

Karpagam Academy of Higher Education  
(Under Section 3 of UGC Act 1956)  
COIMBATORE 641 021

I INTERNAL EXAM - JULY 2017  
2016 Batch - B.Com.B.Com. (CA)(PA) B.Com.BPS/CS.BBA.  
PART II ENGLISH III 16ENU301

DATE:

TIME: 2 HRS

MAX. MARKS: 50

## PART A

Choose the best answer from the given options:

20 X 1= 20marks

1. Listening is a \_\_\_\_\_ activity.  
a. writing      b. reading      c. talking      **d. thinking**
2. Listening is a \_\_\_\_\_ way of learning.  
**a. practical**      b. theoretical      c. written      d. hearing
3. The three variables that impact on the informative listening skills are \_\_\_\_\_, concentration and memory.  
a. words      b. diction      **c. vocabulary**      d. meaning
4. Increasing your \_\_\_\_\_ will support your understanding of messages from people.  
**a. vocabulary**      b. words      c. numbers      d. diction
5. In \_\_\_\_\_ listening, the listener gains pleasure/satisfaction from listening to a certain type of music.  
a. discriminative      **b. appreciative**      c. informative      d. interactive
6. \_\_\_\_\_ listening tries to weigh up the speaker.  
**a. critical**      b. discriminative      c. appreciative      d. informative
7. \_\_\_\_\_ listening makes the listener to identify and distinguish inferences or emotions through the speaker's change in voice tone, their use of pause, etc.  
a. emphatic      b. evaluative      **c. discriminative**      d. critical
8. In \_\_\_\_\_ listening, the listener tends to listen rather than talk.  
**a. evaluative**      b. emphatic      c. appreciative      d. discriminative
9. Communication is a \_\_\_\_\_ process.  
a. one- way      **b. two-way**      c. multi- way      d. multi- dimensional
10. For a successful communication \_\_\_\_\_ is essential.  
a. interest      b. language      **c. response**      d. concentration
11. \_\_\_\_\_ provides a barrier to communication.  
a. language      **b. interruption**      c. writing      d. speech
12. Listening to a foreign language is a \_\_\_\_\_ process.  
a. multi      b. single      c. simple      **d. complex**
13. In listening for specific information students listen for particular information at \_\_\_\_\_ level.  
**a. word**      b. sentence      c. paragraph      d. essay
14. \_\_\_\_\_ makes the students to guess key information.  
a. clues      b. language      c. sentence      **d. predicting**
15. Effective speaking requires  
a. vast knowledge of subject      b. good stage  
c. good audience      **d. impeccable vocabulary**
16. Body language is required for \_\_\_\_\_

- a. reading      **b. speaking**      c. writing      d. listening
17. The good speaker must be a good \_\_\_\_\_
- a. reader      b. leader      c. writer      **d. listener**
18. \_\_\_\_\_ in requests is considered to be more polite
- a. could**      b. shall      c. can      d. will
19. "I look forward to seeing you again," is a \_\_\_\_\_
- a. request      b. order      c. advice      **d. fare-well remarks**
20. How you accept a help?
- a. no thanks      b. you must do it      **c. yes please**
- d. I don't bother

### PART – B

Answer the following questions.

3x2=6

21. Write two differences between the active listening and passive listening.

**Active listening – two way communication**

**Passive listening – one way communication**

22. What are the uses of Note taking?

**In seminars, business meeting, classrooms, while studying we should take notes. Its useful increase our listening capacity.**

23. Write a short note on critical listening.

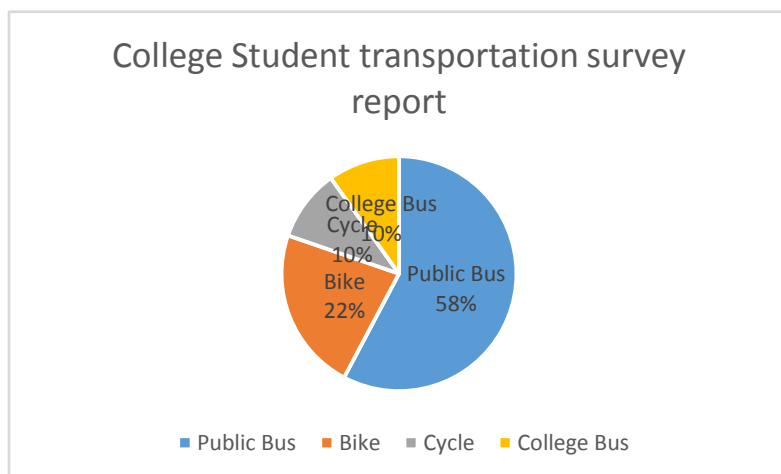
**Tries to weigh up the speaker by nod, smiling, asking questions.**

### PART – C

Answer the questions in detail.

3x8=24

24. (a) Write a paragraph to explain the given chart.



**10% of students are using cycle. 10% of students are using college bus. 22% of students are using bike. 58% of students are using public bus. Usage of public bus is only higher than other transport.**

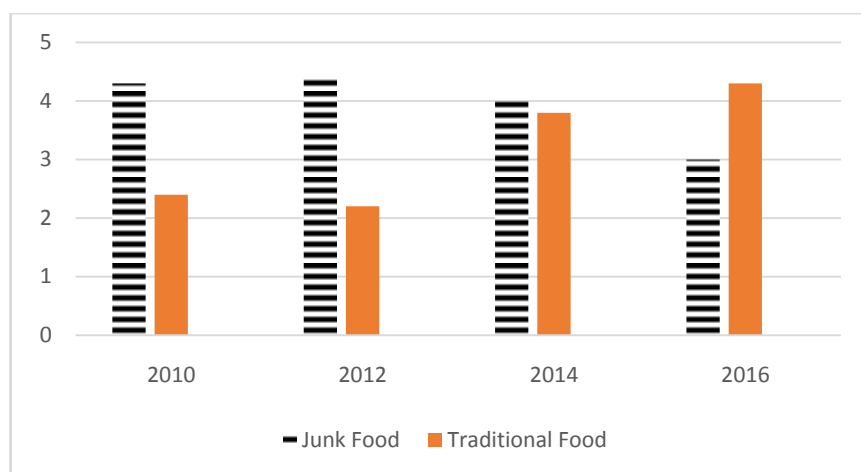
(Or)

- (b) Explain the Different types of Listening with suitable examples.

**Active listening – two way communication**

**Passive listening – one way communication**

25. (a) After reading the chart carefully, answer the following questions.



1. Which year the Junk food was highest in its sales? **2012**
2. What we can understand about the traditional food from the chart? **Year by year traditional food decreases in the chart.**
3. Compare the years 2010 and 2016 using the data.  
**Usage of junk food is higher in 2010 and lower in 2016. Usage of traditional food in lower in 2010 and higher in 2016.**
4. Which food is positively increasing in the chart? **Traditional food**
5. Give a suitable title to the given chart. **Food Chart**

(Or)

- (b) Write a brief essay On “Note Taking”.

**Don't write down everything that you read or hear. Be alert and attentive to the main points. Notes should consist of key words, or very short sentences. As a speaker gets side-tracked you can go back and add further information.**

26. (a) What are the steps taken while interpreting charts and diagrams?

**Although presenting tables of numbers can be very informative, they can lack visual impact. You may want the user to see the message instantly. A diagram, chart or graph can help by summarising the key features of the data, and representing it as a picture.**

**This topic looks only at diagrams and charts. For help with using graphs to illustrate your work see the sub topic ‘Graphs’ beneath the title for this topic or in the menu to the left of the screen.**

(Or)

(b) Complete the dialogue.

Student : Good Morning, sir.

Teacher : **Good Morning** . How do you do?

Student : I am fine, sir. **And you?**

Teacher : **I am good.** Happy that you are helping your mother in shopping.

Student : **Yes sir, thank you. I will be always helpful to my mother.**

Teacher : **I need to buy vegetable and grocery items.** What are you going to buy?

Student : **Same sir. I will also going to buy same items.**

Teacher : I saw some over there. **You would be always helpful to your mother.**

Student : Thank you sir. **Have you finished your shopping?**

Teacher : I’ve finished my shopping. **Have you finished?**

Student : **Yes sir, I will meet you tomorrow.**

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II INTERNAL EXAM - JULY 2017  
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PART II ENGLISH III 16ENU301

DATE:  
MAX. MARKS: 50

TIME: 2 HRS

PART A

Choose the correct answer:

1. Practice \_\_\_\_\_ reading to increase your reading speed.  
a) Loud                      **b) silent**                      c) speed                      d) mouthing
2. A good reader should know the writer's \_\_\_\_\_ in a particular construction.  
a) Avoid                      **b) intention**                      c) information                      d) clarity
3. A combination of various reading methods of reading is \_\_\_\_\_  
a) **Speed reading**                      b) precise reading                      c) extensive reading                      d) intensive reading
4. \_\_\_\_\_ the words mentally should be avoided.  
**a) Pronouncing**                      b) skimming                      c) scanning                      **d) mouthing**
5. There are \_\_\_\_\_ types of reading techniques or styles to be followed.  
a) **7**                      b) 6                      c) 4                      d) 5
6. Reading effectively is an important skill which can be acquired only through \_\_\_\_\_.  
a) Speaking                      **b) practice**                      c) hearing                      d) comprehend
7. \_\_\_\_\_ value the activity of reading and takes pleasure in it.  
a) **Reader**                      b) newsreader                      c) writer                      d) editor
8. \_\_\_\_\_ technique is used to look up a name from the telephone guide book.  
a) **Scanning**                      b) skimming                      c) extensive                      d) intensive
9. \_\_\_\_\_ like pointing out with fingers or pencil should be avoided.  
a) Reading habits                      b) speaking habits                      **c) faculty habits**                      d) writing habits
10. Speaking is a \_\_\_\_\_ way of communication.  
a) Written                      **b) oral**                      c) worst                      d) non-verbal
11. The reader should know the writer's \_\_\_\_\_ in a particular construction.  
a) Discover                      b) guess                      **c) purpose**                      d) pleasure
12. \_\_\_\_\_ should guess the meaning of unfamiliar words.  
a) **Reader**                      b) poet                      c) writer                      d) narrator
13. A good reader should know the writer's \_\_\_\_\_ in a particular construction.  
a) Avoid                      **b) intention**                      c) information                      d) clarity
14. The reader should vary the \_\_\_\_\_ of reading according to the purpose of reading.

- a) Purpose      b) idea      c) **speed**      d) mouthing
15. A perfect reader should change the reading according to the purpose.
- a) **Style**      b) order      c) skim      d) pause
16. If a reader wants to get an idea of the text he/she can \_\_\_\_\_ through the text.
- a) Reader      b) **skim**      c) scan      d) knowledge
17. The reader should know the \_\_\_\_\_ of reading.
- a) Idea      b) **purpose**      c) reason      d) meaning
18. Reading rapidly for the main point is characteristics of \_\_\_\_\_ types of reading.
- a) Scanning      b) **skimming**      c) extensive      d) intensive
19. \_\_\_\_\_ is a great habit that can change the life of the human beings.
- a) **Reading**      b) listening      c) speaking      d) writing
20. To find out the meaning of the words from the dictionary, one has to \_\_\_\_\_ the text.
- a) Skim      b) scan      c) read      d) **re-read**

### PART B

Answer all the questions:

21. How many types of reading?

**The four main types of reading: Skimming, Scanning, Intensive and Extensive.**

22. Explain the purpose of reading.

**Gaining knowledge, Get an overview or the gist of a subject or topic, Determine if more concentrated reading is necessary, Gather supporting evidence for project or essay, Summarise main points, Understand material, Critique or evaluate, Enjoy for leisure**

23. What are the basics of speaking?

**While speaking, it should be louder and active. There should be verbal and non-verbal actions.**

### PART C

Answer all the questions:

24.a) Elucidate telephone skills.

**Being ready to listen actively. Keeping your emotions in check. Listening for specific information.**

**Asking questions when necessary.**

(OR)

b) Making request:

Mother: Rahul. **Where are you dear?**

Rahul : Yes, Mom. Here I am.

Mother: You have to help me.

Rahul : How can I help you mom?

Mother: I want to go to market.

Rahul : Alright mom, we'll go in my bike. But give me coffee first.

Mother: Yes, lets we move. (after drinking coffee)

Rahul : Come mom. Oh! No. There is no petrol.

Mother: Here is Rs.50/- go and fill the petrol

Rahul : It's ok mom. I am having money.

Mother: No problem. Take it .

Rahul : I have filled the petrol. Come on mom.

Mother: we'll go to the market now.

25.a) Elucidate the methods, types of reading skill.

**Several types of reading may occur in a language classroom.**

**A. Oral B. Silent I. Intensive a. linguistic b. content**

**II. Extensive a. skimming b. scanning c. global (OR)**

b) What are the main factors in improving reading speed?

**A well-planned program prepares for maximum increase in rate by establishing the necessary conditions. Four basic conditions include:**

1. **Have your eyes checked.**
2. **Eliminate the habit of pronouncing words as you read.**
3. **Avoid regressing (rereading).**
4. **Develop a wider eye-span.**

26.a) What are the tips that have to be taken care for Reading Comprehension?

**Understand and Reevaluate How You're Currently Reading**

**Improve Your Vocabulary**

**Read for Pleasure**

**Stop When You Get Confused and Try to Summarize What You Just Read**

**If You're Struggling, Try Reading Aloud**

**Re-read (or Skim) Previous Sections of the Text**

**Skim or Read Upcoming Sections of the Text**

(OR)

b) Read the following passage and answer in your own words the questions given below:

Most penguins build their nests on the ground. They carry pebbles and plants from the beach and use them to build their nests. Often they steal pebbles from each other, if they get the chance. Penguins usually lay two eggs and both parents crouch over the eggs to keep them warm. Emperor penguins lay their eggs in the middle of winter. This is so that the chicks will arrive early in the spring. An Emperor penguin lays only one egg. A father penguin takes this in front of his body and rests it on his feet. The chick sits against his warm body until it is old enough to stand the cold. Even so, many chicks die of cold before the spring comes. Penguins are good parents; while one is looking after the chicks, the other brings food. It brings back fish and other small animals and when it has chewed them a little, the chick pushes its head into the parent's mouth to reach for the food, later when the chicks are older; all parents come out to feed together. All the chicks stay together in one place where they keep themselves warm and safe from other animals. Big birds will attack small penguins, but they do not often attack them if they are in groups, united, they are strong.

1. Where do penguins build their nests?

**Penguins build their nests on the ground.**

2. How do penguins perform parental duty?

**Penguins usually lay two eggs and both parents crouch over the eggs to keep them warm.**

3. What is the difference between penguins and Emperor penguins in laying eggs?

**Penguins usually lay two eggs. An Emperor penguin lays only one egg.**

4. How are penguin chicks fed?

**Penguins bring back fish and other small animals and when it has chewed them a little, the chick pushes its head into the parent's mouth to reach for the food.**

5. By whom are the small penguins attacked?

**Big birds will attack small penguins.**

6. Write the importance of the passage.

**Parental duty of penguins**

7. How do the chicks get warm?

**Parents crouch over the eggs to keep them warm.**

8. Give a suitable title for the passage.

**Penguin**



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PART II ENGLISH III 16ENU301

DATE:  
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PART A

Choose the best answer:

1. Give prefix: \_\_\_\_\_curricular  
a) Bi                      **b) extra**                      c) dis                      d) un
2. Give suffix: argue \_\_\_\_\_  
a) ness                      **b) ment**                      c) logue                      d) hood
3. Give abbreviation: LAN  
a) Locality area network **b) local area network** c) local air network d) local all network
4. I didn't \_\_\_\_\_ what she said.  
a) **Hear**                      b) here                      c) her                      d) she
5. Give meaning for idiom: carrot and stick  
a) **Reward and punishment**                      b) problems and solutions                      c) good luck and bad luck  
d) advantages and disadvantages
6. Fill in the gaps with DO or MAKE: The doctor asked me to \_\_\_\_\_exercise.  
a) **Do**                      b) did                      c) make                      d) made
7. Give the American equivalent for the given word: lift  
a) **Elevator**                      b) escalator                      c) crane                      d) lifter
8. Give the American equivalent for the given word: mobile phone  
a) Cell                      **b) cellular phone**                      c) phone                      d) mobile
9. Fill in the blanks with preposition: The chair is \_\_\_\_\_the table.  
a) In                      **b) on**                      c) into                      d) onto
10. Fill in the blanks with pronoun: what time is \_\_\_\_\_?  
a) That                      **b) it**                      c) this                      d) at
11. The word paragraph is derived from \_\_\_\_\_  
a) Pharagraphy **b) prapgraphe**                      c) graphey                      d) graph
12. \_\_\_\_\_sequence is must in giving instruction.  
a) **Logical**                      b) continuous                      c) inter                      d) middle
13. A paragraph is a \_\_\_\_\_of related sentences dealing with single topic.  
a) **collection**                      b) single                      c) selective                      d) idea
14. A good paragraph contains a topic sentence, \_\_\_\_\_ to six supporting ideas.  
a) **Three**                      b) two                      c) one                      d) seven
15. \_\_\_\_\_shows the logical relationship between the elements of paragraph.  
a) Design                      b) attitude                      **c) coherence**                      d) deviation

16. While giving instruction \_\_\_\_\_ form of sentence need to be used.  
a) Assertive      b) interrogative      c) conjunction      **d) imperative**
17. \_\_\_\_\_ writing has to be written in past tense.  
a) Descriptive      **b) narrative**      c) compare      d) cause
18. \_\_\_\_\_ type of writing tells about someone or something.  
a) **Descriptive**      b) compare      c) narrative      d) cause
19. Report can vary in \_\_\_\_\_.  
a) Space      b) distance      **c) length**      d) lines
20. Weekly, monthly annually given report is \_\_\_\_\_.  
a) Travel report      b) feasibility report      **c) progress report**      d) lab report

### PART B

Answer the following questions:

21. Write a suffix for Child and Thank.

**Childish, thankful**

22. What is mean by narrative writing?

**A narrative is the story told and the order in which it is told. Sometimes, there is a narrator, a character or series of characters, who tell the story. Sometimes, as with most non-fiction, the author himself/herself in the narrator.**

23. Give the abbreviation for STD and UNESCO.

**STD - Sexually transmitted disease      UNESCO -United Nations Educational, Scientific and Cultural Organization**

### PART C

Answer the following questions:

24. a) Explain the features of Report writing.

