

QUANTUM

READING



**READ 5X FASTER
IN LESS THAN 7 DAYS**

Copyright	iv
Legal Disclaimer	v
Introduction	2
Introduction	2
How We Read	3
Definition of Reading	3
The Problem With How We Read	4
How Our Eyes Read	6
How Our Eyes Read	6
Fast Readers vs. Slow Readers	8
Left-Brain vs Right-Brain Readers	9
Reading and Your Brain: Left Hemisphere vs Right Hemisphere	10
Left-Brain Readers vs. Right-Brain Readers	11
Types Of Readers.....	13
The Different Types of Readers.....	13
Sight Readers Read Faster.....	14
Test Your Reading Speed.....	16
Test Your Reading Speed	16
Quantum Reading Exercises	18
Exercise 1: Training Your Brain to Sight Read	18
Exercise 2: How to Speed Read.....	20
Exercise 3: Pacing and Scanning	23
Exercise 4: In-Depth Reading	26
Visualization & Speed Reading	31
Visualization and Speed Reading	31
Visual Capacity Test	32
Using Key Words	35
Using Key Words	35
How to Take Better Notes.....	36
Key Word Exercise.....	37

Using Mind Maps.....	39
Mind Maps and Memory	39
Using Mind Maps	39
Conclusion.....	42

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Chapter 1 Introduction

Introduction

We all learn to read at school, but not necessarily how to read fast.

In this book we will teach you how to read five times faster. With Quantum Reading you will be able to read a novel in a night and remember everything you read. Plus you'll be able to take better notes and study quicker, making passing tests a breeze..

The Quantum Reading system is broken down into 3 parts:

1. Determining what type of reader you are.
2. Using the Quantum Reading Exercises to better your reading skills.
3. And, learning how to use Key Words and Mind Maps to improve your memory.

First we'll breakdown the different types of readers, and which ones work 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 better your reading speed. With the Quantum Reading system, we'll show you how to change your reading style to better improve your reading speed.

Next, using the Quantum Reading Exercises we'll improve your reading skills. Changing the way you read articles and books, making it easier for you understand the information you are reading and recall it later. Quantum Reading is proven to get you reading faster in no time.

Finally we'll go over Key Words and Mind Maps. We'll breakdown how to use them in your studies and everyday reading. Making it easy to pull the important information out of everything you read or hear, which in turn improves your memory.

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

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

Chapter 2 How We Read

Definition of Reading

Reading is a communication process requiring a series of skills. Therefore, reading is a thinking process rather than 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 from 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 & rejection. These are all activities which require the reader to bring their past experiences to understand the task.
5. **Retention:** this is the capacity to store the 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 w.p.m. Many people can think at rates of 500 w.p.m. 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 day-dreaming or thinking about what you want to do on the weekend. Frequently, it is through this type of distraction that you find you have 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. Since the War there have been two main approaches: the *Look-Say method* and the *Phonic method*. Both methods are only semi-effective.

Phonic Method:

In 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 works best with children who are left-brain dominant.

Look-Say Method:

The Look-Say method works best with children who are right-brain dominant. It teaches a child to read by presenting him with cards on which there are pictures of objects, the names of which are printed clearly underneath. By using this method a basic vocabulary is built up. When a child has built up enough basic vocabulary, he progresses through a series of graded books similar to those for the child taught by the Phonic method, and eventually becomes a silent reader.

In neither of the above cases is a child taught how to read quickly and with maximum understanding and memory recall. An effective reader has usually taught them self these techniques.

Neither the Look-Say method nor the Phonic method, either by them self or in combination, are adequate for teaching an individual to read properly. Both of these methods are designed to cover the first stage of reading, the stage of 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 and note taking. All of those skills are needed to read fast and to understand and remember what you've read.

In short, most of your reading problems have not been dealt with during your primary education. By using appropriate techniques, the limitations of early education can be overcome and your reading ability improved by 500% or more.

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 will become incomprehensible, and you will feel distracted and bored. It's important to look up the word or concept you are unsure of, prior to moving on. If you find yourself bored or distracted, go back to where you were doing well, clear up your understanding and start again from that point.

