

BEFORE YOU BEGIN

How to Use This Book

Read it once cover-to-cover for the ideas. Then live inside Parts 3 and 4 with a book, a stopwatch and the 30-day tracker — that is where the speed actually comes from.

This is a **workbook, not a novel**. Knowing about speed reading changes nothing. The eye is a muscle system and inner speech is a habit; both respond only to deliberate, timed practice. Every technique in Part 3 comes with a drill — do it with a real book and a timer. Skipping the drills is like reading about swimming and expecting to float.

The five parts	What each one does for you
1 · Foundations	How reading and the eye actually work — the science you were never taught.
2 · The CLAT Reality	The hard numbers: how much you must read, how fast, and how speed applies to each section.
3 · The Techniques	Six training modules (A–F), from silencing the inner voice to defeating forgetting. The engine room.
4 · Putting It Together	The exam-day reading protocol, your 30-day tracker, and a one-page cheat sheet.
5 · Practice	Three timed passages with a full answer key, so you can measure speed and comprehension.

THE ONE RULE ABOVE ALL OTHERS

Keep a dictionary beside you — and obey the Golden Rule

Never read past a word or idea you don't understand. The moment you skim past a word you don't truly grasp, the text beyond it begins to blur — you feel it as boredom or sudden tiredness, and you start re-reading. That confusion is almost always a misunderstood word a few lines back. **Stop, find it, define it, then read on.** The habit of refusing to read past confusion is exactly what keeps a trained reader from losing the thread of a dense Legal or RC passage under exam pressure — look words up now, while you train, because you cannot in the hall.

Finally, re-measure your speed and comprehension every week on the 30-day tracker. Progress you can see is progress you keep — and consistency always beats intensity.

WHY THIS GUIDE EXISTS

The CLAT is a Reading Test in Disguise

Five sections, one underlying skill. Whoever reads fastest with the most understanding sits at the front of the merit list — every single year.

Look closely at the CLAT and a single truth emerges: it is not five different exams, it is the **same skill tested five times**. English is reading. Legal Reasoning is reading a principle and applying it. Logical Reasoning is reading an argument and finding its joints. Current Affairs & GK is reading a passage and recalling the fact behind it. Even Quantitative Techniques begins with reading a data caption. The paper hands you

roughly **10,000 words to read, interpret and answer on — in 120 minutes.**

That is the whole game. A student who reads at 200 words per minute spends almost the entire two hours simply moving their eyes, leaving no time to think. A student who reads at 400+ words per minute with strong comprehension finishes the reading in half the time and spends the rest thinking, eliminating and checking. Same paper. Same brain. Completely different score.

~10k

words to process in
the CLAT paper

120_{min}

total time, including
thinking & marking

~20

comprehension
passages across
sections

2_x

typical speed gain
after this course

Here is the part most students never hear: **reading speed is a trained skill, not a gift.** You were taught the alphabet and then left to figure out reading on your own. Nobody taught you how the eye actually moves, how to stop your inner voice from slowing you down, or how to hold a whole passage in mind. This guide does exactly that — and the techniques can reliably take you from a slow 250 to a comfortable 400-plus words per minute, the range that actually wins exams.

THE CLAT EDGE

Speed is the multiplier, comprehension is the base

We are not chasing speed for its own sake. Reading at 800 wpm and forgetting it all is useless in an exam. The goal of this course is your **optimum reading speed** — the fastest pace at which your comprehension stays high. For most trained CLAT readers that lands between **350 and 500 wpm on dense passages**, far above the untrained 200–250. That gap is where ranks are won.

• The one rule above all others

Before any technique, learn this. It governs not just speed reading, but every hour you ever spend studying for the CLAT — and it is the single habit that separates a fast reader from a careless one.

THE GOLDEN RULE

Never pass a word or idea you don't understand

The moment you skim past a word or concept you don't truly grasp, the text beyond it begins to blur. You feel it as boredom, distraction, or sudden tiredness — and you start re-reading. **That confusion is almost always a misunderstood word a few lines back.** Stop. Find it. Define it. Then read on. Keep a dictionary beside you while you train; in the exam the habit of refusing to read past confusion is exactly what keeps you from losing the thread of a dense Legal or RC passage under pressure.

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01

PART ONE

The *Foundations*

Before you train a skill, understand the machine. How reading really works, how the eye actually moves across a line, and why your mind races ahead of your eyes.

-
- 01** What Reading Really Is
 - 02** The Thinking–Reading Speed Gap
 - 03** How Your Eyes Actually Read
 - 04** The Spiral, & Why Speed Aids Understanding
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CHAPTER 1

What Reading Really Is

Reading is a thinking process, not an exercise in eye movements. Speed comes from upgrading the thinking — not from forcing the eyes.

We all learn to read at school, after a fashion — but for most people it is never an optimal use of the brain. We are taught to recognise letters and sound out words, then quietly left to invent the rest of the skill on our own. The good news is that the "rest of the skill" can be taught, and taught fast. The first step is to see reading for what it actually is.

"Reading may be defined as an individual's total inter-relationship with symbolic information."

— The working definition this whole course is built on

Read that again. Reading is not the eye crawling over ink. It is a **communication process** — a chain of thinking skills that turns symbols into meaning, stores that meaning, and lets you use it later. Researchers break that chain into **seven processes**. You already do all seven; the point of naming them is to see exactly where slow readers get stuck.

• The seven processes of reading

Process	What happens
1 • Recognition	Knowing the alphabet and symbols — the part school actually teaches.
2 • Assimilation	The physical act of the eye perceiving and scanning the marks.
3 • Intra-integration	Basic understanding drawn from the text itself — grammar and vocabulary doing their work.
4 • Extra-integration	Bringing your own knowledge to bear: analysis, criticism, judgement, selecting and rejecting.
5 • Retention	Storing the information in memory.
6 • Recall	Getting it back out when you need it.
7 • Communication	Using it — in writing, speech, action, or thinking (which is simply communication with yourself).

Ordinary schooling drills only processes 1–3, and even those only partway. **Speed, retention, recall, selection, concentration and note-making — processes 4 to 7 — are almost never taught.** Those are the "advanced reading techniques," and they are precisely what this course delivers. With the right techniques, reading ability can be improved dramatically — most trained readers at least double their effective speed while improving comprehension.

KEY IDEA

School taught you to recognise words. It never taught you to read.

An effective reader has usually discovered the advanced techniques by accident, alone. You are about to learn them on purpose, in order — which is far faster.

CHAPTER 2

The Thinking–Reading Speed Gap

Your mind runs at roughly twice the speed of your untrained eyes. That gap is the source of boredom, daydreaming, and the endless re-reading that wrecks comprehension.

Most people read at about **250 words per minute** — essentially the speed they reached in school and never changed. But the mind can comfortably **think** at 500 words per minute or more. So while your eyes plod through a line, half of your mental engine is idle.

Nature abhors that vacuum. The idle half of your mind wanders — to the weekend, to dinner, to anything. You reach the end of a paragraph and realise you absorbed nothing, so you go back and read it again. This is the single most destructive reading habit there is, and it is caused not by reading too fast, but by reading **too slowly to hold your own attention**.

250_{wpm}

typical untrained reading
speed

500_{wpm}

comfortable thinking speed

Most

back-skips are needless re-
reading

· Why we read this slowly: a teaching accident

The mismatch is largely a side-effect of how reading is taught. Two methods dominate, and each only does half the job:

- **The Phonic method** — learn the alphabet, then the sound of each letter, then how to blend sounds into words. It suits children who lean analytical and sequential.
- **The Look-Say method** — learn whole words from cards and pictures, building a sight vocabulary. It suits children who lean visual and holistic.

Both stop at *recognition*. Neither teaches a child to read quickly with full comprehension and recall. So nearly everyone arrives at adulthood — and at CLAT preparation — with a reading speed frozen at the level of a ten-year-old, and a re-reading habit nobody ever helped them break.

THE CLAT EDGE

Eliminate the back-skip and you reclaim minutes

Most of the time your eye jumps backward to re-read a word, it was unnecessary — you already had the meaning. The remaining 10% are usually genuinely unfamiliar words worth defining (see the Golden Rule). Training your eye to move forward, trusting your comprehension, is one of the fastest speed gains available to a CLAT reader — and it costs nothing but attention.

REALITY CHECK

"You only use 10% of your brain" — politely, no.

Older speed-reading manuals claimed faster reading "unlocks" 90% of an unused brain. Modern neuroscience is clear: you use virtually all of your brain. You don't need a myth to sell speed reading — the real mechanism is simpler and true: faster reading keeps your full attention *engaged*, so less of your thinking capacity leaks into daydreaming. That alone transforms comprehension.

CHAPTER 3

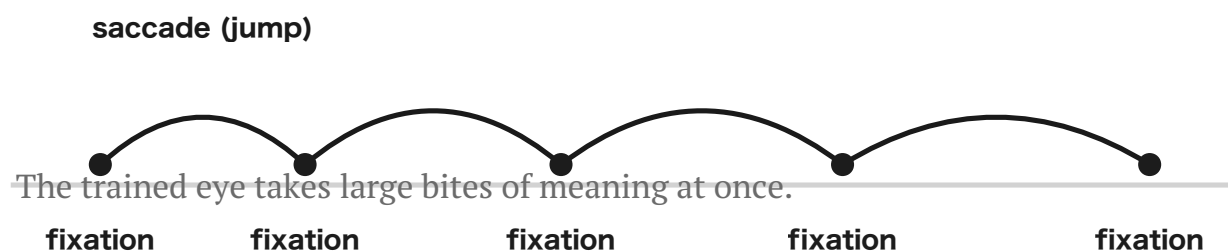
How Your Eyes Actually Read

Your eyes do not glide smoothly across a line. They jump, stop, jump, stop — and almost all of your reading speed is decided by how long those stops last and how much each one grabs.

To improve reading you must know the machine. Light is focused onto the **retina** at the back of the eye, lined with millions of light-sensitive cells. At its centre sits the **fovea**, a tiny patch where the cells are packed tightest. Only what lands on the fovea is seen in sharp detail. When you focus on a word, you are dropping its light onto the fovea — and that act is called a **fixation**.

• Jumps and stops, not a glide

Here is the surprise: the eye can only see clearly when it is **still**. It cannot read while moving. So across a line your eyes travel in a series of quick jumps (called **saccades**) separated by brief stops (the fixations). The jumps take almost no time. The **fixations** are where time is spent — anywhere from a quarter of a second to one-and-a-half seconds each.



The eye reads in jumps. Slow readers make many short fixations per line; trained readers make fewer, wider ones — covering the same line in 3 fixations instead of 6.

An **untrained eye** rests about a quarter of a second per fixation — roughly four fixations a second — and grabs only two or three words at a time. That is why an untrained reader needs three to six separate stops just to cross one line. Speed reading attacks both numbers: it shortens each fixation and widens it, so each stop takes in up to five words or half a line. Make fewer, fatter fixations and the same page that once took 500 tiny stops takes only about 100 — less eye-work, less fatigue, far more speed.

• Peripheral vision: your secret preview

The fovea is sharp, but you also see — blurrily — to either side. This **peripheral vision** is doing valuable work as you read. Words just ahead of your fixation are already being half-received and sent to the brain. Astonishingly, the brain can recognise a whole word in peripheral blur even when the individual letters are too fuzzy to name. Using that blurry preview, the brain decides where to jump next — letting a skilled reader **skip redundant words and land only on the ones that carry meaning**.

This is why a skilled reader's fixations cluster toward the middle of each line. Starting a new line, the eye doesn't land on the very first word — it lands a word or two in, and trusts peripheral vision to confirm the opening. It also lifts off a word or two before the line ends. The edges are read "for free," in the blur.

