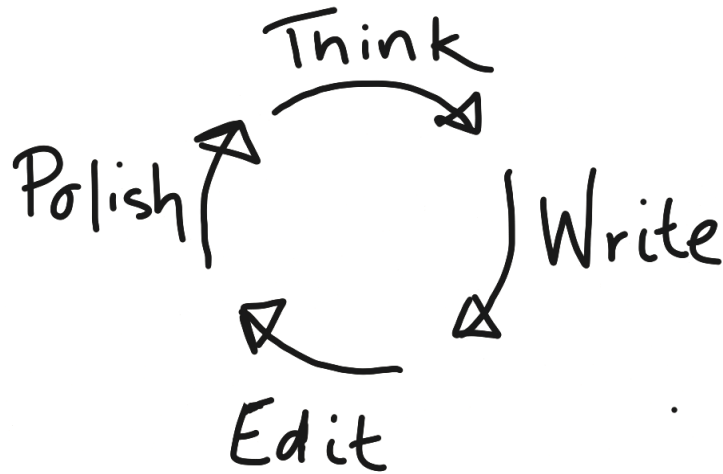




Annual Magazine

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In Collaboration with
KCE Language Club (English)



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Kumadvathi College of Education,
Shikaripura

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CONTENT

Sl No	Particulars	Page No
1	WAYS TO CREATE JOYFUL LEARNING IN THE CLASSROOM	1-3
2	MNEMONICS - WAYS OF REMEMBERING SPELLINGS	4-6
3	SILENT LETTERS IN ENGLISH	7-9
4	BODY LANGUAGE	10-11
5	WAYS TO IMPROVING ENGLISH GRAMMAR	12-13

WAYS TO CREATE JOYFUL LEARNING IN THE CLASSROOM

As teachers, we always want to create joy in the classroom as it facilitates more learning and certainly faster learning. The challenge is HOW do we create joyful learning in the classroom? HOW do we infect our students with enthusiasm? How do we bring fun and JOY in the classroom? Here are some simple techniques which will help us have the most joyful learning possible.

I remember my English teacher Ms. Kalha in college quite vividly and her wonderful statement “Education is what is left behind after the textbooks have been forgotten”.

If this IS indeed so, then lets embark on the journey of making education a joyful experience. What happens inside schools has a deep and lasting effect on the mind-sets that children develop toward lifelong learning. A teacher affects eternity and one can never tell when his influence stops.

Find the Pleasure in Learning

If we want students to be charged with enthusiasm, if we want them to see school and learning as joyful, we need to rethink how and what we teach. Let them enjoy learning as well as they enjoy games. Find ways to increase laughter in the classroom.

Music and Rhythm

Many of the things I remember most easily were learned with song. Ask your students to create songs and rhythm when learning something new and they will remember much longer and have an easier time retrieving the information for a test.

Give Students Choice

I tell my students to decide on the topic they want to study for that week and then as “experts” they will teach the next week. Try this in your classroom.

Let Students Create Things

People like to create things. The list of what students can create across the curriculum is virtually limitless: newspapers and magazines, brochures, stories, picture books, posters, PowerPoint presentations, interviews, oral histories, models, diagrams, blueprints and floor plans, plays and role-plays, mock trials, photographs, paintings, songs, surveys, graphs, documentary videos etc.

Show Off Student Work

I tell my teacher education students that the walls of their classrooms should speak to people; they should say exactly what goes on in that space throughout the school day. I can tell what teachers value by simply walking into their classrooms and looking at the walls.

Towards Holistic Learning

The new challenges that we face in the 21st century with the advent of information technology necessitate a systemic change towards a model of holistic learning that is experiential and linked to real-life situations. Find situations that help students incorporate what they learned in their everyday lives.

Get Outside

We adults know all too well that fresh air, trees, and a sunny day can do miracles for the human spirit. In an era where recess and playgrounds are being taken away, get your classes, no matter what the age, outside to reinvigorate and rejuvenate their learning. As a teacher, I often take my students outside to read, write, or have a class meeting. It is delightful for a student to sit under a tree and read or for a class to sit in a circle on the grass and talk. Ecosystems are all around us.

Read Good Books

Everyone loves a good story. All students enjoy a good story so allow books beyond your texts simply for the sake of student enjoyment!

Invest some time to get to know your students.

Make an effort to know each and every one of your students. Not only will this allow students to feel comfortable in class, but will also help a teacher build a caring classroom community. Knowing your students will help you understand them better.

Use humor.

Use any opportunity to use humor inside the classroom. After all, who doesn't want to laugh? Tell a joke, funny story, or an unforgettable experience. Try not to take things too seriously all the time. Whatever subject you are teaching, you can relate it to real-world situations to better engage students.

