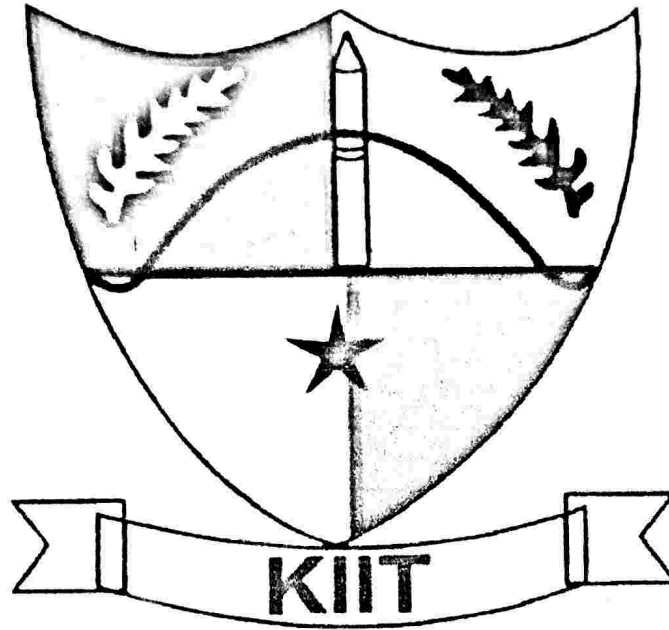


# KIIT COLLEGE OF EDUCATION

NAAC Accredited Institute with 'A' Grade



## ***READING AND REFLECTING ON TEXTS***

### ***PAPER: VI(A)***

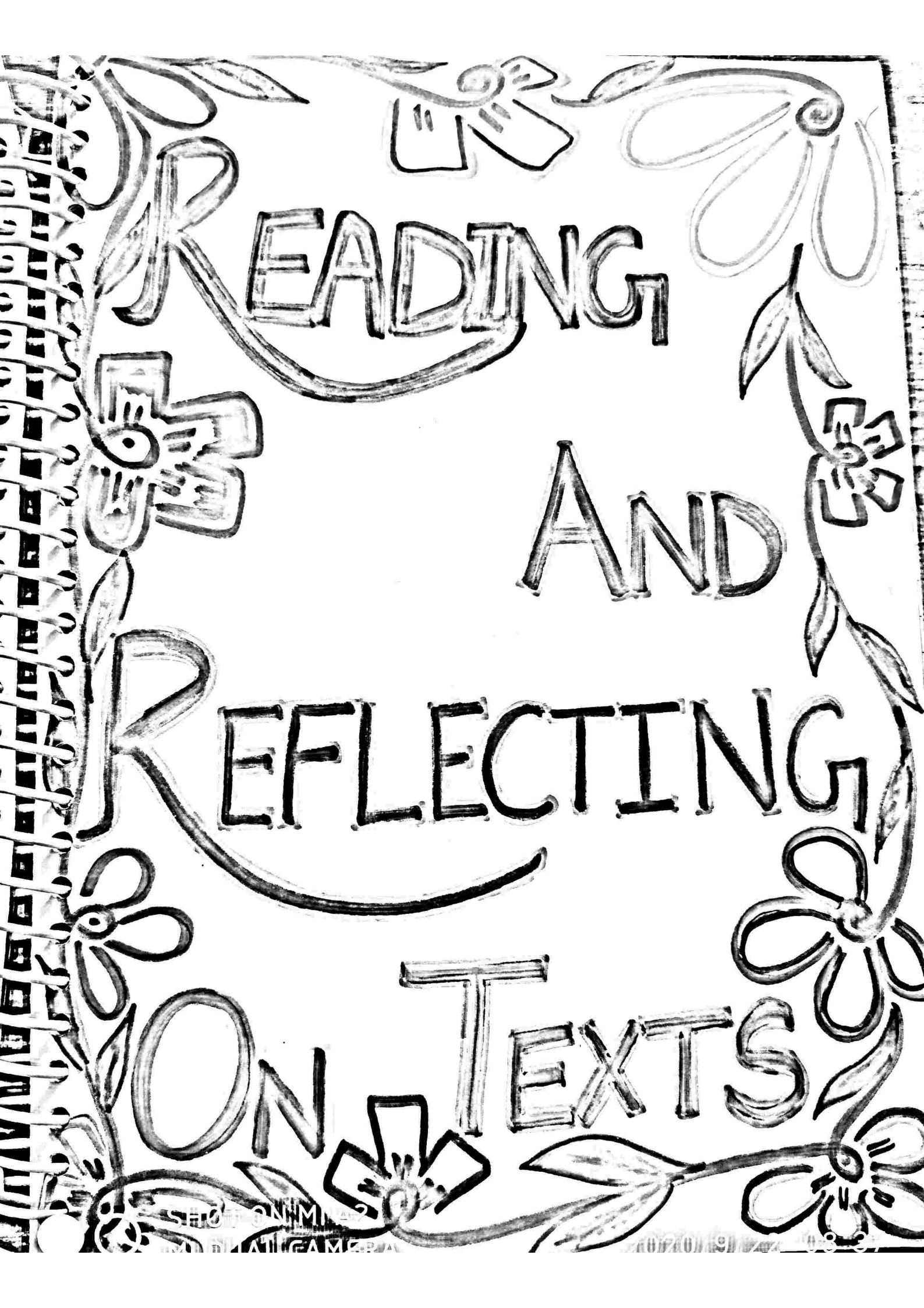
**Submitted to:**

Mrs. Ravneet Kaur

**Submitted by:**

Name: Sheilly Rana

Course: B.Ed(2019-2021)



READING

AND

REFLECTING

ON TEXTS

KILLY COLLEGE

Name → Sheilly  
Rana

Course → B.Ed I<sup>st</sup> year

Session → 2019-  
2020

Roll No → 76

# INDEX

S. NO	TOPIC	SHEET No.	T. SIGN
1	Introduction	1 & 2	✓
2	Reading Skill	3 & 4	
3	Acquisition of Reading skills	5	
4	Techniques helpful in Improving Reading skills	6	
5	Critical Reading.	7	
6	Characteristic Feature of Critical Reading	8	
7	Process of Critical Reading	9 & 10	
8	Reading for Global & Local Comprehension	11 to 13	
9	Narratives	14	
10	Conversation	15	
11	How to Improve Conversation Skills	16	
12	Biographical sketches	17	
13	Biography of Lal Bahadur Shastri	18 & 19	
14	Screen Play	20 & 21	
15	Letters (Informal & formal) with examples	22 & 23	
16	Reports with examples	24 & 25	
17	New Reports with examples	26 & 27	
18	Plays with examples	28 to 30	
19	Poem, Poetry with examples.	31 to 33	
20	Ways of Reading : Pre Reading & Post Reading	34 & 35	
		36	
21	Developing Writing skills	37 & 38	
	Writing for specific purpose and specific audience	39 to 42	✓

# INDEX

Topic \_\_\_\_\_

Date \_\_\_\_\_

S. NO	TOPIC	Sheet No.	T. Sign
23	Classroom Process of Writing	43 to 45	✓
24	Recognizing Errors as part of Learning Process	46	
25	Discoursed	47	
26	Syntax	48	
27	Morphology	49 & 50	
28	Writing Conventions	51	
29	Experiencing Writing in Collaboration	52 to 54	
30	Editing The Writing	55	
31	Writing And Reflecting on Text	56	
32	Distinguish Features of Reflective Writing	57	
33	What are the Benefits of Reflective practice?	58 to 60	
34	Attentive/ close Reading And Reflecting on texts	61	
35	Characteristics And features of language	62	
36	What is Text?	63	
37	Descriptive texts	64	
38	Informative texts	65	
39	Instructive texts	66	
40	Persuasive texts	67	
41	Work knowledge And Content knowledge	68 & 69	
42	Conclusion	70	
	Sessional work	71	
43	Reading Comprehension and Question - answer (sessional work 1)	72 to 74	
44	Write vocabulary words and Prepare Vocabulary Book (sessional work 2)	75 to 77	✓

# Introduction

Language is the ability to acquire and use complex system of communication, particularly the human ability to do so, and a language is any specific example of such a system.

The scientific study of language is called linguistics. Learning of any language requires a fair mastery over four fundamental linguistic skills.

## 4 Basic Language Skills

"Language" is "a system of symbols that permit people to communicate or interact. These symbols can include vocal and written forms, gestures, and body language."

4 basic skills are listening, speaking, reading & writing.

1. **Listening** :- When people are learning a new language they first hear it spoken.
2. **Speaking** :- Eventually, they try to repeat what they hear.

# RELATIONSHIP AMONG SKILLS

	ORAL	WRITTEN
LISTENING	Receptive	Reading
SPEAKING	Productive	Writing

3. Reading:- Later, they see the spoken language depicted symbolically in print.
4. Writing:- Finally, they reproduce these symbols on paper.

The four basic skills are related to each other by two parameters:

1. The mode of communication: Oral or written.
2. The direction of communication: receiving or producing the message.

Represent the following relationship among the skills in the chart.

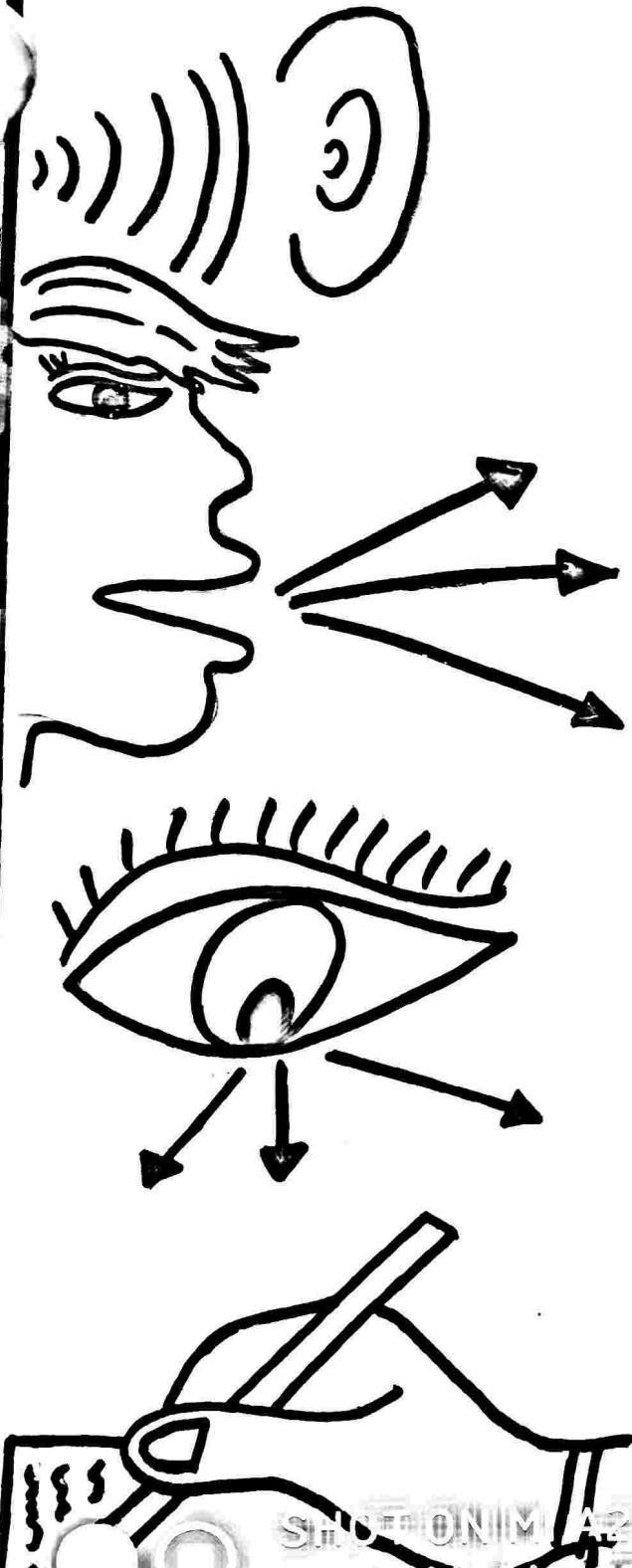
### ★ The importance of language skills

Language is absolutely central to your learning: without it, you cannot make sense or communicate your understanding of a subject.

We need to develop your language skills, and specifically, our academic English, in order to:

- understand and make the most effective use of your study materials.
- develop the specialised language and vocabulary relevant to your subject.

# FLUENCY



Listening

+

Speaking

+

Reading

+

Writing

- interpret assignment questions and select relevant to your and appropriate material for your response.
- Write well-structured and coherently presented assignments, without plagiarism.
- Communicate your needs to your tutors.
- Work productively with other students.

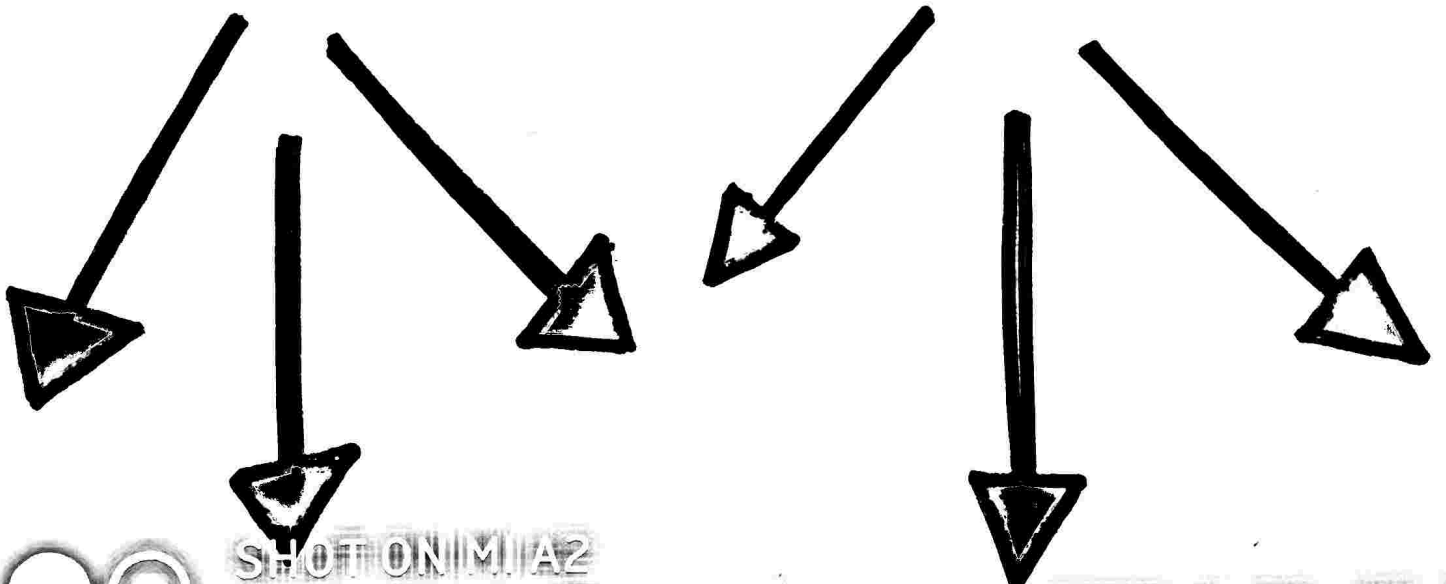
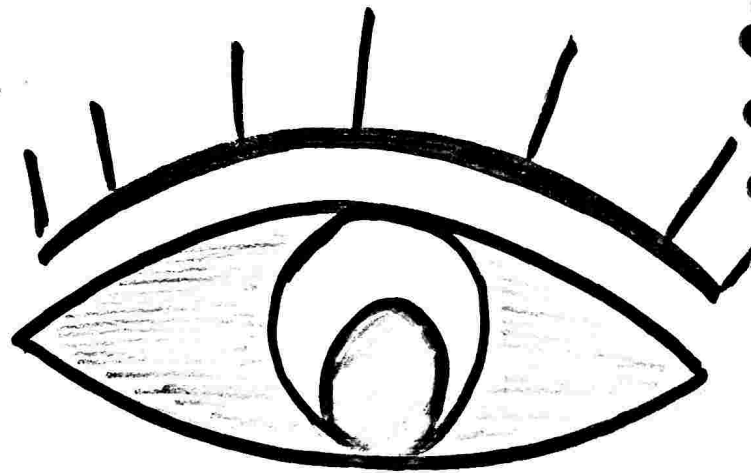
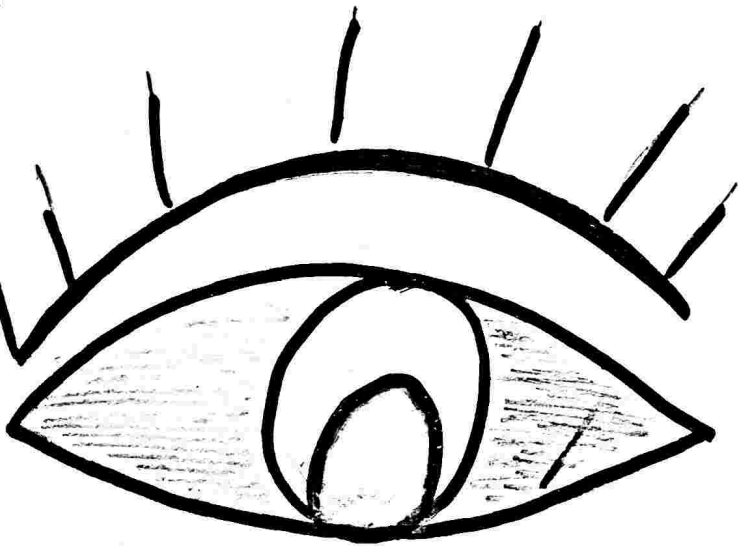
# Reading Skill

Reading is the receptive skill in written mode. It can develop independently. Listening & speaking skills, but often develops along with them, especially in societies with a highly-developed literary tradition. Reading can help build vocabulary that helps listening comprehension at the later stages, particularly.

Traditionally, the purpose learning to read in a language has been to have access to the literature written in that language. In language instruction, reading materials have traditionally been chosen from literary texts that represents "higher" forms of culture.