**Complete and Compact Document, Systematic Presentation of Facts, Provides Information and Guidance      Acts as a Tool of Internal Communication, Acts as Permanent Record, Time Consuming and Costly Activity (OR)**

- b) Write a report of your college function in detail.

A number of functions are held every year in schools and colleges. In my college also several functions take place every year. The most important of them is the annual prize distribution function. This year the prize distribution function was held on the 4th of January. Great preparations were made for it several days before the fixed date. The college building was white-washed and the shutters were all varnished. The college

compound was also well-cleaned. Invitations were extended to the gentry of the city. The Director of Education was invited to preside over the function and to give away the prizes. A day before the fixed date, the college compound and the college hall were decorated with Bunting. Well decorated gates and paths were prepared for the welcome of the guest. On the day of the function, water was sprinkled all over the compound. Necessary seating arrangement was also made in the big hall of the college.

As the time drew near, the invited guests began to arrive. They were received at the gate by some professors and members of the students' union and were conducted to the seats meant for them. The chief guest arrived with the Principal and the Honorary Secretary of the College. He was well garlanded at the gate and given a hearty welcome. Amid cheers, he was taken to the college hall and requested by the Principal to take his seat.

In the end, the chief guest stood up to deliver his Presidential address. He thanked the college authorities and the members of the staff for their hospitality and the honor they had done to him by electing him president of the function. He congratulated the prize winners and wished them all success in life. Lastly, he praised the Principal for his admirable administration. The Principal then thanked him for the trouble he had taken in coming to the college.

In this way, the function came to an end. The chief guest, the members of the staff, and the gentry, then went to take tea and the students dispersed. We all felt that the function was a grand success. We had enjoyed the day and now returned home happily.

25.a) Write the prefix and suffix for the following words.

Prefix: a) possible b) responsible c) happy d) active

**Impossible, irresponsible, unhappy, deactive**

Suffix: a) hand b) perform c) quiet d) harm

**Handful, performance, quietly, harmful**

b) Write your Resume assuming yourself as a MBA graduate with two years of experience in the Banking sector.

**Fidel Michaels**

60 W. 12th Street,

New York, NY 10011

212-229-5193

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**Title:** MBA graduate with two years of experience in the Banking sector.

**Career Objective**

Seeking a challenging and rewarding position with a financial service company engaged in managing mutual funds and other investments.

**Skills Summary**

- Cognizant with all laws, regulations, and standard operating procedures related to the financial world
- Excellent integrity, interpersonal, and time management skills
- Fine team player, diplomacy, organization, professional management, and diplomacy
- Course work, internship, and relevant training in financial management
- Computer Skills: Basic, Lotus 1 2 3, WordPerfect, d-Base III

**Employment Highlights**

- **Finance Manager** with **Secura Investments, New York, NY** from 2001 till date, where the responsibilities involve:
  - Making arrangements for medium and long term finance for new companies and those established companies seeking to expand or diversify their business
  - Managing the portfolios of retail clients
  - Advising investor clients with mutual funds
- **Assistant Finance Manager** with **InvestMart Investments Inc., New York, NY** from 1998 to 2001, where the responsibilities involved:
  - Understanding the requirements of retail clients and advising them on the appropriate course of investment
  - Managing the portfolios of retail as well as major client investors
  - Some experience with dealings of the secondary market
- **Intern Finance Manager** with **Major Finance Corporation, New York, NY** during 1997 - 98 where I learned all the fundamentals of regulations and operations of stock market and the interpersonal skills needed to deal with investors

**Educational Qualifications**

- **Bachelor in Business Administration** from the **New York University, NY** in 1995

- **Master in Business Administration** from the **New York University**, NY in 1997
- **Finance Course Work and Training:**
  - Corporation Finance
  - Investment Strategies
  - Stock Market Fundamentals

26.a) Narrate your experience in your village temple festival.

The Tamilnadu has many temples apart from the famous ones. Lots of Amman temples, Ganesh temples and Murugan temples are there in cities as well as in villages. In most of the Amman temples festivals are occurring in the tamil month of Aadi and Chitthirai. In chennai you can see most of the small Amman temples are in celebration mode in the month Aadi.

A typical village temple festival is conducted in 3 phases.

The first phase is the announcement of celebrations, this is normally done by hoisting a holy flag in a post (called as Kodimaram in tamil and it is typically made up of wood) which is located in the entrance of a temple opposite to the main shrine. It is called as kodiyetruthal (raising the flag) or satruthal(announcement) or Kappukattuthal. After this in the village no one should consume non veg and no one should leave the village.

the next phase is festival celebrations. Normally there will be a week time between the announcement and actual celebration day. In between the announcement and celebration the Statue of the God will be taken in a procession normally in the midnight around the village with traditional music and dance (Karakam, Devarattam-folk dance).

The people of the village invites their relatives who lives in near by villages for the festival. On the day of festival every family with their relatives come to temple and offer their prayer. The offer (Nerthikadan or Venduthal) would be done by many ways Theechatti (bringing fire filled pot to temple with spare hands), Kavadi, Vadam ilthual, Ma vilakku, Kann pannai, Mulaipari (normally done by girls), Pookuli (walking in hot lignite), Palkudam etc.

(OR)

b) Give suitable abbreviations for the following.

- i) UGC ii) NCC iii) RBI iv) CD v) PIN vi) ATM vii) CBI viii) NASA  
University Grants Commission,  
National Cadet Corps,  
Reserve Bank of India,

Compact Disk,  
Postal Index Number,  
Automatic Teller Machine,  
Central Bureau of Investigation,  
National Aeronautics and Space Administration



## KARPAGAM ACADEMY OF HIGHER EDUCATION

(Established under Section 3 of UGC Act 1956)  
Pollachi Main Road, Eacharani Post, Coimbatore-641 021

### DEPARTMENT OF ENGLISH

**SUBJECT : PART II ENGLISH III**

**SEMESTER: III**

**SUBJECT CODE: 16ENU301**

**CLASS : II B.COM "A"**

### LECTURE PLAN UNIT - I

S.No.	Duration Hours	Topics to be Covered
1.	1	Introducing the syllabus and Exam pattern
2.	1	Listening – Active and Passive
3.	1	Work Book Activity
4.	1	Types of Listening
5.	1	Exercise – Listening for Main Idea
6.	1	Work Book Activity
7.	1	Exercise – Listening for Detail
8.	1	Work Book Activity
9.	1	Exercise - Listening for a Sequence
10.	1	Work Book Activity
11.	1	Principles of Listening
12.	1	Exercise – Listening for Specific Vocabulary
13.	1	Work Book Activity
14.	1	Critical Listening in detail
15.	1	Work Book Activity
16.	1	Exercise – Listening for Cultural Interest
17.	1	Problems in Listening
18.	1	Exercise – Listening for Attitude and Opinions
19.	1	Work Book Activity
20.	1	Note Taking – Definition and Usage
21.	1	Exercise – Note Taking
22.	1	Exercise – Note Taking

23.	1	Revision
24.	1	Revision
		Total Hrs. Planned - 24 hrs.

1. Ellis, Gail. & Sinclair, Barbara. 2015. *Learning to Learn: Study Skills in English*. Cambridge University Press, Australia.
2. J. Wallace, Michael. *Study Skills in English*. 2004. Cambridge University Press, UK.

## UNIT - II

S.No.	Duration Hours	Topics to be Covered
1.	1	Introduction to Speaking Skill
2.	1	Basics of Speaking
3.	1	Contd. Basics of Speaking
4.	1	Exercise - Basics of Speaking
5.	1	Work Book Activity
6.	1	Regular English
7.	1	Exercise - Regular English
8.	1	Work Book Activity
9.	1	Business English
10.	1	Exercise - Business English
11.	1	Work Book Activity
12.	1	Travel English
13.	1	Exercise - Travel English
14.	1	Work Book Activity
15.	1	Interview English
16.	1	Exercise - Interview English
17.	1	Work Book Activity
18.	1	Interview English
19.	1	Exercise - Interview English
20.	1	Work Book Activity



21.	1	Problems in Speaking English and Remedies
22.	1	Revision
23.	1	Revision
24.	1	Discussion on CIA – I
		Total Hrs. planned - 24 hrs.

1. Ellis, Gail. & Sinclair, Barbara. 2015. *Learning to Learn: Study Skills in English*. Cambridge University Press, Australia.
2. J. Wallace, Michael. *Study Skills in English*. 2004. Cambridge University Press, UK.

### UNIT - III

S.No.	Duration Hours	Topics to be Covered
1.	1	Distribution of Answer Sheets - CIA - I
2.	1	Introduction to Reading Skill
3.	1	Reading and its Purpose
4.	1	Exercise - Reading and its Purpose
5.	1	Work Book Activity
6.	1	Types of Reading
7.	1	Exercise - Types of Reading
8.	1	Work Book Activity
9.	1	Reading Techniques
10.	1	Exercise - Reading Techniques
11.	1	Work Book Activity
12.	1	Reading Comprehension

13.	1	Exercise – Reading Comprehension
14.	1	Work Book Activity
15.	1	Exercise – Reading Comprehension
16.	1	Work Book Activity
17.	1	Problems in Reading and Remedies
18.	1	Note Making
19.	1	Exercise – Note Making
20.	1	Work Book Activity
21.	1	Exercise – Note Making
22.	1	Work Book Activity
23.	1	Revision
24.	1	Revision
		Total hrs. planned -24 hrs.

1. Ellis,Gail.& Sinclair, Barbara. 2015.*Learning to Learn: Study Skills in English*. Cambridge University Press, Australia.
2. J. Wallace, Michael. *Study Skills in English*. 2004. Cambridge University Press, UK.

#### UNIT - IV

S.No.	Duration Hours	Topics to be Covered
1.	1	Introduction to Writing Skill
2.	1	Types of Writing
3.	1	Exercise - Types of Writing
4.		Work Book Activity
5.	1	Components of Writing
6.	1	Exercise - Components of Writing

7.		Work Book Activity
8.	1	Writing Contexts
9.	1	Exercise - Writing Contexts
10.		Work Book Activity
11.	1	Language and style in writing
12.	1	Exercise - Language and style in writing
13.		Work Book Activity
14.	1	Resume Writing
15.	1	Exercise – Resume Writing
16.	1	Work Book Activity
17.		Curriculum Vitae
18.	1	Exercise – Curriculum Vitae
19.		Work Book Activity
20.	1	Exercise – Bio Data
21.		Work Book Activity
22.	1	Revision
23.		Revision
24.	1	Discussion on CIA - II
		Total hrs. planned - 24hrs.

1. Ellis, Gail. & Sinclair, Barbara. 2015. *Learning to Learn: Study Skills in English*. Cambridge University Press, Australia.
2. J. Wallace, Michael. *Study Skills in English*. 2004. Cambridge University Press, UK.

**UNIT - V**

S.No.	Duration Hours	Topics to be Covered
1.	1	Distribution of CIA-II Answer Sheets
2.	1	Synonyms
3.	1	Exercise - Synonyms
4.	1	Antonyms
5.	1	Exercise - Antonyms
6.	1	Work Book Activity
7.	1	Homonyms
8.	1	Exercise - Homonyms
9.	1	Work Book Activity
10.	1	Idioms and Phrases
11.	1	Exercise - Idioms and Phrases
12.	1	Work Book Activity
13.	1	Phrasal Verbs
14.	1	Exercise - Phrasal Verbs
15.	1	Work Book Activity
16.	1	One Word Substitute
17.	1	Exercise - One Word Substitute
18.	1	Work Book Activity
19.	1	Revision – Unit I & II
20.	1	Revision - Unit III & IV
21.	1	Revision - V
22.	1	Discussion on Previous End Semester Question Papers
23.	1	Discussion on Previous End Semester Question Papers
24.	1	Discussion on Previous End Semester Question Papers
		Total Hrs. planned -24 hrs.

**Websites:**

<https://www.english-grammar-revolution.com/idiomatic-expressions.html>

<http://www.dictionary.com/browse/idiom>

[http://www.myenglishpages.com/site\\_php\\_files/vocabulary-lesson-idioms.php](http://www.myenglishpages.com/site_php_files/vocabulary-lesson-idioms.php)

**KARPAGAM ACADEMY OF HIGHER EDUCATION**

**SEMESTER III**

**ENGLISH III (Theory & Practical)  
(Communication Lab/BEC/IELT)**

**(For all undergraduate students admitted from 2017 onwards)**

**16ENU301**

**L P T C**

**4 4 6**

**Course Objective:** To develop confidence to respond in English during situations where the use of English is imperative. To develop fluency in actual conversation in the English language.

**Course Learning Outcome :** After successful completion of the course, the student should know to :

- the basics of language to use the language efficiently
- use the language according to the situation successfully
- enjoy the reading by gaining knowledge with reference to the context of the reading passage
- write his thoughts without any difficulty

**UNIT I: Listening**

Listening and its types, Basic Listening Lessons, Critical Listening Lessons, Advanced Listening Lessons, and Note Taking

**UNIT II: Speaking**

Basics of speaking, Regular English, Business English, Interview English, and Travel English

**UNIT III: Reading**

Reading and its purposes, Types of Reading, Reading Techniques, Reading Comprehension, Note Making

**UNIT IV: Writing**

Writing defined, Types of Writing, Components of Writing, Writing Contexts, Language and Style with accordance to the contexts

**UNIT V: Vocabulary Enrichment**

Synonyms, Antonyms, Homonyms, Phrasal Verbs, Idioms and Phrases, One Word Substitutes, and Affixes

**Suggested Reading:**

1. Ellis, Gail. & Sinclair, Barbara. 2015. *Learning to Learn: Study Skills in English*. Cambridge University Press, Australia.
2. J. Wallace, Michael. *Study Skills in English*. 2004. Cambridge University Press, UK.

