SEMESTER-II / UNIT-III / READING SKILLS

What is the Reading Process?

It begins with the emotional engagement of a reader with a text. This can come from curiosity, interest, confusion, or aesthetics. Engagement continues into a set of pre-reading strategies.

The reader continues to make predictions during the reading. Connections are made in the text, with other texts, and with life experiences.

The reader determines if the text is filling the original purposes for choosing the text. Self-monitoring, re-reading, clarifying and mentally summarizing help the reader to comprehend the text deeply.

What is the Reading Process?

The reading process is steps that most children go through as they read are pre-reading, first reading (of fiction), re-reading, and extended reading or process of constructing meaning from written texts or complex skill requiring critical and creative thinking processes to pull together a number of interrelated sources of information." Reading itself is making meaning of print. So an easier way to define the reading process is the five stages that children go through to make meaning of print.

What are the 5 stages to the Reading Process?

The five stages to the reading process are:

1. Pre-reading
2. Reading
3. Responding
4. Exploring
5. Applying

Stage 1: Pre-reading

Pre-reading is where students prepare themselves to read. They may decide or be told why they're going to read a piece of text. They may use their background

knowledge to make predictions of what the text is going to be about. Teachers may have them use a concept map called a KWL chart where students put down what they know (K), what they want to know (W), and after they have read what they learned (L) from their reading.

Stage 2: Reading

This is where you get down to the actual reading part. The text can be delivered to students in a variety of ways. Students can engage in individual reading, or they can be read aloud to. Teachers may use big books or print projected somewhere in order to do a group reading session.

Stage 3: Responding

Responding is where a student reacts to what they have read. Most often this is through discussion.

Stage 4: Exploration

This is where students explore their new information. They may re-read part or all of the text. They may read more texts to expand their knowledge of the new subject. Students may learn new vocabulary words that they came up against in the text. Exploration is a very broad stage that can take many paths.

Stage 5: Applying

During the applying stage students take the new knowledge they have learned and do more with it. Often they will have projects that measure how much they have learned. They may read books related to the original text or participate.

Understanding the Reading Process

Good readers understand the processes involved in reading and consciously control them. This awareness and control of the reading processes is called metacognition, which means "knowing about knowing." Some students don't know when they don't know. They continue to read even though they are not comprehending. Poor readers tolerate such confusion because they either don't realize that it exists or don't know what to do about it. Poor readers focus on facts, whereas good readers try to assimilate details into a larger cognitive pattern.

Five Thinking Strategies of Good Readers:

1. Predict (Make educated guesses): Good readers make predictions about thoughts, events, outcomes, and conclusions. As you read, your predictions are

confirmed or denied. If they prove invalid, you make new predictions. This constant process helps you become involved with the author's thinking and helps you learn.

2. **Picture (Form images) :** For good readers, the words and the ideas on the page trigger mental images that relate directly or indirectly to the material. Images are like movies in your head, and they increase your understanding of what you read.

3. **Relate (Draw comparisons):** When you relate your existing knowledge to the new information in the text, you are embellishing the material and making it part of your framework of ideas. A phrase of a situation may remind you of a personal experience or something that you read or saw in a film. Such related experiences help you digest the new material.

4. **Monitor (Check understanding):** Monitor your ongoing comprehension to test your understanding of the material. Keep an internal summary or synthesis of the information as it is presented and how it relates to the overall message. Your summary will build with each new detail, and as long as the message is consistent, you will continue to form ideas. If, however, certain information seems confusing or erroneous, you should stop and seek a solution to the problem. You must monitor and supervise you own comprehension. Good readers seek to resolve difficulties when they occur; they do not keep reading when they are confused.

5. **Correct gaps in understanding:** Do not accept gaps in your reading comprehension. They may signal a failure to understand a word or a sentence. Stop and resolve the problem. Seek solutions, not confusion. This may mean rereading a sentence or looking back at a previous page for clarification. If an unknown word is causing confusion, the definition may emerge through further reading. When good readers experience gaps in comprehension, they do not perceive themselves as failures; instead, they reanalyze the task to achieve better understanding.

- (collected)

Reading

Reading is the complex cognitive process of decoding symbols to derive meaning. It is a form of language processing.

Success in this process is measured as *reading comprehension*. Reading is a means for language acquisition, communication, and sharing information and ideas.

The symbols are typically visual (written or printed) but may be tactile (Braille). Like all languages, it is a complex interaction between text and reader, shaped by prior knowledge, experiences, attitude, and the language community—which is culturally and socially situated. Readers use a variety of reading strategies to decode (to translate symbols into sounds or visual representations of speech) and comprehend. Readers may use context clues to identify the meaning of unknown words. Readers integrate the words they have read into their existing framework of knowledge or schema.
Other types of reading are not speech based writing systems, such as music notation or pictograms. The common link is the interpretation of symbols to extract the meaning from the visual notations or tactile signals (as in the case of Braille). (wikipedia)

The Purpose of Reading:

Reading may be used for at school or work, incidentally during everyday life activities (such as reading the instructions in a cooking recipe), or for pleasure. In the context of school or work, reading is a means of learning necessary information. As a leisure activity, children and adults read because it is pleasant and interesting. In the US, about half of all adults read one or more books for pleasure each year. About 5% read more than 50 books per year.[8] Americans read more if they have more education, if they read fluently and easily, if they are female, if they live in cities, and if they have higher socioeconomic status. Children become better readers when they know more about the world in general, and when they perceive reading as fun, rather than another chore to be performed. (wikipedia)

The Purpose of Reading:

The purpose of reading is to connect the ideas on the page to what you already know. If you don't know anything about a subject, then pouring words of text into your mind is like pouring water into your hand. You don't retain much. For example, try reading these numbers:

7516324 This is hard to read and remember.
751-6324 This is easier because of chunking.
123-4567 This is easy to read because of prior knowledge and structure.
Similarly, if you like sports, then reading the sports page is easy. You have a framework in your mind for reading, understanding and storing information.

Improving Comprehension:

Reading comprehension requires motivation, mental frameworks for holding ideas, concentration and good study techniques. Here are some suggestions.

Develop a broad background:

Broaden your background knowledge by reading newspapers, magazines and books. Become interested in world events.

Know the structure of paragraphs:

Good writers construct paragraphs that have a beginning, middle and end. Often, the first sentence will give an overview that helps provide a framework for adding details. Also, look for transitional words, phrases or paragraphs that change the topic.

Identify the type of reasoning:

Does the author use cause and effect reasoning, hypothesis, model building, induction or deduction, systems thinking?

Anticipate and predict:

Really smart readers try to anticipate the author and predict future ideas and questions. If you're right, this reinforces your understanding. If you're wrong, you make adjustments quicker.

Look for the method of organization:

Is the material organized chronologically, serially, logically, functionally, spatially or hierarchical?

Create motivation and interest:

Preview material, ask questions, and discuss ideas with classmates. The stronger your interest, the greater will be your comprehension.

Pay attention to supporting cues:

Study pictures, graphs and headings. Read the first and last paragraph in a chapter, or the first sentence in each section.

Purposes of Reading:

• To search for simple information
• To skim quickly
• To learn from texts
• To integrate information
• To write (or search for information needed for writing)
• To critique texts
• For general comprehension

To search for simple information & to skim:

• Typically scan the text for a specific information or a specific word (e.g. a telephone directory to find key information)
• To skim sampling segments of the text for general understanding
• A combination of strategies to find the location of the information and use basic reading
comprehension skills to obtain a general idea about the text

To learn from texts:

• Typically occurs in academic/professional contexts to learn a considerable amount of
information from a text.
• To remember main ideas & details of the main and supporting ideas in the text
• Recognize and form rhetorical frames
• Link the text to the reader's knowledge base
• Carried out at a slower reading rate

• Makes stronger inferencing demands to connect the text information with background knowledge

To integrate information, write & critique texts:

• Requires critical evaluation of the information to decide what information to integrate and how to integrate it for the

reader's goal
• Requires abilities to compose, select & critique information from a text

For general comprehension:

• Requires very rapid and automatic processing of words, strong skills in forming a general meaning representation of main ideas, efficient coordination of many processes.

- (collected)

METHODOLOGIES OF READING

FOR INDEPENDENT READING

Teachers require enough books to suit every child's reading level and to develop their independent reading skills. There should be sufficient books for children to be able to take books home to read every day.