This approach assumes that students learn to read a language by studying its vocabulary, grammar, and sentence structure, not by actually reading. In this approach, lower level learners read only

# READING SKILL

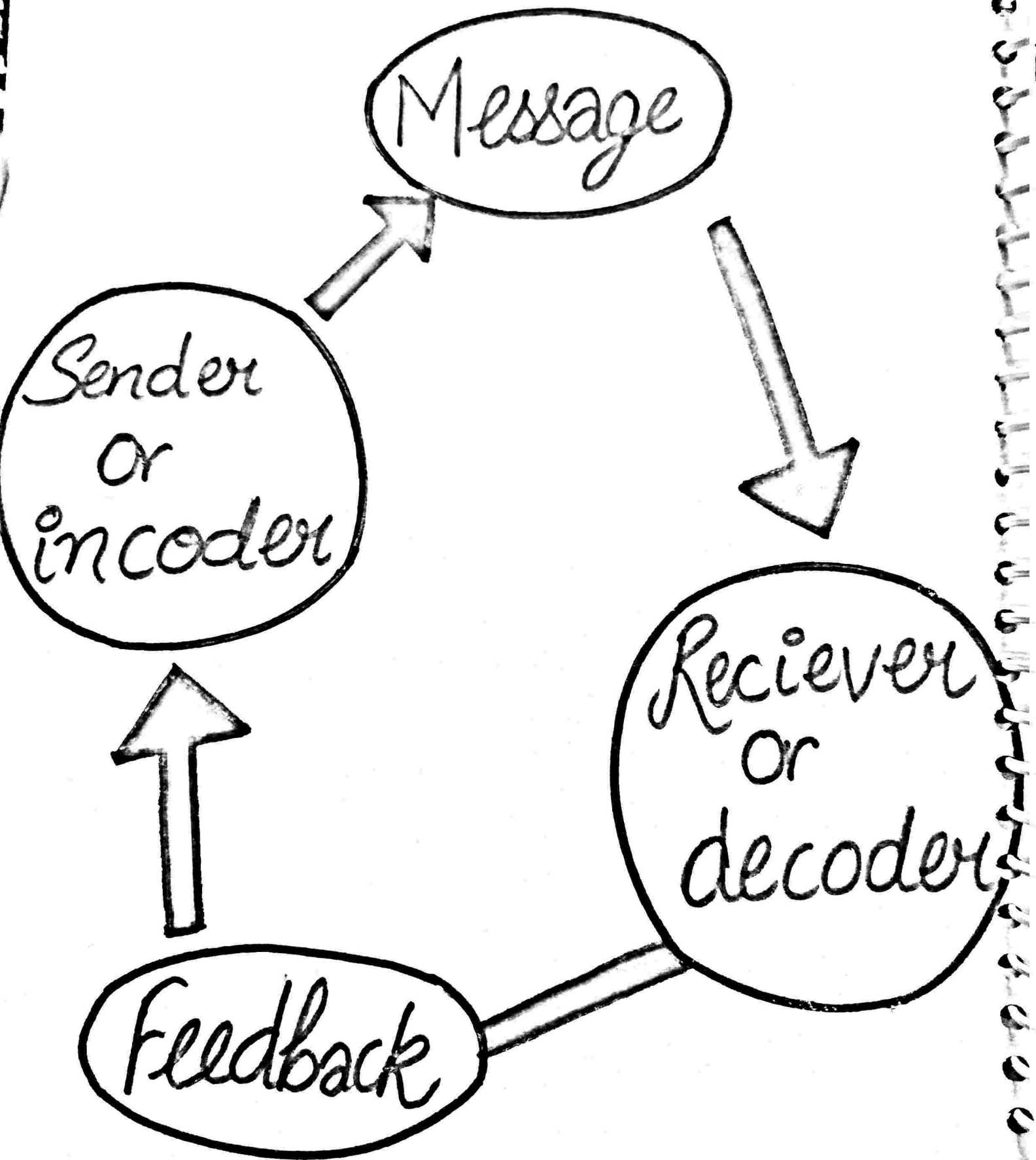


Sentences and paragraphs generated by textbook writers and instructors. The reading of authentic materials is limited to the works of great authors and reserved for upper level students who have developed the language skills needed to read them.

The communicative approach to language teaching has given instructors a different understanding of the role of reading in the language classroom and types of texts that can be used in instruction.

Reading is an activity with a purpose. A person who may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read. The purpose(s) for reading guide the reader's selection of texts.

However, a person using a scientific article to support an opinion needs to know the vocabulary that is used, understand the fact and cause-effect sequences that are presented and recognize ideas that are presented as hypotheses and givens.





# Rapid Recalling Symbols Of language



# TECHNIQUES HELPFUL IN IMPROVING READING SKILLS

There are some techniques which can be fruitful in developing & improving the reading skills among learners.

1. Vocabulary:- A critical aspect of reading comprehension is vocabulary development.
2. Reading Comprehension:- Reading comprehension is a complex cognitive process in which a reader intentionally and interactively engages with the text.
3. Rapid recalling symbols of languages:- The ability to say quickly the names of letter objects and colours predicts an individual's ability to read. This might be linked to the importance of quick retrieval of phonological representations from long term memory in reading. that is essential to child's word recognition abilities.
4. Orthographic development:- Orthography is the set of symbols used in a language, and the rules about how to write these symbols.
5. Drill and practice:- It is one of the most eminent factors that help in a sound mastery of any of the fundamental skills of a language.
6. Fluency:- It is the ability to read orally with speed, accuracy and oral expression.

DEFINITION

TOOLS

SKILLS



PATTERNS

VOCABULARY



# CRITICAL READING

Critical reading is an analytic activity. The reader re-reads a text to identify patterns of elements—information, values, assumptions, and language usage—throughout the discussion. These elements are tied together in an interpretation, an assertion of an underlying meaning of the text as a whole.

Critical Reading is a form of language analysis that does not take the given text at face value, but involves a deeper examination of the claims put forth as well as the supporting points and possible counterarguments. The ability to re-interpret and reconstruct for improved clarity and readability is also a component of critical reading. The identification of possible ambiguities and flaws in the authors' reasoning, in addition to the ability to address them comprehensively, are essential to this process. Critical Reading, much like academic writing, requires the linkage of evidential points to corresponding arguments. Critical Reading is not simply close and useful, careful reading. To read critically, one must actively recognize and analyze evidence upon the page.

# CRITICAL THINKING SKILLS

1. Reasoning
2. Analyzing
3. Decision Making
4. Problem Solving
5. Evaluating

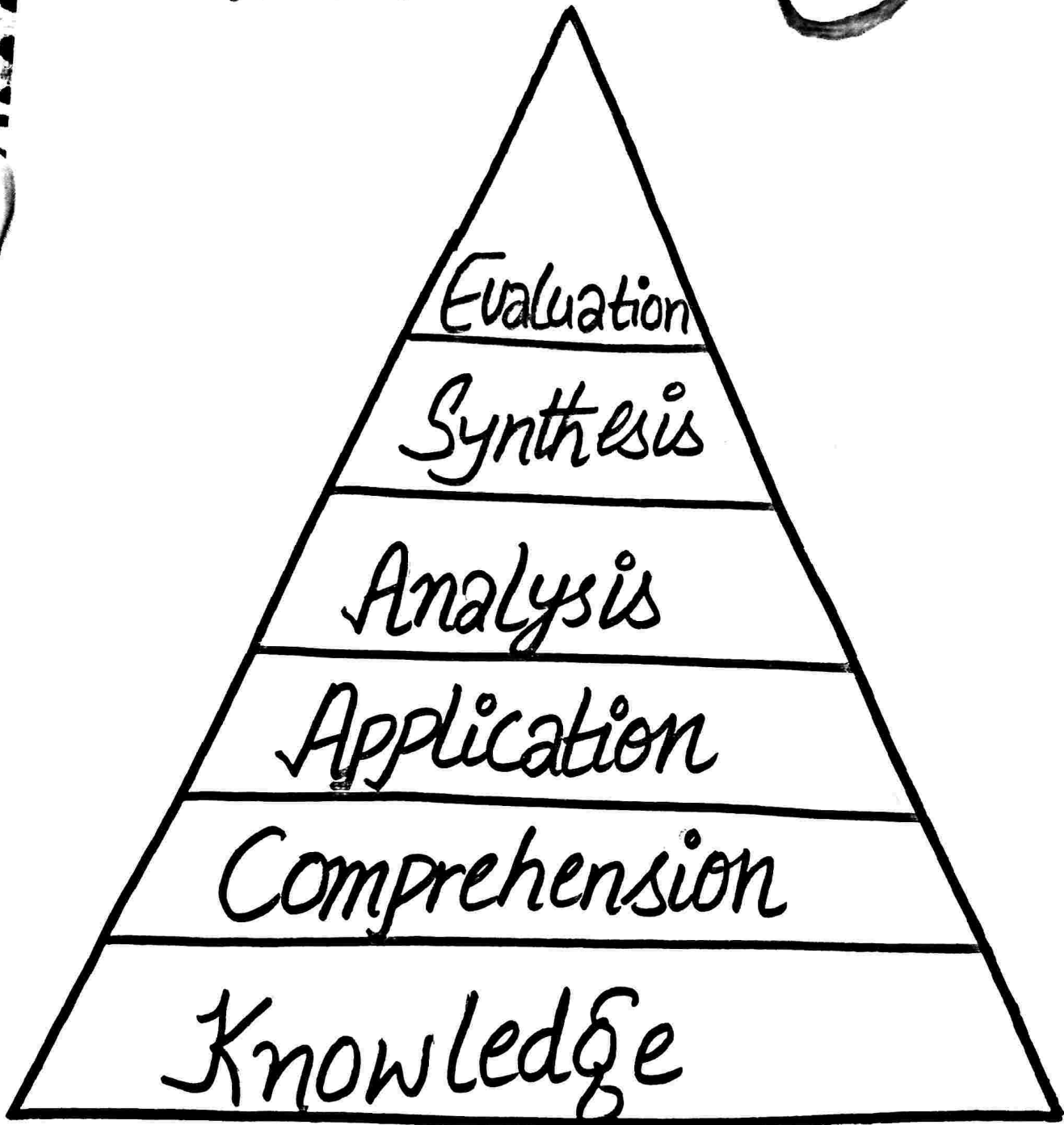


# Characteristic Features of Critical Reading

Critical reading is an important precursor to critical writing. The most characteristic features of critical reading are:-

1. To enable the readers to recognize the author's purpose
2. To make them read and respond to variety of texts in different ways.
3. To make them understand tone and persuasive elements of the text.
4. To enable them to examine the evidence or argument presented
5. To strengthen them to check out the limitations of text
6. To develop their capacity to check out the limitation of text
7. To enrich their power of critical reading to accept/reject the authors' arguments, opinions, or conclusions.
8. To enable them to comprehend & think reflectively on spoken or written text.
9. To enable them to get involved in the reading interactively both individually and in groups.
10. To strengthen them to check out any influences on the evidence or arguments.

# CRITICAL READING



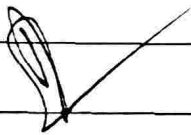
# STRATEGIES & SKILLS

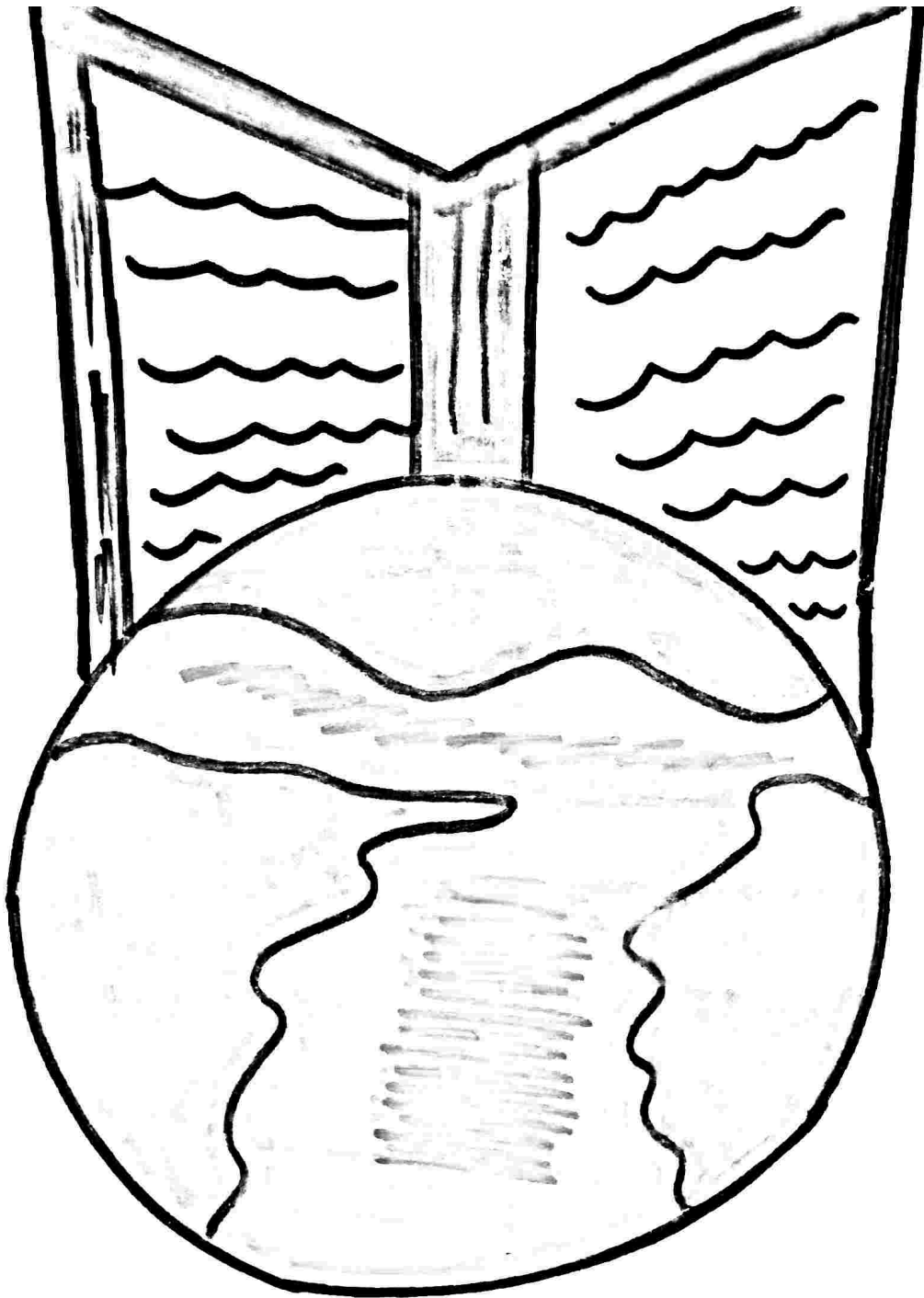


# PROCESS OF CRITICAL READING

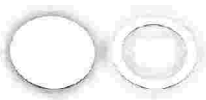
1. Prepare to become part of the writer's audience:- Writer design texts for specific audiences, and becoming a member of the target audience makes it easier to get at the writer's purpose. Learn about the author, the history of the author and the text the author's ~~anticipate~~ anticipated audience. Read introductions and notes.
2. Prepare to read with an open mind: Critical reader seek knowledge; they do not "rewrite" a work to suit their own personalities. The main task as critical reader is to read what is on the page, giving the writer a fair chance to develop ideas and allowing reflecting thoughtfully, objectively, on the text.
3. Consider the title:- This may seem obvious, but the title may provide clues to the writer's attitude, goals, personal viewpoint or approach.
4. Read slowly:- It is a factor in a "close reading" by slowing down, one will make more connections within the text.

5. Use the appropriate references:- If there is a word in the text that is not clear or difficult to define in context, look it up in dictionary or other relevant references. Every word is important and if part of the text is thick with technical terms it is doubly important to know how the author is using them.
6. Make notes :- Underline, highlight and write down main ideas of the text in a notebook. Writing while reading aids memory in many ways, especially by making a link that is unclear in the text concrete in own writing.





# Reading Global Comprehension



SHOT ON MI  
WITH DUAL CAMERA



# READING FOR GLOBAL & LOCAL COMPREHENSION

Reading comprehension is the ability to read text, process it and understand its meaning. An individual's ability to comprehend text is influenced by their traits and skills, one of which is the ability to make inferences. If word recognition is difficult, students use too much of their processing capability to read individual words, which interferes with their ability to comprehend what is read. There are a number of approaches to improve reading comprehension, including improving one's vocabulary and reading strategies.

Global comprehension means understanding the general meaning of what you are listening to or reading. It can be compared to selective comprehension, which means understanding specific information in the text, and detailed comprehension, which means understanding everything. Global, selective and detailed comprehensions have parallels with the three reading skills of skimming, scanning and intensive reading. It is primarily cognitive, that is, the system which integrates information in order to interpret the text e.g. predicting and guessing of meaning on the basis of context or background knowledge.

# Reflection

Vocabulary

Fact  
Check

Summarization

Supporting  
Claims

Compare  
&  
Contrast



Local Comprehension:- local comprehension is a primarily linguistic, that is, the system which elicits information from the text, eg:- word recognition and syntactic decoding. The focus of the interactive models is on the processing relations among various component skill.