MULTIPLE CHOICE QUESTIONS UNIT - IV

QUESTIONS	CHOICE - 1	CHOICE - 2	CHOICE - 3	CHOICE - 4	ANSWER
A paragraph is a _____ of related sentences dealing with single t collection	single	selective	idea	collection	collection
What is the meaning of paragraph?	message	short message	idea	invention	short message
A good paragraph contains a topic sentence, _____ to six supporting three	two	one	seven	three	three
Paragraph should be in _____ manner	coherent	single	shattered	one	coherent
Paragraphs length should be adjusted according to the needs and _____ want	requirement	needs	important	requirement	requirement
_____ should be avoided in writing paragraph.	deviation	coherence	logic	manner	deviation
_____ shows the logical relationship between the elements of paragra design	attitude	coherence	deviation	coherence	coherence
A paragraph begins and ends with _____ focus or major point of discussio two	three	one	many	one	one
An instruction is an _____ given to somebody.	suggestion	order	idea	work	order
While giving instruction _____ form of sentence need to be used.	assertive	Interrogative	conjunction	imperative	imperative
When writing instruction one _____ avoid	verbose	easiness	tough	fast	verbose
_____ sequence is must in giving instruction.	logical	continuous	inter	middle	logical
<b>Narrative writing can be.</b>	imaginary	scenery	visually	orally	imaginary
_____ writing has to be written in past tense.	descriptive	narrative	compare	cause	narrative
_____ type of writing tells about someone or something.	descriptive	compare	narrative	cause	descriptive
Research reports is _____	Present at least a revi	Typically present a revi	Always present recon	Always state the research question or hypothesis and	Present at least a review of the literature, the methods used, the findings and a discussion. They have some common elements but may vary in overall organisational structure.
What kind of information is usually presented in the limitations section of a res	An outline of the fact	An outline of the exte	An outline of the hist	An explanation of the research tools used to gather t	An outline of the factors that may have prevented the researcher from conducting more thorough research
Jargon is _____	Specialised language a	Technical language use	Specialised language	Specialised language and is never appropriate in repor	Specialised language and may be appropriate when used between peers but not with people outside the field.
Which words best describe the writing style that should be used in research rep	Objective and detach	Personal and critical	Emotive and judgm	Subjective and detached	Objective and detached
The abstract of the report _____	Is usually written befo	Provides a snapshot of	Is usually several pages in length		Provides a snapshot of the major section of the entire report.
In the methods section of the report, the researcher needs to	Discuss the results of	Discuss the theoretical	Recount in detail the	Set out in detail how data was i	Recount in detail the daily research activities conducted during the research process.
Why is it important to identify the primary audience for the research report?	In order to adapt the	In order to bypass unde	So that the writer car	In order to frame the discussio	So that the writer can adapt the writing to meet their needs (i.e. in terms of language and level of expertise)
What is presented in the findings section of a research report?	A discussion of the re	The quantitative or qu	The theoretical foun	The methods that were used to	The quantitative or qualitative data that was collected
What is presented in the discussion section of a research report?	The numerical data th	The reasons for unde	A comment on the re	Your plans for future research	A comment on the results presented in the findings section
The conclusion of a research report _____	Can introduce new inf	Must be based only on	Is the same as the ab	Should focus only on the findi	Must be based only on material presented in the report.
Find the correctly spell words.	Passenger	Pasenger	Pasnger	Passenger	Passenger
Find the correctly spell words.	Foreign	Foreine	Fariegn	Forein	Foreign
Find the correctly spell words	Ominineous	Ominious	Omenous	Ominous	Ominous
Find the correctly spell words.	Benefitted	Benifited	Benefited	benefeted	Benefited
Find the correctly spell words.	Treachrous	Trecherous	Trechearous	Treacherous	Treacherous
Find the correctly spell words.	Rigerous	Rigorous	Regerous	Rigorous	Rigorous
Find the correctly spell words.	Bouquette	Bouquette	Bouquet	Boquet	Bouquet
Find the correctly spell words.	Chancelary	Chancellery	Chancelery	Chancellary	Chancellery
Find the correctly spell words.	Itinary	Itinerary	Itenary	Itinary	Itinerary
Find the correctly spell words	Surveillance	Surveillance	Survellance	Surveillance	Surveillance
Find the correctly spell words	Comitte	Committee	Comittee	Committee	Committee
Find the correctly spell words	Exaggerate	Exaggerate	Exaggrate	Exaggerate	Exaggerate
Find the correctly spell words	Hindrance	Hinderance	Hindrence	Hinderence	Hindrance
Find the correctly spell words	Occured	Occurad	Occured	Occured	Occured
Find the correctly spell words	Equanimity	Equanimity	Equanimity	Equinimity	Equanimity
Select the word that belongs in each sentence .We _____ several trucks on t	passed	past	pose	post	passed
The train goes _____ the mountains.	threw	through	throw	thrust	through
_____ your history teacher?	who's	whose	who	when	who's
Is that _____ book?	you're	your	you	yours	your
Returning students can enroll early for _____ classes.	their	there	they're	these	their
your answer is _____!	right	rite	write	wrote	right
Is it _____ late to sign up for the golf tournament?	to	too	two	to do	too
Put your bag _____, on the table in the corner.	there	their	they're	these	there
Telling my grandmother "she is a good cook" is the _____	complement	compliment	complete	compare	compliment
He felt honored by the governor's _____ at our graduation ceremony.	presence	presents	present	press	presence
Maria has just completed her _____ semester of college	forth	fourth	four	fore	fourth
The mountain search and rescue team _____ the lost hikers to safety.	lead	led	loved	loud	lead
Report can vary in _____	space	distance	length	lines	length
Instruction can be in _____-types	three	fourth	two	five	two
The types of instruction are _____ instruction	oral and writte	instr	written instruction	guidelines	oral and written instruction
The word pharagraph is derived from _____	pharagraphy	pragraphy	graphey	graph	pragraphy
can we do it , should we do it a type of _____ report	progress report	travel report	feasibility report	lab report	feasibility report
what happened, how did it happened is kind of _____ report	accident report	travel report	lab report	progress report	accident report
weekly, monthly, annually given report is _____	travel report	feasibility report	progress report	lab report	progress report
work-travel related reports is called _____	progress report	travel report	lab report	feasibility report	travel report

**KARPAGAM ACADEMY OF HIGHER EDUCATION**

(Established under Section 3 of UGC Act 1956)

Pollachi Main Road, Eacharani Post, Coimbatore-641 021

**DEPARTMENT OF ENGLISH****SUBJECT : PART II ENGLISH III****SEMESTER: III****SUBJECT CODE: 16ENU301****CLASS : II B.COM. A****UNIT IV**

Writing defined, Types of Writing, Components of Writing, Writing Contexts, Language and Style with accordance to the contexts

**UNIT- 4  
WRITING****Paragraph Writing:**

The three basic steps for writing a good paragraph

Every paragraph has three basic components. Each of these components comprises a segment of the whole, just as they do in all basic forms of writing. The fundamental steps to ensuring your paragraph is properly constructed require a well-written introduction, body and a conclusion. While this might be breaking paragraph writing down to its most elemental form, and yet it is necessary to get each of these steps right in order for your work to flow.

The first step, the introduction, is very much what it sounds like. It is an introduction to what you're writing about in that paragraph. Too often, especially when writing long pieces that have many paragraphs, we think we need to reintroduce the subject or, worse yet, that we can skip an introduction altogether. Though it does not need to be as succinct or detailed as the introduction in your introductory paragraph (another topic entirely) it does need to let your reader know what's going to happen now. It is an essential tool in ensuring continuity in the overall work.

The body of the paragraph is the information or ideas you wish to convey. They need to follow your introduction and be revealed in logical sequence. It is essential that you don't jump all over the place in the body of a paragraph. If you need to change directions or add an extra item, then do use thoughtfully worded transitions in order to keep your work cohesive. The body of the paragraph, after all, is the meat of your work. Flesh it out but don't let it bulge at the seams. Keep it to the point and on track with your outline.

Finally, use your concluding sentence, or series of sentences, to finish off this particular fragment of subject matter and still, unless it is your concluding paragraph, do let it segue your reader into the next bit of information you're going to impart. In other words, allow your concluding sentence in this paragraph to open the door that leads into the introductory statement of your next paragraph.

A paragraph can be written by keeping in mind few paragraph writing tips. The first tip of paragraph writing is about the length of the paragraph. It should be appropriate and in line with the idea described. The passage should not contain more than seven and less than five sentences. It should have all the necessary details to explain one point.

**Flow of Ideas**

Another thing to consider while writing paragraph is the flow of ideas in it. Make sure you keep the paragraph coherent and relevant to the main idea. It should not seem disintegrated and must be in flow.



For instance, if you are writing about procedure of driving, attribute one passage to one rule of driving. Further, add all the necessary details about that certain driving rule in one passage. Try not to give information about the second rule if the whole passage is about first rule. In this way, you can maintain the flow in the paragraph.

### **Paragraph Structure**

The third important step to write a paragraph is building the structure of the passage. There are three main parts which compose the structure of the paragraph. It should have a topic sentence at the start, also known as general statement. Then, it must have the body sentences and concluding statement at the end. Thus, paragraph writing can be accomplished by following these simple steps.

Basic writing skills build from words, to phrases, to sentences, to paragraphs, to bigger and longer compositions. Once you have mastered a well-constructed paragraph, then you are ready to move from simple writing exercises to really writing. Just keep these steps in mind as you work and your work will have the right continuity and flow to keep your reader's interest

### **Narrative Vs. Descriptive Writing**

The most common types of writing assignments students encounter in composition classes are exposition, argument, narration and description. While all these modes allow a writer to explain an idea or event, they differ in the specific intent. A narrative tells a story about an event, while description creates a picture of a person, place, thing or event for the reader.

#### **Narration**

A narrative often reflects your personal experience, explaining what happened during some sort of experience. Stories are narrative, and narrative essays have a similar purpose of telling the events to a reader. Narrative essay topics include recounting an experience where you learned something significant, your first day at school, your first job interview, a frightening encounter, an experience that changed your life and two differing versions of the same event. Narration is not always a personal experience, though; a book report is narrative since it typically spells out the plot of the book or story.

#### **Description**

Description uses sensory detail (sights, sounds, tactile sensations, tastes and smells) to describe a scene, person or feeling to a reader. As you describe, you create a three-dimensional picture so your reader can experience the item, place, person or emotion along with the reading. Descriptive essay topics include your favorite place, your bedroom, your best friend, the most unusual object you own, an art exhibit, the best or worst teacher you ever had, your ideal job or dream home.

#### **Similarities**

Both narrative and descriptive essays should follow essay format with an introductory paragraph, body paragraphs and a concluding paragraph. At the end of the introduction, place a thesis, a sentence that explains the overall purpose of your paper. You should give a reason for your narration or description in that thesis, explaining why this event, person, place or thing is important enough for you to write about. The thesis might express that you are telling a story because you learned something significant or that you are describing a place that creates a sense of calm in your life. In both narration and description, include specific details in the body paragraphs to support the idea set forth in your thesis.

#### **Differences**

Narration often employs first person point of view, using words like "I" and "me," while other modes including description do not. The biggest difference between the two is that a narrative essay includes action, but the descriptive essay does not. Narration follows a logical order, typically chronological. In

contrast, description typically contains no time elements, so organize descriptive essays by some other reasonable means, such as how you physically move around in a space or with a paragraph for each of the senses you use to describe.

**TOP 10 WORKPLACE SAFETY INSTRUCTIONS**

- 1) Be Aware Of Your Surroundings
- 2) Keep Correct Posture To Protect Your Back
- 3) Take Regular Breaks
- 4) Use Tools And Machines Properly
- 5) Keep Emergency Exits Easily Accessible
- 6) Report Unsafe Conditions to Your Supervisor
- 7) Use Mechanical Aids Whenever Possible
- 8) Stay Sober
- 9) Reduce Workplace Stress
- 10) Wear the Correct Safety Equipment

**EXPANSION OF ABBREVIATIONS**

AIDS- Acquired Immune Deficiency Syndrome  
AIIMS- All India Institute Medical Sciences  
ABM- Anti Ballistic Missiles  
AINEC- All India Newspaper Editor's Conference  
APEC- Asia Pacific Economic Co-Operation  
BSNL- Bharat Sanchar Nigam Limited  
CBF- Central Board of Film Certification  
CHOGM- Common Wealth Heads of General Meeting  
DNA- Deoxy Rybo Nucleic Acid  
DRDO- Defense Research Development Organisation  
EVM- Electronic Voting Machines  
HDI- Human Development Index  
HIV- Human Immune Deficiency Virus  
HDFC- Housing Development Finance Corporation  
IDBI- Industrial Development Bank of India  
IBRD- International Bank for Reconstruction Development  
HTTP- Hyper Text Transfer Protocol  
HTML- Hyper Text Mark up Language  
IMF- International Monetary Fund  
ISRO- Indian Space Research Organisation

**Spelling Rules**

- Rule 1 C always softens to /s/ when followed by E, I, or Y.  
Otherwise, C says /k/.
- Rule 2 G may soften to /j/ only when followed by E, I, or Y.  
Otherwise, G says /g/.
- Rule 3 English words do not end in I, U, V, or J.
- Rule 4 A E O U usually say their names at the end of a syllable.
- Rule 5 I and Y may say /i/ or /ī/ at the end of a syllable.
- Rule 6 When a one-syllable word ends in a single vowel Y, it says /ī/.
- Rule 7 Y says /ē/ only at the end of a multi syllable base word.

I say /ē/ at the end of a syllable that is followed by a vowel and at the end of foreign words.

Rule 8 I and O may say /ī/ and /ō/ when followed by two consonants.

Rule 9 AY usually spells the sound /ā/ at the end of a base word.

Rule 10 When a word ends with the phonogram A, it says /ä/.

A may also say /ä/ after a W or before an L.

Rule 11 Q always needs a U; therefore, U is not a vowel here.

Rule 12 Silent Final E Rules

12.1 The vowel says its name because of the E.

12.2 English words do not end in V or U.

12.3 The C says /s/ and the G says /j/ because of the E.

12.4 Every syllable must have a written vowel.

12.5 Add an E to keep singular words that end in the letter S from looking plural.

12.6 Add an E to make the word look bigger.

12.7 TH says its voiced sound /TH/ because of the E.

12.8 Add an E to clarify meaning.

12.9 Unseen reason.

Rule 13 Drop the silent final E when adding a vowel suffix only if it is allowed by other spelling rules.

Rule 14 Double the last consonant when adding a vowel suffix to words ending in one vowel followed by one consonant only if the syllable before the suffix is accented.\*

\*This is always true for one-syllable words.

Rule 15 Single vowel Y changes to I when adding any ending, unless the ending begins with I.

Rule 16 Two I's cannot be next to one another in English words.

Rule 17 TI, CI, and SI are used only at the beginning of any syllable after the first one.

Rule 18 SH spells /sh/ at the beginning of a base word and at the end of the syllable. SH never spells /sh/ at the beginning of any syllable after the first one, except for the ending -ship.

Rule 19 To make a verb past tense, add the ending -ED unless it is an irregular verb.

Rule 20 -ED, past tense ending, forms another syllable when the base word ends in /d/ or /t/.

Otherwise, -ED says /d/ or /t/.

Rule 21 To make a noun plural, add the ending -S, unless the word hisses or changes; then add -ES.

Occasional nouns have no change or an irregular spelling.

Rule 22 To make a verb 3rd person singular, add the ending -S, unless the word hisses or changes; then add -ES. Only four verbs are irregular.

Rule 23 Al- is a prefix written with one L when preceding another syllable.

Rule 24 -Ful is a suffix written with one L when added to another syllable.

Rule 25 DGE is used only after a single vowel which says its short (first) sound.

Rule 26 CK is used only after a single vowel which says its short (first) sound.

Rule 27 TCH is used only after a single vowel which does not say its name.

Rule 28 AUGH, EIGH, IGH, OUGH. Phonograms ending in GH are used only at the end of a base word or before the letter T.

The GH is either silent or pronounced /f/.

Rule 29 Z, never S, spells /z/ at the beginning of a base word.

Rule 30 We often double F, L, and S after a single vowel at the end of a base word. Occasionally other letters also are doubled.

Rule 31 Schwa Rules

31.1 Any vowel may say one of the schwa sounds, /ǘ/ or /ǚ/, in an unstressed syllable or unstressed word.

31.2 O may also say /ǘ/ in a stressed syllable next to W, TH, M, N, or V.

31.3 AR and OR may say their schwa sound, /er/, in an unstressed syllable.

**TOP 100 MISSPELT WORDS IN ENGLISH**

Here are the 100 English words which many people have problems spelling!

acceptable accidentally accommodate acquire acquit a lot amateur apparent argument atheist believe  
calendar category cemetery changeable collectible committed conscience conscientious conscious  
definite(ly) disappear discipline drunkenness embarrass equipment exhilarate exceed existence  
experience fiery foreign fourth gauge generally grammar grateful guarantee harass height hierarchy  
ignorance immediate independent indispensable intelligence its / it's judgement knowledge leisure library  
lightning maintenance manoeuvre memento millennium miniature mischievous noticeable occasion  
occasionally occur / occurred occurrence official parallel parliament pastime pigeon possession  
preferable principal / principle privilege questionnaire receive recommendreferred reference relevant  
religious restaurant ridiculous rhythm sandal schedule scissors sensible separate special success to / too /  
two tomorrow their / they're / there twelfth tyranny until vacuum vicious weather weird you're / your

**HOMONYMS**

Homonyms are words that sound the same when pronounced, but are spelled differently and have different meanings.

Example: Loose and lose

Many people make this mistake. They inevitably interchange the words loose and lose while writing.

Lose means to suffer a loss or defeat.

Thus, you would write:

Correct: I don't want to lose you.