Books for independent reading should:

- Be in plentiful supply on, above and below the child's reading level to develop reading stamina and elevate reading to a higher level
- Be at the point of interest for the child
- Reflect all the genres, both fiction (fairy tales, adventure, fantasy, folktales etc.) and non-fiction (biographies, recounts, information reports etc.)

FOR SKILLS DEVELOPMENT IN CONTEXT

Teachers need an interesting graded reading scheme that can be systematically worked through to teach the necessary skills.

A systematic reading scheme should:

- Provide a varied selection of books for children to read and handle

- Be specifically designed to teach various skills in context
- Introduce a variety of teaching methodologies to cater for different learning styles
- Provide support for the teacher in implementing the methodologies
- Progress systematically through the levels to encourage confidence in reading
- Provide books with different illustration styles
- Provide books written by recognised children's authors in a variety of styles
- Provide a wide range of genres.

The overall book stock should represent a balance of literature which includes both fiction and non-fiction. Carefully selected fiction should include all forms of narratives (everyday life stories, folktales, fairy tales, adventure stories, fantasy, myths, legends etc.). Non-fiction books should include recounts of real life experiences (biographies, factual information texts on a rich variety of subjects, procedures on how to make things etc.). The books should appeal to children, evoke different feelings and spark the imagination while covering different themes and genres to develop reading fluency. The interests and experiences of children today should be well represented.

GUIDED READING

What is guided reading?

Children sit in small groups (usually six children to a group) and read the same text (usually a story or an interesting non-fiction book such as a biography) with the teacher. The children all have a copy of the same book. For guided reading the group consists of children of more or less the same reading ability. The teacher works with the group, giving each child a chance to read aloud and to answer questions. Various reading skills and strategies are targeted such as phonics, sight word recognition, comprehension, knowledge of sentence structure and punctuation. Once the routines of group reading are established, the teacher then has the opportunity to implement guided reading with selected groups of children.

What are the benefits of guided reading?

The teacher:

- Has the opportunity to hear how each child is progressing with his or her reading
- Can assess each child's reading and measure progress
- Decides what skills to focus on and teaches them to the group
- Develops children's reading skills
- Addresses problems in reading
- Gives children individual attention.

Why is guided reading suitable for English first additional language learners?

Guided reading:

- Helps develop confidence and fluency in reading
- Enables children to work on specific reading problems
- Helps teachers assess reading levels and provide suitable books for children to read
- Provides a well-organised environment for children to practise reading aloud
- Provides opportunities for meaningful interactions in English between the children and the teacher as they discuss the books
- Develops reading for meaning.

What books are suitable for guided reading?

Teachers need sets of books that children can use for group and guided reading. Each set consists of multiple (preferably six) copies of each title.

Books for guided reading should:

- Be on the reading level of the group so that they do not struggle with decoding and lose the meaning of what they are reading
- Be examples of interesting fiction and non-fiction that reflect the children's world and propels them beyond their immediate experiences
- Be interesting and informative enough to be page turners
- Not be too long for the group to work their way through in group and guided reading sessions
- Lead to interesting discussions about values, events, ideas, feelings and experiences
- Help children explore important themes in the stories
- Challenge children's thinking

Preparing for guided reading

First ensure that your learners are able to do group reading on their own so you are able to focus on a guided reading group while the rest of the class is occupied. Before the guided reading session you should read the book you are going to use.

This will enable you to:

- Choose a book that is on the correct level for your group of readers. The children should be able to read the book but it should offer a few new challenges to develop their reading skills
- Ensure that the children have enough general knowledge to understand the setting of the book
- Talk about the setting of the story, ask comprehension questions about the content, explain difficult words and discuss the purpose of the story
- Have in your own mind the reading skills that you want to focus on.

How do you give a guided reading lesson?

- Select a group of six children with approximately the same reading level.
- Have each child read a page or two to you.
- Encourage the children to talk about the story.
- Write down any words the children find difficult and explain their meaning.
- Help children sound out unfamiliar words.
- Help children use the context of the story or sentence to guess the meaning of new words.
- If the children don't recognise enough sight words to read fluently, then focus on teaching these to them.
- Ask the children questions about what has been read and establish that the children are indeed reading for meaning.
- Keep an informal record of reading progress for each child. Note what he/she needs to focus on to improve their level of reading.

GROUP READING

What is group reading?

Group reading is a way of teaching children in small groups (usually six children to a group) and the members of the group read the same text (usually a story or an interesting non-fiction book such as a biography). Each member of the group has a copy of the same book. The group consists of children of varying reading ability. The group reads the book aloud, each group member taking a turn to read a section. When the group has completed the reading, they discuss the book and complete some activities based on the book. The whole class is involved in group reading at the same time, but each group reads different material. Each group has its own group leader who directs the reading activities.

What are the benefits of group reading?

Group work encourages children not only to listen to the teacher but also to listen and learn from each other. This promotes a respect for others and a basic understanding of democracy, as they learn to express opinions and listen to opinions with which they may not agree.

Why is group reading suitable for English first additional language learners?

Group reading:

- Replaces the boring method of reading around the class
- Provides a well organised situation for children to practise reading aloud
- Provides opportunities for meaningful interactions in English between children as they discuss the books in their groups
- Increases children's confidence and fluency in reading
- Allows participation at all reading levels
- Develops reading for meaning.

What books are suitable for group reading?

Teachers require sets of books that children can use for group and guided reading.

Each set consists of six copies of each title together with group reading workcards.

Books for group reading should

- Be on the reading level of the group so that they do not struggle with decoding and lose the meaning of what they are reading
- Be examples of interesting fiction and non-fiction that reflects the children's world and propels them beyond their immediate experiences
- Be interesting and informative enough to be page turners

- Not be too long for the group to work their way through in group reading sessions
- Lead to interesting discussions about values, events, ideas, feelings and experiences
- Help children explore important themes in the stories
- Challenge children's thinking

How do you give a group reading lesson?

- Appoint and train group leaders to help you set up group reading in your class
- Organise the sets of group reading books and group reading cards with the help of group leaders
- Divide the class into groups of six
- Group leaders distribute the books and workcards to their groups
- The group leader supervises the reading and ensures that each member of his/her group has a turn to read a page of the group reading book.
- Children use the group reading workcards to answer questions about the books.

READING ALOUD

Using stories for language development

What is reading aloud?

In essence, reading aloud is simply reading stories to children. You, the teacher, select and read stories that you know will appeal to the children. Reading aloud works when you read regularly throughout the year to your class. Reading aloud is one of the best ways to build children's general knowledge, vocabulary and language competence and to take them beyond their immediate experiences. It also motivates children to want to learn to read because it demonstrates the pleasure and purpose

of reading. Research shows that the children most able to take to literacy education are those who have been read to in their early years.

How does reading aloud help to develop literacy?

If you want children to love reading enough to enjoy doing so in their leisure time, the best thing you can do is to read to them as often as possible. People who love reading are never bored; you can thus give children a gift that they will value throughout their lives. Reading for pleasure will also ensure that children benefit by becoming life-long learners, do better in all their school subjects and have a positive attitude to life.

There is evidence that reading stories to children:

- Helps them become better readers
- Develops their language skills
- Increases vocabulary
- Develops world knowledge
- Introduces the style of written language to them
- Develops comprehension skills like prediction
- Is an effective way of introducing different genres (different types of stories like everyday life stories, folktales, fantasy etc.)

What books are suitable for reading aloud?

The level of the books

The books you choose for reading aloud should be above the actual reading level of the children. This allows children to engage with ideas and topics that they would not be able to access themselves through independent reading. This interests and intrigues them and encourages them to want to read more to find out such things for themselves. You can engage children in meaningful discussions of characters, plots, themes, setting and moods. This kind of reflection helps children understand the

deeper meaning underlying many events in stories. You should also encourage children to wonder about new concepts, express their own ideas about what they observe in the pictures, and bring their own life experiences to the texts by explicitly asking them what the events remind them of. All of this can be achieved as the level and quality of the books provide a rich emotional and literary experience.

The genres or different types of books

Choose examples of many different genres, both fiction and non-fiction. For fiction you can use stories that reflect the everyday life of the children to start with and then move into fantasy, folktales, fairy tales, adventure, and humour. For non-fiction start with texts that are easy to follow, such as biographies, interesting texts about animals, cars and recounts of exciting events.

