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| 18ENU301 | Semester – III ENGLISH III | 8H – 6C |
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Instruction Hours / week: L: 4 T: 0 P: 4

Marks: Internal: 40

External: 60 Total: 100

End Semester Exam: 3 Hours

Course Objectives:

To develop confidence to respond in English during situations where the use of English is imperative.

To develop fluency in actual conversation in the English language.

Course Outcome:

Students learnt the basics and purposes of listening skill.

Students developed the speaking skills on telephone, business and also in travel

Learnt some effective vocabulary learning strategies.

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 Harennes – CUP. 2015

Business Results, Woodward, OUP. 2015

Function in English. Jonathan Middlemiss et al, OUP

LECTURE PLAN

2018-
2021



KARPAGAM ACADEMY OF HIGHER EDUCATION

(Established under Section 3 of UGC Act 1956)

Pollachi Main Road, Eacharani Post, Coimbatore - 641 021

DEPARTMENT OF ENGLISH

SUBJECT: PART II ENGLISH III
SUBJECT CODE: 18ENU301

SEMESTER: III
CLASS: II B.COM, CA, PA, BPS, BBA

LECTURE PLAN UNIT - I

| S. No | Hours | Topics to be Covered | Support Materials |
|--|-------|---|-------------------|
| 1 | 1 | Introducing the syllabus and Exam pattern | W1 |
| 2 | 1 | Introduction to Listening Skill | W1 |
| 3 | 1 | Importance and Principles of Listening | W1 |
| 4 | 1 | Problems in Listening | W1 |
| 5 | 1 | Types of Listening | W2 |
| 6 | 1 | Types of Listening - Exercise | |
| 7 | 1 | Types of Listening - Exercise | |
| 8 | 1 | Basic Listening Lessons - Listening for main idea | W2 |
| 9 | 1 | Basic Listening Lessons - Listening for Details | W2 |
| 10 | 1 | Basic Listening Lessons - Listening for Sequence | W2 |
| 11 | 1 | Critical Listening in detail | W1 |
| 12 | 1 | Tips for Listening Critically | W1 |
| 13 | 1 | Critical Listening | W1 |
| 14 | 1 | Advanced Listening Lessons | W1 |
| 15 | 1 | Advanced Listening Lessons - Exercise | W1 |
| 16 | 1 | Note Taking | W1 |
| 17 | 1 | Note Taking - Exercise | |
| 18 | 1 | Note Taking - Exercise | |
| 19 | 1 | Revision of the Entire Unit | |
| 20 | 1 | Revision of the Entire Unit | |
| Total no. of hours planned for Unit I = 20hours | | | |

Reference Websites:

W1 – [https:// www.skillsyouneed.com/ips/listening - skills.html](https://www.skillsyouneed.com/ips/listening-skills.html)

W2 – [https:// www. bahaistudies.net/neurelism/library/typesoflistening.pdf](https://www.bahaistudies.net/neurelism/library/typesoflistening.pdf)

UNIT - II

| S. No | Hours | Topics to be Covered | Support Materials |
|--|--------------|--|--------------------------|
| 1 | 1 | Introduction to Speaking Skill | W1 |
| 2 | 1 | Basics of Speaking | W1 |
| 3 | 1 | Contd. Basics of Speaking | W1 |
| 4 | 1 | Problems in Speaking English and Remedies | W1 |
| 5 | 1 | Exercise – Basics of Speaking | |
| 6 | 1 | Regular English | W1 |
| 7 | 1 | Exercise – Self Introduction, Farewell Remarks, Making Requests, | |
| 8 | 1 | Exercise – Asking Questions, Permissions, Telephone Etiquettes | |
| 9 | 1 | Business English | W1 |
| 10 | 1 | Contd. Business English | W1 |
| 11 | 1 | Exercise - Business English | |
| 12 | 1 | Interview English | W1 |
| 13 | 1 | Contd. Interview English | W1 |
| 14 | 1 | Exercise - Interview English | |
| 15 | 1 | Travel English | W1 |
| 16 | 1 | Contd. Travel English | W1 |
| 17 | 1 | Exercise - Travel English | |
| 18 | 1 | Revision of the Entire Unit | |
| 19 | 1 | Revision of the Entire Unit | |
| Total no. of hours planned for Unit II = 19 hours | | | |

Reference Websites:W1 – <https://toastmastersd17.org/resource/basic-speaking-skills/>

UNIT - III

| S. No | Hours | Topics to be Covered | Support Materials |
|---|--------------|----------------------------------|--------------------------|
| 1 | 1 | Introduction to Reading Skill | W1 |
| 2 | 1 | Importance of Reading | W1 |
| 3 | 1 | Reading and its Purpose | W1 |
| 4 | 1 | Reading and its Purpose | W1 |
| 5 | 1 | Exercise - Purpose of Reading | |
| 6 | 1 | Types of Reading | W2 |
| 7 | 1 | Types of Reading | W2 |
| 8 | 1 | Exercise - Types of Reading | |
| 9 | 1 | Reading Techniques | W2 |
| 10 | 1 | Reading Techniques | W2 |
| 11 | 1 | Exercise - Reading Techniques | |
| 12 | 1 | Reading Comprehension | W1 |
| 13 | 1 | Reading Comprehension | W1 |
| 14 | 1 | Exercise – Reading Comprehension | |
| 15 | 1 | Note Making | W2 |
| 16 | 1 | Note Making | W2 |
| 17 | 1 | Exercise – Note Making | |
| 18 | 1 | Revision of the Entire Unit | |
| 19 | 1 | Revision of the Entire Unit | |
| Total no. of hours planned for Unit III = 19 hours | | | |

Reference Websites:W1 - <https://www.understood.org/en/6-essential-skills-needed-for-read>W2 - <https://www.howtolearn.com/different-reading-techniques-and-when-to-use-them/>

UNIT - IV

| S. No | Hours | Topics to be Covered | Support Materials |
|--|--------------|--|--------------------------|
| 1 | 1 | Introduction to Writing Skill | W1 |
| 2 | 1 | Types of Writing | W1 |
| 3 | 1 | Exercise - Types of Writing | |
| 4 | 1 | Components of Writing | W1 |
| 5 | 1 | Exercise - Components of Writing | |
| 6 | 1 | Writing Contexts | W1 |
| 7 | 1 | Exercise - Writing Contexts | |
| 8 | 1 | Exercise - Writing Contexts | |
| 9 | 1 | Language and style in writing | W1 |
| 10 | 1 | Exercise - Language and style in writing | |
| 11 | 1 | Exercise - Language and style in writing | |
| 12 | 1 | Importance of professional writing | W1 |
| 13 | 1 | Features of written communication | W1 |
| 14 | 1 | Choice of words and phrases | W1 |
| 15 | 1 | Sentence structure and length | W1 |
| 16 | 1 | Paragraph structure and length | W1 |
| 17 | 1 | Final draft | W1 |
| 18 | 1 | Revision | |
| 19 | 1 | Revision | |
| Total no. of hours planned for Unit IV = 19 hours | | | |

Reference Websites:W1 - <https://owlcation.com/humanities/Four-Types-of-writing>.

UNIT - V

| S. No | Hours | Topics to be Covered | Support Materials |
|---|--------------|--|--------------------------|
| 1 | 1 | Introduction to Vocabulary Enrichment and its importance | W3 |
| 2 | 1 | Synonyms | W2 |
| 3 | 1 | Exercise - Synonyms | |
| 4 | 1 | Antonyms | W2 |
| 5 | 1 | Exercise - Antonyms | |
| 6 | 1 | Homonyms | W2 |
| 7 | 1 | Exercise - Homonyms | |
| 8 | 1 | Phrasal Verbs | W1 |
| 9 | 1 | Exercise - Phrasal Verbs | |
| 10 | 1 | Idioms and Phrases | W1 |
| 11 | 1 | Exercise - Idioms and Phrases | |
| 12 | 1 | One Word Substitute | W3 |
| 13 | 1 | Exercise - One Word Substitute | |
| 14 | 1 | Affixes | W3 |
| 15 | 1 | Exercise - Prefix | |
| 16 | 1 | Exercise - Suffix | |
| 17 | 1 | Revision – Unit I,II,III | |
| 18 | 1 | Revision – Unit IV, V | |
| 19 | 1 | Discussion on Previous End Semester Question Papers | |
| Total no. of hours planned for Unit V = 19 hours | | | |

Reference Websites:

W1 - <https://www.english-grammar-revolution.com/idiomatic-expressions.html>

W2 - <http://www.dictionary.com/browse/idiom>

W3 - http://www.myenglishpages.com/site_php_files/vocabulary-lesson-idioms.php

UNIT – I - LISTENING SKILLS

Listening – listening types – Basic Listening Lessons - Critical Listening Lessons - Advanced Listening Lessons - Note Taking.

LISTENING:

Listening is the active process of receiving and responding to spoken (and sometimes unspoken) messages. According to *Oxford Living Dictionaries*, to **listen** is to give attention to sound or action. When listening, one is hearing what others are saying, and trying to understand what it means. The act of listening involves affective, cognitive, and behavioral processes. Listening is the most fundamental component of interpersonal communication skills. Listening is not something that just happens (that is hearing); listening is an active process in which a conscious decision is made to listen to and understand the messages of the speaker. Listeners should remain neutral and non-judgmental, this means trying not to take sides or form opinions, especially early in the conversation.

Listening vs. Hearing

Listening is not just *hearing* what the other party in the conversation has to say. Hearing is an accidental and automatic brain response to sound that requires no effort. We are surrounded by sounds most of the time. We hear those incidental sounds and, unless we have a reason to do otherwise, we train ourselves to ignore them. We learn to filter out sounds that mean little to us, just as we choose to hear our ringing cell phones and other sounds that are more important to us.

Hearing

- Accidental
- Involuntary
- Effortless

Listening

- Focused
- Voluntary
- Intentional

Listening, on the other hand, is purposeful and focused rather than accidental. As a result, it requires motivation and effort. Listening, at its best, is active, focused, concentrated attention for the purpose of understanding the meanings expressed by a speaker. We do not always listen at our best, however, and later in this chapter we will examine some of the reasons why and some strategies for becoming more active critical listeners.

The Importance of Listening

Listening should not be taken for granted. Before the invention of writing, people conveyed virtually all knowledge through some combination of showing and telling. Elders recited tribal histories to attentive audiences. Nowadays, however, you can gain information and entertainment through reading and electronic recordings rather than through real-time listening. If you become distracted and let your attention wander, you can go back and replay a recording. Despite that fact, you can still gain at least four compelling benefits by becoming more active and competent at real-time listening. You become a better student, better friend. People will perceive you as intelligent and perceptive, good listening can help your public speaking. As well it will be the basic to language development, source of learning, useful in daily life and develops confidence.

Principles of Effective Listening

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

1. **STOP TALKING.** Do not talk, listen. When somebody else is talking listen to what they are saying, do not interrupt, talk over them or finish their sentences for them.
2. **PREPARE YOURSELF TO LISTEN.** Relax and focus on the speaker. Put other things out of mind and concentrate on the messages that are being communicated.
3. **PUT THE SPEAKER AT EASE.** Help the speaker to feel free to speak. 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.** Focus on what is being said. Avoid unnecessary interruptions.
5. **EMPATHIZE.** Try to understand the other person's point of view. Look at issues from their perspective. Let go of preconceived ideas. By having an open mind we can more fully empathize with the speaker.
6. **BE PATIENT.** A pause, even a long pause, does not necessarily mean that the speaker has finished. 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. Do not become irritated and do not 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 and some may like to pace whilst talking where 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. 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 do not just listen with our ears but also with our eyes – watch and pick up the additional information being transmitted via non-verbal communication.

Problems in Listening:

At times, everyone has difficulty staying completely focused during a lengthy presentation. We can sometimes have difficulty listening to even relatively brief messages. Some of the factors that interfere with good listening might exist beyond our control, but others are manageable. It is helpful to be aware of these factors so that they interfere as little as possible

with understanding the message.

Noise is the biggest factors to interfere with listening. It can be defined as anything that interferes with your ability to attend to and understand a message. There are many kinds of noise, but we will focus on only the four you are most likely to encounter in public speaking situations: physical noise, psychological noise, physiological noise, and semantic noise.

Attention Span A person can only maintain focused attention for a finite length of time. The limits of the human attention span can interfere with listening, but listeners and speakers can use strategies to prevent this interference. Listeners will readily renew their attention when the presentation includes frequent breaks in pacing.

Receiver Biases Good listening involves keeping an open mind and withholding judgment until the speaker has completed the message. Conversely, biased listening is characterized by jumping to conclusions. The biased listener believes, "I do not need to listen because I already know what I think."

Receiver Apprehension is the fear that you might be unable to understand the message or process the information correctly or be able to adapt your thinking to include the new information coherently. In some situations, you might worry that the information presented will be "over your head"—too complex, technical, or advanced for you to understand adequately.

Physical Noise

- Construction activity
- Barking dogs
- Loud music
- Air conditioners
- Airplanes
- Noisy conflict nearby

Psychological Noise

- Worries about money
- Crushing deadlines
- The presence of specific other people in the room
- Tight daily schedule
- Biases related to the speaker or the content

Physiological Noise

- Feeling ill
- Having a headache
- Growling stomach
- Room is too cold or too hot

Semantic Noise

- Special jargon
- Unique word usage
- Mispronunciation
- Euphemism
- Phrases from foreign languages

Common Barriers to Listening

There are many things that get in the way of listening and you should be aware of these barriers to become a more effective listener. That include:

- ✓ Trying to listen to more than one conversation at a time.
- ✓ You find the communicator attractive/unattractive.
- ✓ You are not interested in the topic/issue being discussed.
- ✓ Not focusing and being easily distracted, fiddling with your hair, fingers, a pen etc. or gazing out of the window or focusing on objects other than the speaker.
- ✓ Feeling unwell or tired, hungry, thirsty or needing to use the toilet.
- ✓ Identifying rather than empathizing.
- ✓ Sympathizing rather than empathizing.
- ✓ You are prejudiced or biased by race, gender, age, religion, accent, past experiences.
- ✓ You have preconceived ideas or bias. Effective listening includes being open-minded to the ideas and opinions of others, this does not mean you have to agree but should listen and attempt to understand.
- ✓ You make judgments, thinking, for example that a person is not very bright or are under-qualified so there is no point listening to what they have to say.

- ✓ Previous experiences. We respond to people based on personal appearances, how initial introductions or welcomes were received and/or previous interpersonal encounters.
- ✓ Preoccupation. When we have a lot on our minds we can fail to listen to what is being said as we are too busy concentrating on what we are thinking about.
- ✓ Having a Closed Mind.

Non-Verbal Signs of Ineffective Listening

Although with all non-verbal signals a certain amount of error has to be expected, generally signs of inattention while listening include:

- ✓ Lack of eye contact with the speaker.
- ✓ An inappropriate posture - slouching, leaning back or 'swinging' on a chair, leaning forward onto a desk or table and/or a constantly shifting posture.
- ✓ Being distracted - fidgeting, doodling, looking at a watch, yawning.
- ✓ Inappropriate expressions and lack of head nods, facial expressions. (Attentive listeners use smiles as feedback mechanisms and to show attention)
- ✓ Other common traits of ineffective listening include:
 - Sudden Changes in Topic
 - Selective Listening.
 - Daydreaming
 - Advising

Types of Listening:

The two main types of listening - the foundations of all listening sub-types are: Discriminative Listening and Comprehensive Listening

Discriminative Listening is first developed at a very early age or perhaps even before birth, in the womb. This is the most basic form of listening and does not involve the understanding of the meaning of words or phrases but merely the different sounds that are produced. Later differences include many subtleties, recognizing foreign languages, distinguishing between regional accents and clues to the emotions and feelings of the speaker. For example being able to distinguish the subtleties of sound made by somebody who is happy or sad, angry or stressed.

Comprehensive Listening involves understanding the message or messages that are being communicated. Like discriminative listening, comprehensive listening is fundamental to all listening sub-types. In order to understand the listener first needs appropriate vocabulary and language skills. Using overly complicated language or technical jargon can be a barrier to comprehensive listening. It is further complicated by the fact that two different people listening to the same thing may understand the message in two different ways. It is complimented by sub-messages from non-verbal communication, such as the tone of voice, gestures and other body language.

Specific Listening Types

Discriminative and comprehensive listening are pre-requisites for specific listening types. Listening types can be defined by the goal of the listening. The three main types of listening most common in interpersonal communication are:

- ✓ Informational Listening (Listening to Learn)

- ✓ Critical Listening (Listening to Evaluate and Analyze)
- ✓ Therapeutic or Empathetic Listening (Listening to Understand Feeling and Emotion)

In reality you may have more than one goal for listening at any given time – for example, you may be listening to learn whilst also attempting to be empathetic.

Other Listening Types

- Evaluative listening: - It is to evaluate and judge, forming opinion about what is being said. Judgment includes assessing strengths and weaknesses, agreement and approval. This form of listening requires significant real-time cognitive effort as the listener analyzes what is being said, relating it to existing knowledge and rules, whilst simultaneously listening to the ongoing words from the speaker. 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 we also 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 this, 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 as how others are feeling. This requires excellent discrimination and close attention to the nuances of emotional signals.
- Therapeutic listening: - In this, the listener has a purpose of not only empathizing with the speaker but also to use this deep connection 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.
- Dialogic listening: - The word 'dialogue' stems from the Greek words 'dia', meaning 'through' and 'logos' meaning 'words'. Thus dialogic listening mean learning through conversation and an engaged interchange of ideas and information in which we actively seek to learn more about the person and how they think. Dialogic listening is sometimes known as 'relational listening'.

- Relationship listening: - Sometimes the most important factor in listening is in order to develop or sustain a relationship. It is also important in areas such as negotiation and sales, where it is helpful if the other person likes you and trusts you.
- Rapport Listening: - When trying to build a rapport with others we can engage in a type of listening that encourages the other person to trust and like us. A salesman, for example, may make an effort to listen carefully to what you are saying as a way to promote trust and potentially make a sale. This type of listening is common in situations of negotiation.
- Selective Listening: - This is a more negative type of listening. It implies that the listener is somehow biased to what they are hearing. Bias can be based on preconceived ideas or emotionally difficult communications. Selective listening is a sign of failing communication. You cannot hope to understand if you have filtered out some of the message and may reinforce or strengthen your bias for future communications.
- Biased listening: - It 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.

Active Listening

Active listening is a skill that can be acquired and developed with practice. However, active listening can be difficult to master and will, therefore, take time and patience to develop. 'Active listening' means, as the name suggests, actively listening. It is concentrating on what is being said rather than just passively 'hearing' the message of the speaker. Active listening involves listening with all senses, as well as giving full attention to the speaker, it is important that the 'active listener' is also 'seen' to be listening, and otherwise the speaker may conclude that what they are talking about is uninteresting to the listener. Interest can be conveyed to the speaker by using both verbal and non-verbal messages such as maintaining eye contact, nodding your head and smiling, agreeing by saying 'Yes' or simply 'Mmm hmm' to encourage them to continue. By providing this 'feedback' the person speaking will usually feel more at ease and therefore communicate more easily, openly and honestly. Active listening is also about patience. Pauses and short periods of silence should be accepted. Listeners should not be tempted to jump in with questions or comments every time when there is a few seconds of silence. Active listening involves giving the other person time to explore their thoughts and feelings, they should, therefore, be given adequate time for that.