HOW MEMORY CHUNKS WORK

You hold about five "chunks" at a time

Your immediate memory span is roughly **five chunks** — and a chunk can be a letter, a syllable, a word, or a whole familiar phrase. The easier the material, the bigger each chunk becomes. This is the deep reason speed reading works: by reading in meaningful phrases instead of single words, you pack far more into the same five slots. Train comprehension and your chunks grow; grow your

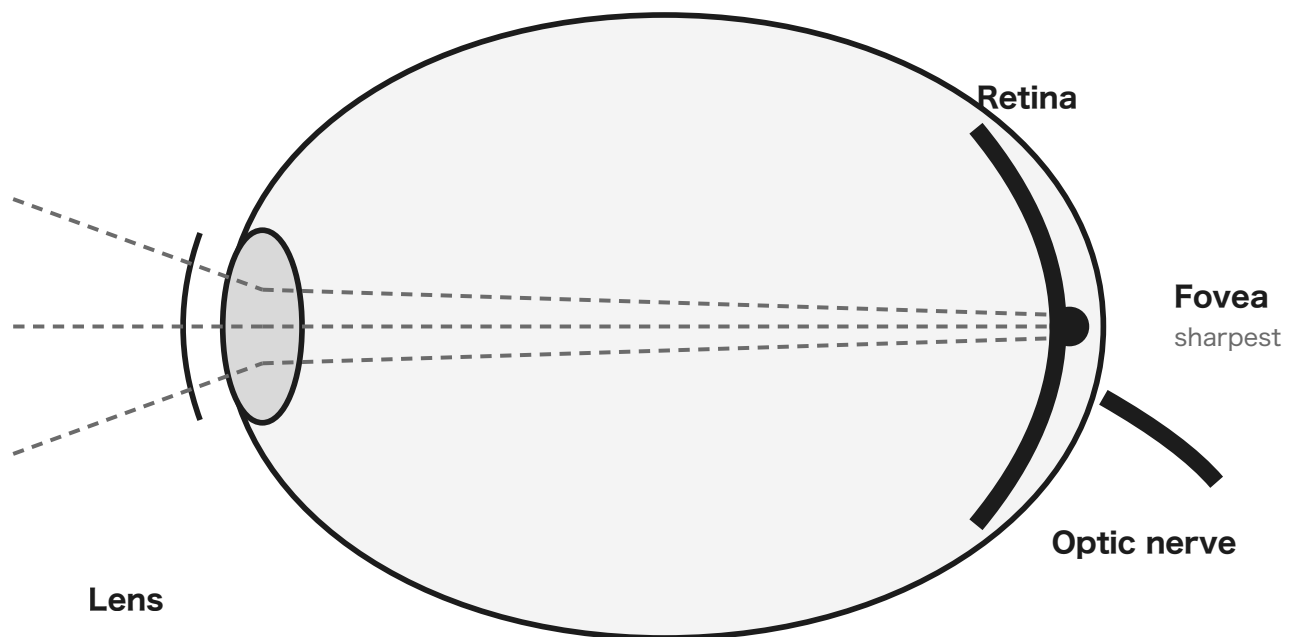
chunks and you read faster without losing a thing.

CHAPTER 3 · CONTINUED

The Eye, Up Close

A quick look at the hardware. You don't need to be a biologist — but understanding these three parts explains every technique in this book.

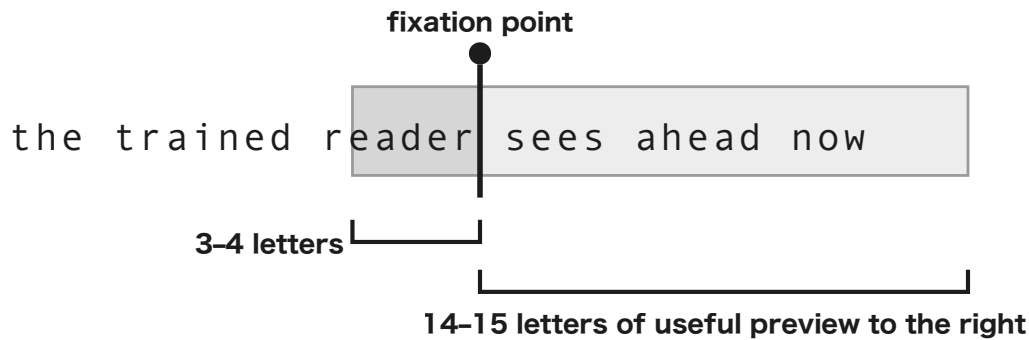
Light enters through the **lens** at the front of the eye and is focused onto the **retina** lining the back — a screen of millions of light-sensitive cells. One tiny patch of the retina, the **fovea**, is packed far more densely than the rest. Only what falls on the fovea is seen in crisp detail; everything else is progressively blurrier the further it sits from that centre.



The seeing apparatus. Sharp vision happens only at the fovea — which is why your eye must keep stopping (fixating) to drop each word onto that one tiny spot.

• Why you can widen your gaze — but only so far

Around the sharp foveal centre is your **perceptual span**: the window of text your brain can usefully take in from a single fixation. In English this window is lopsided — you pick up only about **3–4 letters to the left** of where you're looking, but as many as **14–15 letters to the right**. That forward reach is your built-in "preview," and training widens how much of it you actually use.



Your reading is lopsided — by design. The eye gathers far more from the words ahead than behind. This is exactly why skilled readers don't need to look directly at every word.

WHAT THE SCIENCE SAYS

Honest targets beat magic numbers

This perceptual span is a real, physical limit — and it's why claims of "read thousands of words a minute with full understanding" don't hold up. The landmark review of the evidence (Rayner and colleagues, "So Much to Read, So Little Time," 2016) is clear: there is a genuine trade-off between speed and comprehension, and on dense text comprehension falls sharply past roughly **500-600 wpm**. The good news for you: that still leaves enormous room above the untrained 200-250 wpm. **A reliable 350-500 wpm with strong comprehension is realistic, trainable, and exactly what wins the CLAT.** We chase that — not a fairground number.

CHAPTER 3 · CONTINUED

Reading in Chunks

The biggest single difference between a slow reader and a fast one isn't how quickly their eyes move — it's how much each stop takes in.

A slow reader fixates almost every word, one at a time, so a single line costs six, seven, eight separate stops. A trained reader groups words into meaningful **chunks** — "the trained reader" is one bite, not three — and clears the same line in two or three stops. Same eyes, same line, half the work. Look at the difference:

SLOW · one word per fixation (8 stops)

Speed reading means taking bigger bites of text.

● ● ● ● ● ● ● ●

TRAINED · phrase chunks (3 stops)

Speed reading

means taking

bigger bites.



Fewer, fatter fixations. The dots are where the eye stops. Reading in chunks isn't reading less carefully — it's reading in units of meaning instead of units of ink.

TRY IT NOW

Feel a chunk form

Read this phrase letting your eyes land only **once**, in the middle: "in the course of time." You took it in whole, didn't you? You didn't sound out i-n-t-h-e. That single grab is a chunk — and the drills in Part 3 train you to do it with longer and longer phrases, until whole lines fall in two or three glances.

CHAPTER 4

The Spiral, & Why Speed Aids Understanding

Slow reading doesn't protect comprehension — it destroys it. Here is the mechanism, and why pushing your pace up usually pulls your understanding up with it.

Picture the slow reader who pauses on every word and jumps back two or three times to re-read it. By the time they reach the end of a paragraph, so much time has passed that the start of the paragraph has faded. The idea collapses. They re-read — and trust their memory a little less. They re-read again — and trust it less still. Finally they conclude, wrongly, that they simply "can't understand" the material.

This is the dwindling spiral: re-read more → trust memory less → understand less → re-read more.

— The trap that disguises a speed problem as a comprehension problem

The faster reader escapes the spiral entirely. Their rhythm and flow carry them through a whole thought before it can fade, so the meaning arrives **intact and in one piece**. This is the heart of a claim that sounds backwards but is true: **reading faster often makes you understand more, not less.**

• Why faster can mean clearer

- **Concentration rises.** A faster pace gives your racing mind something to do, so it stops wandering.

Engaged attention is the raw material of comprehension.

- **Thoughts stay whole.** Read a 90-minute film in nine separate ten-minute fragments and you'd grasp far less than watching it in one sitting. A paragraph works the same way — read it whole and fast, and the idea holds together.
- **Context reaches back.** Because you cover several sentences quickly, your short-term memory still holds what you read moments ago, so each new line is understood inside a richer context.
- **Less fatigue.** Fewer fixations mean less physical eye-strain — fewer headaches, less of that heavy, can't-go-on feeling.

THE CLAT EDGE

There is an optimum speed — and it's personal

Every passage has an **optimum reading speed for maximum comprehension**, and it scales with your top speed: the faster your ceiling, the faster your comfortable comprehension pace. It also shifts with difficulty — you'll read a breezy GK passage faster than a dense Legal principle. The skill is learning to **change gears** mid-paper. A reader stuck in one fixed speed for everything is, by definition, reading inefficiently. Part 3 trains the gears.

CHAPTER 4 · CONTINUED

The Four Gears of Reading

"Changing gears" isn't a metaphor — it's the whole skill. A car has gears for hills and for highways; a reader has gears for a dense legal principle and for a breezy GK passage.

There is no single "right" reading speed. There are four working gears, and an expert reader shifts between them constantly — sometimes within a single passage. The whole of Part 3 is really about building these gears so you can change them at will.

1 · STUDY

200–300 wpm

dense principle · Quant caption · tough RC

2 · READ

350–500 wpm

RC & most passages · your CLAT gear

3 · SKIM

600–800 wpm

previewing before the real read · gist

4 · SCAN

1000+ wpm

hunting one date, name or keyword

Faster gears trade comprehension for coverage. Gears 1–2 are for understanding; gears 3–4 are for searching. The art is knowing which the moment demands.

THE CLAT EDGE

One passage can need three gears

Meet a Legal passage: **scan** it (gear 4) to see its shape, **skim** the fact situation (gear 3) to get the gist, then **crawl** the principle (gear 1) hunting every qualifier. A reader stuck in one gear either runs out of time or misses the trap word. Flexibility is the speed.

CHAPTER 5

Measure Your Reading Speed

You cannot improve what you do not measure. Establish your baseline today, then re-test every week with the 30-day tracker in Part 4.

Reading speed is counted in **words per minute (wpm)**. The test is simple and you should run it before you train another day, so every later gain is measured against a real number.

$$WPM = \frac{\text{pages read} \times \text{words per average page}}{\text{minutes spent reading}}$$

"Words per average page" = count the words on three full lines, divide by 3 to get words-per-line, then multiply by the number of lines on a typical page.

Worked example: You read 5 pages in 11 minutes. A typical page has ~290 words. $WPM = (5 \times 290) \div 11 = 1450 \div 11 \approx 132 \text{ wpm}$. A reader who covered the same 5 pages in 6 minutes is reading at $(1450 \div 6) \approx 242 \text{ wpm}$.

BASELINE TEST Find Your Starting Speed

15 MIN · BOOK + TIMER

- 1** Choose a novel or non-textbook you find genuinely easy and interesting. (Test on easy material — difficulty is a separate variable you'll control later.)
- 2** Count the words on 3 full lines, divide by 3 = words per line. Count the lines on a full page, multiply = **words per average page**. Write it down.
- 3** Read for exactly **5 pages**, at your normal comfortable pace, timing yourself to the second.
- 4** Apply the formula above. This is your **baseline wpm** — record it on Day 0 of the 30-day tracker.

