



READ A BOOK IN 1 HOUR

Inspectional Reading Workbook

Title:

Date:



About this document

After more than 15 years applying the reading techniques from leading accelerated learning books, I created this workbook to allow you – whatever your reading level - to enjoy reading immediately, and experience understanding a whole book within 2 hours.

Why?...

Well, it is generally accepted that the super successful, including the average American CEO, read at least one book a week, meaning 50+ books per year, and you can too.

Clearly, many people positioned near the top of society know that their intelligence and effectiveness heavily connects to the number of books that they read.

They further understand that how they read will drastically affect their reading ability and the amount of time that it takes for them to learn. It is crucial, therefore, that you too learn to read as well as possible.

As a young boy, growing up on a poor and violent neighbourhood, I would not have believed that it was possible for me to become the person that I am today – a lawyer who has read hundreds of books.

This workbook shows you how to adopt a way of reading that may eventually put you alongside many great readers across the world. Those who apply a similar method and are well-known for reading a book a day.

Once you become fluent with the approach, you may easily go on to complete the relevant reading exercises in an hour or less.

To use this workbook, you will require the following:

- (1) a **non-fiction book** ideally containing an index, and
- (2) a **pen/pencil**.

Furthermore, choose a book that relates to your most pressing goals (i.e. personal development). This will increase the likelihood that you will complete the workbook with great effort. You will know that, when finished, the book may bring you closer to gaining something you really desire.



4 Reading Levels

Level 1 - Elementary Reading

Level 2 - Inspectional Reading

Level 3 - Analytical Reading

Level 4 - Syntopical Reading

4 Reading Levels

Level 1 – Elementary Reading is another name for basic reading. It is where a person receives, usually as a child, simple training on how to read. The result is the reading skills of a beginner, learning to understand a sentence like 'the cat sat on the hat' for example.

Level 2 – Inspectional Reading is the art of skimming a book in a certain way and as fast as you can. Paying special attention to time, you must discover several things as quickly as possible such as the surface of the book, what the book is about, what is its structure, what are its parts, and so on. Unfortunately, most people, even many quite good readers, are unaware of the value of inspectional reading.

Level 3 – Analytical Reading is about reading something as thoroughly as you can. It is the most complete type of reading possible, and the most time-consuming. Reading analytically requires you to ask many organised questions about what you are reading, whilst you read. Readers use analytical reading when reading for understanding. It will rarely be necessary if reading for information or entertainment.

Level 4 – Syntopical Reading is the most complex and organised type of reading. You are required to read many books in an inspectional and analytical way, then relate the books to each other using a subject that they all revolve around. Consequently, syntopical readers use the most effort and active kind of reading. They are typically able to create a new analysis of a subject that has never been discovered before.

In light of the above, this workbook focuses on **Level 2 – Inspectional Reading**, because...

1. it enables you to quickly understand a whole book typically within 2 hours without having to spend days or weeks reading.
2. many good readers are not aware of inspectional reading techniques even though, when performed first, it usually makes reading a book from front to back 10x easier, and more enjoyable with greater comprehension.

For further information about analytical and syntopical reading, please visit tommyoffe.com.



Level 2 - Inspectional Reading

PURPOSE

What are your reasons for reading your book? Please list your reasons below and, if necessary, continue on a separate sheet:

1. *Example: I want to know what 70% of this book is about in 2 hours*
- 2.
- 3.
- 4.

Purpose

To encourage you to become a **Strategic Reader**,* this workbook requires you to set goals for yourself. Setting meaningful goals/reasons for reading increases the chance that you will read with great effort, as you will know that, when finished, your book may bring you closer to gaining what you really want.

***Strategic Readers** are able to read all through the night and deep into the early hours of the morning because they read books that may make a great difference to them if completed.

PREVIEW

Please tick off each section below when you have completed the relevant task:

1. Published Date:
2. Number of Pages:
3. Cover & Back Page of Book
4. Fast Flick Through
5. Contents Page
6. Conclusion
7. Introduction
8. Headings & Subheadings
9. Diagrams, Pictures, Maths Equations, Tables, Charts, etc.



Preview

Published Date – The publication date (especially if very old) allows you to assess how much weight should be given to the book's ideas, main arguments, and any other information presented. It can usually be found on the copyright page at the beginning of a book, stating the year that the text was first copyrighted (published).

