

Reading exercises – note extracted from larger document so some exercise numbers are not used

Most of the reading exercises are for 1 minute. At the end of each one you need to spend 15 seconds recalling the material, writing notes and drawing pictures if it helps.

Calculating the rate of reading:

Find five normal length lines – count the total number of words and divide by 5. This gives an estimate of the average number of words per line. Count the total number of lines you read and multiply by the average number per line. When you start to read faster you can find the average number per page and count the number of pages.

Exercise 1: Measuring your current normal reading rate.

Read the sample at your normal reading rate for one minute.
Calculate your words per minute.

I read at _____ words per minute

Exercise 2: Thinking about how you read.

Read the sample at your normal reading rate for two minutes.
This time don't pay attention to understanding the material – try to analyse how you are reading – what are your eyes doing, your voice, your mind?

Notes

Exercise 3:
How do you read now?

How did you learn to read as a child?

What habits limit your reading speed?

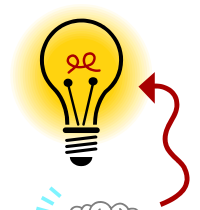
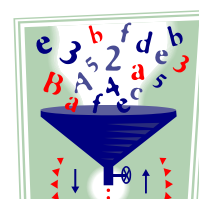
Exercise 4: Reading phrases.

Use the text that is split into phrases to read in groups of words. Don't worry about understanding it all, just try to keep your eye on the middle of the phrase and take in as much as you can. When you reach the continuous text, keep reminding yourself to look for the phrase.

To practice with your own material take about 5 pages, highlight the phrases. You could do a line at the end of each, highlight the start or finish word or use alternating highlighters over the whole phrases. Use these pre-prepared pages to then start you off before reading 5 pages by the same author.

Notes

Physiology of reading



Pacing

Exercise 6: Follow the leader.

Try out different guides – your finger, a pen, a file card, a ruler etc

Try above the text, through the text and below the text.

Try out your preferred choice with each hand.

Try to keep an even motion across the page, don't pause or stop

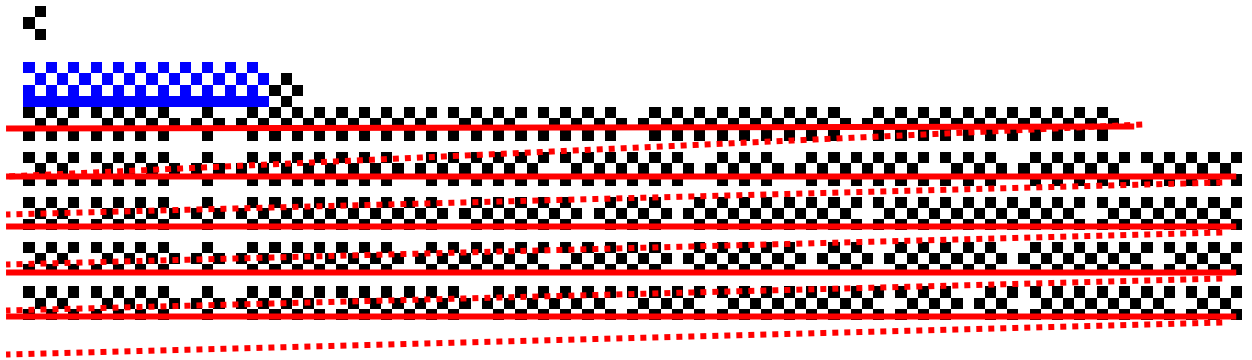
Don't try too hard to read – just see which option feels most comfortable

On ereaders you can use gloves a soft stylus, hold the pacer above the screen or use a flat pacer that doesn't touch the screen.

Following something solves several problems at once –

- × Jerky eye movements
- × Regression
- × Pausing

Often this is called a pacer or reading guide.



Racing car exercises

OK so now you've warmed up it's time to start work!

Exercise 7: Starting to push yourself.

Part (a)

Use your well known book.

Read using your guide for 1 minute

Part (b)

Now count the pages you read (well done!)

Now from the point you finished mark a point a third the amount of text forward (e.g. if you read 2 paragraphs then mark a point at 3 paragraphs).

Now your task is to start again from where you started and reach this new mark within the minute – really push yourself. Don't worry too much about understanding what you read but do read all of it.

Part (c)

Did you manage it?

OK now things get really tough – take the amount of text you read in part (b), add a third and again mark the point with a different symbol at the half the number of pages ahead of where you were.

Now your task is to start again from where you started in task (a) and reach this new mark within the minute – really, really push yourself. Don't worry too much about understanding what you read but do read all of it.

Part (d)

You guessed it - do it again

(e.g. if you had 6 now you read 9)

Notes

Exercise 8: New material

Repeat exercise 7 but this time don't re-read a section, start where you finished the last bit of reading.

Exercise 9: Short bursts

Part (a) Read as fast as you can go for a minute a new part of the book.

Part (b) Reread the same passage and reach the end in 45 seconds

Part (c) Reread the same passage, this time read it in 30 seconds

Part (d) (hold onto your hat)

Reread the same passage, this time read it in 20 seconds

Exercise 10: Short bursts

Part (a) Read as fast as you can go for a minute a new part of the book.