Comprehension counts too: after the read, jot down 4–5 things you remember. Speed without understanding is worthless — always track both.

• Where do you stand?

Reading speed	What it means
100–150 wpm	Word-by-word reading, heavy subvocalisation. Common, and very trainable.
200–250 wpm	The untrained adult average — likely where you are now.
350–500 wpm	The trained CLAT-ready zone: fast, with comprehension intact on dense passages.
600–1000+ wpm	Skilled speed reader on light material. A realistic destination with sustained practice.

Wherever you start, the gap to the next band is closed by the six modules that follow. Turn the page.

02

PART TWO

The CLAT Reading *Reality*

General speed-reading advice is fine. But you are not reading for pleasure — you are reading against a clock, for a rank. Here are the exact numbers, and how speed plays out in each section.

06 The CLAT Reading-Load Maths

07 Speed Reading, Section by Section

CHAPTER 6

The CLAT Reading-Load Maths

Let's put real numbers on the page so you know exactly what you're training for — and why a 200-wpm reader runs out of time while a 400-wpm reader finishes with minutes to spare.

The CLAT UG is a **120-minute, ~120-question paper** built almost entirely on comprehension passages. Across the five sections you face roughly **20 passages** and a total reading load of **close to 10,000 words** — and that's before you read a single question stem or option. Let's see what that means for your clock.

Section	Passages	Approx. words	Questions
English Language	4–5	1,800–2,000	22–26
Current Affairs & GK	5–6	2,400–2,800	28–34
Legal Reasoning	5–6	2,400–2,800	28–32
Logical Reasoning	4–5	1,600–1,900	22–26
Quantitative Techniques	3–4	600–900	10–14
Total	~20–24 sets	~9,500–10,000	~120

Figures are representative of the post-2020 comprehension-based CLAT pattern and vary year to year; treat them as a planning model, not an official count.

• The time you actually have to read

Of your 120 minutes, a large share must go to **thinking** — eliminating options, applying principles, calculating, and marking the OMR. A sound split for a comprehension paper is roughly **40% reading, 60% think - ing & answering**. That hands you only about **48 minutes of pure reading time** for ~10,000 words. Watch what your speed does to that budget:

$$\text{Reading minutes needed} = \frac{\text{total words } (\approx 10,000)}{\text{your reading speed (wpm)}}$$

At 200 wpm: $10,000 \div 200 = 50 \text{ min}$ of first-pass reading alone — more than your entire 48-minute reading budget, before a single second of thinking. The slow reader simply runs out of paper.

At 400 wpm: $10,000 \div 400 = 25 \text{ min}$ of first-pass reading, leaving roughly 95 minutes to re-read the tricky bits and think. Same paper, a completely different exam.

YOUR TARGET NUMBER

Aim for 350–500 wpm with 80%+ comprehension on dense passages

This is the sweet spot the whole course is pointed at. You do not need 1,000 wpm to top the CLAT

— you need a comfortable, reliable 350–500 wpm that holds its comprehension on a knotty Legal principle at minute 95 of the exam, when your brain is tired. Speed gives you the most precious thing in the hall: **time to think**.

PER-PASSAGE BUDGET

Roughly 2–2.5 minutes of reading per passage set

A ~450-word Legal passage at 400 wpm reads in about **70 seconds**, leaving you ~60–90 seconds per question to apply the principle. Internalise that rhythm in practice so it runs on autopilot in the hall — a reader who knows their per-passage budget never panics at the clock.

CHAPTER 6 · CONTINUED

Where Your 120 Minutes Go

Speed reading doesn't just save reading time — it converts reading time into thinking time. And in a comprehension exam, thinking time is where marks are made.

Picture your two hours as one bar. A sound comprehension-paper split is roughly 40% reading, 60% thinking and marking. Now watch what your reading speed does to that bar — because every minute you save on reading is a minute handed back to thinking.

SLOW READER · 200 wpm



Reading devours the paper. Almost no margin to eliminate options or re-check.

TRAINED READER · 400 wpm



Same paper, almost double the thinking time — to eliminate, apply principles, and verify.

0 min

60 min

120 min

Speed buys thinking time. Doubling reading speed doesn't just finish the paper sooner — it nearly doubles the time left to do the part that actually scores: thinking.

THE TAKEAWAY

You're not training to read more — you're training to think more

This is the whole reason reading speed sits at the centre of CLAT prep. The questions don't reward fast eyes; they reward good thinking. Fast reading simply **clears the runway** so your thinking has room to take off.

CHAPTER 7

Speed Reading, Section by Section

The same engine, five different gears. Each CLAT section rewards a different blend of the techniques you're about to learn. Here's the map.

Speed reading is not one fixed pace applied to everything — that's the mistake that wrecks comprehension. It is a **set of gears** you shift between depending on what you're reading and why. Below, each section is matched to the modules (A–F) that serve it most.

1 · English Language (Reading Comprehension)

The purest test of this course. Passages are dense and the questions probe tone, inference, and the author's argument — so you must read fast enough to hold the whole passage in mind yet deeply enough to catch nuance.

- **Lead with:** Module C (Scanning to preview the passage shape), then Module D (key-word reading + the WH-questions to track the argument).
- **Watch for:** tone and inference questions — Module E's visualisation makes an author's attitude almost tangible.

2 · Legal Reasoning

A principle, then a fact situation, then "apply." The reading skill is **precision under speed**: miss one qualifying word in the principle ("unless," "only if," "reasonable") and you mark the wrong answer.

- **Lead with:** the Golden Rule (never pass a word you don't fully grasp) + Module D's key-word noting on the principle's conditions.
- **Watch for:** never skim the principle. Skim the facts on the second pass, but read the principle at comprehension speed, hunting qualifiers.

3 · Logical Reasoning

Short argument passages where you must find the conclusion, the assumption, or the flaw. Speed here is about **structure-spotting** — reading for the skeleton of an argument, not its decoration.

- **Lead with:** Module D — key words pull out premise vs conclusion instantly; the WH-wheel exposes the "why."
- **Watch for:** connective words (therefore, however, because, assuming) — train your eye to land on them; they are the joints of every argument.

4 · Current Affairs & General Knowledge

A passage you can often read fast, anchored to a fact you either know or don't. Speed lets you **get to the questions quickly** and spend your time on recall, not reading.

- **Lead with:** Module C (fast scanning) to locate the fact the question targets; Module F's review system is what put that fact in your memory in the first place.
- **Watch for:** dates, names, places — Module D's key-word instinct flags exactly these.

5 · Quantitative Techniques

Least reading, but the reading that exists is a **trap if rushed**: a data caption or a worded condition that flips the whole calculation. Read the words slowly; compute fast.

- **Lead with:** the Golden Rule on the caption and the question stem — comprehension speed, not skim speed.
- **Watch for:** units, "except," "increase vs increase to," percentages of which base — the classic worded

traps.

THE CLAT EDGE

The gear-shift is the real skill

Top scorers don't read everything at 450 wpm. They **scan a GK passage at 600, read an RC at 400, and crawl through a Legal principle at 250** — all in the same paper, switching gears by instinct. Part 3 builds each gear. Part 4 teaches you to shift between them under exam pressure.

03

PART THREE

The *Techniques*

Six training modules, in order. This is the engine room. Read the idea, then do the drill with a real book and a timer — that is the only way speed actually changes.

- A** Preliminary Exercises — Silence the Inner Voice
- B** Speed Perception — Condition the Eye
- C** Pacing & Scanning
- D** In-Depth Reading, Key Words & Mind Maps
- E** Visual Reading — See What You Read
- F** Defeating the Decay of Memory

MODULE A · PRELIMINARY EXERCISES

Silence the Inner Voice

As you read, you "speak" the words in your head. That inner voice is the single biggest brake on your speed — and you can learn to switch it off without losing understanding.

Try to notice it right now: as your eyes cross these words, a voice in your head is pronouncing them. This is **subvocalisation** — a silent, compulsive "speaking" of words, felt as tiny movements of the tongue and throat. It feels natural because you've done it since you first learned to read aloud. But it chains your reading speed to the speed of speech.

SUBVOCALISATION

Words expressed as silent movements of the vocal muscles. Limited to about **300 wpm** — because you cannot "say" words faster than that, even silently.

THE THOUGHT-STREAM

Pure understanding and imagery, with no inner speech at all. On light material a trained reader can fly well past **500 wpm** this way — meaning flows straight in, no detour through the tongue. (On dense passages, comprehension still sets the ceiling; see p.15.)

The goal is not to kill inner speech — it's to gain a **choice** between the two modes. You'll keep subvocalisation for the few places it genuinely helps (poetry, a tangled sentence whose word-order you must hold, an unfamiliar term) and switch to the thought-stream for everything else.

FIRST, LOCATE THE TWO VOICES

Where do you feel each one?

Most people feel **subvocalisation** around the mouth, throat and breath — ask someone to attend to it and they look down. The **thought-stream** is felt higher, at the top of the head — a kind of pure "thought awareness" untied to breath. Learning to tell them apart is the whole first step. The drill below trains exactly that.

DRILL A The Differentiation Sequence

5 STEPS · LIGHT NOVEL

- 1 Pick easy material.** Choose a page from a light novel. Easy text matters — even good readers fall back into subvocalising when they hit an unfamiliar word.
- 2 Read silently while counting aloud.** Count "one, two, three..." out loud, over and over, while reading the page silently. Speaking the numbers occupies your vocal system, so your mind is forced to read without subvocalising. (Hum a steady "eee... eee..." if counting distracts.)
- 3 Now count silently.** Once step 2 is comfortable, read silently while counting silently — subvocalising the numbers, understanding the text. Feel the two channels separate.
- 4 Speed up past 360 wpm.** As you push your pace beyond ~360 wpm, the two modes split cleanly apart: the thought-stream keeps accelerating; subvocalisation simply can't keep up. You'll feel which one is carrying you.
- 5 Add richness.** Now make the thought-stream vivid — give the novel's characters distinct voices in your mind, picture the scenes, hear the sounds, feel the emotion. This pulls the thought-stream even further from your own flat inner-speech voice.

Why it works: you can't say two streams of words at once. Occupying your "mouth voice" with counting

frees the silent thought-stream to do the reading. Practise until you can switch on demand.

THE CLAT EDGE — A BUILT-IN ERROR DETECTOR

When your inner voice suddenly switches on, stop

A reader running on thought-stream automatically drops back into subvocalisation the instant they hit a word or concept they don't understand. So that flicker of inner speech becomes a **signal**: it means you just passed a misunderstood word — exactly the moment the Golden Rule says to stop and define it. In a dense Legal or RC passage, this is an early-warning system for the trap words that decide answers.

REALITY CHECK

Suppressing both voices = skimming, not reading

It's possible to suppress inner speech and the thought-stream and "read" at 2,000+ wpm — but retention collapses to almost nothing. That's not reading; it's a perceptual exercise, useful only for hunting a single fact on a page. For real comprehension you always want the thought-stream **on**.

MODULE B · SPEED PERCEPTION

Condition the Eye

Your eyes can move far faster than you let them. The trick is to push them past your comfort zone in short bursts, so a new, faster pace quietly becomes your "normal."

Many speed-reading courses work purely by motivation — convince a student they'll read faster, and they squeeze out maybe 10% per session. But that gain is shallow and fades, because the underlying perception never changed. Real, durable speed comes from **conditioning**: deliberately reading faster than feels comfortable, so your perception recalibrates.

