

KARPAGAM ACADEMY OF HIGHER EDUCATION

SEMESTER III

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

(For all undergraduate students admitted from 2017 onwards)

16ENU301

**L P T C
4 4 6**

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

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

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

UNIT I: Listening

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

UNIT II: Speaking

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

UNIT III: Reading

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

UNIT IV: Writing

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

UNIT V: Vocabulary Enrichment

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

Suggested Reading:

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

**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 BBA****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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DEPARTMENT OF ENGLISH

SUBJECT: PART II ENGLISH III**SEMESTER: III****SUBJECT CODE: 16ENU301****CLASS: II BBA****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.

Prepared by Dr.S.Selvalakshmi/C.Karthik Raja, Dept of English, KAHE.

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

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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.

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"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."

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 you're 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:

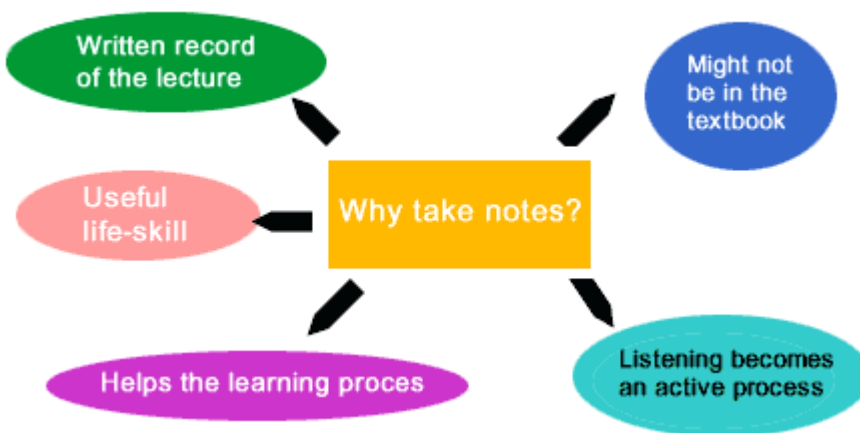
- **Establish lecturer's interests:** Try to establish what topics of research or advanced study your lecturers are part of, especially if these also relate to your syllabus. Also be aware of any articles or books written by your lecturers and their areas of specialization.
- **ATTEND ALL LECTURES:** 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 provide information about sections of the syllabus that need special attention or sections that can be excluded.

FORMATTING AND STRUCTURING NOTES:

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.

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DEPARTMENT OF ENGLISH

SUBJECT : PART II ENGLISH III**SEMESTER: III****SUBJECT CODE: 16ENU301****CLASS: II BBA**

UNIT II

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

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

Businesses nowadays have become internationally connected. Thanks to the technology these days, it is so much easier to connect with different people from all over the world since it takes two to tango in the business world. This is a really good thing with business men as they are able to expand their businesses. Common people are also able to find different jobs from all across the globe. The thing though is the language barrier. Since different nations have different languages, English can only be the bridge. This is why you have to take up Business English Speaking Lessons if you have problems with the language.

Business English Speaking Lessons are able to provide you assistance when it comes to mastering the English language. Communicating effectively with different people from all over the world is important if you are trying to conquer the international scene. Your language skills will be enhanced and polished so when there are real business situations happening, you would know what to say. It

would be easier to say what you want to propose on meetings, discussions, negotiations and even on telephone calls and emails. Your English teachers are all good in the language so you can be at ease.

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

Importance of Business Language Skills

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

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

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

Simple Ways to Improve Your Business Language

1. Increase Your Vocabulary

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

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

2. Read Business-Related Material

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

3. Play Games

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

4. Watch Business-Oriented Programs

Watching programs that focus on business is an excellent way to improve language skills, because the people in those programs will be using key terms frequently and correctly. These programs are often hosted by experts in the field and therefore can prove to be an important source of valuable information and knowledge as well as vocabulary terms. Business terminology is naturally used on these programs and merely watching them attentively can help you grasp terms that are part of business communications.

Simple knowledge of business terminology cannot completely eliminate the chance of misunderstanding in organizations; rather, an employee must be able to correctly use the terms so that the underlying message is effectively communicated to the second party. Watching these programs will allow you to understand the current business scenario while also becoming familiar with a range of words and their proper uses.

5. Practice

Learning new business terminology will not impact your communication skills until and unless these terms are used correctly in your the daily communication. Furthermore, recently learned business terminology can and should be incorporated into the presentations you give, so that you are able to gain confidence in your ability to use the terminology. Finally, you can practice your business language skills by writing business letters and memos. An individual working in an organization is likely to need to communicate with stakeholders and peers through the medium of memos and letters.