Part (b) Mark out a section the same length and reach the end in 45 seconds

Part (c) Mark out another section the same length and this time read it in 30 seconds

Part (d) (hold onto your hat)

Mark out another section the same length and this time read it in 15 seconds

Whole page metronome approach

To push yourself faster you can push yourself to read a series of pages by limiting the amount of time you spend per page.

Exercise 11: Page at a time

Time yourself to read 2 pages of the book as fast as you can.

Decrease this time by a third then make yourself read two pages in that time in quick succession for about 5 repetitions.

Speed up even faster and give yourself only half the original time.

Ereader

Exercise 12: ereader exercise (can also be done with printed version)

You need a copy of the speed reading history text for this exercise.

Part (a) Jump to the section of 1000 words (you can hopefully use the clickable navigation, if not search for ABC as it is unique to the start of this section).

Set the text size just a bit bigger than you usually would.

Time yourself for reading with comprehension 1x1000 word section (note the sections are not exactly 1000 words long to allow for ending a sentence).

Part (b)

Reduce this time down by about a sixth. Read the next 1000 word section in this faster time.

Part (c)

Take off the same amount of time again and read the next 1000 word section in this faster time. (Remember this will be getting faster than your comprehension speed.)

Part (d)

Now reduce the time to half the original time and push yourself to get through the next 1000 word section.

Part (e)

For a short exercise stop here, for a longer version keep reading the next 5 passages in half your start time.

[For example if your reading time was 2 minutes for the first piece, it should be 1min 40 secs for the 2nd, 1 min 20 secs for the third and 1 minute for the fourth. For example if your reading time was 1 minute for the first piece, it should be 50 secs for the 2nd, 40 secs for the third and 30 secs for the fourth.]

Peripheral vision

Exercise 13: Seeing round the edges.

In pairs:

Sit about 1 meter (yard) apart

One person look at the other's nose.

The other person starts with their hands together at nose height and moves them slowly apart in a horizontal direction.

The person looking says stop when they can no longer see both hands.

Repeat this vertically.

Swap over roles

You should have established that you can see far more than the nose in front of your face. So to take advantage of this now just take your guide down the middle two thirds of your page. Some guides on speed reading recommend just taking a line down the page but this is a technique to experiment with after you have mastered other speed reading skills.

Sub-vocalisation

Many people who read slowly say the words they read in their throat without saying them aloud. This is sub-vocalisation and you can feel your vocal cords moving.

To read faster first of all try sub-vocalising only keywords.

Pushing your reading speed beyond your current comprehension rate (ex 12 onwards) can also decrease sub-vocalisation. Just as you don't need to sub-vocalise when you think about other visual information such as a scene or painting nor is it necessary during reading.

Exercise 14: Learning to think read not talk read

Read for a minute at a fast but comfortable speed, whilst saying continually a short word such as the or and.

This is using your voice whilst you read and thus shows sub-vocalisation is not necessary.

If sub-vocalisation is slowing you down add this exercise into your 10-15 minute daily plan for following up this session.

Advanced pacing techniques

Use your chosen guide and move it at an even pace over the middle portion of the text – try to push yourself as fast as you can go for one minute.

Remember to chunk your blocks of words – at least three at a time.

Middle two thirds

And if a man is a born sailor, and has gone to the school of the sea, never in all his life can he get away from the sea again. The salt of it is in his bones as well as his nostrils, and the sea will call to him until he dies. Of late years, I have found easier ways of earning a living. I have quit the fore-castle for keeps, but always I come back to the sea. In my case it is usually San Francisco Bay, than which no lustier, tougher, sheet of water can be found for small-boat sailing. It really blows on San Francisco Bay. During the winter, which is the best cruising season, we have southeasters, southwesterers, and occasional howling northerers.

Tight S shape

yachtsmen would name a gale. They are always surprised by the small spread of canvas our yachts carry. Some of them, with schooners they have sailed around the Horn, have looked proudly at their own lofty sticks and huge spreads, then patronisingly and even pityingly at ours. Then, perchance, they have joined in a club cruise from San Francisco to Mare Island. They found the morning run up the Bay delightful. In the afternoon, when the brave west wind ramped across San Pablo Bay and they faced it on the long beat home, things were somewhat different. One by one, like a flight of swallows, our more meagrely sparred and canvassed yachts went by, leaving them wallowing and dead and shortening down in what they called a gale but which we called a dandy sailing breeze. The next time they came out, we would notice their sticks cut down, their booms shortened, and their after- leeches nearer the luffs by whole cloths.

As for excitement, there is all the difference in the world between a ship in trouble at

Wide S shape

AS FOR EXCITEMENT, there is all the difference in the world between a ship in trouble at sea, and a small boat in trouble on land-locked water. Yet for genuine excitement and thrill, give me the small boat. Things happen so quickly, and there are always so few to do the work--and hard work, too, as the small-boat sailor knows. I have toiled all night, both watches on deck, in a typhoon off the coast of Japan, and been less exhausted than by two hours' work at reefing down a thirty-foot sloop and heaving up two anchors on a lee shore in a screaming south-easter.