Wrong: I don't want to loose you.

Loose means NOT FIRM or NOT FITTING.

In this context, you would write,

Correct: My shirt is loose.

Wrong: My shirt is lose.

Here are many more homonyms which you have to know to write distinctively.

1. Accept

Example: He did not accept your leave application.

Except

Example: Everyone in the room except Rita come out.

2. Access

Example: Please provide your access details.

Excess

Example: An excess of eating is not healthy.

3. Advise

Example: You advise him to continue his further studies.

Advice

Example: Do not ignore doctor's advice.

4. Affect

Example: Smoking will affect your health.

Effect

Example: It was the result of the magnetic effect.

5. Antic

Example: His clown like antic behavior surprised me.

Antique

Example: The showpiece was an antique one.

**REPORT WRITING: FORMATTING THE REPORT ELEMENTS**

Here are the main sections of the standard report writing format:

**Title Section** - If the report is short, the front cover can include any information that you feel is necessary including the author(s) and the date prepared. In a longer report, you may want to include a table of contents and a definitions of terms.

**Summary** - There needs to be a summary of the major points, conclusions, and recommendations. It needs to be short as it is a general overview of the report. Some people will read the summary and only skim the report, so make sure you include all the relevant information. It would be best to write this last so you will include everything, even the points that might be added at the last minute.

**Introduction** - The first page of the report needs to have an introduction. You will explain the problem and show the reader why the report is being made. You need to give a definition of terms if you did not include these in the title section, and explain how the details of the report are arranged.

**Body** - This is the main section of the report. The previous sections needed to be written in plain English, but this section can include jargon from your industry. There needs to be several sections, with each having a subtitle. Information is usually arranged in order of importance with the most important information coming first. If you wish, a "Discussion" section can be included at the end of the Body to go over your findings and their significance.

**Conclusion** - This is where everything comes together. Keep this section free of jargon as most people will read the Summary and Conclusion.

**Recommendations** - This is what needs to be done. In plain English, explain your recommendations, putting them in order of priority.

**Appendices** - This includes information that the experts in the field will read. It has all the technical details that support your conclusions.

This report writing format will make it easier for the reader to find what he is looking for. Remember to write all the sections in plain English, except for the Body. Also remember that the information needs to be organized logically with the most important information coming first.

**Tips for Good Writing**

Here are a few tips for good writing.

Keep it simple. Do not try to impress, rather try to communicate. Keep the sentences short and to the point. Do not go into a lot of details unless it is needed. Make sure every word needs to be there, that it contributes to the purpose of the report.

Use an active voice rather than passive. Active voice makes the writing move smoothly and easily. It also uses fewer words than the passive voice and gives impact to the writing by emphasizing the person or thing responsible for an action. Here is an example: Bad customer service decreases repeat business. Good grammar and punctuation is important. Having someone proofread is a good idea. Remember that the computer cannot catch all the mistakes, especially with words like "red, read" or "there, their."

**MINUTES OF MEETING**

1. Why meeting minutes are important
2. What's involved with meeting minutes?

3. Pre-Planning
4. Record taking - at the meeting
5. Minutes writing or transcribing
6. Distributing or sharing of meeting minutes
7. Filing or storage of minutes for future reference Conclusion
8. Sources

Why is it called minutes of a meeting?

According to Today I Found Out, the "minutes" of "meeting minutes" don't refer to the minute measurement of time, but to the "minute" (my-newt) notes taken during meetings.

What's involved with meeting minutes?

There are essentially five steps involved with meeting minutes:

1. Pre-Planning
2. Record taking - at the meeting
3. Minutes writing or transcribing
4. Distributing or sharing of meeting minutes
5. Filing or storage of minutes for future reference

### **Sample of Board Meeting Minutes**

Name of Organization

(Board Meeting Minutes: Month Day, Year)

(time and location)

Board Members:

Present: Bhata Bhattacharia, Jon White Bear, Douglas Carver, Elizabeth Drucker, Pat Kyumoto, Jack Porter, Mary Rifkin and Leslie Zevon

Absent: Melissa Johnson

Quorum present? Yes

Others Present:

Exec. Director: Sheila Swanson

Other: Susan Johns, Consulting Accountant

Proceedings:

- Meeting called to order at 7:00 p.m. by Chair, Elizabeth Drucker
- (Last month's) meeting minutes were amended and approved
- Chief Executive's Report:

- Recommends that if we not able to find a new facility by the end of this month, the organization should stay where in the current location over the winter. After brief discussion, Board agreed.

- Staff member, Jackson Browne, and Swanson attended the National Practitioner's Network meeting in Atlanta last month and gave a brief extemporaneous presentation. Both are invited back next year to give a longer presentation about our organization. After brief discussion, Board congratulated Swanson and asked her to pass on their congratulations to Browne as well.

- Drucker asserts that our organization must ensure its name is associated with whatever materials are distributed at that practitioner's meeting next year. The organization should generate revenues where possible from the materials, too.

- Swanson mentioned that staff member, Sheila Anderson's husband is ill and in the hospital. MOTION to send a gift to Anderson's husband, expressing the organization's sympathy and support; seconded and passed.



- Finance Committee report provided by Chair, Elizabeth Drucker:
  - Drucker explained that consultant, Susan Johns, reviewed the organization's bookkeeping procedures and found them to be satisfactory, in preparation for the upcoming yearly financial audit. Funds recommends that our company ensure the auditor provides a management letter along with the audit financial report.
  - - Drucker reviewed highlights, trends and issues from the balance sheet, income statement and cash flow statement. Issues include that high accounts receivables require Finance Committee attention to policies and procedures to ensure our organization receives more payments on time. After brief discussion of the issues and suggestions about how to ensure receiving payments on time, MOTION to accept financial statements; seconded and passed.
- Board Development Committee's report provided by Chair, Douglas Carver:
  - Carver reminded the Board of the scheduled retreat coming up in three months, and provided a drafted retreat schedule for board review. MOTION to accept the retreat agenda; seconded and passed.
  - Carver presented members with a draft of the reworded By-laws paragraph that would allow members to conduct actions over electronic mail. Carver suggested review and a resolution to change the By-laws accordingly. Kyumoto suggested that Swanson first seek legal counsel to verify if the proposed change is consistent with state statute. Swanson agreed to accept this action and notify members of the outcome in the next Board meeting.
- Other business:
  - Porter noted that he was working with staff member, Jacob Smith, to help develop an information management systems plan, and that two weeks ago he (Porter) had mailed members three resumes from consultants to help with the plan. In the mailing, Porter asked members for their opinions to help select a consultant. Porter asked members for their opinions. (NOTE: Zevon noted that she was also a computer consultant and was concerned about conflict of interest in her Board role regarding this selection, and asked to be ABSTAINED from this selection. Members agreed.) The majority of members agreed on Lease-or-Buy Consultants. MOTION to use Lease-or-Buy Consultants; seconded and passed.

### POSSIBLE QUESTIONS

1. What is mean by narrative writing?
2. Explain the features of Report writing.
3. Write your Resume assuming yourself as a MBA graduate with two years of experience in the Banking sector.
4. Narrate your experience in your village temple festival.
5. Give eight suggestions to save our environment.
6. Write a report on a Blood Groping Camp that was conducted in your University recently.

### REFERENCES:

1. Learning to Learn: Study Skills in English Cambridge, 2015
2. Advanced Skills; Simon Harenes – CUP. 2015
3. Business Results, Woodward, OUP. 2015
4. Function in English. Jonathan Middlemiss et al, OUP

QUESTIONS	MULTIPLE CHOICE QUESTIONS UNIT - V				ANSWER
	CHOICE - 1	CHOICE - 2	CHOICE - 3	CHOICE - 4	
Give abbreviation - AC	air cooler	active condition	air conditioner	air controller	air cooler
Give abbreviation - Asst.	associate	assistant	assacinate	assonant	assistant
Give abbreviation - BC	backward class	back community	black community	book collection	backward class
Give abbreviation - CD	computer disk	computer desk	compact disk	compact desk	compact disk
Give abbreviation - FM	familiar model	famous man	frequency monitor	frequency modulation	frequency modulation
Give abbreviation - GM	general manager	genetic man	general man	gentle man	general manager
Give abbreviation - HIV	human immuno virus	human identity virus	human immunodefici	human innovative virus	human immunodeficiency virus
Give abbreviation - HQ	human quaeters	head quarters	head quality	human quality	head quarters
Give abbreviation - HR	human reason	home research	health requires	human resources	human resources
Give abbreviation - LAN	locality area network	local area network	local air network	local all network	local area network
I didn't _____ what she said.	hear	here	her	she	hear
She held the _____ in her hand.	reigns	rains	reins	rays	rains
She gave him a _____ of mind.	peace	piece	pace	space	peace
They read the poems _____	allowed	aloud	loud	loved	aloud
They have got a _____ at the Ritz.	suit	suite	sweet	shoot	suite
The book is _____back at the library in two weeks.	dew	due	do	day	due
The cyclist was _____very fast.	peddling	pedaling	pedding	pudding	pedaling
After standing for an hour in the heat, he _____.	fainted	fainted	painted	faint	fainted
They took blood from my _____.	vain	vein	vane	van	vein
"Could you _____the orange juice, please?"	poor	pour	paw	pear	pour
Give prefix: _____behave	de	mis	dis	im	mis
Give prefix: _____historic	un	in	pre	de	pre
Give prefix: _____tidy	in	dis	un	lm	un
Give prefix: _____scope	bio	dia	de	by	bio
Give prefix: _____curricular	bi	extra	dis	un	extra
Give suffix: argue_____	ness	ment	logue	hood	ment
Give suffix:dark_____	ment	ness	less	end	ness
Give suffix:happy_____	less	end	ness	ful	ness
Give suffix:child_____	hood	ness	ful	ly	hood
Give suffix:danger_____	ly	ness	ness	ous	ous
Give meaning for idiom: Hand in hand	on friendly terms	occurring together	working very quickly	without effort	occurring together
Give meaning for idiom:In a nutshell	all at once	in great detail	in a few words	one by one	in a few words
Give meaning for idiom:Pick up on	to collect	to notice	to choose	to tease	to notice
Give meaning for idiom:Draw the line between	make a connection	get to the point	argue for one side	make a distinction	make a distinction
Give meaning for idiom:Carrot and stick	reward and punishment	problems and solutions	good luck and bad luck	advantages and disadvantages	reward and punishment
Give meaning for idiom:Come into play	become relevant	behave badly	have a good time	calm down	become relevant
Give meaning for idiom:Run of the mill	ordinary	unique	complicated	exciting	ordinary
Give meaning for idiom:To take a stab at	to try to do	to criticize	to fail at	to betray	to try to do
Give meaning for idiom:Odds and ends	the final events	strange events	harsh words	various small items	various small items
Give meaning for idiom:No mean feat	an easy task	an important task	a difficult task	a minor task	a difficult task
Fill in the gaps with DO or MAKE: I will _____ a list of the things we need.	do	did	make	made	make
Fill in the gaps with DO or MAKE: The students don't like to _____ quizzes.	do	did	make	made	make
Fill in the gaps with DO or MAKE: She cooks but I _____the dishes.	do	did	make	made	make
Fill in the gaps with DO or MAKE: The good students always _____their homework.	do	did	make	made	do
Fill in the gaps with DO or MAKE: The doctor asked me to _____ exercise.	do	did	make	made	do
Give the American equivalent for the given word: lift	elevator	exclator	crane	lifter	elevator
Give the American equivalent for the given word: mobile phone	cell	cellular phone	phone	mobile	cellular phone
Give the American equivalent for the given word: autumn	winter	summer	fall	snow	fall
Give the American equivalent for the given word: biscuits	cookies	burger	bread	butter	cookies
Give the American equivalent for the given word: chips	deep fry	bitter	boils	fries	fries
I hope to _____ my own business one day.	do	did	have	make	do
I don't _____ many hobbies.	do	did	have	make	have
My wife usually _____ the bed, rather than me.	does	has	makes	takes	makes
Many countries _____ problems with obesity.	do	did	have	make	have
I _____ a mistake in my IELTS reading last time I took rest.	did	had	made	take	made
Fill in the blanks with noun: Monaco is an expensive _____	biscuit	chocolate	dress	pen	biscuit
Fill in the blanks with preposition: The chair is _____ the table.	in	on	into	onto	on
Fill in the blanks with pronoun: What time is _____?	that	it	this	at	it
Fill in the blanks with conjunction: I loved playing piano _____ I was a little girl.	since	because	and	and so	since
Fill in the blanks with adjective: "A _____ environment," he trenchantly stated, "Is the key bad		worst	good	better	good



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**DEPARTMENT OF ENGLISH**

**SUBJECT : PART II ENGLISH III****SEMESTER: III****SUBJECT CODE: 16ENU301****CLASS : II B.COM. A****UNIT V**

Synonyms, Antonyms, Homonyms, Phrasal Verbs, Idioms and Phrases, One Word Substitutes, and Affixes

**UNIT V  
VOCABULARY ENRICHMENT****Synonym**

1. a word having the same or nearly the same meaning as another in the language, as happy, joyful, elated. A dictionary of synonyms and antonyms (or opposites), such as Thesaurus.com, is called a thesaurus.
2. a word or expression accepted as another name for something, as Arcadia for pastoral simplicity or Wall Street for U.S. financial markets; metonym.
3. Biology. one of two or more scientific names applied to a single taxon.

**Related forms Expand**

synonymic, synonymical, adjective

synonymy

[sin-uh-nim-i-tee] noun

**Grammar note Expand**

English, with its long history of absorbing terminology from a wealth of other tongues, is a language particularly rich in synonyms — words so close in meaning that in many contexts they are interchangeable, like the nouns tongue and language in Derived Forms

synonymic, synonymical, adjective

synonymy, noun

**Word Origin**

C16: via Late Latin from Greek sunōnumon, from syn- + onoma name

Some differences between SYNONYMS and ANTONYMS

The English language (and, we may presume, many other languages) has both antonyms and synonyms. There are many more words with synonyms than there are words with antonyms, since many things exist which do not have an opposite (the word sandwich, for instance, may be said to have synonyms in the words hoagie, grinder, submarine, and many other words, but there is no opposite of sandwich). Antonym is also a much more recent addition to English than synonym is; it first appeared in the 1860s, whereas

synonym has been used for more than 500 years. Additionally, both nouns have adjectival forms: synonymous and antonymous. Synonymous, which is often used loosely ("She has become synonymous with good taste"), is the more common of the two.

Synonyms are words that are similar, or have a related meaning, to another word. They can be lifesavers when you want to avoid repeating the same word over and over. Also, sometimes the word you have in mind might not be the most appropriate word, which is why finding the right synonym can come in handy. Luckily, we do not have to go searching the recesses of our mind to come up with a list of synonyms;

### Choosing a Synonym

There is a certain skill involved in choosing the most appropriate synonym, as not all are created equal. It is important to consider the connotation of the word because some synonyms can inject a different meaning than the one intended.

For example, one synonym of sad is "gloomy" however, this word carries quite a negative connotation. Depending on the circumstance you can use it, but in this instance, if you just want to say that someone is "down," then another synonym such as "blue" or "unhappy" would be more applicable.

#### Synonym examples

Here is a list of adjectives and their synonyms that are commonly used to describe people.

Beautiful: Attractive, Pretty, Lovely, Stunning

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Hardworking: Diligent, Determined, Industrious, Enterprising

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Intelligent: Smart, Bright, Brilliant, Sharp

Introverted: Shy, Bashful, Quiet, Withdrawn

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Unhappy: Sad, Depressed, Melancholy, Miserable

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Positive: Optimistic, Cheerful, Starry-eyed, Sanguine

Bossy: Controlling, Tyrannical

These are just a few examples of synonyms but hopefully you can see that working with synonyms can make your writing more varied and fun and help you expand your vocabulary.

1. Doggery -Critter
2. Unfairness -Mindset
3. Persistent -Consistent
4. Happy- Elated

5. Condition And Status
6. Good and Nice
7. Great and Excellent
8. Rigid and Firm
9. Pliant and Flexible
10. Obstinate and Stubborn

### Definition of Antonyms

An antonym is a word that means the opposite of another word. For instance, the antonym of 'hot' may be 'cold.' The root words for the word 'antonym' are the words 'anti,' meaning 'against' or 'opposite,' and 'onym,' meaning 'name.'

### Why Are Antonyms Important?

Oddly enough, to better understand the meaning of a word, we can take a look at its antonym, or opposite meaning. For instance, take the word 'morose.' The definition of 'morose' is 'gloomily or sullenly ill-humored.' Sometimes, even reading a dictionary definition is not enough to give us a complete understanding of a word. Most dictionaries provide synonyms and antonyms, as well.

