

**KARPAGAM ACADEMY OF HIGHER EDUCATION**

(Deemed to be University)

(Established Under Section 3 of UGC Act 1956)

Coimbatore - 641021.

ENGLISH – III (Theory and Practical)**(Communication Lab/BEC/IELT)****(For all undergraduate students admitted from 2016 onwards)**

SUBJECT : ENGLISH – III (Theory and Practical)**SEMESTER** : III**SUBJECT CODE:** 17ENU301 **CLASS:** II B.Com/CA/ PA/ BPS & BBA.

17ENU301**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.

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:

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

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DEPARTMENT OF ENGLISH**SUBJECT : ENGLISH- III****SEMESTER : III****SUBJECT CODE: 17ENU301 CLASS: II B.Com/CA/PA/ BPS, & BBA.**

LECTURE PLAN
DEPARTMENT OF ENGLISH
UNIT - I – LISTENING

S.No.	Duration Hours	Topics to be Covered
1.	1	Introducing the Syllabus and Exam pattern
2.	1	Listening Skills
3.	1	Importance of Listening
4.	1	Principles of Listening
5.	1	Types of Listening: Active and Passive Listening
6.	1	Exercise- Listening for Main Idea
7.	1	Types of Listening- Discriminative Listening, Biased Listening, and Evaluative Listening
8.	1	Appreciative Listening, Sympathetic Listening, Therapeutic Listening, & Relationship Listening
9.	1	Types of Listening: False Listening, Selective Listening, Full and Deep Listening.
10.	1	Exercise- Listening for details
11.	1	Exercise- Listening for a sequence
12.	1	Exercise- Listening for Specific Vocabulary
13.	1	Critical Listening in detail
14.	1	Critical Listening
15.	1	Tips for Listening Critically
16.	1	Exercise – Critical Listening
17.	1	Problems in Listening
18.	1	Note Taking – Definition and Usage
19.	1	Exercise – Note Taking
20.	1	Revision
		Total Hrs. Planned - 20 hrs.

Website: <http://www.skillsyouneed.com/ips/listening-skills.html>
<http://www.skillsyouneed.com/ips/listening-principles.html>

UNIT - II - SPEAKING

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	Exercise - Basics of Speaking
6	1	Regular English
7	1	Introduction: Farewell remarks, Making requests, and asking permission
8	1	Exercise
9	1	Giving and Denying permission, Offering and Accepting help, Giving instructions, orders.
10	1	Telephone Skills –Telephone Etiquettes, Handling Calls, and Leaving Message
11	1	Exercise
12	1	Business English
13	1	Exercise
14	1	Travel English
15	1	Exercise
16	1	Interview English
17	1	Exercise
18	1	Interview English
19	1	Exercise
20	1	Problems in Speaking English and Remedies
21	1	Revision
		Total Hrs. planned - 21 hrs.

Website : <http://toastmastersd17.org/resource/basic-speaking - skills/>

UNIT - III - READING

S.No.	Duration Hours	Topics to be Covered
1.	1	Introduction to Reading Skill
2.	1	Reading and its Purpose
3.	1	Exercise - Reading and its Purpose
4.	1	Types of Reading
5.	1	Exercise - Types of Reading
6.	1	Reading Techniques
7.	1	Exercise - Reading Techniques
8.	1	Reading Comprehension
9.	1	Exercise – Reading Comprehension
10.	1	Exercise – Reading Comprehension
11.	1	Problems in Reading and Finding Remedies
12.	1	Note Making
13.	1	Exercise – Note Making
14.	1	Exercise – Note Making
15.	1	Revision
		Total hrs. planned -15 hrs.

UNIT IV- WRITING

S.No.	Duration Hours	Topics to be Covered
1.	1	Introduction to Writing Skill
2.	1	Types of Writing – Expository
3.	1	Exercise - Expository Writing
4.	1	Types of Writing – Persuasive
5.	1	Exercise - Persuasive Writing
6.	1	Types of Writing – Narrative
7.	1	Exercise - Narrative
8.	1	Types of Writing – Descriptive
9.	1	Exercise - Descriptive
10.	1	Components of Writing – Grammatical
11.	1	Components of Writing – Compositional
12.	1	Components of Writing – Domain Knowledge
13.	1	Writing Contexts
14.	1	Exercise – Writing Contexts
15.	1	Language and Style in writing
16.	1	Importance of Professional Writing
17.	1	Features of Written Communication
18.	1	Choice of Words and Phrases
19.	1	Sentence Structure and Length
20.		Paragraph Structure and Length
21.	1	Final Draft
22.		Exercise- Language and Style
23.	1	Revision
		Total hrs. planned - 24hrs.

Website: <http://owlocation.com/humanities/four-types-of-writing>

UNIT V – VOCABULARY ENRICHMENT

S.No.	Duration Hours	Topics to be Covered
1.	1	Synonyms
2.	1	Exercise - Synonyms
3.	1	Antonyms
4.	1	Exercise - Antonyms
5.	1	Homonyms, Homophones, Homographs
6.	1	Exercise - Homonyms
7.	1	Exercise - Homophones
8.	1	Exercise - Homographs
9.	1	Idioms and Phrases
10.	1	Exercise - Idioms and Phrases
11.	1	Phrasal Verbs
12.	1	Exercise - Phrasal Verbs
13.	1	One Word Substitute
14.	1	Exercise - One Word Substitute
15.	1	Revision for End Semester Examination
16.	1	Revision for End Semester Examination
17.	1	Revision for End Semester Examination
		Total Hrs. planned -17 hrs.

UNIT-I

LISTENING

- **Listening and its types**
- **Basic Listening Lessons**
- **Critical Listening Lessons**
- **Advanced Listening Lessons**
- **Note Taking**

Definition

A good listener will listen not only to what is being said, but also to what is left unsaid or only partially said. Effective listening therefore involves observing body language and noticing inconsistencies between verbal and non-verbal messages, as well as just what is being said at any given moment.

For example, if someone tells you that they are happy with their life but through gritted teeth or with tears filling their eyes, you should consider that the verbal and non-verbal messages are in conflict. Maybe they don't mean what they say.

Listening is therefore not just a matter of using your ears, but also your eyes. There are ten principles behind really good listening.

Ten Principles of Effective Listening

1. Stop Talking

When somebody else is talking listen to what they are saying, do not interrupt, talk over them or finish their sentences for them. Stop, just listen.

When the other person has finished talking you may need to clarify to ensure you have received their message accurately.

2. Prepare Yourself to Listen

Focus on the speaker. Put other things out of mind. The human mind is easily distracted by other thoughts – what's for lunch, what time do I need to leave to catch my train, is it going to rain – try to put other thoughts out of mind and concentrate on the messages that are being communicated.

3. Put the Speaker at Ease

Remember their needs and concerns. Nod or use other gestures or words to encourage them to continue. Maintain eye contact but don't stare – show you are listening and understanding what is being said.

4. Remove Distractions

Don't doodle, shuffle papers, look out the window, pick your fingernails or similar. Avoid unnecessary interruptions. These behaviours disrupt the listening process and send messages to the speaker that you are bored or distracted.

5. Empathise

Look at issues from their perspective. Let go of preconceived ideas. By having an open mind we can more fully empathise with the speaker. If the speaker says something that you disagree with then wait and construct an argument to counter what is said but keep an open mind to the views and opinions of others.

6. Be Patient

A pause, even a long pause, does not necessarily mean that the speaker has finished. Be patient and let the speaker continue in their own time, sometimes it takes time to formulate what to say and how to say it. Never interrupt or finish a sentence for someone.

7. Avoid Personal Prejudice

Try to be impartial. Don't become irritated and don't let the person's habits or mannerisms distract you from what the speaker is really saying. Everybody has a different way of speaking - some people are for example more nervous or shy than others, some have regional accents or make excessive arm movements, some people like to pace whilst talking - others like to sit still. Focus on what is being said and try to ignore styles of delivery.

8. Listen to the Tone

Volume and tone both add to what someone is saying. A good speaker will use both volume and tone to their advantage to keep an audience attentive; everybody will use pitch, tone and volume of voice in certain situations – let these help you to understand the emphasis of what is being said.

9. Listen for Ideas – Not Just Words

You need to get the whole picture, not just isolated bits and pieces. Maybe one of the most difficult aspects of listening is the ability to link together pieces of information to reveal the ideas of others. With proper concentration, letting go of distractions, and focus this becomes easier.

10. Wait and Watch for Non-Verbal Communication

Gestures, facial expressions, and eye-movements can all be important. We don't just listen with our ears but also with our eyes – watch and pick up the additional information being transmitted via non-verbal communication.

Basic Type of Listening

- Active Listening
- Passive Listening

Types of Listening

Discriminative listening

Discriminative listening is the most basic type of listening, whereby the difference between difference sounds is identified. If you cannot hear differences, then you cannot make sense of the meaning that is expressed by such differences. We learn to discriminate between sounds within our own language early, and later are unable to discriminate between the phonemes of other languages. This is one reason why a person from one country finds it difficult to speak another language perfectly, as they are unable distinguish the subtle sounds that are required in that language.

Likewise, a person who cannot hear the subtleties of emotional variation in another person's voice will be less likely to be able to discern the emotions the other person is experiencing.

Listening is a visual as well as auditory act, as we communicate much through body language. We thus also need to be able to discriminate between muscle and skeletal movements that signify different meanings.

Biased listening

Biased listening happens when the person hears only what they want to hear, typically misinterpreting what the other person says based on the stereotypes and other biases that they have. Such biased listening is often very evaluative in nature.

Evaluative listening

In evaluative listening, or critical listening, we make judgments about what the other person is saying. We seek to assess the truth of what is being said. We also judge what they say against our values, assessing them as good or bad, worthy or unworthy.

Evaluative listening is particularly pertinent when the other person is trying to persuade us, perhaps to change our behavior and maybe even to change our beliefs. Within this, we also discriminate between subtleties of language and comprehend the inner meaning of what is said. Typically also we weigh up the pros and cons of an argument, determining whether it makes sense logically as well as whether it is helpful to us.

Evaluative listening is also called critical, judgmental or interpretive listening.

Appreciative listening

In appreciative listening, we seek certain information which will appreciate, for example that which helps meet our needs and goals. We use appreciative listening when we are listening to good music, poetry or maybe even the stirring words of a great leader.

Sympathetic listening

In sympathetic listening we care about the other person and show this concern in the way we pay close attention and express our sorrow for their ills and happiness at their joys.

Empathetic listening

When we listen empathetically, we go beyond sympathy to seek a truer understanding of how others are feeling. This requires excellent discrimination and close attention to the nuances of emotional signals. When we are being truly empathetic, we actually feel what they are feeling.

In order to get others to expose these deep parts of themselves to us, we also need to demonstrate our empathy in our demeanor towards them, asking sensitively and in a way that encourages self-disclosure.

Therapeutic listening

In therapeutic listening, the listener has a purpose of not only empathizing with the speaker but also to use this deep connection in order to help the speaker understand, change or develop in some way. This not only happens when you go to see a therapist but also in many social situations, where friends and family seek to both diagnose problems from listening and also to help the speaker cure themselves, perhaps by some cathartic process. This also happens in work situations, where managers, HR people, trainers and coaches seek to help employees learn and develop.

Relationship listening

Sometimes the most important factor in listening is in order to develop or sustain a relationship. This is why lovers talk for hours and attend closely to what each other has to say when the same words from someone else would seem to be rather boring.

Relationship listening is also important in areas such as negotiation and sales, where it is helpful if the other person likes you and trusts you.

False listening

False listening occurs where a person is pretending to listen but is not hearing anything that is being said. They may nod, smile and grunt in all the right places, but do not actually take in anything that is said. This is a skill that may be finely honed by people who do a lot of inconsequential listening, such as politicians and royalty. Their goal with their audience is to make a good impression in very short space of time before they move on, never to talk to that person again. It is also something practiced by couples, particularly where one side does most of the talking. However, the need for relationship here can lead to this being spotted ('You're not listening again!') and consequent conflict.

Initial listening

Sometimes when we listen we hear the first few words and then start to think about what we want to say in return. We then look for a point at which we can interrupt. We are also not listening then as we are spending more time rehearsing what we are going to say about their initial point.

Selective listening

Selective listening involves listening for particular things and ignoring others. We thus hear what we want to hear and pay little attention to 'extraneous' detail. Partial listening

Partial listening is what most of us do most of the time. We listen to the other person with the best of intent and then become distracted, either by stray thoughts or by something that the other person has said. We consequently dip inside our own heads for a short while as we figure out what they really mean or formulate a question for them, before coming back into the room and starting to listen again. This can be problematic when the other person has moved on and we are unable to pick up the threads of what is being said. We thus easily can fall into false listening, at least for a short while. This can be embarrassing, of course, if they suddenly ask your opinion. A tip here: own up, admitting that you had lost the thread of the conversation and asking them to repeat what was said.

Full listening

Full listening happens where the listener pays close and careful attention to what is being said, seeking carefully to understand the full content that the speaker is seeking to put across.

This may be very active form of listening, with pauses for summaries and testing that understanding is complete. By the end of the conversation, the listener and the speaker will probably agree that the listener has fully understood what was said.

Full listening takes much more effort than partial listening, as it requires close concentration, possibly for a protracted period. It also requires skills of understanding and summary.

Deep listening

Beyond the intensity of full listening, you can also reach into a form of listening that not only hears what is said but also seeks to understand the whole person behind the words.

In deep listening, you listen between the lines of what is said, hearing the emotion, watching the body language, detecting needs and goals, identifying preferences and biases, perceiving beliefs and values, and so on.

Critical Listening

Critical listening is a rational process of evaluating arguments put forward by others.

Subject and logic

The focus of criticism may be either or both of the subject matter being discussed or the logical structure of the argument being proposed.

Subject-matter

Critical listening may be based on the subject-matter being talked about and assumes the listener is sufficiently expert in the subject matter to be able to form a valid opinion.

Logic

It may also be based on the logic and structure of the argument being proposed, which assumes the listener has a sound grasp of logic and argumentation.

SIER structure

- 'SIER' critical listening breaks the process down into four repeating parts:
- Sensing
- Sensing is simply hearing the words. This is not automatic and requires careful focus and attention that excludes any distractions.

Interpretation

- Interpretation is the process of understanding and assigning basic meaning. It is based on the mental models and schemata of the listener, many of which may be based on commonly accepted knowledge and paradigms.
- Evaluation
- Evaluation is the process of judging the argument, assessing 'facts' presented for real accuracy and seeking structural integrity and fallacies in the argument presented.

Assignment

Finally, having judged the argument, the critical listener may assign worth to it. An argument may thus be judged as strong, rational, truthful and worthy, or weak, illogical, false and unworthy.

Critical listening skills

Understand person and context. When seeking to do critical listening, it can help to understand the person and their context. Many arguments do not stand alone and understanding why the person is saying what they are saying can help in the understanding and consequently evaluation of their message.

Probe

When people speak, there may be much that is assumed or otherwise left out of what is said. A useful approach is to probe, asking questions to add useful information and help them develop their argument.

Care here is needed to avoid leading questions, and other ways your interaction can 'pollute' the argument the other person is giving, turning it into a normal conversation rather than an assessment of another person's views.

A useful tool for probing are the Kipling questions of how, what, why, when where and who. These can give you much extra, useful information.

Discrimination

An important part of listening and evaluation is in separating one thing from another. This may take more time and questions, but lets you more accurately understand differences and get to important detail.

An unskilled listener will quickly categorize what is said into one of a few types of argument. A more skilled person will have many categories and always seek more intermediate or extended cases.

Knowledge of argumentation

Logical argument is a well-developed field that goes back to the ancient Greeks and Romans. An understanding of this field will help you analyze and probe to assess the effectiveness of any proposition.

Fallacies in critical listening

It is easy to get critical listening wrong, which is a particular sin as the critical listener, setting themselves up as a judge, must be impeccable in their judgment or lose serious credibility. Judging the person, not the message

A common error made by those who would be critical in their judgment is that they stray into judging the person rather than their argument. In this way the speaker is found bad, deceitful and so on.

False positives

A 'false positive' in evaluation of the argument is where you judge it as good whilst it is actually flawed in some way. This can happen when your ability to judge is limited by your knowledge or logic capabilities.

False positives also happens where you make an evaluation based on the character of the speaker rather than what they are saying. Similarly, social desirability bias leads you to be 'kind' because you want to be liked.

False negatives

A 'false negative' occurs where you incorrectly judge the argument as being flawed when in fact it is actually valid. This can again happen due to lack of skill of the evaluator. It can also happen if you are overly critical of the speaker.

I would definitely choose the second for myself. In fact, I believe that good listening skills are the most important set of skills that an individual can possess. Of course, I am not referring to the ability to mindlessly listen to what somebody is saying and do exactly what they are telling you do. Rather, I mean the ability to listen critically.

There are several very important steps that most critical, or active, learners go through during the listening process.

1. Simply listen – Listen to the words that the speaker is using. Fully focus on the message that the speaker is conveying. Do not think about what you are going to say next.

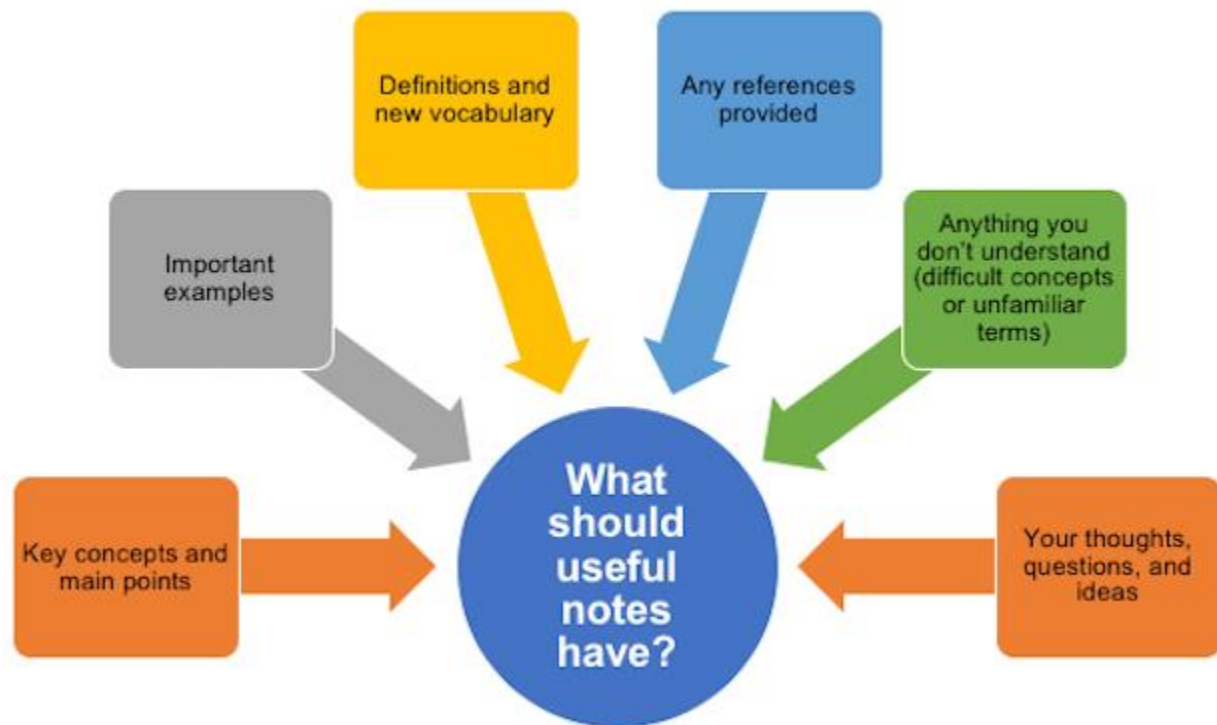
2. Repeat what the speaker has said, back to him/her – Of course, ask permission to do this. Everybody wants to know that they have been listened to. So, the very act of asking this question is helping to develop a deeper relationship with the speaker. During this repetition process, you, the active listener, have an opportunity to consider the reasons why the speaker said what he did. Test your assumptions and considerations by asking, “Did you say this because...” During this process, do not judge what the speaker has said.

3. Encourage the speaker to say more – After you feel that you have developed a deep understanding of what the speaker has said, probe for even a deeper understanding. To do this, you can ask open-ended questions – “Why?” is a particularly good one. If you really want to probe deeply ask this question repeatedly to help the speaker further and further uncover their thoughts. It is absolutely essential to do this with respect and true interest. However, if you are truly interested in what somebody is saying, it can be taken as a near-certainty that the speaker will want to talk.

Note Taking

Listening Note Taking Strategies

Taking effective notes in lectures and tutorials is an essential skill for university study. Good note-taking allows a permanent record of key information that you can integrate with your own writing, and use for exam revision. Taking reliable, accurate notes also reduces the risk of plagiarising. It helps you distinguish where your ideas came from and how and what you think about those ideas.