Hard work and excitement? Let the wind baffle and drop in a heavy tide-way just as you are sailing your little sloop through a narrow draw-bridge. Behold your sails, upon which you are depending, flap with sudden emptiness, and then see the impish wind, with a haul of eight points, fill your jib aback with a gusty puff. Around she goes, and sweeps, not through the open draw, but broadside on against the solid piles. Hear the roar of the tide, sucking through the trestle. And hear and see your pretty, fresh-painted boat crash against the piles. Feel her stout little hull give to the impact. See the rail actually pinch in. Hear your canvas tearing, and see the black, square-ended timbers thrusting holes through it. Smash! There goes your topmast stay, and the topmast reels over drunkenly above you. There is a ripping and crunching. If it continues, your starboard shrouds will be torn out. Grab a rope--any rope--and take a turn around a pile. But the free end of the rope is too short. You can't make it fast, and you hold on and wildly yell for your one companion to get a

Z shape

And if a man is a born sailor, and has gone to the school of the sea, never in all his life can he get away from the sea again. The salt of it is in his bones as well as his nostrils, and the sea will call to him until he dies. Of late years, I have found easier ways of earning a living. I have quit the forecastle for keeps, but always I come back to the sea. In my case it is usually San Francisco Bay, than which no lustier, tougher, sheet of water can be found for small-boat sailing.

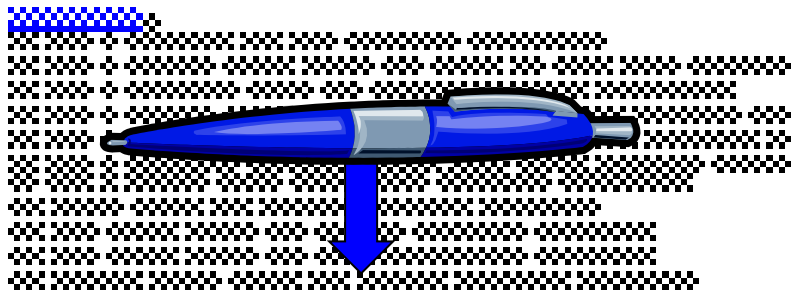
It really blows on San Francisco Bay. During the winter, which is the best cruising season, we have southeasters, southwesterers, and occasional howling northers.

Throughout the summer we have what we call the "sea-breeze," an unfailing wind off the Pacific that on most afternoons in the week blows what the Atlantic Coast yachtsmen would name a gale. They are always surprised by the small spread of canvas our yachts carry. Some of them, with schooners they have sailed around the Horn, have looked proudly at their own lofty sticks and huge spreads, then patronisingly and even pityingly at ours. Then, perchance, they have joined in a club cruise from San Francisco to Mare Island. They found the morning run up the Bay delightful. In the afternoon, when the brave west wind ramped across San Pablo Bay and they faced it on the long beat home, things were somewhat different. One by one, like a flight of swallows, our more meagrely sparred and canvassed yachts went by, leaving them wallowing and dead and shortening down in what they called a gale but which we called a dandy sailing breeze. The next time they came out, we would notice their sticks cut down, their booms shortened, and their after-leeches nearer the luffs by whole cloths.

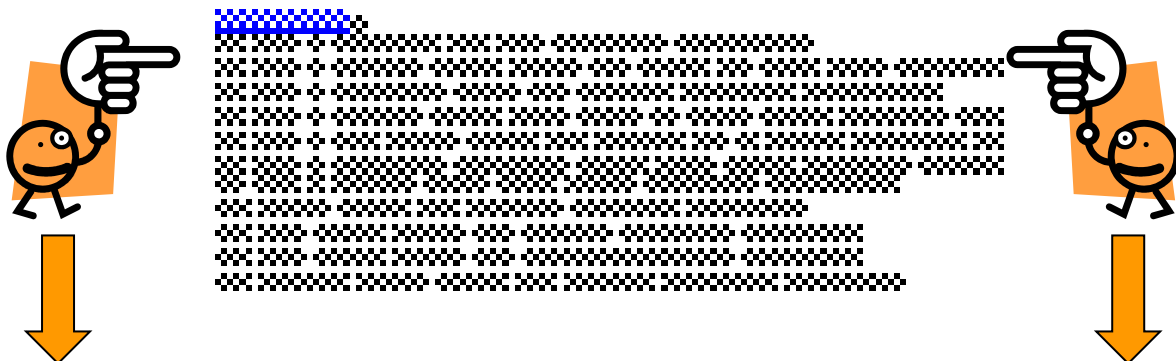
As for excitement, there is all the difference in the world between a ship in trouble at sea, and a small boat in trouble on land-locked water. Yet for genuine excitement and thrill, give me the small boat. Things happen so quickly, and there are always so few to do the work--and hard work, too, as the small-boat sailor knows. I have

This time widen the length of the coil to cover about 3-5 lines and really push yourself. Remember to chunk your blocks of words.