Active listening not only means focusing fully on the speaker but also actively showing verbal and non-verbal signs of listening. Generally speakers want listeners to demonstrate 'active listening' by responding appropriately to what they are saying. Appropriate responses to listening can be both verbal and non-verbal, examples of which are listed below:

Signs of Active Listening

- **NON-VERBAL SIGNS FOR ATTENTIVE OR ACTIVE LISTENING**

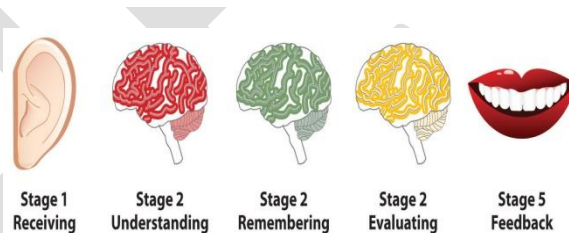
This is a generic list of non-verbal signs of listening, in other words people who are listening are more likely to display at least some of these signs. However these signs may not be appropriate in all situations and across all cultures.

- **Smile:** - Small smiles can be used to show that the listener is paying attention to what is being said or as a way of agreeing or being happy about the messages that are being received. Combined with nods of the head, smiles can be powerful in affirming that messages are being listened to and understood.
- **Eye Contact:** - It is normal and usually encouraging for the listener to look at the speaker. Eye contact can however be intimidating, especially for more shy speakers, so, gauge how much eye contact is appropriate for any given situation. Combine eye contact with smiles and other non-verbal messages to encourage the speaker.
- **Posture:** - Posture can tell a lot about the sender and receiver in interpersonal interactions. The attentive listener tends to lean slightly forward or sideways whilst sitting. Other signs of active listening may include a slight slant of the head or resting the head on one hand.
- **Mirroring:** - Automatic reflection/mirroring of any facial expressions used by the speaker can be a sign of attentive listening. These reflective expressions can help to show sympathy and empathy in more emotional situations. Attempting to consciously mimic facial expressions (i.e. not automatic reflection of expressions) can be a sign of inattention.
- **Distraction:** - The active listener will not be distracted and therefore will refrain from fidgeting, looking at a clock or watch, doodling, playing with their hair or picking their fingernails.
- **VERBAL SIGNS FOR ATTENTIVE OR ACTIVE LISTENING**
- **Positive Reinforcement:** - Although a strong signal of attentiveness, caution should be used when using positive verbal reinforcement. Although some positive words of encouragement may be beneficial to the speaker the listener should use them sparingly so as not to distract from what is being said or place unnecessary emphasis on parts of the message. Casual and frequent use of words and phrases, such as: ‘*very good*’, ‘*yes*’ or ‘*indeed*’ can become irritating to the speaker. It is usually better to elaborate and explain why you are agreeing with a certain point.
- **Remembering:** - The human mind is notoriously bad at remembering details, at any given length of time. However, remembering a few key points, or even the name of the speaker, can help to reinforce that the messages sent have been received and understood – i.e. listening has been successful. Remembering details, ideas and concepts from previous conversations proves that attention was kept and is likely to encourage the speaker to continue. During longer exchanges it may be appropriate to make very brief notes to act as a memory jog when questioning or clarifying later.
- **Questioning:** - The listener can demonstrate that they have been paying attention by asking relevant questions and/or making statements that build or help to clarify what the speaker has said. By asking relevant questions the listener also helps to reinforce that they have an interest in what the speaker has been saying.

- **Reflection:** - Reflecting is closely repeating or paraphrasing what the speaker has said in order to show comprehension. Reflection is a powerful skill that can reinforce the message of the speaker and demonstrate understanding.
- **Clarification:** - Clarifying involves asking questions of the speaker to ensure that the correct message has been received. Clarification usually involves the use of open questions which enables the speaker to expand certain points.
- **Summarization:** - Repeating a summary of what has been said back to the speaker is a technique used by the listener to repeat what has been said in their own words. Summarizing involves taking the main points of the received message and reiterating them in a logical and clear way, giving the speaker chance to correct if necessary.

Stages, Elements and Levels of Listening

There are many factors that can interfere with listening, so listener needs to be able to manage a number of mental tasks at the same time in order to be successful. Author Joseph DeVito has divided the listening process into five stages:



- **Receiving:** - It is the intentional focus on hearing a speaker's message, which happens when we filter out other sources so that we can isolate the message and avoid the confusing mixture of incoming stimuli. At this stage, we are still only hearing the message. But one must hear the message before the process of listening.
- **Understanding:** - In the understanding stage, we attempt to learn the meaning of the message, which is not always easy. At this stage of listening we should be on the lookout for places where our perceptions might differ from those of the speaker.
- **Remembering:** - It begins with listening, if you cannot remember something that was said, you might not have been listening effectively. If understanding has been inaccurate, recollection of the message will be inaccurate too.
- **Evaluating:** - The fourth stage in the listening process is evaluating, or judging the value of the message. People are more likely to evaluate a message positively if the speaker speaks clearly, presents ideas logically, and gives reasons to support the points made. Unfortunately, personal opinions sometimes result in prejudiced evaluations. Good listeners have learned to refrain from making judgments and instead to focus on the speaker's meanings.
- **Responding / feedback—** It is the stage at which you indicate your involvement. Almost anything you do at this stage can be interpreted as feedback. (1) Formative Feedback: It is a natural part of the ongoing transaction between a speaker and a listener. These signals are important to the speaker, who is interested in whether the message is clear and

accepted. (2) Summative Feedback: - Summative feedback is given at the end of the communication.

Listening Ethically

Ethical listening rests heavily on honest intentions. We should extend to speakers the same respect we want to receive when it is our turn to speak. We should be facing the speaker with our eyes open. We should not be checking our cell phones. We should avoid any behavior that belittles the speaker or the message. Scholars Stephanie Coopman and James Lull emphasize the creation of a climate of caring and mutual understanding, observing that “respecting others’ perspectives is one hallmark of the effective listener.” Respect, or unconditional positive regard for others, means that you treat others with consideration and decency whether you agree with them or not.

Critical Listening

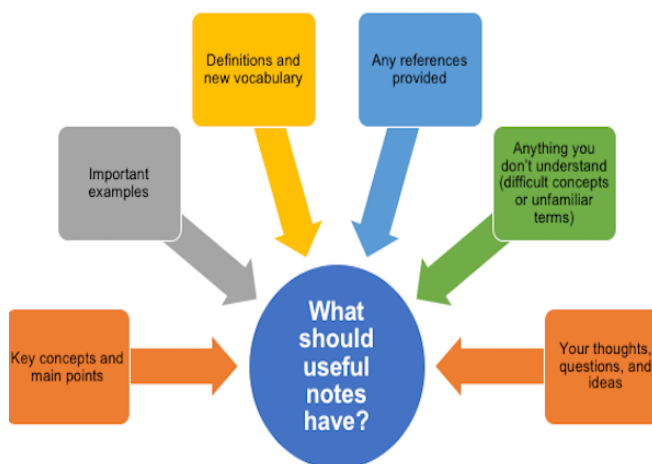
Critical listening is first and foremost a skill that can be learned and improved. The context means using careful, systematic thinking and reasoning to see whether a message makes sense in light of factual evidence. Critical listening can be particularly difficult when the message is complex. Unfortunately, some speakers may make their messages intentionally complex to avoid critical scrutiny. For example, a city treasurer giving a budget presentation might use very large words and technical jargon, which make it difficult for listeners to understand the proposed budget and ask probing questions.

Ways to Improve Critical Listening

1. Recognizing the Difference between Facts and Opinions
2. Uncovering Assumptions
3. Be Open to New Ideas
4. Rely on Reason and Common Sense
5. Relate New Ideas to Old Ones
6. Take Notes

Note Taking: -

Note-taking is a skill that improves with practice. It is nearly impossible to write down everything a speaker says. In fact, in your attempt to record everything, you might fall behind and later wish you had divided your attention differently between writing and listening. Careful, selective note-taking is important because we want an accurate record that reflects the meanings of the message. However much you might concentrate on the notes, you could inadvertently leave out an important word, such as *not*, and undermine the reliability of your otherwise carefully written notes. Instead, if you give the same care and



attention to listening, you are less likely to make that kind of a mistake. It is important to find a balance between listening well and taking good notes. For example, if you try to write down only key phrases instead of full sentences, you might find that you cannot remember how two ideas were related. In that case, too few notes were taken. At the opposite end, extensive note-taking can result in a loss of emphasis on the most important ideas. To increase your critical listening skills, continue developing your ability to identify the central issues in messages so that you can take accurate notes that represent the meanings intended by the speaker.

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 plagiarizing. It helps you distinguish where your ideas came from and how and what you think about those ideas.

Six good reasons to take notes

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

Note Taking with Electronic Devices

- Save notes from each lecture as a separate document labeled with course name, lecture number and date. Organize all documents and other course materials into a folder labeled with the course code.
- Choose the notebook layout for your note documents. Try a note-taking app like Evernote, Microsoft OneNote or Google Keep.
- Become familiar with keyboard shortcuts so that you can easily add formatting and ‘save’ while you take notes.
- Combine handwritten notes with electronic note-taking. Interacting with your notes is the best way to process information, which is after all the goal of note-taking.
- If your lecturer provides lecture outlines, slides, or summaries of upcoming lectures, do not just print them and skip note-taking in class—use these materials as frameworks to help structure your notes.
- Save lecture slides as PDF files and annotate them. There are various applications that allow annotation of PDFs, such as Notability, iAnnotate, PDF Pen, Evernote or Adobe Acrobat Pro. If notes or summaries are in Word, use the ‘track changes’ function to add annotations and comments.

- Minimize distractions - If you use a laptop, make sure other programs are closed. Do not try to 'multitask' whilst trying to note take—focus on one task and do it with maximum efficiency. Consider getting a website or app blocker such as Self Control that can block distractions such as email or social media for a selected time period.

Strategies/ Techniques for effective note-taking: -

- During the Lecture:
 - ✓ 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.
 - ✓ Do not try to write down everything being said. Be selective—you do not 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.
 - ✓ Use Symbols and abbreviations for frequently used words, phrases or names are useful for note taking in lectures, when speed is essential.
 - ✓ Use concept/ Mind Maps and Diagrams
 - ✓ Recognize 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 is 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 emphasize 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. Add your own questions to the notes to help you recall the key ideas.

- ✓ Underline, circle, star, or otherwise identify key information, examples, definitions, or other important materials. Devise your own marking code to indicate each type.
- ✓ If you miss something, write key words, skip a few spaces, and get the information later. Leave a space on the page for your own notes and comments.

Abbreviations and acronyms for note taking

| | | |
|-------------------------------|--|---|
| 1. Common | etc (etcetera) = and the rest eg = for example ie = that is, info = information p = page (pp = pages) | para = paragraph ch = chapter, no = number diff = different C19 = nineteenth century |
| 2. Discipline-Specific | frequently used in your particular field of study In chemistry: Au for gold, Mg for magnesium In the case of quantities and concepts, these are represented by Greek letters in many fields. A or a (alpha) B or b (beta) | |
| 3. Personal | Develop your own set so that you do not have to write every word in full. You can shorten any word that is commonly used in your lectures. <ul style="list-style-type: none"> • Gov = government • nec = necessary | |
| 4. Acronyms | Some abbreviations are so well known and widely used that they have become acronyms—abbreviations pronounced as words. For example: Laser, ISRO, AIDS, ect. Laser = Light Amplification by Stimulation Emission of Radiation. | |

Symbols for note taking

| | |
|---|------------------------------------|
| = | equals/is equal to/is the same as |
| ≠ | is not equal to/is not the same as |
| ≡ | is equivalent to |
| ∴ | therefore, thus, so |
| ∵ | Because |
| + | and, more, plus |
| > | more than, greater than |

| | |
|---|--|
| < | less than |
| — | less, minus |
| → | gives, causes, produces, leads to, results in, is given by, is produced by, results from, comes from |
| ↗ | rises, increases by |
| ↘ | falls, decreases by |
| ∝ | proportional to |
| ∯ | not proportional to |

POSSIBLE QUESTIONS:

1. Differentiate listening from hearing and obeying.
2. What are the principles of Effective Listening?
3. Why listening is important as well as difficult?
4. List out the elements and levels of listening according to Author Marvin Gottlieb.
5. Elucidate the various stages of listening.
6. Discuss what each person's usual listening type is. Under what circumstances might you practice a different listening type?
7. Psychological noise as one of the distractions you might experience. Identify strategies to minimize the impact of the specific psychological noises you have experienced.
8. Make a list of some of the abstract words you have misunderstood. What were the consequences of the misunderstanding?
9. Elucidate Active listening and List out verbal and non verbal signs of active listening.
10. Imagine that you're in the audience when the main speaker proposes an action that is so offensive to you. You notice that other people are listening intently. You hope others will not assume that by your presence, you show that you agree. What is the most ethical choice?
11. Discuss critical listening and ways to improve listening critically.
12. Explain Note – taking and the strategies can be followed to take notes effectively?
13. How to take notes with Electronic Devices?
14. Typing vs. Writing Notes – Discuss.
15. List some of the important Symbols, abbreviations and acronyms used for note taking.
16. List out the common barriers to effective listening.

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UNIT I – LISTENING (Multiple choice Questions)

| S.No | 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 talk. | evaluative | emphatic | appreciative | discriminative | evaluative |
| 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 |

SUBJECT: PART II ENGLISH III

SUBJECT CODE: 18ENU301

SEMESTER: III

CLASS: II B.COM/PA/CA/BBA/BPS

UNIT II

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

UNIT II

INTRODUCTION TO SPEAKING SKILL:

Speaking is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips. Speaking is the second of the four language skills, which are:

1. Listening
2. Speaking
3. Reading
4. Writing

This vocalized form of language usually requires at least one listener. When two or more people speak or talk to each other, the conversation is called a "dialogue". Speech can flow naturally from one person to another in the form of dialogue. It can also be planned and rehearsed, as in the delivery of a speech or presentation. Of course, some people talk to themselves! In fact, some English learners practise speaking standing alone in front of a mirror.

BASICS OF SPEAKING:

Speaking can be formal or informal:

- Informal speaking is typically used with family and friends, or people you know well.
- Formal speaking occurs in business or academic situations, or when meeting people for the first time.

Speaking is probably the language skill that most language learners wish to perfect as soon as possible. It used to be the only language skill that was difficult to practise online. This is no longer the case. English learners can practise speaking online using voice or video chat and services like Skype. They can also record and upload their voice for other people to listen to.

Speaking is considered as the most important skill of the learner, most of the time the proficiency of this skill is which judges the knowledge of the learner of the second language. People have too many reasons to improve their ability of the skill such as expressing ideas, creating relationships, exchanging information etc. Even though, the development of this skill is not an easy task for anybody, there are many aspects that have to be taken into account in the learning process, the learner must be active and dynamic practicing and exchanging patterns that are important in the development of the skill, during the process the learner must be expose to a natural environment and natural speeches of the target language that enable them to develop their awareness of conversational features and strategies, so the task for the

teacher is to incorporate real communication in the classroom promoting interactive and realistic activities in order to help students gain confidence and feel motivated, even though despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. Fortunately, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. There is no doubt that students learn to speak in the second language by interacting.

The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers pay great attention to teaching speaking. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired. With this aim, various speaking activities such as those listed above can contribute a great deal to students in developing basic interactive skills necessary for life. These activities make students more active in the learning process and at the same time make their learning more meaningful and fun for them.

PROBLEMS IN SPEAKING ENGLISH AND REMEDIES:

- **Fear of committing mistakes:** Most students hesitate to speak English because what others may think if they find the mistake. They can laugh at them or insult them. To be on safe side, they prefer to keep quiet or speak as little as possible.
- **Solution:** It is normal for a non-native speaker of English to commit mistakes while learning English because English is not his mother tongue. Even the uneducated or less educated native speakers do mistakes while speaking English. One should take courage to speak English without caring for mistakes every time. They may ask the listeners to rectify them, as and when needed.
- **Non-availability of words to express feelings:** A non-native speaker of English wants to say something but he doesn't get words to express them in English.
- **Solution:** A student should always have two dictionaries – one from mother tongue to English and other from English to mother tongue. Searching words in these dictionaries inspires one to speak English.
- **Difference of syntax:** The arrangement of words [syntax] in mother tongue is different from the syntax of English. One cannot translate a sentence from mother tongue to English in the exact same manner.

EXERCISE: BASICS OF SPEAKING

1. Hey, Hey man, or Hi

“hey” and “hi” to greet someone instead of “hello”. Both are particularly popular among younger people. While “hi” is appropriate to use in any casual situation, “hey” is for people who have already met. If you say “hey” to a stranger, it might be confusing for that person because he or she will try to remember when you met before! You can also add “man” to the end of “hey” when greeting males. Some people also use “hey man” to casually greet younger women, but only do this if you know the woman very well. Remember that “hey” doesn't always mean “hello”. “Hey” can also be used to call for someone's attention.

2. How's it going? or How are you doing?

These are casual ways of asking “how are you?” If you’re trying to be particularly polite, stick with “how are you?” but otherwise, everyone can use these expressions to greet almost anyone. The word “going” is usually shortened, so it sounds more like “go-in”. Everyone can answer with “it’s going well” or “I’m doing well” depending on the question. Although it’s not grammatically correct, most people just answer “good” – and you can too. Like when responding to “how are you?” everyone can also follow your answer by asking “and you?”.

3. What’s up?, What’s new?, or What’s going on?

These are some other informal ways of asking “how are you?” which are typically used to casually greet someone you have met before. Most people answer with “nothing” or “not much”. Or, if it feels right to make small talk, you could also briefly describe anything new or interesting that’s going on in your life, before asking “what about you?” to continue the conversation.

4. How’s everything ?, How are things?, or How’s life?

These are some other common ways of asking “how are you?” They can be used to casually greet anyone, but most often they’re used to greet someone you already know. To these, you can answer “good” or “not bad”. Again, if small talk feels appropriate, you could also briefly share any interesting news about your life, and then ask the person “what about you?” or another greeting question.

5. How’s your day? or How’s your day going?

These questions mean “how are you?” not just right now, but how you’ve been all day. You would use these greetings later in the day and with someone you see regularly. For example, you might ask a co-worker one of these questions in the afternoon, or a cashier that you see at the grocery store every evening. “It’s going well” is the grammatically correct response, but many people simply answer with “fine”, “good” or “alright”. By the way, notice that “good”, “fine” or “not bad” are perfect answers to almost any greeting question.

6. Good to see you or Nice to see you

These casual greetings are used with friends, co-workers or family members that you haven’t seen in a while. It’s common for close friends to hug when they greet each other, particularly if they haven’t seen each other in some time; so you might use this greeting along with a hug or handshake depending on your relationship with the person.

7. Long time no see or It’s been a while

These casual greetings are used when you haven’t seen someone in a long time, particularly if you meet that person unexpectedly. How much is a long time? It depends on how often you normally see that person. For example, you could use one of these greetings if you normally see the person every week, but then don’t see them for a few months or more. Usually, these phrases are followed with a question like “how are you”, “how have you been?” or “what’s new?”