The quality of the books

The books should be the best examples of children's literature that you can get.

They should:

- Offer a rich language experience
- Be relevant to the children
- Reflect the world of the children or help them move beyond it
- Inspire imagination and curiosity through the excitement of the story.

The illustrations

Illustration plays a key role in reading aloud to children. Beautiful illustrations by famous artists of children's books offer a wealth of different artistic styles. Showing pictures that support the text helps immensely in the enjoyment of stories. The artwork inspires imagination and introduces children to the world of fantasy, the past and other wonders of the world they might not ever encounter in other ways.

How do you give a reading aloud lesson?

Before reading

Activate prior knowledge by asking questions

- About the cover and title of the book
- About the setting and characters
- To help children predict what the book will be about
- To help children make links between what they already know and the new information they will hear in the story.

Explain difficult vocabulary words in the story. There may be some words that are essential for understanding the story. If there is a song or rhyme in the story, write it on the board to encourage the children to join in.

During reading

- Show children the pictures as you read the story but do not slow down the flow of the story. Ask them what they notice in one or two of the pictures.
- Ask a few questions to ensure that children are following the logic of the story.
- Stop a few times to ask children what something in the story makes them wonder about.
- Read with expression and animation to hold the attention of the children (use different voices for different characters).
- Allow children to join in if there is a refrain in the story.

After reading

Ask questions that check that the children have understood the story. Talk about:

- The main idea or message
- How the story ended

- Who the main characters were and why the children like or dislike them
- Why things happened
- The sequence of events
- The issues in the story

Ask questions to help the children respond emotionally to the story:

- What did the story make you wonder about?
- What did you notice especially in the story/or the pictures?
- What did the characters or events in the story remind you of?

Use the context of the story to design relevant writing and drama activities.

TEACHING READING

What is reading?

Reading used to be seen only as the ability to recognise and say each separate word in a text using our knowledge of letters and sounds (a process known as decoding. We now know that reading is much more than simply decoding each word. Now we think of reading as being able to get meaning from the text, even if we cannot read every single word. It is even possible for some children to be able to decode a text but not to understand what they are reading at all. **Marie** Clay, a world recognised specialist on reading, says that 'reading is a meaning-making, problem-solving activity'. From this we can see that children must both decode and make meaning from what they read.

How do we teach children to read for meaning?

1. Children need to be taught to decode text even though this is not the only skill they need. They need to know the letters of the alphabet, the sounds that each letter makes and what sounds groups of letters make. They need to know how to sound out a new word by breaking words into their different sounds and hearing how the sounds flow together to make a word.

2. Children need some general knowledge to make meaning from what they read. The more they already know about the topic they are reading about, the easier it will be to add to that knowledge and get meaning from it. For example, reading about a camel is meaningless if children do not know what a camel is.

3. Children need to know the language in which they are reading. Knowledge of language helps us understand what we read and it helps us with words we do not know. When we know the language, we can predict what kinds of words will come next in a meaningful sentence.

4. Children need to know sufficient sight words or high-frequency words (words we use a lot like *the, and, they, I* etc.) and key vocabulary words (essential words that are related to the texts they are reading to read quickly enough to understand the meaning of sentences. If they read too slowly they will forget what they read at the beginning of the sentence by the time they get to the end, and lose the meaning.

From this we can see that in order to read meaningfully, children need to combine their knowledge about decoding, their knowledge of the language in which they are reading, their general knowledge of the world around them and their recognition of sight words and vocabulary words. When children amalgamate, organise and control these types of knowledge they are able to respond to what they read with both pleasure and curiosity because it is ultimately meaningful to them.

'Learning how to read is primarily a matter of learning how to organise and integrate knowledge effectively .. . it is control of the orchestration process rather than just the possession of knowledge that determine the degree of reading skill.' (Edward A. Chittenden).

What do children need to learn to be able to read at their grade level?

They need:

- To learn to read in a language that is familiar to them and then, when they are ready, they can learn in an additional language

- To read and write habitually in the new language to develop reading and writing skills
- Sufficient general knowledge to understand what they are reading by having lots of stories read to them
- To immediately recognise sufficient sight words and vocabulary words to read at the right pace to make sentences meaningful
- Sufficient phonic or word recognition skills to decode or sound out unfamiliar words
- The opportunity to develop their reading stamina by having sufficient books at their reading level to read independently
- To be taught reading skills systematically through an adequate provision of booksTo read books that are relevant to them and at their point of interest.

Why is reading so important in the Foundation Phase?

It is well known that children who do not learn to read and write in the first three years at school find it very difficult for them to ever catch up. Since reading comprehension underpins all learning in all subjects, children need to master reading from the beginning of their schooling to prevent being disadvantaged at school and beyond.

What skills do children have to master in order to be able to read?

Reading is a complex process that involves many skills. These need to be developed over time as children progress through both primary and high school to ultimately attain an advanced reading level that will enable them to cope with tertiary education and the ever-increasing demands of the modern world.

Here are some examples of the types of skills that children need to master to get to a fluent reading level in order to cope with the demands of the Intermediate Phase:

Emergent level reading skills:

- Understand the oral language of stories that are read to them

- Know how to match the spoken word with the written word
- Use some concepts of print (print tells a story, words are read from left to right, books are held a certain way up; later concepts include capital letters, punctuation, use of bold type etc.)
- Identify alphabet letters
- Phonic knowledge of letter/sound
- Know sufficient high-frequency and vocabulary words for adequate reading speed
- Know how to self-correct their own reading.

Early level reading skills:

- Know blends of letters (such as *bl,* sp, *pl* etc.) to help decode many more words
- Know clusters of letters (such as *ch, kn* and *wh* that make specific sounds)
- Can make meaning from what they read using language structures (I like … ; I can … ; This is … ;yesterday she … etc.).

Fluent level reading skills:

- Can use both large and small chunks of meaning and language structure and visual information in an integrated way to read longer and more complex texts
- Can read with ease, confidence and understanding by connecting word recognition, fluency and understanding.

How do we teach these skills?

Children are unique and they all have different learning styles and individual needs. We need to be aware of this when we consider the different methodologies we use to teach reading. There is no one fixed method that will successfully teach all children to read. Therefore the best way to teach reading is through a variety of

teaching methods using stories and books. These teaching methods, supported by relevant book provision, underpin the NCS and outcomes-based education that give priority to understanding and the ability to apply knowledge.

The methods are:

- Reading aloud
- Shared reading and writing
- Group reading
- Guided reading
- Independent reading and writing
- Skills development in context

SUMMARY

The skill of reading is an enabling skill, allowing access to a world of experience far beyond the perceived realities of one's immediate surroundings. Moreover the method of gaining access to this world is a uniquely reflective process as compared with the access afforded by radio, movies, or television.'

(source: https://readingmatters.co.za/methodologies/)

What Does Teaching Reading Strategies Involve?

Reading strategies involve intentional mental actions during reading that improve comprehension. They are also defined by the IES as deliberate efforts by readers to understand or remember what they are reading. These strategies help readers overcome difficulties in comprehension and compensate for weak textual knowledge.

Reading strategies should not be confused with instructional activities such as completing worksheets. These activities rarely include instruction in how to mentally improve comprehension. Reading strategies should also not be confused with exercises aimed at giving students practice with other skills, like sequencing or

drawing conclusions, which lack explicit instruction in how to think in these ways while reading.

Teachers can implement reading strategies individually or in combination. They can also choose the approaches they feel are most effective for their students.

Reading Strategies

The panel identified 10 studies demonstrating that teaching reading comprehension strategies to primary students had positive effects on comprehension when measured by standardized tests and research-created measures. The panel members believe that the following six strategies for improving reading comprehension are the most important in the primary grades.

1. Activating Prior Knowledge/Predicting

Students think about what they already know and use that knowledge, along with other clues, to better understand what they read or to predict what will happen next. It is assumed that students will continue to read to see if their predictions are correct.

Teachers can promote this strategy by selecting a main idea from the text and asking students a question that relates the idea to their experience. Students can predict whether a similar experience might occur in the text.

