

Enables
reader to get
a sense



- Learn from the headnotes
- Identify the theoretical situation

CRITICAL READING STRATEGIES

Previewing enables reader to get a sense of what the text is about and how it is organised before reading it closely. This simple strategy includes seeing what you can learn from the head notes or other introductory materials, ~~skimming~~ to get an overview of the content and organization and identifying the theoretical situation.

CONTEXTUALIZING

When you read a text you read it through the lens of the your own experience. Your understanding of the words on the page and their significance is formed by what you have come to know and value from living in a particular times and place. But the text you read were all written in the past sometimes in a radically you need to contextualize or recognize the difference b/w your contemporary value and attitudes and those represented in the text.



Questioning to
Understand
and Remember

QUESTIONING TO UNDERSTAND AND REMEMBER

As students you are accustomed (I hope) to teachers asking you question about your reading. These question are designed to help you understand a reading and respond to it more fully and often this technique works. When you need to understand the materials better and remember it longer if you write a question for every paragraph or brief section.

REFLECTING ON CHALLENGE TO YOUR BELIEFS AND VALUES

The reading that you do for this class might challenge your attitudes your unconsciously hold belief or your position on current issues. As you read a text for the first time mark in the margin at each point where you feel a personal challenge to your attitudes, beliefs or status make a brief note in the margin about what you feel or about what in the text created the challenge.

WAYS OF READING

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graph TD; A[WAYS OF READING] --- B[PRE-READING]; A --- C[BRAIN STORMING]; A --- D[SKIMMING]; A --- E[INITIAL READING]; A --- F[POST READING];
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PRE-READING

BRAIN STORMING

SKIMMING

INITIAL READING

POST READING

want, you to accept. The support includes reasons and ideas, evidence that gives reader the basis for accepting the conclusion

COMPATING AND CONTRASTING RELATED READING

Many of the authors we need are concerned with the same issue or question but approach how to discuss them in different ways. Feeding a text into an ongoing in them different ways. Dialectic helps increase understanding of why an author approached a particular issue or question in the way he or she did.

WAYS OF READING

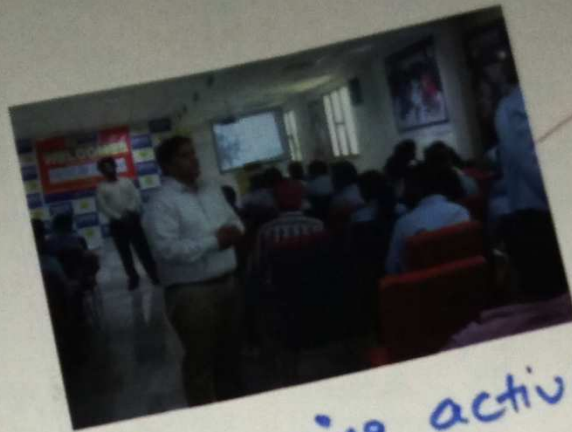
* PRE-READING

* BRAIN STORMING

* SKIMMING

* INITIAL READING

* POST READING



Skimming activity
by students and
teachers

INITIAL READING

- Identify the global issue
- Require learners to move the textual specifics
- Help reader to engage with details
- Teacher helps learner

* SKIMMING

Skimming is a short period of time for the learner to skim the paragraph or text matter, look at illustrations and subtitles and identify the words in the text that explain who, what, where and when of the text content.

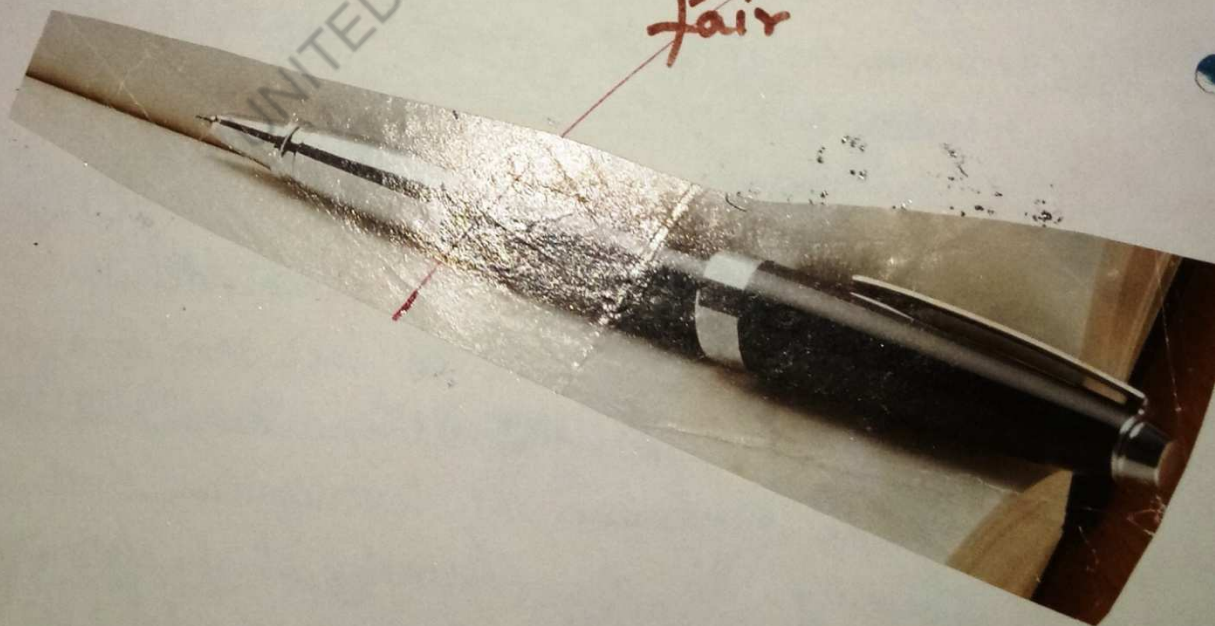
* INITIAL-READING

At the time when we are engage with text matter. After pre-reading learners need to be let through their initial reading of the text. It is for identifying the global issue for global issue that are share among readers and text. It require learner to move the textual specifics. Initial reading adds details. It should also ask learners to apply the text genre to have structure their reading process. It helps a reader to engage with the details.

