



# ENGLISH

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<b>Final-Term – Semester Examination</b>	<b>Program: BS (C.S/S. E/Tele)</b>
<b>Course Title: English I (Functional)</b>	<b>Total Marks: 50</b>
<b>Instructor: Naeem Ullah Kaka Khel</b>	<b>Time Allowed: 06 Hours</b>

**Note: Attempt all the Questions. All questions carry equal marks.**

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### **Question 1). What are the methods and steps for writing an essay?**

**ANS).** For some, writing an essay is as simple as sitting down at their computer and beginning to type. But, a lot more planning goes into writing an essay successfully. If you have never written an essay before, or if you struggle with writing and want to improve your skills, it is a good idea to follow a number of important steps in the essay writing process.

For example, to write an essay, you should generally:

- Decide what kind of essay to write
- Brainstorm your topic
- Research the topic
- Develop a thesis
- Outline your essay
- Write your essay
- Edit your writing to check spelling and grammar

While this sounds like a lot of steps to write a simple essay, if you follow them you will be able to write more successful, clear and cohesive essays.

### **1. Choose the Type of Essay**

The first step to writing an essay is to define what type of essay you are writing. There are four main categories into which essays can be grouped:

- Narrative Essay: Tell a story or impart information about your subject in a straightforward, orderly manner, like in a story.
- Persuasive Essay: Convince the reader about some point of view.
- Expository Essay: Explain to the reader how to do a given process. You could, for example, write an expository essay with step-by-step instructions on how to make a peanut butter sandwich.
- Descriptive Essay: Focus on the details of what is going on. For example, if you want to write a descriptive essay about your trip to the park, you would give great detail about what you experienced: how the grass felt beneath your feet, what the park benches looked like, and anything else the reader would need to feel as if he were there.

Knowing what kind of essay you are trying to write can help you decide on a topic and structure your essay in the best way possible. Here are a few other types of essays:

- Argumentative Essay: Take a position on a controversial issue and present evidence in favor of your position.
- Compare and Contrast Essay: Identify similarities and differences between two subjects that are, typically, under the same umbrella.
- Problem Solution Essay: Describe a problem, convince the reader to care about the problem, propose a solution, and be prepared to dismantle objections.

If you've been assigned an argumentative essay, check out these [Top 10 Argumentative Essay Topics](#).

## **2. Brainstorm**

You cannot write an essay unless you have an idea of what to write about. Brainstorming is the process in which you come up with the essay topic. You need to simply sit and think of ideas during this phase.

- Write down everything that comes to mind as you can always narrow those topics down later.
- Use clustering or mind mapping to brainstorm and come up with an essay idea. This involves writing your topic or idea in the center of the paper and creating bubbles (clouds or clusters) of related ideas around it.
- Brainstorming can be a great way to develop a topic more deeply and to recognize connections between various facets of your topic.

Once you have a list of possible topics, it's time to choose the best one that will answer the question posed for your essay. You want to choose a topic that is neither too broad nor too narrow.

If you are given an assignment to write a one-page essay, it would be far too much to write about "the history of the US," since that could fill entire volumes of books. Instead, you could write about a specific event within the history of the United States: perhaps signing the Declaration of Independence or when Columbus discovered the Americas.

Choose the best topic idea from among your list and begin moving forward on writing your essay. But, before you move forward, take heed of these topics to avoid.

### **3. Research the Topic**

Once you have done your brainstorming and chosen your topic, you may need to do some research to write a good essay. Go to the library or search online for information about your topic. Interview people who might be experts in the subject.

Keep your research organized so it will be easy for you to refer back to. This will also make it easier to cite your sources when writing your final essay.

### **4. Develop a Thesis**

Your thesis statement is the main point of your essay. It is essentially one sentence that says what the essay is about. For example, your thesis statement might be "Dogs are descended from wolves." You can then use this as the basic premise to write your entire essay, remembering that all of the different points throughout need to lead back to this one main thesis. You should usually state your thesis in your introductory paragraph.

The thesis statement should be broad enough that you have enough to say about it, but not so broad that you can't be thorough.

To help you structure a perfectly clear thesis, check out these These Statement Examples.

### **5. Outline Your Essay**

The next step is to outline what you are going to write about. This means you want to essentially draw the skeleton of your paper. Writing an outline can help to ensure your paper is logical, well organized and flows properly.

If you've been tasked with an argumentative essay, here's the best formula for an Argumentative Essay Outline.

