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SBE – III : UNIT – II

READING

COMPREHENSION

Topic 2.1.
Developing a Good Reading Habit



CONTENT



- Introduction to Reading – Aims of Reading
- Types of Reading – a)Reading for Pleasure b)Reading for Compulsion
- Reading for Comprehension – a)Mental Reading b)Physical Reading
- Mental Reading – a)Cognitive Comprehension b)Associated Comprehension
- Physical Reading – a)Shallow Glimpse b)Focused Reading
- Requisites of Reading – a)Vision b)Comprehension c)Mental Briskness
- Developing Reading Skills – Literature (Written, Enacted, Sung)
- Demonstration – a)Reading from Literature b)Reading from Subjects
- Enhanced Reading – a)Articulation b)Vocabulary c)Syntax inference
d)Semantic Comprehension




READING DEMONSTRATION - LITERATURE

Interactive Reading Practice by Students


1. READING LITERATURE

2. READING COMPREHENSION


3. READING FOR EXPLORATION




Start Reading



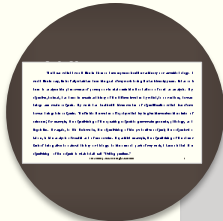
Literature




Science Fiction




Task description




Start Reading




Comprehension



Intensive Reading



Start Reading



Explorative Reading

Finding Solution

The entire earth was under the iron hands of the neighboring galaxy to the Solar System namely Andromeda, which was said to be 2.5 million light-years away from the milky way in 2000s. Gradually, the distance between both the galaxies shrunk and they were about to collide by 5500 to make a single elliptical galaxy. When Andromeda was a spiral galaxy, the aborigines of that galaxy addressed as M31s were immersed in technically scaling uncanny heights through their innovations. The menace of the progress of M31s was not presumed by the kingmakers and political heads of the earth in the Solar System by then. At the same time, M31s incessantly racked their brains to invade the Earth in the form of a techno war, while the incorrigible politicians on earth had been engrossed in their flimflams and avaricious affluence hoarding tactics for the next ten generations of their families.

As a part of this techno war, human beings had been restricted to incredibly mysterious acoustics of decibel limit ranging between -20db to -50db. This was a strategy by which every human got trained to go oblivious of his /her strength like an elephant tamed by a mahout. It was efficiently executed by the installation of a tachybot in the brain of every human child during its birth and a tuning device implanted in its ear. The remote and sensors of these devices were controlled, removed, reinstalled only by the respective M31 assigned for that task of every human child from their birth to death. As M31s dreaded sounds above 0db they curtailed the exposure of every human child about the capacity of its voice box and its exclusive sound production capacity.

The abominable conversion of humans into emotionally sterile subjects gave birth to a confidentially functioning revolting organization called Infiltrate Emotional Sterility (IES) run by the humans. Except for a few humans in the Infiltrate Emotional Sterility organization, none was aware of their biological ability to make sound ranging from 0decibel to 85decibels. M31s had phenomenally restricted the potentiality of human senses to speak and listen, ranging from 20db to -50db. It was purposely carried out by the M31s as the human sounds above 0db would act fatally on them.

2A made her daughter gradually realize the power of her voice box and the decibels she could hear. 3A comprehended the normal human auditory adeptness. The tachyon chip implanted in 3A's brain was hacked at all possible time intervals by 2A who gave her daughter an exquisite aero space talking training. There was a neck band worn by every human which would act as a decibel convertor if there was a contingency smelled by the M31s. This neck band was made mandatory to give access to every human child on earth to live there. The info about the defects in one's neck band or removal of it would reach the M31 Control Centre immediately. Even amidst such surveillance the IES group members managed to orient their group members to wage a techno war against the M31s by instigating every human to recognize the capacity of human articulation. They rejuvenated the auditory sense of quite a few humans.

The ideas which I would like to discuss here represent neither a theory nor a methodology. I would like to say, first of all, what has been the goal of my work during the last twenty years. It has not been to analyze the phenomena of power, nor to elaborate the foundations of such an analysis. My objective, instead, has been to create a history of the different modes by which, in our culture, human beings are made subjects. My work has dealt with three modes of objectification which transform human beings into subjects. The first is the modes of inquiry which try to give themselves the status of sciences; for example, the objectivizing of the speaking subject in *grammaire generale*, philology, and linguistics. Or again, in this first mode, the objectivizing of the productive subject, the subject who labors, in the analysis of wealth and of economics. Or, a third example, the objectivizing of the sheer fact of being alive in natural history or biology. In the second part of my work, I have studied the objectivizing of the subject in what I shall call "dividing practices."