The main character in each text type with have different functions. There will be multiple movements of investigation and discovery. In the discussion that follows the initial reading teacher should help

Post - Reading

- * Integrate the reading
- * Students need to make the material of their own through
 - Class discussion
 - Improving writing
 - Visual representation
 - Physical demonstration
- In the form of Role playing or Quiz Making and Research fair



learner weight the textual detail they have identify.

* POST-READING

The task of the after or post-reading state is to integrate or synthesize the reading interial into one's knowledge based on the topic. Students need to make the material their own. This can be achieve through a variety of text improving writing, class discussion, visual representation and physical demonstration. Teacher can ask questions to students about the text or may give summary writing to put concepts from the reading in their own words. It can also be done in the form of role playing or quiz making and research fair etc.

WRITING FOR SPECIFIC AUDIENCE AND SPECIFIC PURPOSE

A lack of audience led to a lack of purpose. A lack of purpose led to a lack of

MESSAGE FROM THE EDITOR



Dear Lion Friends

We are proud to present the second issue of The Lion India Magazine. As you turn the pages of this issue, you will find many new and exciting changes - some of which you would have noticed in our first issue too.

I do hope you enjoyed reading the informed articles in our last issue, especially our International President's Program and the snapshots of the International Convention at Hamburg, Germany. You must have also observed that for the very first time in its publishing history, The Lion India Magazine carried an advertisement of **State Bank of India**, on the back Inner Cover. The Lion India Magazine Committee has taken a decision to solicit advertisements from companies to add value to the magazine and benefit the readers. If any of the members, their families and friends would like to promote their businesses through advertisements in the magazine, please write to me for further information.

As Pierre Teilhard De Chardin rightly remarked: "The most satisfying thing in life is to have been able to give a large part of oneself to others". And that is exactly what Smt Susheelamma, Founder President of Sumangali Seva Ashrama has done. Her story is an inspiration to all those who strive to serve selflessly.

Everyone can be compassionate, but to be charitable costs money. The new Companies' Bill passed in August by both the houses of parliament recognizes that. Companies will now have to spend two per cent of their average net profits in previous three preceding financial years towards corporate social responsibility (CSR). India is the only country that has mandated CSR spend through the statutory route.

As you all know Lions Clubs International Foundation leverages its resources and accomplishes a lot through active collaboration with major corporate organizations, NGOs and Governments in the world. I am glad to note that during the All India Schooling held at Jaipur in June 2013, a Memorandum of Understanding (MOU) was signed between Dr Reddy's Laboratories Limited, a leading pharmaceutical company in India and the Co-ordination Committee of India (LCCI). Read all about it in this issue.

Putting together a magazine is a team effort. I would help us if the Districts can send the articles to the Associate Editors in a timely manner, i.e. before the 15th of the month.

I request Lions to share Innovative Service Projects and Fund raisers of your Clubs to enable me to share the best practices with other lions through the Lions Magazine.

As always, we look forward to your valuable feedback. Keep writing to us with your opinions and ideas.

Yours in service

V V Krishna Reddy

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Writing
for
Specific
Audience
and
Purpose

focus and a lack of focus led to a lack of audience. Writers must have a clear sense of to whom they are writing and what the audience's values and ~~or~~ opinion related to the topic are. Imagine a history professor who opens her lecture on the Victorian era by asking her undergraduate students, "Did you see the Victorian era furniture on antiques reads how last night? Can you imagine how many in the class would raise her/his hand? Can you imagine here the confused silence? and students in the audience are under the age of thirty with the majority falling b/w the age of eighteen ^{and} twenty five. They do not own properly and probably have little interest in antiques. The target audience of antiques, reads how though, reflects middle aged and older, middle class, folks who most likely, own properly and perhaps antiques to their own. How effective of an opener was this professor's question given her audience? Not very. Writers must have a clear sense of to whom they are writing and what the audience's value and

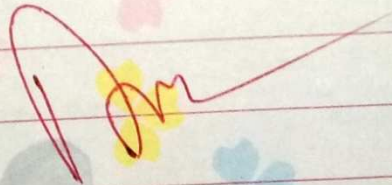


Child should use Simple language
with your professor

opinions related to the topic are when in conversation, we often shift our tone and language to adopts to our audience.

Consider how you talk differently to young children than you do your professors. When communicating with a child, you may use simple language and a playful or enthusiastic tone with your professors, however, you may try out academic language using a bigger words and more professional than casual and more critical than entertaining. You'll adopt tone, language and appeals to recite the writing projects.

- Audience
- Purpose
- Context
- Medium



Points about Writing for Purpose



Determines what you write



Teachers judging the student

COVER THE FOLLOWING POINTS ABOUT WRITING FOR PURPOSE AND AUDIENCE :-

1. Determines what you write.
2. To whom is to be written: Interest, Task, Level
3. What is the purpose.
4. Using examples and details to include
5. Choice of word and Tone.
6. Point of your writing.

If we are writing then it is very important to know that what is theme and idea. Writer write her own view. Then theme is very important in writing.