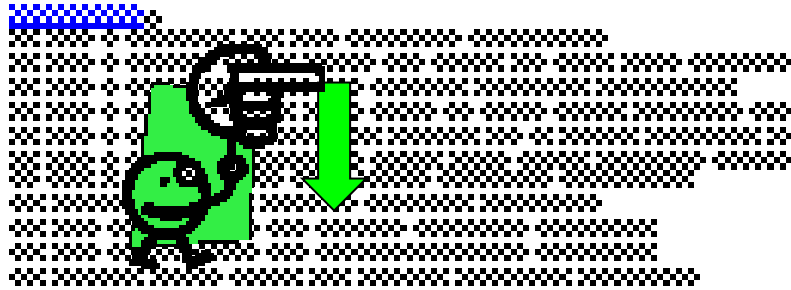
Pen under text



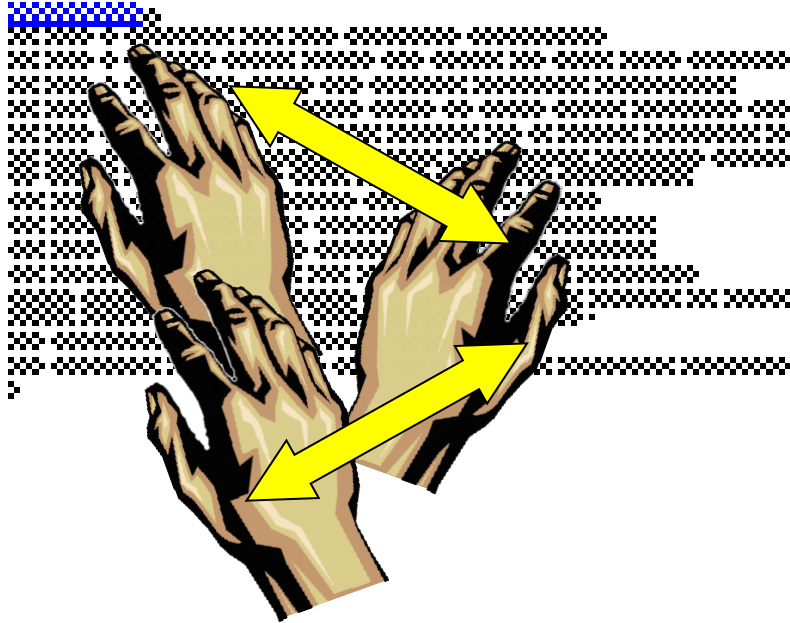
Two fingers on either side of the text



One finger down the centre



Dusting or windscreen wiping



Exercise 15: Try out the pacing techniques.

Have a go at all of the pacing techniques and discover which suits you best.

Notes

Extending your attention

Exercise 16: Supersonic jet exercise 1

Part (a)

Get yourself sitting upright and comfortably then use the pacer to read (with comprehension) as much as you can in 2 minutes. Keep using the pacer throughout the exercise. Mark where you get up to.

Part (b)

You are now going to re-read that same text plus an extra third again. Make a mark at your new end point which is the original text you just read plus about a third extra. Now re-read this piece in two minutes.

Part (c)

Once you've finished estimate how much you just read and add a third again (your third will be getting bigger). Again read this in 2 minutes. Remember this is a supersonic exercise and you'll be going faster than your current comprehension speed (which is now phenomenally fast anyway).

Part (d)

Repeat a fourth time. It's just a race – get to the end of the text in the two minutes even if you understand none of it.

Part (e)

Now mark ahead 3 more pieces of text as long as the fourth one you've just done. Read each of these in turn in 2 minutes.

Exercise 17: Supersonic jet exercise 2

Part (a)

Get yourself sitting upright and comfortably then use the pacer to read (with comprehension) as much as you can in 3 minutes. Mark where you get up to.

Part (b)

Mark 5 more sections of the same length ahead from where you finished. You'll use these later but not for a few minutes

Part (c)

Set your timer now for 2 minutes. Again using the pacer re-read the initial text in the 2 minutes. If you lose some comprehension it doesn't matter – remember you've already read it anyway and you don't need the information in the text for anything important.

Part (d)

Now read the same piece in 1.5 minutes (90 seconds) and then

Part (e)

Finally race through the same text in 1 minute.

Part (f)

Now read each of the 5 new sections of text in 1 minute each.

A variation on this exercise is to read new text each time rather than repeating the initial text so many times.

Exercise 18: Reading workplace documents

1. Your mind needs to have an overview objective for reading.
It helps to sort out what is important.

An objective should be in the form of a single sentence, possibly two, and needs to be in the format of a question. Here are some starting questions to help formulate the objectives.

Your motivation:

- Why am I reading this?
- What am I going to use the information for?

Context with other people:

- Who else is going to read the material?
- Who else will need the information but won't read it?
- Why do they need the information?

Your personal context:

- What do I know already?
- What do I need to know about the topic?
- What don't I need to know?

The six questions journalists use to tell a story are, who, what, when, where, why and how, your objectives should start with one of these.

2. Read the introduction – this will usually tell you what the material is for and what's in it. You are beginning to allow your brain to fit the reading material into context with the rest of your knowledge.
3. Read any summary.
4. Preview every page for about 2 seconds, without using your pacer, making a note of the structure and diagrams.
5. Be very disciplined – keep going even over any interesting parts.

Think about your objective and the following questions:

- What don't I need to read?
- Which part is most important?

6. Now revisit your objective and check it's still what you need from the material.
7. Speed read the sections relevant to your objective.
8. Have you fulfilled your objective? If yes, then stop.
9. If not, take a break and do something different (preferably over night).
10. Repeat the steps.

Notes:

Reading on-screen

There is considerable research on what makes reading easier on paper:

- ✓ Black on white
- ✓ Mixed cases (i.e. not all upper case)
- ✓ Plenty of space
- ✓ Narrower column widths
- ✓ Clear headings
- ✓ Summaries
- ✓ At least 12 point font
- ✓ Straighter fonts (e.g. Arial)

However there is very little research on how these principles may transfer to on-screen reading.