Chapter 3 How Our Eyes Read

How Our Eyes Read

In order to 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, the eyes move in a series of quick jumps and still intervals. The jumps themselves are so quick it takes almost no time, but the fixations can take anywhere from a $\frac{1}{4}$ to $1\frac{1}{2}$ seconds. At the slowest speeds of fixation a student's reading speed would be less than one hundred w.p.m. (words per minute).

Since the eye makes quick jumps, it takes in short bits of information. In between these quick jumps, it is not actually seeing anything; 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 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.

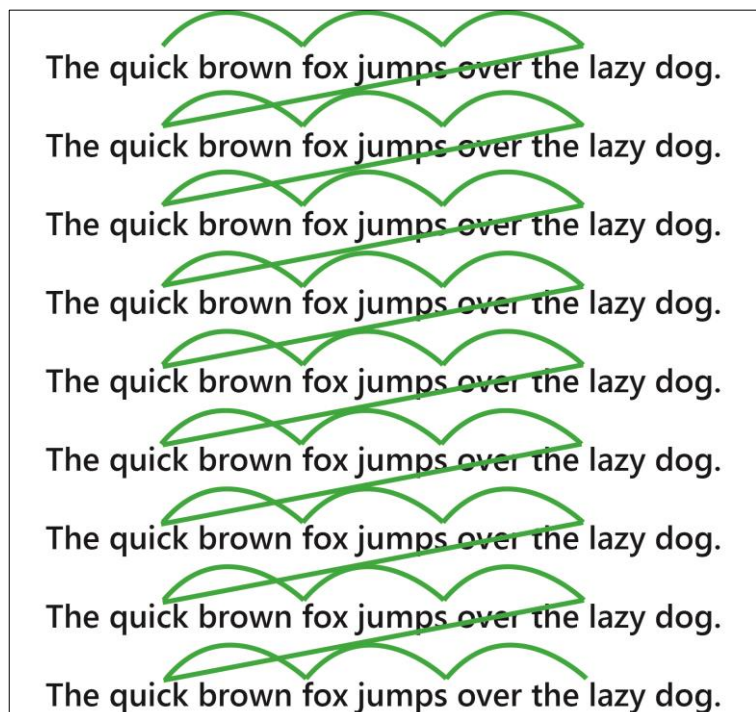
Our instant memory span when reading depends on the number of "chunks" rather than the content we gather. When we read, we can take in about five chunks at a time. A chunk may be a single letter, a syllable, a word, or even a small phrase. The easier it is to understand, the larger the chunk will be.

Peripheral Vision

Although reading is mostly done with central vision, peripheral vision performs a valuable function during 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 to next. This makes it possible for your eye to skip redundant words and concentrate on the most 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 sense of the previous lines and only needs to check with 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

The rhythm and flow of a faster reader will make it possible for the meaning of the text to be understood, whereas a slow reader will be 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, will not be able to understand much of what they read. By the end of a paragraph the concept is lost, because it is so long since the paragraph was started. During the process of re-reading, the ability to remember fades, making it impossible to make sense of the text.

The more the person re-reads, the less trust in their memory they gain and finally they don't understand what they are reading. For over a hundred years, experts in the field of medical and psychological research have concluded that most humans only use from 4% to 10% of their mental abilities - of their potential to learn, to think and to act. Speeding up a process such as reading is a very effective method of enabling a person to access a larger proportion of the mental capacity that they are not using. When a person is reading rapidly, they are concentrating more, and when they can raise their speed of reading above 500 w.p.m. with maximum understanding of what they are reading, they are also speeding up their thinking. Making new parts of the brain readily accessible.

In addition, accelerated reading can reduce fatigue. Faster reading improves 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 improvement of the completeness of thought. For example: try watching a 90 minute video tape in 9 ten-minute sections. Understanding will be much less than it would be had the video been watch in its entirety.

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.