RECOGNIZING ERRORS AS PART OF LEARNING PROCESS :-

Teachers like doctors are expected to be mistake free, administrators, parents and even other teachers judge them very negatively for making mistakes. Yet when teacher forms strong relationship with another teacher or two, they share their problems freely ask for



Teacher
Shares
ideas
with new
teachers



Counselling

Reader learns from
the mistakes

antique advice and learn from each other. This also happens in schools when mentor teacher shares ideas with new teachers.

What would happen if these pairs or triads expanded to include a small group of teacher plus administrators, counsellors or even whole departments or entire school faculties? I know that some schools have created the trust necessary for such discussions. I think this concept could grow to include a wider number of schools may be even become a regular professional procedure for all teachers.

Changing perceptions about students' mistake is the second way that mistakes can improve learning. In the vast majority of classrooms mistakes are evaluated as poor performance, grades are lowered by mistakes, students are encouraged formally and informally not to make mistakes.

The belief system is absurd.

I guess that every reader of this post has learned and is still learning from mistakes.

Reflective Writing



A way to explore
your learning

Writing Skills

↳ An analytical practice

REFLECTIVE WRITING

Reflective 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 item or incident, thought, feelings, emotions or situation in his or her life.

MEANING

Your response to thought and feeling a way of thinking to explore your learning an opportunity to gain self - 'knowledge', a way to achieve clarity and better understanding of what you are learning a chance to develop and reinforce writing skills.

BENEFITS OF REFLECTIVE WRITING

As an English major I have learned to appreciate the peaceful, yet exhilarating moment when my mind engages with an author.

CHE TAN BHAGAT



A WRITER



Reading is to experience
one's own mind

thoughts on a page. As Toni Morrison says, "The dancing mind", [reading is] to experience one's own mind dancing with another. In my early days as a college student, I wanted to know the "true" meaning of a work or what the author intended. Individuals' interpretations bring varied insight to a work and it is also interesting to point out messages the author may not have realized (he include in the piece). I have always been a thinker, but throughout my coursework, I have greatly sharpened my critical analysis skill. Instead of focusing on proposed meanings or biographical background, I have learned to continuously ask "why" on many different levels. I challenge myself to dig into a text as deeply as possible and unpack every detail to develop a satisfying close read. Writing has always been one of my strengths, but it was challenging to take that initial step past the high school, five paragraph essay form that constricted my ideas for so long. Moving past this form, however

Reflective Writing.



Link b/w you and
your courses

has greatly opened my mind. My writing has become increasingly more concise and I have no longer room for added "padding".

FEATURES OF REFLECTIVE WRITING

Reflective writing is a link between you and your courses. Your lecturer has planned the course selected reading to further your knowledge and established talks to help you establish sound teaching philosophies. In reflective writing you should consider the context as well as your personal position. When you raise question or make personal comments on theories and practices.

- Explore the writers prior experience has shaped his views.
- Link the ideas to your own experiences.
- Comment on ideas, how they are meaningful and can be apply.
- Consider the ideas in terms of their logic usefulness, pedagogical implications.

Advantages of Reflective Writing

... React to the
situation



Development
of own
views

Develop
thinking
ability

- Reflective writing should relate to observation and develop philosophy for future practice.

Whatever we feel, we see, we think about any incident and how is our observation, its all depends on reflective writing and philosophy.

ADVANTAGES/BENEFITS OF REFLECTIVE WRITING

- ✿ Explore issues or ideas that important for you.
- ✿ React to the situation by agreeing and disagreeing and explain why?
- ✿ Discuss links between the ideas on a topic to the work of more than one writers.
- ✿ Development of own views.
- ✿ To develop thinking ability

Read, Reflect and
Think CRITICALLY



✿ Development of personal philosophy of practice.

READ, REFLECT AND THINK CRITICALLY

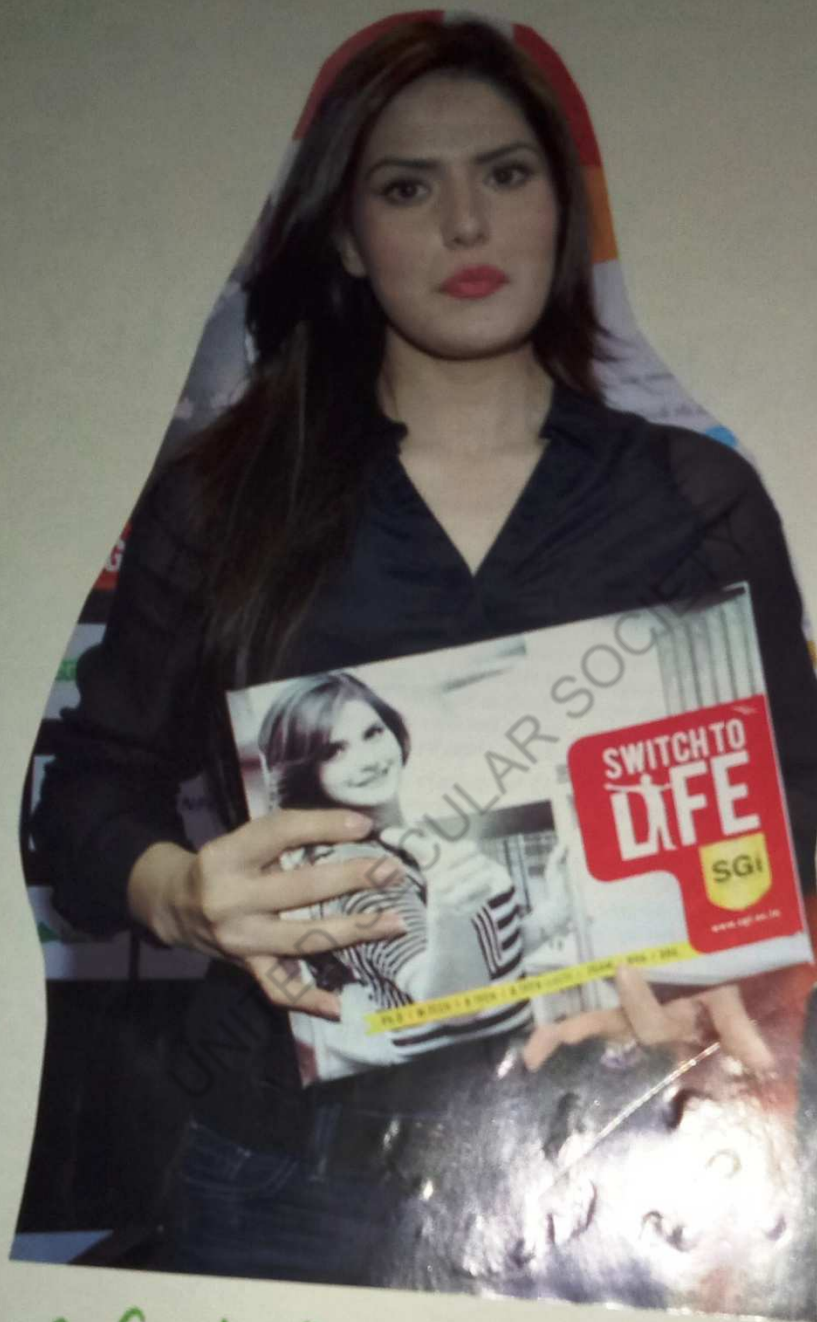
Thinking reflecting helps you:

- Understanding the concept of reflective writing.
- Recognize the benefits of reflecting on your developing the teaching philosophy.
- Distinguish features of reflective writing.

Reflective Writing Occuring

- Reading logs
- Thinking logs
- Journals

There is no right and wrong in reflective writing however, it is important to show you can link the theories presented throughout course and your practice placement experience to your own understandings.



Log book
of
SGI

- Contains all records
- Brief summary of main ideas

Reading Logs

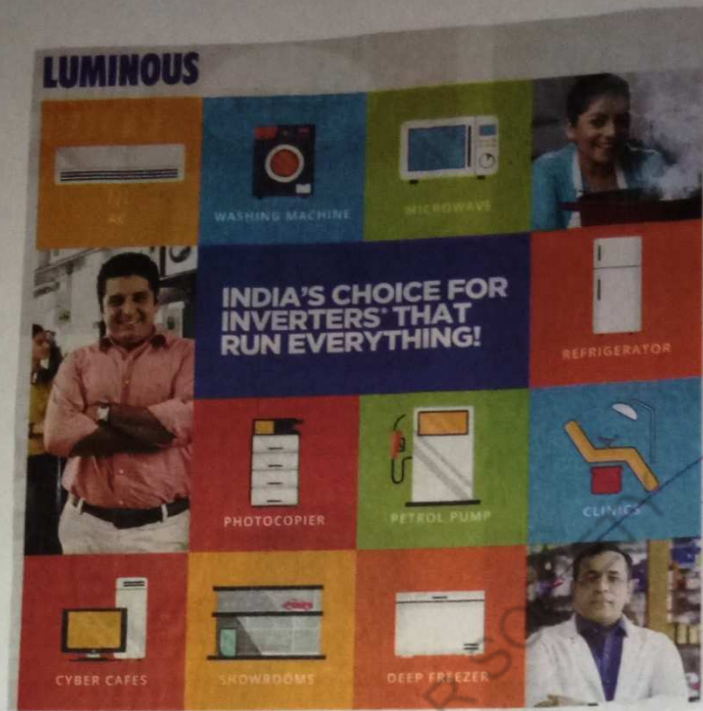
Reading logs help you refer on class readings or other relevant text that interest you. They are a brief summary of the main ideas presented and related to your personal stance. In this way you reactively link the text with your own ideas at a particular point of time. Reading logs help you maintain a record of the ideas.

Thinking Critically

A thinking log is like a personal journal sometimes you need to reflect on a series of selected readings or a set of your own thinking logs help you think through new theories, reflect on teaching techniques or incidents that occur in a school and to understand the meaning. Your viewpoint is important as you are the link between theory and practice.

Journals

Journals are another way to record your emerging philosophies throughout your course. They help you focus your



Advertisement

Persuasive Text

Ritu Patel
Manager, Customer Services
Vijayanagar Gas Company
121, Ameerpet
Hyderabad 500 016

12 November 2005

Mr Shagun Thomas
801, Vijay Apartments
Begumpet
Hyderabad 500 016

Sub: Your application No. F323 for a new gas connection

Dear Mr Thomas,

With regards,
Yours sincerely,
Ritu Patel

Formal
Letter

Informative Text

thoughts while you read or critically reflect and can help you lecture understand how you are coming to terms with new ideas your journal will show how your teaching philosophies develops.

