

KARPAGAM ACADEMY OF HIGHER EDUCATION

SEMESTER III

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

(For all undergraduate students admitted from 2017 onwards)

16ENU301

L P T C

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

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

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

UNIT I: Listening

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

UNIT II: Speaking

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

UNIT III: Reading

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

UNIT IV: Writing

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

UNIT V: Vocabulary Enrichment

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

Suggested Reading:

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

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

DEPARTMENT OF ENGLISH

SUBJECT: PART II ENGLISH III

SEMESTER: III

SUBJECT CODE: 16ENU301

CLASS: II B.COM CA "A"

LECTURE PLAN
UNIT - I

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

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

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

UNIT - II

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

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

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

UNIT - III

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

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

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

UNIT - IV

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

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

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

UNIT - V

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

Websites:

<https://www.english-grammar-revolution.com/idiomatic-expressions.html>
<http://www.dictionary.com/browse/idiom>

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

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UNIT I

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

**UNIT- I
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.

The 10 Principles of Listening**1. Stop Talking**

“If we were supposed to talk more than we listen, we would have two tongues and one ear,” Mark Twain.

Don't 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. Stop, just listen. When the other person has finished talking you may need to clarify to ensure you have received their message accurately.

2. Prepare Yourself to Listen

Relax.

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

3. Put the Speaker at Ease

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.

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

5. Empathise

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 empathise with the speaker. If the speaker says something that you disagree with then wait and construct an argument to counter what is said but keep an open mind to the views and opinions of others.

6. Be Patient

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

7. Avoid Personal Prejudice

Try to be impartial.

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

8. Listen to the Tone

Volume and tone both add to what someone is saying.

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

9. Listen for Ideas – Not Just Words

You need to get the whole picture, not just isolated bits and pieces.

Maybe one of the most difficult aspects of listening is the ability to link together pieces of information to reveal the ideas of others. With proper concentration, letting go of distractions, and focus this becomes easier.

10. Wait and Watch for Non-Verbal Communication

Gestures, facial expressions, and eye-movements can all be important.

We don't just listen with our ears but also with our eyes – watch and pick up the additional information being transmitted via non-verbal communication

ACTIVE AND PASSIVE LISTENING

What is Active Listening?

Active listening is when the listener is fully engaged and reacts to the ideas presented by the speaker. This is usually through non-verbal cues such as nodding, smiling, facial expressions in response to the ideas of the speaker, making eye contact, etc. The listener can also ask questions, clarify ideas, and even comment on certain points that have been presented. In active listening, the listener engages in analytical listening and also deep listening. The listener does not merely listens, but also analyzes the ideas, evaluate and assess them while listening.

In day to day life, we all become active listeners. For example, when listening to a friend, we not only listen but also react according to the situation. In counseling, active listening is considered as one of the core skills that a counselor must develop. This allows the counselor to have a better relationship with the client. Carl Rogers, a humanistic psychologist stated that in counseling the counselor should expand his active listening skills to include empathetic listening as well. **Carl Rogers defines empathetic listening as “entering the private perceptual world of the other.”** This highlights that active listening allows the listener to completely endorse in the communication by not only understanding the speaker but also reacting to it.

What is Passive Listening?

In passive listening, the listener does not react to the ideas of the speaker but merely listens. In this case, the listener makes no attempt to interrupt the speaker, by asking questions and commenting on the ideas that have been presented. This, however, does not mean that the listener is not paying much attention to the speaker. On the contrary, even though he is listening he makes no attempt to react. For example, imagine you are at a seminar with hundreds of people. You are engaged in passive listening because there is less opportunity to form a two-way communication. The listener does not make any eye contact and has less room for asking questions and clarifications. However, passive listening can also be helpful. In counseling, it is believed that passive listening allows a breathing space for the client to vent out his bottled up emotions.

What is the difference between Active and Passive Listening?

Definition of Active and Passive Listening:

- **Active listening is when the listener is fully engaged and reacts to the ideas presented by the speaker.**
- **In passive listening, the listener does not react** to the ideas of the speaker but merely listens.

Communication:

- **Active listening is a two-way communication.**
- **Passive listening is a one way communication.**

Reactions of the Listener:

- **In active listening, the listener reacts using nonverbal cues**, comments, and questioning.
- **In passive listening, the listener does not react.**

Effort:

- **Unlike in active listening, passive listening does not require much effort.**

Other Activities Involved:

- **In active listening, the listener analyzes, evaluates, and summarizes.**
- **In passive listening, the listener merely listens.**

Listening Types:

The two main types of listening –the foundations of all listening sub-types are:

- Discriminative Listening

- Comprehensive Listening

Discriminative Listening

Discriminative listening is first developed at a very early age – 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. In early childhood, for example, a distinction is made between the sounds of the voices of the parents – the voice of the father sounds different to that of the mother. Discriminative listening develops through childhood and into adulthood. As we grow older and develop and gain more life experience, our ability to distinguish between different sounds is improved. Not only can we recognise different voices, but we also develop the ability to recognise subtle differences in the way that sounds are made – this is fundamental to ultimately understanding what these sounds mean. Differences include many subtleties, recognising foreign languages, distinguishing between regional accents and clues to the emotions and feelings of the speaker. Being able to distinguish the subtleties of sound made by somebody who is happy or sad, angry or stressed, for example, ultimately adds value to what is actually being said and, of course, does aid comprehension. When discriminative listening skills are combined with visual stimuli, the resulting ability to ‘listen’ to body-language enables us to begin to understand the speaker more fully – for example recognising somebody is sad despite what they are saying or how they are saying it.

Example

Imagine yourself surrounded by people who are speaking a language that you cannot understand. Perhaps passing through an airport in another country. You can probably distinguish between different voices, male and female, young and old and also gain some understanding about what is going on around you based on the tone of voice, mannerisms and body language of the other people. You are not understanding what is being said but using discriminative listening to gain some level of comprehension of your surroundings.

Comprehensive Listening

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 be able use comprehensive listening and therefore gain understanding the listener first needs appropriate vocabulary and language skills. Using overly complicated language or technical jargon, therefore, can be a barrier to comprehensive listening. Comprehensive listening is further complicated by the fact that two different people listening to the same thing may understand the message in two different ways. This problem can be multiplied in a group setting, like a classroom or business meeting where numerous different meanings can be derived from what has been said. Comprehensive listening is complimented by sub-messages from non-verbal communication, such as the tone of voice, gestures and other body language. These non-verbal signals can greatly aid communication and comprehension but can also confuse and potentially lead to misunderstanding. In many listening situations it is vital to seek clarification and use skills such as reflection aid comprehension

Specific Listening Types

Discriminative and comprehensive listening are prerequisites 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 Analyse)
- 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.

Informational Listening

Whenever you listen to learn something, you are engaged in informational listening. This is true in many day-to-day situations, in education and at work, when you listen to the news, watch a documentary, when a friend tells you a recipe or when you are talked-through a technical problem with a computer – there are many other examples of informational listening too.

Although all types of listening are ‘active’ – they require concentration and a conscious effort to understand. Informational listening is less active than many of the other types of listening. When **we’re listening to learn or be instructed we are taking in new information and facts, we are not** criticising or analysing. Informational listening, especially in formal settings like in work meetings or while in education, is often accompanied by note taking – a way of recording key information so that it can be reviewed later.

Critical Listening

We can be said to be engaged in critical listening when the goal is to evaluate or scrutinise what is being said. Critical listening is a much more active behaviour than informational listening and usually involves some sort of problem solving or decision making. Critical listening is akin to critical reading; both involve analysis of the information being received and alignment with what we already know or believe. Whereas informational listening may be mostly concerned with receiving facts and/or new information – critical listening is about analysing opinion and making a judgement. When the word **‘critical’** is used to describe listening, reading or thinking it does not necessarily mean that you are claiming that the information you are listening to is somehow faulty or flawed. Rather, critical listening means engaging in what you are listening to by asking yourself **questions such as, ‘what is the speaker trying to say?’ or ‘what is the main argument being presented?’**, **‘how does what I’m hearing differ from my beliefs, knowledge or opinion?’**. Critical listening is, therefore, fundamental to true learning. Many day-to-day decisions that we make are **based on some form of ‘critical’ analysis, whether it be critical listening, reading or thought**. Our opinions, values and beliefs are based on our ability to process information and formulate our own feelings about the world around us as well as weigh up the pros and cons to make an informed decision. It is often important, when listening critically, to have an open-mind and not be biased by stereotypes or preconceived ideas. By doing this you will become a better listener and broaden your knowledge and perception of other people and your relationships.

Therapeutic or Empathic Listening

Empathic listening involves attempting to understand the feelings and emotions of the speaker – to **put yourself into the speaker’s shoes and share their thoughts**. Empathy is a way of deeply connecting with another person and therapeutic or empathic listening can be particularly challenging. Empathy is not the same as sympathy, it involves more than being compassionate or feeling sorry for somebody else – it involves a deeper connection – a realisation and understanding

of another person's point of view. Counsellors, therapists and some other professionals use therapeutic or empathic listening to understand and ultimately help their clients. This type of listening does not involve making judgements or offering advice but gently encouraging the speaker to explain and elaborate on their feelings and emotions. Skills such as clarification and reflection are often used to help avoid misunderstandings. We are all capable of empathic listening and may practise it with friends, family and colleagues. Showing empathy is a desirable trait in many interpersonal relationships – you may well feel more comfortable talking about your own feelings and emotions with a particular person. They are likely to be better at listening empathetically to you than others, this is often based on similar perspectives, experiences, beliefs and values – a good friend, your spouse, a parent or sibling for example.

Other Listening Types

Although usually less important or useful in interpersonal relationships there are other types of listening, these include:

- **Appreciative Listening**

Appreciative listening is listening for enjoyment. A good example is listening to music, especially as a way to relax. (See our page: [Music Therapy](#) for more about using music as a relaxation therapy).

- **Rapport Listening**

When trying to build 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. (See: Building Rapport and Negotiation Skills for more information).

- **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.

NOTE TAKING

DEFINITION

Note-taking is the practice of writing down or otherwise recording key points of information.

Note-taking is an important part of the research process. Notes taken on class lectures or discussions may serve as study aids. Notes taken during an interview may provide material for an essay, article, or book

- "Taking notes doesn't simply mean scribbling down or marking up the things that strike your fancy. It means using a proven system and then effectively recording information before tying everything together."

(Walter Pauk and Ross J.Q. Owens, *How to Study in College*, 11th ed. Cengage, 2013)

- "Taking notes involves active listening, as well as connecting and relating information to ideas you already know. It also involves seeking answers to questions that arise from the material." (Shelley O'Hara, *Improving Your Study Skills: Study Smart, Study Less*. Wiley, 2005)

The Two-Column Method of Note-Taking
 "This note-taking method is valuable for all learners. Draw a vertical line from the top of a piece of

paper to the bottom. The left-hand column should be about half as wide as the right-hand column. "In the wider, right-hand column, record ideas and facts as they are presented in a lecture or discussion. In the narrower, left-hand column, note your own questions as they arise during the class. When you go home and review your notes, add summaries of major concepts and sections to the left-hand margin. This method allows you to quickly review an outline or overview of a lecture by reading the left-hand column and to study specific information and examples in the right-hand column."