Six good reasons to take notes

- Notes are a useful record of key information, and the sources of that information.
- Notes inscribe information kinesthetically and help you remember what you heard.
- Taking notes helps you to concentrate and listen effectively.
- Selecting what to note down increases your understanding.
- Notes create a resource for exam preparation.
- Notes taken in classes often contain information that can't be found elsewhere.

Taking notes vs listening: which is more important?

You'll get most out of lectures if you do both, but don't focus on getting everything down to the extent that you miss what the lecturer is saying—remember that actively listening and thinking are what is important.

Lecture slides are usually an outline of the lecture content. They guide your listening and help you identify the key topics and concepts. Take note of what appears on them, but don't confine your note-taking to simply copying it. The information is usually very limited compared to what the lecturer says, so it's more effective to listen to the lecture and take notes from that. Most lecturers make their slides available before class, so print them out and take additional notes in the lecture.

Before the Lecture: Be prepared

Preparation before the lecture provides the background knowledge you need to be an effective listener and an effective student.

- Know what the lecture will be about. Check the course outline for weekly topics.
- Do any required pre-reading.
- If lecture slides are available before class, download them.
- Review notes from previous lectures.
- Set up notebooks/ documents for note-taking.
- Arrive on time and sit near the front - in order to take good notes, you need to hear and see clearly.

During the Lecture: Strategies for effective note-taking

Concentrate and pay attention

Arrive prepared to actively listen and learn, and to think critically. Analysing and questioning the information helps you to focus and understand what you hear.

Don't try to write down everything being said

Be selective—you don't have to transcribe the entire lecture. Effective listening note-taking involves recognising key concepts and identifying and selecting what is relevant. Listen for the overall argument and note the main points and key information.

How can I recognise what is important?

- Distinguish between main points, elaboration, examples, 'waffle' and new points by **listening for**:
 - introductory remarks. Lectures often begin with a useful overview of the key ideas or themes of a particular topic. This helps you grasp the 'big picture'.
 - verbal 'signposts' that indicate something important is about to be said. Lecturers often signal key information with phrases like: "There are four main aspects", "This is important..." or "To sum up".
 - repetition. Important points will often be repeated, especially in introductions and conclusions.
 - phonological cues (voice emphasis, change in volume, speed, emotion and emphasis) often indicate important information.

- final remarks. Most lectures conclude with a summary, a restatement of the main ideas and an indication of how the topic connects with upcoming material.
- **Look for:**
 - non verbal cues (facial expressions, hand and body signals) that indicate something important is being said.
 - visual cues (note what is on the visuals, note references to names and sources)

After the Lecture

To get the most out of your notes it's important to review and re-engage actively with them several times.

Review your notes while the lecture is fresh in your mind. Reviewing helps you remember what was said, builds up your understanding, and helps identify gaps in your knowledge.

To review:

- Read through your notes. Make sure they are clear and legible. Clean them up - fix spelling errors, expand on abbreviations, tidy up handwriting (if necessary).
- Fill in missing words or information and add anything extra that you may have thought of since the lecture.
- Code your notes - use colour and symbols to mark structure and emphasis, highlight major sections, main points and diagrams. Use different colours to emphasise main points, classify different topics and link concepts or information.
- Explain and clarify diagrams by writing a simple version of their meaning.
- Identify anything that needs further clarification.

Label and file your notes along with any lecture handouts.

Tips for re-engaging with notes

- Try "chunking" similar pieces of information into categories that you can remember more easily.
- Transcribe key concepts in your own words.
- Add your own questions to the notes to help you recall the key ideas.
- Write a brief overall summary of the notes.
- Reflect on the learning process itself—what do you find confusing? How did you solve problems or clarify your understanding?

POSSIBLE QUESTIONS

Unit I

Part A (20 marks)

(Q. No 1 to 20 Online Examination)

Part B (2 Marks)

1. What is Active Listening?
2. What is Passive Listening?
3. Give two reasons to take notes.
4. Explain False Listening.
5. How many parts 'SIER' critical listening breaks the process of listening?
6. Give any two differences between Active Listening and Passive Listening.
7. In which situation Active Listening is much needed?

Part C (6 Marks)

1. Elaborate the types of listening'
2. Explain the importance of Note Taking.
3. Bring out the difference between Active and Passive Listening.
4. Give detail explanation for Critical Listening.
5. Write the strategies for Note- Taking.

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



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DEPARTMENT OF ENGLISH

UNIT I : (Multiple choice Questions)

CLASS: II B.COM/CA/PA/BPS and BBA
**UNIT I- LISTENING - PART-A (Online Examination) **

	QUESTIONS	CHOICE - 1	CHOICE - 2	CHOICE - 3	CHOICE - 4	ANSWER
1	Listening comprehension is the _____ in the oral mode.	receptive skill	auditory skill	written skill	cognitive skill	receptive skill
2	_____ is the foremost important skills in developing communication skill in a person.	listening	speaking	reading	writing	listening
3	Listening is a _____ activity.	writing	reading	talking	thinking	thinking
4	Hearing without thinking may not be an effective _____	writing	reading	listening	speaking	listening
5	Listening is a _____ way of learning.	practical	theoretical	written	hearing	practical
6	Listening creates a _____	reader	listener	speaker	artist	listener
7	Listening and _____ are two different things.	hearing	speech	read	essay writing	hearing
8	Hearing involves perceiving the _____	music	sound	distractions	noise	sound
9	Hearing is an _____ activity.	voluntary	leadership	receptive	involuntary	involuntary
10	Listening comprehension is the receptive skill in the _____ mode.	speaking	written	oral	listening	oral
11	_____ is more active than just hearing.	listening	speaking	writing	reading	listening

12	Listening activity is vital in the process of one's _____ acquisition.	knowledge	language	money	wealth	language
13	_____ is not much different from hearing.	Passive listening	active listening	critical listening	emphatic listening	Passive listening
14	_____ implies listening with a purpose.	passive listening	evaluative listening	critical listening	active listening	active listening
15	Active listening implies listening with a _____	function	reason	purpose	effect	purpose
16	Interactive listening situations include _____	telephone conversation	face-to-face conversations	interview	colloquial conversation	face-to-face conversations
17	In _____ listening, the primary concern is to understand a message from someone.	informative listening	critical listening	evaluative listening	passive listening	informative listening
18	The three variables that impact on the informative listening skills are _____, concentration and memory.	words	diction	vocabulary	meaning	vocabulary
19	Increasing your _____ will support your understanding of messages from people.	vocabulary	words	numbers	diction	vocabulary
20	In _____ listening, the listener gains pleasure/satisfaction from listening to a certain type of music.	discriminative	appreciative	informative	interactive	appreciative
21	_____ listening tries to weigh up the speaker.	critical	discriminative	appreciative	informative	critical
22	_____ listening makes the listener to identify and distinguish inferences or emotions through the speaker's change in voice tone, their use of pause, etc.	emphatic	evaluative	discriminative	critical	discriminative
23	In _____ listening, the listener tends to listen rather than	evaluative	emphatic	appreciative	discriminative	evaluative

	talk.					
24	Communication is a _____ process.	one- way	two-way	multi- way	multi- dimensional	two-way
25	For a successful communication _____ is essential.	interest	language	response	concentration	response
26	_____ provides a barrier to communication.	language	interruption	writing	speech	interruption
27	Listening to a foreign language is a _____ process.	multi	single	simple	complex	complex
28	In listening for specific information students listen for particular information at _____ level.	word	sentence	paragraph	essay	word
29	_____ makes the students to guess key information.	clues	language	sentence	predicting	predicting
30	Students listen for groups of words and phrases at sentence level in _____	listening for message	listening for details	listening for meaning	listening for knowledge	listening for details
31	Listening for specific information includes the _____ of important details.	remember	recognize	recall	retention	recall
32	Good note taking allows a _____ of relevant points that you can integrate with your own writing.	permanent record	impermanent record	valuable record	effective record	permanent record
33	Taking reliable, accurate notes also reduces the risk of _____	plagiarism	copying	xerox	printing	plagiarism
34	Before you start to take notes, _____ the text.	scan	skim	read	memorize	scan
35	Note taking saves _____	energy	time	money	risk	time
36	Most texts use a range of organizing principles to develop _____	thoughts	meaning	ideas	words	ideas
37	Make your notes _____ and be selective.	short	long	elaborate	brief	brief

38	In note taking, use your own _____ to summarize.	language	words	meaning	content	words
39	One's report should be structured simply with an introduction, body and _____	conclusion	meaning	text	beginning	conclusion
40	These opening sentences should make up the _____	Second paragraph	middle paragraph	first paragraph	last paragraph	first paragraph
41	_____ saves time.	plagiarism	note making	note taking	paraphrasing	note taking
42	_____ listening implies listening with a purpose.	passive	inactive	involuntary	active	active
43	Speaking is followed by _____ skill.	listening	reading	writing	hearing	reading
44	_____ comprehension is the receptive skill in the oral mode.	speaking	listening	reading	writing	listening
45	Listening is a practical way of _____	acquiring	learning	reading	writing	learning
46	_____ is vital in the process of one's language acquisition.	writing activity	learning activity	listening activity	speaking activity	listening activity
47	Active listening implies listening with a _____	purpose	ideas	concentration	function	purpose
48	_____ situations include face to face conversation.	interviewing	teaching	interactive listening	non interactive listening	interactive listening
49	_____ is non interactive listening	evaluate	criticize	weigh up	concentrate	weigh up
50	Make your notes brief and _____	long	elaborate	selective	informative	selective
51	In note taking, use your own words to _____	summarize	paraphrase	convey the ideas	demonstrate	summarize
52	Listening reflects the auditory capabilities of our _____	ears	brain	mind	consciousness	brain

53	Listening requires more energy than _____ as it involves receiving and interpreting the information.	speaking	listening	hearing	writing	speaking
54	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
55	In Listening, a person pays attention to the _____ and intonation of the speaker.	sound	pronunciation	letters	signs	pronunciation
56	The two kinds of listening situations are _____	audio and video	interactive and non interactive	active and passive interaction	interactive and video	interactive and non interactive
57	The meaning of the term 'repetition' is _____	describing	analyzing	implementing	repeating	repeating
58	The three variables that impact on informative listening skills are vocabulary concentration and _____	idea	words	meaning	memory	memory
59	What is essential for a person to understand a message _____	language	memory	concentration	relaxation	concentration
60	To become an effective listener, open your _____ and shut your mouth.	eyes	ears	sense	mind	ears

UNIT II SPEAKING

- **Basics of Speaking**
- **Regular English**
- **Business English**
- **Interview English**
- **Travel English**

Introduction to Speaking

Basics of Speaking

English Speaking Basics is for English speaking beginners who need help to understand the basics of speaking English. We will use very simple phrases and expressions to help you with your English speaking.

Section I

1. Basic usage of 'I'm'
2. Variations of 'I'm in/at/on'
3. I'm good at
4. I'm + (verb)
5. I'm getting
6. I'm trying + (verb)
7. I'm gonna + (verb)
8. I have + (noun)
9. I have + (past participle)
10. I used to + (verb)
11. I have to + (verb)
12. I wanna + (verb)
13. I gotta + (verb)
14. I would like to + (verb)
15. I plan to + (verb)
16. I've decided to + (verb)
17. I was about to + (verb)
18. I didn't mean to + (verb)
19. I don't have time to + (verb)
20. I promise not to + (verb)
21. I'd rather + (verb)
22. I feel like + (verb-ing)
23. I can't help + (verb-ing)
24. I was busy + (verb-ing)
25. I'm not used to + (verb-ing)

- 26. I want you to + (verb)
- 27. I'm here to + (verb)
- 28. I have something + (verb)
- 29. I'm looking forward to

Section II

- I'm calling to + (verb)
- 2. I'm working on + (noun)
- 3. I'm sorry to + (verb)
- 4. I'm thinking of + (verb-ing)
- 5. I'll help you + (verb)
- 6. I'm dying to + (verb)
- 7. It's my turn to + (verb)
- 8. It's hard for me to + (verb)
- 9. I'm having a hard time + (verb-ing)
- 10. I think I should + (verb)
- 11. I've heard that + (subject + verb)
- 12. It occurred to me that (subject + verb)
- 13. Let me + (verb)
- 14. Thank you for
- 15. Can I + (verb)
- 16. Can I get + (noun)
- 17. I'm not sure if (subject + verb)
- 18. Do you mind if I + (verb)
- 19. I don't know what to + (verb)
- 20. I should have + (past participle)
- 21. I wish I could + (verb)
- 22. You should + (verb)
- 23. You're supposed to + (verb)
- 24. You seem + (adjective)
- 25. You'd better + (verb)
- 26. Are you into + (noun)
- 27. Are you trying to + (verb)
- 28. Please + (verb)
- 29. Don't + (verb)
- 30. Do you like

Section III

- How often do you
- 2. Do you want me to + (verb)
- 3. What do you think about (verb-ing)
- 4. Why don't we + (verb)
- 5. It's too bad that
- 6. You could have + (past participle)

7. If I were you, I would + (verb)
8. It's gonna be + (adjective)
9. It looks like + (noun)
10. That's why + (subject + verb)
11. It's time to + (verb)
12. The point is that + (subject + verb)
13. How was + (noun)
14. How about + (verb-ing)
15. What if + (subject + verb)
16. How much does it cost to + (verb)
17. How come + (subject + verb)
18. What are the chances of + (verb-ing)
19. There is something wrong with + (noun)
20. Let's not + (verb)
21. Let's say that + (subject + verb)
22. There's no need to + (verb)
23. It takes + (time) + to + (verb)
24. Please make sure that + (subject + verb)
25. Here's to + (noun)
26. It's no use + (verb-ing)
27. There's no way + (subject + verb)
28. It's very kind of you to + (verb)
29. There's nothing + (subject) + can + (verb)
30. Rumor has it that + (subject + verb)

REGULAR ENGLISH

INTRODUCTION

The purpose of introducing people is to give them an opportunity to know each other. Beyond just stating names of the two parties, the person making the introduction is often obligated to establish an acquaintance and help the two parties initiate a conversation.

The Art of Making Introductions: Four Steps

The basic protocol of introductions calls for introducing the 'lesser-ranking' (socially, professionally, by age or seniority) to the 'higher-ranking' person. Here are four steps:

1. First, state the name of the person being introduced to. This is the 'higher-ranking' person.
2. Second, say "I would like to introduce" or, "please meet" or, "this is," etc.
3. Third, state the name of the person being introduced. This is the 'lower-ranking' person.
4. Finally, offer some details about each, as appropriate. As I wrote in a previous article, add a snippet of information about a topic of common interest between the two parties. Do not elaborate. This will help them connect and pursue a conversation.

The foremost principle of etiquette for making introductions lies in understanding reverence and respect. Here are some guidelines.

Ranking Person	Ranking Person	e: Introduce lower-ranking to higher-ranking person
-----------------------	-----------------------	--

to person	to person	na, this is my neighbour, John”
professional	professional	resident, this is Mr. Analyst”
mer	of employees	stomer, this is my sales team”
		w Yorker, this is my daughter,
from out-of-town	guest	stralian, this is my neighbour
in another company	in your company	Mer, this is Ms. Edwards”

When introducing people of equal seniority or status, you may introduce either person to the other.

Making Introductions: A Few Examples

- Introduce a younger person to an older person. “Grandma, please meet Alicia and Carlos, my neighbors.”
- Introduce a relatively junior professional to a senior professional. “Ms. Director, I would like to introduce Mr. Nakamura, the Chief Product Architect for our software division.”
- Introduce an employee to a customer. “Mr. Sung, I would like to introduce our plastics engineering team. This is Mark Smith, Jessica Ramos and Liang Zhu. All three participated in last week’s teleconference regarding product definition.”
- Introduce a host to a guest. “Elaine, I don’t think you have met my daughter, Anna. Anna arranged for all the food at this festival party. Anna, Elaine is my Project Manager.”
- Introduce a local guest to a guest from out-of-town. “Charlie, this is Debbie. Debbie is my colleague from work. Debbie, Charlie is visiting me from New York. We shared an apartment when we were at Columbia together.”
- Introduce a peer from your company to a peer from another organization. “Melissa, I would like you to meet Steve, our Systems Engineer. Steve, Melissa Hoffmann is from Marketing. She is our Account Manager for Wal-Mart.”

Gender Distinction

Customarily, a number of people introduce a man to a woman out of respect, regardless of the guidelines presented above. When introducing a man and a woman at work, consider their positions and seniorities alone. Outside of work, it may be more appropriate to introduce a man to a woman, in contradiction to the above guidelines. Be judicious and sensitive.

Concluding Thoughts

Many people have difficulty introducing people to one another and helping initiate a conversation. With some practice and a sense of social and/or professional ranking, you too can master the art of introduction.

Farewell Remarks

Be friendly when ending the **conversation**, so the other person knows you enjoyed the **conversation** – and doesn't think you're ending the **conversation** because you're annoyed. 2. Make a positive comment, then say you need to go, or give a reason for ending the **conversation**.

Two Keys For Ending A Conversation In English

1. **SMILE!** Be friendly when ending the conversation, so the other person knows you enjoyed the conversation – and doesn't think you're ending the conversation because you're annoyed.
2. Make a positive comment, then say you need to go, or give a reason for ending the conversation.

Ending An Informal Conversation:

Examples:

- "Hey, it was nice talking to you, but I've gotta run."

"OK, no problem. Have a good one!"

"You too – bye!"

"I've gotta run" is an informal expression to say "I need to go."

- "Well, I'd love to keep chatting, but I have to head out – my yoga class starts in an hour."

"Oh, enjoy your class!"

"Thanks! See you later."

(* "head out" means "leave" or "go")

- "Thanks for the book recommendations, I'll definitely have to check them out. Anyway, I actually need to go pick up my kids from school."

"All right – take care!"

Notice how all three conversations use a "transitional" word like "Hey," "Well," or "Anyway" to introduce the end of the conversation.

Ending a More Formal Conversation (At Work):

Examples:

- "Okay, so I'll call the distributors while you prepare the contract, and we'll touch base next week."

"Sounds like a plan!"

"Great! Have a good afternoon."

"Thanks, you too. Bye."

"Bye."

You can end a conversation at work by giving a summary of the conversation or the next actions to take. This gives the other person a signal that you would like to end the conversation.

"Anyway, I should get back to work."

"Yeah, me too. See you later."

"I should get back to work" is a good way to end a conversation with a co-worker that is not related to work – for example, if you are chatting with your colleague about weekend plans or other interests.

"Well, I know you're busy, so I don't want to keep you."

"That's OK. Nice talking to you."

"I don't want to keep you" is a way to say that you respect the other person's time, so you won't continue the conversation for hours and hours. This also signals that the conversation is coming to an end. It is often used during phone calls.

Different Ways To Say "Goodbye" In English

Formal or informal:

Bye / Bye-bye

See you soon!

See you later

Take care

Have a good one!

Have a nice day!

So long

Informal only:

Take it easy

Catch ya later / Check ya later

Later!

I'm off / I'm out

Peace / Peace out

• Making Request

Tips to ask request at a work place

Whether it's a chance for more responsibility or a request for annual leave, making requests effectively in English is an important part of any English-speaking workplace. Ask in the wrong way and you can lose your chance of getting what you want or even make a bad impression on your colleagues so it's vital to get it right. Follow these simple tips to make sure you get exactly what you want when you make a request in English.

Don't demand

People always resent being ordered around so make sure to avoid using imperatives when making requests. Saying, "Give me some time off" will never please your boss. Instead, start your request politely, for example, "I'd like to request some annual leave" or "I'd appreciate it if you could give me your feedback".

Eliminate "I need"

Always talking about what you "need" can make you sound bossy and offensive because it shows that you think your needs are more important than other people's. Use questions like "Could you please...?" and "Would you be able to...?" to sound more considerate and polite.

Avoid assumption

Even if you have an understanding boss, it's best not to make assumptions about being allowed to do certain things. If you want to leave early, it's much better to say "Would it be OK if I slipped out a bit early today?" than "I'm going to leave a bit early today". Think of the consequences of your request and what you will do to make up for any inconvenience caused. For example, if you need to leave a little early, explain when you will make up for the work you've missed.

Steer clear of accusations

If your manager seems to have forgotten about your request, don't accuse him or her of not doing the work by saying, "Where are those figures I asked for?" For a simple yet effective reminder, just say, for example, "I was wondering if you've had the chance to calculate those figures." It's a non-threatening way to remind your boss of something he or she promised to do.

Try a second time

If your manager has denied a request, it can be easy to just give up. Instead, check what the problems are with your request, explain clearly how you will solve them and then ask your manager to reconsider your request.

Remember, whenever you are making a request, considering how the other person will feel about it is a great way to guess how they will react. Think about the impact your request will have on the other person and bear in mind the tips above and you will be in a strong position to have your request granted.

Making and responding to a request

It's important to be polite when you ask for something.

You can make a request by using:

- can you ...?
- could you ...?
- will you ...?
- would you mind ...?

Here are some examples of how to make a request..

u possibly	door for me, please?
u mind	he door for me ?

Making Request

- Can you show me your photo album, please?
- Will you lend me your book, please?
- Could you possibly show me the way to the post office, please?
- Would you help me with this exercise, please?
- Would you mind lending me your pen, please?