Give praise.

Do not underestimate the power of praise. Children love to be told that they are awesome. It can be as simple as saying "Good job!" or an announcement to the rest of the class. Instead of highlighting what is wrong, do the opposite and have good behavior stand out. Students want that kind of attention and will work hard to get it.

Give choices.

Usually, teachers set the rules and decide how things will go inside the classroom. Students rarely get a chance to make choices for themselves. Allowing students to have a say in what or how they

will learn is a good way to make them happy. Doing so will give students some degree of independence and shows that you trust them.

Allot time for play.

Playtime is important in a child's development. It helps them grow mentally, socially, and emotionally. Playing is a great creative outlet, allows students to try different things, and teaches them how to interact with others. Of course, there's a time for everything and too much of anything is bad. Solution – know the right time when to play.

Give students a break.

Students learn best when they're given a chance to rest their brains throughout the school day. The purpose is to refocus students and prevent mental burnout. After each lesson, give students some time off. Even a 5-minute break will go a long way.

Allow students to get social.

Provide opportunities for students to interact with their peers. It will help promote a positive classroom environment. Talking about things other than schoolwork (a.k.a. getting social) makes students happy. Give students a few minutes each day to communicate with their classmates.

Teaching As Joyful Experience

A teacher is like a candle who burns itself to give light to others.
Here is an Indian scripture which personifies my view of teachers.

Even If I make the paper of Entire Earth;
And I turn all the forests into a huge pen;
And convert all the seven oceans as Ink for this pen;
I will not be able to THANK MY TEACHER ENOUGH!



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MNEMONICS - WAYS OF REMEMBERING SPELLINGS

There is a 'hell' in 'Hello', 'lie' in 'Believe' and 'if' in 'Life'. Sounds like a life lesson, doesn't it? Well, these are actually tricks to remember the spelling of the trickiest parts of those words. Otherwise, one might spell them 'Halo' or 'Belive'.

The above mentioned trick is one of the most used techniques to teach students the correct spelling of a word.

It is called a spelling mnemonic, a device often used to teach words with irregular spelling.

Spelling Mnemonic Definition:

Mnemonic is a tool or procedure used for improving memory. It takes information from what the learner already knows and connects that information with the target word or any other content.

<i>said</i>	<i>Silly ants in dresses</i>
<i>could</i> <i>would</i> <i>should</i>	<i>O u lucky duck</i>
<i>Because</i>	<i>Big elephants can't always use small exits Big elephants can add up sums easily</i>
<i>friend</i>	<i>I fried my friend on Friday and that was the end of him. Friends never end.</i>
<i>decide</i>	<i>I decided to join the C.I.D.</i>
<i>again</i> <i>britain</i>	<i>It is raining in Britain again.</i>
<i>knew know</i> <i>answer</i> <i>listen</i> <i>fasten</i>	<i>Pronounce all silent letters. I often listen when you fasten the gate at number ten.</i>
<i>any many</i> <i>anything</i> <i>anybody</i> <i>anywhere</i> <i>anyone</i>	<i>Learning and practising these words provided over-learning of the unusual spelling of any.</i>
<i>brought</i> <i>thought</i> <i>bought</i> <i>fought rough</i> <i>tough</i> <i>enough</i>	<i>Are you rough enough and tough enough to spell ough words?</i>

<i>threw through</i>	<i>The boy threw the ball through the window.</i>
<i>light sight might right fight frightened</i>	<i>I go home tonight</i>
<i>minute</i>	<i>A minute is minute fraction of a year</i>
<i>hear heard nearly year nearby search</i>	<i>You hear with your ear</i>
<i>here there where</i>	<i>Place words</i>
<i>young</i>	<i>You are young.</i>
<i>beautiful</i>	<i>Big elephants are ugly Big elephants always use taxis in Fulham</i>
<i>birthday first bird dirty</i>	<i>The dirty girl got a bird for her first birthday.</i>
<i>together</i>	<i>We're going to get her together.</i>
<i>police notice</i>	<i>There was a police notice to say it was not ice.</i>
<i>sure measure</i>	<i>Be sure to measure it properly.</i>
<i>old cold told</i>	<i>I told the old, cold man.</i>
<i>Caught taught naughty daughter laugh</i>	<i>I caught my naughty daughter and told her not to laugh.</i>
<i>Warm Onwards forwards</i>	<i>Use war as the basic spelling.</i>
<i>geography</i>	<i>George Evans' Old Grandma Rode A Pig Home Yesterday</i>
<i>necessary</i>	<i>Never eat cake, eat salmon sandwiches and remain young.</i>
<i>Desert (a dry barren region) and dessert (a pudding)</i>	<i>One or two s's? A desert has one but a dessert has two because you always want two desserts</i>
<i>people</i>	<i>People eat orange peel like elephants</i>

MNEMONIC STRATEGIES

Long-term Memory • The storehouse of everything you know about the world and yourself. It is unlimited. Anything you have stored in long-term memory is available for later recall.