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A word that has the exact opposite meaning of another word is its antonym. Life is full of antonyms, from the "stop" and "go" of a traffic signal to side-by-side restroom doors labeled "men" and "women."

### Noun

1. a word opposite in meaning to another. Fast is an antonym of slow.

Compare synonym (def 1).

Origin of antonym Expand

1865-1870First recorded in 1865-70; ant- + (syn)onym

Related forms Expand

antonymous [an-ton-uh-muh s] (Show IPA), antonymic, adjective

antonymy, noun

Dictionary.com Unabridged

Based on the Random House Dictionary, © Random House, Inc. 2017.

Cite This Source

Examples from the Web for antonym Expand

Historical Examples

Logically the other side of white is not white, while the antonym is the extreme black.

### Public Speaking

Clarence Stratton

By and by, which was once a synonym, has become an antonym of immediately, meaning at some (perhaps remote) future time.

### English Synonyms and Antonyms

James Champlin Fernald

In strict usage, daily is the antonym of nightly as diurnal is of nocturnal.

English Synonyms and Antonyms

James Champlin Fernald

British Dictionary definitions for antonym Expand  
antonym

/'æntənɪm/

noun

1. a word that means the opposite of another word: ``empty" is an antonym of ``full"

Derived Forms

antonymous (æ'n'tɒnɪməs) adjective

Word Origin

C19: from Greek antōnumia, from anti- + onoma name

Working with Antonyms

Sometimes you need to take two steps to enlarge your findings when doing antonym research:

Step 1: Search for the antonyms for a word.

Here is an example of antonyms for the word "good" from Rhyme Zone.com:

bad, badly, badness, evil, evilness, ill, malevolent, malicious, poorly, wicked

Step 2: Search for synonyms of the antonyms identified in step one.

If you take the first antonym listed, "bad," and search for synonyms, you would be shown 73 synonyms for "bad." That would give you a lot of antonyms to choose from when looking for that perfect antonym for good, including words such as: awful, dreadful, hard, hopeless, inferior, lousy, painful, rotten, severe, stale, terrible, and tough.

Categories of Antonyms

There are three categories of antonyms:

Graded antonyms - deal with levels of the meaning of the words, like if something is not "good", it may still not be "bad." There is a scale involved with some words, and besides good and bad there can be average, fair, excellent, terrible, poor, or satisfactory.

Complementary antonyms - have a relationship where there is no middle ground. There are only two possibilities, either one or the other.

Relational antonyms - are sometimes considered a subcategory of complementary antonyms. With these pairs, for there to be a relationship, both must exist.

1. Evaluate and misjudge
2. Perspective and blindness
3. Monarchy and democracy
4. Love and hate
5. Chronological and disordered
6. Atmosphere and terrain
7. Gait and sit
8. Antonym and synonym
9. Guardian and enemy
10. Precipice and slope

### POSSIBLE QUESTIONS

1. What is the definition of article?
2. How to select a correct synonym?
3. Give suitable abbreviations for the following.  
i) UGC ii) NCC iii) RBI iv) CD v) PIN vi) ATM vii) CBI viii) NASA
4. Write the prefix and suffix for the following words.  
Prefix: a) possible b) responsible c) happy d) active  
Suffix: a) hand b) perform c) quiet d) harm

5. Give the synonyms for the following words:

- i. Celestial-
- ii. Pragmatic-
- iii. Fickle-
- iv. Blunt-
- v. Idle-
- vi. Delicious-

6. Give the antonyms for the following words:

- i. Divide-
- ii. Pride-
- iii. Random-
- iv. Vague-
- v. Moist-
- vi. Wild-

**REFERENCES:**

- 1. Learning to Learn: Study Skills in English Cambridge, 2015
- 2. Advanced Skills; Simon Harennes – CUP. 2015
- 3. Business Results, Woodward, OUP. 2015
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MULTIPLE CHOICE QUESTIONS UNIT - I

QUESTIONS	CHOICE - 1	CHOICE - 2	CHOICE - 3	CHOICE - 4	ANSWER
Listening comprehension is the _____ in the oral mode.	receptive skill	auditory skill	written skill	cognitive skill	receptive skill
_____ is the foremost important skills in developing communication.	listening	speaking	reading	writing	listening
Listening is a _____ activity.	writing	reading	talking	thinking	thinking
Hearing without thinking may not be an effective _____	writing	reading	listening	speaking	listening
Listening is a _____ way of learning.	practical	theoretical	written	hearing	practical
Listening creates a _____	reader	listener	speaker	artist	listener
Listening and _____ are two different things.	hearing	speech	read	essay writing	hearing
Hearing involves perceiving the _____	music	sound	distractions	noise	sound
Hearing is an _____ activity.	voluntary	leadership	receptive	involuntary	involuntary
Listening comprehension is the receptive skill in the _____ mode.	speaking	written	oral	listening	oral
_____ is more active than just hearing.	listening	speaking	writing	reading	listening
Listening activity is vital in the process of one's _____ acquisition.	knowledge	language	money	wealth	language
_____ is not much different from hearing.	Passive listening	active listening	critical listening	emphatic listening	Passive listening
_____ implies listening with a purpose.	passive listening	evaluative listening	critical listening	active listening	active listening
Active listening implies listening with a _____	function	reason	purpose	effect	purpose
Interactive listening situations include _____	telephone conversation	face-to-face conversation	interview	colloquial conversation	face-to-face conversations
In _____ listening, the primary concern is to understand a message.	informative listening	critical listening	evaluative listening	passive listening	informative listening
The three variables that impact on the informative listening skills are _____ words.	diction	vocabulary	meaning	vocabulary	vocabulary
Increasing your _____ will support your understanding of messages.	vocabulary	words	numbers	diction	vocabulary
In _____ listening, the listener gains pleasure/satisfaction from _____	discriminative	appreciative	informative	interactive	appreciative
_____ listening tries to weigh up the speaker.	critical	discriminative	appreciative	informative	critical
_____ listening makes the listener to identify and distinguish information.	emphatic	evaluative	discriminative	critical	discriminative
In _____ listening, the listener tends to listen rather than talk.	evaluative	emphatic	appreciative	discriminative	evaluative
Communication is a _____ process.	one-way	two-way	multi-way	multi-dimensional	two-way
For a successful communication _____ is essential.	interest	language	response	concentration	response
_____ provides a barrier to communication.	language	interruption	writing	speech	interruption
Listening to a foreign language is a _____ process.	multi	single	simple	complex	complex
In listening for specific information students listen for particular information.	word	sentence	paragraph	essay	word
_____ makes the students to guess key information.	clues	language	sentence	predicting	predicting
Students listen for groups of words and phrases at sentence level in _____ listening for message.	listening for details	listening for details	listening for meaning	listening for knowledge	listening for details
Listening for specific information includes the _____ of important information.	remember	recognize	recall	retention	recall
Good note taking allows a _____ of relevant points that you can refer to later.	permanent record	impermanent record	valuable record	effective record	permanent record
Taking reliable, accurate notes also reduces the risk of _____	plagiarism	copying	xerox	printing	plagiarism
Before you start to take notes, _____ the text.	scan	skim	read	memorize	scan
Note taking saves _____	energy	time	money	risk	time
Most texts use a range of organizing principles to develop _____	thoughts	meaning	ideas	words	ideas
Make your notes _____ and be selective.	short	long	elaborate	brief	brief
In note taking, use your own _____ to summarize.	language	words	meaning	content	words
One's report should be structured simply with an introduction, body and _____	conclusion	meaning	text	beginning	conclusion
These opening sentences should make up the _____	Second paragraph	middle paragraph	first paragraph	last paragraph	first paragraph
_____ saves time.	plagiarism	note making	note taking	paraphrasing	note taking
_____ listening implies listening with a purpose.	passive	inactive	involuntary	active	active
Speaking is followed by _____ skill.	listening	reading	writing	hearing	reading
_____ comprehension is the receptive skill in the oral mode.	speaking	listening	reading	writing	listening
Listening is a practical way of _____	acquiring	learning	reading	writing	learning
_____ is vital in the process of one's language acquisition.	writing activity	learning activity	listening activity	speaking activity	listening activity
Active listening implies listening with a _____	purpose	ideas	concentration	function	purpose
_____ situations include face to face conversation.	interviewing	teaching	interactive listening	non interactive listening	interactive listening
_____ is non interactive listening	evaluate	criticize	weigh up	concentrate	weigh up
Make your notes brief and _____	long	elaborate	selective	informative	selective
In note taking, use your own words to _____	summarize	paraphrase	convey the ideas	demonstrate	summarize
Listening reflects the auditory capabilities of our _____	ears	brain	mind	consciousness	brain
Listening requires more energy than _____ as it involves receiving and interpreting the information.	speaking	listening	hearing	writing	speaking
When _____ actively, we obtain directions, pay attention to details, solve problems, get to know people, share interests, feelings, emotions, etc.	hearing	writing	listening	speaking	listening
In Listening, a person pays attention to the _____ and intonation of the speaker.	sound	pronunciation	letters	signs	pronunciation
The two kinds of listening situations are _____	audio and video	interactive and non interactive	active and passive	interactive and video	interactive and non interactive
The meaning of the term 'repetition' is _____	describing	analyzing	implementing	repeating	repeating
The three variables that impact on informative listening skills are vocabulary, _____, and _____	idea	words	meaning	memory	memory
What is essential for a person to understand a message _____	language	memory	concentration	relaxation	concentration
To become an effective listener, open your _____ and shut your eyes	ears	ears	sense	mind	ears

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Synonyms, Antonyms, Homonyms, Phrasal Verbs, Idioms and Phrases, One Word Substitutes, and Affixes

**UNIT V  
VOCABULARY ENRICHMENT****Synonym**

1. a word having the same or nearly the same meaning as another in the language, as happy, joyful, elated. A dictionary of synonyms and antonyms (or opposites), such as Thesaurus.com, is called a thesaurus.
2. a word or expression accepted as another name for something, as Arcadia for pastoral simplicity or Wall Street for U.S. financial markets; metonym.
3. Biology. one of two or more scientific names applied to a single taxon.

**Related forms Expand**

synonymic, synonymical, adjective

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[sin-uh-nim-i-tee] noun

**Grammar note Expand**

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synonymy, noun

**Word Origin**

C16: via Late Latin from Greek sunōnumon, from syn- + onoma name

Some differences between SYNONYMS and ANTONYMS

The English language (and, we may presume, many other languages) has both antonyms and synonyms. There are many more words with synonyms than there are words with antonyms, since many things exist which do not have an opposite (the word sandwich, for instance, may be said to have synonyms in the words hoagie, grinder, submarine, and many other words, but there is no opposite of sandwich). Antonym is also a much more recent addition to English than synonym is; it first appeared in the 1860s, whereas

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For example, one synonym of sad is "gloomy" however, this word carries quite a negative connotation. Depending on the circumstance you can use it, but in this instance, if you just want to say that someone is "down," then another synonym such as "blue" or "unhappy" would be more applicable.

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2. Unfairness -Mindset
3. Persistent -Consistent
4. Happy- Elated



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6. Good and Nice
7. Great and Excellent
8. Rigid and Firm
9. Pliant and Flexible
10. Obstinate and Stubborn

### Definition of Antonyms

An antonym is a word that means the opposite of another word. For instance, the antonym of 'hot' may be 'cold.' The root words for the word 'antonym' are the words 'anti,' meaning 'against' or 'opposite,' and 'onym,' meaning 'name.'

### Why Are Antonyms Important?

Oddly enough, to better understand the meaning of a word, we can take a look at its antonym, or opposite meaning. For instance, take the word 'morose.' The definition of 'morose' is 'gloomily or sullenly ill-humored.' Sometimes, even reading a dictionary definition is not enough to give us a complete understanding of a word. Most dictionaries provide synonyms and antonyms, as well.

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### Noun

1. a word opposite in meaning to another. Fast is an antonym of slow.

Compare synonym (def 1).

Origin of antonym Expand

1865-1870 First recorded in 1865-70; ant- + (syn)onym

Related forms Expand

antonymous [an-ton-uh-muh s] (Show IPA), antonymic, adjective

antonymy, noun

Dictionary.com Unabridged

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Cite This Source

Examples from the Web for antonym Expand

Historical Examples

Logically the other side of white is not white, while the antonym is the extreme black.

### Public Speaking

Clarence Stratton

By and by, which was once a synonym, has become an antonym of immediately, meaning at some (perhaps remote) future time.

### English Synonyms and Antonyms

James Champlin Fernald

In strict usage, daily is the antonym of nightly as diurnal is of nocturnal.

English Synonyms and Antonyms

James Champlin Fernald

British Dictionary definitions for antonym Expand  
antonym

/'æntənɪm/

noun

1. a word that means the opposite of another word: ``empty" is an antonym of ``full"

Derived Forms

antonymous (æ'n'tɒnɪməs) adjective

Word Origin

C19: from Greek antōnumia, from anti- + onoma name

Working with Antonyms

Sometimes you need to take two steps to enlarge your findings when doing antonym research:

Step 1: Search for the antonyms for a word.

Here is an example of antonyms for the word "good" from Rhyme Zone.com:

bad, badly, badness, evil, evilness, ill, malevolent, malicious, poorly, wicked

Step 2: Search for synonyms of the antonyms identified in step one.

If you take the first antonym listed, "bad," and search for synonyms, you would be shown 73 synonyms for "bad." That would give you a lot of antonyms to choose from when looking for that perfect antonym for good, including words such as: awful, dreadful, hard, hopeless, inferior, lousy, painful, rotten, severe, stale, terrible, and tough.

Categories of Antonyms

There are three categories of antonyms:

Graded antonyms - deal with levels of the meaning of the words, like if something is not "good", it may still not be "bad." There is a scale involved with some words, and besides good and bad there can be average, fair, excellent, terrible, poor, or satisfactory.

Complementary antonyms - have a relationship where there is no middle ground. There are only two possibilities, either one or the other.

Relational antonyms - are sometimes considered a subcategory of complementary antonyms. With these pairs, for there to be a relationship, both must exist.

1. Evaluate and misjudge
2. Perspective and blindness
3. Monarchy and democracy
4. Love and hate
5. Chronological and disordered
6. Atmosphere and terrain
7. Gait and sit
8. Antonym and synonym
9. Guardian and enemy
10. Precipice and slope

## POSSIBLE QUESTIONS

1. What is the definition of article?
2. How to select a correct synonym?
3. Give suitable abbreviations for the following.  
i) UGC ii) NCC iii) RBI iv) CD v) PIN vi) ATM vii) CBI viii) NASA
4. Write the prefix and suffix for the following words.  
Prefix: a) possible b) responsible c) happy d) active  
Suffix: a) hand b) perform c) quiet d) harm

5. Give the synonyms for the following words:

- i. Celestial-
- ii. Pragmatic-
- iii. Fickle-
- iv. Blunt-
- v. Idle-
- vi. Delicious-

6. Give the antonyms for the following words:

- i. Divide-
- ii. Pride-
- iii. Random-
- iv. Vague-
- v. Moist-
- vi. Wild-

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- 2. Advanced Skills; Simon Harenes – CUP. 2015
- 3. Business Results, Woodward, OUP. 2015
- 4. Function in English. Jonathan Middlemiss et al, OUP