THE MOTORWAY EFFECT

Why fast practice resets your "normal"

Drive at **100 km/h** for an hour, then hit a sign reading "slow to 30." With a broken speedometer, you'd probably coast at 50–60 — because your perception has adjusted upward and 60 now feels slow. Reading works identically. After bursts of very fast practice, your ordinary pace resets higher, and you read at twice the speed **without feeling any difference**. This is the ratchet that the drills below exploit.

Work through these in order. They alternate **pure speed** (no comprehension) with **measured comprehension** reads — that contrast is the engine. Use a finger or pen as a pacer throughout, and re-measure your wpm (Chapter 5) whenever a drill says "calculate."

DRILL B The 12-Step Speed Perception Ladder

~20 MIN · BOOK + CARD + TIMER

- 1 Point & read.** Run your index finger or pen under the line as you read; push the finger a little faster than feels natural. This builds a smooth, rhythmical habit.
- 2 Widen the bite.** As the finger moves, deliberately take in more than one word per fixation.

- 3 Stretch your span.** On light material with narrow columns (magazines are ideal — ~5–6 words wide), push to take in a whole short line in one fixation. (This is a perceptual stretch, not a comprehension method — don't expect to truly "read two lines at once"; the aim is simply to widen how much one fixation grabs.)
- 4 Vary the path.** Experiment with diagonal, curving and straight-down eye movements over the page. Speed up a little each day. This trains the eyes to move accurately and independently.
- 5 One-minute speed burst.** Read as fast as you physically can for one minute — ignore comprehension entirely. This is pure perceptual speed.
- 6 Measure your highest normal speed.** Now read for one minute for speed with as much comprehension as you can hold. Calculate the wpm — this is your **highest normal speed**.
- 7 +100.** Read (with comprehension) for one minute at about **100 wpm faster** than that highest normal speed.
- 8 Climb in 100s.** Keep adding ~100 wpm increments. Tip: words-per-line × lines-per-minute = wpm. So a 10-word line read at one line per second = **600 wpm**.
- 9 Three lines, fast, 5 min.** From a chapter start, use a card as a guide and read three lines at a time at a fast pace for five minutes.
- 10 Comprehend at ceiling, 5 min.** Read on for five minutes at the highest speed you can while still understanding. Calculate and record your wpm.
- 11 Skim at 4 sec/page, 1 min.** With an easy book, skim using a visual guide at about four seconds per page for one minute — a perceptual stretch, not comprehension.
- 12 Settle, 5 min.** Return to the chapter start and read at your comfortable minimum speed for five minutes. Notice how much faster "comfortable" now feels.

The pattern: stretch (speed-only) → measure (comprehension) → stretch higher → settle. Repeat across days and your settled pace climbs on its own.

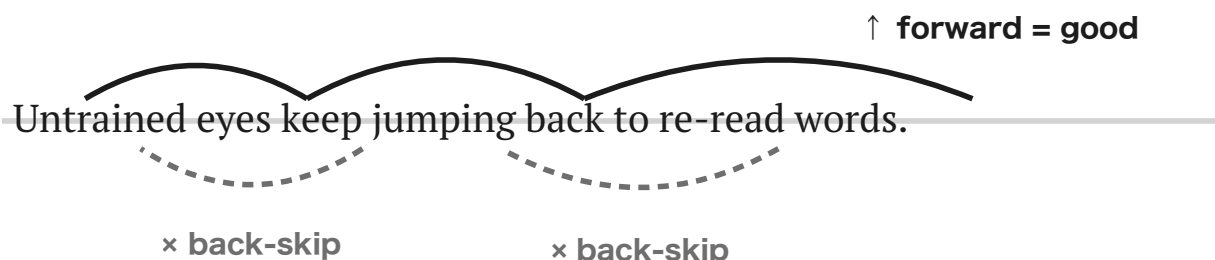
MODULE B · CONTINUED

Warm Up Your Eyes

Reading muscles respond to warming up just like any others. Two minutes of these before a study session makes your eyes move more smoothly — and kills the wasteful backward jumps.

• The habit we're killing: regression

A regression (or "back-skip") is when your eye jumps backward to re-read a word it already passed. Untrained readers do this constantly — and **most of the time it is unnecessary**; the meaning was already there. Each pointless back-jump breaks your rhythm and feeds the dwindling spiral. The warm-ups below train your eyes to move forward and trust your comprehension.



Forward is fast; backward is friction. The dashed loops are regressions — the habit a visual guide (your finger or a card) is designed to eliminate.

DRILL B-WARM

The 2-Minute Eye Warm-Up

4 MOVES · BEFORE EACH SESSION

- 1 Eye mobility (30 sec).** Without moving your head, trace a slow figure-eight with your eyes — then reverse. Then sweep left-right, up-down, and both diagonals. Loosens the eye muscles.
- 2 Near-far focus (20 sec).** Focus on your fingertip held close, then on the farthest thing in the room, back and forth, 8 times. Trains fast re-focusing.
- 3 Peripheral stretch (30 sec).** Stare at a fixed point on the wall. Without moving your eyes, notice how far out to each side you can still "see." Try to widen it. This grows the span you use.
- 4 Metronome pacing (40 sec).** Run your finger smoothly under lines of any text at a steady beat (count "one-and-two-and"), never letting your eyes jump back. Speed the beat up slightly.

If your eyes ache or water, that's eye-muscle fatigue, not a warning — rest a moment and resume. Like any muscle, comfort grows with regular use.

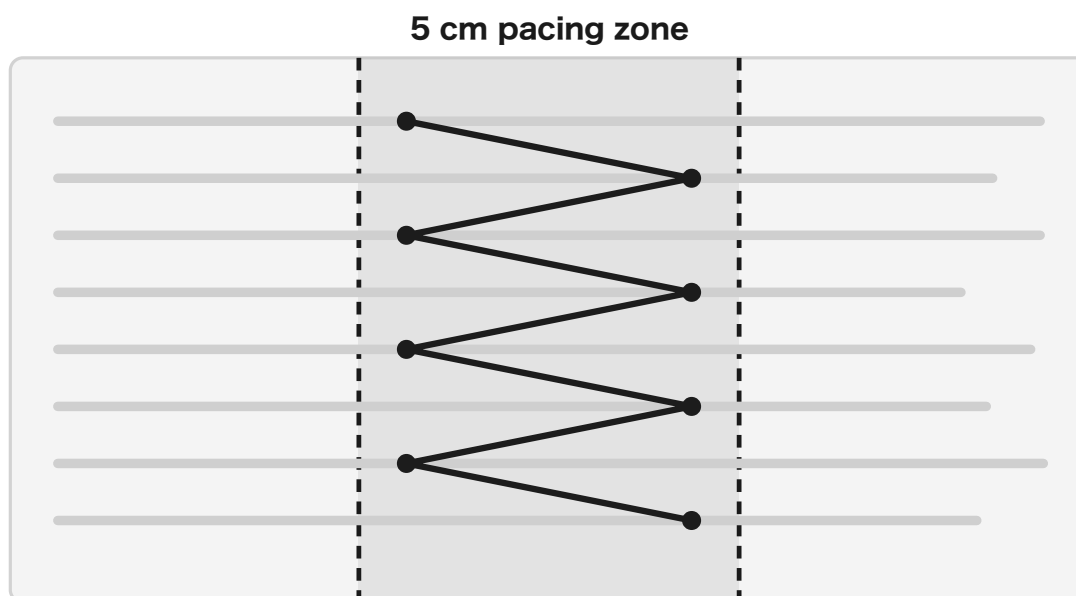
MODULE C · PACING & SCANNING

Pacing & Scanning

Two unconventional moves: Pacing cuts your eye-work in half by reading a narrow channel down the page, and Scanning previews a text so the real read goes faster.

· Pacing — read the channel, not the line

Lay a strip of transparent plastic about **5 cm wide** vertically down the centre of the page. The band it covers is your **pacing zone**. You fixate only inside that zone and let peripheral vision pick up the edges. This roughly **halves your fixations**. Treat it as a fast previewing technique, not a substitute for a careful read: it forces your mind to think beyond the literal words and fill the gaps from your own understanding, which is excellent for getting the gist quickly — then go back and read dense material properly (see the drill below).



The pacing zone. Your eyes slide in a Z- or S-pattern down the central channel; the page edges are absorbed by peripheral vision. ~200 words in just 50–60 fixations.

DRILL C-1 The Pacing Technique

BOOK + PLASTIC STRIP + CARD

- 1 Place the book in front of you and lay the 5 cm transparent strip down the page centre.
- 2 Use your index finger, a pen, or a small **3×5 cm card** as a pacer, gliding smoothly down the strip. Its only job is to keep your eyes moving down and stop them stalling.
- 3 Fixate only inside the zone, sliding in a Z/S pattern to the bottom of the page.
- 4 At the page's end, jot down any words or ideas you remember. At first you may recall only 3–4 words — that's normal. Pause often to **mentally summarise**; retention climbs fast with practice.

Expect frustration for the first 10–15 tries. The aim shifts from remembering stray words to **collecting and connecting ideas**. Always re-read the passage afterward at a comfortable comprehension pace — the speed run primes you; the second pass locks it in.

· Scanning — preview before you read

A **scan** is a fixed pattern of search that sweeps a text fast, before you read it properly. Like a sailor sweeping the horizon or radar sweeping the sky, you cover the whole area in a regular pattern to see what's there. Scanning a passage first gives you its shape — main people, events, structure — so the real read lands in a ready-made context and sticks far better.

DRILL C-2 The Scanning Routine

LIGHT NOVEL · 15→10 SEC/PAGE

- 1 Rapid-scan a light novel at about **15 seconds per page**; with practice, drop to 12, then 10 seconds or less.
- 2 Scan for **significant people, events and conflicts**. At each chapter's end, pause to review what you caught, then guess what the next chapter holds.
- 3 After scanning a few chapters (no more than five), ask yourself questions about events you missed. Guess the answers, then re-read those chapters normally to check.
- 4 At the book's end, summarise the whole story in your mind, answer any open questions, and judge what you gained. Concentration and retention rise sharply with this routine.

CLAT use: a 10-second scan of an RC or Legal passage before reading it properly tells you its structure and where the answer-bearing lines sit — so your real read is faster and more targeted.

MODULE D · IN-DEPTH READING

Read for Depth

Speed and scanning are for getting through material. In-depth reading is for getting material into you — the slow, analytical, question-driven read that actually builds knowledge you can use in an exam.

There is no point reading at 2,000 wpm if 90% of it is gone half an hour later. Real study reading is the most demanding mode: it adds understanding, retention, recall and use on top of mere recognition. And almost everyone does it the worst possible way — the **"start and slog"**: open at page one, grind to the end.

· Why "start and slog" fails

- Time is wasted on material you already know, don't need, or could find summarised later.

- You get no overall picture until the very end — maybe not even then.
- Whatever you retain is **disorganised**, poorly linked to the rest of the book or your existing knowledge.
- Motivation sags — you grow bored and tired, and reading efficiency collapses.

Compare two shoppers. The **linear** shopper walks down every street and into every shop hoping to spot something useful. The **holistic** shopper writes a list, visits only the relevant streets (glancing at other windows just in case), and is home early with energy to spare. In-depth reading is holistic shopping. The five steps below are your list.

• The five-step study method

Step	What you do
1 • Establish Purpose	Answer fully: "What do I want to learn from this?" Reviewing what you already know sharpens expectancy and exposes the gaps you want filled.
2 • Survey	Before reading a word of the body, inspect the title, author, date, index, preface, contents, headings and visuals (full checklist below). Then decide: is this worth reading at all?
3 • Revise Purpose	Now that you know what's inside, sharpen your purpose into specific learning objectives: "Why exactly am I reading this?"
4 • Study in Depth	Read with your objectives in mind — varying speed constantly, taking key-word notes, and interrogating the text (the WH-wheel).
5 • Evaluate	Organise what you learned: state the main idea, list key facts by importance, and jot the memory-clue words (names, dates, places).