Short-term Memory • This is transient working memory. Those things you are paying attention to right now must first pass through this narrow channel. There are two major limitations.

- First, only a small amount of information can be held there. Second, the information can be held for only a short amount of time. It fades if we shift our attention to something else. It can't hold anything more than 30 seconds and can store only 5 to 9 items.

Mnemonic Device • This is a strategy for organizing information with the only purpose of making it more memorable.

Mnemonic Techniques • Chunking • Imagery and mediation (method of loci, peg word system) • Phonemic and Orthographic chars. (word and number recall) • Phonemic cues and Imagery Mediation • Acrostic Sentences • Acronyms • Rhyming



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SILENT LETTERS IN ENGLISH

Silent letters are letters that you can't hear when you say the word, but that are there when you write the word.

English Language

Whether you are learning English for the first time or are a native speaker, English can be a very complicated language. Given the hundreds of spelling and grammar rules, English doesn't always look the way it sounds. A perfect example of this is the use of silent letters within words. In this lesson, we'll discuss the silent letter rules and review several examples.

Silent Letters

Silent letters are letters found in words that are not pronounced and cannot be matched to any specific sound made by a word. Silent letters can be broken up into two major groups: auxiliary and dummy.

Auxiliary Silent Letters

Auxiliary silent letters work with other letters to form one specific sound. They include exocentric and endocentric combinations. Exocentric combinations make a sound that doesn't sound like either of the letters in the silent letter pair. A good example of this is 'ph' when it makes the 'f' sound. These types of silent letters aren't always considered true silent letters, but it's important to be familiar with these members of the silent letter family.

On the other hand, endocentric combinations produce the sound of one of the letters in a pair. A double consonant such as 'ff' in the word 'huffed' is a good example. Only one 'f' is pronounced.

Dummy Silent Letters

Dummy silent letters are simply letters that are not pronounced. Dummy letters, like many silent letters, are found in words for a few reasons. First, inert letters may be pronounced when the base word changes to a longer word. For example, in the word 'sign', the 'g' is not pronounced, but in the word 'signature', the 'g' makes a sound. If the letters in words do not change to make a sound, then they are known as empty letters.

Secondly, silent letters exist in words as a result of the English language changing over time. The silent 'k' in the words 'knife' and 'knight' were at one point pronounced. Over time, prior to the seventeenth century, English speakers stopped pronouncing the 'k' in favor of the 'n' sound, yet the spelling of these words didn't change.

- Silent letters can distinguish between homophones, e.g. in/inn; be/bee; lent/leant. This is an aid to readers already familiar with both words.
- Silent letters may give an insight into the meaning or origin of a word, e.g. vineyard suggests vines more than the phonetic ‘vinyard’ would.
- Silent letters help to show long vowels e.g. rid/ride
- Silent letters help to show ‘hard’ consonants e.g. guest/gest
- They can help to connect different forms of the same word e.g. resign/resignation

Silent B	Silent C	Silent D	Silent G	Silent H
aplomb bomb climb comb coulomb crumb debt doubt dumb jamb Lamb Limb Numb plumb subtle succumb thumb tomb womb	abscess abscond ascent conscience conscious crescent descend descent disciple evanesce fascinate fluorescent muscle obscene resuscitate scenario science scene scissors	bridge edge handkerchief handsome handful grandson ledger sandwich Wednesday Silent E hate name breathe Silent M mnemonic Silent N autumn column condemn damn hymn solemn	align assign benign champagne cologne consign design feign foreign gnarl gnash gnat gnaw gnome gnomic high light reign resign, sign	anchor archeology architect archives Chaos character characteristic charisma chemical choreographer chorus Christian Christmas Echo hour ghost when where whether which while white why
Silent K	Silent L	Silent P	Silent U	Silent W
knack knave knead knee kneel knell knew knickers knife	would should calf half salmon talk yolk	psychology pneumonia pseudo psychiatrist psychiatry psychotherapy psychotic receipt	baguette biscuit build building built circuit disguise guess guest	awry playwright sword wrack wrangle wrap wrapper wrath wreak

knight knit knob knock knoll knot know knowledge knuckle	Silent T		guide	wreath
	apostle		guild	wreck
	bristle		guilt	wrestle
	bustle		guilty	wriggle
	castle		guise	wring
	fasten		guitar	wrinkle
	glisten		rogue	wrist
	hustle		silhouette	writ
	listen			write
	moisten			wrong
	often			wrote



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BODY LANGUAGE

We all know that words are powerful as they have the ability to lift up the lowest of the low or tear down the highest of the high. But our body language is even more influential. The most effective communication occurs when these nonverbal cues are in synchronise with our verbal ones, it creates communication synergy. Researches show that 60% to 90% of communication is nonverbal and is controlled by our subconscious mind and is not always in accordance with what we are saying.