The few studies that there are indicate that if your paper based speed increases so will your on-line speed. Certainly more space, narrower columns and large enough fonts are general to both formats.


If you use computers a lot you should get your safety officer to check your seating position to avoid injury.

If you find a document has a difficult font to read why not change it to one you prefer?

Consider previewing a document just as you do the paper based ones.

1. Write an objective for reading the material
2. Read the introduction – this will usually tell you what the report is for and what's in it. You are beginning to allow your brain to fit the book into context with the rest of your knowledge.
3. Read the summary at the end, if there is one.
4. Preview every page for about at about 75% viewing size (a bit too small to read easily but OK for picking up headings).
5. Now revisit your objective and check it's still what you need from the material.
6. Speed read the sections relevant to your objective.
7. Have you fulfilled your objective? If yes then you can file the material.
8. If no, take a break and do something different (preferably over night)
9. Repeat the steps.

Placement of text

- ✓ You should read so that the line you're reading is at eye-level. This can either be at the top of the window, bottom or better for taking advantage of preview and review in the centre.
- ✓ Use the facility to resize windows (the middle button of the three top right hand corner buttons) and then grab the edges to pull it to a comfortable size. 
- ✓ You can use the bottom or top of the box as your pacer. If you prefer to use the middle of the box consider using a ruler taped to the screen as a pacer.
- ✓ Remember the easier way to scroll down at a steady pace is using the wheel.
- ✓ Don't read for prolonged periods (more than 10 minutes) without giving your hand and eyes a break.
- ✓ Keep the background uncluttered as it can be a distraction.

Secret button

Within Microsoft programmes, the following works very well. Click with the mouse wheel in the text and you get a double headed arrow. Then as you move the mouse further away from that point the text moves up or down.

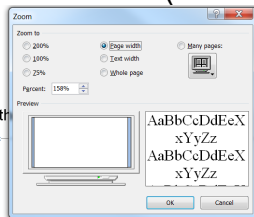
MS Internet explorer

If a web-site has been well designed you should be able to use view text size and increase or decrease the font size to suit yourself. Use control and the + (plus) button together to make the text bigger and control and the – (minus) to make it smaller.

Word

To make text larger use View/Zoom off the menus.

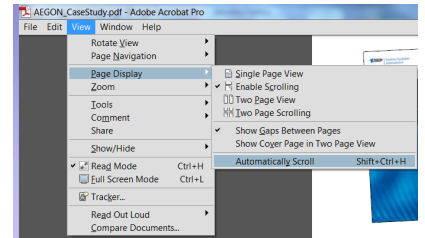
If you choose Zoom/Page Width then whatever size you make the window the text will resize to fit (on the other formats as you make the window smaller the text disappears).



You could also set the page length to 9 cm and then use the page down button if the software you use won't display the text nicely.

Adobe PDF files

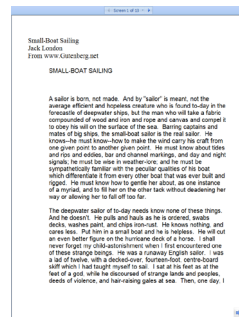
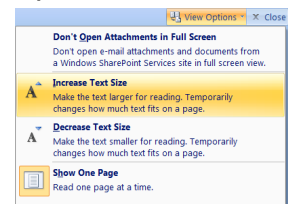
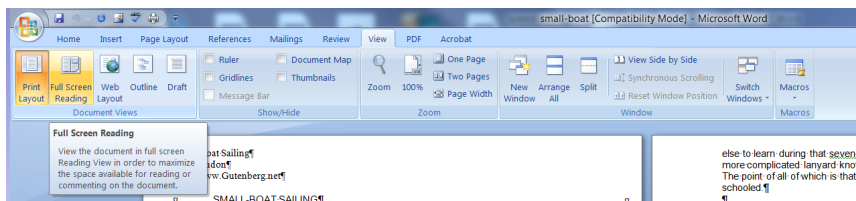
Just as in word you can change the text size, (View/Zoom) you can also close the options box and centre the text horizontally so that you only have to scroll up and down not sideways. In this case, I took the text size from 99% to 160% but use whatever will give you the best size font for you to read. Use the page down or put your cursor on the slider bar but not on the slider button and click to move the pages down without scrolling.



You can get the text to automatically scroll but I haven't found a way of controlling the speed.

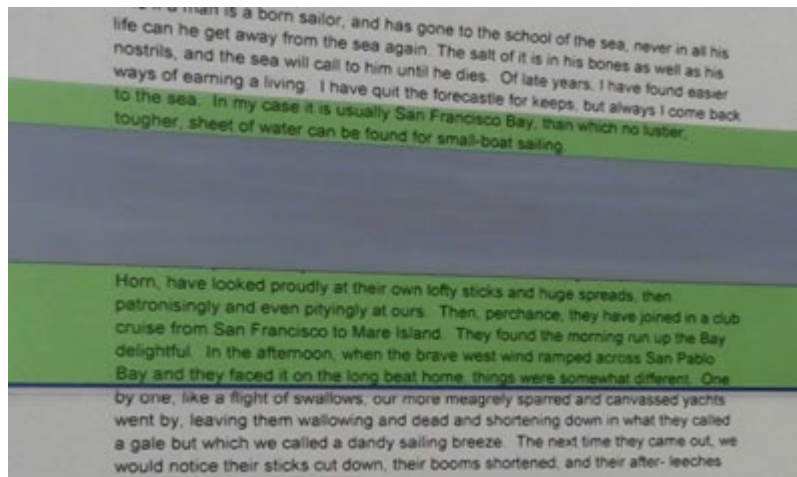
Word

You can use the view as a book using view/Full Screen Reading but if you need to change the setting to show one page and increase text size. You can then use the left and right arrows to read it like a book. This is very useful for the preview technique.