Responding to request:

Sure here you are.

Okey.

No, I'm sorry I need it

I'm afraid I can't.

Things to remember about making a request:

1. "Would you mind..." is followed by a gerund (verb+ing)

Example: "Would you mind lending me your book? "

2. The response to the following request:

A: "Would you mind giving me your book? "

is either

"No, I don't mind." (which is a positive response to the request. It means that I accept to lend you my book)

or "Yes." (which is a negative response to the request. It means that I don't want to lend you my book.)

3. Could is more polite than can.

Asking ,Giving and Denying Permission

Asking for and giving permission:

When you ask for permission to use something that belongs to someone else you have to do your best to be polite. It is desirable to use the word "please."

Asking for Permission:

- Can I go out, please?
- May I open the window, please?
- Please, can I have a look at your photo album?

- Please, may I taste that hot spicy couscous dish?
- Do you mind if I smoke?
- Would you mind if I asked you something?
- Is it okay if I sit here?
- Would it be all right if I borrowed your mobile Phone?

Giving Permission:

- Yes, please do.
- Sure, go ahead.
- Sure.
- No problem.
- Please feel free.

Refusing to give permission:

- No, please don't.
- I'm sorry, but that's not possible.
- I'm afraid, but you can't.

Offering, Accepting and Refusing Help

Offer means to give something physical or abstract to someone which can be taken as a gift or a trade.

Offer can be in terms of food, money, solutions, friendship or a bargain

Offer means to give help. It can be taken or refused.

1. OFFERING THINGS

Offering things in English is important for every time we want to be polite, host people at your home or work, etc. We can use the phrases below which is about how to accept offers graciously if we want to treat our guests generously

Here are some of the most important phrases used to offer something :

- Can I get you some...?
- Would you like some..?
- May I offer you some...?
- Would you like me to get you some..?

Informal:

- How about some?
- What about some?
- What do you say about some?
- Are you up for some?
- Giving Instructions and orders

2. ACCEPTING OFFER

Accepting offers is as important as we offer something. We have to make sure to thank our host to show our politeness. The following phrases are commonly used when accepting an offer:

- Thank you.
- Yes, please.

- I'd like it very much.
- Thank you, I would.
- That would be very nice.

If we don't want to accept an offer, be sure to politely refuse. Offering an excuse is also a good idea in order not to offend your kind host.

Politely refusing offers

- No, thanks
- No, I really won't thank you
- Not for me thanks
- No, thanks. I'm not hungry
- That's very kind. Unfortunately, I'd like to, but.....

TELEPHONE SKILLS

Telephone Etiquette

A set of rules and guidelines are to be followed while interacting over phone. The rules vary for different situations and there are additional differences, where companies expect caller or receivers to say certain things.

Every phone call is a link of communication between two people; used for sharing information.

Communication over phone can be hampered, if telephone etiquette isn't followed. Telephone etiquette focuses on maintaining standard of language, avoid usage of slang words, and be polite.

Make the best of each call

Open the call

- Use your best voice

- Be cautious how you say something
- 86% of impact is made by the tone of voice that listeners hear and remember. Rest 14% are count on the words you use.
- Wear a smile in your voice while speaking that will showcase the positive tone
- Speak with clarity at a normal speed.
- Make use of relevant words in order to avoid confusion

- Making the call

- Plan what you are going to say
- Use friendly behaviour to greet the caller
- Make an introduction of yourself and your institute/organization
- Inform the reason, why have you called
- Ask if it convenient for the caller to talk

• Be clear and professional

• Leave room for question

- Introduction

- Good morning, Ram Speaking.
- Hello. This is Ram here.
- Good morning. My name is Ram
- I am Ram speaking.

Control the call

- Hold the procedures
 - Give a reason to put the customer on hold
 - Ask for the customer's consent to be put on hold and wait for an answer
 - Don't keep the caller waiting for more than minute
 - Thank the caller when you get back
 - Give process reports to the caller
 - Establish a good time to call the person back in case the person is unwilling to be on hold.
- **Transferring the call**
 - Before transferring the call, check with the caller if he or she can hold the call
 - Inform the caller to whom they're being transferred
 - Make a brief introduction of the caller and the purpose to the co-worker
- Control the call-Listening
- Focus on the caller's concerns
 - Listen to what the caller says, don't interrupt and understand the requirement
 - Address the issues and questions quickly so that you may get the answers of your queries and take the call forward
 - Respond in clear and positive manner such that there is no room for ambiguity
 - Offer only apt and useful information. Do not provide unnecessary information that would irritate the caller.
 - If you ignore concerns, the caller will either:
 - I. Stop you and say again the concern or question
 - II. Say nothing, but feel dissatisfied
- **Close the call**
 - Re-confirm the outcome of the call
 - Prepare an outline of the further course of action
 - Thank the person for calling
 - Let the caller disconnect the call first so that he or she may add anything at the final moment
- **Follow up**
 - If you are unable to assist the caller at the time of the original call:
 - Review the specific question(s) and the information needed
 - Provide a time frame to caller for providing requested information
 - Make a commitment to call at an agreed-upon time (and keep the promise)

Business English

Introduction:

Business English is a part of English for specific purposes and can be considered a specialism within English language learning and teaching, or a variant of international English. Many non-native English speakers study the subject with the goal of doing business with English-speaking countries, or with companies located outside the English-speaking world but which nonetheless use English as a shared language or lingua franca. Much of the English communication that takes place within business circles all

over the world occurs between non-native speakers. In cases such as these, the object of the exercise is efficient and effective communication. The strict rules of grammar are in such cases sometimes ignored, when, for example, a stressed negotiator's only goal is to reach an agreement as quickly as possible. Business English means different things to different people. For some, it focuses on vocabulary and topics used in the worlds of business, trade, finance, and international relations. For others it refers to the communication skills used in the workplace, and focuses on the language and skills needed for typical business communication such as presentations, negotiations, meetings, small talk, socializing, correspondence, report writing, and a systematic approach. In both of these cases it can be taught to native speakers of English, for example, high school students preparing to enter the job market. Five Simple ways to improve your Vocabulary

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. Preparing for the Presentation

Written reports and oral presentations play an important role in helping an organization achieve its objectives. Technology is undoubtedly changing the physical characteristics of oral presentation in business. For example, making possible presenting via videotape or interactive television rather than in person. An oral presentation may be made either in conjunction with or in place of a written report.

ADVANTAGES OF ORAL PRESENTATION

The most important advantage of oral presentation is the immediate feedback from the audience. Questions can be answered and decisions can be made on the spot. The speaker can pick up cues from audience members, whether they have understood and agree with his or her points. Next advantage is speaker control. A written report may never even be read, let alone studied carefully. But speakers have a captive audience, they can have a control over the pace of the presentation; question the audience to ensure attention and understanding and use non-verbal cues, such as pauses, gesture, changes in voice modulation to add emphasis. In addition visual aids used in an oral presentation are often more effective. The third advantage of the oral presentation has to do with the listener. Presentations are simply less work for the audience. Listening is less strenuous and often more enjoyable than reading.

DISADVANTAGES OF ORAL PRESENTATION

The major disadvantage is that oral presentations are impermanent. They disappear within the hours of delivery and much of the information has been forgotten. Oral presentation does not precede permanent record whereas the written report provides a permanent record and can be used for further reference too. Oral presentations may also be expensive. It is much more cost effective to have (read a written report) 1500 managers scattered around the country than to have them hear the same information in a mass meeting. Further more the visual aids used in oral presentations are often more expensive than those used in written reports. For example, a colour slide of a graph or chart cost many times more to produce than black and white paper copy that has been printed directly from the computer.

THE PROCESS OF MAKING BUSINESS PRESENTATION

In written form, we follow a specific process when learning to communicate business information. It consists of planning, drafting, servicing, formatting and finally proof reading. Similarly, we follow a logical process for making oral presentation.

Planning : Determining the purpose of the presentation analyzing.

Organising: Collecting the data and arranging it in a logical Developing visual, aids: Selecting the appropriate type, number .Practicing: Rehearsing by simulating the actual presentation

Delivering: Dressing appropriately, maintaining friendly eye the audience determining the timing and method of delivery order and content of visual aids conditions as closely as possible.

PLANNING THE PRESENTATION

When you are assigned to make a presentation, first thing is to sit down at your desk or computer & begin writing. The more formal the presentation, the more time you will devote to the project. Complex topics

need more formal presentations with well-planned visuals and extensive research.

PURPOSE

Keeping the purpose in mind, you should decide what information is to be presented in what order and which points to be emphasized and subordinated. Most presentations seek either to report, explain, persuade or motivate. Most business presentations have one of these four purposes

REPORTING:

Updating the audience on some project

EXPLAINING:

Detailing how to carryout a procedure or how to operate a new piece of equipment.

PERSUADING:

Convincing the listeners to purchase something

MOTIVATING:

Inspiring the listeners to take some action If you are speaking to the union personnel, your purpose might be to motivate the employees to improve the performance of the employees If you are speaking to the management committed, your purpose would be to report the results of the research.

AUDIENCE ANALYSIS:

You have to analyze the audience in terms of demographics, level of knowledge and psychological needs. The larger the audience, the more formal your presentation will be. When you speak to a larger group, your voice should be audible, and use more emphatic gesture and larger visuals. Usually, questionnaires session will be at the end. If you are speaking to small groups, can be more flexible about questions

The age, sex, educational background, experience, nationality of the audience have great relevance to the presentation. It will influence our choice of words, tone, need for details and illustrations and so on. It will give us an idea of their expectations and their likely reactions to what you are going to say Audience analysis should continue during, the presentation, their smiles, stares, whether blank or excited, silence or lip movemnetns give us simple idea of their reactions and guide us through our speech. Audience body language immediately gives us the much needed feedback.

TIMING OF THE PRESENTATION

The timing of a presentation is beyond your control. We should consider few factors when scheduling presentations. You have to give enough time to prepare, including gathering data, writing, revising, producing visual aids and practicing the presentation. Next consider the needs of yours audience. In general, early or midmorning presentations are preferable. Try to avoid giving a presentation immediately before or after lunch when the audience may be tired or not very alert.

PLAN OUT THE PRESENTATION

A rough plan for any presentation may be made as follows:

- **BEGINNING** 1) Introduction 2) Objective 3) Reasons for making the presentation

- **MIDDLE** 1) Break the main body of the presentation into short. Make not more than four or five sections. 2) Illustrations with examples 3) Time limit on each of the points should be taken care of 4) Prioritizing the time limit
- **END** 1) Sum up the whole thing 2) Make final remarks and end on a positive note It is advisable to consult the sponsors of the event, and be in constant touch with the co-presenter. This helps you to match or surpass expectations of the sponsors.

METHOD OF PRESENTATION

Having planned out the presentation, you have to decide upon the method of presentation Reading Many speakers write out their entire speeches and read them out before the audience. The advantage of it is the accuracy. The speakers would frequently glance up from the script and maintain eye contact with the audience. But not many speakers would read aloud well. They sink into dull monotones, miss punctuation marks and fumble for words. So this method is not an effective one.

MEMORIZED PRESENTATION

Many speakers are known to write and memorize entire speeches They have powerful memory to remember even the pauses. Only very few have been able to do so effectively. The greatest disadvantage of this method is that, when the speaker forgets some important part of the script and trying to locate it in the script and spoils the entire effect of the presentation. Some speakers memorize key points and use notes during the presentation.

EXTEMPORANEOUS PRESENTATION

This is the most popular method used by effective speakers. They carefully plan their speeches and then speak as if they were getting the ideas on the spur of the moment. These speakers do not waste their time in memorizing the speech as it is a strenuous exercise. This type of presentation seems natural and the speech delivered in this way also sounds spontaneous Overcoming Nervousness Everyone is not a born confident speaker. But everyone does run the risk of becoming nervous when asked to face an interview. Informed audience makes many a speaker nervous. Having a dry mouth and sweaty palms, breathlessness and palpitation, forgets about what to say fumbling for words, fidgeting with button, all these are well known signs of nervousness. These could be overcome easily by a Repeated rehearsals of the speech (b) Breathing deeply (c) Looking straight at the audience (d) Start the speech slowly, giving yourself as well as the audience time to relax (e) Moving slowly and gracefully in front of the audience (f) Using the visual aids whenever it is needed. Use Audio and Video Equipment Visual aids are normally used to convey the key part of the message. A deputy sheriff showed a videotape of a drunken driver being arrested in a speech on driving, while intoxicated These visual aids are meant to emphasize the most vital points of the presentation. No hard and fast rules can be laid down for the use of visual aids in the presentation since each one is a unique communication event. However, some instructions in this regard can be followed to make al Visual aids should be placed properly, so that everyone in the presentation, more effective audience is able to see the visual aid. The speaker must explain in an understandable language .The visual aids which are used should be fitted well into the Pointer should be used to explain clearly as well as to draw. The speaker must look at the audience more than the visual. If the speaker is using slides, he should see that the slides are numbered sequentially. The speaker can use color pictures and drawings to generate

the audience's attention. The content of the information on the slide should be kept presentation neat. Read A Quotation as e The quotation can be hypothetical literacy or real you can find quotations in newspapers news magazines and collections of speeches. You can consult specialized books of quotes Tell A Story Telling a story to gain the audience attention is one of the oldest and most commonly used methods. Your story can be actual or created as long as it creates interest and draw the attention of the audience Use Humour If you are quite good at telling jokes or using humors, then humor related topics might be a good option to you. Some speakers are not good at telling jokes, but they are witty. Test your humor on friends before trying to tickle an audience there are dozen of other ways to attract attention of audience. You can think of imaginative ways to involve the audience

ORGANIZING THE PRESENTATION:

Your speech should be categorized into three parts: Opening, body and ending. The opening séan and the first 90 seconds of yours presentation are crucial. The purpose of the opening is to capture the interest of your audience will be observing every detail about the speaker- yours dress, posture, facial features and voice qualities You have to begin immediately to establish rapport and build a relationship with your audience. If you arc making a proposal, you have to draw the audience's attention as well as their co-operation later to implement you proposal. The selection of a right topic only makes your opening more effective, how well you know the audience and how well they know you. If most of the listener's don't know you, then you will first have to gain their attention with creative opening. Effective opening should include a quotation, questions, presenting a hypothetical situation relating an appropriate anecdote story or a joke giving a startling fact or visual aids. She Don't apologize or make excuses (for example, "I wish I had, had more time to prepare my remarks to-day"). The audience may agree with you! At any rate, you will turn them off immediately and weaken your credibility. Your opening should lead into the body of your presentation by pre- viewing yours remarks! To-day, I will cover four main points, first let the audience know the scope of your remarks. For most business presentations, let the audience know up first what you expect of them, are you simply presenting information for them to absorb, or will the audience be expected to react to yours remarks? Let the audience know what their role will be so that they can place your remarks in perspective The Body tent of your body should be the most captivating aspect of the speech Choose A Logical Sequence The body of your presentation conveys the real content. The con Organize the body logically, according to yours topic and audience needs. Whatever organizational plan you choose, make sure that your audience knows at the outset where you are going and is able to follow your organization Establish Your Credibility The listeners should be convinced that you have done a thorough job of collecting and analyzing the data that your points are available.

Always support your argument with credible evidence-statistics, actual experiences, examples and support from experts. At the same time, avoid saturating your presentation with so many facts and figures that your audience won't be able to absorb them. A most effective tactic is to prepare handouts of detailed statistical data to distribute for review at later time. If you are an after-lunch speaker and humors is expected, you do not want to provide a speech filled with facts and figures and devoid of amusing material. You cannot expect an audience to be crying one moment and laughing the next. Consider the mood of yours audience and the tone you want to set. The ending of your presentation is your last opportunity to achieve your objectives just like introduction, the conclusion of a speech fulfill. The certain functions (a) To forewarn the audience that you are about to stop (b) To remind the audience of your central idea or the main points in your message (c) To specify what the audience should think or

do in response to your speech. A presentation without a strong ending is like a joke without a punch line. Your closing should summarize the main points of your presentation. Let the audience know of the significance of what you have said. Draw conclusions make recommendations or outline the next steps to take leave the audience with a clear and simple message. To add punch to your ending use one of the same techniques discussed for opening presentation. You might tell a story, make a persona appeal or issue a challenge. Avoid fading out with a weak 'that is about all I have to say or say that our time is running out. Your audience will remember best what they have last heard; think of ending as one of the most important parts of your presentation. Finish on a strong upbeat note. As toastmasters international puts it, "get up speak up, and sit down Suggestion for Concluding Your Speech Some additional tips will help you deliver an appropriate and effective conclusion. You need to recognize time constraints, conclude with strength and experiment with your conclusion.

Recognize Time Constraints Earlier you learned that the introduction to the speech should be brief, now that the conclusion should be even shorter. It would be frustrating to an audience to listen a long speech and to hear the words, "And, in conclusion and then listen your speech for four more minutes Conclude With Strength You should pay little attention to your conclusion because the ending is brief. Though the conclusion should be short on time, the ending should be long on impact. Begin with a strong introduction avoid mid speech sag and create a favorable impression in the minds of the listeners Practice your conclusion without memorizing the words until you feel comfortable to deliver the message, with minimal notes but do not read the conclusion. Experiment with your Conclusion As you research your topic, consider whether any of the materials you come across are appropriate for your conclusion. Can you start and end with a question? A humorous anecdote in the beginning of the speech might be matched with another witty story at the end. Try several different approaches. In the introduction, you consider your audience, the purpose of your speech the mood you are trying to create and your own strengths, your goal is to create a last, and a lasting impression with the audience.

TRAVEL ENGLISH

Travel English

1. Confirming your Flight

If you are taking a plane to travel, then you will be calling a travel agent and purchasing a ticket in your own country. We will not cover this portion because you can do it in your own language. But once you arrive to your English speaking location, you might need to change your flight and talk to English speaking people. More likely, they will have people speaking your language, but just in case, we will cover some general topics about air traveling here.

Confirming your flight

Some airlines require you to call a couple days in advance to confirm your departure date. Here are some sentences you will be asked and what you will need to say.

You: "I would like to confirm my flight."

Them: "Can I get your ticket number?"

You: "The number is 45-6-43."

Them: "You are scheduled to depart on June 15th at 1:00 pm. Is this correct?"

You: "Yes it is."

Them: "Is anybody else traveling with you?"

You: "Yes, my wife."

Them: "Can I have the other ticket number?"

You: "It is 45-6-44."

Them: "Your tickets have been confirmed. Please arrive at the airport 3 hours before your flight departs."

Thank you for calling."

Some other questions you might hear are similar to the ones you might hear at the airport counter.

"Would you like to book your seats now?"

"Would you like a window seat or an aisle seat?"

"What is your ticket number?"

"What is your last name?"

"What is your first name?"

2. Departing Date

Reserving a date to depart or changing a departure date

If you have an open ended ticket or would like to change your departing date, you will have to call and reserve a date to depart.

"I have an open ended ticket and I would like to schedule a departure date."

"I have a ticket and I need to schedule a departure date."

"I am scheduled to depart on June 15th. Can I change this to a later date?"

"I have a ticket to depart on June 15th. I would like to see if there is an earlier flight available."

With any of these questions, the other person will usually ask for your ticket number. After that, they will ask you what date you want to depart.

"What date would you like to depart?"

"What date would you like to change it to?"

"When do you want to depart?"

You should respond by selecting a date.

"I would like to leave on June 22nd."

"Is June 22nd available?"

"Can you check if June 22nd is possible?"

"I was hoping to reserve a seat for June 22nd."

After you select a date, they will either say ok, or they will tell you the closest dates available to your selection.

"Yes. We have seats available for the 22nd. Would you like me to reserve them?"

"On the 22nd, the departure time is 1:00pm. Should I reserve them?"

"We have two flights departing on that date. Would you like to depart at 10am or 7pm?"

"I'm sorry, but we do not have any available seats on the 22nd. Should I put you on the waiting list?"

"I'm sorry, there are no departures for the 22nd. We have a flight leaving on the 21st and the 24th. Will either of these days work for you?"

"The 22nd is full. The next available flight is on the 23rd. Would you like me to reserve a seat on that date?"

3.At the Counter

When you first reach the counter, you should give them your ticket and your passport. The first question they usually ask is how many are traveling with you.

"Is anybody traveling with you today?"

"Is anybody else traveling with you?"

"Are just you two traveling today?"

All airlines have a list of questions they have to ask you. Let's look at some of these questions.

"Did someone you do not know ask you to take something on the plane with you?"

"Did you have possession of your luggage since you packed?"

"Did you leave your luggage unattended at all in the airport?"

"Are you carrying any weapons or firearms?"

"Are you carrying any flammable material?"

"Do you have any perishable food items?"

If you don't understand, you can't say yes or no to all of them. The correct answer for some of them is 'no' and some of them is 'yes'.

"How many pieces of luggage are you checking in?"

"Do you have a carry on?"

"Can you place your bag up here?"

"How many carry on bags are you taking with you?"

Afterwards, they might ask if you prefer an aisle seat or a window seat.