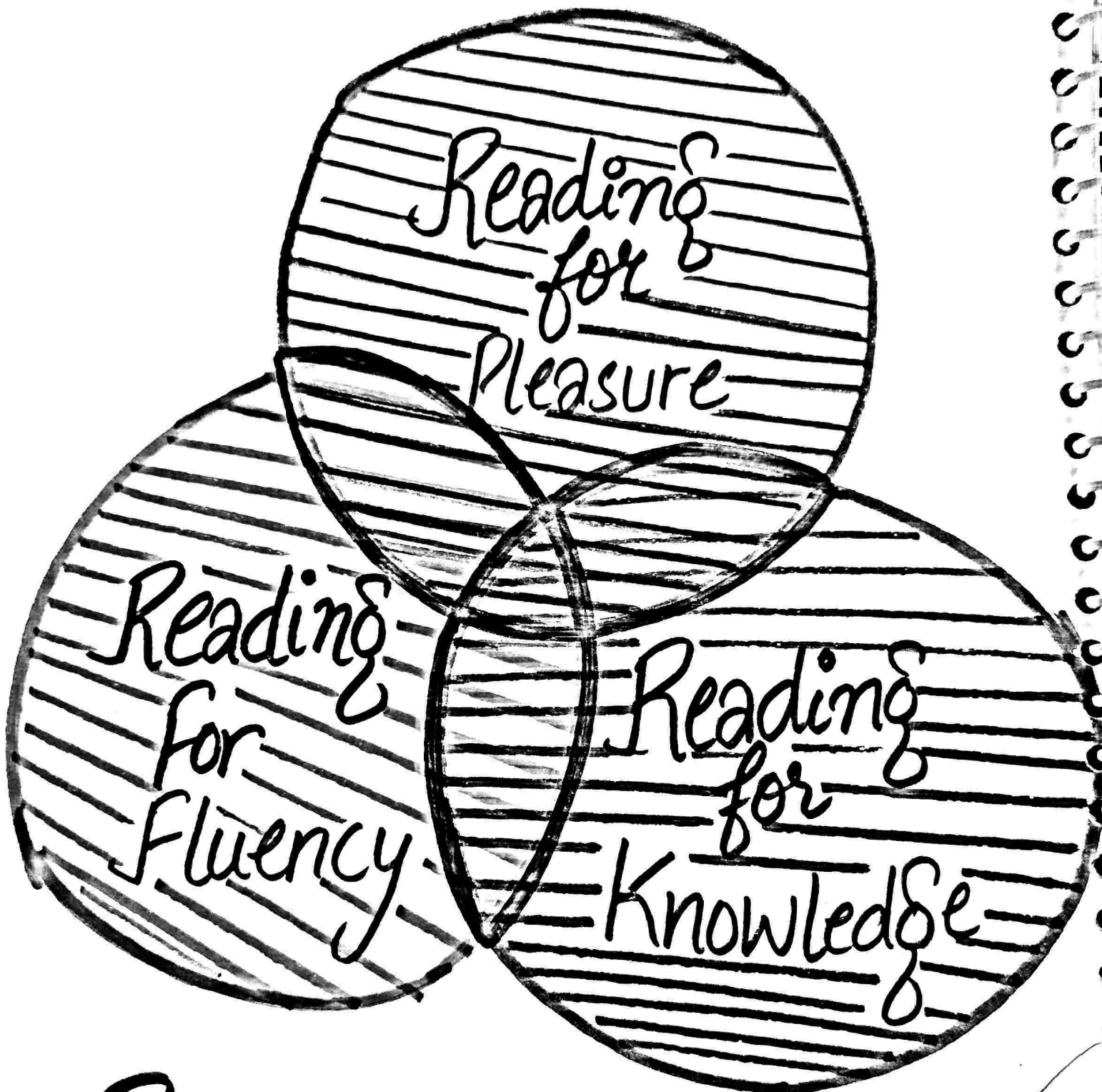
Reading material for Comprehension:  
The teacher should select the appropriate reading material for his students while doing so he should care the students mental level, growth, standard and previous knowledge. In the beginning the paragraph in lucid language should be selected. The teacher should follow teaching strategy from simple to difficult in the selection of the paragraphs.

Comprehension Questions:  
A proper understanding of comprehension questions are involves writing answer to the questions:

Thus Reading Comprehension Involves understanding the meaning of:-

1. The new constant words introduced by the writer.
2. New Grammatical structures.
3. New concepts of special references, and
4. Relationship to ideas.

The comprehension questions are mainly of two types:



# Reading Comprehension

- a) Global comprehension questions are meant for testing the overall understanding of the paragraph or lines read by the learner.

The aim of the local comprehension type questions is to find out of what extent the learner has been able to understand the important points in the reading material.

The comprehension Questions are:-

- a) **factual Questions**:- In a factual comprehension question the learner is expected to decide which part of the content has the answer to the question.
- b) **Inferential Questions**:- These questions are such as can be answered by the learner after drawing some inferences on the basis of his reading of the material provided. These types of question expect a higher order of reading skill.
- c) **Evaluation Questions**:- The learner is expected to be critical and answer such questions on the basis of his own point of view.

Types of Questions may be asked from the students.

1. Asking the meaning of words or phrases.
2. The questions on the main part of the content.
3. The gist of the reading material provided.
4. To describe the content in their own words.
5. Arrange the given sentences in jumbled form in an orderly form.

# NARRATIVE

- Hook my reader.
- Write in Paragraphs.
- Use Correct Capitalization & Punctuation marks.
- Use interesting words
- Use WOW words.
- Show, don't tell.
- Use Conversation
- Vary sentence beginnings
- Use figurative language
- Use plot structure.

# NARRATIVES

The word narrative derives from the Latin Verb narrare which means 'to tell'. A narrative is any report of connected events, actual or imaginary, presented in a sequence of written or spoken words, or still or moving images.

The Narratives can be quite challenging to read. It is worthwhile to read the narratives closely, watching and listening for unexpected details, unspoken feelings and hidden meanings.

All in all, the narratives form is unique because authors relate ideas they want to express about how people behave and what they believe. These ideas or themes, generally relate to universal truths & make connections to the reader's experiences.

## Objectives of Narratives Reading.

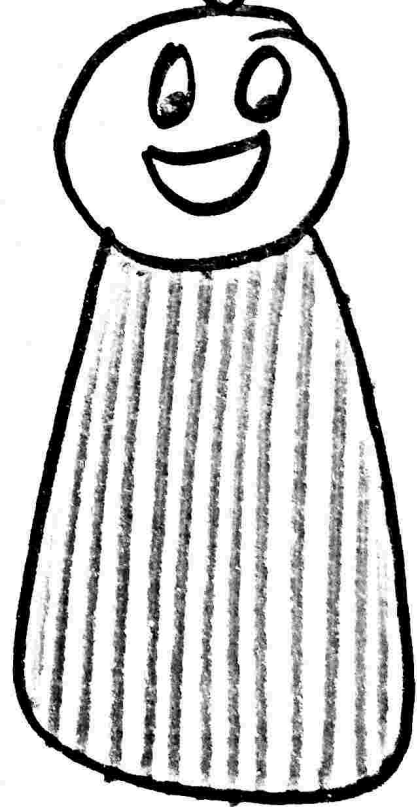
1. To enable students to write personal narratives about real experiences.
2. To enable students to focus on small moment & stretch that moment across pages.
3. To enable students to write from their own perspective.
4. To enable students to develop strategies for writing with depth.
5. To enable students to learn techniques from other authors and apply it to their own writing.
6. To enable students to plan, draft, revise and edit stories.

# CONVERSATION

OH! Hi!!



Hi, Dear



# CONVERSATION

Conversation is a form of interactive, spontaneous communication between two or more people. Typically it occurs in spoken communication, as written exchanges are usually not referred to as conversations. The development of conversational skills and etiquette is an important part of socialization. The development of conversational skills in new language is a frequent focus of language teaching and learning. Conversation analysis is a branch of sociology which studies the structure and organization of human interaction, with a more specific focus on conversational interactions.

## Benefits of Conversation :

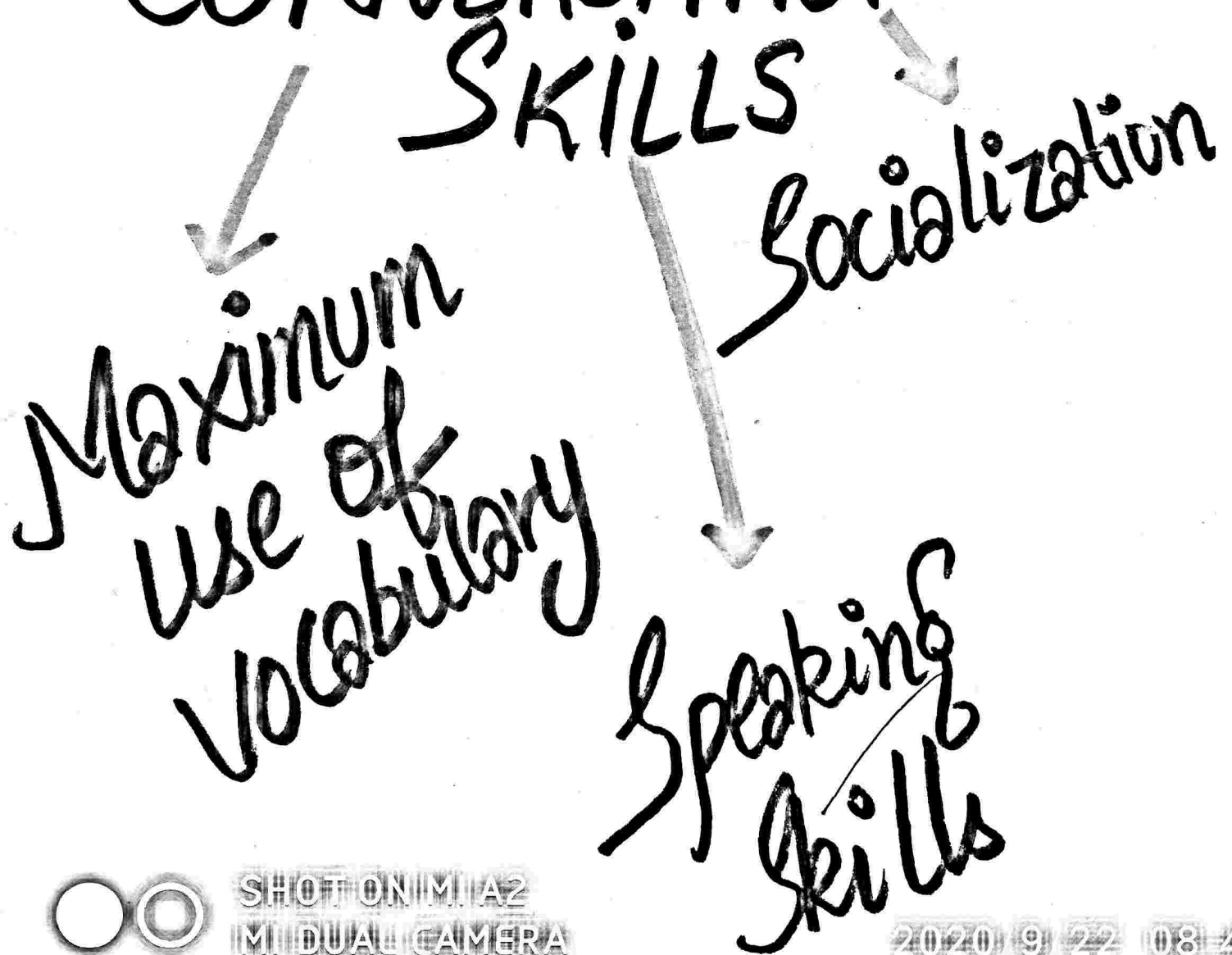
1. Being better understood
2. Better understanding and relationship
3. Workplace value
4. Better self care and self confidence.

## Objectives of Conversation :

1. To develop a way with words and allow expressing more easily
2. To diagnose and solve problems.
3. To impress individuals at different stages
4. To develop confidence and interest
5. To provide a platform for better understanding
6. To enable in expressing emotions strongly
1. To enrich vocabulary.

Use of  
different  
words.

# CONVERSATION SKILLS

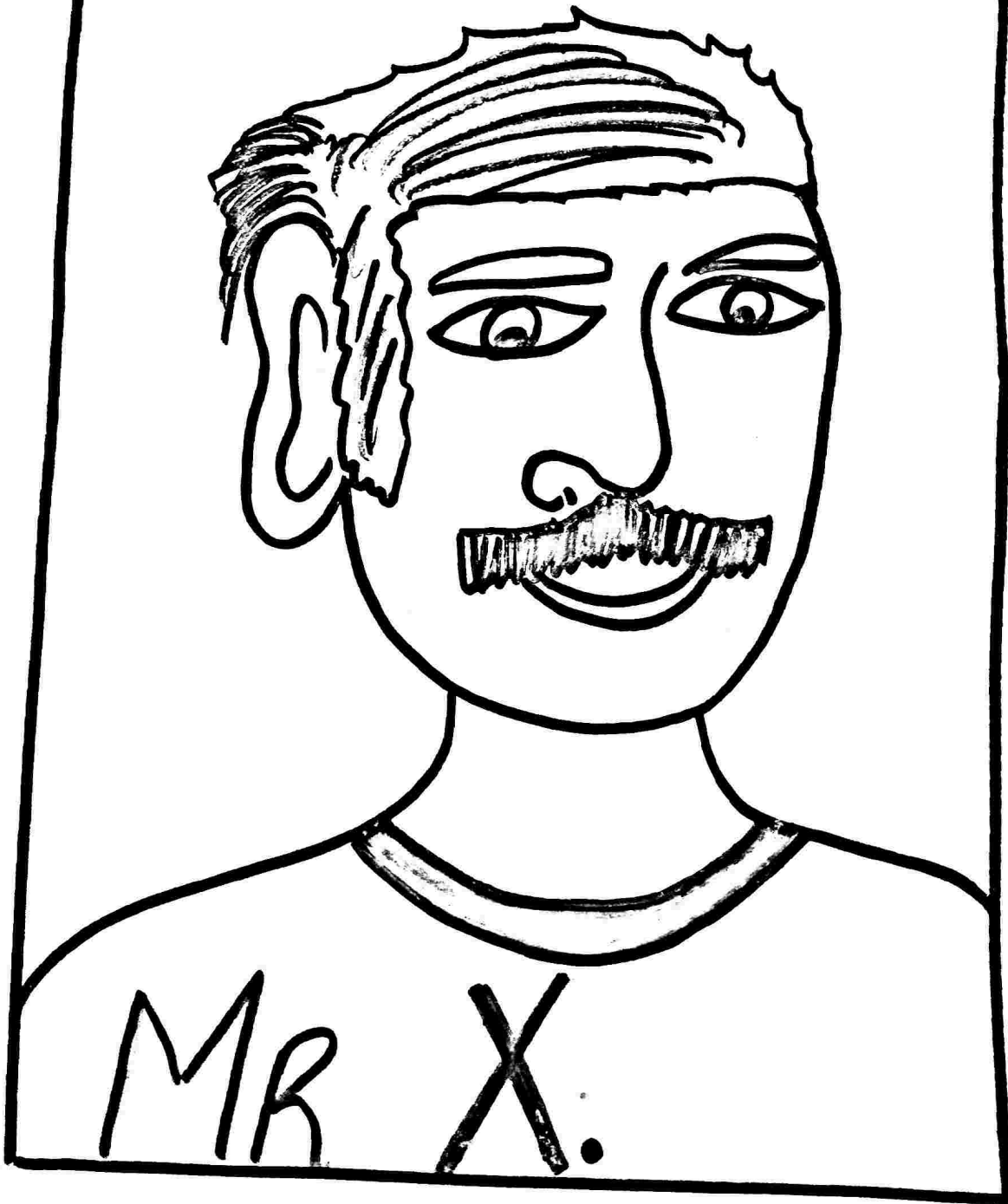


# HOW TO IMPROVE CONVERSATION SKILLS

Holding a conversation is quite a useful skill that some people do naturally but the rest of us need to work at. Here are some methods and ideas you can use to initiate and sustain a sparkling conversation.

1. Talk slowly :- Good talkers don't rush into a conversation. They take their time when they reflect on something and when they say it out loud. They act as if they have all the time in the world. This way of talking & you will create the same effect.
2. Eye contact :- Most people keep eye contact about 2/3 of the time or less when they talk. It's a very good idea to hold eye contact just a bit more than that.
3. Focus on the details :- People with good conversation skills tends to notice the kind of things that the average person doesn't notice, and to bring such details into the conversation.
4. Playing compliments :- Anybody can play or pay a compliment to try and get another person's appreciation. It will definitely make the conversation effective and purposeful.
5. Express emotions :- It's very rare to meet a person who is comfortable talking about their emotions & how certain things make them feel, especially with strangers.
6. Offer interesting insights :- Anybody can talk about the news or express basic opinions. But good talkers can frequently tell you things you didn't know and that you'll find fascinating.

# BIOGRAPHY



# BIOGRAPHICAL SKETCHES

A biographical tells the story of a persons characters, life and achievements. A biological sketch is shorter and much more specific. The sketch should provide readers with basic information about the person and give them a sense.

A biography is a detailed description of a person's life. It involves more than just the basic facts like education, work, relationships and death, but also portrays a subject's experience of these life events. A biography present's one's life story, highlighting various aspects of his or her life including intimate details of experience, and may include an analysis of the subject's personality.

An authorized biography is written with the permission, cooperation and at times, participation of a subject or a subject's heirs. An autobiography is written by person himself or herself.

## Objectives of Reading Biographical Sketches:

1. To gather information about an individual or a famous personality.
  2. To make a list of somebody's achievements and great tasks.
  3. To provide most valuable lessons in life.
  4. To keep insight to handle the crises in the lives.
  5. It allows readers to see the world in new ways.
  6. It extends readers' view into the future.
- (+) Teacher's readers lessons that they might not otherwise have learned.