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

Exercise 1

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

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

10. We would like to offer congratulations to all the people who participated in and completed the training program.

Potential Answers

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

Exercise 2

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

1. We certainly hope this decision won't have a negative impact on the reputation of our firm.
2. Basically, what the training program is going to do is prepare each and every one of the participants for their certification test that they will take soon.
3. Could you recommend to us someone in the area who works as a contractor?
4. There is a possibility that I might get together with some of the people in my MBA program this weekend.
5. She is professional, courteous, and she always comes to work on time.
6. The problem was addressed at our meeting that we have every week.
7. Please talk to John and tell him about the benefits of the deal and that he should accept it.
8. The primary role of our recruiters is to search for and locate professionals with good qualifications who live in our area.
9. Carlos speaks English fluently, and can also speak Portuguese at an intermediate level, and in addition he is capable of conversing in German.
10. It is a really excellent opportunity and one that you should definitely take advantage of.

Potential Answers

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

INTERVIEW ENGLISH**Introduction**

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

Interviews usually take place face to face and in person, although modern communications technologies such as the Internet have enabled conversations to happen in which parties are separated geographically, such as with videoconferencing software, and of course telephone interviews can happen without visual contact. Interviews almost always involve spoken conversation between two or more parties, although in some instances a "conversation" can happen between two persons who type questions and answers back and forth. Interviews can range from unstructured or free-wheeling and open-ended conversations in which there is no predetermined plan with prearranged questions, to highly structured conversations in which specific questions occur in a

specified order. Typically the interviewer has some way of recording the information that is gleaned from the interviewee, often by writing with a pencil and paper, sometimes transcribing with a video or audio recorder, depending on the context and extent of information and the length of the interview. Interviews have duration in time, in the sense that the interview has a beginning and an ending.

Different Types of Interviews

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

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

Telephone Interview

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

The Face-to-Face Interview

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

The Panel Interview

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

The Group Interview

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

The Sequential Interview

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

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

Competency Based Interviews

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

Formal / Informal Interviews

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

Portfolio Based Interviews

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

The Second Interview

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

General Interview Preparation

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

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

Steps for a Successful Interview

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

Interview Preparation

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

Conduct your own research about the company.

Review your own accomplishments, skills, and experience.

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

First Impression

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

Be immaculate in your appearance.

Wear color-coordinated professional attire.

Give a firm handshake.

Provide fresh copies of your resume to the interviewer.

Maintain good eye contact throughout the interview.

Highlight Strengths / Skills

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

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

Enthusiasm and Confidence

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

Be confident--but not egotistical.

Answer interviewer's questions thoughtfully and in detail.

Prepare answers to anticipated questions about your experience and interests.

Ask Questions

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

Do not Discuss

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

Ask for the Position

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

Steps to Take After the Interview

Send a brief note of thanks after the interview.

Group Discussion

What is Group Discussion?

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

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

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

Personality traits of Group Discussion:

Communication skills

Interpersonal Skills

Leadership Skills

Motivational Skills

Team Building Skills

Analytical /Logical Skills

Reasoning ability

Different Thinking

Initiative

Assertiveness

Flexibility

Creativity

Ability to think on ones feet

Why GDs are implemented commonly:

After testing your technical and conceptual skills in an exam, is to get to know you as a person and gauge how well you will fit in their institute. GD evaluates how you can function as a part of a team.

As a manager or as a member of an organization you will always be working in teams. Therefore how you interact in a team becomes an important criterion for your selection. Managers have to

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

Company's Perspective:

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

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

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

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

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

Aspects which make up a Group Discussion are:

Verbal Communication

Non-verbal behavior

Confirmation to norms

Decision making ability

Cooperation

Interview Questions

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

15. How do you determine or evaluate success? How will I be evaluated? How often?
16. In what ways do you think you can make a contribution to our company?

POSSIBLE QUESTIONS

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

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DEPARTMENT OF ENGLISH

SUBJECT: PART II ENGLISH III**SEMESTER: III****SUBJECT CODE: 16ENU301****CLASS: II BBA**

UNIT III

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

UNIT III
READING

Introduction to Reading Skill

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

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

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

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

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

Reading with a Purpose

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

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

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

the need of our audience is essential. Pauses while reading are very effective in holding the listeners' attention.

TYPES OF READING

An overview of reading skills and strategies

Two main reading categories

A – ORAL

B – SILENT

1. SKIMMING

2. SCANNING

3. INTENSIVE READING

4. EXTENSIVE READING

SKIMMING

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

Examples of Skimming

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

SCANNING

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

Examples of Scanning

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

EXTENSIVE READING

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

Examples of Extensive reading

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

INTENSIVE READING

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

Examples of Intensive reading

- A bookkeeping report
- An insurance claim
- A contract

RECAP

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

READING TECHNIQUES

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

Seven Reading Techniques or Styles are the following:

Scanning

Skimming

Active Reading

Detailed

Speed

Structure-Proposition-Evaluation

Survey-Question-Read-Recite-Review

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

1. Reading Technique-Scanning

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

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

2. Reading Technique–Skimming

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

3. Active Reading Style

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

4. Detailed Reading

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

5. Speed Reading

Speed-reading is actually a combination of various reading methods. The aim of speed-reading is basically to increase the reading speed without compromising the understanding of the text reading.