Kathleen T. McWhorter, *Successful College Writing*, 4th ed. Bedford/St. Martin's, 2010)

- Note-Taking Tips
 - "The list format can be effective when taking notes on terms and definitions, sequences, or facts. Once you have decided on a format for taking notes, you may also want to develop your own system of abbreviations."
(John N. Gardner and Betsy O. Barefoot, *Step by Step to College and Career Success*, 5th ed. Bedford/St. Martin's, 2012)
 - "Leave a space between entries so that you can fill in missing information. Always review your notes after class for accuracy. If something isn't clear, find out what you missed and add it to your notes."
(Ann Dillon, *Get Connected: Study Skills: Study Skills, Reading, and Writing*. Thomson Wadsworth, 2008)
 - "For note-taking, some students prefer to use their laptops instead of [4 x 6] cards. . . . You can use two approaches: (1) You can download material and print it out, highlighting the passages you find particularly useful. (2) You can keep electronic sources in your computer, organizing them by folders and files, and later use the copy-and-paste function to transfer quotations into your rough draft."
(Anthony C. Winkler and Jo Ray Metherell, *Writing the Research Paper: A Handbook*, 8th ed. Wadsworth, 2011)
 - "Help your students learn to take good notes, regardless of their age or the subject you are teaching. . . . Also, teach students that although there is a difference between the way they will take notes as they read and how they will take notes as they listen, both types of note involve three steps: *paying attention, writing notes, and reviewing the information.*"
(Julia G. Thompson, *First Year Teacher's Survival Guide*, 2nd ed. Wiley, 2007)

- Note-Taking During an Interview
 - "You can exert many degrees of influence by the way you take notes. Normally the subject will watch what you write down and what you don't. This serves as a guide to her; she wants to say things that will make you take notes and once she sees what you write down and what you ignore, she'll try to feed you more of the significant material. .
 - "The way you take notes can have other important effects on the interview. Every experienced reporter knows you can't take down everything the interviewee says; it takes too long and stops the flow of talk. It keeps you so occupied you haven't time for the other two important jobs you should be doing—watching and evaluating the person and thinking up the next question. You make notes on the operative words and phrases, on names and dates and addresses and figures. You remember the rest, and you have to train your memory to do it."
 - (André Fontaine and William A. Glavin, Jr., *The Art of Writing Nonfiction*, 2nd ed. Syracuse University Press, 1987)

- Novelist and Travel Writer Paul Theroux on Note-Taking

"Charles Dickens, who had learned shorthand as a court reporter, was an assiduous note-taker, as is evident in his travel books, *American Notes* and *Pictures from Italy*. These books are full of fresh descriptions, and the extensive dialogue on his visit to the Tombs prison in Manhattan had to have been the result of immediate note-taking.

"Early in his residence in America, Vladimir Nabokov [author of the novel *Lolita*] rode buses in Ithaca, N.Y., covertly writing down scraps of dialogue—especially the effusive remarks of 12-year-old girls, as his biographer Brian Boyd explained, 'noting down in his diary snatches he overheard: 'She's quite a kid,' or . . . 'It's a sketch,' 'It's a riot,' 'It's a panic.'" In his trips through the U.S. he made meticulous notes on motels, roads, curiosities, speech patterns and details of sunsets. It seems to me that all serious writers are note-takers. . . .

"I write down everything and never assume that I will remember something because it seemed vivid at the time. The accumulated experience in travel can be overwhelming—too much for anyone to trust their memory."

(Paul Theroux, "A World Duly Noted." *The Wall Street Journal*, May 4–5, 2013)

- Note-Taking With a Camera

"One more tip: when I'm researching a story, I always bring my digital camera to use as an additional note-taking device. Later, when I'm back in front of the computer, I often find that the camera has recorded a wonderfully revelatory detail that my eye has missed."

(Celeste Fremon, "Anna's Shrapnel: Recognizing the Revelatory Detail." *Now Write! Nonfiction: Memoir, Journalism, and Creative Nonfiction Exercises*, ed. by Sherry Ellis. Penguin, 2009)

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Note-taking and Note-making

We distinguish between note-taking and note-making. Note-taking is a passive process which is done at lectures whereas note-making is more active and focused activity where you assimilate all information and make sense of it for yourself.

Note-taking

Taking notes is an important process. It allows you to have a written record of the lecture which may not be in your textbook. It also ensures that you become an active and involved listener and learner. A more important reason for taking notes is that there is a direct relationship between what happens in lectures and what comes up in the exam. If the lecturer does not personally set the exam, it is likely that he/she will still submit a number of questions.

When thinking about note-taking it is important to consider the lecturing style adopted by different lecturers. Some will prefer dictating, others will provide printed notes. If you are a Wits student you will also have the lecture slides posted on SAKAI.

The following areas are covered below:

- Setting the stage
- Listening actively
- Formatting and structuring notes
- General note-taking tips
- If the lecturer talks too fast
- Note-taking abbreviations
- The note-making process

Setting the stage

- Complete outside assignments: Lecturers assume that students have completed assignments or done the recommended reading and will construct their lecture accordingly. The more familiar you are with the topic, the better your note-taking will be and the more active the process will be. It is also a good idea to review your assignments/readings just before the lecture.
- Bring the right materials:
 - Always have an adequate supply of A4 note paper /exam pads, pens, pencils and highlighters.
 - Use paper that can be filed easily. It is probably a good idea to only use one side of a sheet of paper –this allows you to review your notes by spreading them side to side –usually the benefit outweighs the cost of the paper.
 - Keep a spare pen don't use pencil to write as this tends to fade with time.
 - Use colour for emphasis; to highlight and to separate different sections or ideas.
 - Sit front and centre –sit in a position where you can hear and see clearly without straining.

Listening actively

This involves actively concentrating and paying attention to what is being said and how it is being said. Listen beyond words to the lecturer's body language.

1. Listening for repetition: When a lecturer repeats a phrase or idea, this is a signal that it is important and you should take note of it.
2. Watch the board or overhead projector: If the lecturer takes time to write something down, consider that as another sign that the material is important.
3. Listen for introductory, concluding and transition words and phrases. For example:
"The following three factors"
"In conclusion"
"The most important consideration"
"In addition to"

Highlight obvious clues: Often your lecturer will blatantly point out what information is likely to appear in the exam –make a note of this –don't rely on memory.

Notice the lecturer's interest level: When the lecturer seems excited about something, make a note as it is more likely to appear in the exam.

Use pictures and diagrams –This makes the notes more visual and assists in recall. What you need to do is try to find a note-taking format and system that works for you.

HOME TRUTHS ABOUT LECTURERS:

- Establish lecturer's interests: Try to establish what topics of research or advanced study your lecturers are part of, especially if these also relate to your syllabus. Also be aware of any articles or books written by your lecturers and their areas of specialisation.
- ATTEND ALL LECTURES: Try to attend all lectures –apart from the obvious academic advantage, it also creates an impression of you as a diligent student which may be to your advantage at some point in the course.
- THE LAST LECTURE: Make a special effort not to miss the last lecture of every course –information about the format of the exam is usually covered and the lecturer may also

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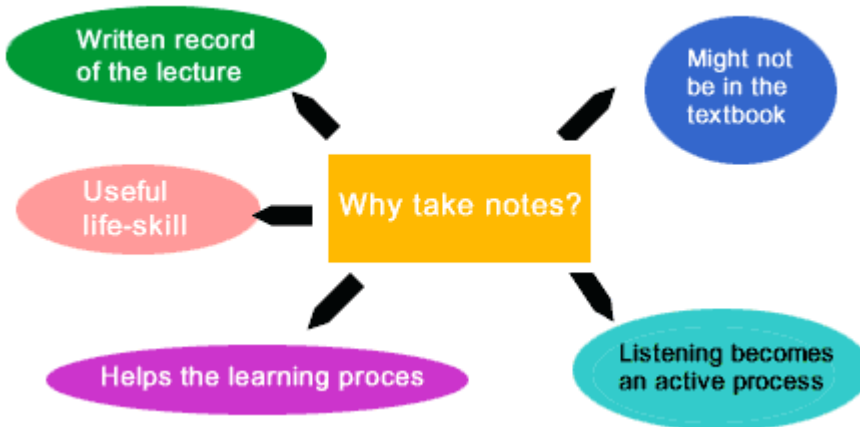
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Some methods will work better for some individuals than others. See what works best for you.

1. General note-taking tips

1. Give yourself plenty of space.
2. Label, number and date all your notes.
3. Develop your own system of shorthand and abbreviations
4. Use colour, pictures or diagrams to make notes more visual.
5. Keep your own thoughts separate –this ensures that you don't mistake your own idea for that of the lecturer's.
6. Use a lost signal –when you find yourself lost in a lecture, make a note of it using a specific symbol and leave space to fill in this later.
7. Write legibly: Many people feel that they have no control over their handwriting and resign themselves to writing illegibly for the rest of their lives. However, if you put your mind to it and make it a point to write more legibly, your handwriting will improve. This has implications not only for note-taking but for writing exams as well.

2. Mind-Maps



This can be used in conjunction with the Cornell system of note-taking or you might want to use mind maps exclusively.

Advantages: Visual; contains lists and sequences and shows causes, is often easier to recall; uses both left and right brain functioning; helps one think from general to specific and puts subjects in perspective

3. The Outline System

You can use a standard Roman numeral outline or free-form, indented outline to organise the information from a lecture. The outline form illustrates major points and supporting ideas. It has the major advantage of being an active process of organising incoming information.

4. The Cornell Format

On each page of your notes, draw a vertical line, top to bottom, 5cm from the left side of the paper. Write your notes on the right of this line and leave the area to the left of the line for key word clues and sample questions.

If the lecturer talks too fast

1. Try to be extra prepared for the lecture before class: Familiarity with the subject makes it easier to pick out key points.
2. Exchange notes with classmates
3. Leave large empty spaces in your notes –for filling in information you missed.
4. See the lecturer after the lecture and show the lecturer what you missed.
5. Consider using a voice/sound recorder.
6. Go to the lecture again –if it is offered at a different time.
7. Use your shorthand.
8. Ask questions.
9. Ask the lecturer to slow down.
10. Remember, you don't have to take down everything the lecturer says verbatim.

THE NOTE-MAKING PROCESS

Once you have taken down notes in lectures, the learning process is not complete. The next step is the note-making process.

Reviewing lecture notes:

Your lecture notes form the basis of your final consolidated notes and your entire examination preparation is based on these. The following should be done on a daily basis:

1. Read through your lecture notes.
2. Underline headings and subheadings.
3. Correct spelling mistakes and rewrite illegible portions.
4. Fill in any gaps.
5. Underline or highlight important sentences or paragraphs.
6. Make sure you understand the concepts.
7. If you use the Cornell system, fill in the key words in the left-hand column.