THE SURVEY CHECKLIST (STEP 2)

- Read the title, subtitles and jacket summary; note the author and publisher.
- Check the date — an out-of-date source may be useless (a 1950 book on electric motors won't help you now).
- Study the **Index** — often a better guide than the contents page; it reveals the author's bias and whether your topics are covered.
- Read the **Preface** (written last, usually an excellent summary) and skim the Foreword and Introduction.
- Read the Table of Contents; look for chapter summaries.
- Look at all visual material — maps, graphs, charts, bold headings.
- Sample the beginnings and ends of chapters and any end-of-chapter questions; they reveal the book's level.

READING IN DEPTH (STEP 4) — THE WORKING HABITS

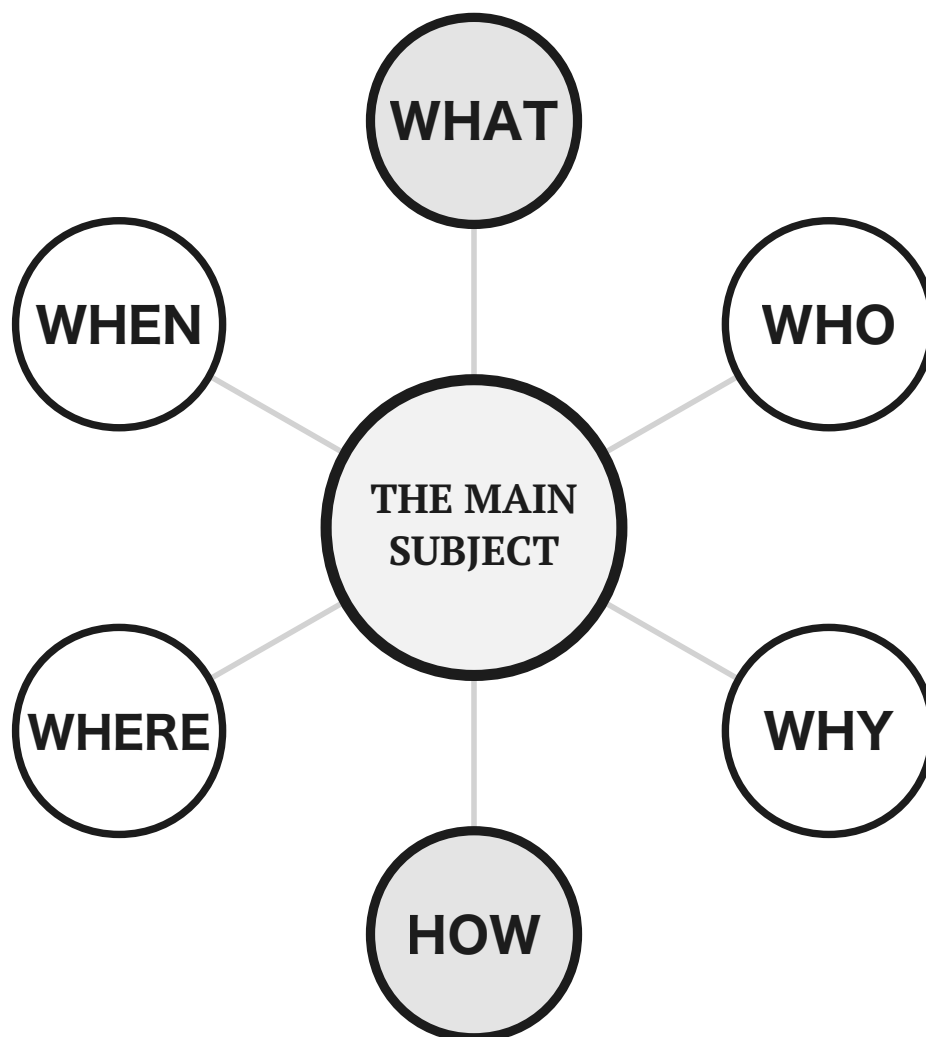
- **Vary your speed constantly.** If you've read at one fixed rate for a long stretch, that's proof you're not reading flexibly. Crawl through the hard parts, fly through the familiar.
- **Make key-word notes** and Mind Maps (both below). Mark key concepts in the book with a soft pencil; if it's yours, use coloured pens to separate themes — colour aids memory.
- **Omit ruthlessly** — skip the irrelevant, the already-known, the padding, the outdated, the surplus examples. Reject false arguments: over-generalisation, false premises, undefined sources, misused statistics.
- **Take a break every 30–40 minutes**, and spend the first minute back reviewing the previous work — that simple review locks in retention.

MODULE D · SELF-QUESTIONING

The WH-Question Wheel

Don't read a serious passage — interrogate it. Hold a running dialogue with the text using six questions, and the important facts surface on their own.

In-depth reading is really **self-questioning**. As you read, you actively hunt answers to six questions — **Who, What, Why, How, Where, When** — treating the text as a conversation rather than a monologue. This is the single most powerful habit for Logical and Legal Reasoning, where the answer always hides in the argument's structure.



Six questions, one subject. Spin through them on every serious passage to pull out the facts that matter.

Question	What it pulls out of the text
What?	The additional information you want; a quick survey of what you already know.
Who?	The significant people connected to the subject.
Why?	The purpose — why the subject matters, or why the author wrote it.
How?	Cause-and-effect, sequence, process; how the subject affects you or how you can use it.
Where?	Where it happens, or where you can apply the information.
When?	When it takes place, or when you'll be able to use it.

THE CLAT EDGE

The wheel is a built-in question-predictor

CLAT comprehension questions are almost always one of these six in disguise. Run the wheel as you read the passage and you'll have half the answers framed before you even reach the question stems — especially for "the author's purpose" (**Why**) and inference (**How**) questions.

MODULE D · KEY WORD NOTING

Note the Key Words

We don't remember sentences — we remember the few words that carry the meaning. Note only those, and your notes become shorter, sharper, and far easier to recall.

Most people take terrible notes: they write down too much, drown the essential facts, and end up with a wall of words they can't review. The cure is to grasp how memory actually works. The mind associates in every direction at once; meaning isn't stored as sentences but as a web of linked ideas. So the job of a note is not to copy text — it's to capture the **trigger words** that fire that web back to life.

DEFINITION

What a key word is

A **key word** is a concrete, specific word that funnels in the ideas around it — and, when you see it again, funnels the same ideas back out. Key words generate strong mental images, so they're easier to remember and they "lock up" the surrounding meaning. The rest of a sentence — the grammar, the padding — is forgotten within seconds anyway, and returns the moment the key word is re-viewed.

Watch a small child learn to speak and you see key words in their purest form: "Peter ball," "Anne tired." Pure concrete nouns and states, no grammatical scaffolding. Only later come full sentences like "Please would you throw me the ball." When you take notes, you're returning to that efficient core.

· Which words to grab

Part of speech	Role	Priority
Nouns	Name people, places, objects — the most essential information.	Highest
Verbs	The actions, what happens.	High
Adjectives	Qualities of nouns — how things look or behave.	Supporting
Adverbs	How an action is done.	Supporting

A key word tends to be a strong noun or verb, sometimes with a key adjective or adverb attached. Crucially, **a key word need not be a word from the text** — if a better word of your own captures the idea, use it. Sometimes a short phrase works better than any single word.

DRILL D Key-Word Reconstruction

ANY CLAT RC PASSAGE

- 1 Take any CLAT reading-comprehension passage (or a newspaper editorial). Read it once.
- 2 Write down only the words you judge to be **key words** — aim for the fewest that hold the most.
- 3 Cover the passage. From your key words alone, **reconstruct the full meaning** aloud or on paper.
- 4 Re-read the original. Could you have chosen better key words? You'll usually find you took down too many "just in case" — deliberately cut the count next time.
- 5 Repeat on a new passage. The fewer, the better: notes built from true key words are the most useful and the best remembered.

Why it's perfect CLAT prep: this is exactly the skill an inference question tests — separating the load-bearing words from the decoration.

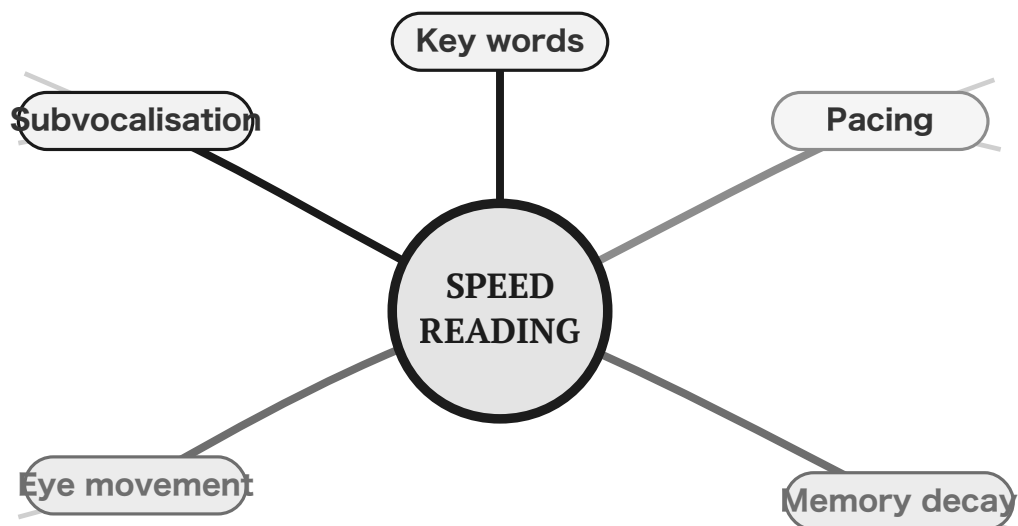
MODULE D · MIND MAPS

Map Your Mind

Your brain stores knowledge as a branching web, not a list. So take notes the same way — radiating from a central idea — and notes finally match the machine they're feeding.

Memory is not a tape recording, one idea neatly after the next. It's a vast network of interconnecting associations — concepts linked in many directions to many other points. To memorise something is simply to **forge new links** in that web. This is why the more you know, the more you can know: memory isn't a container that fills up, it's a tree growing new hooks to hang things on.

Since the brain organises ideas as a branching network, it makes sense to record notes the same way. A **Mind Map** works organically, the way the brain itself does — making it an ideal bridge between your mind and the page.



A mind map of this very course. Central image in the middle; main themes branch out; smaller twigs carry the details.

HOW TO MAKE ONE The Four Moves

BLANK A4, LANDSCAPE

- 1 Start at the **centre** of a blank sheet.
- 2 Write the central theme boldly — ideally as a strong visual image — so everything connects to it.
- 3 Work outward in all directions, adding a branch for each main concept.
- 4 Add smaller branches and twigs for the associated ideas as they occur. You end with a growing, organised structure of key words and key images.

The paradox: a good mind map is often never needed again — the act of building it fixes the ideas so firmly that you can recall the whole map in your mind's eye.

TRY IT NOW

Map this course as you finish it

When you reach the end of this guide, take a blank A4 sheet and build a mind map of the whole Speed Reading Course from memory — **SPEED READING** in the centre, the six modules as branches, the drills as twigs. If you can do it without flipping back, you've got it.

MODULE D · IN ACTION

A Worked CLAT Passage

Theory is easy to nod at and hard to use. So here is the whole of Module D applied to one short passage — key words, the WH-wheel, and the answer falling out at the end.