"Do you prefer window or aisle?"

If they are out of aisle seats, they will ask you if window is ok.

"We do not have any aisle seats remaining. Is a window seat ok with you or would you prefer a middle seat?"

Some people like to be by the emergency exit. You can ask for that seat.

"Do you have a seat next to the emergency exit?"

"Can I have a seat closest to the emergency exit?"

If they do, then you will get a seat by the exit, but if they don't, they will try to give you one that is close.

"All the seats next to the exit have been taken. I have a seat directly in front of it. Would you like that one?"

Finally, they will tell you the gate number and the boarding time.

"Here are your tickets. The gate number is on the bottom of the ticket. They will start boarding 20 minutes before the departure time. You should report to gate C2 by then. C2 is around the corner and down the hall. Thank you."

4. Finding the Gate

They will usually tell you what gate you should go to, but if you need to ask again, I will provide an example question. Also, you might need to ask someone where the gate is located.

"Which gate did you say it was?"

"What was the gate number again?"

"Can you point me towards the gate?"

"How do I get to the gate again?"

"How do I get to gate C2?"

"Where is gate C2?"

Car Rental

Car Availability

When you travel, it is common to rent a car. You will either call and make a reservation, or you will rent one by walking up to the counter. We will cover both scenarios here.

At the Counter

If you are at the airport, you can ask an airport employee, "where is the rental car booth?" or "where can I rent a car?"

After you arrive at the place, you will ask if you any cars are available. Here is a common script.

"Hi. I would like to rent a car."

"Do you have any cars available?"

They might ask, "Did you make a reservation?" In this scenario, you didn't so you can answer, 'no.' If they don't have any cars available, they will say, "I'm sorry, we do not have any cars available today." If that is the case, then go to the next counter. Most airports have numerous car rental booths so you can keep asking until you find a company that has a car available. If you are going during peak vacation periods, it might be good to call and reserve one. But let's continue with this scenario.

If they have a car available, they will ask what type of car or what size.

"What size car would you like?"

"What type of car would you like?"

"What type of car do you need?"

"What sizes do you have?"

"What are my options?"

"We have compact, midsize, full size, luxury, SUV, and a minivan."

"How much is the full size car?"

"How much is the midsize car?"

"How many does the full size car seat?"

"How many can fit in the midsize car?"

"I'll take a midsize car."

2. Duration and General Questions

In order to verify if they can give you the car you requested, they need to know how long you will need the car for.

"How long will you be needing the car?"

"How long will you be renting the car?"

"When do you need the car till?"

"I'll need the car for two weeks."

"I want to rent it for one week."

"I need it for 4 days."

"I need it for just a day."

They might ask you to fill out a form, or they might ask you many questions.

"What is your last name?"

"What is your first name?"

"Are you a United States resident?"

"What country are you from?"

"What is your address?"

3. Insurance and Driver License

Before giving you a price, they will then ask if you would like insurance or if you have insurance. The price varies. Last time I checked it was approximately \$15 a day for insurance.

"Would you like insurance on the car?"

"How much is insurance?"

They will also ask who is going to be the driver.

"Who is going to be the driver?"

"How many people are going to drive?"

"Are all the drivers at least 25 years old?"

You will have to provide a driver's license. If you are from a different country then you should at least have an international driver's license prepared from your country.

"Can I see your driver's license?"

"May I have your driver's license?"

"I will need to see your driver's license."

5. Price and Rules

Finally, they will tell you the price and you will have to pay with a credit card.

"The total will be \$184.19."

At this time, you can give them your credit card.

After you pay, they will tell you some rules.

"The gas tank is full. You should fill it up before you return the car. If you do not, then we charge \$3 a gallon."

"You can pick up your car downstairs. Just show them the invoice and they will have your car ready for you."

"You will need to return it by 4pm on the 16th. We charge an additional \$8 for every four hours that you

are late. Return it to the same place you picked up the car."

"Please keep this form in the car. Bring it with you when you return the vehicle."

The price of \$8 is just an example. Make sure you find out if you are not sure you will be late or not.

"How much do you charge if I am an hour late?"

After this process, you should have your car and you are ready to drive away.

6. Making a Reservation

You will be calling the company you are renting from. When you call, you should verify if the rental car company has a location at the airport you are flying into.

"I need one at Los Angeles Airport."

"I am flying into Los Angeles Airport."

If they have one, they will say they do and start asking you similar questions we already covered. We will not repeat them here, but I will have a practice session giving an example dialog on making a reservation below.

They might ask you for a credit card number on the phone. If you don't call and cancel, you might be charged. So if you need to cancel, remember to call and cancel at least 24 hours before the date. I am not sure if it is 24 hours. You should ask and verify.

"If I need to cancel, when should I do that by?"

"As soon as possible, but in order to avoid a charge you should call 24 hours before the date."

When you arrive at the counter, you will tell the person that you have a reservation.

"Hi, I have a reservation under last name Lee."

"Hi, I have a reservation for a midsize car."

After that, they will confirm your information. They might ask you some duplicate questions, but we should have covered most of it already.

Hotel

Making a Reservation I

It is not common to go to a hotel without a reservation so I will only cover the reservation aspect. Along with reserving a room, I will cover checking in, checking out, room service, and wake up call.

Making a Reservation

When you make a reservation, call them and tell them you want to reserve a room. Or, you can start by asking them for a price.

"Hi, how much are your rooms?"

"Hi, what are your rates?"

"Hello, how much is a room?"

"Our rooms start at \$79 for a basic room."

"Our rooms start at \$79 for a standard room and go up to \$300 for a suite."

"Ok. Can I reserve a room?"

"Hi, I would like to reserve a room."

"Hello, can I reserve a couple of rooms?"

The first thing they usually ask is the dates you want the room and the duration.

"What day do you want to check in?"

"Which date did you want to reserve?"

"What date are you looking for?"

"I want a room from June 22nd to June 25th."

"I would like a room for the 19th of July."

"How long will you be staying with us?"

"When will you be checking out?"

"How many days would you like the room for?"

"I am going to stay for 3 days."

"I would like to reserve the room for 4 days."

"I am going to need the room until July 23rd."

Making a Reservation II

The next series of questions covers how many people and how many rooms. Some hotels charge by number of rooms and number of adults, and some hotels charge by number of rooms only.

"How many rooms will you need?"

"Is this for only one room?"

"How many rooms would you like to reserve?"

"How many rooms should I reserve for you?"

"I will only need one room."

"I am going to need two rooms."

"How many adults will be in your party?"

"How many total children will be with you?"

"Just two adults."

"A total of four adults."

"I will be alone."

"A total of 2 adults and 2 children."

"One adult and 2 children."

Making Reservation III

After they determine how many rooms and how many total people, they will ask you what type of bed you want.

"Would you like a single king size bed, or two double size beds in the room?"

"Will a single king size bed be ok?"

"We only have a room with two double size beds. Will that be ok?"

"Do you want a smoking room or a non smoking room?"

"Do you prefer a smoking or non smoking room?"

"I would like a smoking room."

"Can I have a non smoking room?"

"Either is fine."

"I don't have a preference."

You will have to provide your credit card number to reserve the room.

"Can I get a credit card number?"

"Can I have your credit card number?"

"What is your credit card number?"

Finally, they will repeat all the information back to you.

"Ok, Mr. Lee. I have one smoking room reserved for July 19th till July 22nd. The total comes to \$256.78 after tax. If you need to cancel, please call us 24 hours before July 19th. Can I help you with anything else?"

Checking In and Checking Out

Checking in is pretty simple, you just need to go to the counter and say that you are checking in.

"Hi, I am checking in."

"Hi, I have a reservation and I am checking in."

They will ask you for your credit card and a photo ID. They might confirm your information and you should receive your keys. Here are some questions to ask during this time.

"Where is the elevator?"

"Do you have concierge service here?"

"Do you have a map of the city?"

"What time should I check out by?"

"What time is check out?"

Checking out is just as simple. You go to the counter and say, "I am checking out." At this time, you should return the keys. They might ask you to sign something or ask you if the credit card on file is ok to charge.

"Should we charge the credit card on file or did you want to use a different card?"

"Your credit card will be charged a total of \$256.78. Can you sign on the bottom?"

"Thank you for staying with us. We look forward to seeing you again."

General Things

Listen to the Entire Lesson

If you need a wake up call, you can call the front desk.

"Can I have a wake up call?"

"What time would you like your wake up call?"

"At 7:30 am please."

Room service is available but they have hours of operation. The menu in the room should indicate what times they serve hot food, and the menu will show a list of items that are available 24 hours a day. If you can't find the times, you can ask the front desk.

"What are the hours for room service?"

"They serve hot food from 5:30am to 11:00pm. They also have a list of items you can select from during off hours."

If you need help with your luggage, the person that does this is called a bellman, a bellhop, or a bellboy. The most common term is a bellman so I will use that terminology here.

The person that gives advice on city activities, recreation, places to dine, and general questions is called a concierge.

If a person parks the car for you, they are called a valet.

Regular motels and inns might not have these additional services. Even some hotels do not have them. But if you are staying at a nice hotel, you can ask for them.

"Do you have a bellman here?"

"Do you have a concierge?"

Only some hotels have valet service. If someone parked the car for you and you can't find someone, you can ask someone else the following questions.

"Where is the valet attendant?"

"Can you get someone to get my car?"

Remember that if you use these premium services, you should tip. Also remember that you might not know they are helping you. For example, when you check in, a person might ask if you need help with your bags. If you say yes, then you are using the bellman services. So remember to tip if you do. If you don't want to tip, you don't have to, but it is a little rude. Finally, if you don't want any help, just tell them, "No thank you."

Directions

Asking for Directions

Listen to the Entire Lesson

When you are looking for something, it is sometimes easier to ask for directions. When you do, you have to be able to listen to the directions given. In this lesson, we will study listening a little more so you can effectively understand a person giving you directions.

Here are some key words you have to remember. I suggest you drill these in your head because they are very commonly used when giving directions. There are many direction terminologies. I'll cover all the common phrases. You should be able to effectively give directions and receive directions after this lesson.

Asking for Directions

Most of the time, you should start by saying excuse me. The pronunciation for excuse me can be shortened. The shortened form sounds like 'scuse me.'

"Excuse me. Do you know where the post office is?"

"Excuse me. Can you point me to the nearest gas station?"

"Excuse me. Can you give me quick directions to the movie theater?"

"Excuse me. Do you know how to get to the Shopping mall from here?"

"Excuse me. How do I get to the freeway from here?"

"Excuse me. I'm looking for Bank of America. I thought it was around here. Do you know where it is?"

"Excuse me. I'm looking for the post office. Do you know how to get there?"

"Excuse me. What is the best way to get to Seattle?"

When you ask for directions, the person responding will usually give you quick directions. The next section is a list of common phrases used when giving directions. You should study them carefully so when someone gives you directions, you can understand them without having to say 'one more time.'

Left Right and Around the Corner

Take a Left/Right

"Take a left at the next light."

"Take a right at the gas station."

"When you get to Robson Street, take a left."

"After you pass 7-11, take a right at the next light."

"Take a left when you come to a stop sign."

Turn Left/Right

"Turn right on 112th."

"Turn left after you pass McDonalds."

"When you see a church on your left hand side, turn right on the next street."

"Turn left at the next street and immediately take another left."

Just/Right around the corner

"It's just right around the corner on the left side."

"It's right around the corner from the Starbucks over there."

"Go down the street, turn left on Williams Street, and it will be right around the corner from the gas station."

Across Blocks and Miles

Go for five blocks/After three blocks

"After you turn right, go for five blocks and turn left. It will be right around the corner."

"After three blocks, turn left. You will see it on your right hand side."

"Go for four blocks and then turn right."

Across the street from/Directly across

"It's across the street from the library."

"It's directly across from Taco Bell."

"Go for three blocks, turn left at the next light. You'll see it across the street from McDonalds."

"Go down the street. You'll see it directly across from the gas station."

Go for 2 miles

"It's pretty far from here. Go on Washington Street for about 2 miles. You'll see it next to a school."

"Turn right at the stop sign and go straight for a couple of miles. At 112th turn left. You'll see it on your right hand side."

"Go straight on this street for about 3 miles. You'll see it next to Wendy's."

Light and 'Y'

On the third light

"Go down this street, after you pass two stop lights, turn right on the third light. You'll see it right around the corner."

"Head down Madison Street and on the fourth light, turn left. You should see it immediately."

"Turn right on Jackson. Keep going straight for three lights. When you see Burger King, turn left. It's right there."

The 'Y'

A 'Y' is a street that turns into two. It's not really a left turn or a right turn, but the street is shaped like the letter 'Y'.

"Keep going down this street. Stay on the left side when you reach the 'Y'. At the next light, turn right."

"Take a left on Jackson. At the 'Y' go to the right. It will be on your left hand side about a mile down that street."

"Go for about three miles on this street. At the 'Y' go to the left. You'll see a blue house on your right. It's right after that house."

Dead end and 'T'

Listen to the Entire Lesson

The 'T'

A 'T' intersection is a three way intersection. You can either go left or right. The street is shaped like the letter 'T' so people call it a 'T'. Sometimes they don't call it a 'T'. Other names for a 'T' intersection you might hear are more descriptive. Here is a list.

'When the road ends...'

'When you can't go anymore...'

'Three way intersection...'

"At the 'T' intersection, turn right. It is just around the corner."

"When you pass a gas station, you will come up to a 'T'. Take a left, and then an immediate right."
"Go down this road until it ends. Turn left at the 'T' and you will see the gas station on your right."

Dead end

This isn't a direction terminology, but dead end is a road that has only one entrance. That means the only way out is the way you came in. All dead end streets will have a sign at the entrance with the word 'Dead end'.

If you are going to a location that is in a dead end, someone might use this word.

"Turn right on 117th. It's a dead end. We are on the right hand side at the end of the street."

"There are three places to turn right. The second one is a dead end so make sure you don't go in there."

"I live in a dead end street. It's nice because there isn't much traffic."

RESTAURANT

Fast Food

McDonald's is a popular restaurant, so we use McDonald's as an example. The only thing you do when you go to a fast food restaurant is to go to the counter and order your food, then pay for it. That's all. Let's go through some quick sentences.

"Welcome to McDonald's. May I take your order?"

"I'll take a Big Mac and a small coke."

"One Big Mac and one small coke. Will that be all?"

"Yes."

"Will that be for here or to go?"

"For here please."

"The total comes to \$3.87."

A common mistake is to answer yes or no when you don't know the answer. I heard of many stories when the cashier asks, 'for here or to go', and the person says, 'yes'. It is simple to avoid this mistake by studying and being prepared.

In most fastfood restaurants, it is even easier to order. They have value meals and you just have to say a number.

"I'll take number 2."

But the difference is that there are sizes.

"Would you like medium, large, or super size?"

"Medium please."

Regular Restaurant Ordering

When you sit down to eat at a restaurant remember to leave a tip. The average you should leave is 15 percent.

After you are seated, the first thing they ask is if you want something to drink.

"Can I get you a drink?"

"Can I get a drink for you?"

"Would you like to order a drink now?"

"Can I get a drink started for you?"

"What would you like to drink?"

"I'll take a coke."

"I'll have an orange juice."

"Water will be fine."

"Can I have a glass of water?"

After they bring out your drinks, they will take your order. The reason they do this is because most people know what they want to drink, but want a few minutes to decide what to eat.

"May I take your order?"

"What would you like to order?"

"Are you ready to order?"

"What would you like today?"

If you need more time, you can simply say, "Can I have a couple more minutes?"

When you are ready to order, just read off what you want.

"I'll take the Salisbury steak with hash browns."

Depending on what you order, they will have side options they will ask you about. Listen carefully to your choices and choose one. You should prepare yourself by reading the menu carefully. It should indicate what your options are.

"Would you like toast, a muffin, or a cornbread?"

Regular Restaurant Eating and Requesting Bill

Most places will come by once when you are eating and ask how everything is. This is a chance for you to order something else, complain about something, or get a refill on your drink. Some of the things they

might say are:

"How is everything?"

"Is everything ok?"

"How is your dinner?"

"How is your lunch?"

"Are you guys doing ok?"

"Do you need anything else?"

When you are almost done with your meal, they might ask if you want some dessert.

"Would you like dessert today?"

"Would you like our dessert menu?"

"Would you like to order any dessert?"

"Any dessert for you today?"

"Would you like to hear our dessert special?"

If you are finished and want your bill, you can look for the server, make eye contact, and raise your hand. When they come by, ask them for the bill.

"Can I have my check?"

"Can I have my bill?"

"I'm ready for my bill."

"I would like my check please."

Fine Dining

The process of fine dining is very similar to the previous example. I'll list a couple of additions for fine dining that I didn't include above.

If you order wine, they will pour a tiny bit into your glass. You should immediately take a drink of it and shake your head yes. After you approve, they will pour your glass and other glasses full of the wine.

Some restaurants need to prepare dessert 20 minutes in advance. That means they will ask you if you are going to have dessert while you are eating instead of waiting for you to complete.

Finally, these types of restaurants take reservations. Here is an example of making a reservation through the phone.

"Hello, McCormick's. How may I help you today?"

"I would like to make a reservation."

"What day did you want to come in?"

"This Friday at 7:00pm."

"We have a table at 7:15. Will that be acceptable?"

"Yes."

"May I have your name?"

"Rich Yu. That's Y U."

"I have reserved a table for Mr. Yu on Friday at 7:15. Is there anything else I can do for you?"

"That will be all."

"Thank you for calling."

"Thank you. Good Bye."

"Good Bye."

When you come in, you can tell them that you have a reservation.

"Hi, I have a reservation at 7:15 for Rich Yu."

"Oh, yes. Mr. Yu, your table will be ready in just a moment. You can wait right over there."

Store and More

Department Store

There are only a few things that you need to know how to say. Here is a small list.

Finding something

"Do you have different sizes for this shirt?"

"Where are your blue jeans?"

"Do you have regular T-Shirts here?"

"Where is the dressing room?"

"Do you have a dressing room?"

Shoes

When you see a shoe that you like, you have to find a worker and have them bring your size out to you. Here are some ways to say what you want.

"Can I try this shoe on in a seven?"

"Can I get this in nine and a half?"

"Can I get this in a size six?"

If you don't know what your size is, they will take your measurement.

"I don't know what my size is?"

"I don't know what size I am."

"Can you take my measurement?"

When you go to the register, you don't need to say anything. However, they might ask you a bunch of questions.

"Did you find everything you needed today?"

"Was anyone helping you with this?"

"Would you like to open a credit card? You can get 10 percent off of everything for today."

These are all yes and no questions so answer appropriately.

Grocery Store

Listen to the Entire Lesson

In the grocery store, you don't have to say anything except when you need to find something. Here are some sentences to find general items.

"Where is the fruit section?"

"Do you sell ice cream here?"

"Where can I find batteries?"

"Where is the toothpaste?"

"Can you point me to the medicine area?"

"Where is the bakery section?"

"Do you sell fresh seafood?"

"Do you sell postcards?"

"Where can I find film?"

Be careful when you say film. They will not understand you if you say it improperly. If you have difficulty pronouncing film, you should say, "Where can I find camera film?"

"Where are the shopping carts?"

"Where can I find a shopping basket?"

Bank - Currency Exchange

If you are a traveler, then you don't need to open a bank account. For more banking specifics, feel free to ask us.

"Do you exchange foreign currency?"

"What is your exchange rate for the Korean Won?"

"Can I cash my traveler's checks here?"

"The exchange rate is .0009 cents for one won."

"I would like to exchange 500,000 won please."

"500,000 won at the current exchange rate is \$450. Here you go."

Post Office

If you buy too many things and you have to send it through the mail, you can go to the post office. If you don't have a box, most post offices sell boxes of all sizes.

"Do you sell boxes here?"

"Can I buy one of those large boxes?"

"What is the largest box you sell?"

"How much is the box?"

If you are sending it to a different country, you have to fill out a form. You can either wait until you are ready to send it, or you can fill out the form before going to the counter. They will have blank forms available next to the counter for anyone to take. On the form, you have to specify what you are sending, how much it costs, and the address of where you are sending it to. After filling out the form and packing your box, you are ready to go back to the post office to send it.

Because the box should already have the address, they will not ask you where you are sending it. The first question they usually ask is how you want to send it. You can send it by boat, and a variety of air mail.

"How would you like to send it?"

"How much is it for air mail?"

If that is too expensive, you can ask if there is anything cheaper.

"What is the cheapest way to send it?"

Because you are sending a box, they have standard questions they ask everyone.

"Are there any perishable food items in the package?"

"Are there any fragile items?"

They also ask if you want insurance on the package. It's not that expensive so you can ask how much it is.

"Would you like to insure your package?"

"Would you like insurance?"

"How much is it?"

"It's \$7.16."

After everything is determined, they always ask one more question.

"Do you need any stamps today?"

That is basically it. Let's cover some general sentences you might need to know in the post office.

"How much does it cost to send a regular letter to Korea?"

"What is the fastest way to send this mail?"

"What time do you open in the morning?"

"What time do you close?"