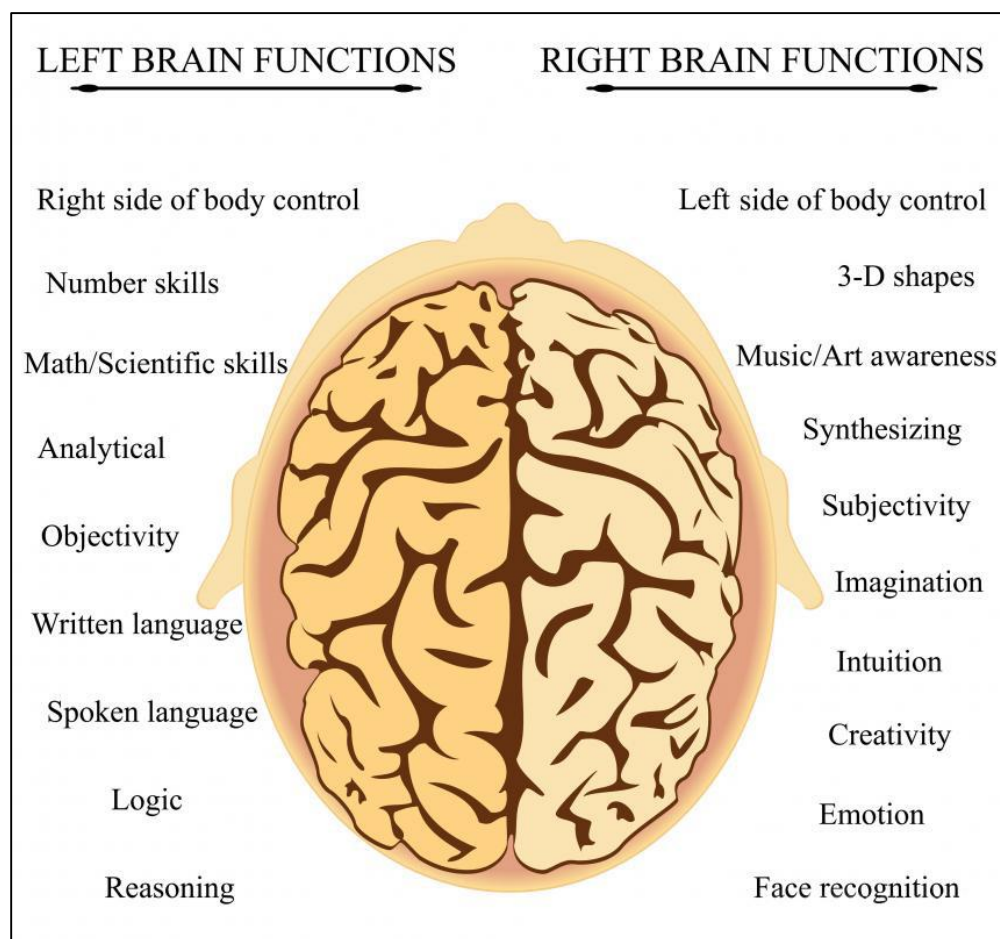
Chapter 4

Left-Brain vs Right-Brain Readers

The left and right sides of brain process information in different ways. Even though 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, looking first at the pieces than putting them all together to get the whole picture.