Start by writing the thesis statement at the top, and then write a topic sentence for each paragraph below that. This means you should know exactly what each of your paragraphs is going to be about before you write them.

- Don't jumble too many ideas in each paragraph or the reader may become confused.
- Ensure you have transitions between paragraphs so the reader understands how the paper flows from one idea to the next.
- Fill in supporting facts from your research under each paragraph. Make sure each paragraph ties back to your thesis and creates a cohesive, understandable essay.

Does your teacher follow the APA guidelines for writing papers? If so, these [APA Outline Format Examples](#) should help you pull it all together. As you progress into the meat of the essay (following our tips below), these [APA Format Examples](#) should prove beneficial!

Of, if MLA is your teacher's preferred style, check out these [MLA Format Examples](#).

## 6. Write the Essay

Once you have an outline, it's time to start writing. Write based on the outline itself, fleshing out your basic skeleton to create a whole, cohesive and clear essay.

You'll want to edit and re-read your essay, checking to make sure it sounds exactly the way you want it to. Here are some things to remember:

- Revise for clarity, consistency, and structure.
- Support your thesis adequately with the information in your paragraphs. Each paragraph should have its own topic sentence. This is the most important sentence in the paragraph that tells readers what the rest of the paragraph will be about.
- Make sure everything flows together. As you move through the essay, transition words will be paramount. Transition words are the glue that connects every paragraph together and prevents the essay from sounding disjointed.
- Reread your introduction and conclusion. Will the reader walk away knowing exactly what your paper was about?

In your introduction, it's important to include a hook. This is the line or line that will lure a reader in and encourage them to want to learn more. For more on this, check out [How to Write a Hook](#).

And, to help you formulate a killer conclusion, scan through these [Conclusion Examples](#).

## 7. Check Spelling and Grammar

Now the essay is written, but you're not quite done. Reread what you've written, looking out for mistakes and typos.

- Revise for technical errors.
- Check for [grammar](#), [punctuation](#) and [spelling](#) errors. You cannot always count on spell check to recognize every spelling error. Sometimes, you can spell a word incorrectly but your misspelling will also be a word, such as spelling "from" as "form."
- Another common area of concern is quotation marks. It's important to cite your sources with accuracy and clarity. Follow these guidelines on [how to use quotes in essays and speeches](#).
- You might also want to consider the difference between quoting, paraphrasing, and summarizing. Quoting is reserved for lines of text that are identical to an original piece of writing. Paraphrasing is reserved for large sections of someone else's writing that you want to convey in your own words. Summarizing puts the main points from someone else's text into your own words. Here's more on [When to Quote, Paraphrase, or Summarize](#).

**Question No.2) What is a Paragraph, explain the elements in detail?**

**Ans). The four elements essential to good paragraph writing are: unity, order, coherence, and completeness.**

**Unity:** Unity in a sentence starts with the subject phrase. Every sentence has one individual, managing concept that is indicated in its subject phrase, which is generally the first phrase of the sentence. A sentence is specific around this main concept, with the assisting phrases offering details and conversation. In order to

create a good subject phrase, think about your style and all the details you want to make. Choose which point pushes the relax, and then create it as your subject sentence.

**Order:** Order represents the way you arrange your assisting phrases. Whether you choose date order, order of importance, or another reasonable demonstration of detail, a solid sentence always has a certain organization. In a well-ordered sentence, people follows along easily, with the design you've established. Order helps people understanding your indicating and avoid misunderstandings.

**Coherence:** Coherence is the quality that makes your writing understandable. Sentences within a paragraph need to connect to each other and work together as a whole. One of the best ways to achieve coherency is to use transition words. These words create bridges from one sentence to the next. You can use transition words that show order (first, second, third); spatial relationships (above, below) or logic (furthermore, in addition, in fact). Also, in writing a paragraph, using a consistent verb tense and point of view are important ingredients for coherency.

**completeness: Completeness** means a expression is well-developed. If all words clearly and properly assistance the significant idea, then your expression is complete. If there are not enough words or enough information to confirm your dissertation, then the expression is partial. Usually three assisting words, moreover to a topic expression and completing expression, are needed for a expression to be complete. The completing expression or last expression of the expression should sum up your significant idea by strengthening your topic expression.