Number of Pages – Being familiar with the length of a book may help you to estimate how much time and energy you need to complete your reading - promoting adequate preparation and successful completion.

Cover & Back Page – Read the cover and back page of a book as quickly as possible, making a mental note of things such as what the text is about, and what will be explored throughout. This will prime your mind to become more curious about the text, later increasing your comprehension.

Fast Flick Through – Starting at the beginning of the book, rapidly turn every page until you reach the end. This allows your...

1. subconscious mind to record and process the information, later creating a sense of familiarity that, in turn, will make the text easier to read and understand.
2. sense of touch to produce the physical and psychological impression of dominating the book, further increasing your confidence and motivation to understand the entire text.

Contents Page – Read the entire contents page of the book. This has similar benefits to reading the Cover and Back Page and carrying out the Fast Flick Through above.

Conclusion – Search the contents page to see if the book has a conclusion/postsript. If it does, and it is short (5 pages or so), use Hand Pacing* to read the entire chapter. You should also underline any sentences that are relevant to the author's main argument(s) or your purpose for reading. Alternatively, if the chapter is long, using Hand Pacing, you should read the final 3 paragraphs first, followed by the first 3 paragraphs of the chapter – remembering to underline any key sentences that are important.

*Hand Pacing: Using a pen/pencil, move it underneath each word that you are reading in a smooth and fluid motion. This will stop your mind from wondering-off, causing you to read the same sentence again and again. It will also allow you to read as fast as you can whilst understanding everything that you have read.

Introduction – Search the contents page to check whether the book has an introduction/forward. If so, and it is brief (5 pages or so), use Hand Pacing (above) to read the entire chapter - whilst underlining any sentences that are relevant to the book's main argument(s), or your purpose for reading. Alternatively, if the chapter is lengthy, using Hand Pacing, you should read the final 3 paragraphs first, followed by the first 3 paragraphs of the chapter – remembering to again underline any key sentences that are important.

Heading and Sub-Headings – Starting at the beginning of the book, read the main headings and sub-heading on each page only, as quickly as you can until you reach the end of the text. This will provide the same benefits as reading the Cover and Back Page and carrying out the Fast Flick Through above. Commonly, it also gives you more detailed information concerning the contents, layout, and structure of the book - further increasing your comprehension and later your reading speed.

Diagrams, Pictures, Maths Equations, Tables, Charts, etc – Starting at the beginning of the book, rapidly turn every page until you come to any diagram, picture, maths equations, table, chart, etc. Once found, take a minute or so to familiarise yourself with the representation, reading any attached caption or short description. Then continue to turn every page quickly until you reach the next diagram...etc. and repeat the previous step of familiarising yourself with the item. This will reveal lots of valuable information about the book before you start reading the chapters, later increasing your understanding.

10. **Trigger Words - brainstorm the most frequent & important words used throughout the book using the brainstorming diagram below:**



Trigger Words - Trigger words are the most highly visible or repeatedly used terms that present the writer's central ideas throughout the book. They allow you to discover most of the main subjects quickly without having to actually read the entire work. On average there will be about 20-30 trigger words per book, and you should aim to complete this trigger word exercise in less than 10 minutes. To obtain the trigger words...

Index

If the book has an index...

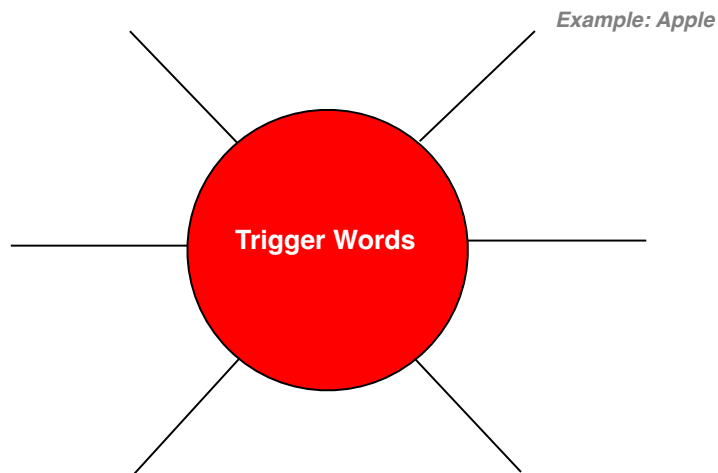
1. start with the words beginning with the letter **A**.
2. move down the list of **A words** to identify the first **A word** that has more than an average number of numbered references beside it, or more than an average number of sub-referenced words underneath it.
3. once the first popular **A word** has been identified, write the **A word** on the brainstorming diagram (below).
4. after the popular **A word** has been written down, continue to move down the list of **A words** on the index until you identify the second most popular **A word**, and write this down on the diagram also.
5. repeat all of the above steps until you have discovered most of the popular **A words** and written them down on the diagram.