Some of the strategies used in speed reading are as follows:

Identifying words without focusing on each letter;

Not to sounding-out all words;

Not sub-vocalizing some phrases;

Spending less time on some phrases than others;

Skimming small sections.

6. Structure-Proposition-Evaluation

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

Studying the structure of the work;

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

Evaluation of the merits of the arguments and conclusions.

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

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

Survey

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

Question

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

Read

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

Recite

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

Review

The reader should review the entire things in his mind.

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

READING COMPREHENSION

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

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

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

What is Reading Comprehension?

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

Without practice in reading comprehension, nuances like these can become lost. And so it can happen that someone may find themselves reading, but not truly comprehending the full meaning of a text. As we can see, reading comprehension involves many processes happening in your brain at once, and thus it can be easy for some aspects of a text to get lost in the muddle. But the good news

for anyone who struggles is that reading comprehension is a skill just like any other. It must be learned through practice, focus, and diligence, but it absolutely can be learned.

Why Reading Comprehension is Important

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

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

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

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

How to Improve Reading Comprehension: 3 Steps

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

Step 1:

Understand and Re-evaluate how you're Currently Reading

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

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

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

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

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

Step 2:

Improve Your Vocabulary

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

If you struggle to understand specific vocabulary, it's sometimes possible to pick up meaning through context clues (how the words are used in the sentence or in the passage), but it's always a good idea to look up the definitions of words with which you aren't familiar. As you read, make sure to keep a running list of words you don't readily recognize and make yourself a set of flashcards with the words and their definitions. Dedicate fifteen minutes two or three times a week to and quizzing

yourself on your vocabulary flashcards. (Note: for tips to help you study your vocabulary, check out our guide to improve studying, including the best way to use flash cards (coming soon!).)

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

Step 3:**Read for Pleasure**

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

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

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

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

Step 4:**Reading Comprehension Tips**

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

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

Few tips to develop reading comprehension**Tip 1:****Stop When You Get Confused and Try to Summarize What You Just Read**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

NOTE MAKING**How to make notes**

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

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

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

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

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

Step 6- Use abbreviations wherever necessary.

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

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

POSSIBLE QUESTIONS

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

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**KARPAGAM ACADEMY OF HIGHER EDUCATION**

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DEPARTMENT OF ENGLISH

SUBJECT: PART II ENGLISH III**SEMESTER: III****SUBJECT CODE: 16ENU301****CLASS: II BBA****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, /ũ/ or /ĩ/, in an unstressed syllable or unstressed word.

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

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

TOP 100 MISSPELT WORDS IN ENGLISH

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

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

HOMONYMS

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

Example: Loose and lose

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

Lose means to suffer a loss or defeat.

Thus, you would write:

Correct: I don't want to lose you.

Wrong: I don't want to loose you.

Loose means NOT FIRM or NOT FITTING.

In this context, you would write,

Correct: My shirt is loose.

Wrong: My shirt is lose.

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

1. Accept

Example: He did not accept your leave application.

Except

Example: Everyone in the room except Rita come out.

2. Access

Example: Please provide your access details.

Excess

Example: An excess of eating is not healthy.

3. Advise

Example: You advise him to continue his further studies.

Advice

Example: Do not ignore doctor's advice.

4. Affect

Example: Smoking will affect your health.

Effect

Example: It was the result of the magnetic effect.

5. Antic

Example: His clown like antic behavior surprised me.

Antique

Example: The showpiece was an antique one.

REPORT WRITING: FORMATTING THE REPORT ELEMENTS

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

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

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

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

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

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

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

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

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

Tips for Good Writing

Here are a few tips for good writing.

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

Use an active voice rather than passive. Active voice makes the writing move smoothly and easily. It also uses fewer words than the passive voice and gives impact to the writing by emphasizing the person or thing responsible for an action. Here is an example: Bad customer service decreases repeat business.

Good grammar and punctuation is important. Having someone proofread is a good idea. Remember that the computer cannot catch all the mistakes, especially with words like “red, read” or “there, their.”

MINUTES OF MEETING

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

Why is it called minutes of a meeting?

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

What's involved with meeting minutes?

There are essentially five steps involved with meeting minutes:

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

Sample of Board Meeting Minutes

Name of Organization

(Board Meeting Minutes: Month Day, Year)

(time and location)

Board Members:

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

Absent: Melissa Johnson

Quorum present? Yes

Others Present:

Exec. Director: Sheila Swanson

Other: Susan Johns, Consulting Accountant

Proceedings:

- Meeting called to order at 7:00 p.m. by Chair, Elizabeth Drucker
- (Last month's) meeting minutes were amended and approved
- Chief Executive's Report:
 - Recommends that if we not able to find a new facility by the end of this month, the organization should stay where in the current location over the winter. After brief discussion, Board agreed.
 - Staff member, Jackson Browne, and Swanson attended the National Practitioner's Network meeting in Atlanta last month and gave a brief extemporaneous presentation. Both are invited back next year to give a longer presentation about our organization. After brief discussion, Board congratulated Swanson and asked her to pass on their congratulations to Browne as well.
 - Drucker asserts that our organization must ensure its name is associated with whatever materials are distributed at that practitioner's meeting next year. The organization should generate revenues where possible from the materials, too.
 - Swanson mentioned that staff member, Sheila Anderson's husband is ill and in the hospital. Motion to send a gift to Anderson's husband, expressing the organization's sympathy and support; seconded and passed.
- Finance Committee report provided by Chair, Elizabeth Drucker:
 - Drucker explained that consultant, Susan Johns, reviewed the organization's bookkeeping procedures and found them to be satisfactory, in preparation for the upcoming yearly financial audit. Funds recommends that our company ensure the auditor provides a management letter along with the audit financial report.

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

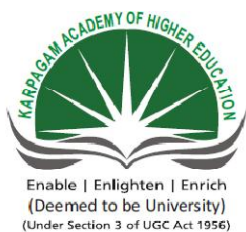
POSSIBLE QUESTIONS

1. What is mean by narrative writing?
2. Explain the features of Report writing.
3. Write your Resume assuming yourself as a MBA graduate with two years of experience in the Banking sector.
4. Narrate your experience in your village temple festival.

5. Give eight suggestions to save our environment.
6. Write a report on a Blood Groping Camp that was conducted in your University recently.

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



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 BBA

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

synonymity

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

Grammar noteExpand

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

synonymity, 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, and Stunning

Fair: Just, Objective, Impartial, Unbiased

Funny: Humorous, Comical, Hilarious, Hysterical

Happy: Content, Joyful, Mirthful, Upbeat

Hardworking: Diligent, Determined, Industrious, and Enterprising

Honest: Honorable, Fair, Sincere, and Trustworthy

Intelligent: Smart, Bright, Brilliant, and Sharp

Introverted: Shy, Bashful, Quiet, Withdrawn

Kind: Thoughtful, Considerate, Amiable, Gracious

Lazy: Idle, Lackadaisical, Lethargic, and Indolent

Mean: Unfriendly, Unpleasant, Bad-tempered, And Difficult

Outgoing: Friendly, Sociable, Warm, Extroverted

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

Strong: Stable, Secure, Solid, And Tough

Unhappy: Sad, Depressed, Melancholy, and Miserable

Lucky: Auspicious, Fortunate

Positive: Optimistic, Cheerful, Starry-eyed, and 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

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

Related forms Expand

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

Dictionary.com Unabridged

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

Cite This Source

Examples from the Web for antonym Expand

Historical Examples

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

Public Speaking

Clarence Stratton

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

English Synonyms and Antonyms

James Champlin Fernald

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

English Synonyms and Antonyms

James Champlin Fernald

British Dictionary definitions for antonym Expand

antonym

/ˈæntənɪm/

noun

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

Derived Forms

antonymous (ænˈtɒnɪməs) 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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KARPAGAM ACADEMY OF HIGHER EDUCATION, Coimbatore -21.

DEPARTMENT OF ENGLISH

CLASS : II BBA

BATCH : 2016-2019

PART II ENGLISH III (16ENU301)

MULTIPLE CHOICE

QUESTIONS UNIT - I

QUESTIONS	CHOICE - 1	CHOICE - 2	CHOICE - 3	CHOICE - 4	ANSWER
Listening comprehension is the _____ in the oral mode.	receptive skill	auditory skill	written skill	cognitive skill	receptive skill
_____ is the foremost important skills in developing communication skill in a person.	listening	speaking	reading	writing	listening
Listening is a _____ activity.	writing	reading	talking	thinking	thinking
Hearing without thinking may not be an effective	writing	reading	listening	speaking	listening
Listening is a _____ way of learning.	practical	theoretical	written	hearing	practical
Listening creates a _____	reader	listener	speaker	artist	listener
Listening and _____ are two different things.	hearing	speech	read	essay writing	hearing
Hearing involves perceiving the _____	music	sound	distractions	noise	sound
Hearing is an _____ activity.	voluntary	leadership	receptive	involuntary	involuntary
Listening comprehension is the receptive skill in the _____ mode.	speaking	written	oral	listening	oral
_____ is more active than just hearing.	listening	speaking	writing	reading	listening
Listening activity is vital in the process of one's acquisition.	knowledge	language	money	wealth	language
_____ is not much different from hearing.	Passive listening	active listening	critical listening	emphatic listening	Passive listening
_____ implies listening with a purpose.	passive listening	evaluative listening	critical listening	active listening	active listening
Active listening implies listening with a _____	function	reason	purpose	effect	purpose
Interactive listening situations include	telephone conversation	face-to-face conversations	interview	colloquial conversation	face-to-face conversations
In _____ listening, the primary concern is to understand a message from someone.	informative listening	critical listening	evaluative listening	passive listening	informative listening
The three variables that impact on the informative listening skills are _____, concentration and memory.	words	diction	vocabulary	meaning	vocabulary