SLANG ENGLISH GREETINGS

Slang greetings are extremely informal, and should only be used with people that you know very well, and feel very comfortable with. Keep in mind that a lot of slang is regional, and using Australian slang, for example, in America can sound quite strange. You’ll need to learn the local slang wherever you are, but these common examples will help you get started.

1. Yo!

This extremely informal greeting is common in America. This greeting should only be used with very close friends, and never in a business setting.

2. Are you OK?, You alright?, or Alright mate?

This casual way of asking both “hello” and “how are you” is common in Britain. You can respond “yeah, fine”, or simply “alright”.

3. Howdy!

This is a very informal abbreviation of “how do you do?” that is common in certain parts of Canada and the U.S. Keep in mind that if you say “howdy” outside of these regions, you will sound like a cowboy, and it might make the other person laugh.

4. Sup? or Whazzup?

These greetings are abbreviations of “what’s up?” which are common among teenagers. Like with “what’s up?” you can answer “nothing” or “not much”.

5. G’day mate!

This casual greeting is an Australian abbreviation of “good day

6. Hiya!

This greeting, short for “how are you?”, is commonly used in certain parts of England. However, you don’t need to actually answer this question – you can just say “hey!” right back.

REGULAR ENGLISH

English is one of the most widely spoken languages around the world and it is extremely important in many cases to be either fluent in it or to be able to at least speak in correct business English terms. General English has day-to-day words included in its vocabulary. A General English learner may not know what or when to use a sentence in a conversation or a given circumstance. Literary English may take a variety of forms such as poetry and other creative examples.

General English demands a different type of attention while business English demands another terms or vocabulary used in business English is mostly formal and its usage is mostly to increase its effectiveness and enhance the quality of business dealings. General English and business English serve different purposes. General English focuses more on the day to day conversation and involves the use of basic vocabulary and grammar. It leans more on a casual tone

EXERCISE - SELF INTRODUCTION

How to start self introduction?

1. Start with a smile on your face & give details about Name, Place after greeting.
2. If necessary only add your family details.
3. Tell about your educational details.
4. Share about why you want to do JOB so.
5. About your Project in Brief.
6. The person who inspired you a lot.
7. Then about your interests/hobbies.
8. Also how you will spend your time when you are free.
9. Tell about skills.
10. Then conclude by saying THANKS to the Person who is listening to you.

EXAMPLE: 1

- Well, good morning sir/madam,
- Hi Friends, my name is Priya from Coimbatore. I am pursuing my MBA in Anna University, Coimbatore, with aggregate 85%. I have completed HSC from Government Higher Secondary School, Malumichampatti, with aggregate of 6% and SSC from KPM Higher Secondary School, Sundarapuram, with aggregate 73%.
- We are five in my family. My father is a private employee and my mother is a homemaker. I have two siblings.
- About my achievements, I never made any achievements at state level. But in my schooling I got certificate in singing level competition. In college I got NSS certificate which I participated as volunteer in my 1st year of engineering.
- My strengths are hard worker, self motivating and dedicated towards my work. And also I'm a good learner as well as teacher.
- My hobbies are making crafts, painting, surfing net.

FAREWELL REMARKS

1. Bye

This is the standard goodbye. It's short, simple, and you can say it to absolutely anyone. It's appropriate for friends and family, as well as co-workers and business partners.

2. Bye bye!

This sweet and babyish expression is usually only used when speaking to children. Occasionally, adults will say "bye bye" to each other, but only if they know each other quite well and they're trying to be flirtatious or cute.

3. See you later, See you soon or Talk to you later

These are appropriate for anyone, from co-workers to friends. Often, we say one of these expressions before saying "bye", because "bye" can sound a little short on its own. Keep in mind that "you" is usually pronounced "ya".

4. I've got to get going or I must be going

These are a good expression to use when you're ready to leave a social gathering. It would be rude to suddenly say "bye" and leave in the middle of a conversation. Saying "I've got to get going" lets people know that you're ready to start saying "goodbye". Depending on the situation, you might also briefly explain why you're leaving.

5. Take it easy

This expression is a more casual way of saying "have a nice day". "Take it easy" is basically encouraging the person not to work too hard, and to take some time to relax. Keep in mind that "take it easy" is sometimes also said to an angry or irritated person, in which case it means "calm down".

6. I'm off

This is another informal way of letting people know that you're ready to say goodbye. You might soften this phrase by saying something like "right then, I'm off" or "anyway, I'm off". Using expressions like these before saying "I'm off" lets people know that you're about to announce something. Again, you might also briefly explain why you're leaving.

Simple formal greetings, introductions and goodbyes conversation

| Greetings | | Introductions | | Good-byes | |
|------------------------|------------------------|--|---|--------------------------|------------------------------|
| <i>Sample sentence</i> | <i>Sample response</i> | <i>Sample sentence</i> | <i>Sample response</i> | <i>Sample sentence</i> | <i>Sample response</i> |
| Hello, Mr. Jones | Hello. | Teacher Paul, I'd like to introduce you to my friend Linda | It's a pleasure to meet you. / Pleased to meet you. | It was nice meeting you. | It was nice meeting you too. |
| Hello, teacher. | Hello. | | | It was nice to see you. | Same to you. |
| Good morning. | Good morning. | | | | |
| Good afternoon. | Good afternoon. | | | | |
| Good evening. | Good evening. | | | Have a good day. | Thank you. You too. |
| How are you? | Fine, thank you. | | | Good night / Goodbye. | Good night / Goodbye. |

Simple informal greetings, introductions and goodbyes conversation:

| Greetings | | Introductions | | Good-byes | |
|------------------------|---|---------------------------------------|-----------------------------|------------------------|----------------------------|
| <i>Sample sentence</i> | <i>Sample response</i> | <i>Sample sentence</i> | <i>Sample response</i> | <i>Sample sentence</i> | <i>Sample response</i> |
| Hey. Hi. | Hey. Hi. | Jane, this is John. He's in my class. | Hi John. Nice to meet you. | Nice meeting you. | You too. |
| How are ya? | I'm good. All right. | | | Take it easy. | |
| How are things? | Pretty good. | | | Take care. | |
| How's it goin'? | OK. Not bad. | Jason. | I'm Jack. Nice to meet you. | I'm off. | OK, bye. |
| How ya doin'? | I'm doin good. | | | I gotta go. | See ya. See ya later. Bye. |
| What's up? | Nothin much. Not a whole lot. Nothin. Nothin special. Not much. | | | So long. | |
| What's new? | | | | See ya. | |
| What's happenin'? | | | | See ya later. | |
| What are you up to? | | | | Bye. | |
| What's goin on? | | | | | |
| | | | | | |

MAKING REQUESTS, ASKING QUESTIONS AND PERMISSIONS QUESTIONS

1. *Do you think I should go to this party with him or not?*
2. *Do you think I should buy the purple shirt or the blue hat?*
3. What are you doing?
4. What do you think about the movie?
5. Which one do you choose? The left or right?
6. Whose pencil is this? Is it yours?
7. Whose books are these?
8. Who told you that story?

9. Why is he crying?

REQUESTS

1. Can you please help me with my homework?
2. Can you come with me to the doctor?
3. Can I please have some coffee?
4. Could I go for the picnic, please?
5. Could you read the letter aloud in class?
6. Could you please pick up the cakes from the bakery, while coming back home from work?
7. May I help you? May I come in, Sir? May I borrow your pen, please?
8. Can I go for the school picnic?
9. Can I go to the garden?
10. Can I borrow your book?
11. 'Would you mind if I opened a window?'
12. 'Do you mind if I open a window?'
13. May I have another piece of pie?
14. May we go out with our friends tonight?
15. Do you think I could use your cell phone?
16. Do you think I could borrow your car?

PERMISSION

How to Grant Permission in English

- Sure.
- No problem.
- Go right ahead.
- Please feel free + infinitive

How to Politely Refuse a Favor/Deny Permission

Saying 'no', is never fun, but sometimes it's necessary. See the conversations below for some examples.

- I'm afraid I'd prefer if you didn't / don't.
- Sorry, but I'd rather you not do that.
- Unfortunately, I need to say no.
- I'm afraid that's not possible.

TELEPHONE ETIQUETTES

1. Answer the call within three rings.
2. Greeting - Immediately introduce yourself.
3. Take permission and be polite.
4. Purpose of the call - Identify self and the organization.
5. Clarity - Speak clearly.
6. Only use speakerphone when necessary.
7. Actively listen and take notes.
8. Use proper language.
9. Know your timeline and keep it short.

10. Summarise, paraphrase and close.
11. Smile through the phone and remain cheerful.
12. Ask before putting someone on hold or transferring a call.
13. Be honest if you don't know the answer.
14. Be mindful of your volume.
15. Check for and respond to voicemails.

Exercise:

Conversation 1

Employee : Would you mind if I came in late to work tomorrow?
Boss : I'm afraid I'd prefer if you didn't.
Employee : Hmmm. What if I work overtime tonight?
Boss : Well, I really need you for the meeting tomorrow. Is there any way you can do whatever it is you need to do later.
Employee : If you put it that way, I'm sure I can figure something out.
Boss : Thanks, I appreciate it.

Conversation 2

John and Sandra are a couple on holiday in Paris and John goes up to a stranger:

John : 'Excuse me, sorry to bother you, would you mind taking our picture?'
Stranger : 'No not at all. Where would you like to stand?'
Sandra : 'Here's fine. In front of the Eifel Tower.'
Stranger : 'Great, say cheese.'

BUSINESS ENGLISH

English being the official language in more than 56 countries worldwide has been the lingua franca in businesses for many years. There are many generic terms included in business English and regardless of the industry or sector one is working in one has to know this basic generic terms. Business English also has its own set of abbreviations like FYI (for your information), PR (public relations), and AGM (Annual general meeting).

Business English has Direction

Business English is more task-oriented, has a sense of purpose, direction and need. Business English is the written and spoken English that is proper both in word choice, organization, and of the appropriate tone for conducting business. In business, you may be required to speak, read, and write in a language that your co-workers, supervisors, and clients can understand quickly and effectively for the business to profit. There are some formalities that are employed in business English that are unnecessary and in fact, look out of place in literary English. Most business English will require a focus on facts and the type of conversation necessary to get a job done rather than to enjoy and understand a novel of fiction written in literary English.

Specific Terms

A business English user inculcates a habit use specific terms related to business or industry he is representing, like accounting, advertising, human resource, social media, marketing, business plans etc. While a general English user may or may not have specific terms related to his everyday situation.

Difference in Motivation

A general English learner has less of a motivation than a Business English learner in terms of preparation. The former uses words in day to day context or everyday situation and can be considered an informal usage of words, while the latter prepares for the specific terms to be used in conversation with his boss or while giving a presentation.

Formal and Informal

Another simple difference between Business English and general English is that the former is mostly formal language while the latter English is mostly informal language.

Differences are shown through a change in words

When you are requesting something....

GE: Please make sure you arrive on time.

BE: Please ensure that your arrival is on time.

GE: Please give him your travel plans.

BE: Please provide him with your itinerary

Get & Receive

GE: When will I get the package?

BE: When will I receive the email?

GE: Will I get the reports back?

BE: would I receive the reports?

Talk & Discuss

GE: Let's talk about it now.

BE: Let's discuss it now.

Need& Require

GE: I need some help.

BE: I require some assistance.

Tell & Explain

GE: Please tell why you are late.

BE: Please explain why you are late.

Talk more & elaborate

GE: Let's talk more about this topic.

BE: Let's elaborate on this topic.

Business English is more extensive and specific. It is mainly used as a language tool for business, as it is applied in a more professional context. Learning business English can be empowering for individuals who aim for their professional growth, it also helps in enriching one's personal development which may lead to opening door for new opportunities.

FORMAL AND BUSINESS GOODBYES IN ENGLISH

1. Goodbye

As strange as it seems, the word "goodbye" is rarely used to say goodbye. It sounds very formal and is typically only used if you are never going to see the person again. "Bye" is usually more appropriate, even in business situations.

2. Have a nice day or Have a good _____

These are pleasant, polite ways to say goodbye to someone you don't know very well. You might say this to a co-worker, cashier or casual acquaintance. You can use almost any noun after "good" depending on the situation. For example, you might say "have a good vacation"

3. I look forward to our next meeting

This very formal expression is appropriate if you would like to continue doing business with someone. It lets the person know that although you're saying goodbye now, you want to keep in contact with him or her.

4. Until _____

This expression is a little less common, but you might use it if you know the next time you're going to see the person. For example, if you're going to see the person again next week you could say "until next week".

5. Take care

Take care can be used in professional situations, as well as more casual ones. It's a warm, genuine-sounding expression that is usually received well by others. Keep in mind that you wouldn't typically use this expression with someone you see every day

6. It was nice to see you again or It was nice seeing you

When you greet someone you often say "it's nice to see you", so when you say goodbye you can say "it was nice to see you again". You can use this expression to say goodbye to someone you already know. Or if this was the first time you met the person, you can say "it was nice meeting you".

7. Goodnight

This formal way of saying goodbye can only be used late in the evening when people are heading home for the night. Keep in mind that "good morning", "good afternoon" and "good evening" are greeting expressions, and only "good night" can be used to say goodbye.

Slang Ways of Saying Goodbye in English

8. Later, Later, or Catch you later

These are slang ways of saying "see you later" which are common among teenagers. They're very casual and should only be used with people you know very well.

9. Peace or Peace out

These casual ways of saying goodbye were very popular in the 1990s. Some people still use them today, but they can also sound a little out-dated. If it's not an expression that you hear your friends using, then it's probably best not to use it yourself.

10. I'm out or I'm out of here

This is a very casual way of letting people know that you're leaving, which should only be used among friends. Using these expressions makes it sound like you're happy to be leaving, so be careful how and when you say them.

BUSINESS GREETINGS AND FORMAL GREETINGS

It's best to begin by using formal greetings in most business situations, and then listen to how your co-workers or business partners greet you. It's a good idea to wait until someone speaks casually with you before you speak casually with them. You may find that people will begin to use casual greetings with you over time, as you get to know each other better. Formal greetings are also used when you meet older people.

1. Good morning, Good afternoon, or Good evening

These are formal ways of saying “hello”, which change depending on the time of day. Keep in mind that “good night” is only used to say “good bye”, so if you meet someone late in the day, remember to greet them with “good evening”, rather than “good night”. Good morning can be made more casual by simply saying “morning”. You can also use “afternoon” or “evening” as informal greetings, but these are less commonly used.

2. It’s nice to meet you or Pleased to meet you

These greetings are formal and polite. If you say this to someone when you meet him or her for the first time, it will make you seem courteous. Remember to only use these greetings the first time you meet someone. Next time you see the person you can show that you remember him or her by saying “it’s nice to see you again”.

3. How have you been?

This greeting question is only asked by people who have already met. If someone asks you “how have you been?” they want to know if you have been well since the last time the two of you met.

4. How do you do?

This greeting is VERY formal, and quite uncommon, but it may still be used by some older people. The proper response is “I’m doing well” or, as strange as it seems, some people even ask “how do you do?” right back as an answer.

SIMPLE WAYS TO IMPROVE YOUR BUSINESS LANGUAGE

Many students master the fine points of English grammar but find themselves at a loss when it comes to actually having a conversation with native speakers. In reality, the only way to develop fluency in speaking is by huge amounts of listening, and then practicing. The following are a few tips for improving English speaking skills. Don’t forget that listening is the foundation for speaking! When you also want to practice speaking, here are some suggestions for how to improve English speaking skills.

Find an English-Speaking Conversation Partner

First of all, it’s important to find native speakers to practice with. Students who are living around many English speakers may be able to find informal opportunities to chat with neighbors and local business people. Joining a club or a volunteer organization can be a great way to get to know people informally. If that isn’t an option, consider hiring a private tutor. A lot of students find and meet with tutors online via tools like Skype or Google Hangouts.

Make Sure To Listen As Well As Speak

When practicing with a native speaker, try to balance your listening and speaking. It’s a good idea to prepare questions in advance so that the conversation will flow back and forth. If your conversation partner asks you a question and you answer at length, you can always turn the question back to your partner by asking, “What do you think?” or “What about you?”

Record Your Conversation Practice

Recording is a great way to get the maximum benefit from a conversation with a native speaker. When you listen again, you can evaluate your own pronunciation and notice areas where you need to improve. You can also review the content of the conversation, take notes on new vocabulary or misunderstandings, and prepare questions for the next meeting.

Surround Yourself with the English Language

Another way to improve your English speaking skills is to immerse yourself in English as much as possible. Watch movies or TV in English, with subtitles if you need them, and watch the same programs over and over. Most people find that they understand more each time. Listening helps you become familiar with the rhythms and intonations of English. Once the sounds are familiar, try imitating them.

Practice with Music and Movies

Listen to music in English and sing along. Music is one of the best tools for learning intonation pronunciation. Listening to and singing songs might also help you remember vocabulary and phrases (if the song is easy to understand), and it will help you learn to pronounce English rhythm in a more natural way. By unconsciously imitating the singer, you'll learn to pronounce phrases the way native speakers do. One good song for ESL or EFL students is "Tom's Diner" by Suzanne Vega because it uses simple language to describe everyday scenes and actions. Movies are a much better choice for learning English. You'll learn vocabulary, idioms, slang, pronunciation, and listening by watching movies.

Read Aloud

Reading out loud is a great way to practice speaking when there are no conversation partners available. Reading aloud gives you a chance to focus on pronunciation and pacing without worrying about coming up with words. Make sure to practice with material that you can understand. Some students find videos online that have transcripts. Many TED talks, for example, include word-for word transcripts of the talk. By reading aloud from a transcript, you can check your pronunciation by listening to how the speaker says something.

Talk To Yourself

Saying your thoughts out loud or narrating your actions ("I am drinking coffee, and now I'm going to open my book") can be a very effective way to practice spoken English. By talking to yourself, you can become more fluent in translating your thoughts into spoken words. Practicing alone is also a low-pressure way to practice, since no one will hear your mistakes.

Read business magazines/newspaper and watch business news

Improving your business vocabulary takes more than just learning new words. You need to find out how they're used. The fastest way for an advanced learner like you to do that is to read and watch business news often.

One easy way to start keeping up with the latest business news is to **subscribe to *The New York Times*** and try to read at least one article every day. Their Business Day section includes articles on a wide variety of business topics, and covers both U.S. and international business news.

If you want to focus more on business news that's relevant to your particular job or field, see if you can find something that fits your needs on Magazine Line. If you live in the U.S., this site can save you a lot of money on magazine subscriptions, and you can find magazines that cover the latest news in all kinds of fields.

INTERVIEW ENGLISH

The word interview comes from Latin and middle French words meaning to "see between" or "see each other". Generally, an interview means a private meeting between people when questions are asked and answered. An interview is a conversation where questions are asked and answers are given. In common parlance, the word "interview" refers to a one-on-one conversation between an interviewer and an interviewee. The interviewer asks questions to which the interviewee responds, usually so information may be transferred from interviewee to interviewer (and any other audience of the interview). Sometimes,

information can be transferred in both directions. It is a communication, unlike a speech, which produces a one-way flow of information.