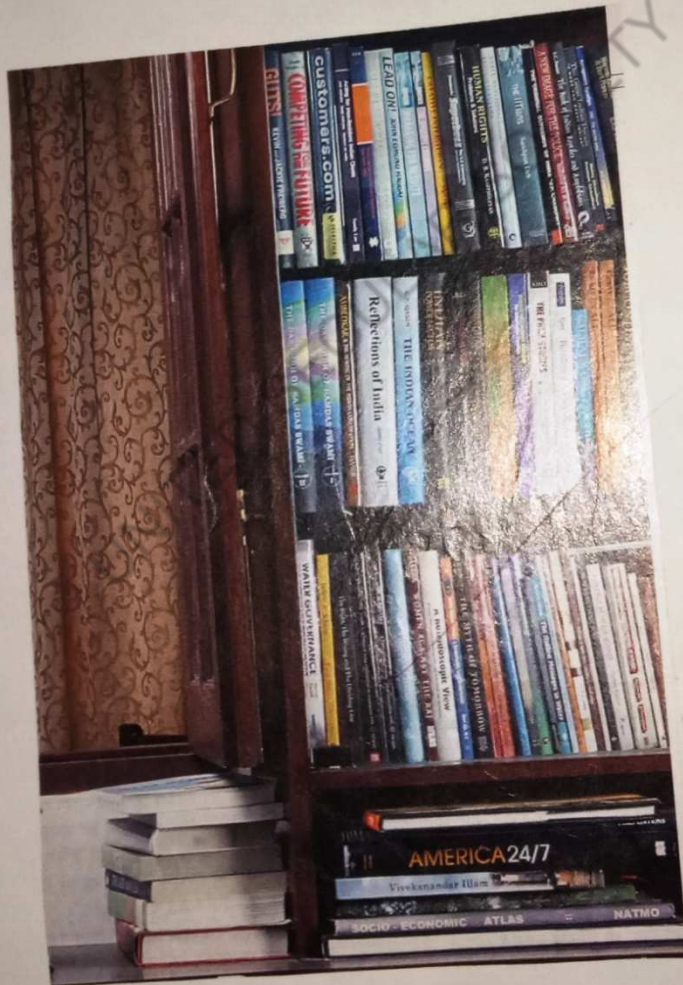
INCLUDES KNOWLEDGE OF TYPES OF TEXTS

Understanding different types of text: A text can come in any be any kind of writing letters and postcards, notes and magazine articles are all different types of text. When reading something. It helps to know what type of text it. It been written for example:

- 1.) A user-guide is instructive and is written to tell you how (video-recorder or washing machine).
- 2.) An advert is written to persuade you to buy something.
- 3.) A formal (business) letters might be written to inform you at what work

* A personal letter written
by a friend, describing
any information

is an example of Informative
Text



* Novels
* Story
books

Books
of
Imaginative
text

you do.

- 4.) A personal letter might be written by a friend, describing any information.

Text can be classified on the basis of purpose relate to them. These purposes influence the characteristics, features of the text. Text can be classified as belonging to one of these four types imaginative, informative, persuasive and instructive text. Text can belong to more than one category.

Imaginative Text

The primary purpose of imaginative text is to entertain through their imaginative use of literary elements. They are recognised for their form style and artistic or aesthetic values. These text include novels, traditional, tables, poetry, stories, plays fixation for young, adults and children including picture books and multi-model text such as file.

Content : Content is imagine and seen then in your mind.

Novels describe
Someone to us

Imaginative
Text

Travel books also
describes the country

Title	
1. Main Heading	
(a) Sub-heading	
(i)	] Points of the sub-heading
(ii)	
(iii)	
2. Main Heading	
(b) Sub-heading	
(i)	] Points of the sub-heading
(ii)	
(iii)	
3. Main Heading	
(c) Sub-heading	
(i)	] Points of the sub-heading
(ii)	
(iii)	

Informative
Text

कोलेस्ट्रॉल ठीक
रखें, अल्जाइमर
से बचें



आ प कोलेस्ट्रॉल के स्तर को ठीक रखकर खुद को अल्जाइमर से दूर रख सकते हैं। कैलिफोर्निया विवि के शोधार्थी डेविस का कहना है कि अल्जाइमर को खुद से दूर रखना चाहते हैं तो अच्छे कोलेस्ट्रॉल की तुलना में बुरे कोलेस्ट्रॉल की मात्रा कम रखनी होगी। अगर अच्छे और बुरे कोलेस्ट्रॉल के बीच का अनुपात ठीक नहीं होगा तो हृदयाघात हो सकता है, या फिर अल्जाइमर की समस्या पैदा हो सकती है।

A newspaper article

A hand out from school

A website

Examples
of informative
Texts

It develops a sense want you to see the country being described.

Language :

- 1.) Language mainly use of adjectives and adverbs, phrases.
- 2.) Use of artistic language
- 3.) Use of comparisons to help picture the scene.

Informative Text

Their primary purpose is to provide information. They include text that are culturally important in society and are values for their informative content as a store of knowledge and for their value as part of everyday life. These text include explanation and description of materialistic natural phenomena recounts of events instructions and directions, rule and laws and news bulletins. Informative text purpose are to give information and they include text they are value the informative knowledge.

Persuasive Text

FALLING STANDARD OF EDUCATION IN INDIA

The standard of education in India is falling. Today the number of degree holders is increasing, but the level of knowledge is decreasing. Our education prepares a student for passing examinations only. But a student holding an M.A. degree may not know how to write a simple application. There are many reasons for the falling standard of education. The courses of education should also be framed in such a way as to give real knowledge to the students. It is the duty of the teachers and the society to check the falling standards of education.

An
Article

Content :

Content is not imaginative and character but it gives an advise, information guidance, Suggestion, (factual) etc.

Language :

- 1.) Simple and easy to understand, avoid repetition
- 2.) Contain facts
- 3.) Information in a clear way introducing the subject and then developing it.