Integrating lecture notes and readings

The main aim is to integrate your lecture notes with reading from articles, prescribed and recommended books or tutorials.

It is best to use your lecture notes as the basis of your integration and not rewrite these unless your handwriting is extremely poor.

Mind-map summaries can be made to give you an overall picture of the topic.

POSSIBLE QUESTIONS

1. Write two differences between the active listening and passive listening.
2. What are the uses of Note taking?
3. Write a short note on critical listening.
4. Explain the Different types of Listening with suitable examples.

REFERENCES:

1. Learning to Learn: Study Skills in English Cambridge, 2015
2. Advanced Skills; Simon Harenes – CUP. 2015
3. Business Results, Woodward, OUP. 2015
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**KARPAGAM ACADEMY OF HIGHER EDUCATION**

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

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

UNIT I

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

**UNIT- I
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.

The 10 Principles of Listening**1. Stop Talking**

“If we were supposed to talk more than we listen, we would have two tongues and one ear,” Mark Twain.

Don't 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. Stop, just listen. When the other person has finished talking you may need to clarify to ensure you have received their message accurately.

2. Prepare Yourself to Listen

Relax.

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

3. Put the Speaker at Ease

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.

Prepared by Thanveer Fathima. S/Kumanan S, Dept of English, KAHE.

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

5. Empathise

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 empathise with the speaker. If the speaker says something that you disagree with then wait and construct an argument to counter what is said but keep an open mind to the views and opinions of others.

6. Be Patient

A pause, even a long pause, does not necessarily mean that the speaker has finished.

Be patient and let the speaker continue in their own time, sometimes it takes time to formulate what to say and how to say it. Never interrupt or finish a sentence for someone.

7. Avoid Personal Prejudice

Try to be impartial.

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

8. Listen to the Tone

Volume and tone both add to what someone is saying.

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

9. Listen for Ideas – Not Just Words

You need to get the whole picture, not just isolated bits and pieces.

Maybe one of the most difficult aspects of listening is the ability to link together pieces of information to reveal the ideas of others. With proper concentration, letting go of distractions, and focus this becomes easier.

10. Wait and Watch for Non-Verbal Communication

Gestures, facial expressions, and eye-movements can all be important.

We don't just listen with our ears but also with our eyes – watch and pick up the additional information being transmitted via non-verbal communication

ACTIVE AND PASSIVE LISTENING

What is Active Listening?

Active listening is when the listener is fully engaged and reacts to the ideas presented by the speaker. This is usually through non-verbal cues such as nodding, smiling, facial expressions in response to the ideas of the speaker, making eye contact, etc. The listener can also ask questions, clarify ideas, and even comment on certain points that have been presented. In active listening, the listener engages in analytical listening and also deep listening. The listener does not merely listens, but also analyzes the ideas, evaluate and assess them while listening.

In day to day life, we all become active listeners. For example, when listening to a friend, we not only listen but also react according to the situation. In counseling, active listening is considered as one of the core skills that a counselor must develop. This allows the counselor to have a better relationship with the client. Carl Rogers, a humanistic psychologist stated that in counseling the counselor should expand his active listening skills to include empathetic listening as well. **Carl Rogers defines empathetic listening as “entering the private perceptual world of the other.”** This highlights that active listening allows the listener to completely endorse in the communication by not only understanding the speaker but also reacting to it.

What is Passive Listening?

In passive listening, the listener does not react to the ideas of the speaker but merely listens. In this case, the listener makes no attempt to interrupt the speaker, by asking questions and commenting on the ideas that have been presented. This, however, does not mean that the listener is not paying much attention to the speaker. On the contrary, even though he is listening he makes no attempt to react. For example, imagine you are at a seminar with hundreds of people. You are engaged in passive listening because there is less opportunity to form a two-way communication. The listener does not make any eye contact and has less room for asking questions and clarifications. However, passive listening can also be helpful. In counseling, it is believed that passive listening allows a breathing space for the client to vent out his bottled up emotions.

What is the difference between Active and Passive Listening?

Definition of Active and Passive Listening:

- **Active listening is when the listener is fully engaged and reacts to the ideas presented by the speaker.**
- **In passive listening, the listener does not react** to the ideas of the speaker but merely listens.

Communication:

- **Active listening is a two-way communication.**
- **Passive listening is a one way communication.**

Reactions of the Listener:

- **In active listening, the listener reacts using nonverbal cues**, comments, and questioning.
- **In passive listening, the listener does not react.**

Effort:

- **Unlike in active listening, passive listening does not require much effort.**

Other Activities Involved:

- **In active listening, the listener analyzes, evaluates, and summarizes.**
- **In passive listening, the listener merely listens.**

Listening Types:

The two main types of listening –the foundations of all listening sub-types are:

- Discriminative Listening

- Comprehensive Listening

Discriminative Listening

Discriminative listening is first developed at a very early age – 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. In early childhood, for example, a distinction is made between the sounds of the voices of the parents – the voice of the father sounds different to that of the mother. Discriminative listening develops through childhood and into adulthood. As we grow older and develop and gain more life experience, our ability to distinguish between different sounds is improved. Not only can we recognise different voices, but we also develop the ability to recognise subtle differences in the way that sounds are made – this is fundamental to ultimately understanding what these sounds mean. Differences include many subtleties, recognising foreign languages, distinguishing between regional accents and clues to the emotions and feelings of the speaker. Being able to distinguish the subtleties of sound made by somebody who is happy or sad, angry or stressed, for example, ultimately adds value to what is actually being said and, of course, does aid comprehension. When discriminative listening skills are combined with visual stimuli, the resulting ability to ‘listen’ to body-language enables us to begin to understand the speaker more fully – for example recognising somebody is sad despite what they are saying or how they are saying it.

Example

Imagine yourself surrounded by people who are speaking a language that you cannot understand. Perhaps passing through an airport in another country. You can probably distinguish between different voices, male and female, young and old and also gain some understanding about what is going on around you based on the tone of voice, mannerisms and body language of the other people. You are not understanding what is being said but using discriminative listening to gain some level of comprehension of your surroundings.

Comprehensive Listening

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 be able use comprehensive listening and therefore gain understanding the listener first needs appropriate vocabulary and language skills. Using overly complicated language or technical jargon, therefore, can be a barrier to comprehensive listening. Comprehensive listening is further complicated by the fact that two different people listening to the same thing may understand the message in two different ways. This problem can be multiplied in a group setting, like a classroom or business meeting where numerous different meanings can be derived from what has been said. Comprehensive listening is complimented by sub-messages from non-verbal communication, such as the tone of voice, gestures and other body language. These non-verbal signals can greatly aid communication and comprehension but can also confuse and potentially lead to misunderstanding. In many listening situations it is vital to seek clarification and use skills such as reflection aid comprehension

Specific Listening Types

Discriminative and comprehensive listening are prerequisites 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 Analyse)
- 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.

Informational Listening

Whenever you listen to learn something, you are engaged in informational listening. This is true in many day-to-day situations, in education and at work, when you listen to the news, watch a documentary, when a friend tells you a recipe or when you are talked-through a technical problem with a computer – there are many other examples of informational listening too.

Although all types of listening are ‘active’ – they require concentration and a conscious effort to understand. Informational listening is less active than many of the other types of listening. When **we’re listening to learn or be instructed we are taking in new information and facts, we are not** criticising or analysing. Informational listening, especially in formal settings like in work meetings or while in education, is often accompanied by note taking – a way of recording key information so that it can be reviewed later.

Critical Listening

We can be said to be engaged in critical listening when the goal is to evaluate or scrutinise what is being said. Critical listening is a much more active behaviour than informational listening and usually involves some sort of problem solving or decision making. Critical listening is akin to critical reading; both involve analysis of the information being received and alignment with what we already know or believe. Whereas informational listening may be mostly concerned with receiving facts and/or new information – critical listening is about analysing opinion and making a judgement. When the word **‘critical’** is used to describe listening, reading or thinking it does not necessarily mean that you are claiming that the information you are listening to is somehow faulty or flawed. Rather, critical listening means engaging in what you are listening to by asking yourself **questions such as, ‘what is the speaker trying to say?’ or ‘what is the main argument being presented?’**, **‘how does what I’m hearing differ from my beliefs, knowledge or opinion?’**. Critical listening is, therefore, fundamental to true learning. Many day-to-day decisions that we make are **based on some form of ‘critical’ analysis, whether it be critical listening, reading or thought**. Our opinions, values and beliefs are based on our ability to process information and formulate our own feelings about the world around us as well as weigh up the pros and cons to make an informed decision. It is often important, when listening critically, to have an open-mind and not be biased by stereotypes or preconceived ideas. By doing this you will become a better listener and broaden your knowledge and perception of other people and your relationships.

Therapeutic or Empathic Listening

Empathic listening involves attempting to understand the feelings and emotions of the speaker – to **put yourself into the speaker’s shoes and share their thoughts**. Empathy is a way of deeply connecting with another person and therapeutic or empathic listening can be particularly challenging. Empathy is not the same as sympathy, it involves more than being compassionate or feeling sorry for somebody else – it involves a deeper connection – a realisation and understanding

of another person's point of view. Counsellors, therapists and some other professionals use therapeutic or empathic listening to understand and ultimately help their clients. This type of listening does not involve making judgements or offering advice but gently encouraging the speaker to explain and elaborate on their feelings and emotions. Skills such as clarification and reflection are often used to help avoid misunderstandings. We are all capable of empathic listening and may practise it with friends, family and colleagues. Showing empathy is a desirable trait in many interpersonal relationships – you may well feel more comfortable talking about your own feelings and emotions with a particular person. They are likely to be better at listening empathetically to you than others, this is often based on similar perspectives, experiences, beliefs and values – a good friend, your spouse, a parent or sibling for example.

Other Listening Types

Although usually less important or useful in interpersonal relationships there are other types of listening, these include:

- **Appreciative Listening**

Appreciative listening is listening for enjoyment. A good example is listening to music, especially as a way to relax. (See our page: [Music Therapy](#) for more about using music as a relaxation therapy).

- **Rapport Listening**

When trying to build 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. (See: Building Rapport and Negotiation Skills for more information).

- **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.

NOTE TAKING

DEFINITION

Note-taking is the practice of writing down or otherwise recording key points of information.

Note-taking is an important part of the research process. Notes taken on class lectures or discussions may serve as study aids. Notes taken during an interview may provide material for an essay, article, or book

- "Taking notes doesn't simply mean scribbling down or marking up the things that strike your fancy. It means using a proven system and then effectively recording information before tying everything together."