Interview Etiquette

Interview etiquette refers to codes of conduct an individual must follow while appearing for interviews.

INTERVIEW ETIQUETTE

- While appearing for telephonic interviews, make sure you have your resume in front of you. Move to a quiet place and keep a pen and paper handy to jot down address or other necessary details.
- An individual must be present at the interview venue before time. Start from your home a little early and allow a margin for traffic congestions, car problems, route diversions and other unavoidable circumstances. Check the route well in advance to avoid last minute confusions.
- If you do not have own conveyance, book a cab or ask your friend or family member to drop you right outside the venue. Avoid going by public transport that day.
- Be very particular about your appearance. Follow the professional dress code for an everlasting first impression. Wear something which looks good on you. Coordinate a light colour shirt with a dark colour well fitted trouser. Make sure your shoes are polished and do not make noise. Hair should be neatly combed and do apply a mild perfume. It is essential to smell good.
- Enter the interviewer's cabin with confidence. Greet him with a warm smile. A firm handshake says that an individual is confident, aggressive and willing to take challenges. Do not offer to shake hands if the interviewer is a female. Do not sit unless you have been told to so.
- Make an eye contact with the interviewer. Avoid looking here and there.
- Be honest with the interviewer. Remember a single lie leads to several other lies. Avoid fake stories. It might land you in trouble later.
- Take care of your pitch and tone. Be polite but firm.
- Stay calm. Avoid being nervous during interviews. Remember no one will hang you till death if you do not clear the interview. There is always a second chance.
- One must sit straight for the desired impact. Avoid fiddling with pen and paper. It is important to have the right attitude as it helps you stand apart from the crowd.
- Keep your cell phone in the silent mode while attending interviews. Cell phone ringing during interviews is an offence.
- Chewing gum during interview is childish.
- Do not fold your resume; instead keep it in a proper folder. Carry all other relevant documents which you might need during interview. Keep a passport size photograph handy.
- Slangs and one-liners must not be used in interviews.
- Avoid cracking jokes with the interviewer.
- Once you are done with the interview, do not forget to thank the interviewer.

Interview Questions

Can you tell me a little about yourself?

How did you hear about the position?

What do you know about the company?

Why do you want this job?

Why should we hire you?

What are your greatest professional strengths?

What is your greatest professional achievement?
 Tell me about a challenge or conflict you've faced at work, and how you dealt with it.
 Where do you see yourself in five years?
 What's your dream job?
 What other companies are you interviewing with?
 Why are you leaving your current job?
 What are you looking for in a new position?
 What type of work environment do you prefer?
 What's your management style?
 Can you explain why you changed career paths?
 How do you deal with pressure or stressful situations?
 What do you like to do outside of work?
 If you were an animal, which one would you want to be?
 Do you have any questions for us?

EXERCISE: A conversation Candidate (Raj Kiran) and Interviewer (CEO)

Raj Kiran : Good morning Sir.
 CEO : Good morning. Please sit down, Mr. Raj Kiran. Well! I am Kishan Sharma
 The CEO of this company.
 Raj Kiran : So glad to meet you Sir.
 CEO : Good to meet you too. Your CV is very impressive. You have done well in
 your academics and have got through with flying colours!
 Raj Kiran : Thank you very much Sir.
 CEO : Well! Bright students like you generally proceed to foreign universities for
 higher studies. How come you didn't opt for it?
 Raj Kiran : First of all, my parents couldn't afford it. Secondly, I didn't want to as I
 believe Indian institutions offer quality education and it depends on the
 students to make the best use of it.
 CEO : Well! You have done B.E. in Computer Engineering and have proceeded to
 do MBA and specialised in marketing instead of doing Masters in the same
 under graduation subject. Is there any particular reason for it?
 Raj Kiran : Well! I felt a technical degree along with Master in marketing would help me
 move upwards in my career.
 CEO : That is good thinking! Certainly that's why you are here for this interview.
 We are looking for fresher with such an educational combination to take on
 as trainees.
 Raj Kiran : Thank you very much Sir. Well! May I know how long the training will be?
 CEO : Training will be for six months. Initially it will be held in Mumbai. Later,
 trainees will be shifted to the regional offices for on-the-job training for another
 six months. Afterwards they will be placed in anyone of the regional offices.
 Raj Kiran : Is there any exam to be passed at the end of the training sir?
 CEO : No. No exam as such. But you will be assessed for your performance through
 the entire training period.

Raj Kiran : Sir, when will I get to know the result of this interview?
CEO : Say, within two weeks. You see, we have scheduled a number of interviews for this week. You have a bright chance Mr. Raj Kiran. Best of luck!
Raj Kiran : Thank you very much Sir. You're very kind.
CEO : You're welcome!

TRAVEL ENGLISH

Travel is the movement of people between distant geographical locations. Travel can be done by foot, bicycle, automobile, train, boat, bus, airplane, ship or other means, with or without luggage, and can be one way or round trip. Travel can also include relatively short stays between successive movements.

- English is used all around the world
- Knowing English can help in an emergency
- Learning English will also make you more confident

Learning English for traveling will only improve the way you understand the world, and help open new opportunities for you.

HOW TRAVELERS CAN PRACTICE ENGLISH BEFORE THE TRIP

- Try to learn as many new words as quickly as possible, but take your time. Start with 5-10 new words a day, and learn them well.
- Use vocabulary lists that will be most helpful for travel.
- Write down your 5-10 daily words on flashcards, with the definition (or image) on the back side.
- Review the flashcards throughout the day. Take them with you to work, and put them around your house in places where you can see them.
- When you see a flashcard, make up a sentence using that word, but make sure it's something you might actually say while traveling. Say it aloud. For example, for the term "queen bed," you might say "I'd like to book a queen bed for three nights, please."

TRAVEL ETIQUETTES TIPS

- Learn a little bit about their language
- Be careful with gestures
- Giving a tip or not
- Presents

EXERCISE: A conversation between myself and my friend

Myself : Hi friend! How are you?

Friend : Fine, thank you and you?

Myself : I'm also fine. I've heard that you have got a chance to make a journey by train.

Would you please tell me about it?

Friend : Last week I went to Cox's Bazar with my parents by train.

Myself : When did you start your journey?

Friend : We started our journey at 3 pm. First we arrived at Kamlapur railway station. We

bought three tickets. Then we took our seats.

Myself : How long did you spend in the train?

Friend : It took 8 hours to reach our destination.

Myself : How did you enjoy it?

Friend : I enjoyed the scenes and sights with a joyful mind. By this time the train was moving through rural areas.

Myself : What things attracted you most?

Friend : I gazed and gazed at the house, trees, meadows with golden crops and other panoramic view with a cheerful mind.

Myself : Would you please tell me about the feelings of your journey?

Friend : All the times I looked and looked through the window. Everything seemed running swiftly to opposite direction. Now and then it crossed a bridge over a river with a chattering noise.

After all I never forget the sweet memory of this journey.

Myself : Ok. Thank for telling your experience.

Friend : You are most welcome.

TWO MARKS:

1. Define – Speaking.
2. Write two ways to improve your speaking skills.
3. What is meant by formal speaking?
4. What is meant by informal speaking?
5. What is the purpose of speaking?
6. Write any two problems in speaking?
7. What is meant by slang greetings?
8. How to start self introduction? – Give an example.
9. Write any four telephone etiquettes.
10. Write any four interview questions.

SIX MARKS:

1. Explain why is speaking the most important of all the skills in communication?
2. Write an essay on the obstacles of speaking.
3. How to improve your speaking skill by watching movies? – explain.
4. Elaborate an essay on Characteristics of effective speaking.
5. Write a conversation between two friends (situation at hotel).
6. How to improve your speaking skills?
7. Write a conversation between two persons through telephone.
8. Explain the Interview etiquette with a conversation.
9. Why speaking is difficulty? Explain.
10. Write an essay about self introduction and its importance in the interview time.

KARPAGAM ACADEMY OF HIGHER EDUCATION

Coimbatore – 641021

(For Candidates admitted from 2018 onwards)

CLASS: II B.COM/CA/PA/BPS and BBA

PART-A (Online Examination)

ENGLISH – III (18ENU301)

UNIT II – SPEAKING (Multiple choice Questions)

| S.N o | QUESTIONS | CHOICE - 1 | CHOICE - 2 | CHOICE - 3 | CHOICE - 4 | ANSWER |
|----------|---|-------------------|------------------|-------------------|-----------------|-------------------------|
| 1 | _____ is the delivery of language through the mouth. | Speaking | Listening | Reading | Writing | Speaking |
| 2 | Speaking is the _____ of the four language skills. | Second | First | Fourth | Third | Second |
| 3 | Speaking _____ form of language usually requires at least one listener. | Document | Written | Vocalized | Listening | Vocalized |
| 4 | _____ can flow naturally from one person to another in the form of dialogue. | Hear | Speech | Listen | Tell | Speech |
| 5 | When two or more people _____ or talk to each other, the conversation is called a "dialogue". | Listen | Read | Write | Speak | Speak |
| 6 | _____ speaking is typically used with family and friends, or people you know well. | Normal | Formal | Informal | Critical | Informal |
| 7 | _____ occurs in business or academic situations, or when meeting people for the first time. | Formal speaking | Normal Speaking | Informal Speaking | Slow Speaking | Formal speaking |
| 8 | Speaking is considered as the most _____ skill of the learner. | Minor | Triviality | Rare | Important | Important |
| 9 | _____ skill is not an easy task for anybody. | Speaking | Listening | Reading | Writing | Speaking |
| 10 | The ability to communicate in a _____ language clearly and efficiently contributes to the success of the learner. | First | Second | Third | Fifth | Second |
| 11 | _____ being the official language in more than 56 countries worldwide. | French | Chinese | English | Spanish | English |
| 12 | A _____ user inculcates a habit use specific terms related to business or industry. | Irregular English | Business English | Literary English | Regular English | Business English |

| | | | | | | |
|----|--|---------------------------|---------------------|-----------------------|-----------------------|------------------------------|
| 13 | Please make sure you arrive on time this is a _____ English sentence. | Irregular English | Business English | Literary English | General English | General English |
| 14 | Which one is Business English word? | Need | Talk | Get | Receive | Receive |
| 15 | General English and business English serve different _____. | Level | Purposes | Course | Program | Purposes |
| 16 | _____ is more task-oriented. | Irregular English | Literary English | Regular English | Business English | Business English |
| 17 | _____ may take a variety of forms such as poetry and other creative examples. | Irregular English | Business English | Literary English | Regular English | Literary English |
| 18 | _____ is a great way to get the maximum benefit from a conversation with a native speaker. | Recording | Writing | Reading | Dancing | Recording |
| 19 | Watch movies or TV in English develops one's _____ ability. | Speaking | Dancing | Singing | Cooking | Speaking |
| 20 | Improving everyone's business _____ takes more than just learning new words. | Book | Vocabulary | News | Information | Vocabulary |
| 21 | _____ alone is also a low-pressure way to practice. | Writing | Memorizing | Practicing | Recalling | Practicing |
| 22 | _____ is a great way to practice speaking when there are no conversation partners available. | Reading out loud | Writing out loud | Listening out loud | Hearing out loud | Reading out loud |
| 23 | _____ aloud gives you a chance to focus on pronunciation and pacing without worrying about coming up with words. | Writing | Memorizing | Reading | Practicing | Reading |
| 24 | Music is one of the best tools for _____ intonation pronunciation. | Writing | Learning | Reading | Practicing | Learning |
| 25 | Listening helps you become familiar with the rhythms and _____ of English. | Message | Intonations | News | Information | Intonations |
| 26 | Speaking involves_____ | Listening and reading | reading and writing | listening and writing | reading and speaking | listening and reading |
| 27 | Effective speaking requires | Vast knowledge of subject | Good stage | Good audience | Impeccable vocabulary | impeccable vocabulary |
| 28 | Body language is required for_____. | Reading | Speaking | Writing | Listening | speaking |
| 29 | The good speaker must be a good_____. | Reader | Leader | Writer | Listener | listener |
| 30 | _____ is one of the modes of verbal communication. | Reckoning | Signing | Gesture | Speaking | speaking |
| 31 | Speaking is a_____ way of communication. | Written | Oral | Worst | non-verbal | oral |
| 32 | A good speaker of English can recall words and structures _____. | Slowly | Quickly | Normally | Rarely | Quickly |

| | | | | | | |
|----|--|---|---------------------|------------------------|-----------------------|--|
| 33 | Group Discussion, Role Play & Debate will help the students to develop their _____ ability. | Speaking | Listening | Reading | Writing | Speaking |
| 34 | How are you? is a _____ greeting. | General greeting | Greeting in a party | Greeting in a business | Formal greeting | general greeting |
| 35 | Good bye is a _____. | Introductory remark | Greeting remark | Fare well remark | Official remark | fare well remark |
| 36 | Be quiet is _____. | An instruction | A request | Greeting | Parting remarks | an instruction |
| 37 | Please help me is _____. | An order | An advice | A request | A greeting | a request |
| 38 | Very well, is a _____. | Greeting | Response | Question | Order | response |
| 39 | It is good to pick the phone at the _____ ring. | First | Second | Last | Fifth | second |
| 40 | Requests in English are usually made in the form of _____. | Formal questions | Informal questions | General questions | Objective questions | formal questions |
| 41 | Adding _____ to request makes it more polite. | Hello | Please | Of course | Must | please |
| 42 | A _____ learner has less of a motivation than a Business English learner in terms of preparation. | General English | Business English | Irregular English | Literary English | General English |
| 43 | Have a nice day is a _____ greetings. | Formal and Business goodbyes in English | Deny Permission | Asking Permission | Making Requests | Formal and Business goodbyes in English |
| 44 | Hi Friends, my name is Priya from Coimbaotre is a _____. | Deny Permission | Asking Permission | Making Requests | Self Introduction | Self Introduction |
| 45 | OK. Not bad is a _____ | Informal Greetings | Formal Greetings | Formal Introduction | Informal Introduction | Informal Greetings |
| 46 | Learning English will also make you more _____. | Shy | Confident | Fear | Sad | Confident |
| 47 | _____ is the movement of people between distant geographical locations. | Read | Travel | Write | Speak | Travel |
| 48 | Learning English for traveling will only improve the way you _____ the world, and help open new opportunities for you. | Misunderstand | Nervous | Panic | Understand | Understand |
| 49 | Why do you want this job? is a _____ question conversation. | Interview | Casual | Polite | Reasoning | Interview |
| 50 | While the person is attending an interview he/she must avoid cracking _____ with the interviewer. | Jokes | Concept | News | Information | Jokes |

| | | | | | | |
|----|--|--------------------------------|--|------------------------------|-------------------------------------|--|
| 51 | Keep your _____ in the silent mode while attending interviews. | Mouth | Cell phone | Speech | Words | Cell phone |
| 52 | Answer the call within three rings is _____. | Telephone etiquettes | Formal Greetings | Formal Introduction | Informal Introduction | Telephone etiquettes |
| 53 | See you later, See you soon or Talk to you later is a _____. | Farewell Greetings | Formal Greetings | Formal Introduction | Informal Introduction | Farewell Greetings |
| 54 | General English and business English serve different _____. | Aimless | Purposes | Goalless | Pointless | Purposes |
| 55 | How would you ask for a pen? | could I use pen for 15 minutes | pen please | give me the pen | get me the pen | could I use pen for 15 minutes |
| 56 | How would you order somebody to close the door | please, close the door | close the door | could you close the door | you may close the door | close the door |
| 57 | Identify the correct expression to deny a help request | I can't | sorry, but | I won't do | I don't do | sorry, but |
| 58 | How would you ask permission to leave earlier? | I want to leave early | I have to go early | I must leave early | can I leave a little earlier today? | Can I leave a little earlier today? |
| 59 | How would you deny permission for a request to leave early | yes, you may go | go ahead | sorry, I can't let you | no no, you should stay back | sorry, I can't let you |
| 60 | _____ is very important in telecommunication. | speaking politely | putting a call on hold for a long time | rejecting the call | letting the phone ringing endlessly | speaking politely |
| 61 | It is better _____ with a irritate caller | to argue | to disconnect | not to argue | giving a police compliant | not to argue |
| 62 | How would you respond in the event of connecting a call to someone? | call tomorrow | he is not here | just a second. I 'll get him | call later | just a second. I 'll get him |
| 63 | Identify the correct expression to finish a phone call | cut the call | thanks for calling | don't call | that is all | thanks for calling |
| 64 | Every business caller must be treated_____ | lovely | politely | harshly | professionally | politely |
| 65 | How would you respond to a call to someone? | wrong number | call later | he is not here now | don't know | he is not here now |
| 66 | _____ is considered as an informal expression while beginning a conversation | excuse me | sorry to disturb you | good morning | hai | hai |