Pacing aids

Reading rulers

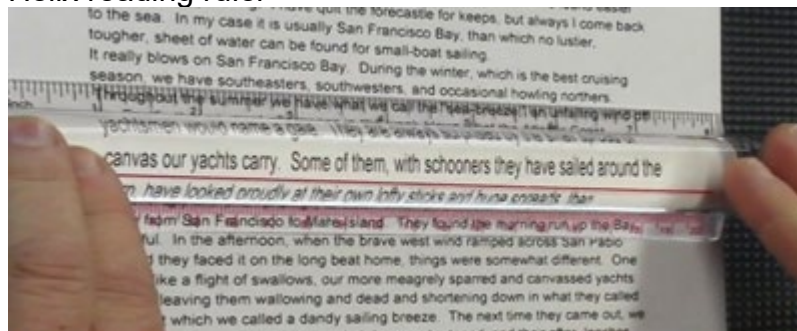


Magnifying ruler

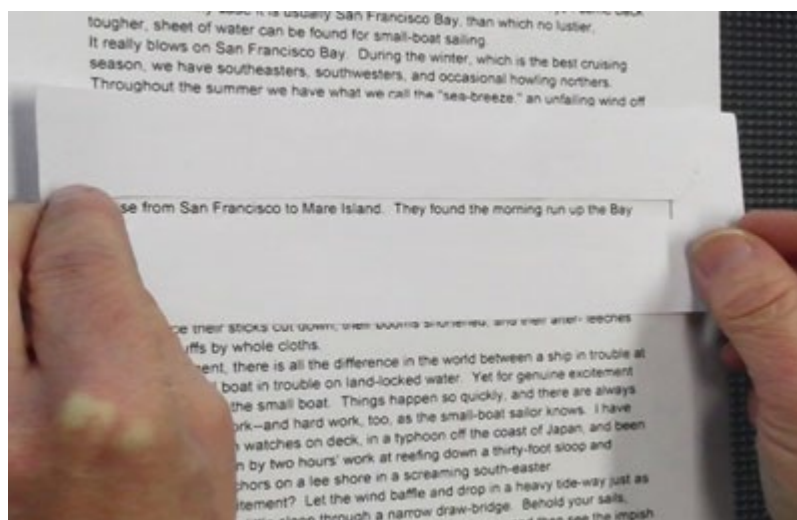
Cross stitch magnifier

Mighty bright

Helix reading ruler



Card with cut out



Diagrams for recording the information at speed

Brain writing

If you are not sure what to include in your mindmap then first get all of your ideas down as a list, file cards, pile of post-its or sun diagram.

If you use file cards or post-its you can later add any relevant references for source materials.

Have a pile of blank cards (or post-its®) and then just sit there until they are all filled with 1 idea per card. .

A metamap is where you organise your post-its® or file cards on the wall or desk.

Group like ideas together and label them with the overarching ideas.

Arrows can be very useful to help with this stage to show interlinked parts of the report.

If you use a sun diagram then make sure you have lots of blank lines, when they are filled put another set on.

Sun diagrams

Stage 1 : Write down the keywords and a picture in the centre of a piece of A3 landscape paper. Draw several lines radiating from the centre.

Stage 2: Fill in the blank lines with anything to do with the topic, just as in group brainstorming accept all ideas. Write along the lines (or it gets too messy) and keep the paper the same way or you won't be able to read it

later.

Stage 3: Draw another set of blank lines all the way round.

It is important to do it in stages as you break up the thought patterns of the original run of ideas so if you later want to organise the information as a mindmap or lists you can find new ways of grouping the ideas.

The blank lines are important as your mind wants to fill them – it helps you to empty your brain.

Stage 4: Fill the new lines.

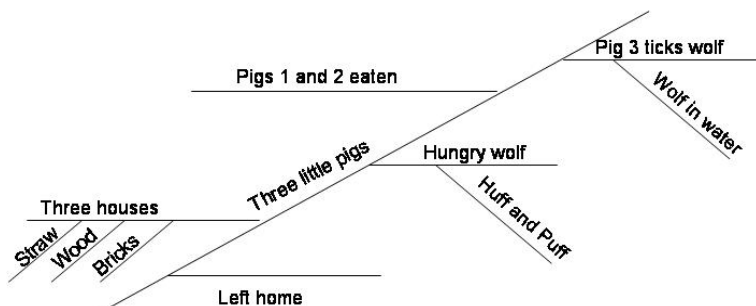
Stage 5: repeat stages 3 and 4 until you think everything is down.

Stage 6: Give yourself at least 1 day incubation time then make a mindmap from the sun diagram.



Magic Lines

Draw a diagonal line with the main thought of the material. Add in lines that give more detail alternative left and right. Try to write it down without referring back to the text. Add more detail in as you read further.



