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(Sem-2) SEC

2026

SKILL ENHANCEMENT COURSES (SEC)

Paper Code: SEC0215003N

(ACADEMIC READING IN ENGLISH)

Full Marks: 45

Time: 2 hours

*The figures in the margin indicate full marks
for the questions.*

1) Answer the following objective type questions: 1x5=5

- a) What is the term for a group of words that naturally go together (e.g. 'fast food')?
- b) The "Main Idea" of a paragraph is usually contained in the _____ sentence.
- c) What do we call a visual representation that uses "slices" to show percentages?
- d) What do we call the "hints" an author drops in a sentence to help you define a difficult word?
- e) Name one type of non-linear note-making.

2) Answer ANY FIVE of the following questions in brief: 2x5=10

- a) What is a Bar Graph and when is it most effectively used?
- b) What are supporting details and how do they relate to the main idea?
- c) Define scanning as a reading strategy with a suitable example.
- d) What is the difference between a Heading and a Sub-heading in text structure?
- e) What is the difference between a fact and an opinion in critical reading?
- f) Define Skimming and mention one situation where you would

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use it.

- g) Mention two different purpose for which a student makes notes.
- h) Identify the discourse marker in this sentence:
"The experiment failed; consequently, the team resigned."
- i) What is a Summary and how does it differ from the original text?
- j) Explain the difference between an inference and a literal observation.

3) Answers ANY FOUR of the following questions in short: 5x4=20

- a) How can a reader identify the author's purpose or perspective in an academic essay?
- b) "Making inference is reading between the lines." Explain/Elaborate On this statement with reference to academic texts.
- c) Briefly explain why reading a Scientific report requires different strategies than reading a Literary essay.
- d) Identify the "main idea" vs "argument" in a short academic text.
- e) Explain the importance of Annotating (underlining, highlighting and writing marginal notes) while reading a complex essay.
- f) Why do authors use Pie Charts and Bar Graphs to represent data instead of just using text?
- g) How does understanding the relationship between a Topic Sentence and its Supporting Details help in faster reading?
- h) Discuss the SQ3R (Survey, Question, Read, Recite, Review) technique and its benefits for exam preparation.

4) Answer ANY ONE of the following essay-type questions: 10x1=10

- a) Critically examine the various levels of reading, from Literal Comprehension to Critical Evaluation. Why must an English Major student move beyond the literal level?

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- b) Elaborate on the various reading Strategies (Skimming, Scanning, Intensive reading). In what specific academic scenarios should a B.A student use each?
- c) Discuss the role of Graphical Representations in academic texts. How do they supplement the written word and why is "Visual Literacy" important for modern students?
- d) How does a reader's purpose change the way they approach a text?

*****X*****