Body language is the process of communicating nonverbally through body movements and gestures. Two thirds of our communication is nonverbal. Between head nods, smiles, frowns, closed postures, head tilts, raised hands and excited pacing, teachers, and students send hundreds of non verbal cues to one another daily. Positive body language in a class room setting has the ability to motivate, inspire and engage.

Teachers should have positive body language as our nonverbal movements and gestures that are communicating interest, enthusiasm, and positive reactions to what some else is saying. It send want. We need to practice our body language so that our movements match with our words.

10 tips to help you keep your body language positive

Posture

We need to Keep a relaxed posture whether we are sitting or standing. Keep our back straight but not stiff and let those shoulders relax. This will reinforce the idea that we feel comfortable with our surroundings.

Take up space

We do not have to sprawl out but try sitting or standing with our legs apart a bit. This will signify to others that we are at ease with our self.

Lean

Leaning in slightly when someone is speaking demonstrates that we are actively listening while leaning away signals that we are disinterested or hostile to the situation.

Arms

Crossing your arms is the visual clue that you are turned-off by what is going on around you. Practice hanging your arms comfortably at your side or bringing your hands together in your lap to show others that you are open to what they are communicating.

Hands

Talking with your hands is an easy way to incorporate gestures into your conversation but be careful not to make it a dance party. Emphasizing words with your hands can lead you to appear more credible and assured.

Handshake

The handshake is one of the most important nonverbal communication cues because it can set the mood for the entire conversation. A firm handshake will give you instant credibility while a weak handshake will make you appear fragile. Take care not to crush the other person's hand though. Giving someone a death grip will signal to them that you are a bully or overcompensating for something.

Eye contact

Keep your head up and look the person who you are having a conversation with in the eyes both when they are talking to you and when you are talking to them. There is no need to stare them down and remember to blink and look away occasionally. Good eye contact lets others know that you are interested in the conversation.

Affirmative movements.

You can show empathy with simple actions of agreement like nodding your head or smiling. These actions let people know that you are on their side and that you can identify with their plight. You can even use laughter when appropriate.

Taking notes

Taking notes lets others know that you value what they are saying and that you are engaged in the conversation. Taking notes is not appropriate though in every situation.

Slower

Take a deep breath, hold it for a second or two, and let it out. Focus on slowing down your speech and body movements a bit. This will make you appear more confident and contemplative. It will also help calm you down if you are nervous.

Positive body language is an important factor in nonverbal communication techniques. As we are the teachers we should exhibit these kinds of body languages in the class room situation. So that student interact heartily with us and involve actively in teaching and learning process.



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WAYS TO IMPROVING ENGLISH GRAMMAR

Grammar is like a game. Some who are well-versed with the language learn grammar intuitively; some struggle with tenses, clauses, sentences, and so on. Below we put forward some effective ways to learn & improve English grammar.

1. Make a commitment

Learning English grammar needs a lot of motivation. Once you are ready to begin studying, stick by it until the end.

2. Keep a grammar book at your disposal

Keeping an English grammar book will allow you to revise what you have learnt in class, as well as force you to learn grammar as often as you can.

3. Utilize a grammar app

Nowadays, everyone has a Smartphone. Make use of it. Download a dictionary app and a grammar app. You can use it while commuting or in your free time.

4. Practise everyday

One of the best ways to improve your grammar is to solve as many exercises as possible. Online English courses will expose you and encourage you to use correct grammar through various upbeat and efficient activities. Your teacher will also help you determine some of the rules behind the grammar before confirming your answers and explaining in detail to you. Don't forget to take notes during classes and do all your homework. English grammar mastery also involves the acquisition of five critical skills sets (reading, thinking, listening, speaking and writing). Seek every opportunity in your daily activities to practice these skills.

5. Learn new words

Keep a notebook for new words. Every day, everywhere, you will see new words. When you write them down, you have a record of them that you can use again. Set a target for yourself to learn and use 10 or 20 new words every day.