**QUESTIONS**

Greetings are of \_\_\_\_\_ kinds  
"How are you?" is a \_\_\_\_\_ greeting  
"Good bye" is a \_\_\_\_\_  
\_\_\_\_\_ is one of the modes of verbal communication  
Speaking is a \_\_\_\_\_ way of communication  
Speaking involves \_\_\_\_\_  
Effective speaking requires \_\_\_\_\_  
Body language is required for \_\_\_\_\_  
The good speaker must be a good \_\_\_\_\_  
Identify the expression of greeting from following \_\_\_\_\_  
\_\_\_\_\_ is one of the modal verbs of requisition  
"May I have your permission to use mobile?" is an example of \_\_\_\_\_  
Effective speaking is determined by \_\_\_\_\_  
"Hai," is a \_\_\_\_\_ way of greeting  
\_\_\_\_\_ in requests is considered to be more polite  
"I look forward to seeing you again," is a \_\_\_\_\_  
"Be quiet" is \_\_\_\_\_  
"Please help me," is \_\_\_\_\_  
"Very well," is a \_\_\_\_\_  
It is good to pick the phone at the \_\_\_\_\_ ring  
Requests in English are usually made in the form of \_\_\_\_\_  
Adding \_\_\_\_\_ to request makes it more polite  
How would you respond to a help request in case you agree to do  
How would you ask for a pen?  
How would you order somebody to close the door  
Identify the correct expression to deny a help request  
How would you ask permission to leave earlier?  
How would you deny permission for a request to leave early  
The model verb \_\_\_\_\_ may also be used in making polite request must  
Identify the verb which is not used in offering help  
How you accept a help?  
\_\_\_\_\_ is telling someone how to do something  
\_\_\_\_\_ is very important while telling instructions  
How would you offer help to carry a bag?  
Which of the following is not the appropriate word of sequencing while giving ins then  
\_\_\_\_\_ is very important in telecommunication  
It is better \_\_\_\_\_ with a irritate caller  
How would you respond in the event of connecting a call to someone?  
Identify the correct expression to finish a phone call  
Who plays a vital role in a group discussion?  
Every business caller must be treated \_\_\_\_\_  
How would you respond to a call to someone?  
\_\_\_\_\_ is considered as an informal expression while beginning a convers  
How would politely you begin a phone call?  
How would you ask help to type a document  
How would you ask permission to get inside a class room?  
How would you respond to a help request in case you deny to do?  
What is important while asking for help?  
\_\_\_\_\_ is the formal word to ask help  
\_\_\_\_\_ is the formal word to deny help  
How would you ask someone to call back?  
How would you ask for an appointment?  
How would you set an appointment with someone?  
\_\_\_\_\_ type of greetings are normally used while leaving after a meeting meeting  
"Come on" is \_\_\_\_\_  
The expansion of GD is \_\_\_\_\_  
Group discussion is a \_\_\_\_\_  
How would you register your opinion in case you agree for a point ?  
How would you register your opinion in case you deny a point ?  
\_\_\_\_\_ is what the questioner would usually want to achieve

**MULTIPLE CHOICE QUESTIONS UNIT - II**

**CHOICE - 1**

three  
general greeting  
introductory remark  
reckoning  
written  
listening and reading  
vast knowledge of subject  
reading  
reader  
warm greetings!  
could  
fomal way of asking request  
clap of the litener  
more informl  
could  
request  
an instruction  
an order  
greeting  
first  
formal questions  
hello  
sorry  
could I use pen for 15 minutes  
please, close the door  
I can't  
I want to leave early  
yes, you may go  
could  
no thanks  
speaking  
concord  
give that bag to me  
speaking politely  
to argue  
call tomorrow  
cut the call  
audience  
lovely  
wrong number  
excuse me  
Who are you  
type this  
can I come in?  
never  
saying thanks  
would  
never  
call later  
meet me on Monday  
cant meet  
meeting  
a request  
graphics design  
an individual activity  
yeah!  
no thanks  
a lie

**CHOICE - 2**

four  
greeting in a party  
greeting remark  
signaing  
oral  
reading and writing  
good stage  
speaking  
leader  
warm regards!  
can't  
denying permission  
th time of speech  
informal  
shall  
order  
a request  
an advice  
response  
second  
informal questions  
please  
not but  
pen please  
close the door  
sorry, but  
I have to go early  
go ahead  
have  
would  
you must do it  
helping  
language sequence  
I shall carry  
next  
putting a call on hold for a long time  
to disconnect  
he is not here  
thanks for calling  
participants  
politely  
call later  
sorry to disturb you  
who is this  
could you please type this  
I want to come in  
no no  
politeness  
was  
not  
cut the call now  
you should meet me on Monday  
yes  
parting  
a greeting  
great discussion  
an activity of two members  
correct correct  
you are wrong  
out of context response

**CHOICE - 3**

five  
greeting in a business  
fare well remark  
guesture  
worst  
litening and writing  
good audience  
writing  
writer  
of course  
will  
granting permission  
pronounciation  
formal  
can  
advice  
greeting  
a request  
question  
last  
general questions  
of course  
never  
give me the pen  
could you close the door  
I wont do  
I must leave early  
sorry, I can't let you  
shall  
can  
yes please  
writing  
punctuation marks  
can I carry that bag?  
lastly  
rejecting the call  
not to argue  
just a second. I 'll get him  
don't call  
moderator  
harshly  
he is not here now  
good morning  
who is speaking  
type please  
may I get in  
yes please  
rudeness  
is  
can't  
can you call me back?  
shall we meet on Monday  
no  
connecting  
an order  
general discussion  
an activity of three members  
yes please  
change your idea  
direct response

**CHOICE - 4**

two  
formal greeting  
official remark  
speaking  
non-verbal  
reading and speaking  
impeccable vecobulary  
listening  
listener  
thank you  
have  
informal way of asking prmission  
feed back of the audience  
more formal  
will  
fare-well remarks  
parting remarks  
a greeting  
order  
fifth  
objective questions  
must  
of course, I will  
get me the pen  
you may close the door  
I don't do  
can I leave a little earlier today?  
no no, you should stay back  
might  
is  
I don't bother  
instructing  
verb form  
you take care of it  
least  
letting the phone ringing endlessly  
giving a police compliant  
call later  
that is all  
sponserer  
professionaly  
don't know  
hai  
good morning  
type it  
allow me inside  
sorry i cant  
showing angry  
do  
sorry  
don't call  
can I have an appointment with you Monday?  
Ok. We will meet  
responding  
farewell remark  
group discussion  
group activity  
yes I agree  
that is not now how I see it  
distortion

**ANSWER**

two  
general greeting  
fare well remark  
speaking  
oral  
listening and reading  
impeccable vocabulary  
speaking  
listener  
warm greetings!  
could  
fomal way of asking request  
feed back of the audience  
informal  
could  
fare-well remarks  
an instruction  
a request  
response  
second  
formal questions  
please  
of course, I will  
could I use pen for 15 minutes  
close the door  
sorry, but  
can I leave a little earlier today?  
sorry, I can't let you  
might  
is  
yes please  
instructing  
language sequence  
can I carry that bag?  
next  
speaking politely  
not to argue  
just a second. I 'll get him  
thanks for calling  
moderator  
politely  
he is not here now  
hai  
good morning  
could you please type this  
may I get in  
sorry i cant  
politeness  
would  
sorry  
can you call me back?  
can I have an appointment with you Monday?  
Ok. We will meet  
parting  
an order  
group discussion  
group activity  
yes I agree  
that is not now how I see it  
direct response

**KARPAGAM ACADEMY OF HIGHER EDUCATION**

(Established under Section 3 of UGC Act 1956)  
Pollachi Main Road, Eacharani Post, Coimbatore-641 021  
**DEPARTMENT OF ENGLISH**

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**SUBJECT : PART II ENGLISH III****SEMESTER: III****SUBJECT CODE: 16ENU301****CLASS : II B.COM. A**

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**UNIT II**

Basics of speaking, Regular English, Business English, Interview English, and Travel English

**UNIT II  
SPEAKING****BUSINESS ENGLISH****BUSINESS ENGLISH SPEAKING LESSONS – PREPARE TO CONQUER THE INTERNATIONAL SCENE**

Businesses nowadays have become internationally connected. Thanks to the technology these days, it is so much easier to connect with different people from all over the world since it takes two to tango in the business world. This is a really good thing with business men as they are able to expand their businesses. Common people are also able to find different jobs from all across the globe. The thing though is the language barrier. Since different nations have different languages, English can only be the bridge. This is why you have to take up Business English Speaking Lessons if you have problems with the language. Business English Speaking Lessons are able to provide you assistance when it comes to mastering the English language. Communicating effectively with different people from all over the world is important if you are trying to conquer the international scene. Your language skills will be enhanced and polished so when there are real business situations happening, you would know what to say. It would be easier to say what you want to propose on meetings, discussions, negotiations and even on telephone calls and emails. Your English teachers are all good in the language so you can be at ease.

You can easily lead a business meeting with people from different nations if you're better in English. If you are someone who wants to work abroad, then you could have guidance on your job interview from these Business English Speaking Lessons. This is the chance to make an impression on your probable employees so it's very important. If you know how to respond well to every question that they ask, you would definitely have an edge against your competitors in the position. Business English give you tips and advices on how you can make your answers better. Of course it will also help you learn how to control your feelings in the heat of the moment.

**Importance of Business Language Skills**

Business language skills are critical needs in this modern era of globalization.

An employee that has competency in business language skills is likely to be able to climb up the career ladder with ease. And that applies to businesses as a whole, too: a recent study conducted by Bersin and Associates reveals that organizations that are able to communicate their strategies in a clear and precise manner are 113 times more likely to achieve higher levels of profitability and efficiency. A similar study conducted by Global English reveals that 97% of employees surveyed believe that poor communication as a result of inadequate business language skills can create misunderstanding.

A staggering 83% of employees report that poor business language skills have resulted in a negative impact on sales, profitability and efficiency of operations in their organizations. It is therefore imperative that anyone who wants to succeed in business, managers and workers alike, focuses on improving business language skills.

### **5 Simple Ways to Improve Your Business Language**

#### **1. Increase Your Vocabulary**

Improving vocabulary is key in mastering the specialized words used in business language. You can easily improve your vocabulary through training software that offers a comprehensive range of exercises. Learning commonly-used business idioms and abbreviations can also enhance your vocabulary.

Furthermore, you can do research on the Internet in order to find the terminology used in the specific field that you are currently employed in. It is important that you adopt an inquisitive approach towards learning, and find the meaning of any business word that you are currently unfamiliar with. A business dictionary can prove to be particularly helpful, since you will be able to find the complete meanings for new terms and their relevant usage within business communication.

#### **2. Read Business-Related Material**

You can significantly enhance your vocabulary by reading a wide variety of material related to your field or business. Reading business information and current updates will not only allow you to remain abreast with the recent changes in the business environment but also allow you to keep up with any changes in terminology. This knowledge can prove to be essential when you are communicating with third parties or working on customer contracts.

#### **3. Play Games**

You can even learn business language by playing games like crosswords and word search games. These games can allow you to enhance your business vocabulary while ensuring that the learning process is fun and engaging. Business-themed language games include crosswords based on financial terms and important concepts, or word search games using terminology from banking or industry. You can use free word-search puzzle generators to create your own games, if you can't find one specific to your field.

#### **4. Watch Business-Oriented Programs**

Watching programs that focus on business is an excellent way to improve language skills, because the people in those programs will be using key terms frequently and correctly. These programs are often hosted by experts in the field and therefore can prove to be an important source of valuable information and knowledge as well as vocabulary terms. Business terminology is naturally used on these programs and merely watching them attentively can help you grasp terms that are part of business communications. Simple knowledge of business terminology cannot completely eliminate the chance of misunderstanding in organizations; rather, an employee must be able to correctly use the terms so that the underlying message is effectively communicated to the second party. Watching these programs will allow you to understand the current business scenario while also becoming familiar with a range of words and their proper uses.

#### **5. Practice**

Learning new business terminology will not impact your communication skills until and unless these terms are used correctly in your the daily communication. Furthermore, recently learned business

terminology can and should be incorporated into the presentations you give, so that you are able to gain confidence in your ability to use the terminology. Finally, you can practice your business language skills by writing business letters and memos. An individual working in an organization is likely to need to communicate with stakeholders and peers through the medium of memos and letters.

Business language skills are critical during this point, because short sentences must convey your instructions, term, or requests. It is important to be familiar with the general writing pattern found in letter formats used in your industry. Use a formal tone where appropriate, and make sure the language you use helps to clearly convey the information.

#### Exercise 1

Make the sentences more concise. The potential answers are listed after the activity.

1. In spite of the fact that our budget for advertising is now higher, our sales figures have not gotten any better.
2. In the event of an emergency, such as a fire or earthquake, please exit the building as soon as you possibly can.
3. We currently have several available job openings for a variety of positions in our Sales department.
4. The reason I am having trouble with my computer is because the antivirus has not been updated at all recently.
5. We consider the candidate to be a very good fit for either of the two positions.
6. As we discussed during our previous phone call, the shipping charges on your next order with us will be waived.
7. We are now in the process of evaluating how to address the issue that exists regarding the performance of our team members.
8. Our researchers carried out interviews with several people who are professionals in the health care industry.
9. Please change the information on your employee profile to include the most recent information.
10. We would like to offer congratulations to all the people who participated in and completed the training program.

#### Potential Answers

1. Despite increasing our advertising budget, sales have not improved.
2. In case of emergency, please exit the building immediately.
3. We have several job openings in our Sales department.
4. I am having trouble with my computer because its antivirus is out of date.
5. We think the candidate would be a good fit for either position.
6. As we discussed, we will waive the shipping charges on your next order.
7. We are addressing our team's performance issues.
8. Our researchers interviewed several health care professionals.
9. Please update your employee profile.
10. Congratulations to everyone who completed the training program.

#### Exercise 2

Make the sentences more concise. The potential answers are listed after the activity.

1. We certainly hope this decision won't have a negative impact on the reputation of our firm.
2. Basically, what the training program is going to do is prepare each and every one of the participants for their certification test that they will take soon.
3. Could you recommend to us someone in the area who works as a contractor?

4. There is a possibility that I might get together with some of the people in my MBA program this weekend.
5. She is professional, courteous, and she always comes to work on time.
6. The problem was addressed at our meeting that we have every week.
7. Please talk to John and tell him about the benefits of the deal and that he should accept it.
8. The primary role of our recruiters is to search for and locate professionals with good qualifications who live in our area.
9. Carlos speaks English fluently, and can also speak Portuguese at an intermediate level, and in addition he is capable of conversing in German.
10. It is a really excellent opportunity and one that you should definitely take advantage of.

#### Potential Answers

1. We hope the decision won't damage our reputation.
2. The training program will prepare participants for the upcoming certification test.
3. Could you recommend a local contractor?
4. I might get together with my MBA classmates this weekend.
5. She is professional, courteous, and punctual.
6. We addressed the problem at our weekly meeting.
7. Please try to persuade John to accept the deal.
8. Our recruiters find highly qualified professionals in our area.
9. Carlos speaks fluent English, intermediate Portuguese, and conversational German.
10. You should take advantage of this excellent opportunity.

### INTERVIEW ENGLISH

#### Introduction

An interview is a conversation where questions are asked and answers are given. In common parlance, the word "interview" refers to a one-on-one conversation with one person acting in the role of the interviewer and the other in the role of the interviewee. The interviewer asks questions, the interviewee responds, with participants taking turns talking. Interviews usually involve a transfer of information from interviewee to interviewer, which is usually the primary purpose of the interview, although information transfers can happen in both directions simultaneously. One can contrast an interview which involves bi-directional communication with a one-way flow of information, such as a speech or oration.

Interviews usually take place face to face and in person, although modern communications technologies such as the Internet have enabled conversations to happen in which parties are separated geographically, such as with videoconferencing software, and of course telephone interviews can happen without visual contact. Interviews almost always involve spoken conversation between two or more parties, although in some instances a "conversation" can happen between two persons who type questions and answers back and forth. Interviews can range from unstructured or free-wheeling and open-ended conversations in which there is no predetermined plan with prearranged questions, to highly structured conversations in which specific questions occur in a specified order. Typically the interviewer has some way of recording the information that is gleaned from the interviewee, often by writing with a pencil and paper, sometimes transcribing with a video or audio recorder, depending on the context and extent of information and the length of the interview. Interviews have duration in time, in the sense that the interview has a beginning and an ending.

#### Different Types of Interviews

- The Telephone Interview
- The Face-to-Face Interview



- The Panel Interview
- The Group Interview
- The Sequential Interview
- Competency Based Interviews
- Formal / Informal Interviews

The more you know about the style of the interview, the better you can prepare.

### **Telephone Interview**

Often companies request an initial telephone interview before inviting you in for a face to face meeting in order to get a better understanding of the type of candidate you are. The one benefit of this is that you can have your notes out in front of you. You should do just as much preparation as you would for a face to face interview, and remember that your first impression is vital. Some people are better meeting in person than on the phone, so make sure that you speak confidently, with good pace and try to answer all the questions that are asked.

### **The Face-to-Face Interview**

Face-to-Face Interview is a concept in sociology, linguistics, media and communication studies describing social interaction carried out without any mediating technology. Face-to-face interaction is defined as the mutual influence of individuals' direct physical presence with language. Face-to-face interaction is one of the basic elements of the social system, forming a significant part of individual socialization and experience gaining throughout one's lifetime. Similarly it is also central to the development of various groups and organizations composed of those individuals.

### **The Panel Interview**

These interviews involve a number of people sitting as a panel with one as chairperson. This type of interview is popular within the public sector.

### **The Group Interview**

Several candidates are present at this type of interview. You will be asked to interact with each other by usually a group discussion. You might even be given a task to do as a team, so make sure you speak up and give your opinion.

### **The Sequential Interview**

These are several interviews in turn with a different interviewer each time. Usually, each interviewer asks questions to test different sets of competencies. However, if you are asked the same questions, just make sure you answer each one as fully as the previous time.

