you can produce a growing and organized structure, composed of key words and key images (as discussed in the previous chapter).

Take some time and practice making mind maps with everything you read. When you've got a good grasp on how to mind map, make a mind map of this 20/20 Reading book to help you better remember the information outlined in this book.



# CONCLUSION

When you work at speed-reading, you are building your comprehension skills, as well as your confidence. Speed-reading is the process of reading faster while actually understanding the information in the sentences.

People read in many ways, and most of them may be able to read at a decent speed, yet their strategies may not work for you. Everyone reads a different way, and everyone retains information differently.

What works for one may not work for another. But, once you have determined what type of reader you are, you are halfway there to becoming the speedy reader you want to be.

Remember, practice makes perfect. Speed-reading needs to be practiced in order for your brain to automatically read at that speed. The more you practice, the faster you will be at reading.

Continue with the 20/20 Reading exercises and using key words and mind maps throughout your everyday life, and you'll be making a difference - keep up the good work!