LAL

BAHADUR

SHASTRI



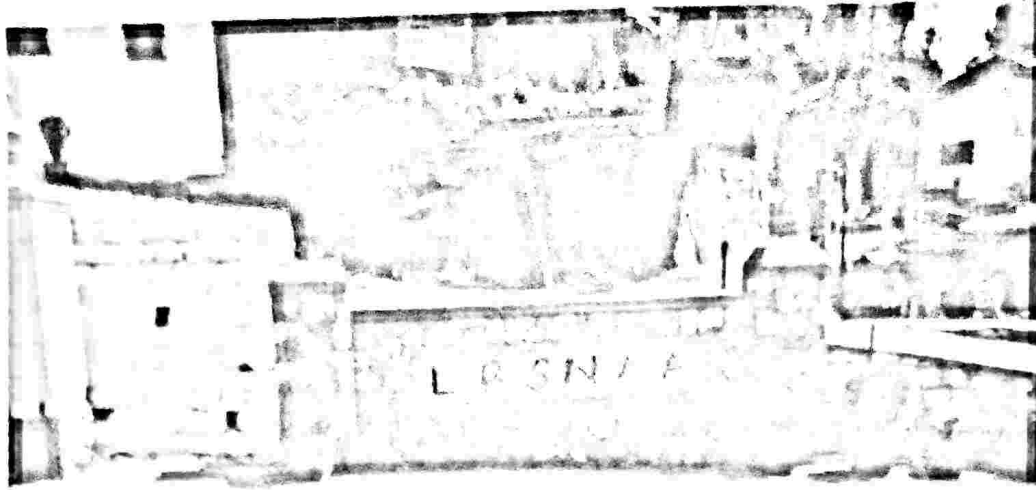
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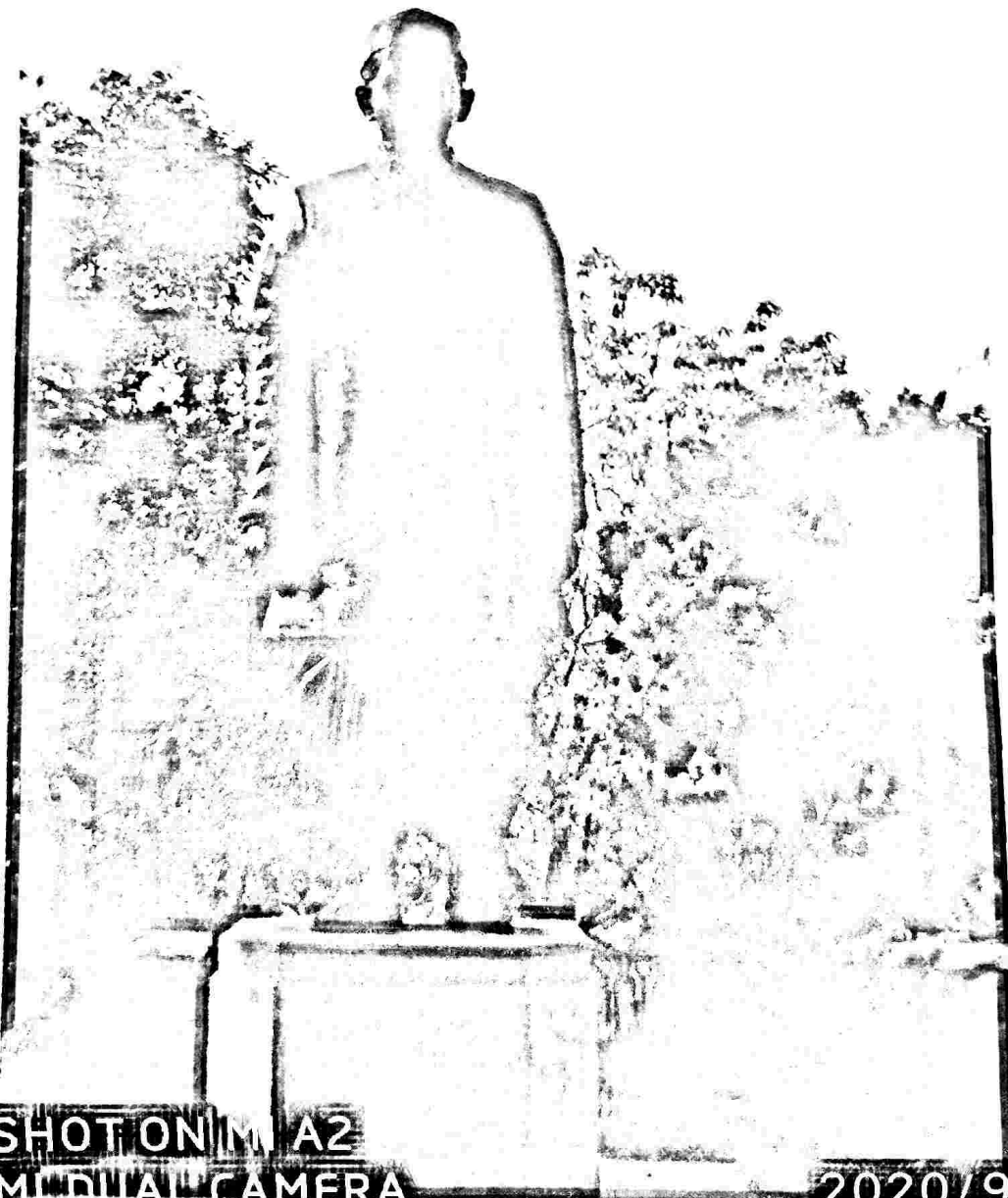
# BIOGRAPHY OF LAL BAHADUR SHASTRI

Lal Bahadur Shastri was the 2<sup>nd</sup> prime Minister of India and a senior leader of the Indian National Congress political party. Deeply impressed and influenced by Mahatma Gandhi, he joined the Indian Independence Movement in the 1920s. He joined Gandhi government and became one of the Prime Minister (1951-56) as if a Railway Minister. & then in a variety of other functions including Home Minister.

He led the country during the Indo-Pakistan war in 1965. His slogan of "Jai Jawan Jai Kisan" ("Hail the Soldier, Hail the farmer") became very popular during the war. The war formally ended with the Tashkent Agreement on 10 January 1966. he died the following day in Tashkent Agreement. with the cause of his death in dispute and it was reported to be a cardiac arrest but his family was not satisfied with it. Shastri was Congress loyalist. Although Shastri faced stiff opposition from within his party his relationship with the party and his work aided his ascension to the office of Prime Minister.



# LAL BAHADUR SHASTRI



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DUAL CAMERA

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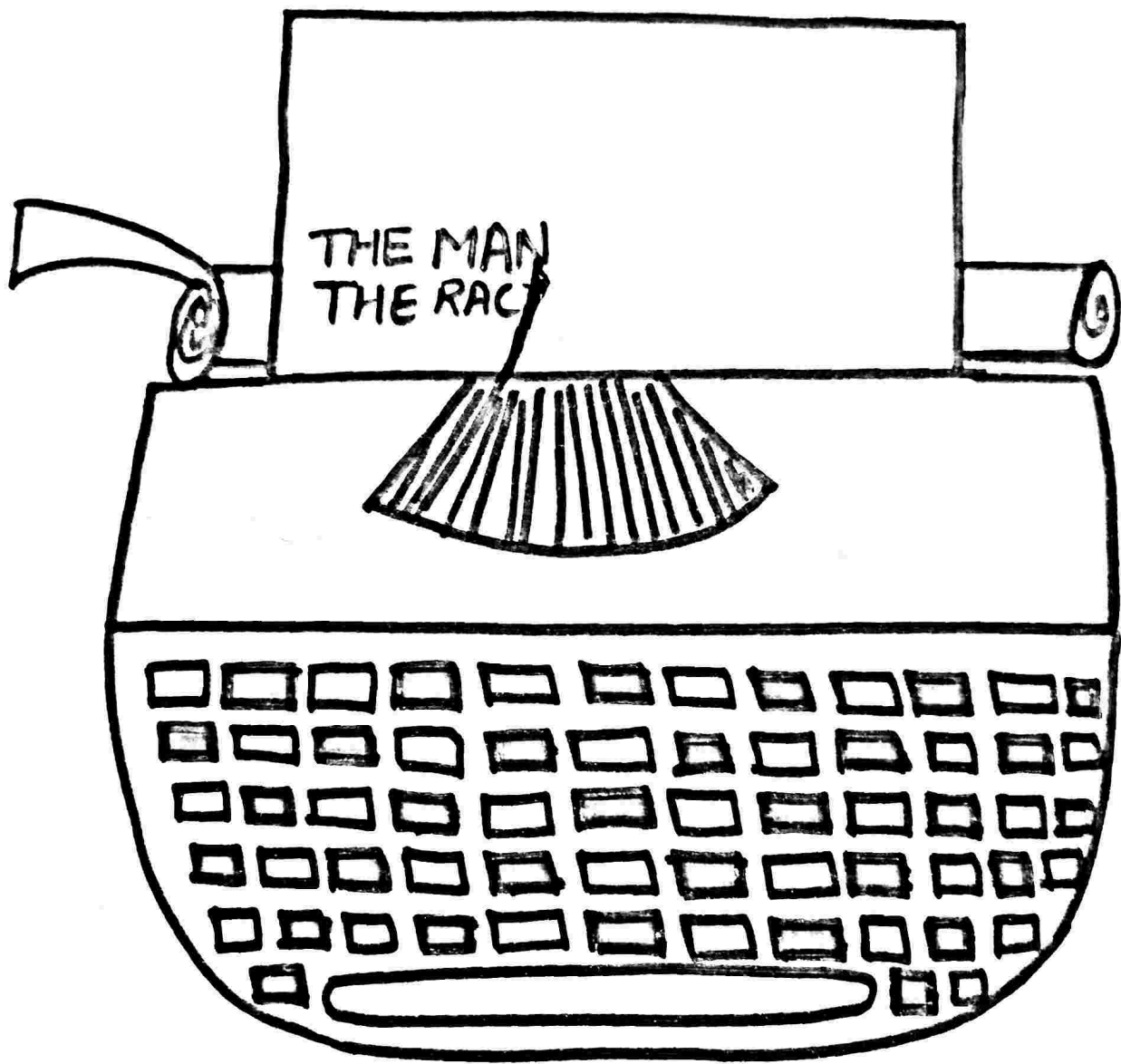
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Born : 2<sup>nd</sup> October 1904  
Birth Place: Mughalsarai Varanasi, Uttar Pradesh.  
Father : Sharada Prasad Srivastava  
Mother : Kamdulari Devi  
Wife : Lalita Devi  
Death : 11 January 1966  
Political Association :- Indian National Congress  
Movement :- Indian Independence Movement  
Memorial: Vijay Ghat, New Delhi

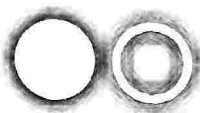
He completed his graduation from the Kashi Vidyapeeth in 1926. He was given the title 'Shastri' meaning 'Scholar' by Vidyapeeth as a part of his bachelor's degree award. But the title got into his name Shastri was influenced by Mahatma Gandhi & Tilak. He got married on 16 May 1928 and later he became the President of that society in (Lok Sewak Mandal)

He was awarded the Bharat Ratna, the India's highest civilian award posthumously in 1966.

- Shastri swim Ganges twice day to attend school and tied books on the top of the head because he didn't have enough money that time to take boat.
- He was highly disciplined person with high self esteem and morals. He did not even own a car after becoming a prime Minister.



# TYPEWRITER



# SCREENPLAYS

A screen play is written work for a film, video game, television program. These screenplay can be original works or adaptations for existing pieces of writing. In them, the movement, actions, expression, and dialogues of the characters are also narrated. It can be an original piece or based on a true story or previously written piece, like a novel, stage play or newspaper article. At its heart, a screen play is a blueprint for the film it will one day become.

The major components are action and dialogue. The "action" is written in the present tense. The "dialogue" is the lines the characters speak. Unique to the screen play (as opposed to a stage play) is the use of slug lines.

## Reading a screen play:

A screenplay is not a read; it re-read a creative act, an active engagement with the emotional life of the characters.

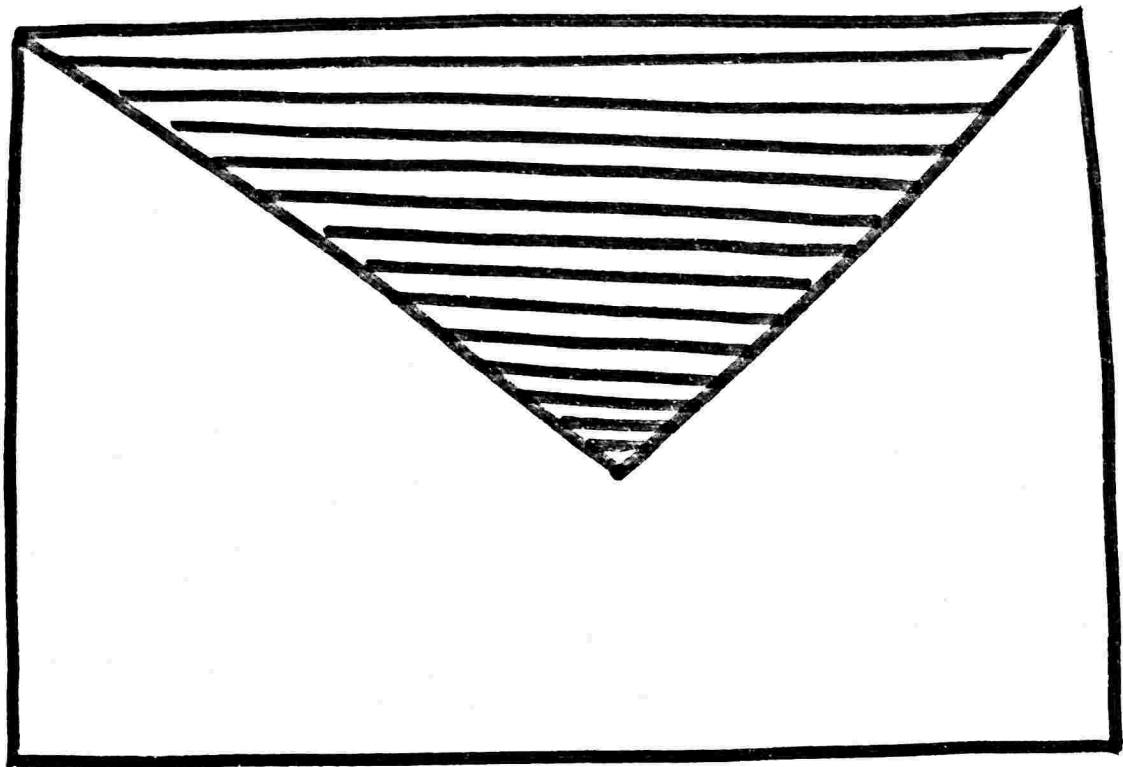
When one "reads from inside the story world, one intersects and interacts with the characters at approximately the same emotional level at which

they are operating. we read script effectively when we are able to discern and emotionally respond to the truth of the actions that comprise the story.

Reading a screenplay is an art form in itself:

To read effectively, creatively, you have to be able to hear and see what is actually occurring physically, intellectually and emotionally within the story-world, whilst at the same time not allowing yourself to read more or less than what is apt in terms of what the characters are actually doing and why they are doing it (including context). The reading of any coherent screenplay is largely a meditation on what is revealed, and an intuitive engagement with what might still remain hidden by the various possibilities and anticipations that sub text and context offer. At its best it becomes a thoroughly interactive experience in which the reader/audience enters into a dynamic, evolving relationship with the characters.

Speaking about reading scripts, Eila Karan once said "The first job is to discover what the script is saying, not what it reminds you of." Maintaining some degree of emotional detachment is necessary in reading, understanding and analyzing a dramatic script correctly.



LETTER



# LETTERS:-

People write letters for all sorts to tell someone something to complain to ask for information or to apply for something. Letters are valuable keepsakes. Letter writing is an essential skill. Despite the prevalence of email and text message every one has to write letters at some point. Letters of complaints, job application, thank you letters, letters requesting changes or making suggestions. Encouraging children to write letters from an early age will improve their communication, social and hand writing skills and teach them what they need to know about writing and structuring letters. There are 3 types of letters:- Formal, Informal and Business letters.

Informal letter:- we need to communicate a lot of information and a letter or email may be the easiest way to do this. We may write a letter to mark a special occasion or to communicate something that is difficult to say face to face. For eg:- a letter expressing our sympathy when somebody died or a letter sending our congratulations on the birth of a new baby. Personal letters may be short or long but they are usually chatty and

# FORMAL LETTER

Sender's Add.

Company's Add./Receiver's Add.

Subject

Date

Respected Sir/Mo'am,

Body of the Letter

Thanking you.

yours faithfully.

Name. & designation

# INFORMAL LETTER

Sender's Add.

Date

Subject:-

Dear \_\_\_\_\_,

Body of the letter

Thanking you - AZ

A letter is a message from one party to another containing information. Letters guarantee the preservation of communication between both parties. They bring friends or relatives closer together, enrich professional relationships & provide a satisfying mean of self expression.

### Advantages of letters:

Despite email, letters are still popular, particularly in business and for official communications. Letters contribute to the protection and conservation of literacy, which is the ability to write and read. Letters have been sent since antiquity.

= A letter provides immediate and in principle permanent, physical record of communication.