Talking to Stranger

There are many opportunities to talk with strangers. If you are waiting for a bus, or if you are waiting in line, strangers start talking to each other. Another opportunity is if you are on a ferry or in the park sitting on a bench. Basically, opportunities can come everywhere. You should practice this section if you want to talk with different people. Talking to strangers require a lot of small talk. You can study more about small talk in the English Lesson section. For now, we will cover things like talking about where you came from.

If you look like a tourist, some people will ask where you are from. This is just a way to get to know strangers. It's quite common to talk with strangers here. Here are some questions you might hear.

"Are you visiting from somewhere?"

"Yes. I'm visiting from Korea."

"Are you on vacation here?"

"Yes. I'm taking a vacation from Korea."

It's very common for strangers to talk to each other if you are at a tourist location. For example, if you are at Disney Land and you are sitting down, someone next to you might ask some questions assuming you are visiting from somewhere.

"How are you enjoying your vacation?"

"I'm having a great time. How about you?"

"It's pretty fun here. Are you having a good time?"

"This is a great place. I'm having a lot of fun. Are you having fun?"

"Are you here with your family?"

"I'm here with my wife and 2 kids. They are so excited to be here."

"My kids love this place. This is our third time here. Have you been here before?"

"This is my first time here. I always wanted to come and I'm having a great time."

Starting a Conversation

The best time to start a conversation is when you are next to someone who is not moving. You can't start talking to someone walking away from you. Then you are bothering them by making them stop. But if you are sitting down on a bench and someone is next to you, or you are at a beach and someone is close by, you can start a conversation by saying something generic. Here are some conversation starting sentences. But after you make your first sentence, you should see by their reaction if they want to continue the conversation or not. If they appear a little rude, then stop talking to them. You don't have to say anything to stop talking. They don't expect you to. They expect you to not say another word. But if they ask a question back, and they seem friendly, then you can continue with the conversation.

"The weather is so nice today. Are you from around here?"

"How is your day going so far?"

"There are a lot of people out here today. Is this normal?"

An easy way to start talking is when you notice something such as their kids, family, or a dog they might be with.

"Are you here with your family?"

"Are you on vacation?"

"Are those your kids? They're so cute?"

"What kind of dog is that?"

It's much easier if they start the conversation. If they make a comment or ask a question, then you know that they would like to talk.

Finally, it's common for these types of conversation to last only a couple of minutes. So don't feel bad or feel pressured to keep the conversation alive.

There isn't that much more to tell you about speaking with strangers. The best way to understand what types of things are said in a stranger to stranger conversation is to hear a couple of examples. I will give a couple examples to help you understand more.

Interview English

Every job aspirant has to face an interview. The Interview is a gateway into the corporate life. Hence, approaching the interview with the right attitude is of paramount importance. In the competitive market place of today, only academic degree will not help. It will not entitle you a job. What is required is preparedness for the most crucial round of job selection-the interview and also the methods and stages of interview.

Studying this, you should be able to:

- Understand interview
- Comprehend the purpose of interview
- Understand the method of interview

Stages of Interview

Listed below are the basic stages of a typical interview.

1.Introduction

The interviewer has to establish rapport with the candidate. The Candidate should feel free to speak in a relaxed environment. There is an initial greeting and handshake. Often the interviewer gets the first impression of the candidate based on this introductory stage. Typically, in this stage the candidate is involved in small talk and is escorted to the interview room/location. A brief discussion might take about the course of the interview.

2.Information Sharing

In this stage, the candidate gets more information about the position that has applied for or detailed information about the organization.

3.Answering Question

In this stage the interviewer asks the interview questions. There are various types of questions that the interviewer might ask. Here is the chance that the candidate gets to demonstrate his knowledge and skills. The answered strategies that the candidate employs can be a deciding factor in his selection for the job. The candidate should present positive information in a concise manner and do most of the talking.

4.Asking Question

In this stage, the candidate gets a chance to ask question to the interviewer. The interviewer asks to the candidate for any questions about the company or the job profile.

5.Concluding

Before departing, the interviewer concludes the interview by communicating the next step in the hiring process and how the employer will next be in contact with you. You should bid farewell to the interviewer and thank him for giving his time for the interview. Depart cordially with a handshake.

If we take it in context of the interview, the effectiveness of your personality will determine how you are able to convey and create a favorable impression to your interviewer.

Practice on your communication skills

Conversing Effectively in Interview- Composition and delivery of message

a.Composing involved

- Organise thoughts in logical manner- you will need to think quickly and focus on core points when you give a response to the interviewer. If required take a moment's pause to compose your thoughts before you answer. Arrange the answer in points which will avoid confusion and also build connectively between statements.
- Clarity on what is to be spoken-Take your time before you respond to each question, even if you know exactly what you want to say. Take this time to quickly plan your answer, this help to avoid misunderstandings and produces much more concise answers.

b.Delivery involves

- Verbalize the thoughts in simple language(to verbalize, use simple and direct sentences, listen carefully to any questions posed by interviewer)
- Use short sentences and simple words for clear expression of thoughts.
- Use familiar words, avoid using ambiguous terms.
- Use full forms of abbreviations even of technical terms
- Make use of active voice as far as possible
- Direct, to the point sentences take less time to form and express whatever you want to convey.

c.Listening Carefully

- Make sure to pay full attention to the interviewer
- Ask for clarification if you don't understand a question. This is expected and is better than providing a wrong answer.
- If you need time to gather your thoughts- feel free to take it.
- It is better to gather your thoughts for a few moments and make sure that your answer is correct in the given circumstances
- Even though your answer are correct and you have a pleasant personality, but unless your interviewer can understand what you're saying, you have not conveyed your message
- Usage of good vocabulary, with correct pronunciation and voice modulation gives you an edge over candidates in an interview

d. On the Day of Interview

- Take a good look at your appearance. You need to dress well in clean, neat and ironed clothes. Don't wear casuals as this indicates that you are having a casual approach to the interview process.
- Be present at the interview before time. Try to reach the venue before the scheduled time so that you have time to acclimatize yourself with the environment.
- Be composed. If you feel nervous or anxious, compose yourself with thoughts pertaining to your career goals, hobbies and other personal attributes.
- Be mindful of your body language

POSSIBLE QUESTIONS

Unit ii

Part A (20 marks)

(Q. No 1 to 20 Online Examination)

Part B (2 Marks)

1. How many stages are there in an interview?
2. How you will ask direction from an unknown person?
3. Write a dialogue between you and a bank employee. It should have minimum two dialogues.
4. Give two expressions for making request.
5. Write two expressions for denying help

Part C (6 marks)

1. Elucidate telephone skills.
2. Write the difference between formal English and informal English.
3. Discuss the importance of communication in detail.
4. Narrate the scene that happens before you.
5. Discuss the importance of Presentation.
6. How to talk with a stranger and open the conversation?

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CLASS: II B.COM/CA/PA/BPS & BBA **COURSE NAME:** English-III

COURSE CODE: 17ENU301 **UNIT:** II SPEAKING BATCH-2017-2020

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(For the candidates admitted from 2018 onwards)

DEPARTMENT OF ENGLISH

UNIT II : (Multiple choice Questions)

CLASS: II B.COM/CA/PA/BPS and BBA
**UNIT II-SPEAKING - PART-A (Online Examination) **

S.NO	QUESTIONS	CHOICE - 1	CHOICE - 2		CHOICE - 4	ANSWER
1	The purpose of introducing people is to give them an _____ to know each other	opportunity	option	guesture	speaking	opportunity
2	First, state the name of the _____ being introduced to.	person	office	address	number	person
3	A speaker should say "I would like to introduce" or, "please _____"	meet	greet	treat	welcome	meet
4	The foremost principle of etiquette for making introductions lies in understanding _____ and respect	reverence	reckoning	regret	guesture	reverence
5	Many people have difficulty _____ people to one another.	introducing	speaking	listening	talking	introducing
6	Effective speaking requires _____	vast knowledge of subject	good stage	good audience	impeccable vecobulary	impeccable vocabulary
7	Body language is required for _____	reading	speaking	writing	listening	speaking
8	The good speaker must be a good _____	reader	leader	writer	listener	listener
9	Identify the expression of greeting from following _____	warm greetings!	warm regards!	of course	thank you	warm greetings!
10	A speaker should master the _____ of introduction	art	craft	sense	option	art
11	"May I have your permission to use mobile?" is an example of _____	fomal way of asking request	denying permission	granting permission	informal way of asking permission	fomal way of asking request

12	One should be very _____ when ending the conversation	friendly	formal	informal	bored	friendly
13	"Hai," is a _____ way of greeting	more informl	informal	formal	more formal	informal
14	_____ in requests is considered to be more polite	could	shall	can	will	could
15	"I look forward to see you again," is a _____	request	order	advice	fare-well remarks	fare-well remarks
16	We should make a _____ comment when ending the conversation	positive	negative	frank	formal greeting	positive
17	"Hey," "Well," or "Anyway" are _____ words	transitional	interactive	formal	informal	transitional
18	"Be quiet" is _____	an instruction	a request	greeting	parting remarks	an instruction
19	"Please help me," is _____	an order	an advice	a request	a greeting	a request
20	"Very well," is a _____	greeting	response	question	order	response
21	We can end a conversation at work by giving a _____ of the conversation	answer	summary	gist	picture	summary
22	Making _____ effectively in English is an important part	requests	an instruction	greeting	parting remarks	requests
23	A good speaker should _____ assumption.	avoid	make out	encourage	should not avoid	avoid
24	A speaker should think of the _____ in any inconvenience caused.	consequences	output	feedback	result	consequences
25	It's important to be _____ when we are asking for something.	polite	rude	smiling	harsh	polite
26	_____ show me your photo album, please?	Can you	Yes	No	Should I	Can you
27	_____ lend me your book, please?	Will you	You should	You will	May I	Will you
28	Could you possibly show me the way to the post office, _____ ?	please	hai	welcome	plese	please
29	Would you _____ me with this exercise, please?	help	treat	excuse	helping	help
30	"Would you mind lending me your book? " is followed by a gerund _____	verb+ing	verb+ed	verb	word	verb+ing

31	We should ask for _____ to use something that belongs to someone else.	permission	help	request	order	permission
32	_____ can be in terms of food, money, solutions, friendship or a bargain.	discount	offer	sale	free	offer
33	_____ offers is as important as we offer something.	accepting	rejecting	agreeing	arguing	accepting
34	A set of rules and _____ are to be followed while interacting over phone.	guideline	regulations	principles	orders	guideline
35	Every phone call is a _____ of communication between two people	link	line	lack	spectrum	link
36	_____ over phone can be hampered	Speaking	Communication	Listening	Reading	Communication
37	Telephone _____ focuses on maintaining standard of language	etiquette	evidence	communication	listening	etiquette
38	We should speak with _____ at a normal speed.	clarity	phone	mobile	fluency	clarity
39	A speaker should use friendly _____ to greet the caller.	behaviour	attitude	character	manner	behaviour
40	A worker should ask for the _____ consent to be put on hold and wait for an answer.	customer's	manager	worker	friend	customer's
41	A good speaker should offer only _____ and useful information.	adequate	apt	inadequate	neccessary	apt
42	One should prepare an _____ of the further course of action	line	outline	workout	plan	outline
43	A caller should provide a _____ for providing requested information	time	frame	time frame	timing	time frame
44	_____ English is a part of English for specific purposes	Business	Travel	Interview	Communicative	Business
45	"Come on" is _____	a request	a greeting	an order	farewell remark	an order
46	The expansion of GD is _____	graphics design	great discussion	general discussion	group discussion	group discussion
47	Group discussion is a _____	an individual activity	an activity of two members	an activity of three members	group activity	group activity
48	The strict rules of _____ are sometimes ignored.	grammar	language	conversation	communication	Grammar

49	Business English focuses on _____ and topics used in the worlds of business.	words	vocabulary	reading	listening	vocabulary
50	_____ and oral presentations play an important role in helping an organization.	Written reports	Reports	Records	Written records	Written reports
51	_____ is undoubtedly changing the physical characteristics of oral presentation in business.	Technology	Science	Information Technology	English	Technology
52	The most important advantage of oral presentation is the immediate _____ from the audience.	answer	feedback	response	question	feedback
53	The speaker can pick up _____ from audience members	cues	clues	answer	options	cues
54	_____ are simply less work for the audience.	Presentations	Documentation	Preparations	Speaking	Presentations
55	_____ is less strenuous and often more enjoyable than reading.	Listening	Communicating	Speaking	Writing	Listening

UNIT III READING

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

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 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

Unit III

Part A (20 marks)

(Q. No 1 to 20 Online Examination)

Part B (2 Marks)

1. How many types of reading?
2. How to review a document?
3. Define Survey?
4. Define active reading style?
5. Define Scanning?

Part C (6 Marks)

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



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KARPAGAM ACADEMY OF HIGHER EDUCATION

CLASS: II B.COM/CA/PA/BPS & BBA **COURSE NAME:** English-III

COURSE CODE: 17ENU301 **UNIT:** III READING BATCH-2017-2020

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DEPARTMENT OF ENGLISH

UNIT III : (Multiple choice Questions)

CLASS: II B.COM/CA/PA/BPS and BBA
UNIT III- READING- PART-A (Online Examination)

S.NO	QUESTIONS	CHOICE - 1	CHOICE - 2	CHOICE - 3	CHOICE - 4	ANSWER
1	The reader should know the _____ reading.	discover	guess	purpose	pleasure	purpose
2	_____ should guess the meaning of unfamiliar words.	reader	poet	writer	narrator	reader
3	A good reader should know the writer's _____ in a particular construction.	avoid	intention	information	identity	intention
4	The reader should vary the _____ of reading according to the purpose of reading	purpose	idea	speed	mouthings	speed
5	A perfect reader should change the _____ of reading according to the purpose.	style	order	speed	pause	style
6	If a reader wants to get an idea of the text he/she can _____ through the text.	reader	skim	scan	knowledge	skim
7	Reader should _____ the text if he/she is searching for a specific information.	skim	read line by line	speed	scan	scan
8	Faulty habits like pointing at the words with a finger or a pencil should be _____ while reading	avoided	encouraged	mandatory	agreed	avoided
9	Eye movement while reading is _____	encouraged	scan the text	avoidable	unavoidable	unavoidable
10	_____ the words mentally should be avoided.	scanning	mouthings	speaking	shouting	mouthings
11	The reader has to think _____ about the information that is given in the text.	avoid	critically	logically	sequence	critically
12	Correct _____ is always must to understand reading	punctuation	purpose	pronunciation	mouthings	pronunciation
13	_____ can retain the attention or even drive away the listener	voice	speed	subject	pause	voice

14	_____ is essential for reading.	pitch	clarity	voice	speed	clarity
15	One should learn to read at a _____, which suits the listeners	pitch	pause	pace	clarity	pace
16	Adjusting the speed according to the need of our _____ is essential	speaker	audience	narrator	writer	audience
17	_____, while reading are very effective in holding the listeners' attention	pause	pace	skim	order	Pauses
18	_____ is used to quickly identify the main ideas of a text.	scanning	purpose	skimming	dictionary	skimming
19	Skimming is done at a speed _____ times faster than normal reading.	three to four	four to five	three to five	four to six times	three to four
20	_____ technique is useful when you are seeking specific information rather than reading for comprehension	scanning	skimming	editing	writer	skimming
21	_____ works well to find dates, names and places	skimming	reading	scanning	writing	skimming
22	_____ is a technique you often use when looking up a word in the telephone book or dictionary.	writing	reading	skimming	scanning	scanning
23	_____ involves moving your eyes quickly down the page seeking specific words and phrases.	skimming	scanning	mouthng	editing	scanning
24	_____ comprehension includes all of the processes related to deriving meaning from written language.	listening	writing	reading	editing	reading
25	_____ indicates that there is meaning in texts and that meaning needs to be understood.	logical	lexica;	constructing meaning	Deriving meaning	Deriving meaning
26	_____ meaning indicates that often readers go beyond the meaning explicitly contained in the text and add to that meaning based on their own experience	Constructing	original	Deriving	lexical	Constructing
27	_____ includes knowing that written language has meaning and purpose, and that there are conventions in printed language	books	Literacy awareness	listening	sequence	Literacy awareness
28	_____ skill includes knowledge of the alphabetic code ability to attack and find the meaning of familiar and unfamiliar words	decoding	encoding	organising	applying	a) decoding

29	_____ decoding is critical for effective comprehension	quick	Fluent	pace	lexical	Fluent
30	_____awareness refers to awareness of the sound system of the language.	sound	lexica;	Phonological	Deriving meaning	Phonological
31	Phonological includes awareness of words that rhyme and alliterate ability to break words into component syllables and component sounds	logical	syllables	accent	tone	syllables
32	_____ knowledge includes knowing the meaning of words including multiple meanings of ambiguous words.	word	tone	meaning	voice	word
33	_____ structures are the conventional ways in which people organize stories, descriptions, explanations.	logical	Discourse	standard	organising	Discourse
34	The standard way to organize a story is called _____	narrative discourse structure	story writing	narrative writing	story structure	narrative discourse structure
35	Reading comprehension also assumes_____ knowledge and an ability to infer meaning from the order of word	tone	syntax	coherence	intonation	syntax
36	_____ comprehension assumes knowledge about the world that is described in the text.	listening	writing	reading	understanding	reading
37	Reading comprehension assumes an ability _____-to relate presented in the text .	actions and themes	tone and voice	idea and purpose	intonation	actions and themes
38	Reading comprehension assumes the ability to hold many units of_____ in mind at one time	theme	information	tone	editing	information
39	_____of a text assumes an ability to distinguish between what is important and what is unimportant.	Effective reading	communicatio n	Effective speaking	listening	Effective reading
40	Reading effectively is an important skill which can be acquired only through_____.	speaking	practice	hearing	comprehend	practice
41	The book cover of a book gives enough information about the _____ of the book.	content	index	author	review	content
42	_____ value the activity of reading and takes pleasure in it.	Reader	News reader	Writer	Editor	Reader

43	Good readers constantly seek to improve their ____ability	listening	writing	reading	hearing	reading
44	Practice _____ reading to increase your reading speed.	loud	silent	speed	mouthng	silent
45	Good readers have confidence in their ability to _____ what they read	read and understand	theme and idea	write and summarize	way of narrative	read and understand
46	Reading comprehension has many parallels with _____comprehension.	speaking	writing	listening	effective reading	listening
47	_____ reading a text, good readers clarify the purpose of reading.	after	before	during	review	before
48	_____ is facilitated because the reader is oriented to the content of the reading.	author	Idea	Reading comprehension	speaking	Reading comprehension
49	Reader creates a ____of what they have read	mental image	essay	review	summary	mental image
50	Reader ____ the parts that they know they did not properly understand. This of course assumes that they are monitoring their comprehension	rewrite	review	revise	reread	reread
51	After completing a text, good readers try to _____ what they have read to make sure they comprehend it.	overview	summarize	understand	purpose	summarize
52	Good reader _____the main points of the text.	listen	write	rewrite	review	review
53	Perfect reader try to apply the _____ to other domains they are familiar with or to their own experience.	perface	content	publish	practice	content
54	Reader make _____about how good the reading was, how much they liked it, whether the reading met its purpose	judgments	summarize	think	practice	judgments
55	_____ is an act of taking in or comprehending written or printed words	editing	hearing	writing	reading	reading
56	The Reader has to use_____ to read a group of words at one attempt instead of focusing on each individual word.	mouthng	eye span	silence	pencil	eye span
57	Reading is a complex _____ process of decoding symbols.	cognitive	comprehension	acquisition	developing	cognitive

58	The process of recording information to be read later is _____.	speaking	reading	writing	communication	writing
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UNIT IV

Writing

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

Introduction

Most people have the notion that the way they speak is the way they write and the way they write is all the same but that is not true. It's high time, people as a whole ought to comprehend that there is a whole lot of difference between writing too. In fact, the concept of writing has changed a lot with time and it has turned out to be far more intricate than it used to be.

Four Types of Writing

A writer's style is a reflection of his or her personality, unique voice, and way of approaching the audience and readers.

However, every piece writers write is for a specific purpose—for example, writers may want to explain how something works or persuade people to agree with their point of view. While there are as many writers' styles as there are writers, there are only four general purposes that lead someone to write a piece, and these are known as the four styles, or types, of writing. Knowing all four different types and their usages is important for any writer.

Here are the categories and their definitions:

1. Expository

Expository writing explains or informs. It talks about a subject without giving opinions.

It is a subject-oriented writing style, in which authors focus on telling the reader about a given topic or subject without voicing their personal opinions. These types of essays or articles furnish the reader with relevant facts and figures but do not include their opinions. This is one of the most common types of writing. People always see it in textbooks and how-to articles. The author just tells you about a given

subject, such as how to do something.

Key Points:

- Usually explains something in a process.
- Is often equipped with facts and figures.
- Is usually in a logical order and sequence.

When the Expository Writing can be used:

- Textbook writing.
- How-to articles.
- Recipes.
- News stories (not including opinion or editorial pieces).
- Business, technical, or scientific writing.