Persuasive Text

The primary purpose of persuasive text is to put forward a point of view and persuade a readers, viewer or listener. They form a significant part of modern communication in both print and digital environment. They include advertising, debates, arguments, discussion and influential essays and articles. A persuasive text tries to encourage you to do something. Give only one

Advertisement



Introducing
**Luminous High
Capacity Inverters**

Now run everything from household
appliances to sensitive equipment
without worrying about power cuts.
Because when you have a
Luminous High Capacity inverter,
you can simply run everything**

Range Available - 2 KVA to 10 KVA

*Device being referred to is UPS commonly referred to as inverter. **T&C Apply

Persuasive Text

Instructive Text

DRUGS

Take Life and
GIVE DEATH

Say **No** to Drugs Today

**DRUG ADDICTION
LIFE'S DESTRUCTION**

Drugs kill you slowly but surely

- ** Drugs are monsters.
- ** It's not easy to escape them once you fall into their clutches.
- ** Drugs Mean : Moral, Spiritual and Physical decay.

Drugs Bring Misery Not only to the Addict But
To his family, to his friends and the society
Let us come forward to eradicate this evil
For once and for all.

side of an arguments take the form of an adverb; but it may also be a letter from know to go to a class.

Content:

The content of the persuasive text is written in the form of as to buy something and to persuade something.

Language:

- 1.) Use of capital letters, exclamation(!) marks, question marks and repeat attention.
- 2.) Use of adjectives to make something sound attractive.
- 3.) Use of theoretical questions.
- 4.) Use of humour.

Instructive Text

Instructive text is related to instruction in various aspects and instructs you or tell you how to

Contents

This multimedia CD-ROM provides integrated digital support to the different sections of *Pathways* Coursebook 6.

This CD-ROM is designed in such a way that it can be used by the student, teacher or parent to enhance the learning and teaching process.

The sections on the CD-ROM are as follows:

- Units
- Grammar
- Vocabulary
- Pronunciation
- Conversation
- Poem
- Activities
- Self-Assessment
- Test
- Reference

The contents can be accessed via the 'Units' for chapter-wise selection or through the other sections for topic-wise selection.

Pamphlet

* Not use unnecessary word

* Use of Bulleted points

A recipe
instructs us
how to cook
something

do something that may be related with the functioning of any organisation. It gives you instruction regarding the precautions or principles, that should be known to you and how to take care for e.g: any pamphlet or leaflet.

Content:

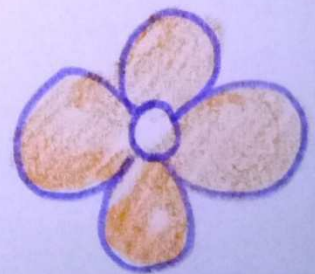
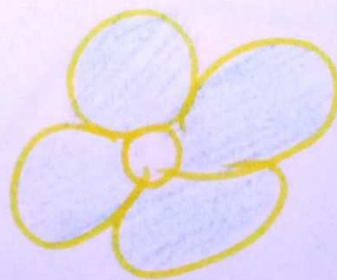
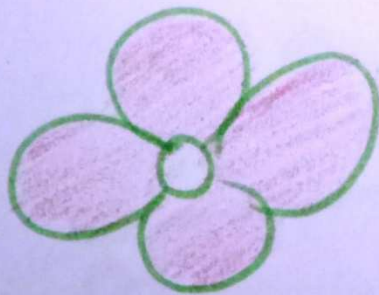
Content of instructive text is related to give instruction and give precaution to that how to take care and how to use a machine or any product.

Language:

- 1.) Use verbs at the beginning of sentence that tell you to do something.
- 2.) Language is direct and not use of unnecessary word.
- 3.) Use of 'must' and 'must not'.
- 4.) Use of diagrams and pictures.
- 5.) Use of number or bulleted points

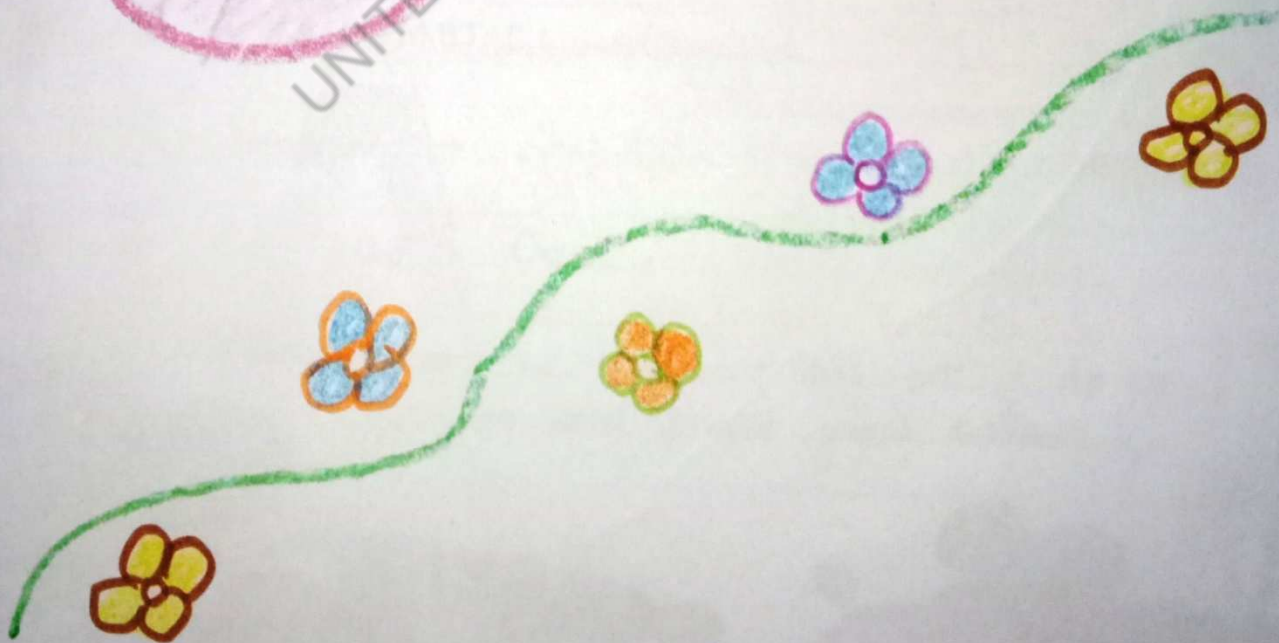
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SESSIONAL WORK



Vocab

UNITED SECULAR SOCIETY



Title _____

Date _____

Page No. 1.