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



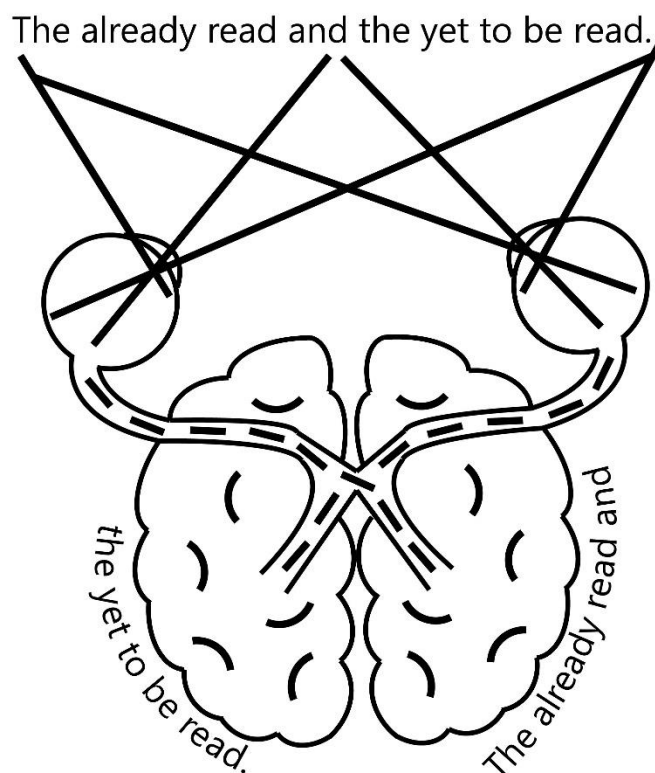
Reading and Your Brain: Left Hemisphere vs Right Hemisphere

Since the left hemisphere is better at verbal tasks, whatever lies in the right visual field will have its verbal content processed more quickly than that which lies in the left. If a person is reading from left to right, the material that has not been read, but which is being processed using peripheral vision, is being received by the left side of the brain, which specializes at verbal processing. Reading right to left, or looking back over what has been read, will therefore be processed by the right hemisphere, resulting in confusion.

The following diagram illustrates the visual processing of a line of text. When reading left to right, the material yet to be read is taken in with 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.

Book-worms are nearly always using the right visual field (connected to the left hemisphere), and dyslexics use the left visual field (connected to the right hemisphere). Both these extreme cases tend to have a one-sided

scanning pattern, because they are nearly always using one side of the nervous system exclusively. One-sided scanning patterns will 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

A left-brain reader will more likely try to read ahead of the line of text, while a right-brain reader will skip back and review what they have already read.

Which side are you?

The test below is somewhat subjective, although it should give you a good indication of what side 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 a left-brain reader. If the answer to 3 is yes, and attention is drawn back to the words that you have already read, then you are a right-brain reader.

Here is quick fun test. Although it doesn't help determine which side of the brain you read from it shows how your left and right sides of brain can cause a conflict.

Look at the chart on the next page and say the **COLOR** not the word.

YELLOW BLUE ORANGE
BLACK RED GREEN
PURPLE YELLOW RED
ORANGE GREEN BLACK
BLUE RED PURPLE
GREEN BLUE ORANGE

Did you find it hard to read only the color not the word? Your right brain tries to say the color but your left brain insists on reading the word. Isn't that neat?!

Chapter 5 Types Of Readers

Surprisingly, we have the ability to read in a few different ways. Some of us are motor readers, while others are sight readers and 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 will move their hands in harmony with what they read in the material, while others will jar their legs. It depends on the motor reader as to what part of the body they move while reading. These people need to move while reading, otherwise their comprehension level decreases.

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, whisper, vocal, and vibration while reading, as well as sub-vocal strategies. The vocal often reads slower than other subcategories of auditory readers. Most times the reader will talk aloud reading the words. The person is usually unaware of his or her actions, thus, rarely do they hear themselves while reading aloud. Readers who mumble often read a tad bit faster than vocal readers do, yet most times, they fail to comprehend the true meaning of what they read. Readers who whisper while reading often read a bit faster as well. Readers who use the Adam's apple while reading often slow down their ability to read fast. If your tongue moves while you read, or your Adam's apple vibrates, you know you are a vibrating reader. Sub-vocals 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 read faster than any other type of reader, only because they rely on visual images to relay messages. In other words, the readers can read pages of information while visualizing them self in the moment.

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 the mind to think like a sight reader, while practicing to read. 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 habit.

Read the following sentence:

Sarah went to the bank, cashed the money orders, and made her way to the supermarket where she would Western Union 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 is moving while you read, you are the vibrating reader. And if you visualize what the sentence is telling you without worrying about sounding out the words, you have sight readers' skill.

Now, if you are motor, or auditory you want to work toward sight reading, since it is the ultimate technique speed-readers use while reading fast.