Elements Of A Paragraph:

A phrase should contain some framework and particular

elements, which are outlined below in comparative order:

1. A Subject sentence- inspires people to want to study more.
2. The First major point- shows, supports up, or describes the patient phrase.
3. The Second major point- usually provides a purpose for the first factor created.
4. The Third major point- can help confirm the patient phrase or back up the first or second major factor of the phrase.
5. The Conclusion- amounts up the aspects or thoughts and it usually does the patient.

Question No.3). **What is a sentence and a fragment sentence, explain all the types and differences?**

### **Ans). Types of Sentences**

There are three types of sentences in English:

1. A simple sentence (also known as a main clause or independent clause) is Subject-Verb-Object:
  - I ran to the store.
2. A compound sentence is two simple sentences joined with a conjunction—and, for, so, nor, but:
  - I ran to the store **and** I bought milk. (subject is the same, so we skip it the second time and write: I ran to the store **and** bought milk)
  - I ran to the store **but** the store was closed. (object is the same, so we write: I ran to the store, **but** it was closed)
3. A complex sentence is a simple sentence or a compound sentence **with at least one fragment** (dependent clause)
  - I ran to the store, **hoping to buy milk**, but it was closed.



## A Simple Sentence (Main Clause)

The following two sections deal with basic grammar, so if you are an advanced English user, skip to the section, ‘**Examples of the 7 Fragment Types**’.

A main clause is a sentence, a very simple sentence. A main clause has **the main ingredients of any true English sentence: a noun, a verb, and a complete idea**. Every sentence **MUST** have at least one main clause, but if all of your sentences are main clauses, then your writing will sound simplistic and choppy, like a child’s:

I like soccer. It is fun. We go to play everyday. My mother comes with me. She kicks the ball. I kick it back to her. It is so fun. I love soccer.

On the other hand, if you write a fragment as a sentence, your writing will be grammatically incorrect:

Hiking up the mountain. To eat a great lunch. The sunset at the top of the mountain.

- “Hiking up the mountain” is not a main clause, because it does not have a complete idea. Hiking up the mountain and what? What happened? Who hiked? Where is the subject of the sentence? Where is the verb? → “Hiking up the mountain, **we saw** a beautiful sunset.” Or: “We were hiking up the mountain.” (now, be careful: you might think that hiking is a verb, but it is not! It isn’t a verb because it can never stand alone, like all -ing verbs, it needs another verb to help it).
- “To eat a great lunch” is not a main clause, because it does not have a verb, or a subject. Who ate the great lunch? → “**We stopped** to eat a great lunch.”
- “The sunset at the top of the mountain” is not a main clause, because it does not have a verb! What happened? → “The sunset at the top of the mountain **was** amazing”

## Conjunctions

The 7 conjunctions are: **and, so, for, but, or, nor & yet**. These are also known as correlating conjunctions and **their job is to connect two complete sentences**.

- I have a great mountain bike, **so** I go out riding every weekend.

- I love to eat fruit **and** I love to eat vegetables. (the sentence is short, and the subject and verb are the same in both parts, so we cut out the repetition and say: I love to eat fruit **and** vegetables)
- I'm thinking about majoring in pharmacology, **but** maybe I'll study homeopathy.

## What is a Sentence Fragment?

A sentence fragment is a part of a sentence that you **must** add to a main clause because it is not complete by itself. People often think that sentence fragments are bad, but they are actually a writer's best friend when they are used properly. The problem comes when you try to use a sentence fragment alone, without a main clause. Then your teacher will mark on your paper with a big, fat red mark: FRAGMENT! But don't be fooled, if you add that fragment to a main clause, you will have a great sentence.

There are seven types of sentence fragments and they all have their own special uses. Learn them! You will be so happy you did.

### The 7 Sentence Fragments

Grammar can seem really confusing, mostly because no one ever boils it down to '7 different types of sentence fragments. Once I understood that **there are only 7 ways to add to a main clause** (a simple sentence: subject-verb-object), I found it much easier to understand syntax. For more info on what grammar is, see my post [What is Grammar?](#)

Much of the following explanation is taken (and greatly adapted) from the book that helped me understand sentence fragments—[Mastering Essential English Skills](#)—which is an old book from 1977 that I found at my local second hand bookstore, [Companion Book](#).