UNIT III – READING (Multiple choice Questions)

| S. No | QUESTIONS | CHOICE - 1 | CHOICE - 2 | CHOICE - 3 | CHOICE - 4 | ANSWER |
|-------|--|---------------|-------------------|---------------|-------------------|----------------------|
| 1 | The reader should know the _____ of 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 | mouth | speed |
| 5 | If a reader wants to get an idea of the text he can _____ through the text. | read | skim | scan | knowledge | skim |
| 6 | Reader should _____ the text if he is searching for specific information. | skim | read line by line | speed | scan | scan |
| 7 | Faulty habits like pointing at the words with a finger or a pencil should be _____ while reading | avoided | encouraged | mandatory | agreed | avoided |
| 8 | Eye movement while reading is _____. | encouraged | scan the text | avoidable | unavoidable | unavoidable |
| 9 | The reader has to think _____ about the information that is given in the text. | avoid | critically | logically | sequence | critically |
| 10 | Correct _____ is always must to understand reading. | punctuation | purpose | pronunciation | explanation | pronunciation |
| 11 | _____ can retain the attention or even drive away the listener. | Voice | Speed | Subject | Pause | Voice |
| 12 | _____ is essential for reading. | Pitch | Clarity | Voice | Speed | Clarity |
| 13 | One should learn to read at a _____, which suits the listeners. | pitch | pause | pace | clarity | pace |
| 14 | Adjusting the speed according to the need of our _____ is essential. | speaker | audience | narrator | writer | audience |
| 15 | _____, while reading is very effective in holding the listeners' attention | Pause | Pace | Skim | Order | Pause |
| 16 | _____ is used to quickly identify the main ideas of a text. | Scanning | Purpose | Skimming | Skipping | Skimming |
| 17 | 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 |
| 18 | _____ technique is useful when you are seeking specific information rather than reading for comprehension. | Scanning | Skimming | Editing | Writer | Skimming |
| 19 | _____ works well to find dates, names and places. | Skimming | Reading | Scanning | Writing | Skimming |

| | | | | | | |
|----|--|-------------------------------|--------------------|-----------------------|---------------------|--------------------------------------|
| 20 | _____ is a technique you often use when looking up a word in the telephone book or dictionary. | Writing | Reading | Skimming | Scanning | Scanning |
| 21 | _____ involves moving your eyes quickly down the page seeking specific words and phrases. | Skimming | Scanning | Mouthing | Editing | Scanning |
| 22 | _____ comprehension includes all of the processes related to deriving meaning from written language. | Listening | Writing | Reading | Editing | Reading |
| 23 | _____ involves attending to the components of larger stretches of discourse. | Extensive reading | Perceptive Reading | Reading comprehension | Critical Reading | Perceptive Reading |
| 24 | _____ decoding is critical for effective comprehension. | Quick | Fluent | Pace | Lexical | Fluent |
| 25 | _____ knowledge includes knowing the meaning of words including multiple meanings of ambiguous words. | Word | Tone | Meaning | Voice | Word |
| 26 | Reading in order to gain a general overview of the contents is called _____. | Intensive Reading | Extensive reading | Critical Reading | Perceptive Reading | Intensive Reading |
| 27 | The standard way to organize a story is called _____. | narrative discourse structure | story writing | narrative writing | story structure | narrative discourse structure |
| 28 | Reading comprehension also assumes _____ knowledge and an ability to infer meaning from the order of word. | tone | syntax | coherence | intonation | syntax |
| 29 | _____ comprehension assumes knowledge about the world that is described in the text. | Listening | Writing | Reading | Understanding | Reading |
| 30 | Reading comprehension assumes an ability to relate _____ presented in the text. | actions and themes | tone and voice | idea and purpose | intonation | actions and themes |
| 31 | Reading comprehension assumes the ability to hold many units of _____ in mind at one time | theme | information | tone | editing | information |
| 32 | _____ of a text assumes an ability to distinguish between what is important and what is unimportant. | Effective reading | Effective writing | Effective speaking | Effective listening | Effective reading |
| 33 | Reading effectively is an important skill which can be acquired only through _____. | speaking | practice | hearing | comprehend | practice |
| 34 | The cover of a book gives enough information about the _____ of the book. | content | index | author | review | content |
| 35 | _____ value the activity of reading and takes pleasure in it. | Reader | News reader | Writer | Editor | Reader |
| 36 | Good readers constantly seek to improve their _____ ability | listening | writing | reading | hearing | reading |
| 37 | Practice _____ reading to increase your reading speed. | loud | silent | speed | mouthing | silent |
| 38 | Good readers have confidence in their ability to _____ what they read. | read and understand | speak | write and summarize | narrate | read and understand |
| 39 | Reading comprehension has many parallels with _____ comprehension. | speaking | writing | listening | oral | listening |

| | | | | | | |
|----|--|-------------------|------------------------|-----------------------|--------------------|------------------------|
| 40 | _____ reading a text, good readers clarify the purpose of reading. | After | Before | During | Review | Before |
| 41 | _____ is facilitated because the reader is oriented to the content of the reading. | Writing | Listening | Reading comprehension | speaking | Reading comprehension |
| 42 | Reader creates a _____ of what they have read. | mental image | essay | review | summary | mental image |
| 43 | Reader _____ the parts they did not properly understand. | rewrite | review | revise | reread | reread |
| 44 | Learning the material by pre – reading ,processing and analyzing the information learnt is called _____ | Intensive Reading | Summarizing | Perceptive Reading | Critical Reading | Critical Reading |
| 45 | Good reader _____ the main points of the text. | listen | write | rewrite | review | review |
| 46 | Perfect reader tries to apply the _____ to other domains they are familiar with. | preface | content | publish | practice | content |
| 47 | Reader makes _____ about how good the reading was how much they liked it, whether the reading met its purpose. | judgments | summarize | think | practice | judgments |
| 48 | _____ is an act of comprehending written or printed words. | editing | hearing | writing | reading | reading |
| 49 | Reading is a complex _____ process of decoding symbols. | cognitive | comprehension | acquisition | developing | cognitive |
| 50 | The process of recording information to be read later is called _____. | speaking | reading | writing | communication | writing |
| 51 | Reading is a process that involves recognizing _____. | words | pictures | paintings | letters | words |
| 52 | Pre-reading stage allows the reader to activate _____ . | understanding | background knowledge | mental image | Purpose | background knowledge |
| 53 | The purpose of reading is to _____ the ideas on the page to what you already know. | separate | dissect | connect | mix | connect |
| 54 | Skimming is sometimes referred to as _____ reading. | in depth | extensive | intensive | gist | gist |
| 55 | Comprehension is an _____ process. | inactive | intentional and active | intensive | extensive | intentional and active |
| 56 | Careful detailed reading of section of a text is called _____ . | Critical Reading | Intensive Reading | Extensive reading | Perceptive Reading | Extensive reading |
| 57 | _____ is a process of reviewing, connecting and synthesizing ideas from your lectures or reading. | Summarizing | Note making | Criticizing | Paraphrasing | Note making |
| 58 | _____ structures are the conventional ways in which people organize stories, descriptions, explanations. | Logical | Discourse | Standard | Organizing | Discourse |
| 59 | _____ indicates that there is meaning in texts and that meaning needs to be understood. | Logical | Lexical | Constructing meaning | Deriving meaning | Deriving meaning |
| 60 | After completing a text, good readers try to _____ what they have read to make sure they comprehend it. | overview | summarize | understand | purpose | summarize |

UNIT – III READING SKILLS

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

INTRODUCTION:

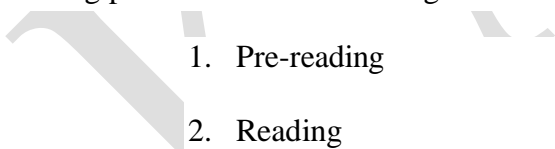
Reading is defined as a cognitive process that involves decoding symbols to arrive at meaning. Reading is an active process of constructing meanings of words. Reading with a purpose helps the reader to direct information towards a goal and focuses their attention. Although the reasons for reading may vary, the primary purpose of reading is to understand the text.

Reading is a thinking process. It allows the reader to use what he or she may already know, also called prior knowledge. During this processing of information, the reader uses strategies to understand what they are reading, uses themes to organize ideas, and uses textual clues to find the meanings of new words.

THE READING PROCESS

Reading is a process that involves recognizing words, leading to the development of comprehension. According to research, reading is a process that negotiates the meaning between the text and its reader.

The reading process involves five stages.

- 
1. Pre-reading
 2. Reading
 3. Responding
 4. Exploring
 5. Applying

These five stages are explained in the table below.

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| Stages | Use Strategies to Help Students to... | The Goal is to... |
|----------------------|---|--|
| Pre - reading | <ul style="list-style-type: none">• Set Purposes• Connect to past personal experiences• Connect to prior literary experiences• Connect to thematic units or Special Interests• Make Predictions• Preview the Text• Consult the index to locate information | build connections and make text more comprehensible |
| Reading | <ul style="list-style-type: none">• Make Predictions• Apply skills and strategies• Read Independently; with a partner, using shared reading or guided reading; or listen to the text read aloud• Read the illustrations, charts, and diagrams• Read the entire text from beginning to end• Read one or more section of text to learn specific information• Take notes | encourage student initiated reading |
| Responding | <ul style="list-style-type: none">• Write in a reading log• Participate in a grand conversation or instructional conversation | encourage self-regulatory actions that can be used to facilitate comprehension |

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| | | |
|------------------|--|---|
| Exploring | <ul style="list-style-type: none">• Reread and think more deeply about the text• Make connections with personal experiences• Make connections with other literary experiences• Examine the author's craft• Identify memorable quotes• Learn new vocabulary words• Participate in mini-lessons on reading procedures, concepts, strategies, and skills. | allow the reader to personalize learning and deepen understanding |
| Applying | <ul style="list-style-type: none">• Construct projects• Use information in thematic units• Connect with related books• Reflect on their interpretation• Value the reading experience | help students integrate learning into their own schema |

IMPORTANCE OF READING:

1. Reading helps us to discover new things by enabling us to educate ourself in any area of life you are interested in and to do our own research and thinking.
2. It helps to develop the mind and imagination and the creative side of a person.
3. It helps to improve (vocabulary and spelling) both writing and speaking skills.
4. It plays an important part in building a good self-image.
5. Reading is a function that is necessary in today's society.

THE PURPOSE OF READING:

1. For pleasure or for personal reasons
2. To find general information such as what a book is mostly about
3. To find a specific topic in a book or article
4. To learn subject matter that is required for a class
5. Skimming for general information
6. Scanning for specific information
7. Reading to learn
8. Read for understanding
9. Read to evaluate critically
10. Read for practical application

TYPES OF READING:

There are different types of reading methods available and adopted according to the needs.

1. Skimming
2. Scanning
3. Intensive Reading
4. Extensive Reading
5. Critical Reading
6. Perceptive Reading

1. Skimming:

Skimming is sometimes referred to as gist reading. Skimming helps to know what the text is about at its most basic level. It is usually done with materials you know nothing about. You might typically do this with a magazine or newspaper and mentally this helps you to quickly shortlist the articles you consider for a deeper read. You might typically skim to search for a name in a telephone directory.

You can reach a speed count of even 700 words per minute if you train yourself well in this particular method. Comprehension is of course very low and understanding of overall content very superficial.

2. Scanning:

Scanning is reading a text quickly in order to find specific information. Scanning is usually done with materials you know something about. Picture yourself visiting a historical city with a guide book. You would most probably just scan the guide book to see which site you might want to visit. Scanning involves getting your eyes to quickly scuttle across sentence and is used to find just a simple piece of information quickly. Research has concluded that reading off a computer screen actually inhibits the pathways to effective scanning and thus, reading of paper is far more helpful to speedy comprehension of texts.

Something students sometimes do not give enough importance to is illustrations. These should be included in your scanning. Special attention to the introduction and the conclusion should also be paid.

3. Intensive Reading:

Intensive reading involves learners reading in detail with specific learning aims and tasks. It is far more time consuming than scanning or skimming. This type of reading is beneficial to language learners as it helps them understand vocabulary by assuming the meaning of words in context. It also helps with retention of information for long periods of time and knowledge resulting from intensive reading persists in your long term memory. Ex., if you need to list the chronology of events in a long passage, you will need to read it intensively.

Students undertake neither type of reading process effectively, especially they neglect intensive reading. They may remember the answers in an exam but will likely forget everything soon afterwards.

4. Extensive reading:

Extensive reading involves reading for pleasure. Because there is an element of enjoyment in extensive reading it is unlikely that students will undertake extensive reading of a text they do not like. It also requires a fluid decoding and assimilation of the text and content in front of you. If the text is difficult and you stop every few minutes to figure out what is being said or to look up new words in the dictionary, you are breaking your concentration and diverting your thoughts.

5. Critical Reading:

Learning the material by pre – reading and studying, and processing, analyzing the information learnt is called Critical Reading. Otherwise it is called rephrasing the author's ideas in your own words or finding out the author's reasons behind his statements or beliefs.

6. Perceptive Reading:

Perceptive Reading involves attending to the components of larger stretches of discourse. Perceptive reading is focused primarily on bottom-processing. Perceptive Reading aims to assess the reading ability of a student. The ability to understand or comprehend the text is not the primary goal at this.

READING TECHNIQUES:

There are four major Reading Techniques. They are

- Skimming
- Scanning
- Intensive reading and
- Extensive reading

Skimming Techniques:

1. Read the title if there is one.
2. Read the introduction or first paragraph.
3. Read the first sentence of every other paragraph.
4. Notice any pictures, charts or graphs.
5. Notice any italicized or boldface words or phrases.
6. Read the summary or last paragraph if there is one.

Scanning Techniques:

1. Look at the question and identify what is asked for in it,
2. Remember what you are looking for – numbers, specific words, dates etc.
3. Keep the concept in your mind while scanning.
4. Understand the structure of your material to locate the specific information.

Intensive Reading:

Intensive reading refers to reading short texts with clear goals. In Intensive reading, reader focuses on linguistic or semantic details of the text. Intensive Reading aims to build more language knowledge rather than simply practicing the skill of reading.

Extensive Reading:

Extensive reading involves learners reading texts for enjoyment and to develop general reading skills. Students learn to read by actually reading rather than examining texts by studying the vocabulary, grammar and phrases.

READING COMPREHENSION:

Reading comprehension is about understanding what you read. When you comprehend what you are reading, you are not only understanding the words and their meanings, but you are also understanding them enough to form opinions, thoughts and reflections about what the words mean together.

Reading comprehension is like having a conversation with someone. If you do not understand what the other person is saying, you will have no idea what they are talking about and have nothing to say in return.

Steps to Improve Reading Comprehension:

Reading comprehension requires motivation, mental frameworks for holding ideas, concentration and good study techniques. Here are some suggestions.

Develop a broad background: Broaden your background knowledge by reading newspapers, magazines and books. Become interested in world events.

Know the structure of paragraphs: Good writers construct paragraphs that have a beginning, middle and end. Often, the first sentence will give an overview that helps provide a framework for adding details. Also, look for transitional words, phrases or paragraphs that change the topic.

Identify the type of reasoning: Does the author use cause and effect reasoning, hypothesis, model building, induction or deduction, systems thinking.

Anticipate and predict: Really smart readers try to anticipate the author and predict future ideas and questions. If you're right, this reinforces your understanding. If you're wrong, you make adjustments quicker.

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Look for the method of organization: Find out if the material is organized chronologically, serially, logically, functionally, spatially or in hierarchy.

Create motivation and interest: Preview material, ask questions, and discuss ideas with classmates. The stronger your interest, the greater your comprehension.

Pay attention to supporting cues: Study pictures, graphs and headings. Read the first and last paragraph in a chapter, or the first sentence in each section.

Highlight, summarize and review: To develop a deeper understanding, you have to highlight, summarize and review important ideas.

Build a good vocabulary: The best way to improve your vocabulary is to use a dictionary regularly. You might carry around a pocket dictionary and use it to look up new words. Or, you can keep a list of words to look up at the end of the day. Concentrate on roots, prefixes and endings.

Use a systematic reading technique like SQR3: Develop a systematic reading style, like the SQR3 method and make adjustments to it, depending on priorities and purpose. The SQR3 steps include Survey, Question, Read, Recite and Review.

Monitor effectiveness: Good readers monitor their attention, concentration and effectiveness. They quickly recognize if they have missed an idea and backup to reread it.

Sample Passage:

In the 16th century, an age of great marine and terrestrial exploration, Ferdinand Magellan led the first expedition to sail around the world. As a young Portuguese noble, he served the king of Portugal, but he became involved in the quagmire of political intrigue at court and lost the king's favor. After he was dismissed from service by the king of Portugal, he offered to serve the future Emperor Charles V of Spain.

A papal decree of 1493 had assigned all land in the New World west of 50 degrees W longitude to Spain and all the land east of that line to Portugal. Magellan offered to prove that the East Indies fell under Spanish authority. On September 20, 1519, Magellan set sail from Spain with five ships. More than a year later, one of these ships was exploring the topography of South America in search of a water route across the continent. This ship sank, but the remaining four ships searched along the southern peninsula of South America. Finally they found the passage they sought near 50 degrees S latitude. Magellan named this passage the Strait of All Saints, but today it is known as the Strait of Magellan.

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One ship deserted while in this passage and returned to Spain, so fewer sailors were privileged to gaze at that first panorama of the Pacific Ocean. Those who remained crossed the meridian now known as the International Date Line in the early spring of 1521 after 98 days on the Pacific Ocean. During those long days at sea, many of Magellan's men died of starvation and disease.

Later, Magellan became involved in an insular conflict in the Philippines and was killed in a tribal battle. Only one ship and 17 sailors under the command of the Basque navigator Elcano survived to complete the westward journey to Spain and thus prove once and for all that the world is round, with no precipice at the edge.

Questions:

1. The 16th century was an age of great _____ exploration.
2. Magellan lost the favor of the king of Portugal when he became involved in a political _____.
3. The Pope divided New World lands between Spain and Portugal according to their location on one side or the other of an imaginary geographical line 50 degrees west of Greenwich that extends in a _____ direction.
4. One of Magellan's ships explored the _____ of South America for a passage across the continent.
5. Four of the ships sought a passage along a southern _____.
6. The passage was found near 50 degrees S of _____.
7. In the spring of 1521, the ships crossed the _____ now called the International Date Line.

NOTE MAKING:

Note Making is a way of recording important details from a source. This source can be any book, article, meeting or any oral discussion. In note making, the writer records the essence of the information. It helps us to understand and clarify thinking. Note making saves a lot of time by going through the notes made. One can get a glimpse of a lot of information from a short note.

Advantages of Note Making:

A note making is a skill which improves by practicing. There are some advantages of note making. Let us get to know some of them.

- It has great importance in exams or in academic writing
- It is an organization of main points for future use

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- Note making helps in keeping the information handy whenever we require
- It helps in recollecting and recalling the past events said or heard
- It helps in concentrating, understanding and provides a permanent record
- Note making format helps a writer to go through bulky documents quicker
- It helps in understanding a material if the notes are in own words
- It distinguishes between main points and details

Note Making Format:

One needs to follow this note making format in order to have a clear and unambiguous understanding from it. The note making format has-

Heading - It shows the title or the heading of note.

Subheading - As the name suggests, a subheading is a subdivision of the main topic. One can use as many subheadings as he or she wants.

Point - Below subheading, there are some points which are the part of the main topics.

Sub-subheading - One can add more headings below the points for showing the category, types, advantages, etc.

Key or Keywords - The key portion of the note shows the various codes, symbols or the abbreviation used. It helps to get a clear understanding of the keys used in the note making format.

The Procedure of Note Making:

- Read the passage provided
- Underline the important sentences. It helps to make headings and subheadings
- Make a rough note first so as to get an idea
- Organize them in logical order or sequence for the final note
- Use the appropriate note making format
- Do not change the idea or the message of the passage

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Points to Remember for Note Making Format:

- Avoid using long sentences as heading or title
- Never lose the main idea of the passage
- Ignore information which is less important
- Be brief, clear, and specific
- Use logical sequencing
- Use proper indentation
- Leave no spaces to avoid confusion
- Do not include your own version or understandings
- Use abbreviations
- Make your note more memorable by adding colors, drawings, and symbols

Purpose of Note Making:

Note making helps you

- To stay active and engaged during your lectures, reading and revision.
- To understand what you are learning and clarify your thinking.
- To select and identify your key ideas.
- To remember the material
- To organize your ideas and make connections.
- To plan and structure written assignments.
- To Review and revise before exams.

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Possible Questions:

PART – B

1. Define Reading.
2. Explain Skimming.
3. What is Scanning?
4. Define Reading Comprehension.
5. Explain Note making.

PART – C

1. Define Reading Skill and its purpose.
2. Explain the different types of Reading.
3. What are the different stages in reading process?
4. Elaborate on different Reading Techniques.
5. Explain the ways to improve Reading Comprehension.
6. Explain Note making format and its procedures.

***** The End*****

SUBJECT : ENGLISH III
SUBJECT CODE : 18ENU301

SEMESTER : III
CLASS : II B.COM/PA/CA/BBA/BPS

UNIT IV: WRITING

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

UNIT IV – WRITING SKILLS

INTRODUCTION TO WRITING SKILL

Writing is a form of communication that allows students to put their feelings and ideas on paper, to organize their knowledge and beliefs into convincing arguments, and to convey meaning through well-constructed text. In its most advanced form, written expression can be as vivid as a work of art. As children learn the steps of writing, and as they build new skills upon old, writing evolves from the first simple sentences to elaborate stories and essays. Spelling, vocabulary, grammar, and organization come together and grow together to help the student demonstrate more advanced writing skills each year.