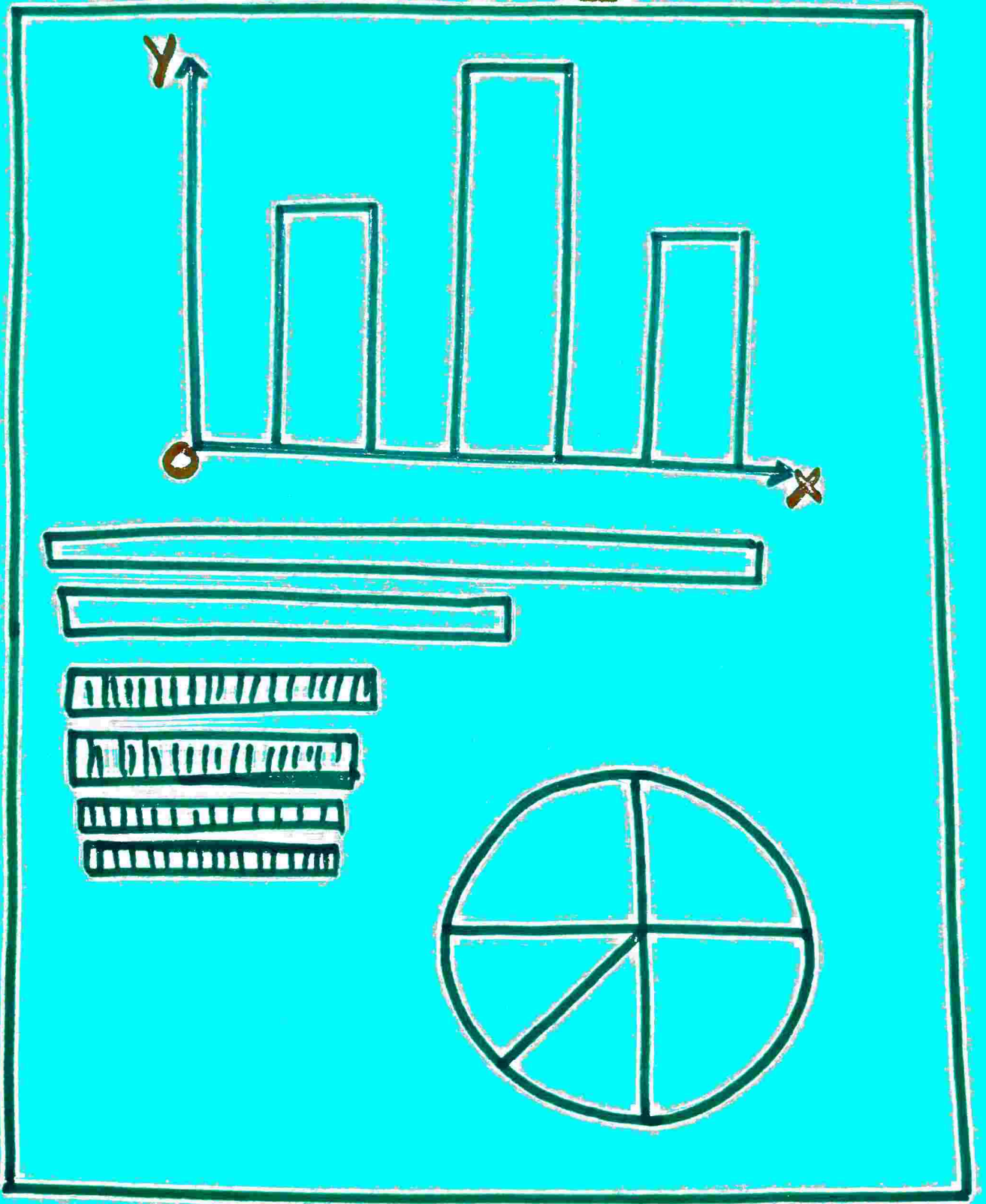
= Letter provides ~~an~~ extension of the face-to-face therapeutic encounter.

= No special device is needed to receive a letter.

= Letter writing leads to the mastery of the technique of good writing.

Formal letter: Formal letters are letters to people whom we don't know on a personal level. We may write to find out information to apply for a job or a course, to make a complaint, to give information or to send an apology.

# REPORTS



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GDP REPORT

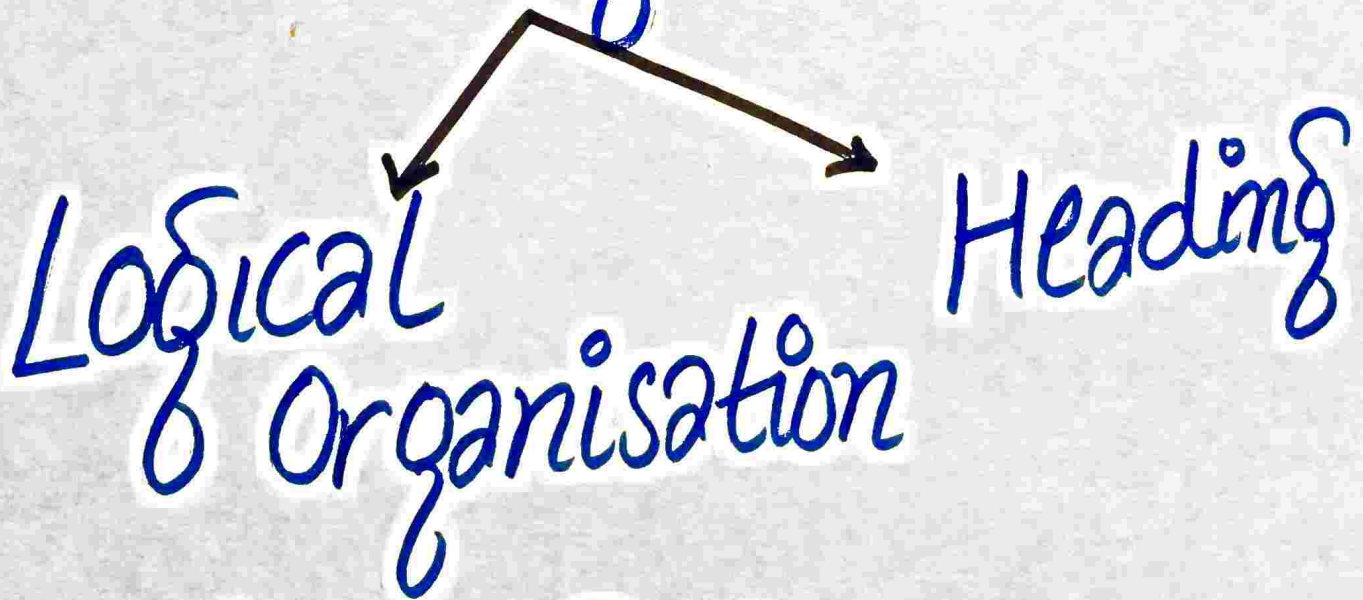
# REPORTS

A Report is an informational work made with the specific intention of relaying information or recounting certain events in a widely presentable form. Reports are often conveyed in writing, speech. Reports fill a vast array of critical needs for many society's important organisations. Reports are used for keeping track of information, which may be used to make decisions. Written reports are documents which present focused salient content generally to a specific audience. Reports are used for keeping track of information, which may be used to make decisions. Written reports are documents which present focused, salient content generally to a specific audience. Reports are used in government, business, education, science and other fields, are often to display the result of an experiment, investigation or inquiry.

Reports communicate information which has been compiled as a result of research and analysis of data and of issues. Reports can cover a wide range of topics, but usually focus on transmitting information with a clear purpose to a specific audience. Good reports are documents that are accurate, objective and complete.

# RESEARCH REPORT

1. Preparing
2. Collecting and Organising information
3. Planning



4. Writing the report

The true value of the research may be assessed through a report since the written report may be the "only" tangible product of hundreds of hours of work. The scope and style of reports varies widely. It depends on three key factors: the report's intended audience, the report's purpose and the type of information to be communicated.

Key points to be kept in mind while reading a report:

- Structure of the report
- Writing style
- Referencing
- Illustration pattern
- Relevant material
- Expression
- Results to purpose.

Objectives of Report Reading:

- To enable the reader to analyze a report in a logical and systematic way
- To enable the reader to draw major conclusions of any text
- To persuade readers with the validity of claims
- To enable the reader to link theory to practical issues.
- To build the capacity to divide the material with appropriate headings for better understanding



**New hope** A greater adjutant stork and its chick on one of the bamboo platforms. ■ AFP

**T**he hatching of two storks on a bamboo platform at the Assam State Zoo has raised hopes that one of the world's most threatened bird species can be saved, experts say. The two greater adjutant chicks have gone on display weeks after they hatched in the zoo.

The greater adjutant, standing nearly five feet tall with an eight feet wing-span, is on the red list of threatened species kept by the International Union for Conservation of Nature. With the gradual destruction of their forest and wetland breeding habitat, there are believed to be only about 1,000 of the storks left in India and Cambodia.

"We do not have any report that this endangered bird has bred (before) in any zoo or in captivity," said Assam zoo chief Tejas Mariswamy. "This success will lead to similar experiments elsewhere in the world and will help conserve and protect the birds," said Bibhab Talukdar, head of the Aaranyak conservation group that worked with the zoo to help breeding.

The storks, known as 'hargilla' (bone swallower) in Assamese, were shunned before because of their smelly droppings, noisy calls and messy eating habits. But the Aaranyak project led a campaign to rehabilitate the species and its reputation in recent years. It

assembled an award-winning brigade of village women conservationists to protect their nesting grounds, and set up the breeding platforms with Assam zoo in 2017. "Finally we found success on November 26, 2019, when the first chick hatched," said Purnima Devi Barman, who leads the project. A second followed 10 days later.

#### **Carefully monitored**

Two 10-foot-high bamboo platforms were erected in the zoo. The platform was about a metre wide, the size of the stork's natural nest. Nesting materials used by the birds in the wild were brought in for the greater adjutants to find. Their food supply was also carefully prepared. "The commotion created by zoo visitors was also monitored and care was taken so that the birds did not suffer from disturbance," said Mariswamy.

The greater adjutant is one of the rarest of the 20 species of stork left in the world. It is one of the eight species found in India. It is now only found in a few isolated districts in Assam and Bihar, and Prek Toal in Cambodia.

Bibhab said the loss of the tall trees where they usually nest, as well as poaching and poisoning have become major threats to the species. "Many historical breeding colonies have been lost," he said.

-AFP

# NEWS REPORT

News Report is packaged information about current events happening somewhere else. It moves through many different media, based on word of mouth printing, postal systems, broadcasting, and electronic communication. Common topics for news reports include war, politics and business as well as athletic contests, quirky or unusual events, and the doings of celebrities. Human exhibit a nearly universal desire to each other. Technological and social developments, often driven by government communication and espionage networks, have increased the speed with which news can spread, as well as influenced its content.

Reading News Report: - Reading news report is a good habit that can provide a great sense of educational value. It carries information about policies of politics, economy, sports, business, trade and commerce, entertainment.

→ News report carries the news of the world. By reading it you will be updated with current events not only in your nation but news about other countries as well.

→ News report provides information and general

knowledge. Reading it daily will widen the scope of your knowledge which is an integral part of education and very useful especially for readers. News report can provide interesting things and ideas which can assist readers.

→ News report provides news about a country's economic situation, sports, games, entertainment trade and commerce. People are made aware of the existing condition of politics, culture and economy by reading the news.

→ Reading News Report makes a good habit and it is already part of the modern life. This habit will widen your outlook & will enrich your knowledge.

→ Reading News report will improve your knowledge in general and it will be easy for you to relate to other people who often talk about current events and politics.

→ It also carries contents about policies and plans of Government and corporations.

→ It will not only enhance reader's knowledge about general information but it will likewise improve language skills and vocabulary.

# PLAYS



# PLAYS

A Play is a form of literature written by a playwright, usually, consisting of dialogue between characters, intended for theatrical performance rather than just reading. Plays are performed at a variety of levels the term "play" can refer to both the written works of playwrights and to their complete theatrical performance.

Dramatic literature presents several challenges to a student, making the reading experience different than poetry or fiction. Here are some tips for students to make the most out of reading a play. Reading it is a play allows me to empathize but a great published script makes you understand what the play is at its heart. It makes you understand how to play feels as a living work of art how it sounds and behaves inside your head, a mental effort that matters more in reading a play than in reading any other kind of literature.

Yet a play can be a moving literary experience.

Dramatic literature presents several challenges to a student, making the reading experience different than poetry or fiction. Read the exchange in a novel and the author might well feel the novel's underline authors absurdity or at least hold it up for our judgement.

## Objectives of Reading Plays:

1. To enrich Reader's vocabulary
2. To develop the habit of reading for pleasure and entertainment
3. To enables the readers' enjoy reading plays.
4. To help the reader understanding the main philosophy of a play
5. To provide mental stimulation
6. To help stress reduction
7. To improve memory
8. To inculcate stronger analytical thinking skills
9. To improve focus and concentration
10. To develop better writing skills.
11. To provide immense inner peace, satisfaction and tranquility.

Some tips for students to make the most out of reading a play.

1. Reading with a pencil:- To truly embrace the text, Adler believes the reader should jot down notes, reactions and questions directly onto the page or in a journal. Students who record their reactions as they read are more likely to remember the characters and various sub plots.

Visualize the characters:- A play does not

usually offer a lot of vivid details. Typically a playwright will briefly describe a character as she or he enters the stage. After that point the characters might never be described again. Therefore, it is up to the reader to create a lasting mental image.

3. Contemplate the setting: Many classic dramas are set in a wide range of different eras; it will behoove students to have a clear and understanding of the story time and place. For consider whether or not the historical context is important to the story.

4. Go through the historical context/Background

If the time and place is an essential component students should learn more about the historical details. Some plays can only be understood when the context is evaluated. Without knowledge of the historical context, much of the story's significance could be lost.

POEM

# YOUR BEST

If you always try your Best  
Then you'll never have to wonder  
About what you could have done  
If you'd summoned all your thunder  
And if your best  
Was not as good  
As you hoped it would be,  
You still could say  
I gave today  
All that I had in me!

# POEMS

Literary works are created for the purpose of providing people with information, entertainment and inspiration. They have been around for as long as the ancient times. There are many forms in which these literary pieces are made of. One of these is poetry, the process of creating a poem.

## POETRY

Reading poetry well is part attitude and part technique. Curiosity is a useful attitude, especially when it's free of pre-conceived ideas about what poetry is or should be. Effective technique directs your curiosity in asking questions, drawing you into conversation with the poem. The goal of careful reading is often to take up a question of meaning, an interpretive question that has more than one answer. Since the form of a poem is part of its meaning, questions about form and technique, about the observable features of a poem, provide an effective point of entry for interpretations. To ask some of these questions, you'll need to develop a good eye and ear for the

# POETRY



Ideas  
of  
Poetry



### Objectives of Reading poetry:-

1. To help the reader in reciting a poem properly.
2. To make the reader understand the beauty of thought contained in the poem.
3. To help the readers in improving their power of imagination.
4. To enable the readers enjoy music and rhythm of the poem.
5. To develop love for literature among readers.
6. To enable them to appreciate the aesthetic quality of poem.

→ musical qualities of language, particularly how sound and rhythm relate to meaning. This approach is one of many ways into a poem.

Here are some tips for students to make the most out of reading a poem.

1. Reading with a pencil: Read a poem with a pencil in your hand. Mark it up; write in the margins react to it get involved with it circle important, or striking, or repeated words. Draw lines to connect related ideas. Mark different difficult or confusing words, lines, and passages. Read through the poem several times if you can, both silently and aloud.
2. Examine the basic subject of the poem: The reader has to consider the title, subject and situation of the poem carefully.

# POET

“

I have never  
started a poem  
whose end I know.  
Writing a poem  
is discovering.”

3. Consider the Context of the poem :- Many poems are set in a wide range of different eras; it will behave students to have a clear understanding of the context's theme, time and place. For one, readers should try to imagine the sets and costumes are they read. They should consider whether or not the historical context is important to the poem.
4. Study the form of the poem :- The reader has to consider the sound, rhythm and divisions within the poem of the poem.
5. Look at the word choice of the poem: The reader for better understanding of the poem has to keep in mind the difficulty of words. pattern of words, figuratives language and mood of the poet.

# Ways of Reading



True Reading

Fast Reading



# Ways Of Reading: PRE Reading AND POST Reading

Reading is the active process of understanding print and graphic text. Reading is a thinking process. Effective readers know that when they read, what they read is supposed to reading, then often unconsciously select and use a reading strategy (such as reading or asking questions) that will help them reconnect with meaning of the text. Reading skills and strategies can be taught explicitly while students are learning subject specific content through authentic tasks.

## PRE-READING

Pre-reading is intended to construct background knowledge. The teacher becomes a bridge builder between what students already know about a concept and what they need to know in order to understand a particular text. Pre reading tasks are intended to prepare the learners for a reading selection, or to

# The Reading

Letter Knowledge

Oral Language

Beginning  
Interacting

Phonological  
Awareness

give them the first steps in order to develop skills in anticipation and prediction for the reading, activating background knowledge so they could later interact with the text. With these tasks, teachers give students meaningful pieces of information that they would encounter in the reading.

### Objectives of Pre-reading

- To enable readers to use prior knowledge to think about the topic.
- To make readers enable to preview the text by skimming and scanning to get a sense of the overall meaning.
- To enable readers to make predictions that is about the probable meaning of the text.

### Examples of Pre-reading Activities.

Activity 1: Choose the best answer

- Q. What foods contain Caffeine?
- a) chocolate   b) Tea   c) some soft drink  
d) All of the above.

Activity 2: Answer the following questions what do you think the answers are?

- Q. What is caffeine? What are the negative effects of drinking coffee?

# POST READING

1. READING EXPERIENCES
2. SOCIAL INTERACTION
3. COMPREHENSION
4. APPRECIATION



# POST READING

Post-reading tasks are intended to verify and expand the knowledge acquired in the reading. These tasks also lead to learners to discuss and analyze issues presented in the reading. Post activities are tasks in which learners, after interacting with the reading, reflect, argue and give their points of view.