Here is a list of the 7 fragments (you can also download the lesson I made, [Advanced Sentences](#), to use in your own English class):

- a. Prepositional phrase
- b. Appositional phrase (what I call an 'explanation phrase')

- c. Participial phrase
- d. Gerund phrase
- e. Infinitive phrase
- f. Adverb clause
- g. Adjective clause

Yes, I know, you are saying, “What?! What is a Gerund? What is a participial?!” Don’t worry, I’m going to explain it all. **It’s actually VERY EASY!**

## Examples of the 7 Fragment Types

The following examples are very simple, just to get the idea across, so if you would like to see these fragments in action, in very long sentences, jump down to the next section ‘**Examples of Long Sentences, Using Many Fragments**’.

### #1. Prepositional Phrase

A prepositional phrase is a fragment that starts with a preposition, such as: in, on, near, above, regarding, according to, in spite of, etc. Download a complete list of prepositions [here](#). Prepositional phrases are an excellent way to start a sentence, but don’t use them in every sentence or your writing will sound repetitious.

- Main clause: I enjoyed my run.
- With prepositional phrase: **In spite of the rain**, I enjoyed my run.

\*Note that a prepositional phrase can come after the main clause: **I enjoyed my run, in spite of the rain**. But also note that if you use your main clause at the beginning of a sentence, you will be limited in your choice of fragments that can follow (ie. your sentence will probably be shorter. See the long sentences in the next section and note how the main clause is always in the middle).

### #2. Appositional Phrase

An appositional phrase (explanation phrase) is a noun-based fragment (no verb in it) that explains a bit of info about the preceding noun.

- His dog, a **beagle**, is a very friendly fellow.
- My oldest sister, **Margot**, is jealous of me.
- Tonight, I'm writing a post for my blog, **learning2grow.org**.
- Canada, a **very beautiful country**, is north of America.

\*Note that if you take out the fragment (the words in bold) then you still have a complete sentence. Also note that none of the fragments (in bold) can stand as a main clause on its own. You can also use dashes — and brackets () instead of commas. Dashes intensify the information (make it stronger) and brackets soften the information. For example: Canada — a very beautiful country — is north of America. Or: Canada (a very beautiful country) is north of America.

### #3. Participial Phrase

A participial phrase is a fragment that uses a specific type of past-tense verb (a participial) that acts like an adjective. This participial verb is not a true verb.

- Kevin couldn't find the path, **covered by the drifting snow**. (comma optional)
- **Dissatisfied with my coffee**, I went to the store to buy milk.

\*Note that you could write this last sentence out as two main clauses joined with a conjunction: I was dissatisfied with my coffee, so I went to the store to buy milk. 'Dissatisfied' is an adjective: I was angry, I was happy, I was dissatisfied.

### #4. Gerund Phrase

A Gerund phrase is a fragment that uses a verb with an 'ing' ending (please note: a gerund is NOT a true verb! it needs another verb to work: I **am** running.... I **was** hoping...).

- I earn money on the weekends, **washing dishes at the local diner**. (comma optional)
- **Hoping to get a job**, I put my resume on Craigslist.

\*Note that commas are often optional, depending on the length of the clause. Although it's not necessary, I have put a comma into the first example because that is my style. See my post on [creating your own style guide](#).

### #5. Infinitive Phrase

An Infinitive phrase is a fragment using the infinitive form of the verb 'to' (to eat, to walk, etc.). This is also not a true verb! It also needs another verb to

work: I **like** to eat. I **want** to run. In this situation, the infinitive is acting as the object of the sentence.

- We all stood around watching Jim at the park **to see if he could pull off a backward handstand.**
- The mad scientist worked frantically **to complete his experiment before the police came.**

\*Note that the infinitive never comes at the beginning of the sentence. Also note that this fragment use of the infinitive is different from the main clause use of the infinitive (I like to run). In the main clause use of the infinitive, the infinitive is acting as an object and completes the sentence ('I like' is not a sentence).

## #6. Adjective Clause

An Adjective clause uses 'who' 'which' or 'that' and is called an adjective clause because its job is to describe the noun of the main clause.

- The bedrooms **that we painted during the summer** look cheerful and bright.
- The bedrooms, **which we painted during the summer,** look cheerful and bright.

\*\*Read more: [That or Which?: Don't Misuse These Relative Pronouns](#). Hint: commas come before 'which', but never before 'that'.

- I really like Kirsty's new friend Patrick, **who came to the party with a cake.**
- I really like Picasso; **whose paintings are synonymous with Cubism.**

## #7. Adverb Clause

An Adverb clause uses 'because' 'if' 'although' 'when' (and others) and is called an adverb clause because its job is to describe the verb of the main clause.