- ❖ The ability to spell, to construct a sentence, to punctuate rationally and to divide writing into logical paragraphs.
- ❖ Competence in word-processing, cut and paste, formatting, page-numbering and foot-noting.
- ❖ The ability to assimilate and organize information.
- ❖ The confidence to read widely, fast and with focus.
- ❖ A grasp of the subject under discussion.
- ❖ The confidence to select and discard material.
- ❖ An understanding of the particular style and format required by their chosen discipline.
- ❖ An understanding of how to compile a bibliography, and to reference their sources.
- ❖ An understanding of what plagiarism is, and how to avoid it.
- ❖ An understanding of how to interpret and read a question or title so that they can respond to it with confidence.
- ❖ A facility with language, so that they can give expression to complex ideas.
- ❖ An ability to plan.

- ❖The ability to develop an argument, so that the essay flows smoothly from one idea to the next because there is an underpinning logic.
- ❖The courage to face a blank page (screen).
- ❖The confidence to search for help from the tutor, other students, the library and the internet.
- ❖The courage to re-write or start again as necessary, to extract the good from the over-written or irrelevant, to restructure and on some occasions rethink completely.
- ❖An understanding that writing is a creative process that in itself develops ideas and often produces more than the writer imagines possible at the start.
- ❖The ability to think laterally and make connections.
- ❖The ability to edit, re-draft and proof-read.
- ❖The qualities of self-motivation and patience.
- ❖The qualities of self-discipline and time-management, to give time for analysing the question, reading and note-taking, first, second and third drafts, proof-reading.
- ❖The ability to be receptive to verbal and written feedback, so that they can build on strengths and weaknesses identified in previous work.
- ❖The ability to work for long-term aims, with little immediate reward.

Importance of Writing Skill:

- ❖It is the most demanding skill that will help you to get a job.
- ❖You can start part time or fulltime writing business.
- ❖You can start a blog and help people by sharing your experiences and knowledge in the blog.
- ❖Writing will improve your communication skills.
- ❖You can increase your creativity, imagination, and knowledge.
- ❖You can debate and speech on any topic.
- ❖It is a pivotal form of communication in all walks of life.
- ❖Most jobs require one to do it in some capacity.
- ❖It utilizes one's intelligence, education, and critical-thinking skills.
- ❖Those who write well are good for business.
- ❖Language-oriented people make other's jobs easier.

Stages in the writing process:

These will vary but the following steps offer a basic outline:

- ❖ Work out what your conclusion is and write it down.
- ❖ Brainstorm initial ideas onto the computer.
- ❖ Organize these into headings with main points underneath.
- ❖ Organize these headings-and-points into the best order.
- ❖ Write in other headings that will structure your writing, depending on the nature of the assignment (such as introduction, conclusion, references, abstract, methodology, results, etc).
- ❖ Allocate a word limit for each point - check whether you have enough or too many points for the word limit you have allocated.
- ❖ Select the strongest points and save the rest elsewhere.
- ❖ Write up your points - you may find it easier to start with the conclusion.
- ❖ Read through and fine tune - check it makes sense, check one point seems to lead naturally to the next.
- ❖ Leave the writing for a day - read and fine tune again
- ❖ Print out and read aloud - look for typing errors and other mistakes: correct these.

TYPES OF WRITING SKILLS

1. Expository - Expository writing's main purpose is to explain. It is a subject-oriented writing style, in which authors focus on telling you about a given topic or subject without voicing their personal opinions. These types of essays or articles furnish you with relevant facts and figures but do not include their opinions. This is one of the most common types of writing. You always see it in textbooks and how-to articles. The author just tells you about a given subject, such as how to do something. Example: Textbook writing, How-to articles, Recipes, News stories (not including opinion or editorial pieces), Business, technical, or scientific writing.

2. Descriptive - 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: Poetry, Journal or diary writing, Nature writing, Descriptive passages in fiction

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

4. Narrative - 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?” Example: Novels, Short stories, Novellas, Poetry, Autobiographies or biographies, Anecdotes, Oral histories

THE COMPONENTS OF THE WRITING PROCESS

There are five major components of the writing process: Prewriting, Writing, Revising, Editing, and Publishing

1. 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

2. 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.

3. 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 is 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.

4. 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.

5. 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 CONTEXTS

Context adds specificity to your writing and directs the reader attention to a particular train of thought. Thus avoiding, to a certain extent, unwanted interpretation. Context is important, but too much will get in the way of your message as you digress and too little makes your writing hard for the reader to understand. Moderation is a key. You need to find the right balance of necessary information to make your writing enjoyable to read.

Creating a relationship

Context can be anything.

- ❖ Details about yourself or your character
- ❖ A back story
- ❖ A personality trait
- ❖ An environment
- ❖ A life changing situation
- ❖ A trivial situation
- ❖ A memory
- ❖ An anecdote
- ❖ Something simple as how your day is unfolding etc.

It can be anything bridging the gap between you and the reader. Anything that could potentially elevate their emotions or make them invested in your writing.

Context is information

Context creates meaning by providing precise and useful information. Information that can push forward a story or facilitate its understanding.

In any translation, whether it's from a language to another language, or from experience to a language, not everything can be translated. Sometimes there is just no word. Other times you need a whole sentence to describe what you have experience. Not every language conveys meaning the same way. And not every experience can be explained through a specific word. In other words, adding context helps carry the meaning of an experience that cannot be directly explained by a single word.

Self-awareness and creativity

Context is not only important for meaning. It can also help build self-awareness, creativity, and learning.

The most powerful stories are the ones we can relate to. The ones where the writer's experience matches the reader's experience with stories that allows us to say something along the line of "This is me" or "I know what he is talking about".

These situations make us more curious and invested in their writing. It helps us understand ourselves better by triggering connections and memories we wouldn't have thought otherwise. In the end, it makes us more inclined to make their knowledge our own, learn faster, and be more creative.

Context is importance because it helps you connect and create a relationship with the reader. It helps you communicate your point of view clearly making it easier to understand. It allows you and others to be more creative.

LANGUAGE AND STYLE

The following points may help you in developing your academic writing style:

1. Contractions - Where possible you should try to avoid contractions in academic writing.

| Avoid: | Instead | use: |
|--------|---------|-----------|
| | isn't | is not |
| | haven't | have not |
| | they've | they have |
| | I've | I have |

2. Colloquialisms and slang - Academic writing should be formal and avoid any colloquialisms, slang or local accent words, etc.

For example: Canny, Okay, Dead easy, Alright

3. Formal style - With academic writing you should aim for a formal style. This tends to mean writing in the third person, which means avoiding the use of "I" or "we".

Example 1 - BAD – I chose this question because it is centered around current research...

GOOD – This question was chosen because it is centered around current research...

Example 2 - BAD – We didn't find much evidence

GOOD – Insufficient evidence was found

Example 3 - BAD – I’m going to outline three theories

GOOD – Three theories will be outlined.

But first check your subject discipline as some subjects require you to write in the first person. You also need to think about your word choice and choose more academic words e.g. “examine” is better than “look at”, “demonstrate” is better than “this shows that”. You may find some of the words listed below helpful to use within your essay: Examine, Demonstrate, Evidence Example – Viewpoint, Argument, Investigate

4. Cautious style - Often it is better to be cautious in your style of writing as there is often no right or wrong answer. Whilst essays may ask you to come to a conclusion, this is only in the context of acknowledging that other people hold differing views, e.g. instead of writing “this proves that” try “this suggests that” or “in conclusion, it appears that”.

5. Avoid narrative - One of the major dangers of writing essays is that you start to narrate or ‘tell the story’. This is easily done. To avoid this, you must think carefully about the structure of your essay and proof read your essay.

Proof reading an essay is essential and is not just about the spelling and grammar (though this does still need to be checked). Try reading your essay out loud and check that each paragraph and sentence is analytical and directly links back to the question. If you find it is more narrative, you need to edit or even cut it out of your essay. Remember to always be clear, concise and analytical in your writing.

The paragraph below is a good example of how easy it is to slip into narrative:

“In conclusion, penguins make fantastic pets. I’ve always had one since I was little. My dad bought it for me because he loves penguins, it sleeps in a little paddling pool by my bed. We feed it fish that we buy from the supermarket. I love my penguin, they make great pets.”

Whilst this paragraph is more analytical, giving reasons for why they make great pets:

“In conclusion, I would argue that penguins make great pets. There are a number of reasons for this; firstly, they are black and white which means they are true Geordies and therefore make ideal pets for Geordies as they make you feel happy every time you see them. Secondly, they are very sociable and actively enjoy being in your company. Research has shown that...”

IMPORTANCE OF PROFESSIONAL WRITING SKILL

Professional writing is writing for reward or as a profession, or it is any form of written communication produced in a workplace environment or context. Works produced with the professional writing style allow professionals (e.g. employees, employers, lawyers, business people, medical personnel, etc.) to communicate information effectively and to make informed decisions. Generally, professional writing should be clear, concise, and to-the-point.

Professional writing uses precise language to convey information in a way that is easily understood by its intended audience, and it may be directed to inform, persuade, instruct, stimulate debate, or encourage action. For example, in a business office, a memorandum (abbrev. memo) can

be used to provide a solution to a problem, make a suggestion, or convey information. Other forms of professional writing commonly generated in the workplace include email, letters, reports, and instructions.

A professional writer may be freelance, meaning he or she works on a self-employed basis, or fully employed in an occupation where a professional writing standard is a prerequisite, such as journalism, marketing, advertising, public relations, the military, or technical writing. While not necessarily the practitioner's primary profession, professional writing skills are essential in many other fields such as law, medicine, business, engineering, and social work.

Uses

i) Communication - There is, particularly in business, a need for concise and unambiguous communication with colleagues, suppliers, clients, and the general public. Professional writing forestalls inattentiveness and criticism.

ii) Persuasion - Persuasive professional writing is connected to the concept of rhetoric, which focuses on informing or persuading and relies upon stimulating the interest of the audience through creating authoritative arguments. A professional writer uses rhetoric and persuasion when creating a document that is intended to suggest a solution to a problem or encourage action. A professional writer uses persuasive language when trying to influence the reader to do something as a result of reading a document. Professional writing Feasibility reports and economic justification reports are examples of documents that have such purposes.

iii) Information - Clear and concise professional writing is vital in many fields where misunderstanding could have serious consequences, such as in law, engineering, technical manuals, and product labels. Misunderstandings might also occur with international audiences; for this reason, a professional writer would have to take careful consideration of cultural differences. The use of language, style, and even color in a document could have detrimental effects because these elements, along with others, can change meaning when translated.

For example, a picture of a woman wearing a swimsuit on the beach in an ad would be met with nonchalance in the United States; however, if the same picture was shown in an area with a prevalent Muslim populace, it would be met with outrage because of the religious beliefs that bar women from showing skin. This analysis and consideration of direct and possible audiences help create clear and concise writing and language that professional language requires.

iv) Examples - Law – case studies, briefs, client correspondence

Marketing – advertising, market analysis, proposals

Science and Engineering – journals, technical data, manuals

Retail – inventory reports, damage reports, data sheets, manuals, labels

Entertainment – proposals, contracts, reviews, books

Publishing – web content, proposals, contracts, book editing

Military – operational reporting, orders production, policy or decision briefs, doctrine writing a professional career overview

FEATURES OF WRITTEN COMMUNICATION

Written communication is the most common form of business communication. Speech came before writing. But writing is more unique and formal than speech. Effective writing involves careful choice of words, their organization in correct order in sentences formation as well as cohesive composition of sentences. Also, writing is more valid and reliable than speech. But while speech is spontaneous, writing causes delay and takes time as feedback is not immediate. It is essential for small business owners and managers to develop effective written communication skills and to encourage the same in all employees. A written communication in an organization can be in the form of instructions, letter, memos, formal reports, rules and regulations, policy manuals, information bulletins etc.

Characteristics of Written Communication

1. Most formal type of Communication - Usually most of the informal, casual conversation or friendly conversation is done orally. Whenever there is need for formal communication, it is the written mode that is preferred.

2. Used for documentation - Written communication is mostly used for documentation. In an organization, documentation of records and decisions made from time to time are very important for which written communication comes handy. Written Communication acts as a permanent record of the organization and can prove very useful for future reference. For instance, previous orders and decision can serve as guidelines for future decision. Previous years' reports are fund beneficial for formulating new polices and fixing current targets. The content of written communication is accepted as evidence in case of any litigation.

3. Used for circulation of information - This is used for circulation of information in the organization. Written communication makes it possible to circulate information without distortions and misrepresentations.

4. Conventional by nature - There are not many rules of grammar for oral communication, as there are for written communication. Written communication is conventional in the sense that it has to follow definite pattern as per rules laid down by the language.

5. Presence of both sender and receiver is not necessary at the same time - It is an important feature of written communication where the presence of just the sender or the receiver is sufficient at a given point in time, to continue the process of communication.

6. Time factor - The sender takes his own time in formulating the message which in turn takes quite some time to reach the receiver. The receive will take his own time in filtering it through his mind and responding to it.

7. It has fewer cycles - Usually the message is sent and received and that is the end of event. Of course, letters do lead to repeated cycles or communication exchanges. But they cannot compare with the quick succession of cycles involved in a dialogue or informal meeting.

8. A creative activity - Written communication is a creative activity that requires a lot of imagination and effort to arrive at the finished product. While oral communication is spontaneous, written communication is based on conscious effort.

Advantages of Written Communication

- ❖ Written communication helps in laying down apparent principles, policies and rules for running of an organization.
- ❖ It serves as evidence of events and proceedings.
- ❖ It is a permanent means of communication. The message can be stored for an indefinite period of time.
- ❖ It reduces the likelihood of misunderstanding and misinterpretation. This is because generally people are more careful with written word than the spoken word. Thus, the written communications are more likely to be well considered, logical and clear. And the message can be checked for accuracy before it is transmitted.
- ❖ It is more reliable for transmitting lengthy statistical data.
- ❖ It appears formal and authoritative for action.
- ❖ It assists in proper delegation of responsibilities. While in case of oral communication, it is impossible to fix and delegate responsibilities on the ground of speech as it can be taken back by the speaker or he may refuse to acknowledge.
- ❖ Effective written communication develops and enhances an organization's image.

Disadvantages of Written Communication

- ❖ Written communication does not save upon the costs. It costs huge in terms of stationery and the manpower employed in writing/typing and delivering letters.
- ❖ Also, if the receivers of the written message are separated by distance and if they need to clear their doubts, the response is not spontaneous.
- ❖ Written communication is time-consuming as the feedback is not immediate. The encoding and sending of message take time.
- ❖ Effective written communication requires great skills and competencies in language and vocabulary use. Poor writing skills and quality have a negative impact on organization's reputation.
- ❖ Too much paper work and e-mails burden is involved.
- ❖ It leads to excessive formality in personal relations.
- ❖ Confidential written material may leak out before time, causing disruption in its effectiveness.

Principles of Effective Written Communication

Businesses in almost every field need skilled writers. Advertisements, applications, reports, contracts, manuals, proposals, and memos are composed, revised, published and read in thousands of businesses across the nation. Then there are the countless letters, forms, and documents all of us encounter over the course of our everyday lives. In many ways, good writing is good writing

regardless of its particular purpose, but the following characteristics are especially important for business writing.

1. Brevity - The message should be as brief as possible. Here brevity means compiling the message with limited words and sentences. If this principle is followed, both sender and receiver can save time and cost. There are various common phrases and syntax structures that use unnecessary words: these should be avoided unless they are definitely needed for disambiguation. Some examples include these:

“in order to” (use “to”, or “so as to” if that would be unclear)

“for purposes of X” (use “for X purposes”, “to achieve X”, or even just “for X”)

“in terms of Y” (use “regarding Y” or the adjective form of Y earlier in the sentence)

“any variety of” (use “any type of” or just “any”)

multiple sentences with clauses (for completeness) that could be eliminated if the sentences were combined with a semicolon (the semicolon is often underused)

“on the other hand,” (use “however”, “but”, “yet”, or (if feeling adventurous) “contrariwise”)

“as a result of Z, X”/“X occurred as a result of Z” (use “because of Z, X” or “due to Z, X”, or even rephrase to “Z caused X”) etc.

2. Clarity - There is a time and a place for creative figures of speech and poetic turns of phrase, but rarely is a business letter that time or place. The priority in business writing is the effective communication of specific information. The sender must convey the message clearly and confidently so that the receiver can easily understand the message clearly and confidently so that the receiver can easily understand the meaning of the message.

3. Courtesy - Courtesy is consideration of other people’s feeling. In written communication the style, the manner and the choice of words reflects the courtesy of the writer. It should make the reader comfortable, attentive and prompt in responding. The choice of words and style of message reflect the consideration for the feelings and needs of the reader.

4. Concreteness - A good business letter always provides concrete information and specific information.

CHOICE OF WORDS AND PHRASES

There are two sides to any piece of writing. The first is the message, idea, or story. The other side is the craft of stringing words together into sentences and using sentences to build paragraphs. Adept writing flows smoothly and makes sense. Readers shouldn’t have to stop and dissect sentences or get hung up on words that are repetitive or confusing.

Common Word-Choice Mistakes

The right word can make or break a sentence. If we want our prose to be rich, vibrant, and meaningful, then we need to develop a robust vocabulary. As we write, revise, and proofread, there

are plenty of common word-choice mistakes to watch out for. If we can catch those mistakes and fix them, we'll end up with better writing.

Here is some word-choice to mistakes to watch out for in your writing:

i) Repetition: When the same words and phrases are repeated in a short space, they act like clichés, becoming tiresome and meaningless. Some words have to be repeated, especially articles, prepositions, and conjunctions. If we're writing a story set on a submarine, the word submarine (or sub) will get repeated frequently. That's to be expected. However, repetitive descriptive words get monotonous. Every girl is pretty, every stride is long, and everybody taps their keyboards. The fix: look for words that can be replaced with synonyms or alternative wording and avoid using the same descriptive words over and over again.

ii) Connotation: With all the synonyms available, choosing the right word can be a challenge. Each word has a meaning, but most words also have connotations, which skew the meaning in a particular direction. Connotations are implied or emotional undertones that flavor a word's meaning. If your character is going home, there is a much different implication than if the character is going to her house. The fix: when choosing synonyms, consider the connotation and emotional flavor of each option.

iii) Precision: The best word choices are specific. One word will be vague and nondescript while another will be vivid and descriptive. Consider the following sentences:

He wrote a poem on a piece of paper.

He wrote a poem on a sheet of vellum.

The second sentence is more visual because the word choice (vellum) is more precise. The fix: whenever possible, choose the most precise word available.

iv) Simplicity: Readers don't want to have to run to the dictionary to get through a page of your writing, and most don't appreciate the haughtiness that erudite writing evokes. If you're writing to a highbrow audience, then by all means, feel free to pontificate, but to reach a wider audience, make your language accessible. The fix: check your text for rare and long words, and if you can replace them with more common or shorter words, do it.

v) Musicality: Sometimes, word choice comes down to musicality. How does one word sound in your sentence as opposed to another? If you're trying to choose between words like bin and container, you might make your decision based on which word sounds better in the sentence. The fix: read sentences and paragraphs aloud to see how different words sound.