ENGLISH

1. ABODE : The place where someone lives

Sentence:→ I abode at Gnanur.

2. ABSTRUSE: Difficult to understand

Sentence:→ Nothing is abstruse, if we use our mind.

3. AMIABLE: Pleasant and friendly behaviour.

Sentence:→ Be amiable to all.

4. BLUNDER: A big mistake

Sentence:→ I am not responsible to you for my blunder.

5. CHARISMATIC: Attractive

Sentence:→ Shah Rukh Khan is so charismatic.

6. CALLOUS: Cruel

Sentence:→ The wounded are getting to be common and people grow callous.

7. DAB HAND : An expert in something

Sentence : → Lata Mangeshkar is dabhand in singing.

8. DAUNTLESS : Bold

Sentence : → Neha is a dauntless girl.

9. ECSTASY : A state of extreme happiness.

Sentence : → Ram was feeling ecstasy when he won the match.

10. HYMN : A religious song

Sentence : → Mohan sings the hymn in the temple.

11. EMINENT : Known and respected

Sentence : → Mr. Bacchan is an eminent person.

12. OMNIPOTENT : Who is all powerful

Sentence : → God is an omnipotent.

Title _____

Date _____

Page No. 3.

13. FATE : Destiny

Sentence :→ Most of the people blindly believe on fate.

14. SOMNAMBULISM : Who talks in sleep

Sentence :→ My brother is a somnambulist.

15. FRAGILE : Which can be easily broken.

Sentence :→ Glass is a fragile object.

16. GALLANTRY : Bravery

Sentence :→ LIONS CLUB organises the function for the gallantry awards.

17. HAUGHTY : Arrogant

Sentence :→ My boss is a haughty person.

18. INDIGENCE : Poverty

Sentence :→ An indigence is the major problem in India



Title _____

Date _____ Page No. 4

19. JOVIAL: Good natured

Sentence :→ Parineeti Chopra is a jovial person.

20. MANIAC: A person who behaves in an uncontrolled manner.

Sentence :→ After seeing maggi or chocolates, I become a maniac.

21. MENACE: A dangerous or troublesome person / situation.

Sentence :→ Unemployment is a menace in India.

22. PARAMOUNT: Supreme, Zenith

Sentence :→ Mt. Everest has the paramount peak of all mountains.

23. SPINSTER: A woman who is not married.

Sentence :→ Ms. Pooja is a



Title _____

Date _____

Page No. 5.

spinster but still she is more hardworking than a ~~spouse~~ married couple.

24. DOCILE : Obedient

Sentence : → Disha is a docile student.

25. OBSTINATE : Stubborn

Sentence : → My friend is obstinate in nature

हिन्दी

1. आर्द्र = गीला, तर, नम

वाक्य = यह जमीन थोड़ी आर्द्र है।

2. आलंब = सहारा, आधार

वाक्य = श्रवण कुमार अपने माता-पिता का एकमात्र आलंब था।

3. कलख = पक्षियों के चहकने का कौमल और मधुर शब्द, मधुर तथा रसीली ध्वनि

वाक्य = सवेरे-सवेरे पक्षियों का कलख बहुत ही अच्छा लगता है तथा मन को लुभाता है।

4. कलह = धरेलू झगड़ा, विवाद

वाक्य = कलह से दूर रहने वाला परिवार, सुखी परिवार कहलाता है।

5. काश्तकार = किसान, खेतिहर

वाक्य = काश्तकार एक मेहनती आदमी होता है।

6. खगोल = आकाश मंडल

वाक्य = पूरे खगोल में पक्षी ही पक्षी का नजारा बहुत सुंदर लगता है।

7. द्वीर = अंतिम सिरा, किनारा

वाक्य = समुद्र के द्वीर पर बहुत सारे सीप पाए जाते हैं।

8. जटिल = कठिन, पेचीदा

वाक्य = यह कार्य बहुत ही जटिल है।

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9. जर्जर = (वस्तु) कमजोर, बेकाम, खंडित, टूटा-फूटा