QUESTIONS	CHOICE - 1	CHOICE - 2	CHOICE - 3	CHOICE - 4	ANSWER
Increasing your _____ will support your understanding of messages from people.	vocabulary	words	numbers	diction	vocabulary
In _____ listening, the listener gains pleasure/satisfaction from listening to a certain type of music.	discriminative	appreciative	informative	interactive	appreciative
_____ listening tries to weigh up the speaker.	critical	discriminative	appreciative	informative	critical
_____ listening makes the listener to identify and distinguish inferences or emotions through the speaker's change in voice tone, their use of pause, etc.	emphatic	evaluative	discriminative	critical	discriminative
In _____ listening, the listener tends to listen rather than talk.	evaluative	emphatic	appreciative	discriminative	evaluative
Communication is a _____ process.	one- way	two-way	multi- way	multi- dimensional	two-way
For a successful communication _____ is essential.	interest	language	response	concentration	response
_____ provides a barrier to communication.	language	interruption	writing	speech	interruption
Listening to a foreign language is a _____ process.	multi	single	simple	complex	complex
In listening for specific information students listen for particular information at _____ level.	word	sentence	paragraph	essay	word
_____ makes the students to guess key information.	clues	language	sentence	predicting	predicting
Students listen for groups of words and phrases at sentence level in _____	listening for message	listening for details	listening for meaning	listening for knowledge	listening for details
Listening for specific information includes the _____ of important details.	remember	recognize	recall	retention	recall
Good note taking allows a _____ of relevant points that you can integrate with your own writing.	permanent record	impermanent record	valuable record	effective record	permanent record
Taking reliable, accurate notes also reduces the risk of _____	plagiarism	copying	xerox	printing	plagiarism
Before you start to take notes, _____ the text.	scan	skim	read	memorize	scan
Note taking saves _____	energy	time	money	risk	time

QUESTIONS	CHOICE - 1	CHOICE - 2	CHOICE - 3	CHOICE - 4	ANSWER
Most texts use a range of organizing principles to develop _____	thoughts	meaning	ideas	words	ideas
Make your notes _____ and be selective.	short	long	elaborate	brief	brief
In note taking, use your own _____ to summarize.	language	words	meaning	content	words
One's report should be structured simply with an introduction, body and _____	conclusion	meaning	text	beginning	conclusion
These opening sentences should make up the _____	Second paragraph	middle paragraph	first paragraph	last paragraph	first paragraph
_____ saves time.	plagiarism	note making	note taking	paraphrasing	note taking
_____ listening implies listening with a purpose.	passive	inactive	involuntary	active	active
Speaking is followed by _____ skill.	listening	reading	writing	hearing	reading
_____ comprehension is the receptive skill in the oral mode.	speaking	listening	reading	writing	listening
Listening is a practical way of _____	acquiring	learning	reading	writing	learning
_____ is vital in the process of one's language acquisition.	writing activity	learning activity	listening activity	speaking activity	listening activity
Active listening implies listening with a _____	purpose	ideas	concentration	function	purpose
_____ situations include face to face conversation.	interviewing	teaching	interactive listening	non interactive listening	interactive listening
_____ is non interactive listening	evaluate	criticize	weigh up	concentrate	weigh up
Make your notes brief and _____	long	elaborate	selective	informative	selective
In note taking, use your own words to _____	summarize	paraphrase	convey the ideas	demonstrate	summarize
Listening reflects the auditory capabilities of our _____	ears	brain	mind	consciousness	brain
Listening requires more energy than _____ as it involves receiving and interpreting the information.	speaking	listening	hearing	writing	speaking
When _____ actively, we obtain directions, pay attention to details, solve problems, get to know people, share interests, feelings, emotions, etc.	hearing	writing	listening	speaking	listening
In Listening, a person pays attention to the _____ and intonation of the speaker.	sound	pronunciation	letters	signs	pronunciation

QUESTIONS	CHOICE - 1	CHOICE - 2	CHOICE - 3	CHOICE - 4	ANSWER
The two kinds of listening situations are	audio and video	interactive and non interactive	active and passive interaction	interactive and video	interactive and non interactive
The meaning of the term 'repetition' is	describing	analyzing	implementing	repeating	repeating
The three variables that impact on informative listening skills are vocabulary concentration and	idea	words	meaning	memory	memory
What is essential for a person to understand a message	language	memory	concentration	relaxation	concentration
To become an effective listener, open your and shut your mouth.	eyes	ears	sense	mind	ears