Example:

Many people associate the taste of pumpkins with fall. In October, companies from Starbucks to McDonalds roll out their pumpkin-flavored lattes and desserts. Here is how to make an easy pumpkin pie using only five ingredients. First, make sure you have all of the ingredients.

This writing is expository because it is *explaining*. In this case, you can already tell that the piece will be about how to make a pumpkin pie.

Non-example:

Everyone knows that the best part about fall is all of the pumpkin-flavored desserts. Pumpkin pie is the best fall treat because it is not only delicious but also nutritious. Pumpkin is filled with vitamin A, which is essential for a healthy immune system and good vision.

This is not expository because several opinions are stated, such as “Pumpkin pie is the best fall treat...” Although this excerpt contains a fact about pumpkin containing vitamin A, that fact is used as evidence to support the opinion. These opinions make this an example of persuasive writing.

2. Descriptive

Descriptive writing focuses on communicating the details of a character, event, or place.

Descriptive writing's main purpose is to describe. It is a style of writing that focuses on describing a character, an event, or a place in great detail. It can be poetic when the author takes the time to be very specific in his or her descriptions.

Example:

In good descriptive writing, the author will not just say: “The vampire killed his lover.” He or she will change the sentence, focusing on more details and descriptions, like: “The bloody, red-eyed vampire, sunk his rust-colored teeth into the soft skin of his lover and ended her life.”

Key Points:

- It is often poetic in nature
- It describes places, people, events, situations, or locations in a highly-detailed manner.
- The author visualizes what he or she sees, hears, tastes, smells, and feels.

When You Would Use Descriptive Writing:

- Poetry
- Journal or diary writing
- Nature writing
- Descriptive passages in fiction

Example:

The iPhone 6 is unexpectedly light. While size of its screen is bigger than those of the iPhones that came before, it is thinner, and its smooth, rounded body is made of aluminum, stainless steel, and glass. The casing comes in a whitish silver, gold, or a color the company calls “space gray,” the color of the lead of a pencil, with darker gray accents.

This is an example because it describes aspects of the phone. It includes details such as the size, weight, and material.

Non-example:

So you just brought home a shiny new smartphone with a smooth glass screen the size of your palm. The first thing you will want to do when purchasing a new cell is buy a case. Cracking your screen is an awful feeling, and protection is inexpensive when you compare it to the costs of a new phone.

Even though this example uses adjectives, you can tell that this is not an example of descriptive writing because the purpose is not to describe the phone—it’s to persuade you to buy a case.

3. Persuasive

Persuasive writing tries to bring other people around to your point of view. | Source

Persuasive writing's main purpose is to convince. Unlike expository writing, persuasive writing contains the opinions and biases of the author. To convince others to agree with the author's point of view, persuasive writing contains justifications and reasons. It is often used in letters of complaint, advertisements or commercials, affiliate marketing pitches, cover letters, and newspaper opinion and editorial pieces.

Key Points:

- Persuasive writing is equipped with reasons, arguments, and justifications.
- In persuasive writing, the author takes a stand and asks you to agree with his or her point of view.
- It often asks for readers to do something about the situation (this is called a call-to-action).

When You Would Use Persuasive Writing:

- Opinion and editorial newspaper pieces.
- Advertisements.
- Reviews (of books, music, movie, restaurants, etc.).
- Letter of recommendation.
- Letter of complaint.
- Cover letters

Example:

Following the 2012 Olympic Games hosted in London, the UK Trade and Investment department reported a £9.9 billion boost to the economy. Although it is expensive to host the Olympics, if done right, they can provide real jobs and economic growth. This city should consider placing a bid to host the Olympics.

This is persuasive writing because the author has a belief—that “this city should consider placing a bid to host the Olympics”—and is trying to convince others to agree.

Non-example:

According to legend, the Olympics were founded by Hercules. Now almost 100 countries participate in the Games, with over two million people attending. So cities from Boston to Hamburg begin considering their bid to be a host city more than 10 years in advance.

All of these statements are facts. Therefore it's expository. To be persuasive writing, you must have an opinion that you're trying to persuade people of—then, of course, you will support that opinion with evidence.

4. Narrative

A narrative tells a story. There will usually be characters and dialogue.

Narrative writing's main purpose is to tell a story. The author will create different characters and tell you what happens to them (sometimes the author writes from the point of view of one of the characters—this is known as first person narration). Novels, short stories, novellas, poetry, and biographies can all fall in the narrative writing style. Simply, narrative writing answers the question: “What happened then?”

Key Points:

- A person tells a story or event.
- Has characters and dialogue.
- Has definite and logical beginnings, intervals, and endings.
- Often has situations like actions, motivational events, and disputes or conflicts with their eventual solutions.

Examples of When You Would Use Persuasive Writing:

- Novels
- Short stories
- Novellas
- Poetry
- Autobiographies or biographies
- Anecdotes
- Oral histories

Example:

“I don’t think that’s a good idea,” said Jaelyn.

“You never used to be such a girl!” retorted Orin, pushing open the door.

Reluctantly, Jaelyn followed.

This is a narrative because it's telling a story. There are different characters conversing, and a plot is unravelling.

Non-example:

Cutting Edge Haunted House holds the Guinness World Record for the largest haunted house on earth. It's located in a district in Fort Worth, Texas known as "Hell's Half Acre" in a century-old abandoned meat-packing plant. The haunted house takes an hour to complete, winding through horrific scenes incorporating the factory's original meat-packing equipment.

While this would serve as a worthy setting for a story, it would need a plot before it could be called a narrative.

Conclusion

These are the four different types of writing that are generally used. There are many sub-types of writing that may fall in any of those categories. A writer must know all these styles in order to identify the purpose of his or her own writing and make sure it's something the audience wants to read.

COMPONENTS OF WRITING SKILL

There are three components to writing skill. They are grammatical skill, compositional skill, and domain knowledge.

1. Grammatical Skill:

Grammatical skill is the ability to construct meaningful sentences. It is the ability to construct sentences, not the ability to diagram them, which is necessary for writing. We all have a basic degree of grammatical skill. We could not communicate without it. When people say that everyone can write, I suspect that they mean simply that everyone can construct meaningful sentences and record them on paper. Not quite everyone qualifies to this standard, but in the developed world, most people do. We can develop a much higher level of grammatical skill than mere literacy requires. Some people can construct complex and beautiful sentences with ease. A certain elegance, fluidity, and grace in the construction of a sentence is one of the hallmarks of a good writer in all fields.

2. Compositional Skill:

Compositional skill is the ability to organize words to produce an effect. Storytelling is a compositional skill. A compelling lecture or blog post displays compositional skill. The ability to express ideas systematically and comprehensively belongs to the composition skill. Compositional skill

is not an extension of grammatical skill. It is a separate skill.

3.Domain Knowledge:

Many technical writers would vehemently deny that domain knowledge is a component of writing skill. Some even go so far as to suggest that ignorance of the subject domain is an asset, that it allows them to appreciate the perspective of the user. However, domain knowledge is important for other reasons than knowledge of the subject matter, as important as that may be. Every decent writer will acknowledge that it is important to know your reader. Technical writers often go to great lengths to collect data on their audience, to construct personas so that they have a model of who they are writing for. There is still another component to domain knowledge. Every domain has its communication conventions. This is in part its language, its jargon, but it goes beyond this. Particular domains have compositional conventions that guide how communications in the field are structured. The existence of these compositional conventions in different domains has two important consequences for our consideration of what constitutes writing skill. The first is that knowledge of the domain combined with sufficient grammatical skill can allow many people to write successfully for others within their domain. The second is that writers from outside the domain, even if they are possessed of great compositional skills, will often fail to communicate in the domain because they don't know its compositional conventions. What they write might be brilliantly composed, but it will confuse the reader because it does not conform to the conventions they are used to. If we have both compositional skill and domain knowledge, this will allow you to exploit and refine the conventions of the domain to achieve a higher degree of communication. But there is an important caveat to the ability of domain knowledge to compensate for the lack of compositional skill. Domain knowledge, with its attendant knowledge of the compositional forms of the domain, may allow those with little compositional skill to write successfully within their domain, but it does not suffice for communicating outside the domain.

The Components of the Writing Process

There are five major components of the writing process:

1. Prewriting
2. Writing

3. Revising
4. Editing
5. Publishing

Related Articles

- How to Write a Memo
- Writing a Collection Letter
- Chemical and Synthetic Dyes

Prewriting

Prewriting is the process of gathering ideas and information for your project. This could include:

- General brainstorming
- Doing background research at the library or online
- Conducting interviews
- Writing character sketches
- Making an outline

Writing

After you've thought about what you hope to accomplish with your project, it's time to start actually writing the first draft. Every writer has a unique routine for this part of the process. Some write in the morning, while others write just before they go to sleep at night. Some people prefer to write in a home office, while others work best in a coffee shop surrounded by other people. Many writers prefer to write on a daily schedule to keep them motivated, but there are also a number of writers who only work when inspiration strikes.

Regardless of your particular writing routine, remember that writing requires both concentration and energy. Even experienced writers can seldom manage to write for hours at a time. It's perfectly acceptable to allow yourself a small break after an hour of uninterrupted writing.

Revising

Many novice freelance writers make the mistake of thinking that once they've finished a first draft, their work is complete. Unfortunately, your first draft is seldom representative of your best work.

Every professional freelance writer understands that rewriting is one of the key parts of the writing process.

Rewriting may include:

- Adding sections to provide more detail where it is needed
- Removing sections that are repetitious or unnecessary
- Replacing sections with more vivid prose
- Rearranging parts of the piece to improve the overall flow

Revising is often where critique groups can come into play, especially if you're working on a longer project such as a book proposal. As a writer, it's natural to be attached to your project. However, what seems like brilliant prose to you may very well be confusing to the reader. Having a group of people review your work will give you new insights into what needs to be changed or improved. Even if some of the criticism is hard for your ego to take, this will make you a much better writer in the end.

Editing

Editing involves checking over the smaller details that you've ignored until now in favor of focusing on the overall structure of your work. During the editing process, you are evaluating:

- Grammar
- Spelling
- Punctuation
- Word choice
- Formatting mistakes

Most writers simply edit their own work before they attempt to submit it for publication, since it will undoubtedly be edited again before it is released to a wider audience. However, if you really struggle with the mechanics of the English language, you may want to consider hiring a freelance editor to assist you with this part of the process. Brilliant prose is unlikely to impress your client if it is littered with spelling and grammatical errors.

Publishing

Publishing simply involves distributing your work in its finished format. For a freelance writer, this is generally interpreted as distributing the project to the client, sending off a query letter, or submitting a book proposal.

While the goal is to have your work met with enthusiastic reviews, rejection is often one of the components of the writing process. A client may not like the way you handled his press release or a magazine may feel your idea isn't suitable for their audience. Don't let this keep you from pursuing your dream of a freelance writing career. Consider their suggestions, revise your work, and try again. In the end, your persistence will pay off.

Writing is a dream job, but not for everyone. Some writers are hired to write product descriptions for catalogs, and some turn out to be J.K. Rowling. Unfortunately, however, most writers have a better chance of writing product descriptions than they do of becoming best-selling authors. For a successful content writer seems to have an enviable life -- they work from home, make their own schedules and work as much or as little as they please -- the vast majority have a hard time making a living of it. They lack the skills necessary to succeed. Because no matter how talented they are, writing skill is simply not enough. So, if you want to become successful as a content writer, you need a full toolkit of marketable skills.

1. Successful content writers must master different writing styles.

The reason is that each form of writing has its own style. News is delivered AP style, in short, informational paragraphs with the meat of the story at the top. Blogging is personable, friendly and often opinionated. Ad copy is short and persuasive. White papers are long; they describe a problem and provide the solution. But, regardless, each and every category is content, and each style writers master makes them more valuable and in demand.

2. Successful content writers don't pick random subjects.

"Ideation" is a marketing industry buzzword that describes the creative process of finding a subject, title and angle to write about; and ideation begins with analytics. Most ideation is done in a team setting, but freelance writers are usually on their own. Which is why it's helpful to know how professional

marketing teams generate ideas. Before doing that, successful content writers need to:

- Understand their audience. Marketers call it creating a "buyer persona." If you know who your readers are, you can write what they want to read. You write for your audience. Not for yourself, not for your company, not for your brand.
- Perform keyword research. Researchers have showed that "content writing" is a better keyword than "content writer," which is what led to a title change.
- Check out the competition. A competitive content audit gives you a ton of information. Not just about what your competitors are sharing, but who is linking to their content, blogging about it, tweeting it out and posting it elsewhere.
- Craft a snappy title. After you have keyword, competitor and reader knowledge, take your time, choose your subject and craft a title that will interest readers. The title compels people to read. . . or not. The most important words on your post are the title and the meta description.

3. Successful content writers are original.

It's your reputation. Every post with your name on it should be original. That probably sounds crazy, with all the tens of thousands of people writing about the same subjects, but it's easier than it seems. Every talented writer can bring a unique voice, different perspective or new light to an overworked subject.

Plagiarized content is bad for SEO, bad for your employers and even worse for you. Protect your reputation and your career by taking precautions. Before you submit your work, use an online program to check for plagiarism. With all the content out there, it's easy to accidentally duplicate writing.

4. Successful content writers know SEO, HTML, CSS and WordPress.

Don't panic. You only need a few basics. WordPress themes have varying levels of automatic functions, and sometimes the only way to make your text appear the way you want it to is to dig into the text/HTML tab and manipulate the code to make a title tag or fix a spacing issue. It's worth your time to learn the basics.

Updated SEO knowledge is also critical. Search engine algorithms change constantly, and writers have to keep up. One thing remains constant: High quality is always in demand. If you can write in-depth content from a unique perspective, you'll be in demand.

5. Successful content writers are social media specialists.

Name recognition is important. Social media puts everything you need within your grasp. Build your audience, meet publishers and talk to industry experts. When your writing is published, the fun has only just begun. The more active you are on social media, the more likely your followers will be to recommend your content. Successful content writers are active, public and friendly.

So, think again about writing "success." It stops being about words on paper as soon as "content" is added to "writer." Content writers are marketing experts, SEO specialists, on-page coders and social media butterflies. With the right skill set, you'll succeed and find that yours is the best job in the world.

LANGUAGE AND STYLE IN WRITING

STYLE

A report is a verbal structure, and style is the way we select and arrange the elements of structure. So to attain a style that works. We need to know what to select and how to arrange the selected material. In specific terms, a report consists of words, phrases, clauses, and sentences which form paragraphs and the paragraphs constitute the text of a report. The marks of punctuation and graphic aids enhance comprehension and sharpen understanding but these are outside the scope of discussion in this chapter.

We propose to discuss style from a practical point of view - how to attain an effective report writing style - and not to enter into a theoretical discussion of what has already been written, as is done in literature courses. What we say here is applicable with certain modification, to other forms of professional writing also. We cannot of course give you a complete list of do's and don'ts for even writing task but we hope that the discussion which follows would help you write more effectively First let us look at the importance and features of professional writing

IMPORTANCE OF PROFESSIONAL WRITING

Professional writing is an extension of your responsibility. It is hard work, requiring enormous patience and rigorous practice. The ability to communicate effectively is one of the greatest assets anyone can acquire, but the most common and perhaps the greatest communication problem today is that many people are unaware that they lack communicative ability. The organisations also are unable to realise what a heavy price they have to pay because of miscommunication. Communication inefficiency exercises negative effects on productivity and staff relations, and can result in cancelled orders, strikes loss of customers, frequent complaints, etc.

FEATURES OF WRITTEN COMMUNICATION

At this stage, it would be helpful to review briefly the main features of written communication. Often a written communication is the only link between the writer and the reader thus it determines the reader's attitude towards the writer. Once it leaves the writer's hands, for all practical purposes he has no control over it. He cannot clarify or amplify what he has written, neither can he add nor delete. Further, in the written

communication there is no effective substitute for gestures, facial expressions and modulation of voice which make oral communication vibrant.

To be an effective writer, a professional should cultivate certain habits, attitudes and qualities of mind.

- Let us briefly examine some of the important one
1. Visualise what you wish to say. If the picture you want to communicate is clear to you, the words would then automatically follow to express it. Remember, clear thinking and clear writing go together. Adequate preparation - organisation of data and their analysis, generalisations based on them, and the plan of writing as manifested in your outline - would certainly help you in attaining
 2. Prepare the first draft without caring much for the mechanics of writing. Attention to such details disturb the flow of thought. The sole concern at this stage should be to present your ideas.
 3. Stop when you have finished saying what you wanted to say. There is no need to add the so-called concluding sentence. Remember, a professional writes to express and not to impress.
 4. Revise the draft carefully, this time taking care of all the required details. And have the courage to delete a word, phrase, sentence or paragraph which does not add meaning to the point under discussion.
 5. Approach the problem with a scientist's objectivity, detachment and passion for truth. This would help you make your writing plain, concise and precise
 6. Don't say a point unnecessarily, to keep your writing crisp and sharp.

CHOICE OF WORDS AND PHRASES

Choosing the right words and phrases is the first important step in writing. Words have different meanings in different contexts. Their polysemantic nature makes the task of selection appear to be suitable in the first instance. To perceive their aptness requires a sophisticated sense of language use. Constant concern for the selection of the right word at the right place and an unfailing desire to extract meaning is helpful in attaining an effective style. We give below in the form of 'Do's' and 'Don'ts', a few helpful hints.

We are however not suggesting that the words which we have termed as abstract, long, general or unfamiliar should never be used; in fact they may be the best words in certain contexts. Sometimes their use may be advisable for variety.

Do's

- i) Prefer concrete words to abstract words. A concrete word permits a limited interpretation and conveys a more definite meaning. Its meaning is generally fixed. A few examples are names of persons, number as words, dates, etc.... words pointing to one specific person (eg. I, he, she. etc...). Concrete words tend to be more forceful, direct and exact than their abstract counterparts. Abstract words have a tendency to be general and vague.

Example

Fuel tank deformation was present(OS) - The fuel tank was deformed(RS)

Words such as 'nature,' 'condition,' 'character,' 'situation,' 'progress,' 'ideas,' 'excellence,' convey abstract meaning and yet we cannot avoid using them. We can make them less abstract by providing a proper context. For example, 'his ideas' is less abstract than 'ideas'. Similarly 'human nature' is less abstract than 'nature'.

i) Prefer specific words to general words. The use of specific words makes the writing clearer and immediately creates an image in the mind of the reader. Often specificity and concreteness go together. A few examples are given below:

General	Specific
countenance	Face
reside	Stay
volume	Book
employ	Use

The above list is only a small sample to show the point we are emphasizing.

Let us now see how the replacement of a general word by a specific word given in brackets makes a sentence more effective.

- i) The company has brought out forty publications this year (books)
- ii) They have produced a book on style. (Written)
- iii) She has developed a new gas lighter. (designed)
- (iv) He has prepared a plan of action after a critical examination of all factors. (Study)
- v) Transfer the liquid into the beaker. (pour)

Modifiers of nouns and verbs tend to be vague and subjective. They generally convey the judgment or the impression of the writer. Beware of them in your writing. Even innocent looking words such as good, big, small can bite or embarrass you! An example would suffice. 'The tests indicate that the equipment is good'. This sentence hardly conveys anything. It can be revised thus:

The performance and fatigue tests indicate that the x 258 coupling will withstand loads 75 percent above the specified requirements, far beyond the life expectancy of the aircraft.

Another culprit is the -tion word formed from a verb:

Phrases	Verbs
make an investigation	investigate
have a confrontation	confront
prepare a formulation	formulate
make an application	apply
tender resignation	resign

Now notice how the revised version of the following sentence conveys the meaning more effectively:
We solicit any recommendations that you wish to make and you may rest assured that any such recommendation will be given our careful consideration as to the utilization thereof.

Revised version: Please give us your suggestions. We would carefully consider them.

Iii) Prefer plain and familiar words to long and unfamiliar words. Inexperienced writers often believe that pomposity is the hall mark often effective writer. They are therefore tempted to use long and unfamiliar words instead of plain words, which are short and familiar to the reader. One should not deliberately use words that may compel the reader to consult the dictionary frequently. The use of plain words saves time - the writer's, the typist's and the reader's. The list given below would give you an idea of what we are suggesting.

Long and Unfamiliar	Plain and Familiar
Effectuate	effect
Facilitate	ease
Expedite	hurry up
Initiate	start
Utilization	use

In a speech written for him, President F.D. Roosevelt changed the sentence 'We are endeavoring to construct a more inclusive society' to 'We are going to make a country in which no one is left out'. On another occasion the President replaced 'Terminate the illumination' by 'Turn out the lights'. Both these examples show how plain words make the message more effective.

Unless you are alert, high-flying and fancy words may completely drown your meaning. Notice how in the following example a simple, straightforward message is completely lost.

A famous lecturer asked the formula of success in public speaking.