Read the passage below once at your comfortable comprehension speed. The **key words** are highlighted

so you can see what a trained reader's eye locks onto.

SAMPLE PASSAGE · LEGAL-STYLE

A person is liable for **negligence** when they owe a **duty of care** to another, **breach** that duty, and thereby **cause harm** that was **reasonably foreseeable**. However, no liability arises **unless** the harm is a **direct** result of the breach. A driver who looks away from the road **briefly** and strikes a pedestrian has breached the duty of care; but if the pedestrian had **already** stepped into the path **unforeseeably**, the chain of causation may be **broken**.

STEP 1 — KEY WORDS ONLY

Strip the passage to its load-bearing words: **negligence · duty of care · breach · cause · harm · foreseeable · unless · direct · un-foreseeably · causation broken**. From these ten words alone you can rebuild the whole rule — that is the test of a good key-word grab.

STEP 2 — THE QUALIFIERS THAT DECIDE IT

Notice the trap words the Golden Rule forces you to slow for: "**unless**," "**direct**," "**unforeseeably**," "**may be broken**." These conditions are where the marks live — a fast reader who skimmed past "unless" would apply the rule wrongly.

STEP 3 — RUN THE WH-WHEEL

Question	What it surfaces here
What?	The rule of negligence and its four ingredients + one exception.
Why?	Liability exists to compensate foreseeable, direct harm — not freak accidents.
How?	Causation can be broken if the harm was unforeseeable — the hinge of the whole passage.

THE PAYOFF

The answer was already framed before you saw the question

Ask a typical CLAT question: "If the pedestrian leapt out unforeseeably, is the driver liable?" You already flagged "unless... direct" and "unforeseeably → causation broken." **Answer: no — the chain of causation is broken.** You didn't re-read the passage; your key words and WH-wheel handed you the answer. That is Module D doing its job — and it took seconds, not minutes.

MODULE E · VISUAL READING

See What You Read

The best readers don't hear words — they run a film. Turn text into vivid mental imagery and your memory, your comprehension, and even your error-detection all leap forward.

People who follow instructions easily tend to build a little "mental movie" of themselves doing the task first — a trial run that catches mistakes before they happen. Strong readers do the same with text: they convert words into pictures, complete with colour, sound and movement. Weak readers leave the imagery out, which is exactly why their memory and comprehension suffer.

THE ERROR-DETECTOR

Imagery catches the word that doesn't belong

Read this: "The child was made to do the maths problem in front of the class upon the skateboard." If you've built a mental picture of a classroom, the word **skateboard** jars instantly — it should be **blackboard**, and you self-correct without thinking. A reader running no imagery sails straight past the anomaly. Vivid pictures make nonsense visible — priceless for catching the trap words CLAT loves to plant.

Visualisation and speed reinforce each other: visual memory is fast, so as you push your reading pace up, your visualising power tends to grow with it. Readers who make the shift into the visual mode become genuinely **multi-sensory** — and recall jumps. The three-step drill below builds the skill from scratch.

DRILL E Build Your Mind's Eye

3 STEPS · PROGRESSIVE

- 1 Test the picture.** Look at your desk and pretend it's your bedroom seen from the ceiling. Mentally point to the wall with the bed, the windows, the door, the shelves. Repeat for the whole house. This confirms you can picture concrete objects.
- 2 One sentence, one image.** Read a sentence aloud — choose one rich in concrete nouns and action verbs, not abstract nouns and "to be." Close your eyes and picture it: note the colour, size, shape, foreground and distance.
- 3 Hold a sequence.** Read out **3 to 9** visualisable sentences and see how many pictures you can hold before the first ones slip. With practice you chain them into a continuous "movie" — and memory capacity feels almost limitless.

Add sound. When reading a novel, supply every "he said / she said" in your mind's ear. Imagery of emotion, movement, touch and even temperature turns a story into a 3-D film — and recall becomes nearly perfect.

• Submodalities — the texture of imagery

Poor visualisers make thin, sketchy pictures because they leave out **submodalities** — the fine sensory details. Deliberately add them and your images become vivid enough to stick:

Visual	Auditory	Kinaesthetic
shape · colour	volume · pitch	pressure · temperature
black/white · movement	pace · number of sounds	emotion · speed of movement
size · perspective	location · rhythm	location · texture

The reader who builds a vivid inner picture remembers the scene, not the sentence — and a scene, unlike a string of words, is almost impossible to forget.

— The core principle of visual reading

REALITY CHECK

On "left brain vs right brain"

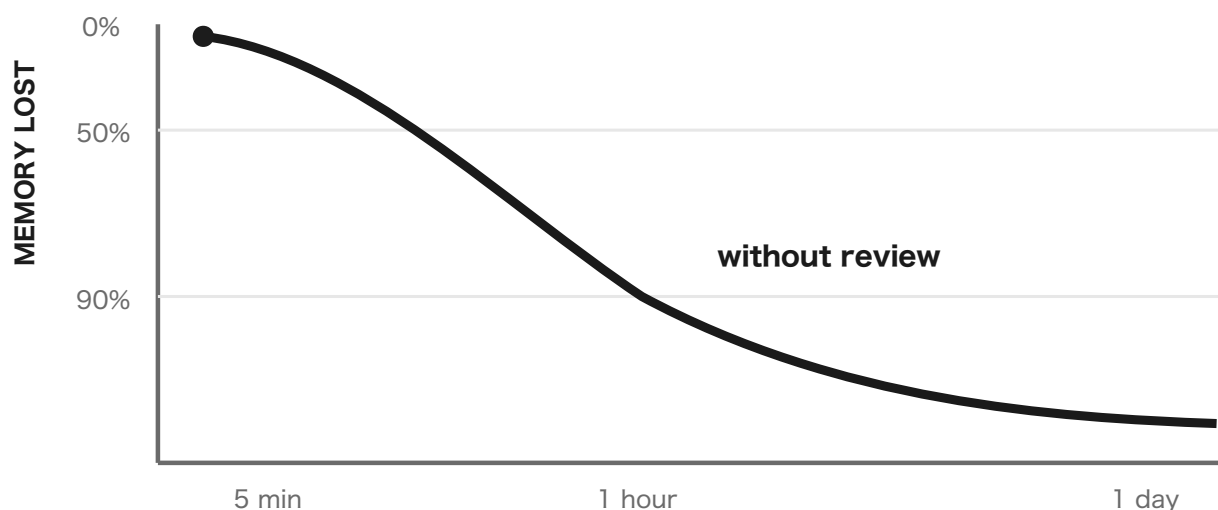
Older manuals lean hard on a tidy split — "left brain decodes words, right brain makes meaning." The real brain is far more distributed and cooperative than that slogan suggests, so treat it as a useful metaphor, not biology. The practical takeaway survives intact and is well supported: **combining verbal reading with rich mental imagery beats reading on words alone.** That's the part to keep.

MODULE F · DEFEATING MEMORY DECAY

Beat the Forgetting Curve

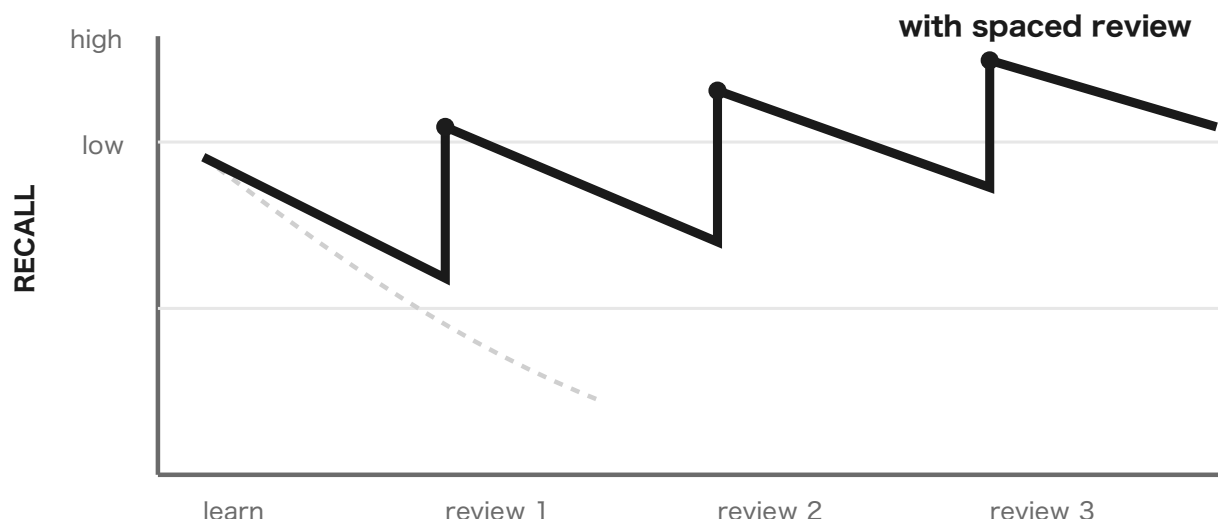
Reading fast is wasted if it leaks away by morning. Here is how memory decays — and the simple review schedule that not only stops the leak but pushes recall higher over time.

Memory decay is steep. Within about an hour of learning something — especially isolated facts — a large share can slip away, and a great deal more fades over the following day. Plotted over time, forgetting drops in a sharp curve that begins soon after you stop, then flattens out. (This famous curve was first measured by Hermann Ebbinghaus in the 1880s — using deliberately meaningless syllables, so well-understood, structured material like your CLAT notes actually decays more slowly.)



The forgetting curve. (Axis runs 0% lost at the top to 100% lost at the bottom.) Most of what you learn is gone within a day — unless you intervene.

But the curve can be **flattened — and beaten.** This is one of the most robust findings in the science of learning, known as the **spacing effect**: the same total study time produces far stronger, longer-lasting memory when it is broken into brief reviews spread out over time, rather than crammed at once. Reviews timed at the moments memory would otherwise fade don't just stop the decay — they ratchet your recall upward, review after review.



Each review resets the decay — and lifts the ceiling. Recall climbs higher after every review instead of leaking away.

DRILL F The Spaced Recall Programme

FOR ANY LECTURE OR STUDY SESSION

- 1 During the session,** store key points by repeating the subject headings to yourself in numbered order, re-listing from the start each time a new one is added. (Your inner thought-stream is faster than the speaker, so you have the gaps to do this.) Pair each heading with a striking or funny mental image.
- 2 Review 1 — 5-10 minutes after.** Somewhere quiet, relax and run through the topics. Don't strain; just guess at anything stuck. This consolidates memory from short-term into long-term.
- 3 Review 2 — about 1 hour later.** Same routine. New details resurface by association.
- 4 Review 3 — about 3 hours later,** then again after ~6 hours, ideally just before sleep (your brain consolidates as you dream).
- 5 Days 2 and 3 — three or four short reviews each,** spaced through the day.

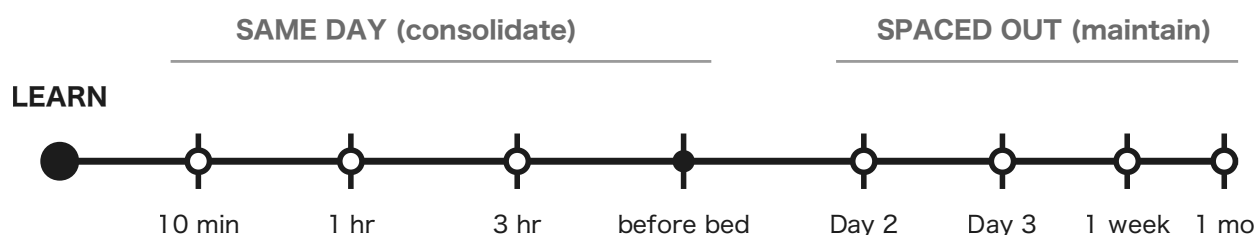
Stuck? Use picture-association. Relax, think of the first thing the last remembered item suggests, and follow the chain. After a few links, a missing topic pops up "like a rabbit out of a hat."