**MULTIPLE CHOICE
QUESTIONS UNIT - II**

QUESTIONS	CHOICE - 1	CHOICE - 2	CHOICE - 3	CHOICE - 4	ANSWER
Greetings are of _____ kinds	three	four	five	two	two
"How are you?" is a _____ greeting	general greeting	greeting in a party	greeting in a business	formal greeting	general greeting
"Good bye" is a _____	introductory remark	greeting remark	fare well remark	official remark	fare well remark
_____ is one of the modes of verbal communication	reckoning	signaing	guesture	speaking	speaking
Speaking is a _____ way of communication	written	oral	worst	non-verbal	oral
Speaking involves _____	litening and reading	reading and writing	litening and writing	reading and speaking	litening and reading
Effective speaking requires	vast knowledge of subject	good stage	good audience	impeccable vecobulary	impeccable vocabulary
Body language is equired for _____	reading	speaking	writing	listening	speaking
The good speaker must be a good _____	reader	leader	writer	listener	listener
Identify the expression of greeting from following	warm greetings!	warm regards!	of course	thank you	warm greetings!
_____ is one of the modal verbs of requisition	could	can't	will	have	could
"May I have your permission to use mobile?" is an example of _____	fomal way of asking request	denying permission	granting permission	informal way of asking prmission	fomal way of asking request
Effective speaking is determined by _____	clap of the litener	th time of speech	pronounciation	feed back of the audience	feed back of the audience
"Hai," is a _____ way of greeting	more informl	informal	formal	more formal	informal
_____ in requests is considered to be more polite	could	shall	can	will	could
"I look forward to seeing you again," is a _____	request	order	advice	fare-well remarks	fare-well remarks
"Be quiet" is _____	an instruction	a request	greeting	parting remarks	an instruction
"Please help me," is _____	an order	an advice	a request	a greeting	a request
"Very well," is a _____	greeting	response	question	order	response
It is good to pick the phone at the _____ ring	first	second	last	fifth	second
Requests in English are usually made in the form of _____	formal questions	informal questions	general questions	objective questions	formal questions
Adding _____ to request makes it more polite	hello	please	of course	must	please
How would you respond to a help request in case you agree to do	sorry	not but	never	of course, I will	of course, I will
How would you ask for a pen?	could I use pen for 15 minutes	pen please	give me the pen	get me the pen	could I use pen for 15 minutes

QUESTIONS	CHOICE - 1	CHOICE - 2	CHOICE - 3	CHOICE - 4	ANSWER
How would you order somebody to close the door	please, close the door	close the door	could you close the door	you may close the door	close the door
Identify the correct expression to deny a help request	I can't	sorry, but	I wont do	I don't do	sorry, but
How would you ask permission to leave earlier?	I want to leave early	I have to go early	I must leave early	can I leave a little earlier today?	can I leave a little earlier today?
How would you deny permission for a request to leave early	yes, you may go	go ahead	sorry, I can't let you	no no, you should stay back	sorry, I can't let you
The model verb _____ may also be used in making polite requests	must	have	shall	might	might
Identify the verb which is not used in offering help	could	would	can	is	is
How you accept a help?	no thanks	you must do it	yes please	I don't bother	yes please
_____ is telling someone how to do something	speaking	helping	writing	instructing	instructing
_____ is very important while telling instructions	concord	language sequence	punctuation marks	verb form	language sequence
How would you offer help to carry a bag?	give that bag to me	I shall carry	can I carry that bag?	you take care of it	can I carry that bag?
Which of the following is not the appropriate word of sequencing while giving instructions?	then	next	lastly	least	next
_____ is very important in telecommunication	speaking politely	putting a call on hold for a long time	rejecting the call	letting the phone ringing endlessly	speaking politely
It is better _____ with a irritate caller	to argue	to disconnect	not to argue	giving a police compliant	not to argue
How would you respond in the event of connecting a call to someone?	call tommorow	he is not here	just a second. I 'll get him	call later	just a second. I 'll get him
Identify the correct expression to finish a phone call	cut the call	thanks for calling	don't call	that is all	thanks for calling
Who plays a vital role in a group discussion?	audience	participants	moderator	sponserer	moderator
Every business caller must be treated _____	lovely	politely	harshly	professionaly	politely
How would you respond to a call to someone?	wrong number	call later	he is not here now	don't know	he is not here now
_____ is considered as an informal expression while beginning a conversation	excuse me	sorry to disturb you	good morning	hai	hai
How would politely you begin a phone call?	Who are you	who is this	who is speaking	good morning	good morning
How would you ask help to type a document	type this	could you please type this	type please	type it	could you please type this
How would you ask permission to get inside a class room?	can I come in?	I want to come in	may I get in	allow me inside	may I get in
How would you respond to a help request in case you deny to do?	never	no no	yes please	sorry i cant	sorry i cant
What is important while asking for help?	saying thanks	politeness	rudeness	showing angry	politeness
_____ is the formal word to ask help	would	was	is	do	would
_____ is the formal word to deny help	never	not	can't	sorry	sorry