(Walter Pauk and Ross J.Q. Owens, *How to Study in College*, 11th ed. Cengage, 2013)

- "Taking notes involves active listening, as well as connecting and relating information to ideas you already know. It also involves seeking answers to questions that arise from the material." (Shelley O'Hara, *Improving Your Study Skills: Study Smart, Study Less*. Wiley, 2005)

The Two-Column Method of Note-Taking
 "This note-taking method is valuable for all learners. Draw a vertical line from the top of a piece of

paper to the bottom. The left-hand column should be about half as wide as the right-hand column. "In the wider, right-hand column, record ideas and facts as they are presented in a lecture or discussion. In the narrower, left-hand column, note your own questions as they arise during the class. When you go home and review your notes, add summaries of major concepts and sections to the left-hand margin. This method allows you to quickly review an outline or overview of a lecture by reading the left-hand column and to study specific information and examples in the right-hand column."

Kathleen T. McWhorter, *Successful College Writing*, 4th ed. Bedford/St. Martin's, 2010)

- **Note-Taking** Tips
 - "The list format can be effective when taking notes on terms and definitions, sequences, or facts. Once you have decided on a format for taking notes, you may also want to develop your own system of abbreviations."
(John N. Gardner and Betsy O. Barefoot, *Step by Step to College and Career Success*, 5th ed. Bedford/St. Martin's, 2012)
 - "Leave a space between entries so that you can fill in missing information. Always review your notes after class for accuracy. If something isn't clear, find out what you missed and add it to your notes."
(Ann Dillon, *Get Connected: Study Skills: Study Skills, Reading, and Writing*. Thomson Wadsworth, 2008)
 - "For note-taking, some students prefer to use their laptops instead of [4 x 6] cards. . . . You can use two approaches: (1) You can download material and print it out, highlighting the passages you find particularly useful. (2) You can keep electronic sources in your computer, organizing them by folders and files, and later use the copy-and-paste function to transfer quotations into your rough draft."
(Anthony C. Winkler and Jo Ray Metherell, *Writing the Research Paper: A Handbook*, 8th ed. Wadsworth, 2011)
 - "Help your students learn to take good notes, regardless of their age or the subject you are teaching. . . . Also, teach students that although there is a difference between the way they will take notes as they read and how they will take notes as they listen, both types of note involve three steps: *paying attention, writing notes, and reviewing the information.*"
(Julia G. Thompson, *First Year Teacher's Survival Guide*, 2nd ed. Wiley, 2007)

- **Note-Taking During an Interview**
 - "You can exert many degrees of influence by the way you take notes. Normally the subject will watch what you write down and what you don't. This serves as a guide to her; she wants to say things that will make you take notes and once she sees what you write down and what you ignore, she'll try to feed you more of the significant material. .
 - "The way you take notes can have other important effects on the interview. Every experienced reporter knows you can't take down everything the interviewee says; it takes too long and stops the flow of talk. It keeps you so occupied you haven't time for the other two important jobs you should be doing—watching and evaluating the person and thinking up the next question. You make notes on the operative words and phrases, on names and dates and addresses and figures. You remember the rest, and you have to train your memory to do it."
(André Fontaine and William A. Glavin, Jr., *The Art of Writing Nonfiction*, 2nd ed. Syracuse University Press, 1987)

- Novelist and Travel Writer Paul Theroux on Note-Taking

"Charles Dickens, who had learned shorthand as a court reporter, was an assiduous note-taker, as is evident in his travel books, *American Notes* and *Pictures from Italy*. These books are full of fresh descriptions, and the extensive dialogue on his visit to the Tombs prison in Manhattan had to have been the result of immediate note-taking.

"Early in his residence in America, Vladimir Nabokov [author of the novel *Lolita*] rode buses in Ithaca, N.Y., covertly writing down scraps of dialogue—especially the effusive remarks of 12-year-old girls, as his biographer Brian Boyd explained, 'noting down in his diary snatches he overheard: 'She's quite a kid,' or . . . 'It's a sketch,' 'It's a riot,' 'It's a panic.'" In his trips through the U.S. he made meticulous notes on motels, roads, curiosities, speech patterns and details of sunsets. It seems to me that all serious writers are note-takers. . . .

"I write down everything and never assume that I will remember something because it seemed vivid at the time. The accumulated experience in travel can be overwhelming—too much for anyone to trust their memory."

(Paul Theroux, "A World Duly Noted." *The Wall Street Journal*, May 4–5, 2013)

- Note-Taking With a Camera

"One more tip: when I'm researching a story, I always bring my digital camera to use as an additional note-taking device. Later, when I'm back in front of the computer, I often find that the camera has recorded a wonderfully revelatory detail that my eye has missed."

(Celeste Fremon, "Anna's Shrapnel: Recognizing the Revelatory Detail." *Now Write! Nonfiction: Memoir, Journalism, and Creative Nonfiction Exercises*, ed. by Sherry Ellis. Penguin, 2009)

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Note-taking and Note-making

We distinguish between note-taking and note-making. Note-taking is a passive process which is done at lectures whereas note-making is more active and focused activity where you assimilate all information and make sense of it for yourself.

Note-taking

Taking notes is an important process. It allows you to have a written record of the lecture which may not be in your textbook. It also ensures that you become an active and involved listener and learner.

A more important reason for taking notes is that there is a direct relationship between what happens in lectures and what comes up in the exam. If the lecturer does not personally set the exam, it is likely that he/she will still submit a number of questions.

When thinking about note-taking it is important to consider the lecturing style adopted by different lecturers. Some will prefer dictating, others will provide printed notes. If you are a Wits student you will also have the lecture slides posted on SAKAI.

The following areas are covered below:

- Setting the stage
- Listening actively
- Formatting and structuring notes
- General note-taking tips
- If the lecturer talks too fast
- Note-taking abbreviations
- The note-making process

Setting the stage

- Complete outside assignments: Lecturers assume that students have completed assignments or done the recommended reading and will construct their lecture accordingly. The more familiar you are with the topic, the better your note-taking will be and the more active the process will be. It is also a good idea to review your assignments/readings just before the lecture.
- Bring the right materials:
 - Always have an adequate supply of A4 note paper /exam pads, pens, pencils and highlighters.
 - Use paper that can be filed easily. It is probably a good idea to only use one side of a sheet of paper –this allows you to review your notes by spreading them side to side –usually the benefit outweighs the cost of the paper.
 - Keep a spare pen don't use pencil to write as this tends to fade with time.
 - Use colour for emphasis; to highlight and to separate different sections or ideas.
 - Sit front and centre –sit in a position where you can hear and see clearly without straining.

Listening actively

This involves actively concentrating and paying attention to what is being said and how it is being said. Listen beyond words to the lecturer's body language.

1. Listening for repetition: When a lecturer repeats a phrase or idea, this is a signal that it is important and you should take note of it.
2. Watch the board or overhead projector: If the lecturer takes time to write something down, consider that as another sign that the material is important.
3. Listen for introductory, concluding and transition words and phrases. For example:
"The following three factors"
"In conclusion"
"The most important consideration"
"In addition to"

Highlight obvious clues: Often your lecturer will blatantly point out what information is likely to appear in the exam –make a note of this –don't rely on memory.

Notice the lecturer's interest level: When the lecturer seems excited about something, make a note as it is more likely to appear in the exam.

Use pictures and diagrams –This makes the notes more visual and assists in recall. What you need to do is try to find a note-taking format and system that works for you.

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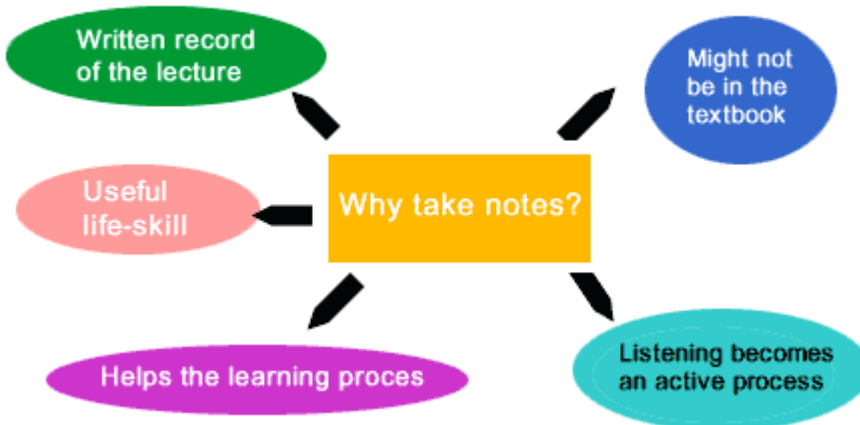
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REFERENCES:

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KARPAGAM ACADEMY OF HIGHER EDUCATION

(Established under Section 3 of UGC Act 1956)
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DEPARTMENT OF ENGLISH

SUBJECT : PART II ENGLISH III

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CLASS : II B.COM. CA 'A'

UNIT III

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

UNIT III
READING

Introduction to Reading Skill

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

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

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

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

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

Reading with a Purpose

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

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

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

TYPES OF READING

An overview of reading skills and strategies

Two main reading categories

A – ORAL

B – SILENT

1. SKIMMING

2. SCANNING

3. INTENSIVE READING

4. EXTENSIVE READING

SKIMMING

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

Examples of Skimming

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

SCANNING

Prepared by Thanveer Fathima. S/Kumanan .S, Dept of English, KAHE.

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

Examples of Scanning

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

EXTENSIVE READING

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

Examples of Extensive reading

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

INTENSIVE READING

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

Examples of Intensive reading

- **A bookkeeping report**
- **An insurance claim**
- **A contract**

RECAP

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

READING TECHNIQUES

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

Seven Reading Techniques or Styles are the following:

Scanning

Skimming

Active Reading

Detailed

Speed
Structure-Proposition-Evaluation
Survey-Question-Read-Recite-Review

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

1. Reading Technique-Scanning

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

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

2. Reading Technique-Skimming

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

3. Active Reading Style

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

4. Detailed Reading

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

5. Speed Reading

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

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

6. Structure-Proposition-Evaluation

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

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

Evaluation of the merits of the arguments and conclusions.

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

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

Survey

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

Question

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

Read

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

Recite

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

Review

The reader should review the entire things in his mind.

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

READING COMPREHENSION

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

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

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

What is Reading Comprehension?

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

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

Why Reading Comprehension is Important

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

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

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

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

How to Improve Reading Comprehension: 3 Steps

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

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

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

Start by selecting excerpts from different texts with which you are unfamiliar: text books, essays, novels, news reports, or any kind of text you feel you particularly struggle to understand and read them as you would normally. As you read, see if you can notice when your attention, energy, or comprehension of the material begins to flag.

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

minutes. Once you've mastered that, try for 25 and see if you can still maintain focus. If you can, then try for thirty.

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

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

Step 2: Improve Your Vocabulary

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

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

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

Step 3: Read for Pleasure

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

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

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

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

Step 4: Reading Comprehension Tips

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

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

Few tips to develop reading comprehension

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

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

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

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

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

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

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

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

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

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

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

Tip 4: Skim or Read Upcoming Sections of the Text

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

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

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

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

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

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

NOTE MAKING

How to make notes

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

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

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

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

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

Step 6- Use abbreviations wherever necessary.