## Objectives of Post-Reading

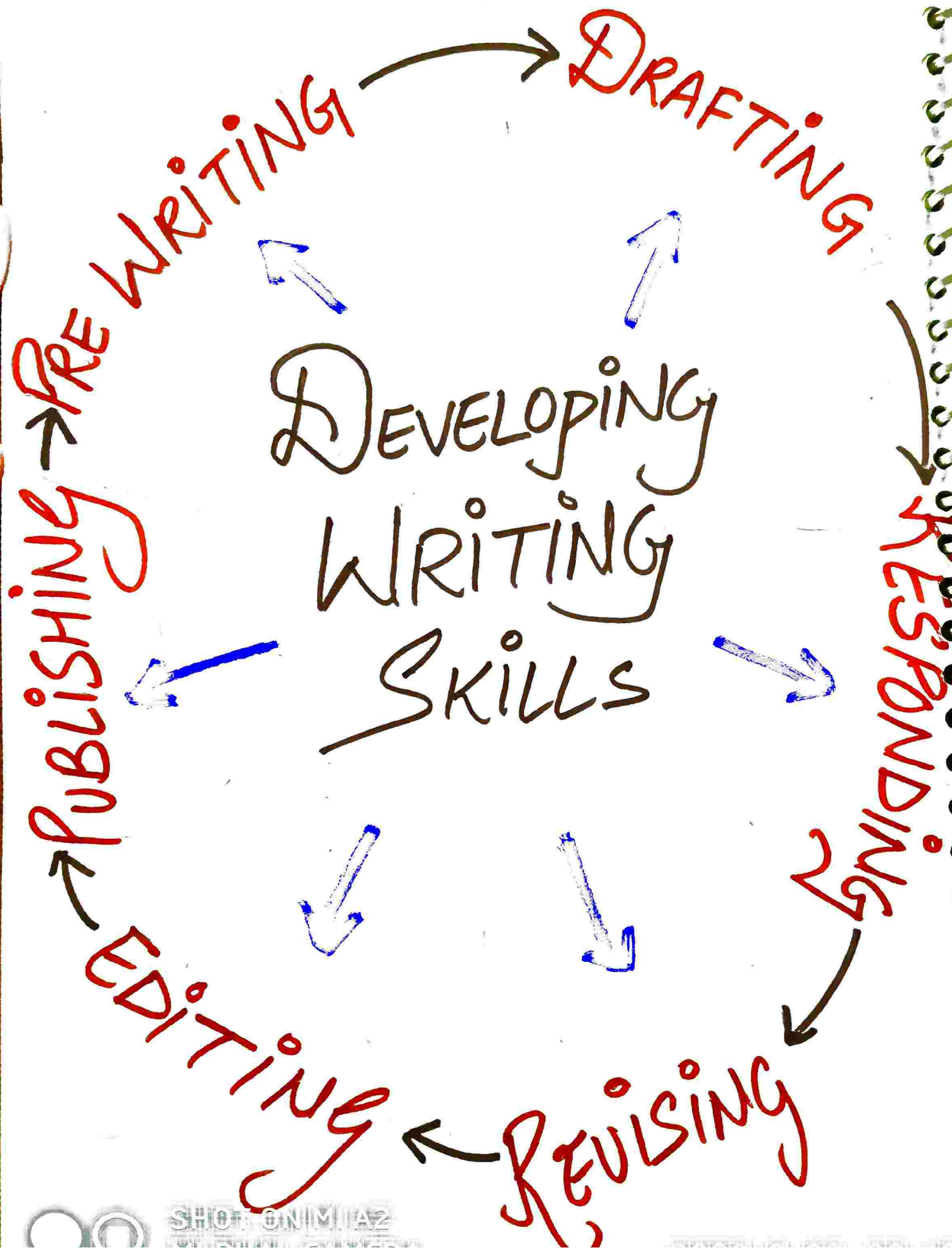
- To enable readers to reflect upon the ideas and information in the text.
- To enable readers to relate what they have read to their own experiences and knowledge.
- To enable readers to clarify their understanding of the text.
- To enable readers to extend their understanding in critical and creative ways.

## Example of Post Reading:

Activity 3: Write short Summary of the reading

Activity 4: Read the following & support your arguments based on the reading & your points of views.

Richard is 12 yrs old & practices basketball 3 times a week. He loves drinking a cup of coffee before practicing it, could he have any health



# DEVELOPING WRITING SKILLS

Writing is one of the language skills which is important in our life. Through writing, we can inform others, carry out transactions, persuade, infuriate and tell what we feel. However we know that writing or learning to write especially in a second language is not simply a matter of "writing things down" or learning to write especially in a second language is not simple. It is one of the 4 basic skills that are very complex and difficult to learn. It is one kind of expression in language which is created by particular set of symbol having conventional values for representing the wordings of particular language which is drawn up visually.

To conclude it can be said that writing is making hand writing where the one who write gives a form for everything what he or she thinks and whatever he or she feels. A writer has to be able in using writing language to give an idea or message.

Basic Purpose of Writing :- The general purpose of writing is to narrate, Describe, Expose, persuade or entertain an audience. All speeches will fall into one of these 4 categories. There are 4 basic purposes of writing skill which are discussed as under.

# Types of Writing

- Argumentative Writing
- Descriptive Writing
- Narrative Writing
- Expository Writing

Narration :- It is the easiest kind of writing because it comes so naturally. Practically everyone enjoys telling and hearing stories. Narratives usually progress chronologically, and must have a clear beginning, middle and end. Short stories, novels, personal narratives, anecdotes, and biographies are all examples of narrative writing.

Description :- It is a process of painting a picture with words. When we use words, we can paint more than what we see, but also what you feel, hear, smell and taste. The idea of description is to make the thing described seem real to reader's imagination. Some essentially descriptive writing includes certain forms of advertising, character sketches, and photograph captions.

Exposition :- It is the form of writing that explains or informs. It is a practical kind of writing. Expository writing includes encyclopedia entries, news reports, instruction manuals, informative essays and research papers.

Persuasion :- Persuasive writing seeks to convince the reader of a particular position or opinion. Persuasive writing, in many ways is the most difficult to do well because it requires knowledge of the subject, strong convictions, logical thinking and technical skill.

Structuring



Copying

Transcribing

Composition

# Writing For Specific Purpose and Specific Audience

Written work has its own place utility and importance in the process of learning a language. While teaching - writing, a teacher should not start from a, b, c up to z. The alphabets should be taught as per the mental level of the child so that he develops an interest in writing.

The first lesson in the teaching of writing are meant for teaching the (mechanics) of writing. The skill (of writing) i.e. the mechanics of writing include knowledge about

- 1) How to make strokes with proper hand movements.
- 2) How to make the right shapes of letters.
- 3) How to make letters of the right kind and size.
- 4) How to give proper spacing between.  
a) letters b) words c) lines.
- 5) How to make them learn in a proper way.

Specific Audience



Speaking

- 6) How to use movements of hand.
- 7) How to learn the proper use of punctuation.
- 8) How to write in cursive writing.
- 9) How to use Capital letters and other punctuation marks at the right places.

The specific purpose will answer one of the following questions, depending upon purpose.

- What are you informing the audience of?
- How are you entertaining your audience?
- What is your focus.
- What area of my topic do I want to share with my audience?

### Writing for the specific Audience

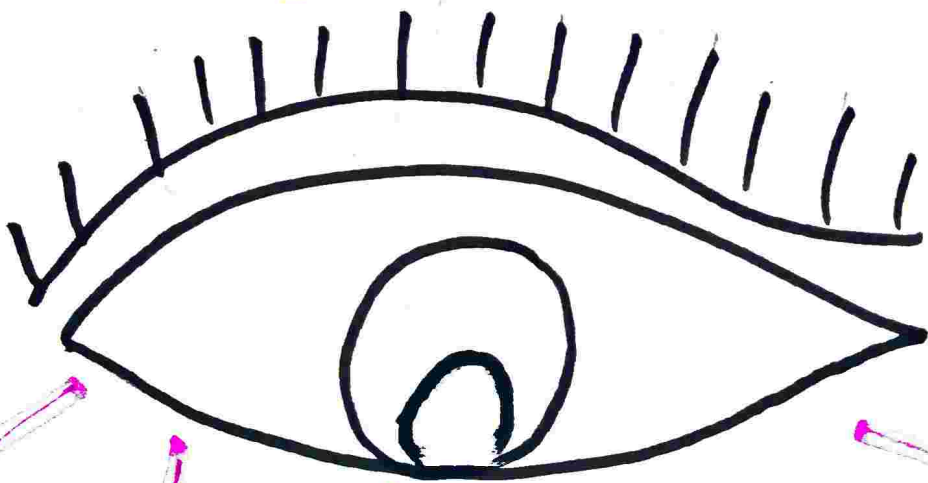
Once you've identified your audience and thought about the best way to appeal to them, in your writing, it's often helpful to make a very informal list of

- Who your audience?
  - What your audience already knows?
  - What they need to know?
  - Why they need to know it?
  - How you can help them?
  - What details would emphasize?
  - What would be the order of various details?
- Knowing your audience helps you to make decisions

LISTENING



READING



STOP ON M...  
M...UAL CAMERA

about what information you should include, how you should arrange that information, and what kind of supporting details will be necessary for the reader to understand what you are presenting. If you assume your reader is less knowledgeable than you, you are likely to provide more details and better explanations which usually results in a stronger writing.

For effective writing we have to keep in mind the following points

1. What is the relationship b/w the Writer and reader?

If you are in the position of authority over your readers, as might be the case if you writing some sort of employment memo, your tone might be more instructive & authoritative.

2. How much does the reader know?

Does the reader have more knowledge or less knowledge than you? Are they familiar with the jargon terminology of his specific discipline, or will you need to define terms? Do they have the background knowledge necessary to understand your topic, or will you need to provide background information? You might also consider what information you can leave out. 41

3) Is the audience likely to agree or disagree with you?

It's important to think about this before you begin writing, so you can write in a way that appeals to your audience.

You will be writing to an audience that already has a particular opinion or stance on your topic and your goal will be to change their minds or alter their points of view. You might be required to write to an audience that is opposed or even hostile to your ideas. Avoid telling an audience that their opinion is wrong or incorrect; instead, try to communicate why a change of opinion would be beneficial to them.

4. What will the reader do with the information? Will the reader be making a decision or taking a course of action based on the information you provide? If so, have you included all the information necessary for that person to make an intelligent decision or take action? Have you anticipated questions the reader might have and provided answers for them? Keep this close by so you can easily refer to it as you write since it will be useful if you get stuck or aren't sure how to proceed.

# WRITING

# PROCESS

1 PRE WRITING

2 DRAFTING

3 REVISING

4 EDITING

5 EVALUATION

6 PUBLISHING

# Classroom Process Of Writing

The process approach treats all writing as a creative act which requires time and positive feedback to be done well. In process writing the teacher moves away from being someone who receives the finished product for correction without any intervention in the writing process itself. Research also shows that feedback is more useful between drafts, not when it is done at the end of the task after the students hand in their composition to be marked. Corrections written on compositions returned to the students after the process has finished seem to do little to improve student writing. The writing process involves teaching students to write in a variety of genres, encouraging creativity and incorporating writing conventions. This process can be used in all areas of the curriculum and provides an excellent way to connect instructions with state writing standards.

The following are ways to implement each step of writing process:-

Pre-writing: Children brainstorm to generate



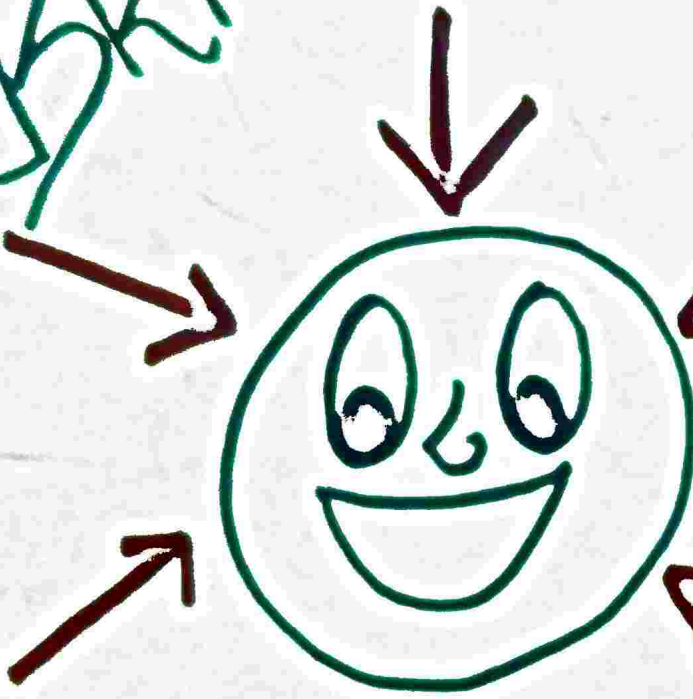
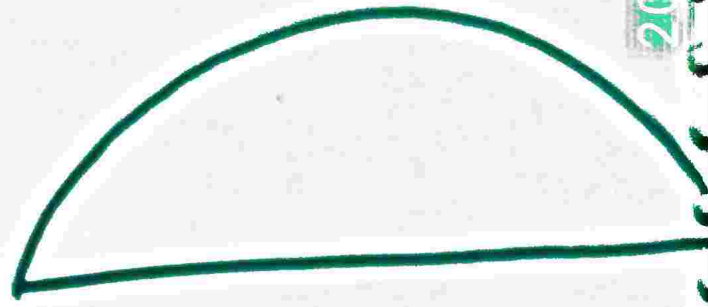
Ideas for writing. They use charts, story webs and graphic organizers to help develop a word list for writing, decide the type of writing and audience and determine the purpose for writing.

2. Rough draft:- Children put their ideas on paper. At this time they write without margin and major attention to punctuation, grammar, or neatness. Some teachers may refer to this as a sloppy copy or rough draft. The purpose of rough draft for the student to focus on his/her ideas and get them on paper without the distraction or fear of making mistakes or fear of grammar, capitalization, punctuation or paragraph structure.

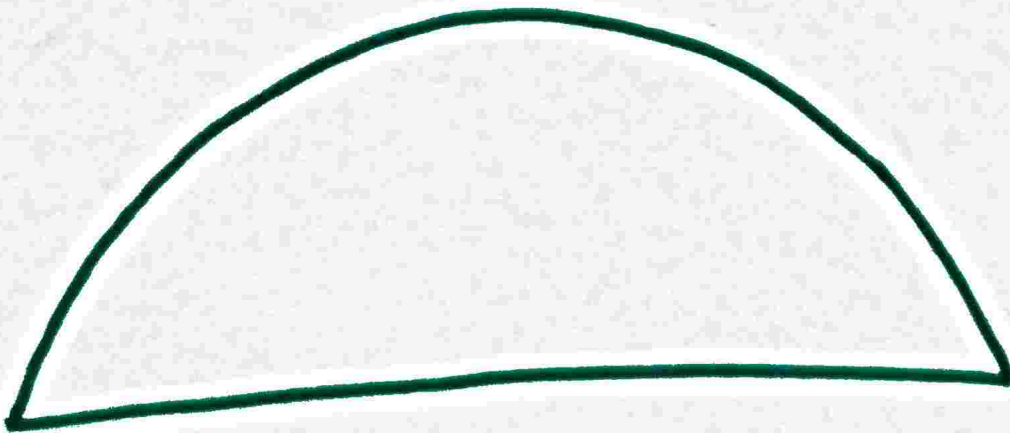
3. Peer Editing :- classmate share their rough drafts and make suggestions to each other for improvement. They help each other understand the story by asking who, what, when, where, why and how questions. They look for better words to express ideas and discuss among themselves how to make the writing clearer.

4. Revising :- The children use the suggestions from classmates to make additions or clarify details. Children try to improve their writing on

BRAIN STORM



IDEAS  
FOR  
WRITING  
SKILLS

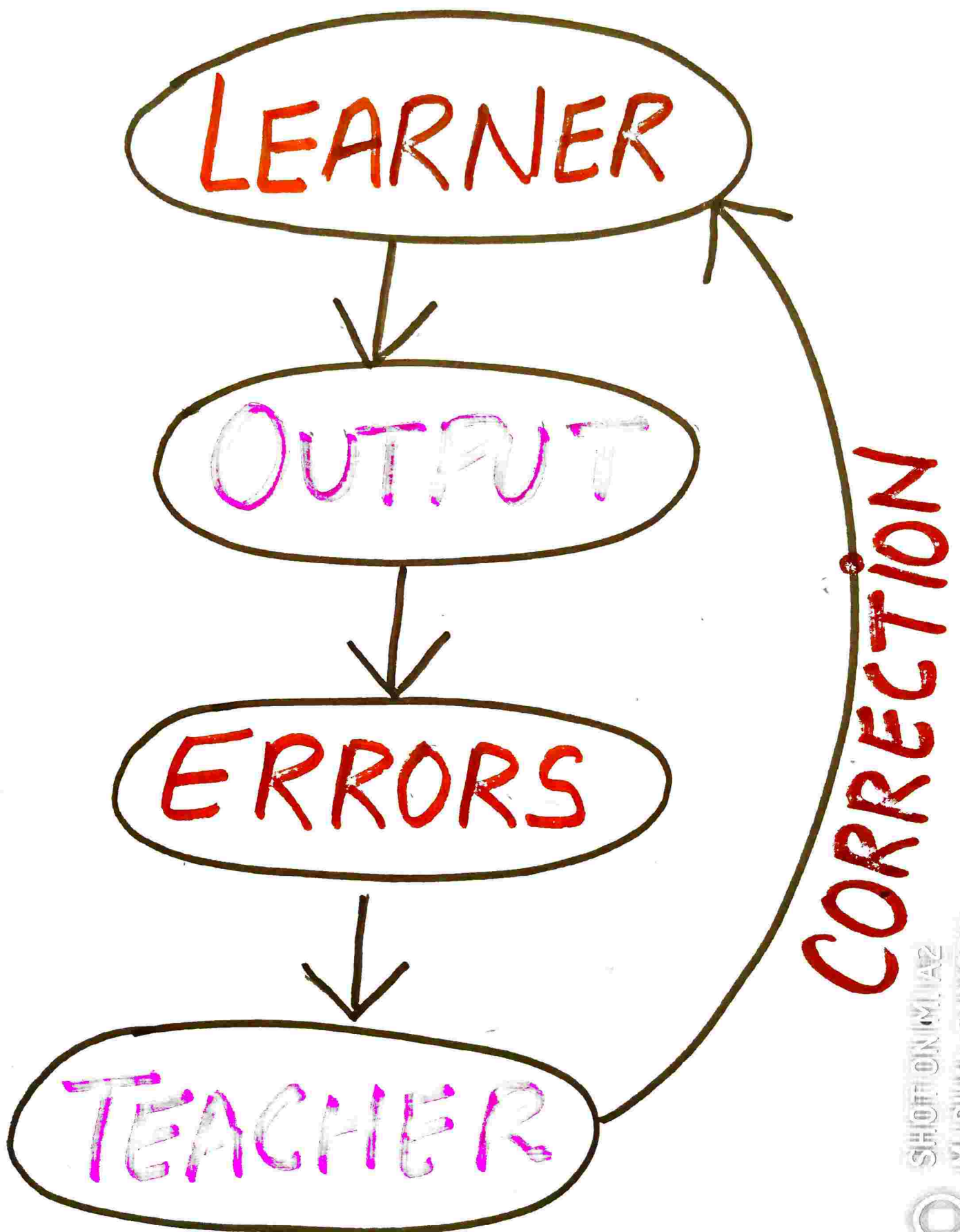


their own. The teacher steps in at this stage and gives feedback.