Now, you can rework your sight reading ability by rereading the 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 Western Union 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 train your brain to sight read.

Chapter 6

Test Your Reading Speed

Test Your Reading Speed

Choose a novel or book that you are interested in and can read easily. Measure the time it takes to read five pages. Your reading speed can then be calculated using the following formula:

w.p.m. (speed) = (number of pages read) X (number of words per average page), ÷ by (the number of minutes spent reading).

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

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.

Progress Profile Chart – Sample

Rate of Reading: _____

Use the formula below to calculate your reading speed.

w.p.m. (speed) = (number of pages read) X (number of words per average page), ÷ by (the number of minutes spent reading).

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

Repeat: *Repeat the process again. See if you made any improvements.*

Rate of Reading: _____

Use the formula to calculate your reading speed.

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

Any improvements?: *Keep track of your improvements.*

Charts are helpful to assist you in keeping up with your progress. When you know your progress, it helps to boost inspiration, self-esteem, and reading rates.

Chapter 7

Quantum Reading Exercises

Exercise 1: Training Your Brain to Sight Read

Auditory readers limit the maximum reading speed to about 300 w.p.m. While, a trained sight reader may read at more than 1000 w.p.m.

Before a student can learn to let go of reading with sound, he has to learn to differentiate between auditory reading and thought reading. This first step can be done by a process of localization. Most people will experience auditory reading as being connected with the mouth or the throat, and also the breath. When asked to look at the area while you speak, a person will tend to look down.

Thought reading is experienced more in the top of the head, without connection to the vocal organs or breath; it is a kind of thought awareness, based on an understanding of the stream of words being read.

Thought reading and eventually sight reading can be achieved through the following steps:

Step 1. Choose a page from a light novel. Easily understood material is required because even when a good reader is reading something that he finds difficult to comprehend, there will be a tendency to revert to auditory reading, when a phrase or sentence containing unfamiliar or foreign words is presented.

Step 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.

A reader using thought reading, rather than auditory, will 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 word that is misunderstood, or a group of words forming a concept that does not make sense. Misunderstood words should each be defined and then the sentence or paragraph needs to be read again.

Step 3. 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 "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.

Step 4. Once you can read silently while counting silently, begin to increase your reading speed. When your reading speed exceeds 360 w.p.m., the two types of subjective reading will become more differentiated. Make sure to refer to the previous chapter to test your reading speed.

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)

Step 5. Now that you can easily read with thought, leaving behind any auditory reading, it is time to add more character to the 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 approach is better than trying to suppress auditory reading by itself.

Exercise 2: How to Speed Read

Many speed reading courses currently available work by changing a student's motivation. With this training, reading speed can be increased by about ten percent per session, and it may sometimes be doubled during a course of 10-20 sessions. However, this is the absolute limit for this type of approach. The length of time it takes to make a fixation and the number of words fixated are changed but little, most of the improvement has occurred because there is less mind wandering and back-skipping. The gains from this type of reading course are 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 down to 30 m.p.h.' Now imagine that your speedometer is not working; what speed would you actually slow down to? The answer would probably be 50-60 m.p.h.

The reason for this is that your perceptions have become trained to a much higher speed, which 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:

Step 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.

Step 2. As you move your finger along the line that you are reading, try and 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 often the material is light reading.

Speed Reading Exercise #3:

You should experiment with various patterns of visual guiding. These include diagonal, curving, and straight-down-the-page movements. Exercise your eye movements over the page, moving your eyes on horizontal and vertical planes and 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:

Step 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.

Step 2. For this exercise you are concerned primarily with speed, although at the same time you are reading for as much comprehension as possible. Reading should continue from the last point reached. Do this for one minute and then test your reading speed (See Chapter 6) - call this your highest normal speed.

Speed Reading Exercise #5:

Step 1. Practice reading (with comprehension) for one minute at approximately 100 w.p.m. faster than your highest normal speed.