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

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

POSSIBLE QUESTIONS

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

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UNIT IV

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

UNIT- 4
WRITING

Paragraph Writing:

The three basic steps for writing a good paragraph

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

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

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

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

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

Flow of Ideas

Another thing to consider while writing paragraph is the flow of ideas in it. Make sure you keep the paragraph coherent and relevant to the main idea. It should not seem disintegrated and must be in flow. For instance, if you are writing about procedure of driving, attribute one passage to one rule of driving. Further, add all the necessary details about that certain driving rule in one passage. Try not to give information about the second rule if the whole passage is about first rule. In this way, you can maintain the flow in the paragraph.

Paragraph Structure

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

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

Narrative Vs. Descriptive Writing

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

Narration

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

Description

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

Similarities

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

Differences

Narration often employs first person point of view, using words like "I" and "me," while other modes including description do not. The biggest difference between the two is that a narrative essay includes action, but the descriptive essay does not. Narration follows a logical order, typically chronological. In contrast, description typically contains no time elements, so organize descriptive essays by some other reasonable means, such as how you physically move around in a space or with a paragraph for each of the senses you use to describe.

TOP 10 WORKPLACE SAFETY INSTRUCTIONS

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

EXPANSION OF ABBREVIATIONS

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

Spelling Rules

Rule 1 C always softens to /s/ when followed by E, I, or Y.

Otherwise, C says /k/.

Rule 2 G may soften to /j/ only when followed by E, I, or Y.

Otherwise, G says /g/.

Rule 3 English words do not end in I, U, V, or J.

Rule 4 A E O U usually say their names at the end of a syllable.

Rule 5 I and Y may say /i/ or /ī/ at the end of a syllable.

Rule 6 When a one-syllable word ends in a single vowel Y, it says /ī/.

Rule 7 Y says /ē/ only at the end of a multi syllable base word.

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

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

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

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

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

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

Rule 12 Silent Final E Rules

12.1 The vowel says its name because of the E.

12.2 English words do not end in V or U.

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

12.4 Every syllable must have a written vowel.

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

12.6 Add an E to make the word look bigger.

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

12.8 Add an E to clarify meaning.

12.9 Unseen reason.

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

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

*This is always true for one-syllable words.

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

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

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

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

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

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

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

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

Occasional nouns have no change or an irregular spelling.

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

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

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

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

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

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

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

The GH is either silent or pronounced /f/.

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

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

Rule 31 Schwa Rules

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

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

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

TOP 100 MISSPELT WORDS IN ENGLISH

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

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

HOMONYMS

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

Example: Loose and lose

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

Lose means to suffer a loss or defeat.

Thus, you would write:

Correct: I don't want to lose you.

Wrong: I don't want to loose you.

Loose means NOT FIRM or NOT FITTING.

In this context, you would write,

Correct: My shirt is loose.

Wrong: My shirt is lose.

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

1. Accept

Example: He did not accept your leave application.

Except

Example: Everyone in the room except Rita come out.

2. Access

Example: Please provide your access details.

Excess

Example: An excess of eating is not healthy.

3. Advise

Example: You advise him to continue his further studies.

Advice

Example: Do not ignore doctor's advice.

4. Affect

Example: Smoking will affect your health.

Effect

Example: It was the result of the magnetic effect.

5. Antic

Example: His clown like antic behavior surprised me.

Antique

Example: The showpiece was an antique one.

REPORT WRITING: FORMATTING THE REPORT ELEMENTS

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

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

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

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

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

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

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

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

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

Tips for Good Writing

Here are a few tips for good writing.

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

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

MINUTES OF MEETING

1. Why meeting minutes are important
2. What's involved with meeting minutes?
3. Pre-Planning
4. Record taking –at the meeting
5. Minutes writing or transcribing
6. Distributing or sharing of meeting minutes
7. Filing or storage of minutes for future reference Conclusion
8. Sources

Why is it called minutes of a meeting?

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

What's involved with meeting minutes?

There are essentially five steps involved with meeting minutes:

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

Sample of Board Meeting Minutes

Name of Organization

(Board Meeting Minutes: Month Day, Year)

(time and location)

Board Members:

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

Absent: Melissa Johnson

Quorum present? Yes

Others Present:

Exec. Director: Sheila Swanson

Other: Susan Johns, Consulting Accountant

Proceedings:

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

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

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

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

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

• **Finance Committee report provided by Chair, Elizabeth Drucker:**

–Drucker explained that consultant, Susan Johns, reviewed the organization's bookkeeping procedures and found them to be satisfactory, in preparation for the upcoming yearly financial audit. Funds recommends that our company ensure the auditor provides a management letter along with the audit financial report.

• –Drucker reviewed highlights, trends and issues from the balance sheet, income statement and cash flow statement. Issues include that high accounts receivables require Finance Committee attention to policies and procedures to ensure our organization receives more payments on time. After brief discussion of the issues and suggestions about how to ensure receiving payments on time, MOTION to accept financial statements; seconded and passed.

• **Board Development Committee's report provided by Chair, Douglas Carver:**

–Carver reminded the Board of the scheduled retreat coming up in three months, and provided a drafted retreat schedule for board review. MOTION to accept the retreat agenda; seconded and passed.

–Carver presented members with a draft of the reworded By-laws paragraph that would allow members to conduct actions over electronic mail. Carver suggested review and a resolution to change the By-laws accordingly. Kyumoto suggested that Swanson first seek legal counsel to verify if the proposed change is consistent with state statute. Swanson agreed to accept this action and notify members of the outcome in the next Board meeting.

• **Other business:**

–Porter noted that he was working with staff member, Jacob Smith, to help develop an information management systems plan, and that two weeks ago he (Porter) had mailed members three resumes from consultants to help with the plan. In the mailing, Porter asked members for their opinions to help select a consultant. Porter asked members for their opinions. (NOTE: Zevon noted that she was also a computer consultant and was concerned about conflict of interest in her Board role regarding this selection, and asked to be ABSTAINED from this selection. Members agreed.) The majority of members agreed on Lease-or-Buy Consultants. MOTION to use Lease-or-Buy Consultants; seconded and passed.

POSSIBLE QUESTIONS

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

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4. Function in English. Jonathan Middlemiss et al, OUP



KARPAGAM ACADEMY OF HIGHER EDUCATION

(Established under Section 3 of UGC Act 1956)
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DEPARTMENT OF ENGLISH

SUBJECT : PART II ENGLISH III

SEMESTER: III

SUBJECT CODE: 16ENU301

CLASS : II B.COM. **CA 'A'**

UNIT V

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

UNIT V VOCABULARY ENRICHMENT

Synonym

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

Related forms Expand

synonymic, synonymical, adjective

synonymy

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

Grammar note Expand

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

synonymic, synonymical, adjective

synonymy, noun

Word Origin

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

Some differences between SYNONYMS and ANTONYMS

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

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

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

Choosing a Synonym

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

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

Synonym examples

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

Beautiful: Attractive, Pretty, Lovely, Stunning

Fair: Just, Objective, Impartial, Unbiased

Funny: Humorous, Comical, Hilarious, Hysterical

Happy: Content, Joyful, Mirthful, Upbeat

Hardworking: Diligent, Determined, Industrious, Enterprising

Honest: Honorable, Fair, Sincere, Trustworthy

Intelligent: Smart, Bright, Brilliant, Sharp

Introverted: Shy, Bashful, Quiet, Withdrawn

Kind: Thoughtful, Considerate, Amiable, Gracious

Lazy: Idle, Lackadaisical, Lethargic, Indolent

Mean: Unfriendly, Unpleasant, Bad-tempered, Difficult

Outgoing: Friendly, Sociable, Warm, Extroverted

Rich: Affluent, Wealthy, Well-off, Well-to-do

Strong: Stable, Secure, Solid, Tough

Unhappy: Sad, Depressed, Melancholy, Miserable

Lucky: Auspicious, Fortunate

Positive: Optimistic, Cheerful, Starry-eyed, Sanguine

Bossy: Controlling, Tyrannical

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

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

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

Definition of Antonyms

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

Why Are Antonyms Important?

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

For instance, here are a few listed synonyms for the word 'morose': 'moody,' 'sour,' 'sulky.' Also, here are a few antonyms: 'cheerful' and 'optimistic.' Now we know that the opposite of 'morose' is cheerful and even optimistic! Taking a look at both the synonyms and antonyms really provides us with a clearer definition.

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

Noun

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

Compare synonym (def 1).

Origin of antonym Expand

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

Related forms Expand

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

Dictionary.com Unabridged

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

Cite This Source

Examples from the Web for antonym Expand

Historical Examples

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

Public Speaking

Clarence Stratton

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

English Synonyms and Antonyms

James Champlin Fernald

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

English Synonyms and Antonyms

James Champlin Fernald

British Dictionary definitions for antonym Expand
antonym

/ˈæntən m/

noun

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

Derived Forms

antonymous (æntˈn məs) adjective

Word Origin

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

Working with Antonyms

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

Step 1: Search for the antonyms for a word.

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

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

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

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

Categories of Antonyms

There are three categories of antonyms:

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

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

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

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

POSSIBLE QUESTIONS

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

- i. Celestial-
 - ii. Pragmatic-
 - iii. Fickle-
 - iv. Blunt-
 - v. Idle-
 - vi. Delicious-
6. Give the antonyms for the following words:
- i. Divide-
 - ii. Pride-
 - iii. Random-
 - iv. Vague-
 - v. Moist-
 - vi. Wild-

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- 4. Function in English. Jonathan Middlemiss et al, OUP

MULTIPLE CHOICE QUESTION

QUESTIONS

CHOICE - 1

- Listening comprehension is the _____ in the oral mode. receptive skill
- _____ is the foremost important skills in developing communication listening
- Listening is a _____ activity. writing
- Hearing without thinking may not be an effective _____. writing
- Listening is a _____ way of learning. practical
- Listening creates a _____. reader
- Listening and _____ are two different things. hearing
- Hearing involves perceiving the _____. music
- Hearing is an _____ activity. voluntary
- Listening comprehension is the receptive skill in the _____ mode. speaking
- _____ is more active than just hearing. listening
- Listening activity is vital in the process of one's _____ acquisition knowledge
- _____ is not much different from hearing. Passive listening
- _____ implies listening with a purpose. passive listening
- Active listening implies listening with a _____. function
- Interactive listening situations include _____. telephone conversation
- In _____ listening, the primary concern is to understand a message informative listening
- The three variables that impact on the informative listening skills are _____. words
- Increasing your _____ will support your understanding of messages vocabulary
- In _____ listening, the listener gains pleasure/satisfaction from discriminative
- _____ listening tries to weigh up the speaker. critical
- _____ listening makes the listener to identify and distinguish information emphatic
- In _____ listening, the listener tends to listen rather than talk. evaluative
- Communication is a _____ process. one- way
- For a successful communication _____ is essential. interest
- _____ provides a barrier to communication. language
- Listening to a foreign language is a _____ process. multi
- In listening for specific information students listen for particular information word
- _____ makes the students to guess key information. clues
- Students listen for groups of words and phrases at sentence level in _____ listening for message
- Listening for specific information includes the _____ of important information remember
- Good note taking allows a _____ of relevant points that you can permanent record
- Taking reliable, accurate notes also reduces the risk of _____. plagiarism
- Before you start to take notes, _____ the text. scan
- Note taking saves _____. energy
- Most texts use a range of organizing principles to develop _____. thoughts
- Make your notes _____ and be selective. short
- In note taking, use your own _____ to summarize. language
- One's report should be structured simply with an introduction, body and _____. conclusion

These opening sentences should make up the _____
_____ saves time.