MODULE F · THE SCHEDULE

The Review Timeline

The magic isn't in reviewing more — it's in reviewing at the right moments: just as a memory is about to fade. Here is exactly when to hit each review.

Spaced repetition works because each review lands at the edge of forgetting, where it does the most good. Miss the timing and you either review when you don't need to (wasteful) or after the memory has already gone (too late). This timeline is the schedule that keeps everything you study:



Each review takes less time than the last — the memory is more permanent every round.

Hit memory just as it fades. Same-day reviews lock it into long-term storage; the later, spaced reviews keep it there for months — for only a minute or two each.

MAKE IT AUTOMATIC

Anchor reviews to things you already do

Don't rely on willpower. Tie each review to a habit: the 10-minute review while your tea brews, the before-bed review as you lie down, the Day-2 review at breakfast. **Attached to an existing routine, the schedule runs itself** — and your CLAT syllabus stops leaking away.

MODULE F · APPLIED TO STUDY

Ten Minutes a Day to Remember Everything

You'd think layering reviews on top of new study would swallow your whole day. It doesn't — the maths is astonishingly cheap.

Suppose you study **one hour a day** and run a review programme. On any given day you review the session just finished (right after, a few hours later, and before bed) plus short reviews of the work from one day, one week, one month, and six months earlier. It sounds like a mountain. It isn't:

Review of work done...	Time taken
Today's session (immediate · few hours later · before bed)	5 min
1 day before	included above
1 week before	3 min
1 month before	1 min
6 months before	1 min
Maximum review time on any one day	10 min

That's the whole bill: an hour of study, protected forever by **ten minutes a day** of review. Each old session needs less time than the last, because each review makes the memory more permanent. Skip the re-

views and you lose roughly 80% of every hour within a day. Do them, and you push recall back up above where it started — for the cost of a tea break.

THE CLAT EDGE
This is how toppers "remember everything"

A CLAT syllabus is enormous — months of Legal maxims, GK facts, vocabulary, static GK. Nobody holds it by cramming; they hold it by **spaced review**. Build the 10-minute habit now and by exam day the material from month one is as fresh as last week's. Once the discipline is in, it becomes automatic and almost effortless.

04

PART FOUR

Putting It *Together*

Six modules become one habit. Here's the single protocol to run on a live CLAT passage, the 30-day plan that builds it, and the cheat sheet to keep beside you.

- 08** The Integrated CLAT Reading Protocol
- 09** Your 30-Day Speed Reading Tracker
- 10** One-Page Cheat Sheet

CHAPTER 8

The Integrated CLAT Reading Protocol

In the exam you won't think "now I'll use Module C." It must be one smooth reflex. This is that reflex — five moves for every passage you meet.

All six modules collapse into a single sequence you run on autopilot. Practise it on every RC, Legal and LR passage from now until exam day, until it needs no conscious thought.

Move	What you do	Module
1 · Scan	10-second sweep of the passage — shape, length, where the dense parts sit.	C
2 · Set purpose	Glance at what's being asked. Read the question stems first so you read the passage hunting.	D
3 · Read in gear	Thought-stream on, fixations wide, pacing the channel. Fast on narrative, slow on the principle/qualifiers.	A · B · C
4 · Interrogate	Run the WH-wheel and flag key words as you go; visualise to catch the trap word.	D · E
5 · Answer & verify	Apply key words to each option; eliminate; confirm against the passage, never your assumption.	D

THE MANTRA

Scan · Purpose · Read-in-gear · Interrogate · Verify

Five words. Memorise them. When the clock is loud and the passage is dense, this sequence is the rail that keeps you from the two fatal exam habits: **reading without a question in mind**, and **reading every passage at the same speed**.

· The non-negotiables, restated

- **The Golden Rule** outranks everything: never pass a word or concept you don't understand.
- **Speed serves comprehension**, never the reverse. Your target is 350–500 wpm that holds.
- **Change gears** deliberately — a fixed speed is an inefficient speed.
- **Review on a schedule**. Reading it once is not learning it. Ten minutes a day keeps it.

CHAPTER 9 · WORKBOOK

Your 30-Day Speed Reading Plan

Twenty minutes a day for thirty days. Print this page, keep it where you study, and fill in every box. The numbers are what turn reading about speed into actually reading faster.

Each day: a 5-minute drill block, a 10-minute timed read, and a 5-minute review. Re-measure your wpm **and** comprehension on Days 1, 8, 15, 22 and 30 so you can watch the curve climb.

Week	Focus	Daily drill
Week 1 Days 1–7	Kill subvocalisation	Drill A (differentiation) + 10-min timed read
Week 2 Days 8–14	Condition the eye	Drill B ladder (steps 1–8) + pacing with a finger
Week 3 Days 15–21	Pace, scan & key-word	Drill C-1 + C-2 + Drill D on a CLAT RC passage
Week 4 Days 22–30	Integrate & visualise	Drill E + full 5-move protocol on past CLAT passages

WEEKLY PROGRESS LOG — FILL IN THE NUMBERS

Check-in	WPM	Comprehension (/5)	How it felt
Day 1 (baseline)			
Day 8			
Day 15			
Day 22			
Day 30 (final)			

DAILY TICK-SHEET

Day	Drill done	WPM	Day	Drill done	WPM
1			16		
2			17		
3			18		
4			19		
5			20		
6			21		
7			22		
8			23		
9			24		
10			25		
11			26		
12			27		
13			28		
14			29		
15			30		

TARGET

Add 30–50% to your baseline in 30 days

If you start at 220 wpm, a realistic Day-30 target is **300–340 wpm with comprehension holding at 4/5 or better**. Keep going past day 30 and 400+ is well within reach. Consistency beats intensity — twenty honest minutes daily outperforms a three-hour binge once a week.

CHAPTER 10

One-Page Cheat Sheet

Tear this out. Everything that matters, on a single page.

THE 6 MODULES

- **A** — Silence subvocalisation; read on thought-stream.
- **B** — Condition the eye with fast bursts (the ratchet).
- **C** — Pace the 5cm channel; scan to preview.
- **D** — Key words + WH-wheel + mind maps.
- **E** — Turn text into a vivid mental movie.
- **F** — Beat forgetting with spaced review.

THE EXAM PROTOCOL

- 1 Scan (10 sec)
- 2 Set purpose (read the questions first)
- 3 Read in gear (fast / slow as needed)
- 4 Interrogate (WH-wheel + key words)
- 5 Answer & verify against the text

THE GOLDEN RULE

Never pass a word or concept you don't understand. Confusion = a misunderstood word a few lines back. Stop, find it, define it, continue.

YOUR NUMBERS

Untrained	200-250
CLAT target	350-500
Subvocal ceiling	~300
Light material only	800+

High speeds (800+) are for light/skim reading only — on dense CLAT passages, comprehension caps near 500-600 wpm. Train for the target, not the ceiling.

REVIEW SCHEDULE

After learning: **10 min** → **1 hr** → **3 hr** → **before bed** → days 2 & 3 → 1 week → 1 month → 6 months. Cost: ~10 min/day.

$$WPM = \frac{\text{pages} \times \text{words-per-page}}{\text{minutes}}$$

Measure weekly. Track speed AND comprehension — never one without the other.

The CLAT is a reading test in disguise. Win the reading, and you win the time to think — which is where every rank is decided.

APPENDIX · SELF-DIAGNOSIS

Diagnose Your Reading Faults

Find your symptom in the left column, and the table tells you the fault and the exact module that fixes it. Most readers have two or three of these — that's normal.

Speed reading is not one problem but several, and yours are probably specific. Read honestly down this list and tick the symptoms you recognise. Then spend your practice time on the modules that match — don't waste effort on faults you don't have.

If you notice this...	The fault is...	Fix it with
You "hear" every word in your head as you read	Heavy subvocalisation	Module A
Your eyes keep jumping back to re-read words	Regression / back-skipping	Module B + warm-ups
You reach a paragraph's end and remember nothing	Speed too slow → mind wanders	Module B (condition the eye)
You read every word at the same plodding pace	Stuck in one gear	Module C + the gears
You finish but can't recall the main point	No key-word habit	Module D
You can't picture or "feel" what you read	No visualisation	Module E
You understood it yesterday, forgot it today	No review schedule	Module F
You miss the qualifying word and pick a wrong option	Skimming the wrong gear	The Golden Rule + Module D
Your eyes tire or ache after 20 minutes	Weak eye stamina / posture	Warm-ups + Eye Health (next page)

THE CLAT EDGE

Re-diagnose every week

As you train, your faults change — kill subvocalisation and regression often surfaces next. Re-run this table at each weekly check-in (Days 1, 8, 15, 22, 30) and re-aim your practice at whatever is now the weakest link. **Train the bottleneck, not the strength.**

APPENDIX · SET-UP

Reading Environment & Eye Health

You will spend hundreds of hours reading before exam day. A few simple set-up habits keep your eyes fresh, your focus sharp, and your speed from collapsing in the second hour.

• Set up the page

- **Distance.** Hold the book (or screen) about **40–50 cm** from your eyes — roughly a forearm's length. Too close forces tiny, tiring fixations.
- **Angle.** Tilt the page to about **15–20°** rather than flat on the desk, so the whole line sits at an even distance from your eyes.
- **Light.** Bright, even light from behind or beside you, never glaring off the page. Shadows and glare both force the eye to work harder.
- **Posture.** Sit upright, feet flat, book raised to eye level. Slumping compresses breathing and drops concentration within minutes.

• Protect your eyes over long sessions

THE 20-20-20 RULE

Every 20 minutes, look 20 feet away for 20 seconds

Sustained near-focus tires the eye's focusing muscle and is a leading cause of the headaches and blur that wreck a long study session. Every 20 minutes, lift your gaze to something far across the room for 20 seconds. Pair it neatly with the **30–40 minute study break** from Module F and the **review** that follows — one rhythm, three benefits.

- **Blink on purpose.** We blink up to 60% less when concentrating, which dries the eyes and blurs vision. Every so often, blink fully a few times.
- **Hydrate & breathe.** Tired eyes are often just a tired, under-oxygenated brain. Water and a few deep breaths at each break do more than you'd think.
- **Paper for the deep read.** For dense Legal or RC practice, paper tends to beat a screen — no backlight glare, no notifications, and easier to run a finger or card as a pacer.

TWO MINUTES WELL SPENT

Warm up, then read

Run the **2-minute eye warm-up** (Module B) before each session and the **20-20-20 rule** during it. These cost almost nothing and protect the one tool every CLAT section depends on: *your eyes*.

APPENDIX · REFERENCE

Glossary of Terms

Every technical term in this guide, in one place and in plain words.