We'll, he said, in promulgating your esoteric cogitations and articulating superficial sentimental and psychological observations, beware of platitudinous ponderosity. Let your extemporaneous decantation and unpremeditated expatiations have intelligibility and veracious veracity without rodomontade and thrasonical bombast. Sedulously avoid all polysyllabic profundity, pusillanimous vacuity, pestiferous profanity and similar transgressions. Or to put it a bit differently, he concluded, talk simply naturally, and above all, don't use big words,

Don'ts

i. Avoid cliches: A cliché is a faded word or a phrase which has lost its effectiveness because of overuse. When it is first coined, it is fresh and vigorous and conveys the meaning vividly, With the passage of time it loses sharpness and ceases to exercise the desired impact.

Very often when you start writing, such words and phrases would come to your mind and if you are not alert, find a place in the text of your report and thus weaken it. Although cliches are not necessarily

unsuitable or wrong, their frequent use would tire the discriminating reader. In the beginning you may have some difficulty in recognising cliches. Soon, however, you would discover that phrases such as 'worthwhile areas', 'inter-disciplinary techniques', 'broader fields', the 'long-range view', mean little or merely serve as substitute for real ideas. You may feel tempted to use them only because they readily occur to you. The following extract makes excessive use of cliches. Notice how tiresome it is to read it:

Original extract, *He left no stone unturned in his efforts to achieve tenure. Finally, a sadder but a wiser man, he learned that in this day and age, tenured professorships are few and far between. His campaign ground to a halt, and at subsequent faculty meetings, he was conspicuous by his absence. He concluded farewell to his students with these words of wisdom. 'Last but not least, follow this advice: do as I say, not as I do.'*

Suggested revision. He tried strenuously to gain tenure. But finally he became aware that few tenured professorships are available. He ceased his efforts and stopped attending faculty meetings. In his farewell to his students, he exhorted them not to follow his career as an example
Some cliches commonly used are given below:

food for thought, crowning glory, part and parcel, sum and substance, the vast majority, burning question, level best, spare no efforts, overriding considerations, desperate need, discuss threadbare, teeming millions, leave no stone unturned, untiring efforts, eminently satisfactory, kind perusal, favourable consideration resource personnel hotbed of politics, explore every avenue iron hand of the law, day in and day out, awake to one's duty, heart and soul, melting pot, etc.

Here is a caution. There are a few cliches that communicate an idea so clearly that it would be difficult to think of a substitute. The familiar phrases like 'a drop in the ocean', 'wear and tear', 'practice what you preach' are hard to improve.

ii. Avoid excessive use of jargon: Webster's Seventh New Collegiate Dictionary defines jargon as the technical terminology or characteristic idiom of a special activity or group.: Every group of specialists has developed a set of highly specialised terms; yet these are the very words that cause readers a lot of difficulty. Communication of technical matter in non-technical language is not easy but the ability to do so can be acquired with practice. For report writing it is essential to acquire this ability, for the reader of your report may not be a specialist in the subject. Only an inexperienced writer would think that the use of jargon is the mark of intellectual superiority. If he does not check the habit of using jargon, he would meet the fate of other jargonists. His writing would be weak and unintelligible and tire the reader soon. However, remember that every profession has its jargon and it would be difficult to communicate to fellow professionals without its use. Jargon saves time but this is not the only reason which makes our writing jargon-ridden. Jargon is sometimes used to nourish one's ego and enable a group to speak in terms that impress or mystify the outsider. Its use is also justified on the ground that complex thought cannot be expressed without the use of highly technical language. But the fact is that just as lethargy prompts us to use cliches, false pride impels us to use jargon.

Let your writing be as jargon-free as possible. Try to use words that are more widely understood so

that those who do not belong to the specialist group are also able to follow you. Mach-2, for example, is a jargon in aeronautics. But it would be wrong to assume that it is universally understood. If you represent an aircraft company and are trying to impress the shareholders, you may say. "We are designing a plane to fly at speeds beyond Mach- 2'. Would it not be better if you said instead, We are designing a plane to fly over two times the speed of sound?

Ours is an age of specialisation, which is taking place not only in science and technology, but also in social sciences. Decipher the meaning of the following sentence!

They ameliorate the stresses of inter-ethnic situations and provide contents of acculturation under relatively permissive conditions.

The following three general rules will help you in using jargon

- (i) When a word or a phrase from the general vocabulary expresses your thought as well precisely as a specialised term, always use the general term.
- (ii) Even if the specialised term is more precise and economical than the general term, do not use it unless you are sure that the reader would understand it
- iii) When you have to use the specialised term repeatedly, define it carefully at its first appearance.

We now give a few examples to show how the meaning becomes clear if the jargon is removed.

Jargon-ridden. The biota exhibited a one hundred per cent mortality response

Jargon-free. All the plants and animals died.

Jargon-ridden. The responsibility of a person involved in pedagogical pursuits is to impart knowledge to those sent to him for instruction.

Jargon-free. The teacher's job is to instruct students.

Now we give an example that shows how communication completely fails because of the use of jargon.

A plumber discovered that hydrochloric acid was good for cleaning clogged drains. He sent his suggestions to the Bureau of Standards.

'The efficacy of hydrochloric acid,' the Bureau wrote back, 'is indisputable, but the ionic residues are incompatible with metallic permanence.'

The plumber replied. Thank you, I thought it was a good idea too.'

Finally someone at the Bureau wrote Don't use hydrochloric acid! It corrodes the pipes.

One more small point. Language is in a state of flux. Among the changes that you would notice all around you is the tendency to form new words with suffixes '-wise', '-ise'. Often these suffixes rob a word of its exact meaning. For example, 'They finalised the contract' may be taken to mean:

- i. They put the contract into its final form.
- ii. They completed the writing of the contract
- iii. They agreed on the terms of the contract.
- iv. They accepted and signed the contract.

What meaning does the following sentence convey: *We are factoryising our farms. Turning our farms into factories? Setting up factories on farms? Organising farms as though they were factories?*

Look at the challenge -wise offers:

- We can do very little about this instrument, resolution-wise
- These are far enough, atomic number-wise, to produce big changes.
- There are not many things instrumentation-wise a man can do

Such words foster woolly thinking and vague writing and impede communication. Beware of them.

iii) Avoid using foreign words and phrases: Foreign words and phrases, like jargon, are also often used to impress and mystify the reader or to parade one's scholarship. Some writers believe that their use would make the writing dignified. Thus, instead of 'see above' they use 'vide supra' and for 'the justification for', 'raison d'etre'. To keep your writing simple, use plain English for foreign words and phrases.

In report writing, the use of accepted abbreviations is unavoidable. However, certain abbreviations derived from foreign words and phrases, masked as time-savers such as op.cit., loc. cit., create a lot of confusion, specially if the report has a large number of references. Even though they save the labour both the author and the printer. They demand extra work from the reader. Abbreviations like. e.g., i.e, vs., viz., am., pm., etc. are well understood and you need not avoid them.

iv. Avoid redundancy. Redundancy is the part of a message that can be eliminated without loss of information. It may be either the use of unnecessary words or needless repetition of an idea, It has been well said that a sentence should have no unnecessary words, just as a drawing should have no unnecessary lines, and a machine no unnecessary parts. Extra words do not confer extra value to the thought.

To win the race in this highly competitive world we need an alert and agile mind. A ponderous mind breeds, among other things, redundancy in writing. Cut out the unnecessary words from your writing and see how the thought begins to shine clearly. If you prune your language with patience and discernment, your writing would automatically become pointed and sharp. Unfortunately, superfluity is the most common cause of woolliness in expression and yet it is most easily avoidable.

First, let us look at some of the common instances of superfluity. In the phrases given below superfluous words are italicised; watch out for such expressions in your writing: basic fundamentals refer back, consensus of *opinion*, repeated *again*, returned *back*, advance *forward*, *humorous* joke, retreat *backwards*, *detailed* perusal, *fast* speedreaders, alone by *oneself*, true *fact*,

But the story does not end here. Notice how certain innocent looking words cause redundancy. These words are highlighted in the following sentences.

- (i) *Located* at the top of the transformer are the line terminals.
- (ii) The preliminary studies required *a total* of 240 man hours.
- (ii) During *the month of* July there has been no complaint.
- (iv) Total and *complete* protection of all control components is impracticable under all conditions.
- (v) I *wish to take this opportunity* to acknowledge the help of my laboratory assistant.

Another type of superfluity is the use of roundabout expressions

In such cases mere deletion does not improve the sentence; rewriting is required as shown in the

following examples

(i) It is not believed that the proposed design will meet all the required specifications based on the previous test experience obtained in the laboratory

Revised version: Lab tests indicate that the proposed design will not meet all requirements.

(ii) Unemployment decline, which has continued over the past four months, indicates that the recession has bottomed and the upturn in the economy is a fact.

Revised version: The strong reversal of unemployment trends indicates an improvement in the economy

iii) It is found empirically that the disintegration of a radioactive element follows a simple decay law which states that the rate of decay is proportional to the amount of the radioactive element present

Revised version: It is found empirically that the rate of disintegration of a radioactive element proportional to the amount of the radioactive element present.

Sometimes the change of passive voice into active voice reduces the number of words and also improves the sentence. A few such examples follow:

Passive Voice: The decision was made by the supervisor to call in the workers for overtime,

Active Voice: The supervisor decided to call in the workers for overtime.

Passive Voice: A complaint by Shri T.R. Ghode was voiced to the personnel department.

Active Voice: Shri T.R. Ghode complained to the personnel department.

Whenever possible use active voice instead of passive. It is wrong to believe that in professional writing the use of passive voice should be preferred. In fact its use increases the chance of grammatical mistakes, starts long trains of prepositional phrases, fosters round-about expressions and encourages vagueness.

Now let us lead you to a dense forest of words; hunt up the meaning if you can!

In order for us to understand the details of the history of our attempts to interpret the complicated phenomenon of heat in its evolution from the now extinct caloric concept to the accepted kinetic theory, there are several alternative approaches all of which we must pursue if we are to understand the nature of the phenomenon.

Here is an effort to improve. Examine to what extent the meaning has been recovered

Heat is a complicated phenomenon. Physicists have now discarded the idea of a caloric fluid and have generally adopted the kinetic theory. A review of the earlier concepts, however, will help us to understand the nature of heat.

Faraday once wrote: There are three necessary steps in useful research-the first to begin it, the second to end it, and the third to publish it.

Notice how, in the parody that follows, the author's thought is buried:

Having considered the ultimate and immediately attainable objects which are the focus of rationally directed and effectively integrated scientific effort in the field of original research, it appears philosophically and economically, for the purpose of effective classification, possible to allocate the position under three main divisions, so far as oversimplification is not involved. The first necessity is that of a logically directed inception or coordinated-progress from a state of preliminary consideration to that which may be regarded as an initiation of planned and active effort along lines previously recognised as possessing potential possibilities of advance. So long as the attack on the problems, visualised as a coordinated whole, yields results which seem commensurate with the expenditure of available resources and effort, without undue dispersion of effort... Let us stop here: the message is clear

SENTENCE STRUCTURE AND LENGTH

The normal order of elements in a statement is subject, verb, object or complement. Each of these may be qualified or modified by adjectives or adverbs. Adjectives generally precede the subject, object or complement they qualify whereas adverbs may be placed anywhere in the sentence. They are movable and their placing determines what they modify. That is why handling adverbs requires greater vigilance.

See how the placing of the word 'only' changes the whole meaning of the following sentence

- Only an experiment can prove this theory
- An experiment can prove this theory only
- An experiment can only prove this theory

Statements can be expanded by the addition of prepositional or adverbial phrases or by further information added by phrases or sentences beginning with coordinating or subordinating conjunctions. Apart from statements there are other types of sentences such as question: word questions, yes/no questions, commands and exclamations, In your report most of the sentences would be statements. These have been traditionally classified into three types of sentences, namely, simple, compound and complex.

A simple sentence consists of one clause. A compound sentence consists of two or more clauses joined together by coordinating conjunctions. A complex sentence contains more than one clause joined together by subordinating conjunctions, Reading comprehension is hampered by too large a proportion of complex or compound sentences. We cannot of course give you a precise figure to indicate this proportion. What you need is to have a sense of proportion, balance and harmony. Other considerations would come in such as sentence length and variety. If you find in your writing too many compound and complex sentences, you must pause and examine whether their number can be reduced.

Here is an example of how reading can be made easier by simplifying the sentences:

Original Version

The net result of this desire to study the motion and physical characteristics of an unknown body moving through an atmosphere whose properties are vaguely known has been a kind of statistical study of the interaction between the meteor and the medium which fortunately provides sufficient accuracy to give a good, quantitative picture of the thermodynamic structure of the atmosphere, i.e. pressure, density and the temperature as a function of the height.

Suggested Revision

We cannot describe the precise motion and physical characteristics of an unknown body moving through a vaguely known atmosphere. Therefore, this investigation must depend on a statistical study of the interaction between meteor and medium. Fortunately, the method measures with ample accuracy how the pressure, density and temperature may vary with atmospheric height.

Be careful however not to go to the other extreme of writing only short and simple sentences. If you do so, you may find yourself writing something as follows:

Ramesh did not do well with the Company at first. Later he managed to succeed very well Finally he became the Managing Director of the Company.

A complex sentence such as the following would remove the unpleasant jerky effect of the simple sentences:

Although Ramesh did not do well at first, he was later very successful, finally becoming the Managing Director of the Company.

There are several types of statements which would find a place in your writing. We may classify them on the basis of their functions into the following three categories: *expository sentences* express thoughts in concise, clear and accurate terms; *descriptive sentences* portray things; and *narrative sentences* establish a sequence of events or stages in a process or a procedure. While writing be clear about what function you want your sentence to perform. Let there be no mix-up

In general, it has been found that short and simple sentences are more effective. . They promote easy reading. Long sentences on the other hand, though not necessarily bad, are hard to construct and harder to understand. It is difficult to suggest how long a sentence should be; however generally sentences containing more than 35 words create difficulty. The following two considerations should guide you in determining the length of your sentence: (i) complexity of thought being expressed and (ii) reader's ability to grasp and concentrate. Think of a sentence as a mathematical equation. Extraneous words in a sentence are as confusing as extraneous factors in an equation.

Bear the following points in mind while constructing your sentences

- i) Don't use a word which does not perform any function.
- ii) Provide the desired emphasis by placing words/phrases in the proper order. Look at the following sentences for change of emphasis.
 - a) Overtime went up as a result of the recent strike.

Revised: As a result of the recent strike overtime went up.

b) Components are soaked here after being washed in cold water.

Revised: After being washed in cold water components are soaked here.

c) A new product must be experimentally developed to be successful.

Revised : To be successful a new produce must be experimentally developed.

iii) Avoid monotony by varying the structure and length of your sentences. A piece of writing containing a number of sentences with expressions such as, 'It is observed that...' 'It is seen that...', 'It is found that...', etc., would indeed make the reader yawn with boredom. Among other things variety lends freshness to writing and keeps the interest of the reader alive. One thought can be expressed in a number of ways:

- After collecting the data he wrote the report.
- Having collected the data he wrote the report.
- He collected the data and wrote the report
- When the data were collected he wrote the report.
- He wrote the report after having collected the data.
- He wrote the report after the collection of data was over

To attain variety

- Use judiciously a mixture of simple, compound and complex sentences.
- Place a short sentence in the midst of several long ones.

- Occasionally begin a sentence with a verb or a phrase instead of a subject.

(iv) Read your sentences aloud to discover whether they are too long or too short. And then make necessary changes. This method would also help you to find out whether there is balance and harmony in what you have written.

PARAGRAPH STRUCTURE AND LENGTH

A paragraph is a group of closely related sentences that deal with a thought or a division of thought. The thought is usually expressed in a sentence called the topic sentence. The other sentences explain, or develop the thought, compare and contrast it with other thoughts, providing details, illustrations or additional information.

The topic sentence may be placed in the beginning, the middle or at the end of a paragraph. Sometimes it does not appear at all and is merely implied. We may classify the other sentences in a paragraph into the following four functional categories:

i) Introducers. They establish the topic focus of the paragraph and often provide a smooth

transition from the preceding paragraph.

(ii) Developers. They support, develop and clarify the central thought.

(ii) Modulators. They provide smooth transition between the sentences of a paragraph whenever there is a shift or change in the tone or viewpoint.

(iv) Terminators. They conclude the discussion or summarise the contents of the paragraph signalling the completion of one aspect or stage of the presentation

The length of a paragraph depends upon the nature of thought and eye-relief for the reader. If the thought is simple, it would obviously take lesser number of sentences for development. On the other hand, paragraph dealing with a complex thought would be comparatively longer. Remember that long paragraphs are not easy to read. The reader's attention flags if he has to read a paragraph running into, say, more than a page. He also finds it difficult to keep the central idea in mind if the paragraph is long.

So a skillful writer breaks the test of a report into short paragraphs as far as possible. There are several opportunities to do so. Some of these include the beginning of a different category of facts, the new phase, of a procedure, a fresh point of view, etc. An analysis of professional writing shows that most well-written paragraphs have two to ten sentences.

In writing a report, proposal, letter, etc., it would be advisable for you to follow the established practice of placing the topic sentence first or soon after the transition. You should not keep your reader in suspense about what you are going to say. To check the effectiveness of a paragraph take the following steps:

- Ensure that the location of the topic sentence gives proper emphasis to the thought.
- Examine the transitional devices, if any, to see whether they smoothly lead on to the new thought.
- Check whether all the sentences, deal with the topic under discussion.
- Ensure that all the sentences are properly linked and logically arranged.

FINAL DRAFT

We close the discussion on style with three ideas which would help you to prepare the final draft. First, whatever be the form of writing, provide signposts for the reader. Pause and tell him what you have done and what you propose to do. This would enormously help the reader. He would be able to follow the line of thought you are pursuing and prepare him for what is to follow. The devices that you use for this purpose (a sentence or sometimes even a short paragraph) are like traffic signs along a highway.

Second, view the style of your writing in totality. You may sometimes have to sacrifice one quality for the sake of another. Weigh and consider what serves you best. 'No surrender to words' should be your motto. The primacy of thought must be maintained. In practice you would observe that a good piece of writing contains many qualities and that the removal of only one flaw improves your writing in several ways.

Third, no clear writing is ever achieved without rewriting. Let the process of revision follow this pattern:

- Correct mechanical errors such as wrong punctuation, misspelling, improper capitalisation, etc.
- Bring your writing to the stylistic convention of the form to which it belongs.
- Add delete or rearrange the material to achieve greater clarity and coherence.

These stages of revision are, however, not mutually exclusive.