_____ listening implies listening with a purpose.

Speaking is followed by _____ skill.

_____ comprehension is the receptive skill in the oral mode.

Listening is a practical way of _____

_____ is vital in the process of one's language acquisition.

Active listening implies listening with a _____

_____ situations include face to face conversation.

_____ is non interactive listening

Make your notes brief and _____

In note taking, use your own words to _____

Listening reflects the auditory capabilities of our _____

Listening requires more energy than _____ as it involves receiving
and interpreting the information.

Second paragraph

plagiarism

passive

listening

speaking

acquiring

writing activity

purpose

interviewing

evaluate

long

summarize

ears

speaking

When _____ actively, we obtain directions, pay attention to details,
solve problems, get to know people, share interests, feelings, emotions, etc.

In Listening, a person pays attention to the _____ and intonation of
the speaker.

The two kinds of listening situations are _____

The meaning of the term 'repetition' is _____

The three variables that impact on informative listening skills are vocabulary idea

What is essential for a person to understand a message _____ language

To become an effective listener, open your _____ and shut your eyes

hearing

sound

audio and video

describing

IS UNIT - I

CHOICE - 2	CHOICE - 3	CHOICE - 4	ANSWER
auditory skill	written skill	cognitive skill	receptive
speaking	reading	writing	listening
reading	talking	thinking	thinking
reading	listening	speaking	listening
theoretical	written	hearing	practical
listener	speaker	artist	listener
speech	read	essay writing	hearing
sound	distractions	noise	sound
leadership	receptive	involuntary	involuntary
written	oral	listening	oral
speaking	writing	reading	listening
language	money	wealth	language
active listening	critical listening	emphatic listening	Passive list
evaluative listening	critical listening	active listening	active liste
reason	purpose	effect	purpose
face-to-face convers	interview	colloquial conversation	face-to-fac
critical listening	evaluative listening	passive listening	informative
diction	vocabulary	meaning	vocabulary
words	numbers	diction	vocabulary
appreciative	informative	interactive	appreciativ
discriminative	appreciative	informative	critical
evaluative	discriminative	critical	discriminat
emphatic	appreciative	discriminative	evaluative
two-way	multi- way	multi- dimensional	two-way
language	response	concentration	response
interruption	writing	speech	interruption
single	simple	complex	complex
sentence	paragraph	essay	word
language	sentence	predicting	predicting
listening for details	listening for meanir	listening for knowledge	listening for
recognize	recall	retention	recall
impermanent record	valuable record	effective record	permanent
copying	xerox	printing	plagiarism
skim	read	memorize	scan
time	money	risk	time
meaning	ideas	words	ideas
long	elaborate	brief	brief
words	meaning	content	words
meaning	text	beginning	conclusion

middle paragraph	first paragraph	last paragraph	first paragraph
note making	note taking	paraphrasing	note taking
inactive	involuntary	active	active
reading	writing	hearing	reading
listening	reading	writing	listening
learning	reading	writing	learning
learning activity	listening activity	speaking activity	listening activity
ideas	concentration	function	purpose
teaching	interactive listening	non interactive listening	interactive
criticize	weigh up	concentrate	weigh up
elaborate	selective	informative	selective
paraphrase	convey the ideas	demonstrate	summarize
brain	mind	consciousness	brain
listening	hearing	writing	speaking
writing	listening	speaking	listening
pronunciation	letters	signs	pronunciation
interactive and non interactive	active and passive	interactive and video	interactive
analyzing	implementing	repeating	repeating
words	meaning	memory	memory
memory	concentration	relaxation	concentration
ears	sense	mind	ears

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QUESTIONS

Greetings are of _____ kinds
"How are you?" is a _____ greeting
"Good bye" is a _____
_____ is one of the modes of verbal communication
Speaking is a _____ way of communication
Speaking involves _____
Effective speaking requires _____
Body language is required for _____
The good speaker must be a good _____
Identify the expression of greeting from following _____
_____ is one of the modal verbs of request
"May I have your permission to use mobile?" is an example of _____
Effective speaking is determined by _____
"Hai," is a _____ way of greeting
_____ in requests is considered to be more polite
"I look forward to seeing you again," is a _____
"Be quiet" is _____
"Please help me," is _____
"Very well," is a _____
It is good to pick the phone at the _____ ring
Requests in English are usually made in the form of _____
Adding _____ to request makes it more polite
How would you respond to a help request in case you agree to do
How would you ask for a pen?
How would you order somebody to close the door
Identify the correct expression to deny a help request
How would you ask permission to leave earlier?
How would you deny permission for a request to leave early
The model verb _____ may also be used in making polite request
Identify the verb which is not used in offering help
How you accept a help?
_____ is telling someone how to do something
_____ is very important while telling instructions
How would you offer help to carry a bag?
Which of the following is not the appropriate word of sequencing while giving in:
_____ is very important in telecommunication
It is better _____ with a irritable caller
How would you respond in the event of connecting a call to someone?
Identify the correct expression to finish a phone call
Who plays a vital role in a group discussion?
Every business caller must be treated _____

How would you respond to a call to someone?

_____ is considered as an informal expression while beginning a conversation.

How would you politely begin a phone call?

How would you ask help to type a document?

How would you ask permission to get inside a classroom?

How would you respond to a help request in case you deny to do?

What is important while asking for help?

_____ is the formal word to ask help.

_____ is the formal word to deny help.

How would you ask someone to call back?

How would you ask for an appointment?

How would you set an appointment with someone?

_____ type of greetings are normally used while leaving after a meeting.

"Come on" is _____.

The expansion of GD is _____.

Group discussion is a _____.

How would you register your opinion in case you agree for a point?

How would you register your opinion in case you deny a point?

_____ is what the questioner would usually want to achieve.

MULTIPLE CHOICE QUESTIONS UNIT - II

CHOICE - 1

three
general greeting
introductory remark
reckoning
written
listening and reading
vast knowledge of subject
reading
reader
warm greetings!
could
formal way of asking request
clap of the listener
more informal
could
request
an instruction
an order
greeting
first
formal questions
hello
sorry
could I use pen for 15 minutes
please, close the door
I can't
I want to leave early
yes, you may go
must
could
no thanks
speaking
concord
give that bag to me
then
speaking politely
to argue
call tomorrow
cut the call
audience
lovely

CHOICE - 2

four
greeting in a party
greeting remark
signaling
oral
reading and writing
good stage
speaking
leader
warm regards!
can't
denying permission
the time of speech
informal
shall
order
a request
an advice
response
second
informal questions
please
not but
pen please
close the door
sorry, but
I have to go early
go ahead
have
would
you must do it
helping
language sequence
I shall carry
next
putting a call on hold for a long time
to disconnect
he is not here
thanks for calling
participants
politely

wrong number
excuse me
Who are you
type this
can I come in?
never
saying thanks
would
never
call later
meet me on Monday
cant meet
meeting
a request
graphics design
an individual activity
yeah!
no thanks
a lie

call later
sorry to disturb you
who is this
could you please type this
I want to come in
no no
politeness
was
not
cut the call now
you should meet me on Monday
yes
parting
a greeting
great discussion
an activity of two members
correct correct
you are wrong
out of context response

CHOICE - 3

five
greeting in a business
fare well remark
gesture
worst
listening and writing
good audience
writing
writer
of course
will
granting permission
pronunciation
formal
can
advice
greeting
a request
question
last
general questions
of course
never
give me the pen
could you close the door
I won't do
I must leave early
sorry, I can't let you
shall
can
yes please
writing
punctuation marks
can I carry that bag?
lastly
rejecting the call
not to argue
just a second. I'll get him
don't call
moderator
harshly

CHOICE - 4

two
formal greeting
official remark
speaking
non-verbal
reading and speaking
impeccable vocabulary
listening
listener
thank you
have
informal way of asking permission
feedback of the audience
more formal
will
fare-well remarks
parting remarks
a greeting
order
fifth
objective questions
must
of course, I will
get me the pen
you may close the door
I don't do
can I leave a little earlier today?
no no, you should stay back
might
is
I don't bother
instructing
verb form
you take care of it
least
letting the phone ringing endlessly
giving a police complaint
call later
that is all
sponsorer
professionally

he is not here now

good morning

who is speaking

type please

may I get in

yes please

rudeness

is

can't

can you call me back?

shall we meet on Monday

no

connecting

an order

general discussion

an activity of three members

yes please

change your idea

direct response

don't know

hai

good morning

type it

allow me inside

sorry i cant

showing angry

do

sorry

don't call

can I have an appointment with you Monday?

Ok. We will meet

responding

farewell remark

group discussion

group activity

yes I agree

that is not now how I see it

distortion

ANSWER

two

general greeting

fare well remark

speaking

oral

listening and reading

impeccable vocabulary

speaking

listener

warm greetings!

could

formal way of asking request

feedback of the audience

informal

could

fare-well remarks

an instruction

a request

response

second

formal questions

please

of course, I will

could I use pen for 15 minutes

close the door

sorry, but

can I leave a little earlier today?

sorry, I can't let you

might

is

yes please

instructing

language sequence

can I carry that bag?

next

speaking politely

not to argue

just a second. I'll get him

thanks for calling

moderator

politely

he is not here now

hai

good morning

could you please type this

may I get in

sorry i cant

politeness

would

sorry

can you call me back?

can I have an appointment with you Monday?

Ok. We will meet

parting

an order

group discussion

group activity

yes I agree

that is not now how I see it

direct response

QUESTIONS

The reader should know the _____ reading.

_____ should guess the meaning of unfamiliar words.

A good reader should know the writer's _____ in a particular construction.

The reader should vary the _____ of reading according to the purpose of reading

A perfect reader should change the _____ of reading according to the purpose.

If a reader wants to get an idea of the text he/she can _____ through the text.

Reader should _____ the text if he/she is searching for a specific information.

Faulty habits like pointing at the words with a finger or a pencil should be _____ while reading

Eye movement while reading is _____

_____ the words mentally should be avoided.

The reader has to think _____ about the information that is given in the text.