Mindmapping

1. Use the paper landscape style (min A3 is best) and have coloured pens ready.
2. Start with a central theme and a picture, colour it in.
3. Brainstorm all of the main keywords associated with that idea, either on post-its®, or using a spider (or sun) diagram, see above. Adding extra blank lines will cause your mind to search for other ideas.
If you really want to get creative choose a random noun and try to make connections with your main theme.
4. Now you can start to organise your data.
5. Have main sub-themes connecting into the main theme, each is a different colour with preferably a picture.
6. Make the length fit the word.
7. Add in connecting side branches.
8. Make the branches different either in colour, style or pictures.



Ideas tower

Either by topic or by chapter. Try to summarise everything on one or two sheets of paper. This can be downloaded from www.inspirachange.co.uk/courses/speedreadingresources.htm

Penthouse Summary		
Idea 7	Idea 8	Idea 9
Idea 4	Idea 5	Idea 6
Idea 1	Idea 2	Idea 3
Ground floor objective		
Basement book details		
Title	ISBN	Date read
Author	Pub	Pages read

Exercise 19: reading a non-fiction book.

1. Read the cover – this will usually tell you what the book is for and what's in it. You are beginning to allow your brain to fit the book into context with the rest of your knowledge.
2. Write an objective for reading the book.
 - Why am I reading this?
 - What am I going to use the information for?

 - Who else is going to read the material?
 - Who else will need the information but won't read it?
 - Why do they need the information?

 - What do I know already?
 - What do I need to know about the topic?
 - What don't I need to know?
3. Read the contents, index and references.
4. Look up relevant unknown words and acronyms at this point.
This is preparing yourself as to how much of the content you already know.
5. Look at every page for about 2 seconds, without using your pacer, making a note of the structure and diagrams.
Pay attention and bookmark relevant sections and diagrams.
Think about your objective and the following questions:
 - What don't I need to read?
 - Which part is most important?
6. Re-visit your objective and check it's still valid and covers everything you need.
7. Now if there are starts of chapter introductions or end of chapter summaries read these next.
8. Now summarise the book either on paper or in your head. Your brain has already started to form a scaffold to fit the rest of the book onto.
9. Speed read any relevant sections or the entire book, marking (if yours) or book marking any difficult bits and diagrams to go back over later.
10. Add to your summary.
11. Go back over the harder parts.
12. See if there is anything more to add to your summary.
13. Have you fulfilled your objective if yes stop?
14. If not, take a break and do something different (preferably over night).
15. Repeat the steps.
16. If your objective is to memorise the material then repeat the preview process as a review about 10 mins after finishing and the next day.



Exercise 20: Reading a stack of related papers or books.

1. Write an objective for reading the papers.
 - Why am I reading this?
 - What am I going to use the information for?

 - Who else is going to read the material?
 - Who else will need the information but won't read it?
 - Why do they need the information?

 - What do I know already?
 - What do I need to know about the topic?
 - What are the interrelationships between the documents?
 - What don't I need to know?

2. Preview the whole pile – every page for 2 seconds.

Be very disciplined – keep going even over any interesting parts.

Think about your objective and the following questions:

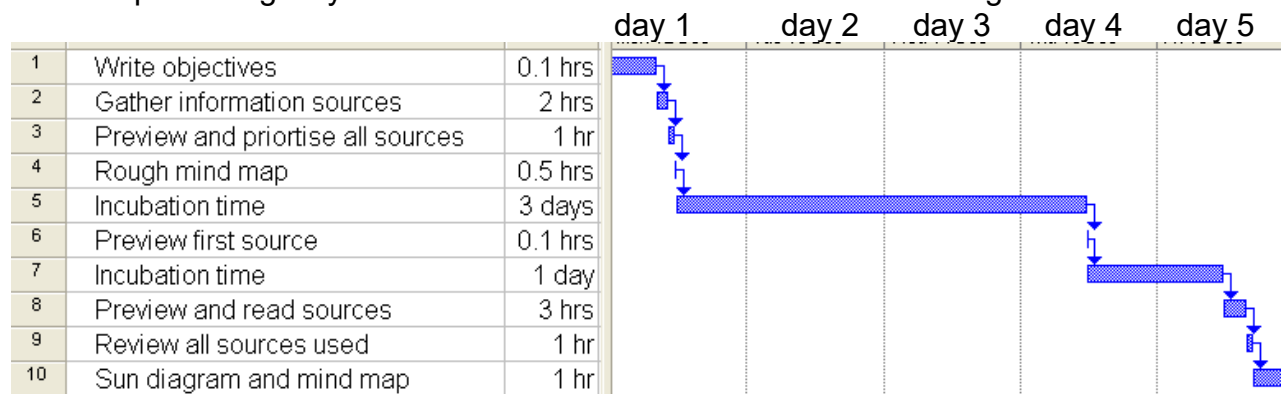
- What don't I need to read?
- Which parts are most important?

3. Put post-its on or highlight the most relevant papers

4. Prioritise the papers in order of reading.

It may be useful to number the papers if they don't have any identity numbers

5. If possible give yourself some incubation time – at least overnight.



6. Re-visit your objective and check it's still valid and covers everything you need.
7. Preview the pile again, finalise your reading order.
8. Preview and speed read the individual papers.
9. Make notes as you read – possibly with a mindmap.
10. If you need to memorise the material then it is very important to do a review the next day. Re-read the objectives then 2 sec per page on both the original papers and your notes.