5. Editing :- Children work with the teacher and/or peers to correct all mistakes in grammar and spelling.

6. Final Draft :- children produce a copy of their writing with all corrections made from the editing stage and then discuss this final draft with the teacher. The teacher offers the last suggestions for improvements at this point.

7. Publishing :- The writing process is final at its end. Children publish their writing by making a copy in their neatest handwriting or using a word processor. This is a time for students to celebrate. They may share their pieces with the class during story time, make a class book or a personal portfolio, or send their work to local publications! Parent Involve.

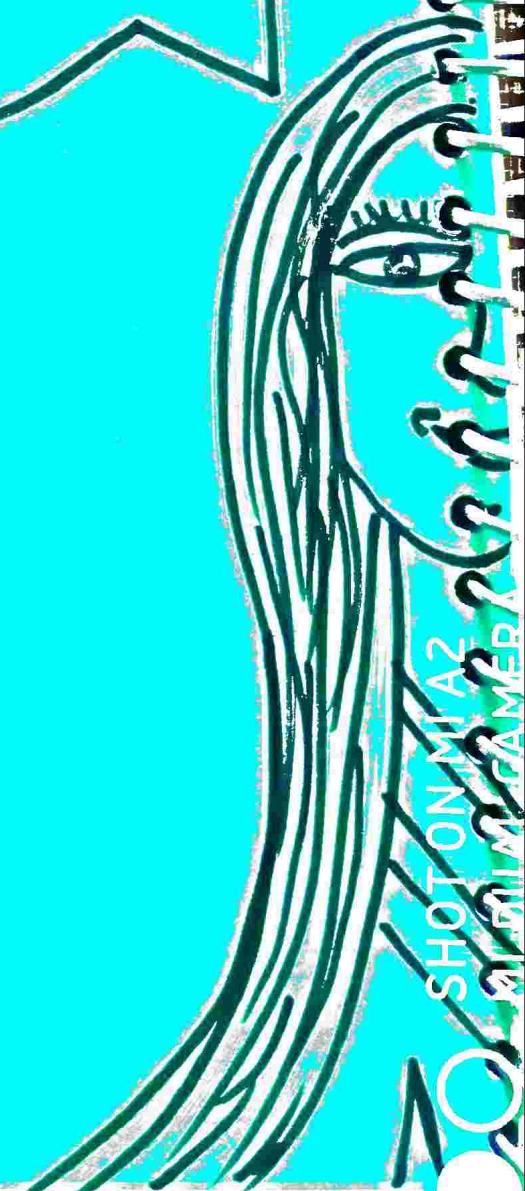
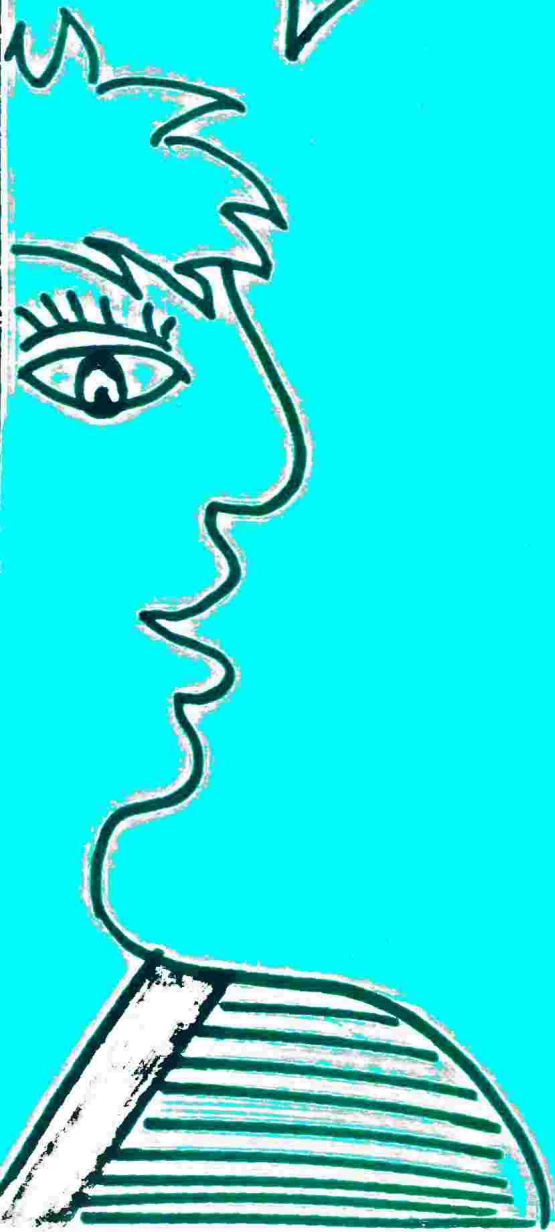


# Recognizing Error As Part Of Learning Process

Errors makes us a better teacher and learner. Errors can be excellent learning opportunities. We might allow extra time for class problem solving or focus on more challenging examples. Errors often result in increased knowledge. Controlling where and how these errors occurs is an option. Frustration can result if no resolution and feedback are given after errors are made. A positive classroom environment that encourages student may also provide a good grounding students to us and end for learning.

Education should allow students to research, enquire and pursue topics that engage them. Education should allow student to discover their own and prepare students to learn on their own in an open ended way.

# DISCOURSED



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# DISCOURSE:

A conversation, talk, a dissertation or treatise on an academic subject.

This entry tells up that the word discourse is used in Ordinary English to talk about language. A formal discussion of subject in speech or writing, lecture and sermons which are derived orally but are usually composed at least partly in writing.

Consequently anyone who wants to understand the field or contribute to its discussions must be aware of the various ways.

1. Discourse is language.
2. Discourse is language in use.
3. Discourse is a form of social practice in which language plays a central role.

The first definition language above the ~~text~~ comes from linguistics and is closer than the others to the dictionary definition quoted above to understand what is meant. It is useful to bear in mind that the traditional of linguistics is to describe & explain the way language work as a system.

# SYNTAX:

In linguistic syntax is the set of rules, principles and processes that govern the structure of sentences in a given language, specifically, word order.

The term syntax is also used to refer to the study of such principles and processes. The goal of many syntacticians is to discover the syntactic rules common to all languages.

In mathematics, syntax refers to the rules governing the behaviour of mathematical systems, such as formal languages used in logic.

A basic feature of a language's syntax is the sequences in which the subject, verb and object usually appear in sentences.

Over 95% of languages usually place the subject first either in the sequence SVO or the sequence SOV. The other possible sequences are VSO, VOS, OVS and OSV. The last three of which are rare. The central role of syntax within theoretical linguistics became clear only in the 20<sup>th</sup> century, which could reasonably be called the "century of syntactic theory" as far as linguistics is concerned.

# Morphology Process

- Clipping
- Acronymy
- Blending
- Back formation
- Suppletion
- Affixation
- Reduction

# MORPHOLOGY

Morphology is the science and study of the smallest grammatical units of language and of their formation into words, including inflection derivation and composition. According to Dorfman, morphology is the study of the ways and methods of grouping sounds into sound complexes of definite, distinct conventional meaning. Bloomfield calls it is the study of the constructions in which bound forms appear among the constituents.

Morphology is a level of structure between the phonological and syntactic. This also explains the close interrelation among phonology, morphology and syntax.

Morphology is the grammar of sentences. Descriptive linguistics has two divisions i.e. Phonology and grammar. Whereas phonology deals with the study of speech sounds, morphology deals with the grammar of language.

## Objectives of Morphology

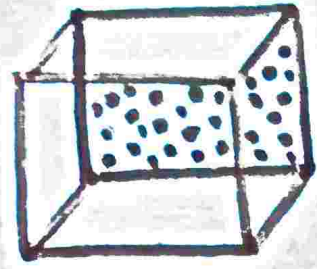
1. Morphology is the system which enables expansion of vocabulary.
2. Morphology includes the construction of words and parts of words.
3. To enable the pupils to learn and expand vocabulary.
4. To enable them to write correct spelling.
5. To enable the pupils to learn and to make the correct use of words.

## Morphological processes:

- 1 Clipping.
- 2 Acronymy.
- 3 Blending
- 4 Back formation
- 5 Suppletion
- 6 Affixation
- 7 Reduplication

# Writing Conventions

→ Title



→ Spelling

→ Punctuation marks

→ Spaces between words

→ Capital letters

# WRITING CONVENTIONS

Writing conventions ensure that a work is clear and easy to read. As in every stage of the writing process kids learn to edit and apply correct English conventions by practicing with their own creative pieces and each time your children make wise editing choices, they grow in confidence about using writing conventions.

When working with writing conventions it is important to start as simply as possible and put students in control as quickly as possible. When kids learn new editing skills gradually perhaps one per week and practice to the point of second nature they will learn quickly.

Student should use different high lighter pens for making examples of incorrect usage, orange for misspelling red for misplaced punctuation, blue for wandering capital letters & so forth

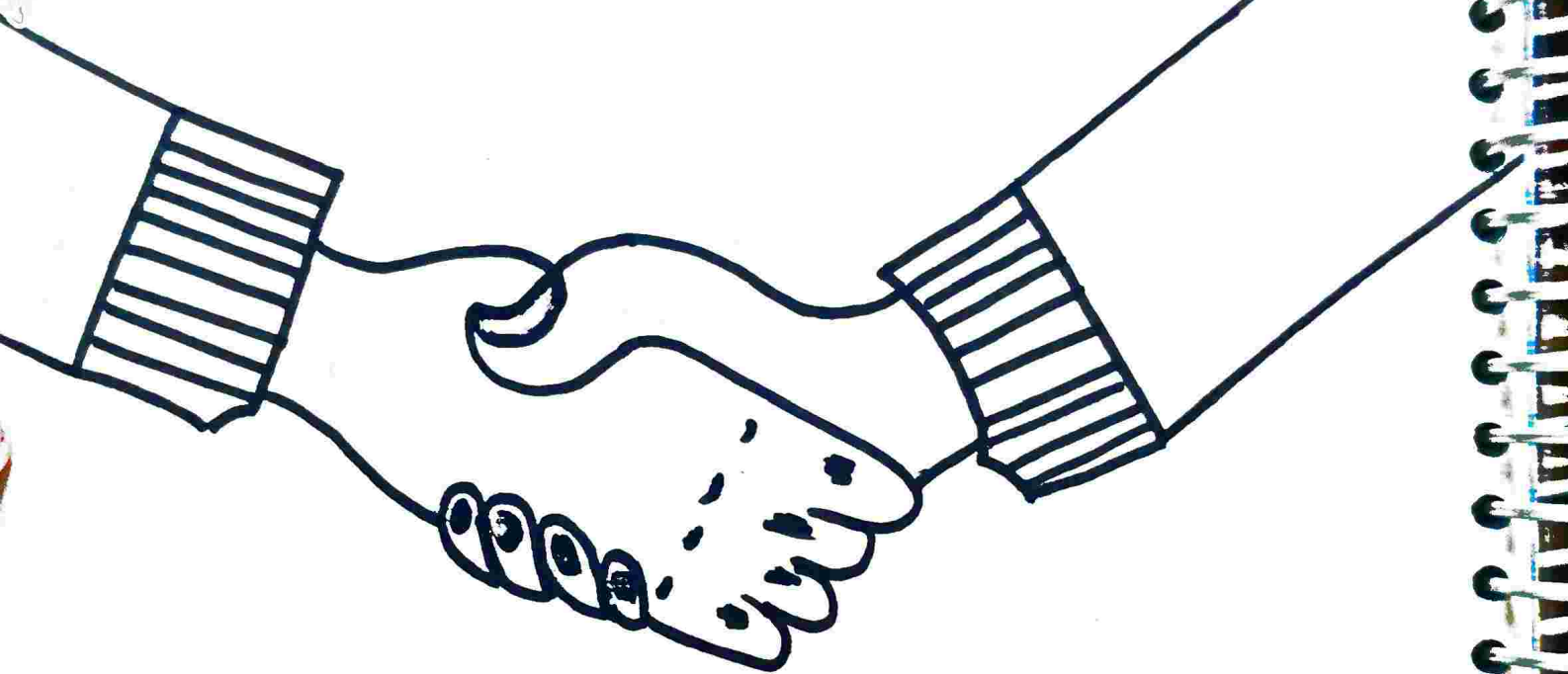
→ Demon Dictionaries

→ Capital clapping

→ Spelling dictionaries

→ Stoplight Capital

→ Reading backward



COLLABORATION

# EXPERIENCING WRITING IN COLLABORATION

Collaborative writing involves two or more persons working together to produce a written document. Collaborative writing (also called group writing) is a significant component of work in the writing. It depends on the efforts of collaborative writing teams.

Collaborating in different ways on writing projects is a good idea for several reasons. First one is that it is the best way for students to improve their writing skills is to have them share their writing with other students. Second, almost all 'real writing' is the product of collaboration. Almost all the writing you read in academic or popular publications has involved different levels of collaboration sometimes in obvious and hidden ways.

Some points to be kept in mind for effective collaborative writing:- - Keep in mind the rules of good

# COLLABORATION

- TEAMWORK
- EXCHANGE
- TRUST
- SUPPORT
- SHARE
- ASSIST
- INSPIRATION

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'netiquette' when working with your group members.

Remember that some time some things are better done "face-to-face" so be prepared to schedule some more traditional collaboration time.

Make sure everyone in your collaborative group is included in the discussion.

Make sure everyone in your collaborative group understands how to read and write messages in the format they are being sent.

All the group members need to read and respond to each other's messages in a timely fashion.

### Advantages of Collaborative Writing

1. An equal and immediate sense for everyone involved about the writing.
2. Writing that is more seamless: that is all of the different parts fit together clearly as one complete text.
3. A greater sense by individuals within a group of their roles, since all the group members are working together in the same time and place.

It is easy to set up tasks so each group member has the opportunity to contribute equally without duplicating the work of others.

5 It can be done with few (if any) meetings where all of the group members need to be present.

### Disadvantages of Collaborative Writing.

1. "Hard worker" as the group might resent the group members who do not seem to contribute an equal part.
2. Some members of the group might feel they are being silenced and manipulated by more.
3. It can be difficult to coordinate times and places to meet.
4. If it is being done in parts, the completed project may seem disjointed and uneven.
5. There can be resentment within the group.
6. It can be difficult to manage this sort of collaboration since the individual parts of the writing have to somehow be put together.
7. There can be resentment within the group.

# 3 Stages of Editing

1. Macro edits

2. Line Edits

3. Copy Edits.

# EDITING THE WRITING

Editing is the process of selecting and preparing written, visual and audible and film media used to convey information. The editing process can involve correction, condensation, organisation, many other modifications performed with an intention of producing a correct, consistent, accurate and complete work. The editing process often begins with the author's idea for the work itself, continuing as a collaborative between the author & the editor as the work is created. As such, editing can involve creative skills, human relations and a precise set of methods.

## Benefits of Editing

- It improves writing quality.
- It improves clarity, readability, organisation
- It produces concise, cohesive, error-free text
- It clearly communicate complex ideas.
- It reduces stress of writing
- It increases likelihood of acceptance
- It reduces demands for revision
- It emphasizes novelty and significances.
- It reduces time and energy
- It reduces time spent on style, grammar
- It increase likelihood.

# REFLECTIVE WRITING

PLAN

REFLECT

ACT

OBSERVE



SHOFTONIMIAZ  
M. QILAM TAMERA

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08

# Writing And Reflecting On Text

Understanding the Concept of Reflecting Writing.

Reflecting writing is an analytical practice in which the writer describes a real or imaginary scene, event, interaction, passing thought, memory, form, adding a personal reflection on the meaning of the items or incident, thought, feeling, emotion or situation in his or her life. Many reflective writers keep in mind questions such as "What did I notice?" "How has this changed me?" or "What might I have done differently?" Thus, the focus is on writing that is not merely descriptive.

The writer doesn't just merely describe. The writer doesn't just hit the replay button. Rather, he or she revisits the scene to note details and emotions, reflect on meaning, examine what went well or revealed a need for additional learning, and relate what transpired to the rest of life.

# DISTINGUISH FEATURES OF REFLECTIVE WRITING

Reflective Writing is a way of processing your practice-based experience to produce learning. It has two key features:-

- 1) It integrates theory and practice. Identify important aspects of your reflections and write these using the appropriate theories & academic context to explain and interpret your reflections. Use your experiences to evaluate the theories - can the theories be adopted or modified to be more helpful for your situation?
- 2) It identifies the learning outcomes of your experience so you might include a plan for next time identifying what you would do differently, your new understanding or values and unexpected things you have learnt about yourself.
- 3) Develop critical thinking. It provides an opportunity for students to think critically about what they do and why and to learn and develop as a result of this exercise. From an academic perspective reflective writing provides a 'window' on the student's experience and helps to identify any academic issues to address.

# WHAT ARE THE BENEFITS OF REFLECTIVE PRACTICE?

1. **Improving your teaching practice** :- If you take the time to reflect on your teaching and reflect on how problems which arise could be solved, that is bound to help you to improve your teaching.
2. **Learning from reflective practice** :- There is a good range of evidence that purposeful reflection helps 'deep' learning take place, and for you as a teacher it will help you to make connections between different aspects of your teaching and what goes on around your teaching. Reflective practice will help you gain new learning and use it in your teaching.
3. **Enhancing problem solving skills** :- When starting off with reflecting on your teaching you may tend to concentrate on problems which arise. By carefully and honestly considering and analyzing those problems, you will improve your own capacity to find the solutions.

4. Becoming a critical thinker:- Critical thinking is about "Thinking well", and 'taking charge' of your own thinking and reflective practice will help you recognise and adjust what you think to take account of changes in circumstances and by doing that help you to be better equipped to find solutions which work.
5. Making Decisions:- As you reflect on your practice you will find your need to make decisions about what to do next. you may have a number of choices which you have to weigh up, and deciding which one to take care be difficult. If you regularly reflect on your teaching in depth, you are regularly going to come across the need to make decisions, but the result of your reflective practice will help you to make those decisions in a more informed, thoughtful and objective manner.
6. Improving your own Organizational skills:- You will notice as this section progresses that the benefits of reflective practice can reach into every aspect of your professional work as a teacher. If you think carefully about what you are doing? identifying possible actions and choices trying to have a solutions and adjusting what you do to take account of the results this involves a good deal of organization. By breaking down issues & problem.