Correct _____ is always must to understand reading

_____ can retain the attention or even drive away the listener

_____ is essential for reading.

One should learn to read at a _____, which suits the listeners

Adjusting the speed according to the need of our _____ is essential

_____, while reading are very effective in holding the listeners' attention

_____ is used to quickly identify the main ideas of a text.

Skimming is done at a speed _____ times faster than normal reading.

_____ technique is useful when you are seeking specific information rather than reading for comprehension

_____ works well to find dates, names and places

_____ is a technique you often use when looking up a word in the telephone book or dictionary.

_____ involves moving your eyes quickly down the page seeking specific words and phrases.

_____ comprehension includes all of the processes related to deriving meaning from written language.

_____ indicates that there is meaning in texts and that meaning needs to be understood.

_____ meaning indicates that often readers go beyond the meaning explicitly contained in the text and a

_____ includes knowing that written language has meaning and purpose, and that there are conventional

_____ skill includes knowledge of the alphabetic code ability to attack and find the meaning of familiar

_____ decoding is critical for effective comprehension

_____ awareness refers to awareness of the sound system of the language.

Phonological includes awareness of words that rhyme and alliterate ability to break words into components

_____ knowledge includes knowing the meaning of words including multiple meanings of ambiguous words

_____ structures are the conventional ways in which people organize stories, descriptions, explanations.

The standard way to organize a story is called _____

Reading comprehension also assumes _____ knowledge and an ability to infer meaning from the order of details

_____ comprehension assumes knowledge about the world that is described in the text.

Reading comprehension assumes an ability _____ to relate what is presented in the text.

Reading comprehension assumes the ability to hold many units of _____ in mind at one time

_____ of a text assumes an ability to distinguish between what is important and what is unimportant.

Reading effectively is an important skill which can be acquired only through_____.

The book cover of a book gives enough information about the _____ of the book.

_____ value the activity of reading and takes pleasure in it.

Good readers constantly seek to improve their _____ability

Practice _____ reading to increase your reading speed.

Good readers have confidence in their ability to _____ what they read

Reading comprehension has many parallels with _____comprehension.

_____ reading a text, good readers clarify the purpose of reading.

_____ is facilitated because the reader is oriented to the content of the reading.

Reader creates a _____of what they have read

Reader _____ the parts that they know they did not properly understand. This of course assumes that they are

After completing a text, good readers try to _____ what they have read to make sure they comprehend it

Good reader _____the main points of the text.

Perfect reader try to apply the _____ to other domains they are familiar with or to their own experience

Reader make _____about how good the reading was, how much they liked it, whether the reading met its purpose

_____ is an act of taking in or comprehending written or printed words

The Reader has to use_____ to read a group of words at one attempt instead of focusing on each individual word

Reading is a complex _____ process of decoding symbols.

The process of recording information to be read later is _____.

CHOICE QUESTIONS UNIT - III

CHOICE - 1	CHOICE - 2	CHOICE - 3	CHOICE - 4
discover	guess	purpose	pleasure
reader	poet	writer	narrator
avoid	intention	information	identity
purpose	idea	speed	mouth
style	order	speed	pause
reader	skim	scan	knowledge
skim	read line by line	speed	scan
avoided	encouraged	mandatory	agreed
encouraged	scan the text	avoidable	unavoidable
scanning	mouth	speaking	shouting
avoid	critically	logically	sequence
punctuation	purpose	pronunciation	mouth
voice	speed	subject	pause
pitch	clarity	voice	speed
pitch	pause	pace	clarity
speaker	audience	narrator	writer
pause	pace	skim	order
scanning	purpose	skimming	dictionary
three to four	four to five	three to five	four to six times
scanning	skimming	editing	writer
skimming	reading	scanning	writing
writing	reading	skimming	scanning
skimming	scanning	mouth	editing
listening	writing	reading	editing
logical	lexica;	constructing meaning	Deriving meaning
Constructing	original	Deriving	lexical
books	Literacy awareness	listening	sequence
decoding	encoding	organising	applying
quick	Fluent	pace	lexical
sound	lexica;	Phonological	Deriving meaning
logical	syllables	accent	tone
word	tone	meaning	voice
logical	Discourse	standard	organising
narrative discourse str	story writing	narrative writing	story structure
tone	syntax	coherence	intonation
listening	writing	reading	understanding
actions and themes	tone and voice	idea and purpose	intonation
theme	information	tone	editing
Effective reading	communication	Effective speaking	listening

speaking	practice	hearing	comprehend
content	index	author	review
Reader	News reader	Writer	Editor
listening	writing	reading	hearing
loud	silent	speed	mouth
read and understand	theme and idea	write and summarize	way of narrative
speaking	writing	listening	effective reading
after	before	during	review
author	Idea	Reading comprehension	speaking
mental image	essay	review	summary
rewrite	review	revise	reread
overview	summarize	understand	purpose
listen	write	rewrite	review
surface	content	publish	practice
judgments	summarize	think	practice
editing	hearing	writing	reading
mouth	eye span	silence	pencil
cognitive	comprehension	acquisition	developing
speaking	reading	writing	communication

ANSWER

purpose
reader
intention
speed
style
skim
scan
avoided
unavoidable
mouthing
critically
pronunciation
voice
clarity
pace
audience
Pauses
skimming
three to four
skimming
skimming
scanning
scanning
reading
Deriving meaning
Constructing
Literacy awareness
a) decoding
Fluent
Phonological
syllables
word
Discourse
narrative discourse structure
syntax
reading
actions and themes
information
Effective reading

practice
content
Reader
reading
silent
read and understand
listening
before
Reading comprehension
mental image
reread
summarize
review
content
judgments
reading
eye span
cognitive
writing

The train goes _____ the mountains.

_____ your history teacher?

Is that _____ book?

Returning students can enroll early for _____ classes.

your answer is _____!

Is it _____ late to sign up for the golf tournament?

Put your bag _____, on the table in the corner.

Telling my grandmother "she is a good cook" is the _____

He felt honored by the governor's _____ at our graduation ceremony.

Maria has just completed her _____ semester of college

The mountain search and rescue team _____ the lost hikers to safety.

Report can vary in _____

Instruction can be in _____--types

The types of instruction are _____instruction

The word paragraph is derived from _____

can we do it , should we do it a type of _____report

what happened, how did it happened is kind of _____ report

weekly, monthly, annually given report is _____

work-travel related reports is called _____

CHOICE QUESTIONS UNIT - IV

CHOICE - 1	CHOICE - 2	CHOICE - 3	CHOICE - 4
collection	single	selective	idea
message	short message	idea	invention
three	two	one	seven
coherent	single	shattered	one
want	requirement	needs	important
deviation	coherence	logic	manner
design	attitude	coherence	deviation
two	three	one	many
suggestion	order	idea	work
assertive	Interrogative	conjunction	imperative
verbose	easiness	tough	fast
logical	continuous	inter	middle
imaginary	scenery	visually	orally
descriptive	narrative	compare	cause
descriptive	compare	narrative	cause
Present at least a review	Typically present a review	Always present a review	Always state the research question or hypothesis
An outline of the facts	An outline of the extension	An outline of the history	An explanation of the research tools used to
Specialised language	Technical language	Specialised language	Specialised language and is never appropriate
Objective and detached	Personal and critical	Emotive and judgmental	Subjective and detached
Is usually written before	Provides a snapshot of	Is usually several pages in length	
Discuss the results of the	Discuss the theoretical	Recount in detail the	Set out in detail how data was gathered
In order to adapt the findings	In order to bypass understanding	So that the writer can	In order to frame the discussion
A discussion of the results	The quantitative or qualitative	The theoretical foundation	The methods that were used to
The numerical data that	The reasons for undertaking	A comment on the results	Your plans for future research
Can introduce new information	Must be based only on	Is the same as the abstract	Should focus only on the findings
Pessenger	Passenger	Pesanger	Pasanger
Foreign	Foreine	Fariegn	Forein
Ommineous	Omineous	Ominous	Omenous
Benefitted	Benifited	Benefited	benefeted
Treachrous	Trecherous	Trechealous	Treacherous
Rigerous	Rigourous	Regerous	Rigorous
Bouquete	Bouquette	Bouquet	Boquet
Chancelary	Chancellery	Chancelery	Chancellary
Itinarery	Itinerary	Itenary	Itinerary
Survaillance	Surveillance	Survellance	Surveillance
Comitte	Committee	Committee	Comiittee
Exaggerate	Exeggrate	Exagerate	Exadgerate
Hindrance	Hinderrance	Hindreance	Hinderence
Occured	Occurad	Ocurred	Occurred
Equanimity	Equannimity	Equanimmity	Equinimity
passed	past	pose	post

threw	through	throw	thrust
who's	whose	who	when
you're	your	you	yours
their	there	they're	these
right	rite	write	wrote
to	too	two	to do
there	their	they're	these
complement	compliment	complete	compare
presence	presents	present	press
forth	fourth	four	fore
lead	led	loved	loud
space	distance	length	lines
three	fourth	two	five
oral and writteb instru	written instruction	guidelines	oral and spoken instruction
pharagraphy	pragraphe	graphey	graph
progress report	travel report	feasibity report	lab report
accident report	travel report	lab report	progress report
travel report	feasibity report	progress report	lab report
progress report	travel report	lab report	feasibity report

ANSWER

collection

short message

three

coherent

requirement

deviation

coherence

one

order

imperative

verbose

logical

imaginary

narrative

descriptive

thesis and a Present at least a review of the literature, the methods used, the findings and a discussion. 7
o gather the An outline of the factors that may have prevented the researcher from conducting more the
ite in report Specialised language and may be appropriate when used between peers but not with people

Objective and detached

Provides a snapshot of the major section of the entire report.

Recount in detail the daily research activities conducted during the research process.

So that the writer can adapt the writing to meet their needs (i.e. in terms of language and le

The quantitative or qualitative data that was collected

A comment on the results presented in the findings section

Must be based only on material presented in the report.

Passenger

Foreign

Ominous

Benefited

Treacherous

Rigorous

Bouquet

Chancellery

Itinerary

Surveillance

Committee

Exaggerate

Hindrance

Occurred

Equanimity

passed

through
who's
your
their
right
too
there
compliment
presence
fourth
lead
length
two
oral and written instruction
pragraphe
feasibility report
accident report
progress report
travel report

They have some common elements but may vary in overall organisational structure.
orough research
e outside the field.

level of expertise)

MULTIPLI

QUESTIONS

Give abbreviation - AC

Give abbreviation - Asst.

Give abbreviation - BC

Give abbreviation - CD

Give abbreviation - FM

Give abbreviation - GM

Give abbreviation - HIV

Give abbreviation - HQ

Give abbreviation - HR

Give abbreviation - LAN

I didn't _____ what she said.

She held the _____ in her hand.

She gave him a _____ of mind.

They read the poems _____

They have got a _____ at the Ritz.