Step 2. When you can do that, continue increasing your speed in approximately 100 w.p.m. increments. If you calculate how many words there are on an average line, then it is easy to convert w.p.m. into lines per minute. E.g. if a line has 10 words and you are reading at one line per second, then you are reading at 600 w.p.m.

Speed Reading Exercise #6:

Step 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.

Step 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 w.p.m.

Speed Reading Exercise #7:

Step 1. Take an easy book and start at the beginning of a chapter. Skim for one minute using a visual guide at 4 seconds per page.

Step 2. Return to the beginning of the chapter and practice reading at your minimum speed for five minutes.

Exercise 3: Pacing and Scanning

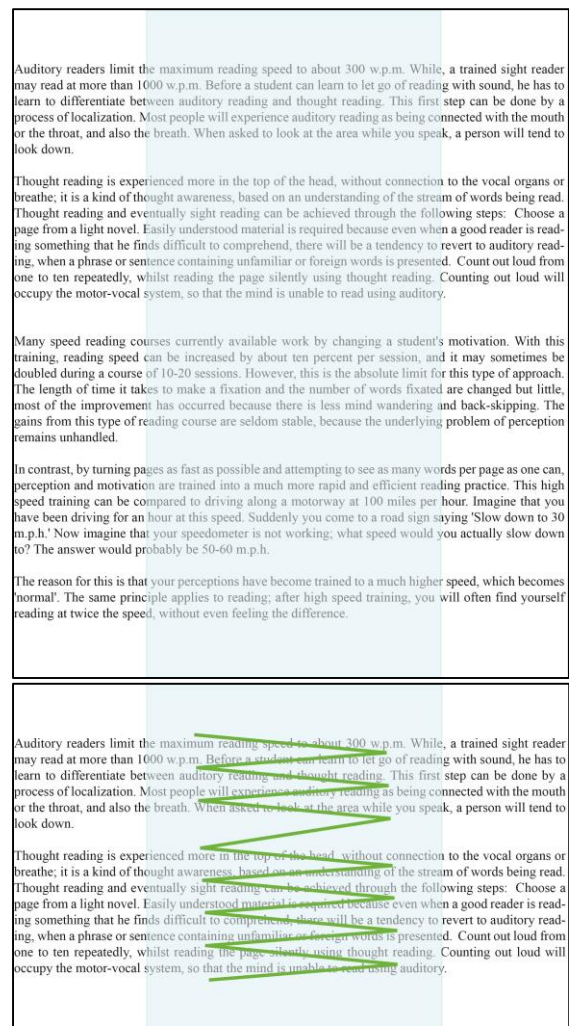
The previous Speed Reading exercises involving reading three lines at a time or a page in four seconds, may be called 'skimming' - this is a superficial way of reading, more a perceptual exercise than reading for meaning. **Pacing**, the next reading technique to be learned, describes an unconventional 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. This involves the skill of summarizing.

Pacing

A plastic ruler or strip of transparent plastic 5 cm wide, is placed vertically down the page, as shown on the right, 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 you don't reduce your comprehension because you are forced to think beyond the words your eyes are seeing. When your thoughts are on the same subject as the material you are reading, you are increasing 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 have 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 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, i.e. 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

Step 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, as shown above.

Step 2. 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'. 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.

Step 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, it requires you 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 performing this type of exercise, you should always go back and re-read the passage at a comfortable rate. (i.e. at a rate at which you can obtain understanding.)

Every time you do a speed-exercise and then return to what appears to be your normal speed, you will find that your normal speed has become faster.

Since written English is often highly redundant (i.e. much of the material can be omitted without any loss of meaning), 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 actually increases. They have a broader view of what they are reading, and since they are reading faster, the short-term memory for what has just been read goes back several sentences further and the words currently being read are understood 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 of the context of what you go on to read and having viewed it once already, it will become familiar and your retention skill will be improved.

Scanning Exercise

Step 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 or 10 seconds per page or even less.

Step 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.

Step 3. When you have scanned several chapters, no more than five, then 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.

Step 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.