वाक्य = वह तस्वीर नीचे गिरने के बाद जर्जर हो गई।

10. ढकौसला = स्वार्थ सिद्धि के लिए अपनाया हुआ झूठ, रूप, दिखावा

वाक्य = आजकल कई साधु बाबाओं ने ढकौसले का काम अपनाया हुआ है।

11. तंद्रा = हल्की नींद

वाक्य = काम करते-करते मुझे अचानक तंद्रा आ गई।

12. तिमाही = हर तीसरे महीने का, त्रैमासिक

वाक्य = मेरे कॉलेज की फीस हर तिमाही को जाती है।

13. त्रस्त = बहुत अधिक डरा हुआ, भयभीत, पीड़ित

वाक्य = शेर को देखकर बकरी त्रस्त हो गई।

14. दंगल = पहलवानों की कुश्ती प्रतियोगिता

वाक्य = आजकल तो लड़कियाँ भी



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दंगल लड़ती हैं।

15. दंभ = अहंकार

वाक्य = हमें दंभ नहीं करना चाहिए।

16. ध्रुव = अचल, अटल, दृढ़, पक्का, स्थायी

वाक्य = मोहन अपने वायदों पर ध्रुव रहता है।

17. निकृष्ट = खराब, बुरा, निम्न, घटिया

वाक्य = ये फल बिल्कुल निकृष्ट हो गए हैं।

18. पथ्य = गुणकारी, लाभदायक

वाक्य = परीक्षाओं में स्वयं-अध्ययन बहुत ही पथ्य है।

19. प्रेषण = भेजना, रवाना करना

वाक्य = सैनिकों को दक्षिण की ओर प्रेषण किया गया।

20. बधिर = बहरा



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वाक्य = कान में कुद् चले जाने के कारण, राम बधिर हो गया।

21. रूष्ट = क्रुद्ध, रूठा हुआ, अप्रसन्न

वाक्य = थोड़ा सा मज़ाक करने पर गीता मुझसे रूष्ट हो गई।

22. वाष्प = भाप

वाक्य = पानी के उबलते ही उसमें से वाष्प आने लगी।

23. विख्यात = प्रसिद्ध, मशहूर

वाक्य = कल्पना चावला विश्व विख्यात हैं।

24. शुष्क = सूखा

वाक्य = यह पेड़ बिल्कुल शुष्क हो चुका है।

25. हितैषी = भला चाहने वाला, कल्याण मानने वाला, हितचिंतक

वाक्य = परिवार वाले एक-दूसरे के हितैषी होते हैं।

Unseen

Passage



Reading Comprehension and Question - Answers

THE ART OF READING RIGHT

- Reading Comprehension (RC, as it is normally called) is the most peculiar section in the whole CAT. This is so for the various reasons. First, RC skills can be developed or improved upon only over the time. It is not the section, unlike others which can be mastered by doing for one month. RC needs continuous efforts for 2 hours daily over a period of atleast 3-4 months. Second, RC is a very high scoring section. So skills in RC make a lot of difference to one's chances of selection. Third, it is an area that assumes terrifying proportions for most students as they grapple with an assortment of topics from diverse areas such as aesthetics, science, economics and sports.
- Most students find it difficult to tackle topics that are diverse from the field they are in or they are comfortable with. So, one needs to develop a taste for even the most obscure and boring topic on this planet.

- Before going further let's look at the importance of RC in MBA entrance exams. An entire section in the CAT normally and most of other prestigious exams is devoted to Reading Comprehension. RC section in CAT normally contains 50 questions distributed among 5-8 passages.
- Most students believe that those who read lots of English novels will be good at RC and those who don't will not be good. This is wrong. RC is ~~an~~ entirely different from reading novels. Reading novels doesn't help much in RC because they are from the area of our interest.
- Broadly speaking, RC passages can be classified in a few categories. Fact based RC is the simplest form of RC. These type of passages have lot of information in the form of names, numbers, etc. In this type of passages one should read very fast.
- Don't try to memorize any facts, members or name etc. Infact, there is no need to even remember them. Just make yourself familiar with the structure of passage. Just see in which paragraph, author is talking about what. Mark it. Then



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when you go to the questions, identify in which paragraph information regarding that question is mentioned. Go to that paragraph. Read the numbers, names, etc and mark the answer.

- Inference based RC is the toughest form of RC. Here, the passage is fairly tough to understand. This includes passages on topics like Religion, Spirituality, Philosophy, etc. Most of the students will be comfortable in attempting these passages atleast in RC. The reading speed is fairly slow in this type of passages. The way to master this type of passages is to read them again and again while practising.
- Topic based RC includes passages on any particular topic like economics, astrology, medical science, etc. Generally what makes these passages tough is usage of technical terms. If a topic is new to us then presence of technical terms scares us even if they are defined in the passage.



- Reading questions first and then passage is the strategy followed by a few students. They just look at the questions and not options. The objective is that



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after seeing the answer is given. The flaw with this is that you will not be able to remember all the questions. Besides, this strategy fails when there are questions that require the understanding of the passage.

Question - Answers

Q-a) State three reasons for importance of RC in CAT ~~ex~~ exams?

Ans-a) Three reasons for importance of RC in CAT exams are:-

- i) RC skills take time for improvement or development.
- ii) RC is a very high scoring section.
- iii) RC terrifies some students as it covers a mixture of different topics.

Q-b) Why do most students find RC difficult?

Ans-b) Students find RC difficult if it contains topics unrelated to their fields of study or interest.

Q-c) State two myths about RC.

Ans-c) The two myths about RC are:

- i) Reading English Novels makes one good at RC.
- ii) Very high reading speed is essential for Success in RC.

Q.d) Which type of RC passages are easiest and which are tough or toughest and why?

Ans.d) Fact based RC is the easiest whereas inference based RC is the toughest. Factual passages contains information and one can read it fast. In Inference based RC, the passage is fairly tough to understand as it deals with topics unrelated to the field of study.

Q.e) What do you think is the ideal strategy for RC? Why?

Ans.e) Reading the passage first and then the questions is the ideal strategy. Careful reading of the passage helps in the understanding and answering the questions correctly and rapidly.

Q.f) Find words in the above passage which convey meanings similar to the word given below:

- i) Varied
- ii) Frightens

Ans.f) i) Varied = Diverse
ii) Frightens = Scares

Topic

Date

Teacher's Remark

✓ good
19.04.17

Teacher's Sign