How to get through a large volume of material



Day 1

- Make a pile of all the reading material.
- Write objectives
- Preview all the material at 2 secs per page
- Post-it most relevant
- Diagram summary if required
- Prioritise material

Day 2 - 14 (at least 1 day up to 2 wks)

Incubation time – brain processes
information whilst you get on with life



Day before reading time

Steps 1-8 from ex 19



Reading day

Steps 5 then 9-16 from ex 19

Same day

Review 2 secs per page

Day after reading

2 secs per page and
add to / redraw summary



1, 2 and 4, weeks after

2 secs per page and
redraw summary

Exercise 21: How fast now?

OK now you've pushed yourself beyond your current comprehension speed. What you need to do now is leave the F1 track and drive happily on that motorway.

Read the test piece for a minute at your fastest comprehension speed.

Calculate your words per minute.

I read at _____ words per minute



Follow up

Like any new skill you need to practice speed reading often at the start. Practice 5-10 mins a day with something you want to read anyway. Do this over the next 5-7 weeks after the course it will then become an internalised skill that you can use at will (like riding a bike).

Use exercises 7-12 but perhaps with slightly longer times (2 to 3 minutes). At least once a week (preferably more often) push yourself to read report or book using the techniques in exercises 18-20.



Suggested programme of study

- ✓ Collect reading material that you need to read, that isn't too difficult or urgent.
- ✓ If you prefer, use the same book throughout.
- ✓ Allocate 10 mins per day for 5 days a week for the next 6-8 weeks.
- ✓ Plus a bit longer on the fifth day of each week
- ✓ Every day find a new word and use it.

Days	Exercise
Week 1 Days 1-4	Day 1 Review the booklet Days 1-4 do 1 exercise a day 2 from phrases (either software or exercise 4) and 2 from exercises 7-12.
Week 1 day 5	Day 5, read a report, using ex 18.
Week 2	Repeat week 1
Week 3	Day1: try out the advanced pacing techniques. Use your preferred one to do any of the exercises 7-11. Days 2-5 do 1 exercise a day. 2 from reading phrases (either software or exercise 4) and 2 from exercises 7-12.
Week 4	Days 1-4 do 1 exercise a day 2 from phrases (either software or exercise 4) and 2 from exercises 7-12. Day 5: Read a book using exercise 19
Week 5:	Move onto the extended exercises 16 and 17 Day 5: Try out some of the note taking ideas on a document using exercise 18.
Week 6	Continue on with the longer exercises. Combine the note taking with reading a whole book Day 5: Test your reading speed.
	I read at a fantastic _____ words per minute

My action plan:

List anything you'll change or follow up on after this session.

Put a date when you'll do it by and use I

Resources

Speed Reading

My resources <http://www.uolearn.com/speedreading/speedreading.html>

Highly recommended that you buy the first at about £12 – definitely the best of the lot, or the second at about £6

Break Through Rapid Reading, Peter Kump, Prentice Hall, 073520019X

The Speed Reading Book, Tony Buzan, BBC Consumer Publishing (Books); 056348702X

How to Read a Book, M.Adler and C, Van Doren, Touchstone, 0671212095

Remember Every Thing you Read, The Evelyn Wood 7 day Speed Reading and Learning Program, Stanley Frank, Times Books, 1566194024

Mega Speed Reading, booklet, tapes and video, Howard Berg, Super Reading Secrets, Howard Berg, Warner Books, 0446362999

Power Reading, Rick Ostrov, The Education Press; 0960170618

Speed Reading, Geoffrey Dudley, Thorsons, 0722536431

Triple your Reading Speed, Wade Cutler, Arco, 0139309756

Photoreading, Paul Scheele, Learning Strategies Corporation, 0925480833

Web-sites (please note these are provided in good faith and I have no control over the content of the sites)

www.speedreadingworld.com/enter.htm

Instructions on how to read faster (I have no knowledge as to whether the product is worth paying for or not)

www.selfgrowth.com/reading.html

Links to other speed reading sites

www.speedreading4kids.com

<http://www.mindtools.com/speedrd.html>

One of the participants suggested an online speed reader and has kindly sent the link (thank you) http://www.eyercize.com/practice/bm_read/

The free software to convert pdfs to flowable text is <http://calibre-ebook.com/>

Soft Ware

<http://speed-reading-software-review.toptenreviews.com/>

www.rocketreader.com

www.acereader.com

www.readfaster.com

www.spreeder.com

www.crossboweducation.com

Mind mapping

The Mind Map Book, Tony and Barry Buzan, BBC, 0563487011

Mind Maps in a week, Tony Buzan et al Hodder Arnold, 0340849525

Mind Maps at work, Tony Buzan, Thorsons, 00715500X

Mind Mapping and Memory, I.Svantesson, Kogan Page

Mapwise, Oliver Caviglioli and Ian Harris, MPG Books, 1855390590

Memory

Improving your Memory, David Thomas, DK Essential Lifeskills

Your Memory, How it works and how to improve it, K.Higbee, Marlowe

The Memory book, H.Lorayne and J.Lucas, Ballantine Books

Use your Memory, T.Buzan, BBC

Improve your Memory for Dummies, J.Arden, Wiley