6. Read more in English

This is one step you can't skip if you want to get better at grammar. Reading helps you to see how the grammar works. Choose something that you are interested in and read about it. Find books, magazines or newspaper articles that suit your current level of English. You will find new words every time you read, you will start to understand the 'tone' of the writer and how they deal with grammar aspects. Whenever you find something that seems different to you, Google it or ask your teacher. Indeed, when you are grammatically incorrect, the correct sentences could sound strange to your ears.

7. Listen in English

Don't think of learning English as happening only in the classroom. You can learn English all day, every day by looking at and listening to what is happening around you, on the street, on the bus or train, in the supermarket. Keep your mind, ears and eyes open and you will be amazed how much English, and the culture of the people using it, you will pick up.

8. Try and communicate in English with your teacher and friends

Studying English at Scots gives you an awesome opportunity to **think in English** and speak English only. The more time you spend practising conversational English with your teacher and classmates, the better you would start understanding grammar rules, for example, tenses, regular verbs, irregular verbs, pronouns.

9. Watch English movies or TV series

Watch English movie and series with subtitles. Note the usage of language, tenses, subjects and verbs — the three areas people usually mess up in.

10. Write more in English

English grammar improvement also involves writing practice in class and writing for your own enjoyment outside of class. One simple way to practise writing is posting your Instagram, Facebook or Twitter status in English, leaving English comments, replies instead of in your mother tongue.

11. Understand the logic behind a grammar rule

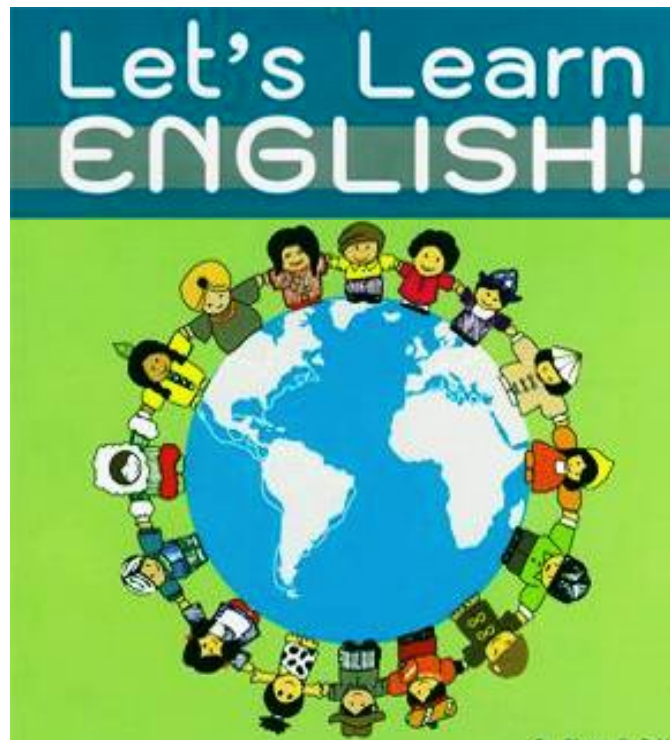
There is always logic behind a grammar rule. Note down all the rules you erred in previously and figure out why a particular word or sentence is the way it is. Once you got to know its logic, you would never make that mistake again.

12. Ask your teacher for extra help

Teachers are a great resource and are happy to help you when they can. Feel free to ask your teacher about things you are not clear about. Also, they can help you to identify areas that you can work on and help you to develop revision skills.



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Why the sky is blue
Dr C. V. Raman talks about science




ENTER

TO
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Introduction to MICRO TEACHING

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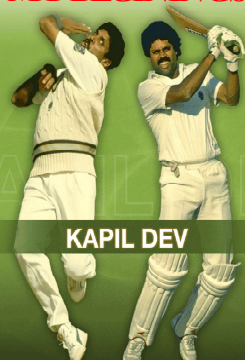
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"If the deaf are to hear,
the sound has to be
very loud. When we
dropped the bomb, it
was not our intention
to kill anybody. We
have bombed the
British Government.
The British must quit
India and make her
free."



MY BEGININGS



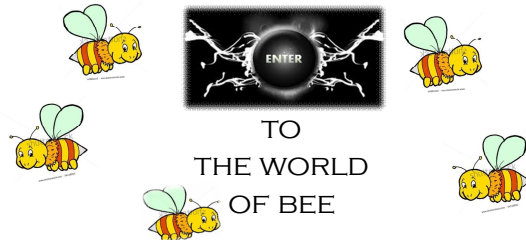
ENTER

TO
THE
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CRICKET

KAPIL DEV



Little Busy Bee



ENTER

TO
THE WORLD
OF BEE