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(For the candidates admitted from 2018 onwards)

DEPARTMENT OF ENGLISH

UNIT IV : (Multiple choice Questions)

CLASS: II B.COM/CA/PA/BPS and BBA
UNIT IV- WRITING- PART-A (Online Examination)

S.NO	QUESTIONS	CHOICE - 1	CHOICE - 2	CHOICE - 3	CHOICE - 4	ANSWER
1	_____ writing explains or informs and it talks about a subject without giving opinions.	Expository	Descriptive	Persuasive	Narrative	Expository
2	_____ is a subject-oriented writing style.	Expository	Descriptive	Persuasive	Narrative	Expository
3	_____ usually explains something in a process.	Expository	Descriptive	Persuasive	Narrative	Expository
4	_____ writing is often equipped with facts and figures.	Expository	Descriptive	Persuasive	Narrative	Expository
5	_____ writing is usually in a logical order and sequence.	Expository	Descriptive	Persuasive	Narrative	Expository
6	Expository Writing can be used _____ writing.	Textbook	Article	Novel	Story	Textbook
7	_____ writing focuses on communicating the details of a character, event, or place.	Expository	Descriptive	Persuasive	Narrative	Descriptive
8	_____ writing's main purpose is to describe.	Expository	Descriptive	Persuasive	Narrative	Descriptive
9	_____ writing can be poetic when the author takes the time to be very specific in his or her descriptions.	Descriptive	Persuasive	Narrative	Expository	Descriptive
10	_____ writing tries to bring other people around to our point of view.	Descriptive	Persuasive	Narrative	Expository	Persuasive
11	Persuasive writing's main purpose is to _____.	convince	convey	convince	concept	convince
12	Unlike _____ writing, persuasive writing contains the opinions and biases of the author.	Expository	Descriptive	Persuasive	Narrative	Expository
13	Persuasive writing is equipped with reasons, _____ and justifications.	agreements	arguments	judgment	document	arguments

14	Persuasive Writing is used for _____.	jingle	tagline	advertisement	posture	advertisement
15	Cover letters are in _____ writing style.	Descriptive	Persuasive	Narrative	Expository	Persuasive
16	Narrative writing's main purpose is to tell a _____.	story	incident	argument	script	story
17	A paragraph is a _____ of related sentences dealing with single topic.	collection	single	selective	idea	collection
18	Paragraph should be in _____ manner	coherent	single	shattered	one	coherent
19	The _____ will create different characters.	author	worker	employer	student	author
20	Novels, short stories, novellas, poetry, and biographies will come under _____ writing style.	narrative	descriptive	different	one	narrative
21	There are _____ different types of writing.	four	one	three	two	four
22	A writer must know all the styles in order to _____ the purpose of his or her own writing.	identify	analyse	criticize	document	identify
23	There are _____ components to writing skill	three	two	one	ten	three
24	_____ skill is the ability to construct meaningful sentences.	Grammatical	Compositional	domain knowledge	basic	Grammatical
25	We should have a _____ degree of grammatical skill.	Grammatical	Compositional	domain knowledge	basic	basic
26	A good writer can develop _____ level of grammatical skills.	moderate	lower	higher	extreme	higher
27	A certain elegance, fluidity, and grace in the construction of a sentence is one of the _____ of a good writer	hallmarks	quality	skill	efficiency	hallmarks
28	_____ skill is the ability to organize words to produce an effect.	Grammatical	Compositional	domain knowledge	basic	Compositional
29	Storytelling is a _____ skill.	narrative	grammatical	compositional	Expository	compositional
30	Compositional skill is not an _____ of grammatical skill.	extension	addition	equivalent	supplement	extension
31	Many technical writers would vehemently deny _____.	Grammatical	Compositional	domain knowledge	basic	domain knowledge
32	_____ writers often go to great lengths to collect data for the audience.	narrative	technical	formal	informal	technical
33	There are _____ major components of the writing process	five	four	three	two	five
34	_____ is the process of gathering ideas and information for your project.	Writing	Prewriting	Narrative	Technical	Prewriting
35	General brainstorming is _____ way of writing.	Writing	Prewriting	Narrative	Technical	Prewriting

36	Every writer has a unique _____ for this part of the process.	schedule	routine	style	way	routine
37	_____ writers make the mistake of thinking	Professional	Freelance	Reporter	Journalist	Freelance
38	_____ draft is seldom representative of your best work.	First	Second	Third	Fourth	First
39	_____ is hard for one's ego to take up.	criticism	feedback	report	analysis	criticism
40	_____ involves checking over the smaller details.	Editing	Proofreading	Saving	Deleting	Editing
41	During editing process _____ and _____ have to be evaluated.	word and line	grammar and spelling	spelling and meaning	meaning and grammar	grammar and spelling
42	A writer should not struggle with the _____ of the English language.	mechanics	terminology	vocabulary	methods	mechanics
43	_____ of reviews is often one of the components of the writing process.	Rejection	Acceptance	Arrangement	Order	Rejection
44	Successful content writers must master different _____ styles.	reading	writing	listening and writing	writing and proofreading	writing
45	_____ writers are marketing experts.	Technical	Business	Content	Story	Content
46	In writing field _____ writers is called as social media butterflies.	Technical	Business	Content	Story	Content
47	" _____ " is a marketing industry buzzword.	Ideation	Induction	Interjection	Commercial	Ideation
48	Most of the ideation is done in a _____ setting.	team	system	technical	freelance	team
49	A writer should craft a _____ title.	snappy	catchy	funny	apt	snappy
50	A _____ content audit gives us a ton of information.	competitive	narrative	descriptive	professional	competitive
51	_____ is personable, friendly and often opinionated.	Webpage	Blogging	Tagline	Advertisement	Blogging
52	White papers provide a problem and give a _____.	result	remedy	solution	end	solution
53	Writers are hired to write product descriptions for _____.	catalogs	analog	advertisement	profile	catalogs
54	A successful content writer should need a full _____ of marketable skills.	toolkit	idea	concept	knowledge	toolkit



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COURSE CODE: 17ENU301

UNIT: V VOCABULARY ENRICHMENT BATCH-2017-2020

UNIT V VOCABULARY ENRICHMENT

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

Synonym

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
- Fair: Just, Objective, Impartial, Unbiased
- Funny: Humorous, Comical, Hilarious, Hysterical
- Happy: Content, Joyful, Mirthful, Upbeat
- Hardworking: Diligent, Determined, Industrious, Enterprising
- Honest: Honorable, Fair, Sincere, Trustworthy
- Intelligent: Smart, Bright, Brilliant, Sharp
- Introverted: Shy, Bashful, Quiet, Withdrawn
- Kind: Thoughtful, Considerate, Amiable, Gracious
- Lazy: Idle, Lackadaisical, Lethargic, Indolent



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- Mean: Unfriendly, Unpleasant, Bad-tempered, Difficult
- Outgoing: Friendly, Sociable, Warm, Extroverted
- Rich: Affluent, Wealthy, Well-off, Well-to-do
- Strong: Stable, Secure, Solid, Tough
- Unhappy: Sad, Depressed, Melancholy, Miserable
- Lucky: Auspicious, Fortunate
- 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.

- Doggery -Critic
- Unfairness -Mindset
- Persistent -Consistent
- Happy- Elated
- Condition And Status
- Good and Nice
- Great and Excellent
- Rigid and Firm
- Pliant and Flexible
- 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.'

There are three categories of antonyms:

Graded antonyms - deal with levels of the meaning of the words, like if something is not “good”, is 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.

- Evaluate x misjudge
- Perspective x blindness
- Monarchy x democracy
- Love x hate
- Chronological x disordered
- Atmosphere x terrain



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- Gait x sit
- Antonym x synonym
- Guardian x enemy
- Precipice x slope

Homophones:

A word that is pronounced like another word but is different in meaning origin, or spelling.

1. pair, pear

pair (noun): A set of two things that go together.

Most of these examples of homophone sets are pairs of words, but some are groups of three or four words.

pear (noun): A delicious fruit.

I wanted to buy pears for my fruit salad, but they only had winter pears. I don't like winter pears very much because they're hard, so I got peaches instead.

2. bare, bear

bare (adjective): If something is bare, it means that it's not covered or not decorated.

Tom likes to walk around his house in bare feet. He says it's more comfortable than wearing shoes.

bear (noun): A large mammal.

When you go camping, you should be careful to not leave any food or anything with a scent in your tent because they can attract bears.

Interesting note: Bears are often popular characters in stories and cartoons.

3. buy, by, bye

to buy (verb): A synonym of "to purchase." It's probably one of the first verbs you learned.

I forgot my money at home. Do you think you could buy me lunch and I'll pay you back tomorrow?

by (preposition): This can be used in many different ways. It's commonly used to mean "next to" or "near" when describing a location. It can also indicate who created something.

My favorite autobiography is "The Autobiography of Malcolm X." It's written by Malcolm X and Alex Haley.

bye (exclamation): This is a shortening of "goodbye."

I've got to go now, so bye! See you on Sunday!



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4. cell, sell

cell (noun): A cell is a small area or room, usually in a prison. A cell can also be one of the smallest divisions of a living organism.

The prisoner spent 10 years in his cell.

to sell (verb): To exchange a product or service for money. Like “buy,” it was probably one of the first verbs you learned.

We would like to sell our car, but we don’t think we’d get very much money for it.

5. dew, do, due

dew (noun): Dew is the name for small drops of water that accumulate (gather) on plants and other objects outside during the night.

When I went outside early in the morning, the dew on the grass made my shoes wet.

to do (verb): This common verb is used to indicate an action. It can also be an auxiliary verb.

What do you usually do on Friday nights?

due (adjective): This is used to indicate the deadline (final day) that something can happen. It’s also used to indicate when a baby will probably be born.

My friend is pregnant. Her baby is due in October.

6. eye, I

eye (noun): The part of your body that you use to see.

My eyes hurt when I read. I think I need a pair of glasses.

I (pronoun): A first person singular subject pronoun.

I really hope you know what this word means.

7. fairy, ferry

fairy (noun): A mythical creature that can often do magic.

There is a fairy named Tinkerbell in the story “Peter Pan.”



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ferry (noun): A ferry is a boat that moves passengers and vehicles across water. It's used for long distances or places where there are no bridges.

The ferry in Costa Rica is really hot and incredibly badly organized. At least the trip only takes an hour.

8. flour, flower

flour (noun): This is the main ingredient in bread. It's a powder made from ground grains.

Tony wanted to make a cake, but he didn't have any flour, so he couldn't.

flower (noun): The decorative, colorful part of a plant.

If you want to give flowers to somebody you love, avoid white roses. They are often given when someone dies.

9. for, four

for (preposition): This preposition is usually used to indicate a person who receives something, or to indicate a purpose.

We wanted to buy a chocolate cake for Cheryl's birthday. The bakery didn't have any chocolate cakes for sale, though, so we got vanilla instead.

four (noun): The number after three and before five.

The Beatles, one of the most famous bands ever, had four members: George, John, Paul and Ringo.

10. hear, here

to hear (verb): This is the action that you do with your ears. The sense is called "hearing."

I can't hear the TV. Can you please turn up the volume?

here (adverb): "Here" indicates the place where you are at any moment. It's the opposite of "there," basically.

Can you set the boxes down over here please? Yes, right here next to the door.

11. hour, our

hour (noun): A period of time that lasts 60 minutes.

It takes about six hours to drive from San Francisco to Los Angeles.

our (pronoun): This is the possessive pronoun form of "we."



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We should study for our exams.

12. know, no

to know (verb): To have knowledge or understanding about something.

Reggie knows how to speak French.

no (determiner): This indicates a negation or something that's not true.

There is no good reason to listen to Justin Bieber.

13. knight, night

knight (noun): A man given a special honor (or rank) by a king or queen. Their title is usually "Sir."

One popular English legend talks about King Arthur and the Knights of the Round Table.

night (noun): The period of time when it's dark and most people sleep.

I prefer to work at night, since it's quieter and not as hot. I can concentrate better.

14. mail, male

(to) mail (verb or noun): As a noun, this is a collective noun for letters and packages. As a verb, this means to send something to somebody. Email also comes from this word.

I haven't gotten the mail yet today, but I was expecting a letter from grandma. Can you please check the mailbox?

male (adjective or noun): An adjective (or noun) indicating that something is masculine or has masculine reproductive organs.

People always ask if our cat is pregnant. I tell them he can't be, since he's a male. He's just fat.

15. marry, merry

to marry (verb): The action when two people have a wedding; also called "to get married."

My grandpa told me to be sure to marry a good woman.

merry (adjective): A synonym for "happy," but less common in modern English. Mostly used in phrases like "Merry Christmas!"



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I don't like to go shopping in December because the song "We Wish You a Merry Christmas" always gets stuck in my head.

16. meat, meet

meat (noun): Edible flesh from an animal.

Vegetarians don't eat meat.

to meet (verb): When you are introduced to a person for the first time. It can also refer to later meetings.

I'm excited to travel to England so I can meet some new people!

Idioms and Phrases

An idiom is a common word or phrase with a culturally understood meaning that differs from what its composite words' denotations would suggest. For example, an English speaker would understand the phrase "kick the bucket" to mean "to die" – and also to actually kick a bucket. Furthermore, they would understand when each meaning is being used in context. An idiom is not to be confused with other figures of speech such as a metaphor, which invokes an image by use of implicit comparisons (e.g., "the man of steel"); a simile, which invokes an image by use of explicit comparisons (e.g., "faster than a speeding bullet"); and hyperbole, which exaggerates an image beyond truthfulness (e.g., like "missed by a mile"). Idioms are also not to be confused with proverbs, which are simple sayings that express a truth based on common sense or practical experience.

An idiom is a phrase where the words together have a meaning that is different from the dictionary definitions of the individual words. In another definition, an idiom is a speech form or an expression of a given language that is peculiar to itself grammatically or cannot be understood from the individual meanings of its elements. In idioms, usually English learners would have a hard time understanding the real meaning if they did not have an English idioms dictionary. English has thousands of idioms. Most of English idioms are informal.

1. 'The best of both worlds' – means you can enjoy two different opportunities at the same time.

"By working part-time and looking after her kids two days a week she managed to get the best of both worlds."

2. 'Speak of the devil' – this means that the person you're just talking about actually turns up at that moment.

"Hi Tom, speak of the devil, I was just telling Sara about your new car."

3. 'See eye to eye' – this means agreeing with someone.

"They finally saw eye to eye on the business deal."

4. 'Once in a blue moon' – an event that happens infrequently.



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“I only go to the cinema once in a blue moon.”

5. ‘When pigs fly’ – something that will never happen.

“When pigs fly she’ll tidy up her room.”

6. ‘To cost an arm and a leg’ – something is very expensive.

“Fuel these days costs an arm and a leg.”

7. ‘A piece of cake’ – something is very easy.

“The English test was a piece of cake.”

8. ‘Let the cat out of the bag’ – to accidentally reveal a secret.

“I let the cat out of the bag about their wedding plans.”

9. ‘To feel under the weather’ – to not feel well.

“I’m really feeling under the weather today; I have a terrible cold.”

10. ‘To kill two birds with one stone’ – to solve two problems at once.

“By taking my dad on holiday, I killed two birds with one stone. I got to go away but also spend time with him.”

11. ‘To cut corners’ – to do something badly or cheaply.

“They really cut corners when they built this bathroom; the shower is leaking.”

12. ‘To add insult to injury’ – to make a situation worse.

“To add insult to injury the car drove off without stopping after knocking me off my bike.”

13. ‘You can’t judge a book by its cover’ – to not judge someone or something based solely on appearance.

“I thought this no-brand bread would be horrible; turns out you can’t judge a book by its cover.”

14. ‘Break a leg’ – means ‘good luck’ (often said to actors before they go on stage).

“Break a leg Sam, I’m sure your performance will be great.”

15. ‘To hit the nail on the head’ – to describe exactly what is causing a situation or problem.



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“He hit the nail on the head when he said this company needs more HR support.”

One Word Substitution

One word substitution is a process in which people use one word to replace a wordy phrase, to make the sentence structure more clear. This also makes work more succinct, instead of convoluted. For example, if you have a sentence that states 'He drives me in a vehicle around town.' instead you can use 'He chauffeurs me around town.' The meaning is identical, yet the sentence is shorter. This adds a complexity to writing, while still making sure the writing is concise.

Examples:

- To fall apart over time - Disintegrate
- A copy of something that is identical - Facsimile
- Old age that results in odd and unique behaviors - Senility
- A smart and educated individual - Intellectual
- Someone who is driven by passion to do crazy things - Zealot
- Things to be done throughout the day - Schedule
- To leave somewhere that is treacherous - Escape
- A person who pushes an idea or belief system they do not believe - Hypocrite
- Someone who sees everything negatively - Cynic
- Something that is not understandable - Incomprehensible
- A person who is talented in many different facets of life - Versatile
- A movie or play held during the daytime - Matinee
- Timeframe between kids hitting puberty and being an adult - Adolescence
- A person that is unknown - Anonymous
- Someone that you work with - Colleague

POSSIBLE QUESTIONS

Part A (20 marks)

(Q. No 1 to 20 Online Examination)

Part B (2 marks)

1. What is the definition of article?
2. How to select a correct synonym?
3. Define one word substitution?
4. Write 2 examples for idioms?
5. Define phrase?

Part C (6 Marks)



KARPAGAM ACADEMY OF HIGHER EDUCATION

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ACADEMY OF HIGHER EDUCATION
(Deemed to be University)
(Established Under Section 3 of UGC Act, 1956)

CLASS: II B.COM/CA/PA/BPS & BBA **COURSE NAME:** English-III

COURSE CODE: 17ENU301

UNIT: V VOCABULARY ENRICHMENT BATCH-2017-2020

1. Give suitable abbreviations for the following.
i) UGC ii) NCC iii) RBI iv) CD v) PIN vi) ATM vii) CBI viii) NASA
2. 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
3. Give the synonyms for the following words:
 - i. Celestial-
 - ii. Pragmatic-
 - iii. Fickle-
 - iv. Blunt-
 - v. Idle-
 - vi. Delicious-
4. 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 Harennes – CUP. 2015
3. Business Results, Woodward, OUP. 2015
4. Function in English. Jonathan Middlemiss et al, OUP



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(For the candidates admitted from 2018 onwards)

DEPARTMENT OF ENGLISH

UNIT V : (Multiple choice Questions)

CLASS: II B.COM/CA/PA/BPS and BBA
UNIT V- Vocabulary Enrichment- PART-A (Online Examination)

S.NO	QUESTIONS	CHOICE - 1	CHOICE - 2	CHOICE - 3	CHOICE - 4	ANSWER
1	Give abbreviation - AC	air cooler	active condition	air conditioner	air controller	air cooler
2	Give abbreviation - Asst.	associate	assistant	assacinate	assonant	assistant
3	Give abbreviation - BC	backward class	back community	black community	book collection	backward class
4	Give abbreviation - CD	computer disk	computer desk	compact disk	compact desk	compact disk
5	Give abbreviation - FM	familiar model	famous man	frequency monitor	frequency modulation	frequency modulation
6	Give abbreviation - GM	general manager	genetic man	general man	gentle man	general manager
7	Give abbreviation - HIV	human immuno virus	human identity virus	human immunodeficiency virus	human innovative virus	human immunodeficiency virus
8	Give abbreviation - HQ	human quaeters	head quarters	head quality	human quality	head quarters
9	Give abbreviation - HR	human reason	home research	health requires	human resources	human resources
10	Give abbreviation - LAN	locality area network	local area network	local air network	local all network	local area network
11	I didn't _____ what she said.	hear	here	her	she	hear
12	She held the _____ in her hand.	reigns	rains	reins	rays	rains
13	She gave him a _____ of mind.	peace	piece	pace	space	peace
14	They read the poems _____	allowed	aloud	loud	loved	aloud
15	They have got a _____ at the Ritz.	suit	suite	sweet	shoot	suite

16	The book is _____ back at the library in two weeks.	dew	due	do	day	due
17	The cyclist was _____ very fast.	peddling	pedaling	pedding	pudding	pedaling
18	After standing for an hour in the heat, he _____.	fainted	fainted	painted	faint	fainted
19	They took blood from my _____.	vain	vein	vane	van	vein
20	"Could you _____ the orange juice, please?"	poor	pour	paw	pear	pour
21	Give prefix: _____ behave	de	mis	dis	im	mis
22	Give prefix: _____ historic	un	in	pre	de	pre
23	Give prefix: _____ tidy	in	dis	un	Im	un
24	Give prefix: _____ scope	bio	dia	de	by	bio
25	Give prefix: _____ curricular	bi	extra	dis	un	extra
26	Give suffix: argue _____	ness	ment	logue	hood	ment
27	Give suffix: dark _____	ment	ness	less	end	ness
28	Give suffix: happy _____	less	end	ness	ful	ness
29	Give suffix: child _____	hood	ness	ful	ly	hood
30	Give suffix: danger _____	ly	ness	ness	ous	ous
31	Give meaning for idiom: Hand in hand	on friendly terms	occurring together	working very quickly	without effort	occurring together
32	Give meaning for idiom: In a nutshell	all at once	in great detail	in a few words	one by one	in a few words
33	Give meaning for idiom: Pick up on	to collect	to notice	to choose	to tease	to notice
34	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
35	Give meaning for idiom: Carrot and stick	reward and punishment	problems and solutions	good luck and bad luck	advantages and disadvantages	reward and punishment
36	Give meaning for idiom: Come into play	become relevant	behave badly	have a good time	calm down	become relevant
37	Give meaning for idiom: Run of the mill	ordinary	unique	complicated	exciting	ordinary
38	Give meaning for idiom: To take a stab at	to try to do	to criticize	to fail at	to betray	to try to do
39	Give meaning for idiom: Odds and ends	the final events	strange events	harsh words	various small items	various small items

40	Give meaning for idiom: No mean feat	an easy task	an important task	a difficult task	a minor task	a difficult task
41	Fill in the gaps with DO or MAKE: I will _____ a list of the things we need.	do	did	make	made	make
42	Fill in the gaps with DO or MAKE: The students don't like to _____ quizzes.	do	did	make	made	make
43	Fill in the gaps with DO or MAKE: She cooks but I _____ the dishes.	do	did	make	made	make
44	Fill in the gaps with DO or MAKE: The good students always _____ their homework.	do	did	make	made	do
45	Fill in the gaps with DO or MAKE: The doctor asked me to _____ exercise.	do	did	make	made	do
46	Give the American equivalent for the given word: lift	elevator	exclator	crane	lifter	elevator
47	Give the American equivalent for the given word: mobile phone	cell	cellular phone	phone	mobile	cellular phone
48	Give the American equivalent for the given word: autumn	winter	summer	fall	snow	fall
49	Give the American equivalent for the given word: biscuits	cookies	burger	bread	butter	cookies
50	Give the American equivalent for the given word: chips	deep fry	bitter	boils	fries	fries
51	I hope to _____ my own business one day.	do	did	have	make	do
52	I don't _____ many hobbies.	do	did	have	make	have
53	My wife usually _____ the bed, rather than me.	does	has	makes	takes	makes
54	Many countries _____ problems with obesity.	do	did	have	make	have
55	I _____ a mistake in my IELTS reading last time I took rest.	did	had	made	take	made
56	Fill in the blanks with noun: Monaco is an expensive _____	biscuit	chocolate	dress	pen	biscuit
57	Fill in the blanks with preposition: The chair is _____ the table.	in	on	into	onto	On

58	Fill in the blanks with pronoun: What time is ____?	that	it	this	at	it
59	Fill in the blanks with conjunction: I loved playing piano ____ I was a little girl.	since	because	and	and so	since
60	Fill in the blanks with adjective: "A _____ environment," he trenchantly stated, "Is the key."	bad	worst	good	better	good