QUESTIONS	CHOICE - 1	CHOICE - 2	CHOICE - 3	CHOICE - 4	ANSWER
How would you ask someone to call back?	call later	cut the call now	can you call me back?	don't call	can you call me back?
How would you ask for an appointment?	meet me on Monday	you should meet me on Monday	shall we meet on Monday	can I have an appointment with you Monday?	can I have an appointment with you Monday?
How would you set an appointment with someone?	cant meet	yes	no	Ok. We will meet	Ok. We will meet
_____ type of greetings are normally used while leaving after a meeting	meeting	parting	connecting	responding	parting
"Come on" is _____	a request	a greeting	an order	farewell remark	an order
The expansion of GD is _____	graphics design	great discussion	general discussion	group discussion	group discussion
Group discussion is a _____	an individual activity	an activity of two members	an activity of three members	group activity	group activity
How would you register your opinion in case you agree for a point ?	yeah!	correct correct	yes please	yes I agree	yes I agree
How would you register your opinion in case you deny a point ?	no thanks	you are wrong	change your idea	that is not now how I see it	that is not now how I see it
_____ is what the questioner would usually want to achieve	a lie	out of context response	direct response	distortion	direct response

KARPAGAM ACADEMY OF HIGHER EDUCATION, Coimbatore -21.

DEPARTMENT OF ENGLISH

CLASS : II BBA ENGLISH

BATCH : 2016-2019

PART II ENGLISH (16ENU301)

MULTIPLE CHOICE QUESTIONS UNIT - III

QUESTIONS	CHOICE - 1	CHOICE - 2	CHOICE - 3	CHOICE - 4	ANSWER
The reader should know the _____ reading.	discover	guess	purpose	pleasure	purpose
_____ should guess the meaning of unfamiliar words.	reader	poet	writer	narrator	reader
A good reader should know the writer's _____ in a particular construction.	avoid	intention	information	identity	intention
The reader should vary the _____ of reading according to the purpose of reading	purpose	idea	speed	mouthng	speed
A perfect reader should change the _____ of reading according to the purpose.	style	order	speed	pause	style
If a reader wants to get an idea of the text he/she can _____ through the text.	reader	skim	scan	knowledge	skim
Reader should _____ the text if he/she is searching for a specific information.	skim	read line by line	speed	scan	scan
Faulty habits like pointing at the words with a finger or a pencil should be _____ while reading	avoided	encouraged	mandatory	agreed	avoided
Eye movement while reading is _____	encouraged	scan the text	avoidable	unavoidable	unavoidable
_____ the words mentally should be avoided.	scaning	mouthng	speaking	shouting	mouthng
The reader has to think _____ about the information that is given in the text.	avoid	critically	logically	sequence	critically
Correct _____ is always must to understand reading	puncuatition	purpose	pronunciation	mouthng	pronunciatio n
_____ can retain the attention or even drive away the listener	voice	speed	subject	pause	voice
_____ is essential for reading.	pitch	clarity	voice	speed	clarity
One should learn to read at a _____, which suits the listeners	pitch	pause	pace	clarity	pace
Adjusting the speed according to the need of our _____ is essential	speaker	audience	narrator	writer	audience

QUESTIONS	CHOICE - 1	CHOICE - 2	CHOICE - 3	CHOICE - 4	ANSWER
_____, while reading are very effective in holding the listeners' attention	pause	pace	skim	order	Pauses
_____ is used to quickly identify the main ideas of a text.	scanning	purpose	skimming	dictionary	skimming
Skimming is done at a speed _____ times faster than normal reading.	three to four	four to five	three to five	four to six times	three to four
_____ technique is useful when you are seeking specific information rather than reading for comprehension	scanning	skimming	editing	writer	skimming
_____ works well to find dates, names and places	skimming	reading	scanning	writing	skimming
_____ is a technique you often use when looking up a word in the telephone book or dictionary.	writing	reading	skimming	scanning	scanning
_____ involves moving your eyes quickly down the page seeking specific words and phrases.	skimming	scanning	mouthng	editing	scanning
_____ comprehension includes all of the processes related to deriving meaning from written language.	listening	writing	reading	editing	reading
_____ indicates that there is meaning in texts and that meaning needs to be understood.	logical	lexica;	constructing meaning	Deriving meaning	Deriving meaning
_____ meaning indicates that often readers go beyond the meaning explicitly contained in the text and add to that meaning based on their own experience	Constructing	original	Deriving	lexical	Constructing
_____ includes knowing that written language has meaning and purpose, and that there are conventions in printed language	books	Literacy awareness	listening	sequence	Literacy awareness
_____ skill includes knowledge of the alphabetic code ability to attack and find the meaning of familiar and unfamiliar words	decoding	encoding	organising	applying	a) decoding
_____ decoding is critical for effective comprehension	quick	Fluent	pace	lexical	Fluent
_____ awareness refers to awareness of the sound system of the language.	sound	lexica;	Phonological	Deriving meaning	Phonological
Phonological includes awareness of words that rhyme and alliterate ability to break words into component syllables and component sounds	logical	syllables	accent	tone	syllables
_____ knowledge includes knowing the meaning of words including multiple meanings of ambiguous words.	word	tone	meaning	voice	word