Thoughtful Word Choices for Better Writing

Whether you agonize over word choice while you're drafting or during revisions, there are some incredibly useful tools for making word choice a breeze. In addition to using the tools that are at your disposal, consistently working to expand your vocabulary will do wonders for improving your language and word-choice skills:

❖ The thesaurus and the dictionary are your friends. Use them (especially the thesaurus).

❖Read voraciously. Nothing will improve your writing and your vocabulary as well as the simple act of reading.

❖Read and write poetry. Poems are full of vivacious words. You'll develop a knack for word choice and grow a bountiful vocabulary if you study a little poetry.

❖Play word games like Scrabble, Scattergories, and Words with Friends, which force you to actively use your vocabulary.

❖Sign up for Word of the Day and commit to learning 365 words over the next year.

Choice of phrases

PHRASE - A phrase is a group of related words. It does not contain a subject and a verb. There are different types of phrases.

Examples:

1. from the stairs
2. to run
3. playing the piano

PHRASES - a phrase is a group of related words. It does not contain a subject and a verb. There are different types of phrases.

1. Prepositional Phrase - (prep + noun/ pron)

Examples:

1. Most Australians live in large cities.
2. Many cities with large factories have a smog problem.
3. The great dividing range extends across the east side.
4. Mr. Jones presented the award to me.
5. Alice sat near her.

2. Infinitive Phrase - (to + verb)

Examples:

1. To run daily is healthy.
2. They pretend to speak Latin.
3. Her idea to deliver the package was approved by her mother.

3. Other Phrases - (beginning with an ing, ed, or en word.) Although these words are formed from verbs, they are not verbs when used without helping words.

Examples:

1. Hating homework, Bob put off doing it until late at night.
2. The girl running quickly tripped and fell.
3. Dusting the furniture and washing the floors are tiresome chores.
4. Destroyed by fire, the church was never rebuilt.
5. Eaten quickly, the candies were gone before I arrived.

SENTENCE STRUCTURE AND LENGTH

Good sentence structure is essential to good writing; it adds both clarity and interest. Poor sentence structure can befuddle or weary the audience, making the task of reading more unpleasant than informative.

One important way to enliven a piece of writing is to vary the length and structure of your sentences. Try reading aloud something you have written. Listen to the rhythm and flow of the sentences. Is there interest and variety? Or do you feel as though there is a kind of repetitive drone? If the latter is the case, you may be in a sentence structure rut! Try mixing things up a bit. Vary sentence length. Vary the way you combine ideas.

Some writers overuse long, convoluted sentences, obscuring their ideas behind complex syntax. Busy professionals simply do not want to reread sentences to try to figure out what the writer meant. On the other hand, if a piece of writing contains too many short, simple sentences in a row, the writing may sound choppy and unsophisticated, and the reader could lose interest.

A simple, punchy idea might be best expressed with a simple sentence structure. A more complicated idea may justify a longer, more complex sentence structure. A mixture of sentence types can make the act of reading your writing a more pleasurable and productive experience for your audience.

❖ Sentence Structure Basics

❖ Sentence Variety

❖ The Dreaded Comma Splice

❖ Beginning a Sentence with "Because"

❖ Passive Voice

❖ Excessive Use of Prepositional Phrases

PARAGRAPH STRUCTURE AND LENGTH

What is a paragraph? - A paragraph develops ONE main idea through a series of related sentences. This main idea is usually introduced in the first sentence of the paragraph, called the topic sentence. The idea is then developed further through the sentences that follow.

A paragraph is usually around 250 words and consists of five or six sentences, although this can vary depending on the purpose of the paragraph, and the length of the piece you are writing. Paragraphs play an important role in writing because they provide a framework for organizing your ideas in a logical order. Using a clear structure for your paragraphs helps guide the reader through your written work.

Paragraph Structure - A useful way of understanding paragraph structure is to think of it as a block that is divided into three sections: the beginning, the middle, and the end.

A basic paragraph follows this structure:

Topic Sentence (TS) - the beginning:

❖ Needs to state ONE idea clearly

❖ Useful Tip: Always put the most important information first!

Supporting Sentences (SS) - the middle

❖ Elaborates and explains the idea introduced in the topic sentence

❖ Provides evidence and examples

❖Explains the evidence or example included - why is it relevant?

Concluding Sentence (CS) - the end

❖Makes links: back to the main idea of the paragraph; back to research question or topic of the assignment; to the next paragraph

When to start a new paragraph:

❖Start new main points or new ideas in a new paragraph. If you have an extended idea across multiple paragraphs, each new point within that idea should have its own paragraph.

❖Use a new paragraph to introduce a contrasting or different position. Use a clear topic sentence to identify the main idea.

❖If the paragraph becomes too long or the material is overly complex, you will need to create a break to make your writing more readable. Try splitting long paragraphs into two shorter paragraphs. This means you will need to write a new topic sentence at the start of the new paragraph.

❖Introductions and conclusions are usually written as separate paragraphs.

FINAL DRAFT

Description - Final Draft combines academic writing skills, vocabulary, models, grammar, and a dedicated section on plagiarism.

Academic writing is difficult, and Final Draft gives students all the tools they need. Writing skills and in-depth analysis of models set the stage for development. Corpus-based vocabulary, collocations, and phrases, as well as detailed information on the grammar of writing, prepare your learners for college writing courses. Students learn to avoid plagiarism in every chapter of every level. This dedicated, long-term focus on plagiarism avoidance helps ensure that these students are able to use sources and highlight their own thoughts.

Key features

❖Learners read and analyse both model student writing and a real-world example, helping them understand the application of academic writing outside of class.

❖Information and exercises on the grammar of writing, as well as the most common grammatical mistakes, direct students towards greater accuracy.

❖Students learn how to avoid plagiarism (paraphrasing, citations, etc) in every chapter of every book.

❖Corpus-informed vocabulary, collocations, and academic phrases help make student writing more natural-sounding.

❖Writing Skills Interactive is the perfect supplement, offering online instruction and practice in key writing skills.

POSSIBLE QUESTIONS:

TWO MARKS:

1. What is writing?
2. What is writing disability?
3. Explain – Proofreading.
4. Define- Phrase.
5. What is mean by narrative writing?
6. Describe- Expository Writing.

SIX MARKS:

1. Do you notice problems or "stuck points" in your writing and figure out what the causes are?
2. Elaborate the importance of writing skill.
3. Write a detailed note on types of writing.
4. Examine- Final draft of writing.
5. Evaluate the structure of a paragraph and length.
6. Provide the detailed usage of choice of words and phrases in writing.
7. Interpret the advantages and disadvantages in written communication.
8. Explain the stages of writing process.
9. Analyze the components of writing skill.

| SL.NO | QUESTIONS | CHOICE - 1 | CHOICE - 2 | CHOICE - 3 | CHOICE - 4 | ANSWER |
|-------|---|-------------|---------------|--------------|---------------|---------------|
| 1 | Writing skill gives _____ to read widely, fast and with focus. | trustworthy | confidence | honest | intelligence | confidence |
| 2 | Writing skill helps to compile a _____, and to reference their sources. | photography | autobiography | bibliography | biography | bibliography |
| 3 | Writing skill makes an understanding of what _____ is, and how to avoid it. | plagiarism | secularism | formalism | symbolism | plagiarism |
| 4 | Writing skill will improve your _____ skills. | education | formation | information | communication | communication |
| 5 | Writing skill increases creativity, imagination, and _____. | confidence | intelligence | knowledge | capacity | knowledge |
| 6 | Writing skill rises _____ and speech on any topic. | debate | controversy | supportive | informative | debate |
| 7 | Writing skill is a _____ form of communication in all walks of life. | informal | formal | total | pivotal | pivotal |
| 8 | _____ is the initial idea of writing process. | hailstorm | brainstorm | writing | planning | brainstorm |
| 9 | There are _____ types of writing skill. | two | three | four | five | four |
| 10 | _____ writing is a style of writing | descriptive | narrative | persuasive | expository | descriptive |

| | | | | | | |
|----|---|-----------------|----------------|-----------------|----------------|----------------|
| | that focuses on describing a character, an event, or a place in great detail. | | | | | |
| 11 | Novels, short stories, novellas, poetry, and biographies can all fall in the_____ writing style. | expository | persuasive | descriptive | narrative | narrative |
| 12 | Subject-oriented writing style is called as an_____ writing. | narrative | expository | persuasive | descriptive | expository |
| 13 | _____ writing contains justifications and reasons. | persuasive | narrative | descriptive | expository | persuasive |
| 14 | There are____ major components of the writing process. | four | three | five | six | five |
| 15 | _____ is the process of gathering ideas and information for your project. | planning | prewriting | editing | publishing | prewriting |
| 16 | Every _____ freelance writer understands that rewriting is one of the key parts of the writing process. | academic | personal | official | professional | professional |
| 17 | _____ involves checking over the smaller details. | planning | publishing | editing | printing | editing |
| 18 | _____ simply involves distributing work in its finished format. | publishing | planning | writing | printing | publishing |
| 19 | _____ adds specificity to your writing and directs the reader attention to a particular train of thought. | contrast | thought | context | suggestion | context |
| 20 | _____ that can push forward a story or facilitate its understanding. | confidence | information | formation | communication | information |
| 21 | Context can also help build_____, creativity, and learning. | self-confidence | self-assurance | self-revelation | self-awareness | self-awareness |

| | | | | | | |
|----|---|--------------|------------------|--------------------|--------------|--------------------|
| 22 | _____ writing should be formal and avoid any colloquialisms, slang or local accent words, etc. | academic | official | formal | non-academic | academic |
| 23 | _____ an essay is essential and is not just about the spelling and grammar. | join reading | edit reading | proof reading | pre-reading | proof reading |
| 24 | _____ writing should be clear, concise, and to-the-point. | professional | official | personal | formal | professional |
| 25 | _____ communication is the most common form of business communication. | verbal | speaking | oral | written | written |
| 26 | Written communication is mostly used for _____. | information | documentation | education | initiation | documentation |
| 27 | Written communication makes it possible to circulate information without distortions and _____. | misspelt | misunderstanding | misrepresentations | mismatch | misrepresentations |
| 28 | Written communication is _____ in the sense. | conventional | conditional | controversial | contrast | conventional |
| 29 | The _____ will take his own time in filtering it through his mind and responding to it. | writer | speaker | responder | receiver | receiver |
| 30 | While _____ communication is spontaneous, written communication is based on conscious effort. | written | oral | spoken | listen | oral |
| 31 | Written communication helps in laying down apparent _____, policies and rules for running of an organization. | proofs | feedbacks | principles | principals | principles |
| 32 | Written communication serves as _____ of events and | evidence | feedback | proof | response | evidence |

| | | | | | | |
|----|---|----------------|----------------|-----------------|------------------|----------------|
| | proceedings. | | | | | |
| 33 | Written communication is a permanent means of _____. | formulation | calculation | information | communication | communication |
| 34 | Written communication assists in proper _____ of responsibilities. | allegation | delegation | dedication | interaction | delegation |
| 35 | Written communication is _____ as the feedback is not immediate. | timing | time-shortage | time-consuming | time-exceeding | time-consuming |
| 36 | Poor _____ and quality have a negative impact on organization's reputation. | writing skills | reading skills | speaking skills | listening skills | writing skills |
| 37 | Written communication leads to _____ formality in personal relations. | impulsive | exclusive | short | excessive | excessive |
| 38 | _____ written material may leak out before time, causing disruption in its effectiveness. | trustworthy | confidential | personal | formal | confidential |
| 39 | _____ in almost every field need skilled writers. | work | job | businesses | career | businesses |
| 40 | _____ means compiling the message with limited words and sentences. | brevity | short | compress | sweet | brevity |
| 41 | The priority in business writing is the effective communication of _____ information. | informal | formal | general | specific | specific |
| 42 | _____ is consideration of another people's feeling. | course | courtesy | currency | accuracy | courtesy |
| 43 | Courtesy should make the reader comfortable, attentive and prompt in | responding | regretting | receiving | respecting | responding |

| | | | | | | |
|----|---|------------|--------------|-------------|-------------|--------------|
| | _____. | | | | | |
| 44 | A good business letter always provides _____ information and specific information. | specific | general | concrete | artificial | concrete |
| 45 | _____ writing flows smoothly and makes sense. | adhere | adopt | adapt | adept | adept |
| 46 | _____ shouldn't have to stop and dissect sentences or get hung up on words that are repetitive or confusing. | readers | writers | speakers | listeners | readers |
| 47 | _____ are implied or emotional undertones that flavour a word's meaning. | bolds | connotations | quotes | annotations | connotations |
| 48 | One word will be vague and nondescript while another will be vivid and _____. | narrative | expository | descriptive | formulate | descriptive |
| 49 | Good _____ structure is essential to good writing. | sentence | essay | paragraph | line | sentence |
| 50 | _____ sentence structure can befuddle or weary the audience, making the task of reading more unpleasant than informative. | average | rich | high | poor | poor |
| 51 | _____ to the rhythm and flow of the sentences. | speak | listen | write | read | listen |
| 52 | A simple, _____ idea might be best expressed with a simple sentence structure. | punchy | same | attractive | contrast | punchy |
| 53 | A more _____ idea may justify a longer, more complex sentence structure. | considered | contrasted | complicated | similarity | complicated |

| | | | | | | |
|----|---|----------------|--------------|-----------------|------------------|---------------|
| 54 | A _____ develops one main idea through a series of related sentences. | sentence | essay | line | paragraph | paragraph |
| 55 | Use a new paragraph to introduce a _____ or different position. | distinguishing | contrasting | differentiating | similarly | contrasting |
| 56 | Try _____ long paragraphs into two shorter paragraphs. | splitting | joining | covering | complicating | splitting |
| 57 | _____ and conclusions are usually written as separate paragraphs. | ending | beginnings | introductions | acknowledgements | Introductions |
| 58 | _____ combines academic writing skills, vocabulary, models, grammar, and a dedicated section on plagiarism. | first draft | middle draft | formal draft | final draft | final draft |
| 59 | Correct grammar, _____ and spelling are key in written communication. | preposition | punctuation | voice | sentence | punctuation |
| 60 | Writing skills make our _____ interesting and organised. | write-ups | passage | read-ups | thoughts | write-ups |

UNIT V - VOCABULARY ENRICHMENT

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

SYNONYM:

A synonym is a word having the same or nearly the same meaning as another word or a phrase. Antonyms are words which have the opposite (or nearly opposite) meaning. For example: new and old.

A thesaurus is a resource similar to a dictionary that helps writers to search synonyms - as a device to compose a verbose and scintillating text.

Utilizing synonyms is an elegant and frequently applied method to make a text more pleasant to read. If the same word is used very often in several sentences, it might very well be the case, that this same word should describe something different in each of the sentences. Since synonyms are usually nuanced variations with slightly different meanings, their use will emphasize special characteristics, and thus the text will be more precise.

Synonyms can be any part of speech, as long as both words belong to the same part of speech.

- Noun - drink and beverage
- Verb - buy and purchase
- Adjective - pretty and interesting
- Adverb - quickly and speedily
- Preposition - on and upon

Examples:

1. Come — advance, approach, arrive, near, reach
2. Go — depart, disappear, fade, move, proceed, recede, travel
3. Run — dash, escape, elope, flee, hasten, hurry, race, rush, speed, sprint
4. Hurry — rush, run, speed, race, hasten, urge, accelerate, bustle
5. Hide — conceal, cover, mask, cloak, camouflage, screen, shroud, veil

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6. Move — plod, go, creep, crawl, inch, poke, drag, toddle, shuffle, trot, dawdle, walk, traipse
7. Have — hold, possess, own, contain, acquire, gain, maintain, believe, bear, beget, occupy
8. Use — employ, utilize, exhaust, spend, expend, consume, exercise
9. Get — acquire, obtain, secure, procure, gain, fetch, find, score, accumulate, win, earn, rep,
10. Keep — hold, retain, withhold, preserve, maintain, sustain, support
11. Put — place, set, attach, establish, assign, keep, save, set aside, effect, achieve, do, build
12. Take — hold, catch, seize, grasp, win, capture, acquire, pick, choose, select, prefer, remove
13. Make — create, originate, invent, beget, form, construct, design, fabricate, manufacture
14. Destroy — ruin, demolish, raze, waste, kill, slay, end, extinguish
15. Kill — slay, execute, assassinate, murder, destroy, cancel, abolish
16. Cut — gash, slash, prick, nick, sever, slice, carve, cleave, slit, chop, crop, lop, reduce
17. Fall — drop, descend, plunge, topple, tumble
18. Fly — soar, hover, flit, wing, flee, waft, glide, coast, skim, sail, cruise
19. Decide — determine, settle, choose, resolve
20. Help — aid, assist, support, encourage, back, wait on, attend, serve, relieve, succor, benefit
21. Mark — label, tag, price, ticket, impress, effect, trace, imprint, stamp, brand, sign, note,
22. Plan — plot, scheme, design, draw, map, diagram, procedure, arrangement, intention, device
23. Show — display, exhibit, present, note, point to, indicate, explain, reveal, prove,

ANTONYMS:

Antonyms are words that have contrasting, or opposite, meanings. Like so much of the English language, "antonym" is rooted in the Greek language. The Greek word anti means opposite, while onym means name.

Since the English language is so complex, people may disagree about which words truly have opposite meanings. With the examples of antonyms listed below, people try to clear that up and offer some tactics for choosing the most appropriate word every time.

Types of Antonyms:

Complementary: Complementary antonyms have no middle ground.

boy - girl, off - on, night - day, entrance - exit, exterior - interior, true - false, dead - alive, push - pull, pass - fail

Relational: These are similar to complementary antonyms, except that both must exist for them to be antonyms of each other.

Above - below, doctor - patient, husband - wife, servant - master, borrow - lend, give - receive, predator - prey, buy - sell, instructor - pupil

Graded: These antonyms deal with levels of comparison and they can be two words on a scale. Many are relative terms, which can be interpreted differently by different people.

young - elderly, hard - easy, happy - wistful, wise - foolish, fat - slim, warm - cool, early - late, fast - slow, dark - pale

Add a Prefix to Create an Antonym:

Sometimes, students do not need to search for another word entirely. It is possible to create an antonym simply by adding a prefix to the word.

Some examples of antonyms created by adding the prefix **dis-** are:

Agree → disagree

Appear → disappear

Belief → disbelief

Honest → dishonest

Adding the prefix **in-** can make the following opposites:

Tolerant → intolerant

Decent → indecent

Discreet → indiscreet

Excusable → inexcusable

Using the prefix **mis-** create antonyms like:

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Behave → misbehave

Interpret → misinterpret

Lead → mislead

Trust → mistrust

Examples of antonyms made by adding the prefix **un-** are:

Likely → unlikely

Able → unable

Fortunate → unfortunate

Forgiving → unforgiving

By adding the prefix **non-** can make these antonyms:

Entity → nonentity

Conformist → nonconformist

Payment → nonpayment

Sense → nonsense

Examples:

Absent – present

Begin – end

Combine – separate

Diseased - healthy

Expand – contract

Float – sink

Gloomy – cheerful

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Horizontal – vertical

Intentional – accidental

Join – separate

Knowledge – ignorance

Lenient – strict

Messy – neat

Narrow – wide

Optimist – pessimist

Permanent – temporary

Question – answer

Rapid – slow

Serious – trivial

Transparent – opaque

Under – over

Vacant – occupied

Within – outside

Yes – no

HOMONYMS:

In linguistics, homonyms, broadly defined, are words which sound alike or are spelled alike, but have different meanings. A more restrictive definition sees homonyms as words that are simultaneously homographs (words that share the same spelling, regardless of their pronunciation) and homophones (words that share the same pronunciation, regardless of their spelling) that is to say they have identical pronunciation and spelling, whilst maintaining different meanings. The relationship between a set of homonyms is called homonymy.