Here's a list of interview formats that you should prepare your answers for;

### **Competency Based Interviews**

These are structured to reflect the competencies the employer is seeking for the particular job. These will usually be detailed in the job spectrum so make sure you read it through, and have your answers ready for questions such as "Give me an example of a time you worked as a team to achieve a common goal."

### **Formal / Informal Interviews**

Some interviews may be very formal and others may be very informal and seem like just a chat about your interests. However, it is important to remember that you are still being assessed, and topics should be friendly and clean.

### **Portfolio Based Interviews**

In the design / digital or communications industry it is likely that you will be asked to take your portfolio along or show it online. Make sure all your work is up to date without too little or too much. Make sure that your images if in print are big enough for the interviewer to see properly, and always test your online portfolio on all Internet browsers before turning up.

### **The Second Interview**

If candidate have passed the first interview and had a call to arrange the second. For example: Congratulations! .....But what else is there to prepare for? You did as much as you could for the first interview! Now it is the time to look back and review. You maybe asked the same questions you were asked before, so review them and brush up your answers. Review your research about the company; take a look at the 'About Us' section on their website, get to know their client base, search the latest news on the company and find out what the company is talking about.

**General Interview Preparation**

Here's a list of questions that you should consider your answers for when preparing...

- Why do you want this job?
- Why are you the best person for the job?
- What relevant experience do you have?
- Why are you interested in working for this company?
- What can you contribute to this company?
- What do you know about this company?
- What challenges are you looking for in a position?
- Why do you want to work for this company?
- Why should we hire you?
- What are your salary requirements?

**Steps for a Successful Interview**

To ensure that your interview presentation is smooth and concise, compose and practice giving a two-minute talk about yourself.

**Interview Preparation**

This is one of the most important steps in interviewing. Before each interview, provide detailed information about the client and the available position. However, you need to take additional steps in this process:

Conduct your own research about the company.

Review your own accomplishments, skills, and experience.

Prepare an explanation about your career and reason for making a change.

**First Impression**

Initial impressions are made within the first minute of an interview. To make a positive first impression:

Be immaculate in your appearance.

Wear color-coordinated professional attire.

Give a firm handshake.

Provide fresh copies of your resume to the interviewer.

Maintain good eye contact throughout the interview.

**Highlight Strengths / Skills**

Most interviews will follow a basic pattern in which the client determines your strengths and weaknesses. Highlight the strengths of your individual qualities as well as your ability to work on team projects by giving specific examples of each.

Address the interviewer's concerns sincerely and share a self-improvement plan.

**Enthusiasm and Confidence**

Being enthusiastic about your abilities, the client, and potential opportunity helps convince the interviewer that you are a viable candidate. Throughout the interview:

Be confident--but not egotistical.

Answer interviewer's questions thoughtfully and in detail.

Prepare answers to anticipated questions about your experience and interests.

**Ask Questions**

The interview should be a two-way process. In order to determine if the opportunity will be the right career move for you, ask questions about topics such as responsibilities, expectations, and training, support, evaluation, and company goals.

**Do not Discuss**

Typically you should NOT discuss salary: The candidate will negotiate the best possible compensation package. Before that the candidate must decide how to approach the salary question with your recruiter before the interview.

**Ask for the Position**

Before you leave the interview, explain why you are interested in the position and how your abilities will benefit the company. Ask how to proceed to the next step in the hiring process.

Steps to Take After the Interview

Send a brief note of thanks after the interview.

Group Discussion

**What is Group Discussion?**

Group Discussion is a methodology or in a simple language you may call it an interview process or a group activity. It is used as one of the best tools to select the prospective candidates in a comparative perspective. GD may be used by an interviewer at an organization, colleges or even at different types of management competitions.

A GD is a methodology used by an organization to gauge whether the candidate has certain personality traits and/or skills that it desires in its members. In this methodology, the group of candidates is given a topic or a situation, given a few minutes to think about the same, and then asked to discuss the topic among themselves for 15-20 minutes.

GD evaluation is done by the subject experts based on the discussions. A report will be prepared on analyzing the facts at the end of the discussion.

Personality traits of Group Discussion:

Communication skills

Interpersonal Skills

Leadership Skills

Motivational Skills

Team Building Skills

Analytical /Logical Skills

Reasoning ability

Different Thinking

Initiative

Assertiveness

Flexibility

Creativity

Ability to think on ones feet

Why GDs are implemented commonly:

After testing your technical and conceptual skills in an exam, is to get to know you as a person and gauge how well you will fit in their institute. GD evaluates how you can function as a part of a team. As a manager or as a member of an organization you will always be working in teams. Therefore how you interact in a team becomes an important criterion for your selection. Managers have to work in a team

and get best results out of teamwork. That is the reason why management institutes include GD as a component of the selection procedure.

Company's Perspective:

Companies conduct group discussion after the written test to know more about,

Interactive Skills (how good you are at communication with other people)

Behavior (how open-minded are you in accepting views contrary to your own)

Participation (how good an active speaker you are & your attention to the discussion)

Contribution (how much importance do you give to the group objective as well as your own)

Aspects which make up a Group Discussion are:

Verbal Communication

Non-verbal behavior

Confirmation to norms

Decision making ability

Cooperation

Interview Questions

1. Tell me about yourself.
2. What are the strengths of the organization or department?
3. What are your short-range and long-range career goals, and how are you preparing to achieve them?
4. What are the career opportunities for someone entering this position?
5. Why did you choose this career?
6. What kind of orientation and training is available to new employees?
7. What do you consider to be your greatest strengths and weaknesses?
8. How would you describe yourself?
9. How would a friend or professor describe you?
10. How has your college experience prepared you for your career?
11. How large is the company/college? How large is this particular department/major?
12. To whom would I be reporting and what kind of communication channels are there?
13. What are the long-range plans for this organization?
14. Why should I hire you? How long was my predecessor in this position? Why did he/she leave?
15. How do you determine or evaluate success? How will I be evaluated? How often?
16. In what ways do you think you can make a contribution to our company?

### **POSSIBLE QUESTIONS**

1. Elucidate telephone skills.
2. What are the basics of speaking?
3. Discuss the essentials of communication in detail.
4. Narrate the scenes that happens before you.
5. Discuss the Self-Regulatory Function in Reading Skill.

**REFERENCES:**

1. Learning to Learn: Study Skills in English Cambridge, 2015
2. Advanced Skills; Simon Harenes – CUP. 2015
3. Business Results, Woodward, OUP. 2015
4. Function in English. Jonathan Middlemiss et al, OUP

### QUESTIONS

The reader should know the \_\_\_\_\_ reading.  
\_\_\_\_\_ should guess the meaning of unfamiliar words.  
A good reader should know the writer's \_\_\_\_\_ in a particular construction.  
The reader should vary the \_\_\_\_\_ of reading according to the purpose of reading  
A perfect reader should change the \_\_\_\_\_ of reading according to the purpose.  
If a reader wants to get an idea of the text he/she can \_\_\_\_\_ through the text.  
Reader should \_\_\_\_\_ the text if he/she is searching for a specific information.  
Faulty habits like pointing at the words with a finger or a pencil should be \_\_\_\_\_ while reading  
Eye movement while reading is \_\_\_\_\_  
\_\_\_\_\_ the words mentally should be avoided.  
The reader has to think \_\_\_\_\_ about the information that is given in the text.  
Correct \_\_\_\_\_ is always must to understand reading  
\_\_\_\_\_ can retain the attention or even drive away the listener  
\_\_\_\_\_ is essential for reading.  
One should learn to read at a \_\_\_\_\_, which suits the listeners  
Adjusting the speed according to the need of our \_\_\_\_\_ is essential  
\_\_\_\_\_, while reading are very effective in holding the listeners' attention  
\_\_\_\_\_ is used to quickly identify the main ideas of a text.  
Skimming is done at a speed \_\_\_\_\_ times faster than normal reading.  
\_\_\_\_\_ technique is useful when you are seeking specific information rather than reading for comprehension  
\_\_\_\_\_ works well to find dates, names and places  
\_\_\_\_\_ is a technique you often use when looking up a word in the telephone book or dictionary.  
\_\_\_\_\_ involves moving your eyes quickly down the page seeking specific words and phrases.  
\_\_\_\_\_ comprehension includes all of the processes related to deriving meaning from written language.  
\_\_\_\_\_ indicates that there is meaning in texts and that meaning needs to be understood.  
\_\_\_\_\_ meaning indicates that often readers go beyond the meaning explicitly contained in the text and add to that meaning based on their own experience  
\_\_\_\_\_ includes knowing that written language has meaning and purpose, and that there are conventions in printed language  
\_\_\_\_\_ skill includes knowledge of the alphabetic code ability to attack and find the meaning of familiar and unfamiliar words  
\_\_\_\_\_ decoding is critical for effective comprehension  
\_\_\_\_\_ awareness refers to awareness of the sound system of the language.  
Phonological includes awareness of words that rhyme and alliterate ability to break words into component syllables and component sounds  
\_\_\_\_\_ knowledge includes knowing the meaning of words including multiple meanings of ambiguous words.  
\_\_\_\_\_ structures are the conventional ways in which people organize stories, descriptions, explanations.  
The standard way to organize a story is called \_\_\_\_\_  
Reading comprehension also assumes \_\_\_\_\_ knowledge and an ability to infer meaning from the order of word  
\_\_\_\_\_ comprehension assumes knowledge about the world that is described in the text.  
Reading comprehension assumes an ability \_\_\_\_\_ to relate presented in the text .  
Reading comprehension assumes the ability to hold many units of \_\_\_\_\_ in mind at one time  
\_\_\_\_\_ of a text assumes an ability to distinguish between what is important and what is unimportant.  
Reading effectively is an important skill which can be acquired only through \_\_\_\_\_.  
The book cover of a book gives enough information about the \_\_\_\_\_ of the book.  
\_\_\_\_\_ value the activity of reading and takes pleasure in it.  
Good readers constantly seek to improve their \_\_\_\_\_ ability  
Practice \_\_\_\_\_ reading to increase your reading speed.  
Good readers have confidence in their ability to \_\_\_\_\_ what they read  
Reading comprehension has many parallels with \_\_\_\_\_ comprehension.  
\_\_\_\_\_ reading a text, good readers clarify the purpose of reading.  
\_\_\_\_\_ is facilitated because the reader is oriented to the content of the reading.  
Reader creates a \_\_\_\_\_ of what they have read  
Reader \_\_\_\_\_ the parts that they know they did not properly understand. This of course assumes that they are monitoring their comprehension  
After completing a text, good readers try to \_\_\_\_\_ what they have read to make sure they comprehend it.  
Good reader \_\_\_\_\_ the main points of the text.  
Perfect reader try to apply the \_\_\_\_\_ to other domains they are familiar with or to their own experience.  
Reader make \_\_\_\_\_ about how good the reading was, how much they liked it, whether the reading met its purpose  
\_\_\_\_\_ is an act of taking in or comprehending written or printed words  
The Reader has to use \_\_\_\_\_ to read a group of words at one attempt instead of focusing on each individual word.  
Reading is a complex \_\_\_\_\_ process of decoding symbols.  
The process of recording information to be read later is \_\_\_\_\_.

### MULTIPLE CHOICE QUESTIONS UNIT - III

CHOICE - 1	CHOICE - 2	CHOICE - 3	CHOICE - 4	ANSWER
discover	guess	purpose	pleasure	purpose
reader	poet	writer	narrator	reader
avoid	intention	information	identity	intention
purpose	idea	speed	mouth	speed
style	order	speed	pause	style
reader	skim	scan	knowledge	skim
skim	read line by line	speed	scan	scan
avoided	encouraged	mandatory	agreed	avoided
encouraged	scan the text	avoidable	unavoidable	unavoidable
scanning	mouth	speaking	shouting	mouth
avoid	critically	logically	sequence	critically
punctuation	purpose	pronunciation	mouth	pronunciation
voice	speed	subject	pause	voice
pitch	clarity	voice	speed	clarity
pitch	pause	pace	clarity	pace
speaker	audience	narrator	writer	audience
pause	pace	skim	order	Pauses
scanning	purpose	skimming	dictionary	skimming
three to four	four to five	three to five	four to six times	three to four
scanning	skimming	editing	writer	skimming
skimming	reading	scanning	writing	skimming
writing	reading	skimming	scanning	scanning
skimming	scanning	mouth	editing	scanning
listening	writing	reading	editing	reading
logical	lexica;	constructing meaning	Deriving meaning	Deriving meaning
Constructing	original	Deriving	lexical	Constructing
books	Literacy awareness	listening	sequence	Literacy awareness
decoding	encoding	organising	applying	a) decoding
quick	Fluent	pace	lexical	Fluent
sound	lexica;	Phonological	Deriving meaning	Phonological
logical	syllables	accent	tone	syllables
word	tone	meaning	voice	word
logical	Discourse	standard	organising	Discourse
narrative discourse	story writing	narrative writing	story structure	narrative discourse structure
tone	syntax	coherence	intonation	syntax
listening	writing	reading	understanding	reading
actions and themes	tone and voice	idea and purpose	intonation	actions and themes
theme	information	tone	editing	information
Effective reading	communication	Effective speaking	listening	Effective reading
speaking	practice	hearing	comprehend	practice
content	index	author	review	content
Reader	News reader	Writer	Editor	Reader
listening	writing	reading	hearing	reading
loud	silent	speed	mouth	silent
read and understand	theme and idea	write and summarize	way of narrative	read and understand
speaking	writing	listening	effective reading	listening
after	before	during	review	before
author	Idea	Reading comprehensi	speaking	Reading comprehension
mental image	essay	review	summary	mental image
rewrite	review	revise	reread	reread
overview	summarize	understand	purpose	summarize
listen	write	rewrite	review	review
perface	content	publish	practice	content
judgments	summarize	think	practice	judgments
editing	hearing	writing	reading	reading
mouth	eye span	silence	pencil	eye span
cognitive	comprehension	acquisition	developing	cognitive
speaking	reading	writing	communication	writing

**KARPAGAM ACADEMY OF HIGHER EDUCATION**

(Established under Section 3 of UGC Act 1956)

Pollachi Main Road, Eacharani Post, Coimbatore-641 021

**DEPARTMENT OF ENGLISH**

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**SUBJECT : PART II ENGLISH III****SEMESTER: III****SUBJECT CODE: 16ENU301****CLASS : II B.COM. A**

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**UNIT III**

Reading and its purposes, Types of Reading, Reading Techniques, Reading Comprehension, Note Making

**UNIT III  
READING****Introduction to Reading Skill**

The reader should know the purpose of reading, guess the meaning of new words and discover the meaning of unfamiliar words. He should attempt to guess the writer's actual intention in a particular construction. The reader should vary the speed of reading according to the purpose of reading. He should change the style of reading according to the purpose. That is skim through a text if he/she wants to know what the text is about. He/she should scan the text if he/she is searching for a specific piece of information.

Faulty habits like pointing at the words with a finger or a pencil or some other object should be avoided while reading. Moving the head from one side to another instead of using eye movement, should be avoided. 'Mouthing' the words mentally (but not being audible) should be avoided. Should perceive only one word at a time; the student cannot perceive a group of words both visually and mentally per eye fixation. Have a backward eye movement along a line. He should not stop with just understanding the information in a given text. Should go beyond the text and think critically about what is given in a text.

One should ask questions to oneself as the reading goes. Some questions, which can be asked are:

- What is the main point in the paragraph?
- What are the arguments used in the paragraph?
- Do I agree with the author?

While reading the pronunciation, intonation, voice quality, clarity, pace (correct speed) and pause are necessary. Correct pronunciation is always a must to understand any reading. The intonation and voice depend on the subject read. Voice can retain the attention or even drive away the listener. Clarity is essential for reading. Words have to be pronounced clearly. The sounds/words should not be swallowed. The lip movement should be distinct. One should learn to read at a pace, which suits the listeners. Adjusting the speed according to the need of our audience is essential. Pauses, while reading are very effective in holding the listeners' attention.

**Reading with a Purpose**

Reading has a purpose and one never reads without a purpose.

The three main purposes of reading are: a) pleasure b) information c) interpretation.