- I like to swim at the pool **when it gets too cold to go for hikes.**
  - **When it gets too cold to go for hikes,** I like to swim at the pool.  
(when you put the clause first you MUST use a comma)
- I'll choose something that is environmentally friendly **if I buy a car.**
  - **If I buy a car,** I'll choose something that is environmentally friendly.  
(Again, you must use a comma)

- I want to complete a Master's degree, **although it's very expensive.**

**\*\*Note that commas here are optional, as is the case with many fragments.**

A comma is a device that, among other things, helps the reader identify what is the main clause and what is a fragment; if your sentence is very short, it's often fine to do without the comma. In journalism, the practice is to use fewer commas. In literature, the practice is to use more. In my post "[Create your own personal style guide](#)" I talk about how to develop your own writing style—the most important thing is to be consistent!

Question No.4). **What are types of an essay, explain in detail?**

Ans). To succeed at school, you need to be able to write different types of [essays](#). Your teachers will seldom tell you exactly which [type of essay you should be writing](#), so, you need to be able to figure it out from the question you have been asked. Once you've identified the right type of essay to answer the question, you're not home free yet, but at least you'll know how to structure it and what type of content to include.

There are various opinions on how to categorize essays and how many types of essay there are. The simplest interpretation says that there are only four types of essays:

1. Narrative essays
2. Descriptive essays
3. Expository essays
4. Persuasive essays

I personally think this is a bit of an oversimplification. I also think there are overly complicated classifications of essays, so to keep things relatively simple, we'll stick to 10 types. Feel free to disagree with me if you like!

### **Descriptive Essays**

In this type of essay, you're painting a word picture. You can certainly include some facts, but you'll focus on the experience, what it feels like, looks like, smells or sounds like. Your aim is to draw the reader in so he or she can experience what you are writing about in the same way you experienced it.

## **Definition Essays**

A definition tells you what something is. Although a definition is short, a definition essay discusses a complex concept in much greater depth than you would get from a few lines. They're most often used to discuss philosophical or abstract topics.

## **Compare and Contrast Essays**

You'll be given two similar-seeming yet different things to compare. To write this essay, I suggest that you prepare carefully. Which elements are the same? Which ones are different? Once you are sure you know what information you want to include, you're ready to go.

## **Cause and Effect Essays**

Although the name seems self-explanatory, we need to remember several causes can contribute to a single effect, and conversely, one cause could result in several effects. For example, several factors contributed to the US involvement in the First World War (multiple causes, single effect). However, being in the war had several effects on the US (single cause multiple effects).

## **Narrative Essays**

If you like creative writing, these will be among your favorite essays. In a narrative essay, you tell a story. Remember, it has a beginning followed by a number of events that led up to an ending. Plan carefully!

## **Process Essays**

This type of essay involves a step by step explanation of how something happens or is done. Getting your steps in the correct order is important if you don't want to turn your process into a muddle. Write your process essay in chronological order.

## **Argumentative Essays**

Are you opinionated? Good! The argumentative essay explains your opinions and the reasons why you believe they're right. You can even look at some possible counter-arguments and why you believe they're wrong. Ultimately, you're trying to get your reader to agree with you, so the more facts you can present to support your points, the better.

## **Critical Essays**

You don't have to criticize the thing you're writing about unless you think there is reason for it, but you'll be evaluating it critically. You'll provide reasons why you think something was well done or badly done. If you think it was great, why did you think so? Are there any faults that bothered you? Why did they bother you? What evidence can you present to support your opinion?

## **Expository Essay**

You could sum this type of essay up as follows, "Get all the facts, and then interpret them!" You must reach a [conclusion](#), and this has to be supported by your research or personal experience. In higher education, you have to show your ability to research your topic, and you'll probably be citing experts along the way. In the end, you give your own opinion, but you'll point out how several sources contribute to it. As long as there is logic in that, your answer can't be wrong. These essays are exciting because even when you use existing knowledge, you may find yourself obtaining a new perspective or reaching a novel conclusion.

## **Persuasive Essays**

In a way, these are similar to argumentative essays, but they're not quite the same. An argumentative essay will hit people with the facts, while a [persuasive essay](#) has a softer touch and may appeal to moral values or emotions? See it as the difference between winning a debate and winning someone over to support a cause. There are differences, but also similarities.