Another option is that when students reach the halfway point of a story, teachers can have students predict what will happen at the end of the story. Students can explain how they came to this prediction, which will encourage them to look at what they are reading and gain a deeper **understanding of words and passages in the text.**

2. Questioning

Students develop and attempt to answer questions about the important ideas in the text while reading, using words such as “where” or “why” to develop their questions.

Teachers can promote this strategy by putting words that are used to formulate questions (such as “where” and “why”) on index cards for students to use. Teachers can also have students to form small groups and ask questions using these words.

The National Institute for Literacy offers a number of reasons that explain why questions are effective for improving reading ability.

- Gives students a purpose for reading
- Focuses students' attention on what they should be learning
- Helps students think actively as they read
- Encourages students to monitor their comprehension
- Helps students review content and relate what they have learned to what they already know

3. Visualization

Students develop a mental image of what is described in the text.

Teachers can explain to students how visualizing what is described in the text will help them remember what they read. A sample activity to promote this strategy involves students examining objects placed in front of them. Later, they look carefully at a picture that depicts a scene. Finally, the teacher removes the objects and picture, and then asks students to visualize and describe what they saw.

4. Monitoring, Clarifying and Fix-Up

Students are instructed to pay attention to whether they understand what they are reading, and when they do not, they re-read or use other strategies that will help.

Teachers can relate each strategy to a traffic sign. For instance, a stop sign for the students to stop reading and then try to restate in their own words what is happening in the text. Another way to use this strategy is to write different reading comprehension strategies on cards with their traffic signs, and then have students work in pairs to apply them.

5. Drawing Inferences

Students generate information that is important to constructing meaning but that is missing from, or not explicitly stated in, the text.

Teachers can help students look for key words that will help in understanding the text, demonstrating how they can draw inferences from these words. Teachers can also identify key words in a sample passage and then explain what students can learn about the passage from these terms.

6. Summarizing/Retelling

Students briefly describe, orally or in writing, the main points of what they read.

Teachers can ask students to describe the text in their own words to a partner or a teacher. If students are having trouble with this activity, teachers can prompt students with questions like “What comes next?” or “What else did the passage say about [subject]?”

Reading can transport students to new places, immerse them in incredible adventures and teach them more about the amazing world around them. What’s more, in today’s globalized world our students are exposed to written English more and more every day. It’s essential they have the skills needed to be successful in this environment. Many students are also going on to study in English at university and require a number of academic reading skills.

It’s important you work on these areas in class to prepare learners for their future. Here are 7 reading strategies to get you started including tips for both primary and secondary teachers.

1. Predicting what’s to come:

Even before students start reading, we can use extra information on the page to get them thinking about the ideas and vocabulary they will find in the text. This encourages them to consider what they may already know about the topic. And, by adding an element of competition, we can also use it as a strategy to motivate them to read. Divide the class into teams and write the title of the text on the board. Have them work in their teams and write ten words they predict will be in the text, based on the title. After a few minutes, have teams swap lists and, as they read the text, check the words the other team correctly predicted.

If you are teaching primary, you can do the same activity using any images which

accompany the text. Have students describe the image in pairs first and then work in teams to predict the content of the article, as above.

2. Summarizing:

This is a strategy that can be used to focus on both the general idea of the text (the gist), and the most important details within it.

To work on using summarizing for gist, give students a text and three short summaries of it, no longer than a sentence each. After students read the text quickly once, have them choose which of the three summaries best matches the general idea of the text.

Then, to practice these skills, have them work in pairs to produce their own summary of the text they have just read. This summary should be approximately one-fifth the length of the original text.

This not only encourages students to identify the main points of the text, but it also requires them to use paraphrasing skills to put the ideas into their own words.

Note that primary learners may find it difficult to create a summary without your support. It's a good idea to create a gapped text which they can complete with the key words of the text. This will also help build their vocabulary.

3. Identifying topic sentences:

Whether your students are reading for gist or detail, a topic sentence can provide them with the information they need. Topic sentences are found at the start of a paragraph and are frequently used in articles and academic research to give the reader the main idea of what is to come. If you are not sure what a topic sentence looks like, the first sentence of this paragraph is an example.

One idea to introduce students to the idea of topic sentences is to find a text with four or five paragraphs and remove the topic sentence from each.

Give the students the gapped text and the topic sentences and have them match each sentence to the correct paragraph. This will highlight how topic sentences provide a summary of the main idea of each paragraph.

This can be an effective task for both primary and secondary students, though it's likely that primary students will be working with shorter texts. If you have a text with only three paragraphs, you can write a couple of distracter sentences to make the activity more challenging.

4. Comparing and contrasting:

As with any aspect of language learning, if students can create a personal

connection to the content, they will be more engaged and more likely to remember the information.

We can use compare and contrast questions with any type of text. For example, for texts which tell a personal story, we can ask:

• How are you similar or different to this person?
• What would you do in that situation?

For texts which talk about a particular issue, we can ask:

• Do you think this is a problem in your country?
• What would you do in this situation?

Students of any age should be given the opportunity to reflect on their learning and the chance to empathize with the people and situations they read about. Even for younger learners, questions can be graded to their level to allow them to compare their experiences to the content of the
text.

5. Understanding numbers:

Non-fiction texts often include a lot of facts and figures and it's important that students are able to understand what these numbers mean so they can really understand the text.

Our younger learners might not be able to appreciate long distances or large quantities so providing them with something more tangible can help them a lot. When working with distances and sizes, try to use familiar locations, such as the length of the school playground or the area of the classroom, and compare these locations to the measurement in the text.

Similarly with quantities, find something which students can relate to easily. For example, if a text talks about the number of people, compare that amount to the number of students in the class.

6. Working with vocabulary:

Teaching students how to use a dictionary is important, but it's also essential that students are able to use other skills to understand new words when they can't reach for a dictionary.

As teachers, it's important for us to identify the keywords in a text which we want students to remember and use after the lesson. You may choose to pre-teach this vocabulary so that students can approach the reading with a good understanding of

the key lexis.

However, there may be times when you want students to predict the meaning – of key and subsidiary vocabulary – from the context. It's useful to teach students to read around unfamiliar words as this helps them to identify the type of word it is (noun, verb, adjective, and so on), which helps them understand a particular word's meaning within a sentence.

7. Separating fact and opinion:

While many texts our students read are factual, there will be times when they also need to distinguish between fact and opinion.

Sometimes, we can infer the writer's attitude towards a topic by looking at the type of language they use and identifying whether words are neutral, or if they give us clues as to the writer's opinion. This can be a difficult distinction for our students to make but we can do activities with the students to raise their awareness.

Take a subject which students are likely to have different opinions about, such as a famous footballer. Ask the students to tell you about that person, and then categorize the words they give you as to whether they give a fact or an opinion. Words such as *tall*, *Brazilian* and *blue eyes* would be facts about the player. Whereas *amazing*, *stupid* or *the best player ever* would show their opinion.

- (collected)

Intensive reading involves learners reading in detail with specific learning aims and tasks. It can be compared with extensive reading, which involves learners reading texts for enjoyment and to develop general reading skills.

Example:

The learners read a short text and put events from it into chronological order.

In the classroom: Intensive reading activities include skimming a text for specific information to answer true or false statements or

filling gaps in a summary, scanning a text to match headings to paragraphs, and scanning jumbled paragraphs and then reading them carefully to put them into the correct order.

-British Council

In general, students learning to read in English do not like reading and they rarely read. This is partly due to the way reading is approached in the language class.

The reading skill is most often taught by close study of short passages followed by analysis of language.

Reading, despite being one of the four major skills of language learning, is one of the skills that is most often neglected by language learners.

Aside from reading the words and phrases that are presented in textbooks, phrasebooks and grammar guides, most learners do not bother to regularly engage in reading native texts in any meaningful way.

For the language learner who wishes to reach the upper levels of target language capability, this lack of reading poses a serious obstacle to the expansion of one's vocabulary, as a limited vocabulary offers less capacity to understand and, in turn, be understood.

In spite of all this, the question is not simply "to read, or not to read"—the answer to that is a resounding "yes"—but *what* to read, and *how*.

You see, although reading is an immensely valuable activity, not all types of reading are created equal.

Indeed, there are *styles* of reading that are more useful in some contexts, and less so in others.