The book is _____ back at the library in two weeks.

The cyclist was _____ very fast.

After standing for an hour in the heat, he _____.

They took blood from my _____.

"Could you _____ the orange juice, please?"

Give prefix: _____behave

Give prefix: _____historic

Give prefix: _____tidy

Give prefix: _____scope

Give prefix: _____curricular

Give suffix: argue_____

Give suffix:dark_____

Give suffix:happy_____

Give suffix:child_____

Give suffix:danger_____

Give meaning for idiom: Hand in hand

Give meaning for idiom:In a nutshell

Give meaning for idiom:Pick up on

Give meaning for idiom:Draw the line between

Give meaning for idiom:Carrot and stick

Give meaning for idiom:Come into play

Give meaning for idiom:Run of the mill

Give meaning for idiom:To take a stab at

Give meaning for idiom:Odds and ends

Give meaning for idiom:No mean feat

Fill in the gaps with DO or MAKE: I will _____ a list of the things we need.

Fill in the gaps with DO or MAKE: The students don't like to ____ quizzes.

Fill in the gaps with DO or MAKE: She cooks but I ____ the dishes.

Fill in the gaps with DO or MAKE: The good students always _____ their homework.

Fill in the gaps with DO or MAKE: The doctor asked me to ____ exercise.

Give the American equivalent for the given word: lift

Give the American equivalent for the given word: mobile phone

Give the American equivalent for the given word: autumn

Give the American equivalent for the given word: biscuits

Give the American equivalent for the given word: chips

I hope to _____ my own business one day.

I don't _____ many hobbies.

My wife usually _____ the bed, rather than me.

Many countries _____ problems with obesity.

I _____ a mistake in my IELTS reading last time I took rest.

Fill in the blanks with noun: Monaco is an expensive _____

Fill in the blanks with preposition: The chair is ____ the table.

Fill in the blanks with pronoun: What time is ____?

Fill in the blanks with conjunction: I loved playing piano ____ I was a little girl.

Fill in the blanks with adjective: "A _____ environment," he trenchantly stated, "Is the key."

3 CHOICE QUESTIONS UNIT - V

CHOICE - 1	CHOICE - 2	CHOICE - 3	CHOICE - 4
air cooler	active condition	air conditioner	air controller
associate	assistant	assacinate	assonant
backward class	back community	black community	book collection
computer disk	computer desk	compact disk	compact desk
familiar model	famous man	frequency monitor	frequency modulation
general manager	genetic man	general man	gentle man
human immuno virus	human identity virus	human immunodeficie	human innovative virus
human quaeters	head quarters	head quality	human quality
human reason	home research	health requires	human resources
locality area network	local area network	local air network	local all network
hear	here	her	she
reigns	rains	reins	rays
peace	piece	pace	space
allowed	aloud	loud	loved
suit	suite	sweet	shoot
dew	due	do	day
peddling	pedaling	pedding	pudding
fainted	fainted	painted	faint
vain	vein	vane	van
poor	pour	paw	pear
de	mis	dis	im
un	in	pre	de
in	dis	un	Im
bio	dia	de	by
bi	extra	dis	un
ness	ment	logue	hood
ment	ness	less	end
less	end	ness	ful
hood	ness	ful	ly
ly	ness	ness	ous
on friendly terms	occurring together	working very quickly	without effort
all at once	in great detail	in a few words	one by one
to collect	to notice	to choose	to tease
make a connection	get to the point	argue for one side	make a distinction
reward and punishmer	problems and solution	goog luck and bad luc	advantages and disadvantages
become relevant	behave badly	have a good time	calm down
ordinary	unique	complicated	exciting
to try to do	to criticize	to fail at	to betray
the final events	strange events	harsh words	various small items
an easy task	an important task	a difficult task	a minor task
do	did	make	made

do	did	make	made
do	did	make	made
do	did	make	made
do	did	make	made
elevator	exclator	crane	lifter
cell	cellular phone	phone	mobile
winter	summer	fall	snow
cookies	burger	bread	butter
deep fry	bitter	boils	fries
do	did	have	make
do	did	have	make
does	has	makes	takes
do	did	have	make
did	had	made	take
biscuit	chocolate	dress	pen
in	on	into	onto
that	it	this	at
since	because	and	and so
bad	worst	good	better

ANSWER

air cooler
assistant
backward class
compact disk
frequency modulation
general manager
human immunodeficiency virus
head quarters
human resources
local area network
hear
rains
peace
aloud
suite
due
pedaling
fainted
vein
pour
mis
pre
un
bio
extra
ment
ness
ness
hood
ous
occurring together
in a few words
to notice
make a distinction
reward and punishment
become relevant
ordinary
to try to do
various small items
a difficult task
make

make
make
do
do
elevator
cellular phone
fall
cookies
fries
do
have
makes
have
made
biscuit
on
it
since
good

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

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

DATE:

TIME: 2 HRS

MAX. MARKS: 50

PART A

Choose the best answer from the given options:

20 X 1 = 20marks

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

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

PART – B

Answer the following questions.

3x2=6

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

Active listening – two way communication

Passive listening – one way communication

22. What are the uses of Note taking?

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

23. Write a short note on critical listening.

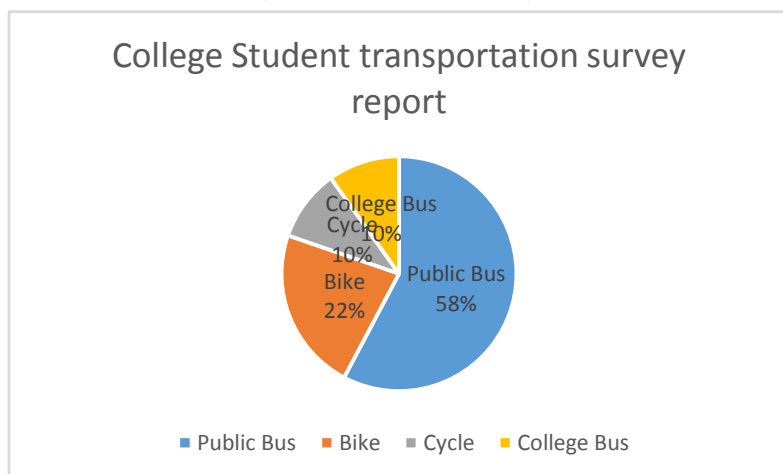
Tries to weigh up the speaker by nod, smiling, asking questions.

PART – C

Answer the questions in detail.

3x8=24

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



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

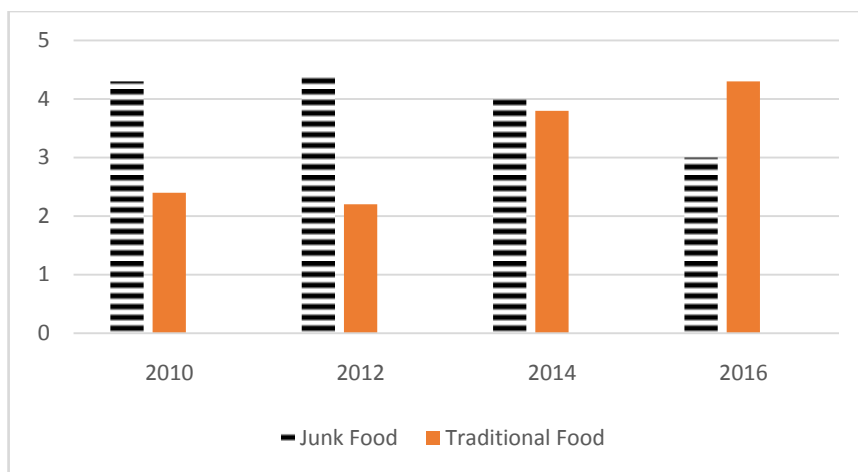
(Or)

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

Active listening – two way communication

Passive listening – one way communication

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



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

(Or)

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

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

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

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

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

(Or)

(b) Complete the dialogue.

Student : Good Morning, sir.

Teacher : Good Morning . How do you do?

Student : I am fine, sir. And you?

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

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

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

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

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

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

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

Student : Yes sir, I will meet you tomorrow.

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

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

DATE:
MAX. MARKS: 50

TIME: 2 HRS

PART A

Choose the correct answer:

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

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

PART B

Answer all the questions:

21. How many types of reading?

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

22. Explain the purpose of reading.

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

23. What are the basics of speaking?

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

PART C

Answer all the questions:

- 24.a) Elucidate telephone skills.

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

Asking questions when necessary.
(OR)

- b) Making request:

Mother: Rahul. Where are you dear?

Rahul : Yes, Mom. Here I am.

Mother: You have to help me.

Rahul : How can I help you mom?

Mother: I want to go to market.

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

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

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

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

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

Mother: No problem.Take it .

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

Mother: **we'll go to the market now.**

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

Several types of reading may occur in a language classroom.

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

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

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

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

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

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

Understand and Reevaluate How You're Currently Reading

Improve Your Vocabulary

Read for Pleasure

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

If You're Struggling, Try Reading Aloud

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

Skim or Read Upcoming Sections of the Text

(OR)

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

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

1. Where do penguins build their nests?

Penguins build their nests on the ground.

2. How do penguins perform parental duty?

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

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

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

4. How are penguin chicks fed?

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

5. By whom are the small penguins attacked?

Big birds will attack small penguins.

6. Write the importance of the passage.

Parental duty of penguins

7. How do the chicks get warm?

Parents crouch over the eggs to keep them warm.

8. Give a suitable title for the passage.

Penguin

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

DATE:
MAX. MARKS: 50

TIME: 2 HRS

PART A

Choose the best answer:

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

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

PART B

Answer the following questions:

21. Write a suffix for Child and Thank.
Childish, thankful

22. What is mean by narrative writing?

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

23. Give the abbreviation for STD and UNESCO.

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

PART C

Answer the following questions:

24. a) Explain the features of Report writing.

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

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

A number of functions are held every year in schools and colleges. In my college also several functions take place every year. The most important of them is the annual prize distribution function. This year the prize distribution function was held on the 4th of

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

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

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

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

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

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

Impossible, irresponsible, unhappy, deactive

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

Handful, performance, quietly, harmful

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

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

Career Objective

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

Skills Summary

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

Employment Highlights

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

Educational Qualifications

- Bachelor in Business Administration from the New York University, NY in 1995
- Master in Business Administration from the New York University, NY in 1997
- Finance Course Work and Training:
 - Corporation Finance
 - Investment Strategies
 - Stock Market Fundamentals

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

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

A typical village temple festival is conducted in 3 phases.

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

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

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

(OR)

b) Give suitable abbreviations for the following.

i) UGC ii) NCC iii) RBI iv) CD v) PIN vi) ATM vii) CBI viii) NASA

University Grants Commission,
National Cadet Corps,
Reserve Bank of India,
Compact Disk,
Postal Index Number,
Automatic Teller Machine,
Central Bureau of Investigation,
National Aeronautics and Space Administration