## **What Type of Essay to Write?**



When looking at an instruction or exam question, study the VERBS your teacher has used. Circle them and think about what they imply. If you've just been told to name or list things, give nothing but the facts.

Other words indicating that you should usually give nothing but the facts:

- Analyze
- Explain
- Illustrate
- Prove
- Show
- Compare
- Contrast
- Discuss

In addition, you want to look for words indicating that you should give your opinion:

- In your opinion...
- What do you think about...?
- How do you feel...

If you have any doubt about the type of essay you should be writing, ask. While your teacher likely won't tell you when assigning, she will explain the correct type of essay to write for the particular situation and how you can figure that out. This should prove beneficial so you can deduct the correct type to write in future situations.

Question No.5). **Define and explain Comprehension**

**Ans). DEFINITION: Comprehension is the reason for reading. If readers can read the words but do not understand or connect to what they are reading, they are not really reading. Good readers are both purposeful and active, and have the skills to absorb what they read, analyze it, make sense of it, and make it their own.**

**Strong readers think actively as they read. They use their experiences and knowledge of the world, vocabulary, language structure, and reading strategies to make sense of the text and know how to get the most out of it.**

**They know when they have problems with understanding and what thinking strategies to use to resolve these problems when they pop up.**

## **IMPORTANCE OF COMPREHENSION**

- 1. Readers need to analyze what is essential in learning.**
- 2. The demand of high stakes testing, students need to learn to extract important information and transfer their knowledge.**
- 3. Students need to use their comprehension skills across different mediums such as text interpretation, understanding of meanings etc.**
- 4. It helps to understand complex ideas.**

## **FIVE MAIN THINKING STRATEGIES**

- ★ Questions**
- ★ Think aloud**
- ★ Infers**
- ★ Visualizes**
- ★ Determine what's important**

## **QUESTIONING**

**Active minds ask questions about the existence, feel or express doubts about; raise objections to the things in surrounding. Questions help the reader to understand the topic easily. It involves the reader in the subject.**

**Why it is important?**

**The questions clarify our understanding and focus our reading. They also help us**

**to dig deeper for finding the truth.**

## **THINK ALOUD**

For finding answers, it is essential to ask relevant questions. The effective way for solving matters is to think aloud in mind and concentrate on main ideas. It is in a way to express one's thoughts as soon as they occur.

**Why thinking aloud is always effective?**

- ❖ Helps students to determine what they should do and don't as they read.
- ❖ Improves pronunciation.
- ❖ Reader remain focused on the text.

## **THINKING ALOUD ACTIVITIES**

- Ask the author.
- Share your review.
- Hand gestures.
- Make a summary.
- Note down important points.

## **INFERCING**

It is combining schema and the prior knowledge with clues proving in the text to generate a new idea. Basically, in simple words inferencing is to deduce or conclude (something) from evidence and reasoning rather than from explicit statements.

The reason it is important in comprehension is because it includes a number of skills under one umbrella like drawing conclusion, context clues, prediction etc.

## **INFERCING ACTIVITIES**

- ★ Exchange compare writing.
- ★ Story impression.
- ★ Probable passages.
- ★ Possible sentences.

## **QUESTIONS TO ASK FOR AN INFERENCE LESSON**

- **What is really going on?**
- **How do you know that?**
- **How do the characters feel?**
- **What clues the writer gave?**
- **What do you already know?**

## **VISUALIZES**

**Taking the words of the text and mixing them with the reader preconceived ideas to create pictures in mind. It helps to enhance the understanding of the text and brings life to reading. When we visualize, we are inferring but with mental images rather than words and thoughts; like creating a movie in our mind.**

## **ACTIVITIES FOR VISUALIZATION**

- ❖ **IEPC: Imagine, Elaborate, Predict, Confirm.**
- ❖ **Talking drawings.**
- ❖ **Image comparisons.**

## **DETERMINING WHAT'S IMPORTANT**

**Determine the key words, themes, important events as we read. It is suggested to see the big picture and not get bogged down with small details. To finalize the ideas given in the context, the first thing is to make links between them. Generation of ideas are based on previous**

knowledge of the matter but to reach at the core is just like making one's way in the forest of words. Thoughts are considered to be there but reading a text is leading the reader to reach them.

## **WAYS TO DETERMINE**

- ❖ Think aloud for fiction.
- ❖ Topic vs. Detail.
- ❖ Reading for answers to a specific question.
- ❖ For generalizing the content.
- ❖ Making up summaries.
- ❖ Group discussions.