After going through the list of **A words**, follow the above steps again, working through the list of words beginning with **B, C, D...** and so on until you have gone through the complete index.

No Index

If the book does not have an index, you should...

1. flip through every 10 pages or so, making a mental note of any words (2 or 3 max) that are repeatedly used throughout the various paragraphs to present the author's arguments or central ideas.
2. then write down the relevant words on the trigger words brainstorming diagram (below).
3. continue the above steps until you have gone through the whole book.



11. Summary: What is the book's main argument or/ what do you think the book is about?

Summary – Write a brief paragraph of what you think the book is about in your own words or, alternatively, write out any sentence from the book that you think summarises the essence of the text.

This may help to bridge the gap that exists between your conscious and sub-conscious mind, commonly allowing you to...

1. pull together all of the information that you have picked up mentally during the preview.
2. acknowledge that you have learnt a lot of information in a short space of time that, overall, may increase your comprehension, confidence, and sense of reading enjoyment.



INTEREST ACTIVATION

To increase your understanding, or obtain precise information from your book, please complete the following steps:

1. Turn to a section, or chapter, of the book that you find most interesting.
2. Briefly write down below the reason why this part of the book interests you:

Example: The reason why this part of the book interests me is that

3. Now, turn your reason (above) into a question by starting with the word “**what**” or “**how**” and write it below:

Example: What I want to find out from this section/chapter of the book is?

4. Once you have written down your question (above), read the **final 3 paragraphs** of the chapter/section to find the answer to your question.
5. Did you get the answer to your question? If yes, stop reading, choose another part of the book that interests you – and repeat the above process. If no, then move on to the next step below.
6. Read the **first 3 paragraphs** of the chapter/section to search for an answer to your question.
7. Do the first 3 paragraphs answer your question? If yes, stop reading – choose another part of the book that interests you – and repeat the above process. If no, then move on to the next step below.
8. Look for the paragraph that answers your question by reading the **first sentence** only of every paragraph within the chapter/section. If you discover a sentence that is part of a paragraph which may answer your question, then read the **whole paragraph**. Did this paragraph answer your question? If yes, stop reading – choose another part of the book that interests you – and repeat the above process. If no, consider reading the **whole chapter/section** of the book from beginning to end in order to discover your answer.



Interest Activation

This is the final part of the inspectional reading process. It shows you how to skim read in a systematic and methodical fashion in order to find specific information or enhance your understanding of a book with precision.

This workbook, overall, enables you to trick your mind into memorising a book without actually trying to remember anything. By prompting you to go through your text in about 12 different ways, its psychological effect is similar to a popular learning technique called Spaced Repetition. Spaced Repetition is a phenomenon where learning becomes greater and more effective when studying is spread out over time, as opposed to being conducted in one-way and in a single session.

If inspectional reading is successfully applied, in theory, you will never again have to read a book from beginning to end in order to thoroughly understand or recall what you have read.

Many dedicated readers, for example, who have read hundreds of books apply a similar technique. They argue that most books have one or two central ideas whilst the rest of the text is just filler. In other words, once you uncover the book's main arguments, principles, or solutions then what is left is unnecessary supporting information.

However, in my experience, analytical and syntopical reading are still extremely important. The nature of your written material and objective(s) in life should ultimately dictate the way you read, and how you may combine the reading levels. For instance, inspectional reading combined with analytical reading more effectively reprogrammes and conditions the mind. This makes recognising and applying difficult ideas and principles easier. For further information about how and what to read, please visit tommyoffe.com.