Exercise 4: 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 they are useful to assess the contents and quality, to provide a context for your study, to find a particular piece of data or to decide whether to actually study the material. But it is of little value to be able to read at 2,000 words per minute, if half an hour later 90% of the information has been forgotten. Reading, as described earlier, includes not only the recognition and assimilation 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. 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 and has a number of disadvantages:

1. Time may be wasted going over material that is already familiar, or that is irrelevant to the study in question, 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 common to the normal 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), gathering the context and main concepts, the 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 the ideas into those that you wish to remember or act upon, and ideas 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 together with the implied 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, e.g. a book on electric motors written in 1950 would be irrelevant, unless perhaps you were trying to mend Grandma'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 get wise on. 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 and a note on the author's perspective on the subject. Also scan the Forward and Introduction.
- Read the Table of Contents. Note the sequence and check for Chapter summaries. Chapter summaries are an overview of the Chapter contents. 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 the maps, graphs, illustrations, charts, and bold headings.
- Get a close feel for the actual contents of the 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 level 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 and 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 satisfaction of your objectives in mind. Sometimes it is inappropriate 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 his ideas will 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 will become bored and inefficient.

Make notes, jot down main ideas and key words and use mind maps. (Later in this book we will show you how to use Key Words and Mind Maps.) 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; it helps with memory and distinguishes different themes and topics.

Be prepared to omit sections that are irrelevant, already familiar, repeated, outdated, or excess examples. Also reject false arguments, such as: generalization; false premises; undefined sources; misuse of statistics, etc.

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

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

5. Evaluation

Your thoughts should be organized in such a way as to describe the things that you have learned that focuses on 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 in order of importance - using as few words as possible - that pertain to your learning objectives.
- Finally, jot down important words or phrases in relation to the ideas listed above. The most important things to jot down are key people, important 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

People who find it easy to follow instructions, create a visual movie 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 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, he will no longer be able to read past words and concepts that obviously do not make sense, because these will seem strange in the picture or movie that he has 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, so increasing the pace at which material is covered, with 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. These are students who have failed to make the transition between an auditory reading and sight reading. In normal development this transition occurs at about the age of ten. In the case of these students, 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 state, 'I don't remember what it said.'

It is now known that reading involves both sides of the brain: the left side specializes in coding and decoding, the right side in overall meaning. By using this as a working definition, you can determine which side of a student's brain is poor when diagnosing his reading ability, and it can be used to make a plan of how to improve his reading. For example, when a student is able to code and pronounce words disproportionately to his understanding, his left brain is working in excess of his right brain.

Visual Capacity Test

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

Step 1. The first step is to check that you have the ability to 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 the whole house. This exercise will validate that you can make mental pictures of concrete objects – a right-brain skill.

Step 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 right-brain 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.

Step 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 on to. Read out between 3 and 9 visualizable sentences. If you go beyond your capacity, you will lose the first and second picture. This will tell you 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 have the ability to take information spread out over several pictures and sequence this information into a movie. When you can do this well, you will have a seemingly infinite memory capacity, taking advantage of the right brain's incredible powers. You will probably notice how much easier it is to remember peoples' faces than their names.

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
shapes	volume	pressure
colors	pitch	temperature
black/white	pace of speech	emotions
movement	number of sounds	speed of movement
size	location of sound	location of felt sensation
perspective	rhythm	texture

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 totally 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 left-brain capacity will tend to form abstract patterns, like modern art, to hang the words and pictures upon. Modern physics has little that can be visualized as concrete imagery, however, when a psychologist asked Einstein

about his thinking processes, Einstein replied, 'I think in a combination of abstract visual patterns and muscular sensations; it is only later, when I wish to speak or write to another person, that I translate these thoughts into words.'

Chapter 9 Using Key Words

A lot of people are dissatisfied with their note taking. They realize that they take down too many words, which in turn makes it difficult to get an overview. They find it difficult to sort the essential facts out of a lecture, a 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. The brain carries on thousands of different actions at the same time, searching, sorting and selecting, relating and making connections as it goes along, using left and right brain capabilities. Thus a person often finds that in conversation, his mind is racing on 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 continuing and an extremely complex process is taking place in the mind throughout the conversation. And at the same time subtle changes in the body, such as tone of voice, body position, facial expression, eye language, and so on.