7. Managing personal change :- Working in education involves managing regular, rapid pressure and often confusing change. If you are using the techniques of reflective practice, which involves, calm, thoughtful, honest, critical and organized thinking & action, this should introduce a ~~to~~ calming and less emotional response to that change.
8. Acknowledging personal values :- There will be ~~things~~ things which take place within your professional situation as a teacher which you will wholeheartedly agree with, and others which will worry or alarm you. Reflective practice is an excellent way of acknowledging and recognizing that those values exist and have an effect.
9. Taking your own advice :- Teachers are often more critical of their own teaching than anyone else, and it could be possible for this to develop into an attitude about the teaching which is negative and destructive.
10. Recognising emancipatory benefits :- If you reflect on the ~~nine~~ benefits of reflective practice which have so far been described. This is what is at the heart of reflective practice, and as such it should help considerably to free you from some of the burdens.

# ATTENTIVE / CLOSE READING AND REFLECTING ON TEXTS

Attentive / close reading is an interaction that involves observation and interpretation between the reader & a text. It means rereading & reflecting to come to new conclusions and understandings about the ideas that a text set out. Timothy Shanahan defines close reading as "an intensive analysis of a text in order to come to know terms with what it says, how it says it, and what it means" suddenly don't know how to "do" close reading and for many, purposefully rereading isn't a habit. So, close reading lessons incorporate:

- Short texts that are read and reread for different purposes to deepen understanding. A focus on readers experience with the text.

## OBJECTIVES :-

1. To familiarize students with the main features of the text using in the classroom.
2. To enable the readers to find and use information more efficiently.
3. To enable the readers to identify patterns in longer texts.
4. To enable the readers familiar with main features of the texts.
5. To build readers capacity to create a template that describes the main features of the texts.
6. To develop strategies for effectively locating information in texts.
7. To provide students with an advance organizer to guide them as they read a particular text.

# Language

- Arbitrary
- Social
- Symbolic
- Systematic
- Vocal
- Non instinctive (Conventional)
- Productive & Creative

# Characteristics And Features Of Language

Language is today an inseparable part of human society. Human civilization has been possible only through language. It is through language only that humanity has come out of the Stone Age and has developed science art and technology in a big way. Language is a means of communication it is arbitrary it is a system of systems. We know that speech is primary while writing is secondary. These characteristics of language set human language apart from animal communication. Some of these features may be part of animal communication yet they do not form part of it in total.

1. Language is Arbitrary
2. Language is Social
3. Language is Symbolic
4. Language is Systematic
5. Language is Vocal
6. Language is Non-instinctive Conventional
7. Language is Productive and Creative.

The Biography.  
of my life.

I am Anshu



# WHAT IS TEXT?

Text is any piece of writing; it could be a letter, an novel, a poem, a recipe, a note, instruction for D.I.Y, an article in a newspaper or magazines, writing on a web page or an advert.

All of these examples can be called texts.

## The Purpose of Text.

- An advert might try to persuade you to buy something.
- A letter from school might inform you about something.
- A novel might describe somewhere or someone to you.
- A car manual might instruct you how to do something to your car.

# Descriptive texts

A descriptive text is a text that wants you to picture what is being described

- a) Novel might help you to imagine the characters and see them in your mind.
- b) Descriptive texts usually make use of objects and adverbs, use comparisons to help picture the scene and employ the readers five senses.

Example of descriptive text

The morning air was crisp and sharp as Sean walked down the road. The pavement was slippery and cold beneath his feet, like a slimy, wet fish.

Variety of descriptive text

5 models are there

- 1 → Beginning, middle and end model
- 2 Relationship model
- 3 The rhetorical model
- 4 The role model
- 5 The task model

Purpose of descriptive texts

1. Identify about the thing that you are going to describe
2. Detail information about the thing with the characteristics
3. Language features: Present tense - adjective phrase.

# Information texts

An information text is a text that wants to advise or tell you about something for example

- A newspaper article may give you information about a health issue, such as giving up smoking.
- A website may give you information about a movie a band or something that you are interested in.
- A handout from school may advise you about what your child will be doing during the text term.

Information text usually:

- Avoid repetition
- Contain facts
- Give information in a clear way: introducing the subject and then developing it

## Examples of informative texts

Make a plan to help you try and give up smoking  
plan the date you'll give up, how you'll try to deal with temptations and a list of the reasons why you are giving up to keep motivated.

# Instructive texts

An instructive text is a text that instructs or tells you how to do something.

For example:

- A recipe instructs you how to cook something.
- A leaflet that comes with a piece of furniture tells you how to put it together or take care of it.

Instructive texts sometimes:

- Use verbs, placed at the beginning of the sentence, that tell you to do something: the language is direct and unnecessary words are left out.
- use 'must' and 'must not'
- Use diagrams or pictures to help for understanding
- use numbered or bulleted points.
- Use numbered or pictures to help in understanding

Example of instructive texts

Put all ingredients into bowl together. whisk until fully mixed.

Go to end of the road and turn left past the pub on the corner. Keep walking until you come to a park and then turn right into street.

# Persuasive texts

A persuasive text is a text that is constructed to make you to something  
for example:-

An advert may want to buy something  
you may write a letter to persuade a friend  
to go on holiday with you or to try and get  
off a parking ticket.

✓

# Word Knowledge And Content Knowledge

Words are essential to create the message by the sender during encoding towards the receiver in communication process.

According to Prof. Barbara M.H. Strang, "The most important criterion of a word is that it is the smallest unit that can in ordinary usage function alone as a sentence."

H.W. Beachhler clarifies that "Words are pegs to hang ideas on".

The term content knowledge refers to the body of knowledge and information that teachers teach and the students are expected to learn in a given subject area.

Such as English language arts, mathematics, science or social studies. Content knowledge generally refers to the facts, concepts, theories and principles that are taught and learned in specific academic courses, rather than to related skills - such as reading, writing or researching - that students also learn in school.

Content Knowledge and word Knowledge:

- a) Mobilizing and building knowledge structures
- b) Developing content or topic knowledge
- c) Developing knowledge are use of specific subject text structure
- d) Developing knowledge of word construction and vocabulary
- e) Developing discipline and discourse specific knowledge.

The content knowledge-building dimension involves identifying & expanding the kinds of knowledge readers bring to a text and further develop through interaction with the text. whereas the cognitive dimension has a focus the use of thinking skills common to all content areas, the content knowledge building dimension has as a focus the learning of declarative knowledge specific to content areas.

The influence of a back ground knowledge on readers comprehension of text has become a fundamental assumption associated with text processing. we want to examine background knowledge and strategy knowledge from a broad view to better understand how they contribute to elementary age students reading comprehension both narrative and expository text.

# Conclusion

Each day throughout life people learn more about themselves and about the world around them. It is everyone's goal to acquire as much knowledge as they can because it generally leads to satisfaction in their life.

Reading & writing paves the way to self education when one is fully familiar with a language there can be addition to his storehouse of knowledge with the help of self study.

Reading arouses curiosity in individual to read more and more. As a result the individual develops an interest in reading newspaper, journals, magazines etc with which one can get up to date knowledge. It is meant for intellectual development of the child. As Ghanchi said we use knowledge of the results of past behaviour to change, modify and improve our behaviour future.

The American psychologist John B. Watson introduced the term 'Behaviourism' in 1913.

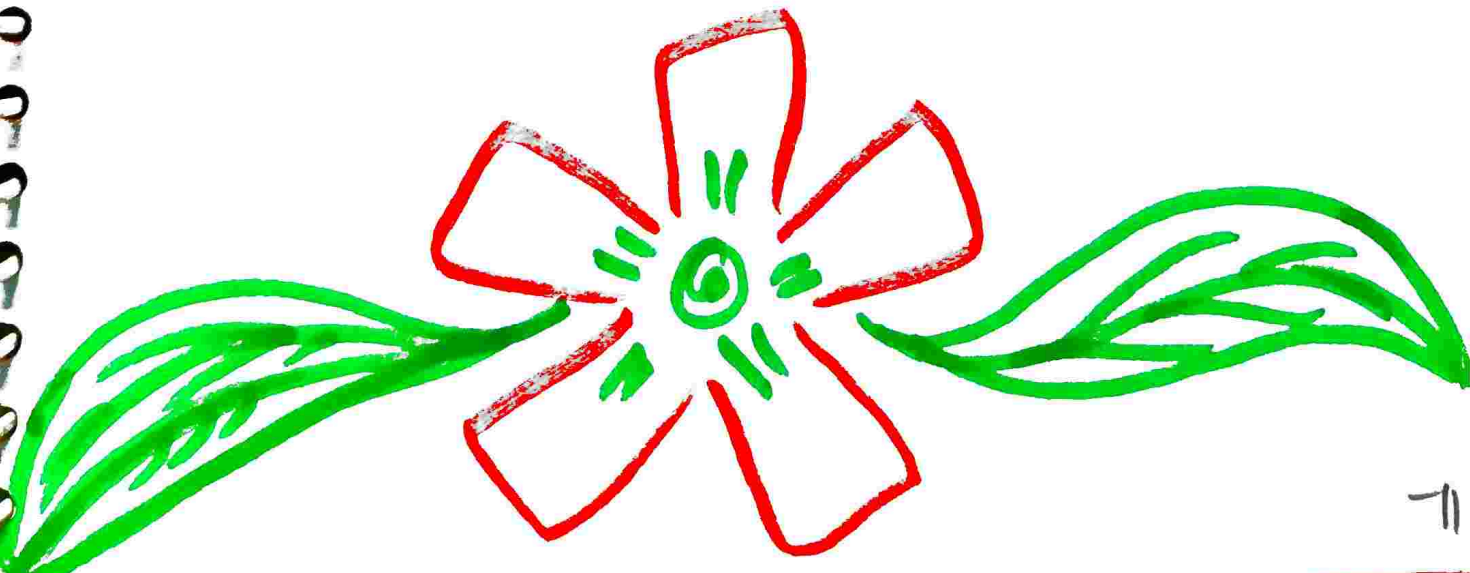
Behaviourists argue that nothing of psychological importance happens between the stimulus and the responses happens in two different ways known as Pavlovian conditioning and Skinnerian conditioning. Pavlovian conditioning is also known as classical & as respondent conditioning. 70

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SESSIONAL

WORK



# READING COMPREHENSION SESSIONAL WORK 1

Disruption of traditional institutional, identification and loyalties is likely to lead to ambivalent situations. It is possible that some people may renew their identification with traditional groups whereas others align themselves with new groups & symbols emergent from process of political development. In addition, political development tends to foster group awareness of a variety of class, tribe, region, clan, language, religion, occupation and others.

There has been a significant trend world wide towards regionalism in government, resulting in a widespread transfer of power downwards towards regions and communities since 1990. This process, which involves the creation of new political entities and bodies at a sub-national level and an increase in their content and powers, is known as devolution. Devolution has been characterised as being made up of three factors political legitimacy, decentralisation of authority and decentralization of resources. Political legitimacy here means a mass demand from below for the decentralisation process, which is able to create a political force for it

to take place. In many cases decentralisation is initiated by the upper tier of government without sufficient political mobilisation for it at the grass root level, and in such cases the decentralisation process often doesn't fulfil its objectives.

We live in digital times. The digital is not just something we use strategically & specifically to do a few tasks. Our very perception of who we are, how we connect to the world around us, and the ways in which we define our domains of life, labour and language are hugely structured by the digital technologies. The digital is everywhere and like air, invisible. We live within digital systems we live with intimate gadgets we interact through digital media, and the very presence and imagination of the digital has dramatically restructured our lives. The digital, far from being a tool is a condition & context that defines the shapes & boundaries of our understanding of the self, the society and the structure of governance.

Answer the following questions from the passage which is given above.

Q.1 Which one of the best awareness of a foster group?  
Ans The Best awareness of a foster group of variety of class; tribe, region, clan, language, religion Occupation etc.

Q2

Ans

What is the meaning of loyalties?  
The meaning of loyalties means trust.

Q3

Ans

Which <sup>development</sup> involves the growth and decay and why?  
No political development evolves in a steady and consistent way. It involves both growth and decay. Any political development gives people an opportunity to either show their loyalties towards it or break away from their loyalties and join other political groups.

Q4

Ans

What in today's life speaking in terms of technologies?  
The speaking of digital technologies is speaking of our life and living. Today most of our activities are integrated through digital technologies. Digitalisation has completely taken over our lives and no one can imagine living without it.

Q5

Ans

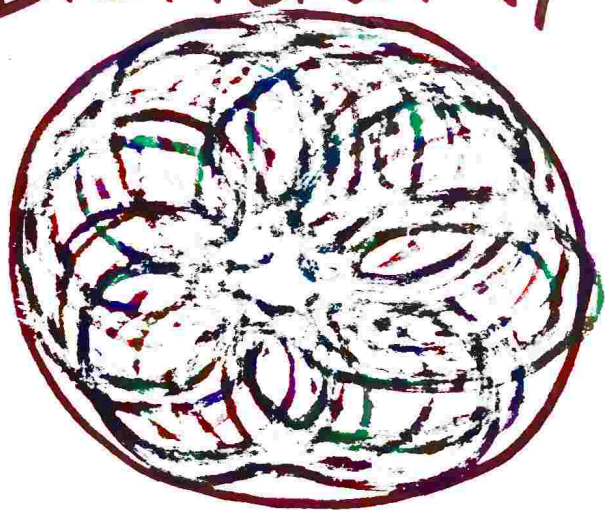
Why Devolution to be successful?  
Devolution to be successful, requires a democracy in which there is free expression of the will of the people at lower level and their active participation at the grassroots level.

Q6

Ans

What is the opposite of ambivalent?  
The opposite of ambivalent is unequivocal or certain.

OXFORD  
DICTIONARY



# VOCABULARY BOOK

## SESSIONAL WORK 2

**A**  
**Abject** - (adj) hopeless; extremely sad and dejected; defeated; utterly bummed out.

**Abortive** - (adj) unsuccessful; To abort something is to end it before it is completed.

**Accolade** - (n) an award; an honor. This word is generally used in the plural. The first break dancing troupe to perform in Carnegie Hall, The Teflon Tangles, received the accolade.

**Address** - (n) Drew (v) to speak; to direct one's attention to.

**Affable** - (adj) easy to talk to; friendly.

**B**  
**Banal** - (adj) Unoriginal; Ordinary. The dinner conversation was so banal that Amanda fell asleep at her dessert dish.

**Bane** - (n) poison; torment; cause of harm.

**Benevolent** - (adj) generous; kind; doing good deeds.

**Beset** - (v) to harass; to surround.

**Burgeon** - (v) to expand; to flourish.

**C**  
**Calophony** - (n) harsh - something mixture of words, voices, or sounds.

**Cajole** - (v) to persuade someone to do something he or she doesn't want to do.

**Alloer** - (adj) immature.

**copious** - (adj) abundant; plentiful.

**D**  
**Dearth** - (n) lack; scarcity.

**Debilitate** - (v) to weaken; to cripple.

**Despondent** - (adj) extremely depressed; full of despair.

**Desogatory** - (adj) disapproving; disgrading.

E

**Eord** - (v) to bring out, to call forth  
**Eloquent** - (adj) fluently mixing a word or words obscure  
**Emblem** - (adj) well known and respected; standing out from all others in quality or accomplishment  
 Outstanding

F

**Efface** - (v) to erase, to rub away the features of  
**Fabrication** - (n) a lie, something made up  
**Facile** - (adj) fluent, skillful in a superficial way, easy  
**Fraternal** - (adj) like brothers  
**Frugal** - (adj) economical; penny pinching  
**Furtive** - (adj) secretive, sly  
**Frenetic** - (adj) frantic; frenzied

G

**Garrulous** - (adj) talkative; chatty  
**Gesticulate** - (v) to make gestures; especially when speaking or in place of speaking  
**Gravity** - (n) seriousness

H

**Hospitable** - (adj) sociable; enjoying the company of others  
**Hackneyed** - (adj) overused; trite; stale  
**Hey day** - (n) a golden age, prime  
**Hemily** - (n) a sermon  
**Homogeneous** - (adj) uniform; made entirely of one thing  
**Hypothetical** - (adj) uncertain; unproven  
**Hyperbole** - (n) an exaggeration used as a figure of speech

I

**Iconoclast** - (n) who attacks popular beliefs or institutions  
**Immutable** - (adj) unchangeable  
**Imperial** - (adj) like an emperor or an empire  
 Imperial, Emperor and Empire are all derived from the same root

**Judicious** - (adj) exercising sound judgement

**Juxtapose** - (v) to place side by side

The final examination requires students to juxtapose two unrelated works of fiction.

**Kinetic** - (adj) having to do with motion; lively; active

A kinetic personality is a lively, active, moving personality

Kinetic art is art with things in it that move. A mobile is an example of kinetic art.

**Labyrinth** - (n) a maze; something like a maze

A labyrinth is labyrinthine or maze-like. Before beginning construction on the new house, the contractor had to weave his way through the labyrinthine bureaucracy in order to obtain a building permit.

**Levity** - (n) lightness; frivolity; unseriousness

**Magnanimous** - (adj) forgiving; unresentful; noble in spirit; generous

**Malaise** - (n) feeling uneasy or queasy

**Matriculate** - (v) to enroll, especially at a college

**Narcissism** - (n) excessive love of one's body or one self

**Nebulous** - (adj) vague; hazy; indistinct

**Nefarious** - (adj) evil; flagrantly wicked

**Neologism** - (n) a new word or phrase; a new usage of a word

**Novel** - (adj) new; original

**Obdurate** - (adj) stubborn and insensitive

**Obscure** - (v) to darken; to confuse; to make confusing



SHOT ON MI A2  
MI DIAL CAMERA

THANK  
YOU!

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