The purpose of reading should be known by the reader. The meaning of new and unfamiliar words should be guessed and discovered. The writer's actual intention in a particular construction should be guessed. The speed and style of reading should vary according to the purpose of reading. To know about the text, one should skim. To search for a specific piece of information one should scan. Faulty habits like pointing at the words with a finger or a pencil or some other object should be avoided while reading. Moving the head from one side to another instead of using eye movement, should be avoided. 'Mouthing' the words audibly using lip movement should be avoided. Pronouncing the words mentally (but not being audible) should be avoided. Should perceive only one word at a time; the student cannot perceive a group of words both visually and mentally per eye fixation. One should have a backward eye movement along a line. One should not stop with just understanding the information in a given text. Should go beyond the text and think critically about what is given in the text. One should ask questions to oneself as the reading goes. Some questions, which can be asked, are: What is the main point in the paragraph? What are the arguments used in the paragraph? Do I agree with the author etc.? While reading the pronunciation, intonation, voice quality, clarity, pace (correct speed) and pause are necessary. Correct pronunciation is always a must to understand any reading. The intonation and voice depend on the subject read. Voice can retain the attention or even drive away the listener. Clarity is essential for reading. Words have to be pronounced clearly. The sounds/ words should not be swallowed and the lip movement should be distinct. One should learn to read at a pace, which suits the listeners. Adjusting the speed according to the need of our audience is essential. Pauses while reading are very effective in holding the listeners' attention.

**TYPES OF READING**

An overview of reading skills and strategies

Two main reading categories

A – ORAL

B – SILENT

1. SKIMMING

2. SCANNING

3. INTENSIVE READING

4. EXTENSIVE READING

**SKIMMING**

Skimming is used to quickly gather the most important information, or 'gist'. Run your eyes over the text, noting important information. Use skimming to quickly get up to speed on a current business situation. It's not essential to understand each word when skimming.

*Examples of Skimming*

- The Newspaper (quickly to get the general news of the day)
- Magazines (quickly to discover which articles you would like to read in more detail)
- Business and Travel Brochures (quickly to get informed)



**SCANNING**

Scanning is used to find a particular piece of information. Run your eyes over the text looking for the specific piece of information you need. Use scanning on schedules, meeting plans, etc. in order to find the specific details you require. If you see words or phrases that you don't understand, don't worry when scanning.

*Examples of Scanning*

- The "What's on TV" section (itinerary) of your newspaper.
- A train / airplane schedule
- A conference guide

**EXTENSIVE READING**

Extensive reading is used to obtain a general understanding of a subject and includes reading longer texts for pleasure, as well as business books. Use extensive reading skills to improve your general knowledge of business procedures. Do not worry if you understand each word.

*Examples of Extensive reading*

- The latest marketing strategy book
- A novel you read before going to bed
- Magazine articles that interest you

**INTENSIVE READING**

Intensive reading is used on shorter texts in order to extract specific information. It includes very close accurate reading for detail. Use intensive reading skills to grasp the details of a specific situation. In this case, it is important that you understand each word, number or fact.

*Examples of Intensive reading*

- A bookkeeping report
- An insurance claim
- A contract

**RECAP**

- Skimming - Reading rapidly for the main points.
- Scanning - Reading rapidly through a text to find specific information required.
- Extensive - Reading longer texts, often for pleasure and for an overall understanding.
- Intensive - Reading shorter texts for detailed information with an emphasis on precise understanding.

**READING TECHNIQUES**

Reading is a great habit that can change human life significantly. It can entertain us; amuse us and enrich us with knowledge and experiences narrated. There exist some reading techniques, which if mastered at a growing stage can help us, be better and far more comprehensive readers.

**Seven Reading Techniques or Styles are the following:**

Scanning

Skimming  
Active Reading  
Detailed  
Speed  
Structure-Proposition-Evaluation  
Survey-Question-Read-Recite-Review

The followings are seven styles / techniques of reading used in different situations:

### **1. Reading Technique-Scanning**

Scanning through the text is a reading strategy that is used for getting some specific points by looking at the whole text. For highlighting the important points of a book the readers can skim through the summary or the preface or the beginning and ending chapters of that book.

For example: This technique is used for looking up a name from the telephone guide book.

### **2. Reading Technique-Skimming**

This reading technique is used for getting the gist of the whole text lead. We generally use this technique at the time of reading newspaper or magazine. Under this technique, we read quickly to get the main points, and skip over the detail. It is useful in getting a preview of a passage before reading it in detail or reviving understandings of a passage after reading it in detail.

### **3. Active Reading Style**

Active reading aims to get an in-depth understanding of the text. Under this technique, the reader actively involved with the text while reading it. Getting in depth knowledge on the text at hand is not possible by reading to skim through or scan through the text.

### **4. Detailed Reading**

This technique is used for extracting information accurately from the whole text. Under this technique, we read every word for understanding the meaning of the text. In this careful reading, we can skim the text first for getting a general idea and then go back to read in detail. We can use a dictionary to find the meaning of every unfamiliar word.

### **5. Speed Reading**

Speed-reading is actually a combination of various reading methods. The aim of speed-reading is basically to increase the reading speed without compromising the understanding of the text reading. Some of the strategies used in speed reading are as follows:

Identifying words without focusing on each letter;  
Not to sounding-out all words;  
Not sub-vocalizing some phrases;  
Spending less time on some phrases than others;  
Skimming small sections.

### **6. Structure-Proposition-Evaluation**

This is an interesting reading technique suggested by Mortimer Adler in his book *How to Read a Book*. This reading technique is mainly applicable to non-fiction writing. This technique suggests reading as per the three following patterns:

Studying the structure of the work;

Studying the logical propositions made and organized into chains of inference;

Evaluation of the merits of the arguments and conclusions.

### **7. Reading Techniques: Survey-Question-Read-Recite-Review**

This method aims facilitating a clear understanding of the text that the reader would be able to teach whatever he has learned during the process of reading. The process involves five different steps, which are as follows:

#### **Survey**

Survey involves getting a quick idea on the whole writing piece. For example, reading the introduction or summary of a book will be enough to get an idea on that book.

#### **Question**

We are not just reading the words or looking at the words but are actually trying to make out the underlying meaning of the text. So, we should prepare questions in our mind and look for the answers while reading the text.

#### **Read**

The reader should read selectively if they are looking for any specific.

#### **Recite**

The reader should answer the questions in his own words using only the key words that are required to sum up the complete idea.

#### **Review**

The reader should review the entire things in his mind.

Reading is the basic foundation on which academic skills of individuals are built. As we know the paramount importance of reading, it is given the top priority in primary education. Many believe that reading is a true measure of a person's success in academics. Most of the subjects taught to us are based on a simple concept – read, understand, analyze, synthesize, and get information.

### **READING COMPREHENSION**

Reading is a skill many people take for granted, but the act of reading and properly comprehending a text is a complex and interactive process. It requires several different brain functions to work together and most often requires one to puzzle through multiple layers of context and meaning.

Because reading comprehension is so complicated, we can often find ourselves understanding the most basic interpretation of a text, but missing the emotional core or the “big picture.” Or we might just find our brains spinning with no clue at all as to what a text is attempting to convey.

But luckily for everyone who struggles in English classes, on standardized tests, or in daily life, reading comprehension can be improved upon (and it's never too late to start!). In this guide, I explain step-by-step how to improve reading comprehension over time and offer tips for boosting your understanding as you read.

**What is Reading Comprehension?**

Reading comprehension is the understanding of what a particular text means and the ideas the author is attempting to convey, both textual and sub textual. In order to read any text, your brain must process not only the literal words of the piece, but also their relationship with one another, the context behind the words, how subtle language and vocabulary usage can impact emotion and meaning behind the text, and how the text comes together as a larger, coherent whole.

Without practice in reading comprehension, nuances like these can become lost. And so it can happen that someone may find themselves reading, but not truly comprehending the full meaning of a text. As we can see, reading comprehension involves many processes happening in your brain at once, and thus it can be easy for some aspects of a text to get lost in the muddle. But the good news for anyone who struggles is that reading comprehension is a skill just like any other. It must be learned through practice, focus, and diligence, but it absolutely can be learned.

**Why Reading Comprehension is Important**

Proper reading comprehension can be difficult, so why bother? Even though learning how to properly read and comprehend texts is a complicated process, it is a necessary skill to master, both for work and for pleasure.

Everyone needs to know how to read and interpret all kinds of different texts—both on the basic, literal level and on a more in-depth level—throughout your schooling, in college, and in the working world (as well as in your recreation time!). If we think about "reading" just as a literal or surface understanding of a piece and "reading comprehension" as the complete understanding, a person can only get by in the world on pure "reading" for so long.

Reading comprehension is essential for many significant aspects of daily life, such as:

- Reading, understanding, and analyzing literature in your English classes
- Reading and understanding texts from your other class subjects, such as history, math, or science
- Doing well on both the written and math sections of the SAT (or all five sections of the ACT)
- Understanding and engaging with current events presented in written form, such as news reports
- Properly understanding and responding to any and all other workplace correspondence, such as essays, reports, memos, and analyses
- Simply taking pleasure in written work on your own leisure time

**How to Improve Reading Comprehension: 3 Steps**

Because reading comprehension is a skill that improves like any other, you can improve your understanding with practice and a game plan. By combining reading-for-studying and reading-for-pleasure, you'll be able to improve your reading skill without relegating reading time to the realm of "work" alone. Reading is a huge part of our daily lives, and improving your comprehension should never come at the cost of depriving yourself of the pleasure of the activity.

**Step 1: Understand and Re-evaluate how you're Currently Reading**

Before you can improve your reading comprehension, you must first understand how you're currently reading and what your limitations are.

Start by selecting excerpts from different texts with which you are unfamiliar text books, essays, novels, news reports, or any kind of text you feel you particularly struggle to understand and read

them as you would normally. As you read, see if you can notice when your attention, energy, or comprehension of the material begins to flag.

If your comprehension or concentration tends to lag after a period of time, start to slowly build up your stamina. For instance, if you continually lose focus at the 20 minute mark every time you read, acknowledge this and push yourself to slowly increase that time, rather than trying to sit and concentrate on reading for an hour or two at a stretch. Begin by reading for your maximum amount of focused time (in this case, twenty minutes), then give yourself a break. Next time, try for 22 minutes. Once you've mastered that, try for 25 and see if you can still maintain focus. If you can, then try for thirty.

If you find that your concentration or comprehension starts to lag again, take a step back on your timing before pushing yourself for more. Improvement comes with time, and it'll only cause frustration if you try to rush it all at once.

Alternatively, you may find that your issues with reading comprehension have less to do with the time spent reading than with the source material itself. Perhaps you struggle to comprehend the essential elements of a text, the context of a piece, character arcs or motivation, books or textbooks with densely packed information, or material that is heavily symbolic. If this is the case, then be sure to follow the tips below to improve these areas of reading comprehension weakness. Improving your reading comprehension level takes time and practice, but understanding where your strengths and weaknesses stand now is the first step towards progress.

### **Step 2: Improve Your Vocabulary**

Reading and comprehension rely on a combination of vocabulary, context, and the interaction of words. So you must be able to understand each moving piece before you can understand the text as a whole.

If you struggle to understand specific vocabulary, it's sometimes possible to pick up meaning through context clues (how the words are used in the sentence or in the passage), but it's always a good idea to look up the definitions of words with which you aren't familiar. As you read, make sure to keep a running list of words you don't readily recognize and make yourself a set of flashcards with the words and their definitions. Dedicate fifteen minutes two or three times a week to and quizzing yourself on your vocabulary flashcards. (Note: for tips to help you study your vocabulary, check out our guide to improve studying, including the best way to use flash cards (coming soon!).)

In order to retain your vocabulary knowledge, you must practice a combination of practiced memorization (like studying your flashcards) and make a point of using these new words in your verbal and written communication. Guided vocabulary practice like this will give you access to new words and their meanings as well as allow you to properly retain them.

### **Step 3: Read for Pleasure**

The best way to improve your reading comprehension level is through practice. And the best way to practice is to have fun with it!

Make reading a fun activity, at least on occasion, rather than a constant chore. This will motivate you to engage with the text and embrace the activity as part of your daily life (rather than just your study/work life). As you practice and truly engage with your reading material, improvement will come naturally.

Begin by reading texts that are slightly below your age and grade level (especially if reading is frustrating or difficult for you). This will take pressure off of you and allow you to relax and enjoy the story.

Once you feel more comfortable reading and practicing your comprehension strategies (tips in the next section), go ahead and allow yourself to read at whatever reading or age level you feel like. Even if you feel that you don't understand some of the text right now--or even a large portion of it!--if you enjoy yourself and give it your best shot, you'll find that your reading comprehension levels will improve over time.

#### **Step 4: Reading Comprehension Tips**

Improving your vocabulary and increasing the amount of time you spend reading overall will help you to improve your reading comprehension over time, but what do you do to help you to comprehend a particular piece of text?

Here, I'll walk you through the steps to take as you're reading so that you can understand the text and improve how you're reading, when you're reading.

#### **Few tips to develop reading comprehension**

##### **Tip 1: Stop When You Get Confused and Try to Summarize What You Just Read**

As you read, let yourself stop whenever you lose focus or feel confused. Just stop. Now, without re-reading, summarize aloud or in your head what you've comprehended so far (before the place where you became confused).

Skim back through the text and compare how you've summarized it with what's written on the page. Do you feel you've captured the salient points? Do you feel a little more focused on what's going on now that you've put the material into your own words?

Keep reading with your summation in mind and let yourself stop and repeat the process whenever the piece becomes confusing to you. The more you're able to re-contextualize the work in your own words, the better you'll be able to understand it and lock the information in your mind as you keep reading.

##### **Tip 2: If You're Struggling, Try Reading Aloud**

Sometimes, we can form a sort of "mental block" that can halt our reading progress for whatever reason (maybe the sentence looks complex or awkward, maybe you're tired, maybe you feel intimidated by the word choice, or are simply bored).

Reading these problematic passages aloud can often help circumvent that block and help you to form a visual of what the text is trying to convey.

##### **Tip 3: Re-read (or Skim) Previous Sections of the Text**

For the most part, reading is a personal activity that happens entirely in your head. So don't feel you have to read just like anyone else if "typical" methods don't work for you. Sometimes it can make the most sense to read (or re-read) a text out of order.

It is often helpful to glance backwards through a piece of text (or even re-read large sections) to remind yourself of any information you need and have forgotten--what happened previously, what a particular word means, who a person was...the list is endless.



Previous sentences, sections, or even whole chapters can provide helpful context clues. Re-reading these passages will help to refresh your memory so that you can better understand and interpret later sections of the text.

**Tip 4: Skim or Read Upcoming Sections of the Text**

Just like with the previous step, don't feel that the only way to read and understand a text is to work through it completely linearly. Allow yourself the freedom to take apart the text and put it back together again in whichever way makes the most sense to you.

Sometimes a current confusion in a work will be explained later on in the text, and it can help you to know that explanations are upcoming or even just to read them ahead of time.

So skip forward or backwards, re-read or read ahead as you need to, take the piece in whatever order you need to in order to make sense of the text. Not everyone thinks linearly, and not everyone best understands texts linearly either.

**Tip 5: Discuss the Text with a Friend (Even an Imaginary Friend)**

Sometimes discussing what you know so far about a text can help clear up any confusion. If you have a friend who hasn't read the text in question, then explain it to them in your own words, and discuss where you feel your comprehension is lacking. You'll find that you've probably understood more than you think once you've been forced to explain it to someone who's completely unfamiliar with the piece.

Even if no one else is in the room, trying to teach or discuss what a passage says or means with "someone else" can be extremely beneficial. In fact, software engineers call this technique "rubber duck debugging," wherein they explain a coding problem to a rubber duck. This forces them to work through a problem aloud, which has proven time and time again to help people solve problems. So if a piece of text has your head spinning from trying to work through it by yourself, start chatting with your nearest friend/pet/rubber duck. You'll be surprised with how much easier it is to understand a text once you've talked it through with someone. Even if that someone is a duck.

**NOTE MAKING****How to make notes**

**Step 1-** The students are required to read the passage to get a gist of the passage, to know what it is all about, or what the theme is.

**Step 2-** The main idea or the central theme of the passage should be found out.

**Step 3-** The important points related to the main theme are noted.

**Step 4-** Add the sub-points which supplement the main points. There is no need to give examples.

**Step 5-** Pay attention to the way you would like to present the notes, There is a proper format for note making you have to follow it & make your notes in the proper format.

**Step 6-** Use abbreviations wherever necessary.

**Step 7-** Use proper indentation to present the notes as shown here (use either or the two given below.)

The points are numbered in different ways, but numbering should be consistent. Complete sentences should not be written.

**POSSIBLE QUESTIONS**

1. How many types of reading?
2. Explain the purpose of reading.
3. Elucidate the methods, types of reading skill.
4. What are the tips that have to be taken care for Reading Comprehension?
5. What are the main factors in improving reading speed?
6. What are the main factors in improving reading speed?

**REFERENCES:**

1. Learning to Learn: Study Skills in English Cambridge, 2015
2. Advanced Skills; Simon Harenas – CUP. 2015
3. Business Results, Woodward, OUP. 2015
4. Function in English. Jonathan Middlemiss et al, OUP