The subject is either divided inside himself or divided from others. This process objectivizes him. Examples are the mad and the sane, the sick and the healthy, the criminals and the "good boys." Finally, I have sought to study-it is my current work-the way a human being turns himself into a subject. For example, I have chosen the domain of sexuality-how men have learned to recognize themselves as subjects of "sexuality." Thus, it is not power but the subject which is the general theme of my research. It is true that I became quite involved with the question of power. It soon appeared to me that, while the human subject is placed in relations of production and of signification, he is equally placed in power relations which are very complex. Now, it seemed to me that economic history and theory provided a good instrument for relations of production and that linguistics and semiotics offered instruments for studying relations of signification; but for power relations we had no tools of study. We had recourse only to ways of thinking about power based on legal models, that is: What legitimates power?

Do we need a theory of power? Since a theory assumes a prior objectification, it cannot be asserted as a basis for analytical work. But this analytical work cannot proceed without an ongoing conceptualization. And this conceptualization implies critical thought-a constant checking. The first thing to check is what I shall call the "conceptual needs." I mean that the conceptualization should not be founded on a theory of the object-the conceptualized object is not the single criterion of a good conceptualization. We have to know the historical conditions which motivate our conceptualization. We need a historical awareness of our present circumstance. The second thing to check is the type of reality with which we are dealing.

The Subject and Power – Michel Foucault

READING FOR EXPLORATION

1. RESEARCH DATA
2. FIX THE RESEARCH PROBLEM
3. EXPLORE THE PRIMARY DATA
4. EXPLORE THE SECONDARY DATA
5. HYPOSTHESES
6. SEARCH FOR EVIDENCE
7. JUSTIFY HYPOTHESES
8. CONCLUDE THE RESEARCH
9. MENTION THE REFERENCE





MEET YOU ALL IN THE NEXT CLASS

Until then Good Bye



READING FOR SPECIFIC INFORMATION

The background is a dark blue gradient with a starry space pattern. On the right side, there are several technical diagrams, including a large circular gauge with numerical markings (0, 80, 100, 110, 120, 130, 140, 150, 160, 180, 190, 200, 210) and arrows. There are also smaller circular diagrams with arrows and dashed lines, suggesting a technical or scientific theme.

Describe the reading techniques involved in fast reading;

Describe the reading techniques involved in slow reading;
and

Apply the reading techniques discussed into your own reading.

PURPOSE OF READING

- To get an overview
- To locate specific information
- Practical application
- To develop detailed and analytical understanding
- Reading for pleasure/Free-range reading

HOW TO READ?

1. Fast reading
2. Slow reading

1. FAST READING

Fast reading is for the following purposes:

- Gain an overview or background information of a topic;
- Locate specific information;
- Identify if the material is relevant to your needs; and
- Know what the content is all about.

TWO TYPES OF FAST READING:

- a) Scanning
- b) Skimming

A) SCANNING

- Done when you want to locate specific information quickly and efficiently
- Quick absorption of the content
- Read no more than necessary

Example:

Looking up a number in a telephone directory

HOW TO SCAN?

1. Look at the table of contents (TOC)
2. Read the chapter headings and subheadings
3. Go to the relevant sections of the book and read the first paragraph or the section headings
4. Search the index for keywords
5. Look out for hints ie. Words in bold, italics, underlined, subheadings.

B) SKIMMING

- Done when you need to cover a large amount of material in a short time and not looking for anything in particular
- Get good general impression of what the material is all about

HOW TO SKIM?

1. Read the headings in bold typeface
2. Search through the text very quickly – read the first and last paragraphs; note keywords
3. Move your eyes in zig-zag manner – left to right, then down

2. SLOW READING

Slow reading allows you to:

- Analyse and understand;
- Evaluate and be critical;
- Remember the information you read; and
- Follow instructions.

TWO APPROACHES:

Analytical Approach

- Used when you need to understand terminology, follow instructions or remember what you have read.

Critical Approach

- Used when you need to evaluate the material you are reading.



Thank You