Term	Plain-words meaning
Fixation	A brief stop where the eye holds still and actually reads. All reading happens during fixations.
Saccade	The fast jump the eye makes between two fixations. You see nothing during a saccade.
Fovea	The tiny central patch of the retina that sees in sharp detail. Only foveal words are crisp.
Perceptual span	The window of text you take in from one fixation — ~3–4 letters left, 14–15 right in English.
Peripheral vision	The blurry outer field that previews upcoming words and guides where the eye jumps next.
Chunk	A group of words read as a single unit of meaning, e.g. "in the course of time."
Regression / back-skip	An unnecessary backward jump to re-read a word. Most are wasted.
Subvocalisation	Silently "speaking" words in your head as you read. Caps speed near 300 wpm.
Thought-stream	Reading by pure understanding and imagery, with no inner voice. Enables much higher speed.
Pacing	Reading a narrow central channel of the page (the 5 cm "pacing zone") to halve fixations.
Scanning	A fast, fixed-pattern preview of a text before reading it properly.
Skimming	Fast reading for gist only, accepting reduced comprehension.
Key word	A concrete word that carries the meaning of its sentence and triggers recall of the rest.
Mind map	Radial notes branching from a central idea — matches how memory actually links information.
Forgetting curve	The steep drop in recall over hours and days after learning (Ebbinghaus).
Spaced repetition	Reviewing at widening intervals to halt forgetting and push recall higher.
Optimum reading speed	The fastest pace at which your comprehension still holds — your real target.

APPENDIX · QUESTIONS

Common Questions

The questions students ask most often — answered straight.

"WILL I LOSE COMPREHENSION IF I READ FASTER?"

Up to your optimum speed, no — comprehension often **improves**, because faster reading holds your attention and keeps ideas whole. Past that optimum (roughly 500–600 wpm on dense text), comprehension does drop. The skill is finding and living at your optimum, not racing past it.

"CAN I REALLY HIT 1,000 WORDS A MINUTE?"

On light material, with practice, some readers approach it. On dense CLAT passages with full understanding, that's not realistic — and you don't need it. A dependable **350–500 wpm** with strong comprehension already transforms your exam. Be suspicious of anyone promising more.

"IS IT BAD TO SUBVOCALISE? I CAN'T FULLY STOP IT."

You can't — and shouldn't — eliminate it completely; everyone subvocalises a little on hard material, and it genuinely helps with tangled sentences and unfamiliar words. The goal is **reducing** it on ordinary text and gaining the choice to switch it off (Module A).

"HOW LONG UNTIL I SEE RESULTS?"

With 20 honest minutes a day, most students see a clear, measured gain by the **Day-8 check-in** and a 30–50% rise by Day 30. The gains keep coming for months after. Consistency matters far more than intensity.

"SHOULD I USE MY FINGER? ISN'T THAT CHILDISH?"

No — a moving finger or card (a "visual guide") is used by many of the fastest readers alive. It kills regressions and sets a steady pace. The childish habit is **stopping** at each word; smoothly gliding the guide is the opposite.

"DOES THIS HELP SECTIONS OTHER THAN ENGLISH?"

It helps **all five**. Legal, Logical Reasoning, GK and even Quant all begin with reading a passage or a condition. Faster, sharper reading buys you thinking time everywhere — see Chapter 7.

LAST WORD

The guide is the map. The drills are the journey.

Reading this once will not make you faster. Twenty minutes a day with a book, a timer and the 30-day tracker will. Start today, measure honestly, and trust the process — your future RC, Legal and LR scores are being built in these small daily sessions.

05

PART FIVE

Practice & *Self-Assessment*

Speed without comprehension is worthless — so here you finally test both, on your own: three timed CLAT-style passages, a simple scoring method, and a full answer key with explanations.

- How to Score Your Comprehension
- Three Timed Practice Passages (RC · Legal · LR)
- Answer Key & Explanations

PRACTICE · METHOD

How to Score Your Comprehension

A speed number alone lies. The only honest measure is speed and comprehension together — so every practice read produces two numbers, not one.

For each of the three passages that follow, do exactly this. It mirrors the real CLAT rhythm — read under time, then answer without looking back — and it turns the vague "track comprehension /5" into a hard, repeatable score you can log in your 30-day tracker.

PROTOCOL The Two-Number Test

PER PASSAGE · TIMER + PEN

- 1 Time the read.** Note the word count printed under each passage. Start a timer, read once at your target pace, stop the timer. Do not re-read.
- 2 Compute speed.** wpm = words ÷ minutes (use the formula from Chapter 5).
- 3 Answer from memory.** Cover the passage. Answer all 5 questions without looking back — exactly as the exam forces you to hold the passage in mind.
- 4 Score comprehension.** Check the answer key. Your comprehension score is simply **questions correct out of 5**.
- 5 Log both numbers.** Record wpm and /5 together. A 450-wpm read at 2/5 is worse than a 350-wpm read at 5/5 — speed only counts when comprehension holds.

The target: 4/5 or 5/5 comprehension **at** 350+ wpm. If comprehension drops below 4/5, you are reading above your optimum — ease off until it recovers, then rebuild speed.

READING YOUR RESULT

What the two numbers together tell you

Speed	Comprehension	Verdict
High	4–5/5	Excellent — push speed up gradually.
High	≤3/5	Too fast — you're skimming. Slow to your optimum.
Low	4–5/5	Safe but slow — use the Module B drills to lift pace.
Low	≤3/5	Subvocalising & back-skipping — start with Modules A & B.

PRACTICE PASSAGE 1 · ENGLISH (RC)

Timed Read

PASSAGE · 212 WORDS

We tend to treat attention as something we simply *have*, like height or eye colour, when in truth it behaves far more like a muscle — limited, tiring, and trainable. Each time we switch tasks, a hidden

cost is paid: the mind must disengage from one set of rules and load another, and that switching leaves a residue that blurs the work that follows. A student who answers messages between paragraphs is not, therefore, reading slowly because the passage is hard; the passage feels hard because the reading has been shattered into fragments too small to cohere.

What looks like a weakness of will is often a weakness of design. The remedy is rarely to try harder in the moment of distraction — by then the residue has already formed — but to arrange one's surroundings so the distraction never arrives. Silence the phone before the session, not during it. Seen this way, deep attention is less a virtue summoned by effort than a condition *engineered* in advance. The reader who protects their attention is not more disciplined than the one who loses it; they have merely removed the choice before it could be made badly.

Now cover the passage and answer from memory:

- 1 The author's central claim is that attention is best understood as
(a) a fixed trait (b) a trainable, limited resource (c) a moral virtue (d) an unlimited capacity
- 2 "Residue" in the passage most nearly refers to
(a) physical tiredness (b) leftover interference from task-switching (c) boredom (d) forgotten facts
- 3 The author would most likely agree that a distracted reader should first
(a) try harder in the moment (b) read faster (c) change their environment beforehand (d) take a long break
- 4 The tone of the passage is best described as
(a) angry (b) measured and explanatory (c) sarcastic (d) nostalgic
- 5 "They have merely removed the choice before it could be made badly" implies that
(a) choice is unimportant (b) good attention is engineered, not willed (c) discipline is a myth (d) readers should never choose

Answers on the key page. Target: read in ≤ 36 sec (≈350 wpm), 4–5 correct.

PRACTICE PASSAGE 2 · LEGAL REASONING

Principle & Application

PRINCIPLE & FACTS · 168 WORDS

Principle: A person who *voluntarily* accepts a known risk cannot later claim compensation for harm that arises from that very risk. However, this defence fails if the person had no real freedom to refuse the risk, *or* if the harm resulted from the defendant's negligence going beyond the risk that was accepted.

Facts: Ravi buys a ticket to a cricket match. A printed warning on the ticket says spectators sit at their own risk of being struck by a ball. During play, a six is hit into the stands and injures Ravi. In a second incident the same day, a floodlight tower — poorly maintained by the stadium — collapses and injures another spectator, Meera.

- 1 Can Ravi claim compensation for the injury from the ball?
(a) Yes, he was hurt (b) No — he voluntarily accepted that known risk (c) Yes, the warning is invalid (d) Only half
- 2 Can Meera claim compensation for the floodlight injury?
(a) No, she also accepted risk (b) Yes — the harm came from the stadium's negligence, beyond the accepted risk (c) No (d) Only if she read the ticket

- 3 The phrase "no real freedom to refuse the risk" would most help
(a) the stadium (b) a worker ordered to do a dangerous task to keep their job (c) Ravi (d) nobody
- 4 The decisive difference between Ravi's and Meera's cases is
(a) the ticket price (b) whether the harm flowed from the accepted risk or from negligence (c) the time of day (d) their seats
- 5 Which fact, if added, would most weaken Ravi's defence-bound position (i.e., help Ravi claim)?
(a) Ravi is a cricket fan (b) the ball was hit unusually hard (c) the stand's safety netting had been removed by the stadium (d) Ravi sat in a cheap seat

Answers on the key page. Read the principle slowly (gear 1); the facts can go faster.

PRACTICE PASSAGE 3 · LOGICAL REASONING

Find the *Joints*

ARGUMENT · 96 WORDS

The city closed Main Road to private cars for one month and air-quality readings on that road improved sharply. The council concluded that banning private cars across the whole city would deliver the same clean air everywhere. Critics noted, however, that during the same month a long spell of rain had settled dust city-wide, and that traffic banned from Main Road had simply diverted onto three parallel streets, where pollution rose.

- 1 The council's conclusion is that
(a) Main Road is cleaner (b) a city-wide car ban would clean the air everywhere (c) rain causes clean air (d) cars should be cheaper
- 2 The council's argument assumes that
(a) rain has no effect (b) the Main Road result was caused by the ban and would generalise (c) critics are wrong (d) cars are necessary
- 3 The point about rain most directly
(a) strengthens the council (b) offers an alternative cause for the improvement (c) is irrelevant (d) proves the ban worked
- 4 The point about diverted traffic shows that the ban may have
(a) cleaned the whole city (b) merely moved pollution rather than removed it (c) reduced rain (d) raised ticket prices
- 5 Which finding would most strengthen the council's conclusion?
(a) It rained again (b) parallel streets also got cleaner despite the diverted traffic (c) Main Road has trees (d) cars are popular

Answers on the key page. Hunt the connective words — they are the joints of the argument.

PRACTICE · ANSWER KEY

Answers & Explanations

Score honestly, out of 5 per passage. Read the explanation for every question you missed — that is where the real learning is.

PASSAGE 1 — ENGLISH (RC)

Q	Ans	Why
1	(b)	The "muscle — limited, tiring, and trainable" line is the central claim.
2	(b)	Residue = the leftover interference from switching tasks.
3	(c)	The author says arrange surroundings in advance, not try harder in the moment.
4	(b)	Calm, explanatory voice — no anger, sarcasm, or nostalgia.
5	(b)	Attention is "engineered in advance," not summoned by willpower.

PASSAGE 2 — LEGAL

Q	Ans	Why
1	(b)	Known risk, voluntarily accepted → no claim.
2	(b)	Negligence beyond the accepted risk → defence fails.
3	(b)	"No real freedom" fits a worker who can't refuse.
4	(b)	Accepted-risk harm vs negligence is the hinge.
5	(c)	Removed netting = stadium negligence beyond the risk.

PASSAGE 3 — LOGICAL REASONING

Q	Ans	Why
1	(b)	The generalising claim is the conclusion.
2	(b)	Assumes the ban caused it and will generalise.
3	(b)	Rain is an alternative cause.
4	(b)	Diversion = pollution moved, not removed.
5	(b)	Parallel streets clean too → ban really works.

LOG IT

Two numbers per passage, into the tracker

Record your **wpm** and your **/5** for each passage on the 30-day tracker. Re-run these three passages at Day 1, Day 15 and Day 30 — same passages, so any change is pure skill, not luck. The goal you are chasing: the speed number climbing while the /5 stays at 4 or 5.

WORKBOOK

Practice Notes & Reflections

Jot what worked, what felt hard, and which fault you're attacking this week. What you write down, you remember.

WORKBOOK

Notes