The two most important of these styles are known as **Intensive Reading** and **Extensive Reading**. If you learn to master the *what*, *how*, and *why* of these two manners of reading, you will have two extremely powerful tools in your language learning arsenal, which will fuel your ability to acquire vocabulary indefinitely.

Intensive Reading

To read intensively is to completely deconstruct a text, with the goal of absorbing as much meaning from it as possible. This is done by taking a text, and systematically looking up every word, phrase, or collocation that you do not understand.

This is an activity that requires great mental effort and focus. Because of this, the learner who engages in intensive reading must be careful to follow specific guidelines, or else risk boredom and burnout. Specifically, if you wish to read a text intensively, you must take care to read texts that are **interesting** and **short**, to read only for **brief periods of time**, and to do so when you have **the most mental energy**.

Let's explore these concepts in further detail:

- Texts for intensive reading must be **interesting**, because if you do not enjoy what you read, you will quickly forget the content, and have more mental resistance to the intensive reading process.
- Texts for intensive reading must be **short**, because the end goal is to understand the text down to the most minute detail. The longer a text is, the more laborious it is to complete such a deep analysis, so it is better to stick to shorter texts in order to avoid mental exhaustion.

Ideal learning materials for intensive reading include:

- News articles

- Wikipedia articles
- Short stories
- Blog posts
- You must intensively read for **brief periods of time** specifically to avoid the mental exhaustion that is described above. It takes much focus and effort to go from zero (or partial) understanding of a text to complete understanding, so it is best to limit intensive reading sessions to 30-35 minutes maximum.
- You must intensively read only when you have **the most mental energy**, in order to further boost your capacity for learning, and to reduce the risk of mental exhaustion that comes with deep analysis of even the shortest texts. Of course, mental energy levels fluctuate throughout the day—and even differ greatly from person to person—so exactly you should intensively read is something you need to determine for yourself.

Extensive Reading

To read extensively is to simply read as much as possible, without concerning oneself with the minutia of meaning and the occasional unknown word. This is done by reading for large swaths of time, and looking up words only when you deem it absolutely necessary to your understanding of the text.

If the text you wish to extensively read is at the appropriate level, you'll find that most unknown words can be deciphered by looking at their surrounding context, making overt use of translations or dictionaries unnecessary.

While intensive reading requires a high level of focus and deliberate effort, extensive reading is meant to be a fun and pleasurable experience, requiring a low expenditure of mental effort. The more extensive reading you do, the

more language you are exposed to, allowing you to increase your passive knowledge of vocabulary quite quickly.

Specifically, if you wish to read a text extensively, you must read texts that are **interesting**, **level-appropriate**, of **moderate length**, to read when you can dedicate **longer blocks of time**, and to do so when you are **relaxed**.

Let's explore each of these aspects of extensive reading in deeper detail:

- As in intensive reading, texts for extensive reading must be **interesting**. Since extensive reading is done for longer periods of time, you must take care to select texts that hold your attention, and keep you coming back for more, hour after hour.
- Texts for extensive reading must be **level-appropriate**. Since you will not be attempting to understand every single word and phrase (as in intensive reading), you must be able to understand a high-percentage of a text before you even begin. The goal is to absorb unknown words through context; therefore, if you don't understand the bulk of the context, the text is not yet appropriate for you to read extensively.
- Texts for extensive reading must be of **moderate length**. Specifically, a text should be, on average at least 15-30 pages long. Texts of this length are long enough to fully develop an idea or narrative, and require you to keep mental "track" of ideas, concepts or characters as they develop over time.

Ideal learning materials for extensive reading include:

- Graded Readers
- Bilingual Books
- Monolingual (Native) Books
- Magazines

- Comic Books
- Extensive reading must be done for **longer blocks of time** when compared to intensive reading. This is because you will be reading longer texts, which naturally require more time to read, and because sitting down to read for longer periods allow you to get into the "flow" of reading, and therefore mentally process the material more deeply. When aiming to extensively read a text, it is best to do so for sessions of an hour or more.
- When extensively reading, it is best to stay **relaxed**. Reading in a relaxed, low-stress environment will help you associate reading with pleasure, and therefore increase your willingness to read more often, and for longer periods. Clearly, you don't want to be *so* relaxed that you fall asleep, but instead *just relaxed enough* that you feel comfortable, and willing to absorb whatever you're reading.

Intensive vs. Extensive Reading

- By now, you understand the *how to read*, *what to read*, and *why to read* of both Intensive and Extensive Reading. Though you may feel more compelled to one style of reading over the other, don't fall into the trap of thinking that one method is intrinsically better.
- Instead, it is important to realize that both styles of reading have their uses, and you should use both styles in tandem (across different texts) in order to bolster your vocabulary acquisition quickly and effectively.
- Remember that extensive reading and intensive reading are, at their very core, simply tools. Whenever and wherever you read in your target language, if you know which of these tools is the right tool for the job, you'll be able to maximize your learning, and take your language skill to new heights.

- Written by Luca Lampariello

Source: https://www.lucalampariello.com/intensive-vs-extensive-reading/

Extensive reading: An alternative approach

- Aims of extensive reading
- The characteristics of an extensive reading approach
- Motivation
- The teacher's role
- Conclusion

The value of this intensive reading procedure, with its focus on the teaching of discrete reading skills has been questioned by some, who claim that teaching students reading strategies does not necessarily make them better readers. It is widely believed that people become good readers through reading, and that learning how to read should mean a focus of attention on the meaning rather than the language of the text.

Extensive reading: An alternative approach
Another model for teaching reading exists. This is an '***extensive reading approach***' and involves students reading long texts or large quantities for general understanding, with the intention of enjoying the texts.

Students are allowed to choose the books they read depending on their interests, and there is not always a follow-up discussion or work in class. In this way students are encouraged to read for pleasure and should become better readers.
Aims of extensive reading
The principal objective of undertaking an extensive reading

approach is to get students reading in English and liking it. An increase in reading fluency should be another objective. Because of this, reading should be a pleasurable activity for the student, promoted as much as possible by the teacher.

The characteristics of an extensive reading approach

- **Reading material**

  Reading for pleasure requires a large selection of books be available for students to choose from at their level. Here, teachers can make good use of graded readers (books which have been written specifically for EFL/ESL students or which have been adapted from authentic texts).

  Setting up a class library is a good way to provide material for students, and because the books are kept in the actual classroom, there is a greater chance that they will be borrowed, and teachers also have more opportunities to refer to them during class.

- **Student choice**

  Students choose what they want to read based on their interests. If a student finds a book is too difficult or they don't enjoy it, they can change it for another one.

- **Reading for pleasure and information**

  Often students are put off reading when it is tied to class assignments. In an extensive reading programme, the students are reading principally for the content of the texts. Teachers can ask students about the books they are reading informally, and encourage occasional mini-presentations of the books or book reviews, but these should not seem like obligations to the students.

- **Extensive reading out of class**
  Teachers can do a lot to help students pursue extensive reading outside of the classroom. Having a classroom library and regularly encouraging students to borrow books to take home are some things which can help. If books are shelved in the classroom, students can also be given class time to browse and select books.

- **Silent reading in class**
  Extensive reading should not be incompatible with classroom practice and methodology. There are teachers who set aside a regular fifteen-minute period of silent reading in class. This silent reading has been said to help structural awareness develop, build vocabulary, and to promote confidence in the language.

- **Language level**
  The vocabulary and grammar of the books that students read should not pose a difficulty. The objective of an extensive reading programme is to encourage reading fluency, so students should not be stopping frequently because they do not understand a passage. However, the books should not be too easy as this may well demotivate students, who feel they are getting nothing out of the books.

- **Use of dictionaries**
  Reading becomes a chore if students think they have to stop and look up every word they do not understand in a dictionary. For this reason, dictionaries should be avoided. Instead of interrupting their flow, students should be encouraged to jot down the words they come across in a vocabulary notebook, and they can look them up after they have finished reading.

- **Record keeping**
  If the teacher takes an interest in and keeps record of what students are reading, then this can in itself encourage students. If a note is also made of which books the students like, then the teacher can also recommend other books to the students. The teacher should also be careful to explain the reasons behind the programme, and to highlight the benefits of extensive reading to them so that they know why they are doing it.