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Homonyms are two words that are spelled the same and sound the same but have different meanings. The word "homonym" comes from the prefix "homo-," which means the same, and the suffix "-nym," which means name. Therefore, a homonym is a word that has the same name as another word, meaning that the two words look and sound exactly alike.

A simple example of a homonym is the word "pen." This can mean both "a holding area for animals" and "a writing instrument." Another example is "book," which can mean "something to read" or "the act of making a reservation." In both cases, the sound and spelling are the same, and only the definition changes.

Examples:

Address - to speak to / location

Air - oxygen / a lilting tune

Arm - body part / division of a company

Band - a musical group / a ring

Bark - a tree's outer layer / the sound a dog makes

Bat - an instrument used to hit a ball / a nocturnal flying mammal

Bright - very smart or intelligent / filled with light

Circular - taking the form of a circle / a store advertisement

Current - up to date / flow of water

Die - to cease living / a cube marked with numbers one through six

Express - something done fast / to show your thoughts by using words

Fair - equitable / beautiful

Jag - a sharp, jutting object / a crying spree

Kind - type / caring

Lie - to recline / to tell a falsehood

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Match - to pair like items / a stick for making a flame

Mean - average / not nice

Pole - a person from Poland / a piece of metal that holds a flag

Pound - unit of weight / to beat

Quarry - a site for mining stone / to extract or obtain slowly

Ream - a pile of paper / to juice a citrus fruit

Ring - a band on a finger / something circular in shape

Right - correct / direction opposite of left

Rock - a genre of music / a stone

Rose - to have gotten up / a flower

Spring - a season / coiled metal

Stalk - a part of a plant / to follow or harass someone

Tender - gentle / offer of money

Tire - to grow fatigued / a part of a wheel

Well - in good health / a source for water in the ground

PHRASAL VERBS:

In English, a phrasal verb is a phrase such as *turn down* or *ran into* which combines two or three words from different grammatical categories: a verb and a particle and/or a preposition together form a single semantic unit. This semantic unit cannot be understood based upon the meanings of the individual parts, but must be taken as a whole. In other words, the meaning is non-compositional and thus unpredictable. Phrasal verbs that include a preposition are known as prepositional verbs and phrasal verbs that include a particle are also known as particle verbs. Additional alternative terms for phrasal verb are compound verb, verb-adverb combination, verb-

particle construction, two-part word/verb or three-part word/verb (depending on the number of particles) and multi-word verb.

A phrasal verb is a phrase or expression that consists of a verb plus another word or two:
[Verb + adverb] eg: look up
[Verb + preposition] eg: look after
[Verb + adverb + preposition] eg: look forward to

The whole phrase acts as a verb, and has a different meaning to the original verb. For example, *look up*, *look after* and *look forward to* do not mean the same as look.

Because people cannot always work out the meaning of a phrasal verb from its individual words, phrasal verbs are usually "idiomatic". They are very common in spoken English, and less common in formal written English.

Verb + Preposition (Prepositional Verbs)

- a. Who is looking after the kids? – After is a preposition that introduces the prepositional phrase after the kids.
- b. They picked on nobody. – On is a preposition that introduces the prepositional phrase on nobody.
- c. I ran into an old friend. – Into is a preposition that introduces the prepositional phrase into an old friend.
- d. She takes after her mother. – After is a preposition that introduces the prepositional phrase after her mother.
- e. Sam passes for a linguist. – For is a preposition that introduces the prepositional phrase for a linguist.
- f. You should stand by your friend. – By is a preposition that introduces the prepositional phrase by your friend

Verb + Particle (Particle Verbs)

- a. They brought that up twice. – Up is a particle, not a preposition.
- b. You should think it over. – Over is a particle, not a preposition.

- c. Why does he always dress down? – Down is a particle, not a preposition.
- d. You should not give in so quickly. – In is a particle, not a preposition.
- e. Where do they want to hang out? – Out is a particle, not a preposition.
- f. She handed it in. – in is a particle, not a preposition.

Verb + Particle + Preposition (Particle-Prepositional Verbs)

- a. Who can put up with that? – Up is a particle and with is a preposition.
- b. She is looking forward to a rest. – Forward is a particle and to is a preposition.
- c. The other tanks were bearing down on my Panther. – Down is a particle and on is a preposition.
- d. They were really teeing off on me. – Off is a particle and on is a preposition.
- e. We loaded up on snacks. – Up is a particle and on is a preposition.
- f. Susan has been sitting in for me. – In is a particle and for is a preposition.

The aspect of these types of verbs that unifies them under the single banner phrasal verb is the fact that their meaning cannot be understood based upon the meaning of their parts taken in isolation: the meaning of *pick up* is distinct from pick; the meaning of *hang out* is not obviously related to hang.

| Verb | Meaning | Example |
|----------|-----------------|---|
| blow up | explode | The terrorists tried to <u>blow up</u> the railroad station. |
| bring up | mention a topic | My mother <u>brought up</u> that little matter of my prison record again. |
| bring up | raise children | It isn't easy to <u>bring up</u> children nowadays. |
| call off | cancel | They <u>called off</u> this afternoon's meeting |

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| | | |
|-------------|---|---|
| do over | repeat a job | <u>Do</u> this homework <u>over</u> . |
| fill out | complete a form | <u>Fill out</u> this application form and mail it in. |
| fill up | fill to capacity | She <u>filled up</u> the grocery cart with free food. |
| find out | discover | My sister <u>found out</u> that her husband had been planning a surprise party for her. |
| give away | give something to someone else for free | The filling station was <u>giving away</u> free gas. |
| give back | return an object | My brother borrowed my car. I have a feeling he's not about to <u>give it back</u> . |
| hand in | submit something (assignment) | The students <u>handed in</u> their papers and left the room. |
| hang up | put something on hook or receiver | She <u>hung up</u> the phone before she hung up her clothes. |
| hold up | delay | I hate to <u>hold up</u> the meeting, but I have to go to the bathroom. |
| hold up (2) | rob | Three masked gunmen <u>held up</u> the Security Bank this afternoon. |
| leave out | omit | You <u>left out</u> the part about the police chase down Asylum Avenue. |
| look over | examine, check | The lawyers <u>looked over</u> the papers carefully before questioning the witness. (They <u>looked</u> them <u>over</u> carefully.) |
| look up | search in a list | You've misspelled this word again. You'd better <u>look it up</u> . |
| make up | invent a story or lie | She knew she was in trouble, so she <u>made up</u> a story about going to the movies with her friends. |

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| | | |
|-----------|--------------------------|--|
| make out | hear, understand | He was so far away, we really couldn't <u>make out</u> what he was saying. |
| pick out | choose | There were three men in the line-up. She <u>picked out</u> the guy she thought had stolen her purse. |
| point out | call attention to | As we drove through Paris, Francoise <u>pointed out</u> the major historical sites. |
| put away | save or store | We <u>put away</u> money for our retirement. She <u>put away</u> the cereal boxes. |
| put off | postpone | We asked the boss to <u>put off</u> the meeting until tomorrow. (Please <u>put</u> it <u>off</u> for another day.) |
| put on | put clothing on the body | I <u>put on</u> a sweater and a jacket. (I <u>put</u> them <u>on</u> quickly.) |
| put out | extinguish | The firefighters <u>put out</u> the house fire before it could spread. (They <u>put</u> it <u>out</u> quickly.) |
| read over | peruse | I <u>read over</u> the homework, but couldn't make any sense of it. |

IDIOMS AND PHRASES:

English is a fascinating language. It is colourful and full of expression, and well-written prose can transport you to another world. One such tool that authors usually employ to make their words memorable are idioms and phrases. It is important for us to understand the concept and the correct usage of idiom and phrases.

Idioms are a collection of words or phrases which have a figurative meaning that is generally well established and known. So these words cannot be taken at their literal meanings since they would sound farcical. Idioms, at times, seem grammatically unusual as well.

Idioms are a useful tool in linguistics. They add life and colour to the prose. It allows the authors to play with words and make it an interesting read, rather than straightforward boring

paragraphs. Idioms are often used in stories, poems and even in the spoken words. The origins of these idioms are not always known, but they said to originate from stories and creative writing, and are modified over time.

Examples:

‘See eye to eye’ – this means agreeing with someone.

“They finally saw eye to eye on the business deal.”

. ‘Once in a blue moon’ – an event that happens infrequently.

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

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

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

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

“The English test was a piece of cake.”

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

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

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

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

‘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.”

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

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

‘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.”

‘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.”

‘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.”

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

“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.

One word Substitution is one of the integral parts of vocabulary. It simply means that a sentence has to be replaced with a single word. This area requires a good vocabulary to solve the questions well. Questions based on one word substitution are often asked in various competitive exams.

One easy method of doing one word substitution is by using the root method. Roots are nothing but the words from which the main word has been derived..

CRACY = RULE / GOVERNMENT

A government by the people -Democracy

A government by a king or queen -Monarchy

A government by the officials -Bureaucracy

OMNI = ALL

One who is all powerful - Omnipotent

One who is present everywhere - Omnipresent

One who knows everything - Omniscient

CIDE= KILLING

Killing of a human being - Homicide

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Killing/ Murder of a king - Regicide
Killing of an Infant/ newborn baby - Infanticide
Killing of a race or community - Genocide
ible= Able to be
Inaudible - a sound that cannot be heard
Inaccessible - that cannot be easily approached
Incorrigible - incapable of being corrected

Examples:

| | |
|---|----------------|
| An unconventional style of living | Bohemian |
| One who is bad in spellings | Cacographer |
| Persons living at the same time | Contemporaries |
| One who is recovering health after illness | Convalescent |
| One who often talks of his achievements | Egotist |
| Someone who leaves one country to settle in another | Emigrant |
| A lover of good food | Gourmet |
| A person who is controlled by wife | Henpeck |
| One who does not express himself freely | Introvert |
| Who behaves without moral principles | Immoral |
| Someone who walks in sleep | Somnambulist |
| An extreme or irrational fear of heights | Acrophobia |
| Fear of being egotistical | Autophobia |
| Fear or hatred of books | Bibliophobia |
| An extreme fear about beauty | Cellophobia |
| A self governing country or region | Autonomy |
| The sound of Dolphins | Click |
| The sound of Frogs | Croak |
| The sound of Monkeys | Gibber |

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AFFIXES:

An affix literally “fixes” itself to a root word or a stem word. An affix changes the meaning of a word. An affix may be attached to the beginning or the end of a root or stem word. If an affix is attached to the beginning of a word, it is called a **prefix**. If an affix is attached to the end of a word, it is called a **suffix**.

Some root or stem words may have both an affix and a suffix or multiple affixes and suffixes in order to make new words and to change the meaning of the root or stem word.

The four most common prefixes are dis-, in-, re-, and un-.

The four most common suffixes are -ed, -ing, -ly, and -es

PREFIXES:

Prefixes are a type of affix. Prefixes are “pre” (before) “fixed” (attached) to a root or stem to create a new word with a new meaning. Prefixes themselves are not words. They must be attached to a root or a stem in order to create new words.

Examples

| | | |
|------------|---------|--------------------------|
| a-, an- | without | amoral, atypical |
| ante- | before | antecedent, antenatal |
| anti- | against | anti-establishment |
| auto- | self | autopilot, autobiography |
| circum- | around | circumvent, circumstance |
| co- | with | co-conspirator, co-pilot |
| com-, con- | with | companion, contact |
| contra- | against | contradiction |
| de- | off | delist, devalue |
| dis- | not | disappear |

SUFFIXES:

Suffixes are a type of affix. Suffixes are “suf” (under/after) “fixed” (attached) to a root or stem to create a new word with a new meaning. Suffixes themselves are not words. They must be attached to a root or a stem in order to create new words.

Inflectional suffixes change the way you understand a word without changing its meaning. For example, what happens when you add the letter ‘s’ to the word cookie? It forms the word cookies. The meaning doesn't change, but now you know there is more than one cookie.

Derivational suffixes change the meaning of a word. In addition to changing the meaning of a word, derivational suffixes can change an adjective to a noun or a verb or change a noun to an adjective.

Examples:

| | | |
|-----------|-------------------------------|--------------------------|
| -al, -ial | having the characteristics of | personal, circumstantial |
| -ed | past-tense verbs (weak verbs) | danced, jumped |
| -en | made of | golden, wooden |
| -er | comparative | tidier, nicer |
| -er, -or | one who | actor, narrator, worker |
| -est | superlative | nicest, greatest |
| -ful | full or full of | cupful, careful |

Possible Questions:

2 Marks

1. Define Synonym.
2. Define Antonym.
3. Write any two Homonyms with examples.
4. What is Phrasal Verb?
5. What are Idioms and Phrases?
6. Write any Two One Word Substitutions.
7. What is Prefix and give two examples?
8. What is Suffix and give two examples?

6 Marks

1. Write an essay on Synonyms and Antonyms with examples.
2. Write any 8 Homonyms with examples.
3. Compare and contrast the Phrasal Verbs and Idioms and Phrases.
4. Explain One Word Substitution with examples.
5. Give the definition for Affix, Suffix and Prefix with examples.

KARPAGAM ACADEMY OF HIGHER EDUCATION

Coimbatore – 641021

(For Candidates admitted from 2018 onwards)

CLASS: II B.COM/CA/PA/BPS and BBA

PART-A (Online Examination)

ENGLISH – III (18ENU301)

UNIT V – VOCABULARY ENRICHMENT (Multiple choice Questions)

| S.N O | QUESTIONS | CHOICE - 1 | CHOICE - 2 | CHOICE - 3 | CHOICE - 4 | ANSWER |
|------------------|------------------------------|-------------------|-----------------------|-------------------|-------------------|--------------------|
| 1 | Find Synonym: Elope | sit | stand | run | walk | run |
| 2 | Find Synonym: Crawl | spend | move | gain | support | move |
| 3 | Find Synonym: Slay | destroy | built | grow | stand | destroy |
| 4 | Find Synonym: Assassinate | obtain | seize | sever | kill | kill |
| 5 | Find Synonym: Hover | choose | fly | move | obtain | fly |
| 6 | Find Synonym: Intention | imprint | attend | plan | note | plan |
| 7 | Find Synonym: Reveal | show | design | resolve | tumble | show |
| 8 | Find Synonym: Accelerate | inch | sustain | acquire | hurry | hurry |
| 9 | Find Synonym: Fabricate | make | advance | race | veil | make |
| 10 | Find Synonym: Tumble | choose | impress | fall | arrangement | fall |
| 11 | Find Antonym: Excusable | unexcusable | disexcusable | inexcusable | misexcusable | inexcusable |
| 12 | Find Antonym: Lead | mislead | unlead | delead | inlead | mislead |
| 13 | Find Antonym: Entity | misentity | unentity | disentity | nonentity | nonentity |
| 14 | Find Antonym: Discreet | indiscreet | undiscreet | nondiscreet | indiscreet | indiscreet |
| 15 | Find Antonym: Sense | insense | nonsense | unsense | dissense | nonsense |
| 16 | Find Antonym: Float | swim | run | sink | walk | sink |
| 17 | Find Antonym: Intentional | emotional | sensation | accidental | logical | accidental |
| 18 | Find Antonym: Lenient | strict | easy | carying | pamper | strict |
| 19 | Find Antonym: Rapid | run | slow | walk | move | slow |

| | | | | | | |
|----|--|--------------------------|------------------------------|---------------------------|------------------------------------|----------------------------------|
| 20 | Find Antonym: Vacant | free | offer | concession | occupied | occupied |
| 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:_____curricu lar | 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 | the final events | strange events | harsh words | various small items | various small items |

| | | | | | | |
|----|---|--|---------------------------|----------------------------|--------------------------------|---|
| | ends | | | | | |
| 40 | Give meaning for idiom: No mean feat | an easy task | an important task | a difficult task | a minor task | a difficult task |
| 41 | Give meaning for phrase: To cut corners | to do something badly | to avoid problems | to stop problems | to create shape | to do something badly |
| 42 | Give meaning for phrase: To add insult to injury | to make wound | to make a situation worse | to create problems | to cheer someone | to make a situation worse |
| 43 | Give meaning for phrase: Break a leg | thank someone | hit someone | good luck | to harm leg | good luck |
| 44 | Give meaning for phrase: You can't judge a book by its cover | to not judge someone based on appearance | to evaluate a person | to check someone's quality | to analyze a book by its cover | to not judge someone based on appearance |
| 45 | Give meaning for phrase: A piece of cake | eating a cake | something is very cold | something is very soft | something is very easy | something is very easy |
| 46 | Give one word substitution: A government by a king or queen | Monarchy | Democracy | Bureaucracy | Gerontocracy | Monarchy |
| 47 | Give one word substitution: A government by the people | Gerontocracy | Bureaucracy | Democracy | Monarchy | Democracy |
| 48 | Give one word substitution: One who is present everywhere | Omnipotent | Omniscient | pessimist | Omnipresent | Omnipresent |
| 49 | Give one word substitution: Killing of a human being | Regicide | Genocide | Homicide | Infanticide | Homicide |
| 50 | Give one word substitution: Killing of a race or community | Homicide | Genocide | Regicide | Infanticide | Genocide |
| 51 | Give one word substitution: An unconventional style of living | Bohemian | Emigrant | Henpeck | Introvert | Bohemian |
| 52 | Give one word substitution: One who is bad in spellings | Contemporaries | Bohemian | Gourmet | Cacographer | Cacographer |
| 53 | Give one word substitution: One who often talks of | Bohemian | Egotist | Contemporaries | Gourmet | Egotist |

| | | | | | | |
|----|---|------------|-------------|--------------|--------------|---------------------|
| | his achievements | | | | | |
| 54 | Give one word substitution: A lover of good food | Egotist | Bohemian | Gourmet | Henpeck | Gourmet |
| 55 | Give one word substitution: One who does not express himself freely | Introvert | Henpeck | Egotist | Bohemian | Introvert |
| 56 | Give one word substitution: An extreme fear about beauty | Acrophobia | Cellophobia | Bibliophobia | Autophobia | Cellophobia |
| 57 | Give one word substitution: Someone who walks in sleep | Gourmet | Bohemian | Somnambulist | Cacographer | Somnambulist |
| 58 | Give one word substitution: An extreme fear of heights | Acrophobia | Autophobia | Cellophobia | Bibliophobia | Acrophobia |
| 59 | Give one word substitution: The sound of Frogs | Gibber | Click | Croak | racket | Croak |
| 60 | Give one word substitution: One who can use either hand with ease | Acrophobia | Henpeck | Ambidextrous | Somnambulist | Ambidextrous |