Likewise the listener or reader is not simply seeing a long list of words; he is receiving each word in the context of the ideas and concepts that surround it. And 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, though 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 give 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 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 would have been spent making long-winded notes can be spent thinking around the concepts. The person is not simply copying down in a semi-conscious manner but is becoming aware of the meaning and significance of the ideas, and forming images and associations between them. This increases comprehension and memory. Because the mind is active, concentration is maintained, and review of the notes 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:

Nouns: 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, things that happen. For example: to bring, kiss, exist, drink, sing.

Adjectives: describe qualities of nouns (people and things) - how they appear or behave. For example: old, tall, foolish, beautiful.

Adverbs: indicate how a verb (activity) 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. It will tend to be a strong noun or verb, on occasion accompanied by an additional key adjective or adverb. Nouns are the most useful as key words, but this does not mean you should exclude other words. 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

Step 1. Using a textbook or novel, read a page of text and write down what you think are the key words throughout the text.

Step 2. When you are finished the page, close the book and try to see if you can recall the information in the text.

Step 3: Open the book, and see if you missed any information. If you did, make a note of the keyword(s) you missed.

Step 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, 'just in case'. 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 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.

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

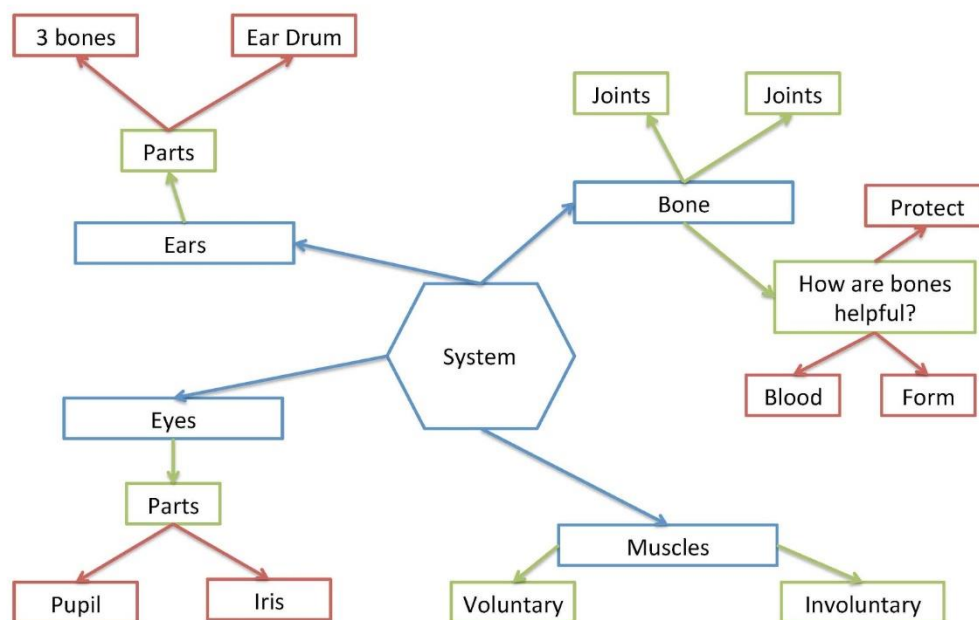
Because the brain naturally organizes information in associative networks, it makes sense to want to record information you want to remember in a similar way. Using the method of Mind Maps, all the factors that enhance recall have been brought together, in order to produce a

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 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'.

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, and further small branches and twigs for associated ideas as they come up. In this way one produces a growing and organized structure composed of key words and key images (as discussed in the previous chapter). Below is a quick example of a Mind Map of the body:



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 Quantum Reading book to help you better remember the information outlined in this book.

Chapter 11 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.

Various people read in many ways, 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 half way 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 Quantum Reading Exercises and using Key Words and Mind Maps throughout your everyday life, and I guarantee you will increase your reading and memory skills.

Keep up the good work!