- **The teacher as role model**
  If the teacher is also seen to be a reader by the students, then they will be encouraged to read. The teacher can talk in class about books that she or he has been reading, and if they are knowledgeable about the books in the class library, having read them, then they can make genuine recommendations to students about what to read. The teacher can also read aloud to students, as a way of introducing students to different genres or individual books.

Motivation

One of the key factors to the success (or not) of an extensive reading programme is motivation. Capturing student interest is the key. If the materials available are interesting to the students, then they will be far more likely to want to read them. These books should also be at a level appropriate to their reading ability. As mentioned earlier, the texts should not be too difficult so students experience the frustration of not being able to understand the books.

Getting the extensive reading programme off to a good start is also vital. The aim is for an initial successful experience so that students

discover they can read in English and that they enjoy it. This positive experience should stimulate them to read more, increasing motivation, enjoyment and a desire to read.

The teacher's role

The teacher encourages and assists the students with their reading, which the students undertake during and /or after class. Occasional summaries (oral or written) can help with this as they show both that the students are reading and also that they understand what their books are about. The activities can also help students improve their writing or speaking ability. Another activity teachers can become involved in is individual counselling - this gives the teacher an opportunity to ask students about their reading experiences and can be done by the teacher while the rest of the class are silent reading. Above all, however, extensive reading should be a student-centred and a student-managed activity.

Conclusion

Day & Bamford (1998) highlight the benefits that have been gained by the undertaking of extensive reading programmes. These include gains in reading and writing proficiency, oral skills and vocabulary, an increase in motivation and positive affect.

Setting up an extensive reading programme should not only lead your students to improve their reading proficiency and other language skills, but will hopefully enable them to take pleasure in reading for its own sake.

Further reading

Susser B & TN Robb (1990) *'EFL Extensive Reading Instruction: Research and Procedure'* JALT Journal Vol No.2 http://www.kyoto-su.ac.jp/~trobb/sussrobb.html

Day RR & J Bamford (1998) *'Extensive Reading in the Second*

Language Classroom' Cambridge:CUP
Barnett, M.A. (1988). *Reading through context: How real and perceived strategy use affects L2 comprehension*. The Modern language Journal, 72, 150-162.

-British Council

Critical Reading Skills

Critical reading skills play an important role in the success of a student. A student who has excellent critical reading skills is able to evaluate a piece of writing as he or she reads. Also, a critical reader asks questions about the validity of facts in a written piece. In short, a critical reader is the opposite of a passive reader. Critical reading skills help students to figure out the meaning behind a piece of writing. This skill can be especially helpful to a student when answering essay questions on an exam. The following takes a closer look at what students can do to improve critical reading skills.

How to Improve Critical Reading Skills

A large part of developing critical reading skills involves learning how to ask questions about a piece of writing. For instance, someone teaching critical reading skills to a group of students asks them to read a newspaper story about a candidate for a political office. A student who is working on developing critical reading skills creates questions as he or she reads. For instance, the student may ask if the author has any motives for writing the article. If so, the author may be presenting biased information about the candidate. Another question may concern the validity of the facts within the article. Can they be verified by other sources? After answering these questions and others, a student is able to determine whether the newspaper story is factual as well as objective. A student who is developing critical reading skills learns not to automatically accept the information in piece of writing.

A student who is trying to improve critical reading skills looks at whether the conclusions in a written piece are logical. Does the author put forth facts to support his or her theories? A piece of writing that is full of illogical ideas shouldn’t hold much credibility with readers. A

student who is working on improving critical reading skills must learn how to determine whether the information in a piece of writing is logical.

Oftentimes, one of the main points of an instructor who is teaching critical reading skills involves researching the credibility of an author. Someone teaching critical reading skills may ask students to look at some other writing done by the author. Does he or she appear to have a bias about a particular subject? The process of improving critical reading skills requires that students question the motives of an author. After determining an author's level of objectivity, a student who is trying to improve critical reading skills can look at the substance of the writing.

(source: http://www.edu-nova.com/articles/critical-reading-skills/)

CRITICAL READING STRATEGIES

Reading effectively requires approaching texts with a critical eye: evaluating what you read for not just what it says, but how and why it says it. Effective reading is central to both effective research (when you evaluate sources) and effective writing (when you understand how what you read is written, you can work to incorporate those techniques into your own writing). Being an effective reader also means being able to evaluate your own practices, working to develop your critical reading skills.

IDENTIFY WHAT YOU'RE READING FOR.

• Knowing why you're reading a given text can help you organize both your reading and how you can use what you read. • Before you read a text, ask and answer the following kinds of questions: Are you reading only for general content? For data? For specific information or for general thematic concerns? For arguments that support or contest your thesis in a writing assignment? For information that you know you'll need for an assignment, or for information to get you thinking about what you'll need?

ALLOW ENOUGH TIME TO READ, AND TAKE YOUR TIME.

• Reading critically is not a fast process. Many students do not set aside enough study time for reading (and rereading), and read everything either too quickly or at the same speed. If you know what you're reading for, you can better distinguish information that can be skimmed from that which should be more closely examined, and make better use of your

reading time. • Preview or survey the text before detailed reading begins, looking for clues related to its purpose, its relevance, its difficulty, and how it connects with ideas or information you already know. • Be willing to struggle with the text in order to understand it – but don't get hung up on single, tough details in first readings. Rather, hold confusing passages in mental suspension, and continue to read with the idea that what seems difficult to understand now may be cleared up as you go along.

REMEMBER THAT RE-READING IS A PART OF EFFECTIVE, CRITICAL READING.

• Just as having more than one conversation with another person leads to closer understanding, conducting a number of readings leads to a richer and more meaningful relationship with, and understanding of, a text. • If your first reading is for basic information and evaluation, subsequent readings can take on different levels of focus (on style and tone, on details, on examples, on intellectual or ideological tradition, etc.). • In re-reading, work to separate parts of arguments (e.g., thesis idea, evidence, preview, counterarguments) and to understand how these parts work to support the author's thesis.

ENGAGE WITH THE TEXT TO GET THE MOST OUT OF IT.

• Read with a pen or pencil, highlighting key statements, parts, or points – even those you find confusing. Also, make note of words or terms you don't understand so you can look them up later. • Note where and how the text relates to lectures or discussions, as well as general or specific questions you might wish to ask your instructor in class or office hours. • Record your own questions, points of agreement or disagreement, references to related ideas, and points at which ideas match up with each other. In other words, work to enter into a dialogue with the text, mark it up, and make it your own.

ASK YOURSELF IF YOU CAN EXPLAIN BOTH "WHAT THE TEXT SAYS" AND "WHAT IT DOES."

• In other words, can you both provide a summary of key claims and theses and understand its purpose, what this text seeks to do (to report or state facts, to contest a certain idea, to persuade, to open new inquiries, etc.)? • Keep in mind that all texts filter reality – distort, persuade, and arrive at different conclusions – and that all texts are trying to change your view in some way.

ATTEMPT TO UNDERSTAND HOW EACH WRITER'S BACKGROUND AND PURPOSES INFLUENCE WHAT THEY WRITE.

• Reading a text critically requires that you ask questions about the writer's authority and agenda. You may need to put yourself in the author's shoes and recognize that those shoes fit a certain way of thinking. • Work to determine and understand an author's context, purpose, and intended audience.

WORK TO UNDERSTAND YOUR OWN STRATEGIES AND TO IMPROVE THEM.

• Ask yourself questions about how you read: Do you read too quickly or slowly? Do you tend to lose your focus? Can you scan for key information or ideas? • Consider the characteristics of effective reading above, in relation to those practices and strategies you already employ, to get a sense of your current reading strategies and how they might be improved.

(source: http://writing.umn.edu/sws/assets/pdf/quicktips/criticalread.pdf)

Writing Skills/ Correct Usage /Parts of Speech

What are Parts of Speech in English Grammar?

Parts of speech are the basic categories of words according to their function in a sentence. It is a category to which a word is assigned in accordance with its syntactic functions. English has eight main parts of speech, namely**,** Nouns, Pronouns, Adjectives, Verbs, Adverbs, Prepositions, Conjunctions and Interjections. In grammar, the parts of speech, also called lexical categories, grammatical categories or word classes is a linguistic category of words.. Eight Parts of Speech in English Grammar**:**

Part of Speech	**Basic Function**	**Examples**
Nouns	names a person, place, or thing	*Caribbean, ship, Argentina, Mathew*
Pronouns	takes the place of a noun	*I, you, he, she, it, ours, them, who*
Verbs	identifies an action	*believe, seem,*

	or state of being	*finish, eat, drink*
Adverbs	modifies a verb, adjective, or another adverb	*lazily, often, only, hopefully, softly*
Adjectives	modifies a noun	*funny, unique, bright, beautiful, healthy*
Prepositions	shows a relationship between a noun (or pronoun) and other words in a sentence	*close to, out of, apart from*
Conjunction	joins words, phrases, and clauses	*and, but, or*
Interjections	expresses emotion and can usually stand alone	*whoops, ouch*

1. **Nouns**

   A *noun* is a part of speech that identifies a person, place, thing, idea or events. Nouns are the simplest among the 8 parts of speech. In a sentence, nouns can play the role of subject, direct object, indirect object, subject complement, object complement, appositive, or adjective as depending on the necessity. Nouns are broadly classified into five categories:

   i. Proper Noun

   ii. Common Noun

   iii. Collective Noun

iv. Abstract Noun

v. Materialistic Noun

2. Pronouns

Pronouns as part of speech are the words which are used in place of nouns like people, places, or things. They are used to avoid sounding unnatural by reusing the same noun in a sentence multiple times. In the sentence, *Maya saw Sanjay, and she waved at him*, the pronouns *she* and *him* take the place of *Maya* and *Sanjay*, respectively. The other examples of pronouns are *I, you, she, her, it, everyone, somebody, hers, theirs, etc.* Pronouns are classified into eight broad categories as follows:

i. Personal Pronouns

ii. Reflexive & Emphatic Pronouns

iii. Demonstrative Pronouns

iv. Indefinite Pronouns

v. Distributive Pronouns

vi. Reciprocal Pronouns

vii. Relative Pronouns

viii. Interrogative Pronouns

3. Verbs

Verbs as part of speech are used to signify the actions, processes, conditions, or states of being of people or things. It is basically a word that characteristically is the grammatical center of a predicate and expresses an act, occurrence, or mode of being, that in various languages is inflected for agreement with the subject, for tense, for voice, for mood, or for aspect, and that typically has full descriptive meaning and characterizing quality in it. The different types of verbs are mentioned below:

i. Finite & Infinite Verbs

ii. Transitive & Intransitive Verbs

iii. Regular & Irregular Verbs

4. Adverbs

An adverb is a word that is used to change or qualify the meaning of an adjective, a verb, a clause, another adverb, or any other type of word or phrase with the exception of determiners and adjectives that directly modify nouns. The adverbs are broadly classified into nine types as follows:

Adverb of

i. Time

ii. Place

iii. Manner

iv. Degree or Quantity

v. Frequency or Number

vi. Reason

vii. Focus & Viewpoint

viii. Affirmation

ix. Negation

5. Adjectives

Adjectives are words that describe or modify a noun or a pronoun in the sentence. The adjectives are easy to spot because they come immediately before the nouns they modify. They are used to identify or quantify individual people and unique things and are usually positioned before the noun or pronoun that they modify. Some sentences also contain multiple adjectives. The different types of Adjectives are as follows:

i. Adjectives of Quality

ii. Adjectives of Quantity

iii. Adjectives of Number

iv. Demonstrative Adjectives

v. Interrogative Adjectives

vi. Exclamatory Adjectives

vii. Possessive Adjectives

6. Prepositions

A preposition is a word placed before a noun or a pronoun to indicate some relation between the noun or pronoun and some other word. The noun or pronoun that is connected by the preposition is known as the object of the preposition. Some common prepositions are *in, on, for, to, of, with, and about, etc.* Preposition can be divided into five parts as follows:

i. Simple Prepositions

ii. Compound Prepositions

iii. Double Prepositions

iv. Participle Prepositions

v. Prepositional Prepositions

7. Conjunctions

Conjunctions are used to link different clauses together, and to join words, phrases and sentences. By using conjunctions, we can make complex sentences that show a connection between actions and ideas. Examples: *and, but, so, although, or, etc.*

There are three types of Conjunctions as follows:

i. Coordinating Conjunction

ii. Correlative Conjunctions

iii. Subordinating Conjunction

8. Interjections

It is a word used to express emotions or some sudden outburst of feeling. Usually, an interjection is used in informal language. Though interjections do not relate grammatically to the other parts of the sentence or help the reader understand the relationship between words and phrases in the sentence, they express a wide variety of feelings, such as *joy, sorrow, surprise, disgust, etc*.

(source: https://testbook.com/blog/parts-of-speech-in-english-grammar-notes-pdf/)

Table of Articles

NUMBER	**INDEFINITE**	**DEFINITE**
Singular	a / an	the
Plural	nothing	the
Non-Count	nothing	the

Quick Hints

- a before consonants (**a b**ook)
  an before vowels (**an e**xam)

- **Pronunciation** is what matters.
  an hour ('h' is silent and it's pronounced: **an o**ur)

- **Temporary illnesses:** (I have **a** headache, **a** cold, **a** fever, a backache)

- **"The" with superlative forms** (He is **the** smartest kid I have seen.)

Some Rules using Articles

Singular count nouns:

- indefinite: use 'a'

- definite: use "the"

My daughter wants to buy **a** dog this weekend. (Indefinite-Could be any dog)
The dog in the backyard is very cute.(Definite-The one in the backyard)
He requested **a** puppy for his birthday.
He wanted **the** puppy he played with at the pet shop.
She ordered **a** hamburger without onions.
Did you drink **the** coke I just ordered?

Plural count nouns:

Use "the" or Nothing, never 'a'.
Come and look at **the** children. (definite)
Children are always curious. (indefinite)
She loves flowers. (indefinite)
The flowers in her garden are beautiful. (definite)
Do you like reading grammar rules?
Do you like reading **the** grammar rules on this page?

Non-count nouns:

Use "the" or nothing.
He has experience. (if indefinite or mentioned for the first time)
He has the experience necessary for **the** job. (if definite or mentioned before)
The medicine **the** doctor prescribed had unpleasant side effects.
Writing in a second language is especially challenging.

Have you studied **the** history of South Africa?
History reminds us that events repeat themselves.

Definite Article THE Rules

Adjectives as Nouns

When referring to a group of people by use of an adjective rather than a noun, use "the".

the elderly	the disabled	the unemployed
the rich	the sick	the needy
the homeless	the young	the restless

Names of Countries

Some countries are preceded by "the", usually if the name is plural, contains an adjective, or includes "of".

The United States	The Soviet Union	The Republic of Congo
America	Russia	Spain
Japan	China	Mexico

Cities and Streets use nothing

Chicago	Fifth Avenue	San Francisco
Highway 5	London	Kennedy blvd.

Rivers, Oceans, Seas, Groups of Mountains & Islands use "the"

the Amazon	the Atlantic	the Mediterranean
the Cascades	the Hawaiian Islands	the Bahamas

Numbers

Cardinal numbers(1,2,3) use nothing

World War 2	Page 7	Chapter 1
Mission 1	Paragraph 5	Channel 6

Ordinal numbers (1st,2nd,3rd) use "the"

The Second World War	the seventh page	the first chapter
the first mission	the fifth paragraph	the sixth channel

Titles of People

When a title is given with a name, use nothing

President Mitchael	Queen Mary	Professor Scott

When a title is used without a name, use "the"

The president	the queen	the professor

Schools

When a school has "of" in its title, use "the"

The University of Arizona The University of London Chapter 2

When a school does not have "of" in its title, use nothing

Lincoln High School	Arizona State University	Liverpool John Moores University

Location versus Activity

When referring to an activity, use nothing

I am going to school now.(activity-study)

He is always on time for class. (activity-learn)

When referring to the location, use "the"

The meeting is at the school. (location-campus)

They are remodeling the movie theater. (location-building)

The new student had trouble finding the class. (location-classroom)

Unique Objects - Use THE

the earth	the human race	the world
the moon	the sun	the universe

Part of a larger group, Use THE

-One of the students

-None of the students

-Both of the students

-All of the students

Source: https://www.grammarbank.com/articles.html

Infinitive

Forming the infinitive

The infinitive is the base form of a verb. In English, when we talk about the infinitive we are usually referring to the present infinitive, which is the most common. There are, however, four other forms of the infinititive: the perfect infinitive, the perfect continuous infinitive, the continuous infinitive, & the passive infinitive.

The present infinitive has two forms:

- **the to-infinitive** = to + base form of a verb
- **the zero (bare) infinitive** = base form of a verb

The present infinitive base is the verb form you will find in a dictionary.

To-infinitive	**Zero infinitive**
to sit	Sit
to eat	Eat
to have	have

To-infinitive	Zero infinitive
to remember	remember

The negative infinitive is formed by putting *not* in front of any form of the infinitive.

Examples

- I decided **not to go** to London.
- He asked me **not to be** late.
- I'd like you **not to sing** so loudly.
- I'd rather **not eat** meat.
- I might **not come.**

Functions of the to-infinitive

The to-infinitive is used in many sentence constructions, often expressing the purpose of something or someone's opinion about something. The to-infinitive is used following a large collection of different verbs as well.

The to-infinitive to indicate the purpose or intention of an action

In this case *to* has the same meaning as *in order to* or *so as to*.

Examples

- She **came to collect** her pay cheque.
- The three bears **went to find** firewood.
- I am **calling to ask** you about dad.

- You sister has **gone to finish** her homework.

The to-infinitive as the subject of the sentence

This is a formal usage and is far more common in written English than spoken

Examples

- **To be** or not to be, that is the question.
- **To know** her is to love her.
- **To visit** the Grand Canyon is my life-long dream.
- **To understand** statistics, that is our aim.

The to-infinitive to indicate what something can or will be used for

In this pattern, the to-infinitive follows a noun or pronoun.

Examples

- The children need a garden **to play** in.
- I would like a sandwich **to eat**.
- I don't have anything **to wear**.
- Would you like something **to drink**?

The to-infinitive after adjectives

There is a common pattern using the to-infinitive with an adjective. These phrases are formed:

subject + to be + adjective + (for/of someone) + to-infinitive + (rest of sentence)

Subject	**+ to be**	**+ adjective**	**(+ for/of someone)**	**+ to-infinitive**	**(+ rest of sentence)**
It	is	good		to talk.	
It	is	good	of you	to talk	to me.
It	is	important		to be patient.	
It	is	important	for Jake	to be patient	with his little brother.
I	am	happy		to be	here.
The dog	is	naughty		to destroy	our couch.

The to-infinitive to make a comment or judgement

To use the to-infinitive when making a comment or judgement about a noun, the pattern is:

Subject + to be + noun phrase + to-infinitive

Subject	**+ to be**	**+ noun phrase**	**+ to-infinitive**
It	was	a stupid place	to park.
That	is	a dangerous way	to behave.
What you said	was	a rude thing	to say.
This	is	the right thing	to do.
Those	were	the wrong kind of eggs	to buy.
Jim	is	the best person	to hire.

The to-infinitive with adverbs

The to-infinitive is used frequently with the adverbs *too* and *enough* to express the reasoning behind our satisfaction or dissatisfaction. The pattern is that *too* and *enough* are placed before or after the adjective, adverb, or noun that they modify in the same way they would be without the to-infinitive. We then follow them by the to-infinitive to explain the reason why the quantity is excessive, sufficient, or insufficient. Normally the to-infinitive and everything that follows can be removed, leaving a sentence that still functions grammatically.

Examples

- There's **too much** sugar **to put** in this bowl.
- I had **too many** books **to carry**.
- This soup is **too hot to eat**.
- She was **too tired to work**.
- He arrived **too late to see** the actors.
- I've had **enough food to eat**.
- She's **old enough to make up** her own mind.
- There **isn't enough** snow **to ski** on.
- You're **not old enough to have** grand-children!

The to-infinitive with question words

The verbs *ask, decide, explain, forget, know, show, tell, & understand* can be followed by a question word such as *where, how, what, who, & when* + the to-infinitive.

Examples

- She **asked me how to use** the washing machine.

- Do you **understand what to do**?
- **Tell me when to press** the button.
- I've **forgotten where to put** this little screw.
- I'm not sure **I know who to call**.

Functions of the zero infinitive

The zero infinitive after auxiliaries

Examples

- She **can't speak** to you.
- He **should give** her some money.
- **Shall** I **talk** to him?
- **Would** you **like** a cup of coffee?
- I **might stay** another night in the hotel.
- They **must leave** before 10.00 a.m.

The zero infinitive after verbs of perception

With verbs of perception, the pattern is **verb + object + zero infinitive**.

Examples

- He **saw her fall** from the cliff.
- We **heard them close** the door.
- They **saw us walk** toward the lake.
- She **felt the spider crawl** up her leg.

The zero infinitive after the verbs "make" and "let"

Examples

- Her parents **let her stay** out late.

- **Let's go** to the cinema tonight.
- You **made me come** with you.
- Don't **make me study** that boring grammar book!

The zero infinitive after the expression "had better"

Examples

- We **had better take** some warm clothing.
- She **had better ask** him not to come.
- We **had better reserve** a room in the hotel.
- You'**d better give** me your address.
- They **had better work** harder on their homework.

The zero infinitive with "why"

The question word *why* is followed by the zero infinitive when making suggestions.

Examples

- **Why wait** until tomorrow?
- **Why not ask** him now?
- **Why leave** before the end of the game?
- **Why walk** when we can go in the car?
- **Why not buy** a new bed?

(Source: https://www.ef.com/wwen/english-resources/english-grammar/infinitive/)

Modal

In English grammar, a modal is a verb that combines with another verb to indicate mood or tense. A modal, also known as a modal auxiliary or modal verb, expresses necessity, uncertainty, possibility, or permission.

Modal Basics

Struggling to understand how modal verbs function in English is entirely normal as their range of applications is quite broad. Even advanced students and native speakers struggle to use these irregular verbs from time to time.

With that said, practice is important and the best place to start is by finding out which verbs are considered modals. There are two types of modal verbs: pure modals and semimodals. There are also modal phrases.

Pure Modals

Pure modals never change their form regardless of subject and don't change to show past tense. These verbs can express certainty or suggestion. Pure modals are followed by a bare infinitive, an infinitive verb without "to". See below for examples.

- I *can* sing. Bob *can* sing. I found out they *can* sing.
    - Modal verbs can also be used in the negative by adding "not", as in *I can not sing*.
- I *should* go. She *should* go. We *should* go.

Most linguists agree that there are 9 pure or core modals in English:

- can

- could
- may
- might
- must
- shall
- should
- will
- would

Unlike other auxiliaries, common modals have no *-s*, *-ing*, *-en*, or infinitive forms. Modals such as "ought" that require a "to"-infinitive complement are regarded as marginal modals, also called semimodals.

Semimodals

Semimodals or marginal modals are used to imply a range of possibilities, obligations, necessity, or advice. Notice that these verbs can be conjugated by subject and tense.

- I *need to* take responsibility for my actions. She *needs to* take responsibility for her actions. They *needed* to take responsibility for their actions.
- You *ought to* know better by now.

The four semimodals generally agreed upon are:

- need (to)
- ought (to)

- used (to)
- dare (to)

Some experts also include *have (to)* and *be able (to)* in this list.

Modal Phrases

To further complicate an already confusing subject, phrases with modal meaning can be constructed without the use of a standard modal or semimodal verb. Sometimes, other verbs and phrases—including *had better* and invariant *be*—also function as modals or semimodals.

Modal Usage and Examples

Modals are commonly used to express your degree of certainty about an outcome or the possibility of something. When using modals, keep in mind that they should always appear first in a verb phrase. Consider these two examples:

- Kim *must* be his sister because they look just like each other.
- I *will* probably be there, but I *can't* make any promises.
- You *should* go to that cafe some time, I think you'd really like it.

In the first example, the speaker is making a statement as if it were a matter of fact. In the second example, the statement implies a degree of uncertainty that excuses the speaker from an obligation.

The same modal verbs that can be used to express only some certainty or possibility can also express absolute conviction and resolve, which makes mastering modals tricky. For example, consider the modal verb *should go* and how it's used in this sentence:

- The bank closes in 15 minutes. We *should* go there now.

This modal is now expressing a strong degree of obligation. The speaker knows they need to go to the bank if they're going to get there before it closes.

(Source: https://www.thoughtco.com/modal-auxiliary-term-1691397)