QUESTIONS	CHOICE - 1	CHOICE - 2	CHOICE - 3	CHOICE - 4	ANSWER
_____ structures are the conventional ways in which people organize stories, descriptions, explanations.	logical	Discourse	standard	organising	Discourse
The standard way to organize a story is called _____	narrative discourse structure	story writing	narrative writing	story structure	narrative discourse structure
Reading comprehension also assumes _____ knowledge and an ability to infer meaning from the order of word	tone	syntax	coherence	intonation	syntax
_____ comprehension assumes knowledge about the world that is described in the text.	listening	writing	reading	understanding	reading
Reading comprehension assumes an ability _____-to relate _____ presented in the text .	actions and themes	tone and voice	idea and purpose	intonation	actions and themes
Reading comprehension assumes the ability to hold many units of _____ in mind at one time	theme	information	tone	editing	information
_____ of a text assumes an ability to distinguish between what is important and what is unimportant.	Effective reading	communication	Effective speaking	listening	Effective reading
Reading effectively is an important skill which can be acquired only through_____.	speaking	practice	hearing	comprehend	practice
The book cover of a book gives enough information about the _____ of the book.	content	index	author	review	content
_____ value the activity of reading and takes pleasure in it.	Reader	News reader	Writer	Editor	Reader
Good readers constantly seek to improve their _____ ability	listening	writing	reading	hearing	reading
Practice _____ reading to increase your reading speed.	loud	silent	speed	mouthing	silent
Good readers have confidence in their ability to _____ what they read	read and understand	theme and idea	write and summarize	way of narrative	read and understand
Reading comprehension has many parallels with _____ comprehension.	speaking	writing	listening	effective reading	listening
_____ reading a text, good readers clarify the purpose of reading.	after	before	during	review	before
_____ is facilitated because the reader is oriented to the content of the reading.	author	Idea	Reading comprehension	speaking	Reading comprehension
Reader creates a _____ of what they have read	mental image	essay	review	summary	mental image

QUESTIONS	CHOICE - 1	CHOICE - 2	CHOICE - 3	CHOICE - 4	ANSWER
Reader ____ the parts that they know they did not properly understand. This of course assumes that they are monitoring their comprehension	rewrite	review	revise	reread	reread
After completing a text, good readers try to ____ what they have read to make sure they comprehend it.	overview	summarize	understand	purpose	summarize
Good reader ____ the main points of the text.	listen	write	rewrite	review	review
Perfect reader try to apply the ____ to other domains they are familiar with or to their own experience.	perface	content	publish	practice	content
Reader make ____ about how good the reading was, how much they liked it, whether the reading met its purpose	judgments	summarize	think	practice	judgments
____ is an act of taking in or comprehending written or printed words	editing	hearing	writing	reading	reading
The Reader has to use ____ to read a group of words at one attempt instead of focusing on each individual word.	mouthng	eye span	silence	pencil	eye span
Reading is a complex ____ process of decoding symbols.	cognitive	comprehension	acquisition	developing	cognitive
The process of recording information to be read later is ____.	speaking	reading	writing	communication	writing

KARPAGAM ACADEMY OF HIGHER EDUCATION,
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**MULTIPLE CHOICE
QUESTIONS UNIT - IV**

QUESTIONS	CHOICE - 1	CHOICE - 2	CHOICE - 3	CHOICE - 4	ANSWER
A paragraph is a _____ of related sentences dealing with single topic.	collection	single	selective	idea	collection
What is the meaning of paragraph?	message	short message	idea	invention	short message
A good paragraph contains a topic sentence, _____ to six supporting ideas.	three	two	one	seven	three
Paragraph should be in _____ manner	coherent	single	shattered	one	coherent
Paragraphs length should be adjusted according to the needs and _____ of the readers.	want	requirement	needs	important	requirement
_____ should be avoided in writing paragraph.	deviation	coherence	logic	manner	deviation
_____ shows the logical relationship between the elements of paragraph.	design	attitude	coherence	deviation	coherence
A paragraph begins and ends with _____ focus or major point of discussion.	two	three	one	many	one
An instruction is an _____ given to somebody.	suggestion	order	idea	work	order
While giving instruction _____ form of sentence need to be used.	assertive	Interrogative	conjunction	imperative	imperative
When writing instruction one _____ avoid	verbose	easiness	tough	fast	verbose
_____ sequence is must in giving instruction.	logical	continuous	inter	middle	logical
Narrative writing can be _____	imaginary	scenery	visually	orally	imaginary
_____ writing has to be written in past tense.	descriptive	narrative	compare	cause	narrative
_____ type of writing tells about someone or something.	descriptive	compare	narrative	cause	descriptive

QUESTIONS	CHOICE - 1	CHOICE - 2	CHOICE - 3	CHOICE - 4	ANSWER
Research reports is _____	Present at least a review of the literature, the methods used, the findings and a discussion. They have some common elements but may vary in overall organisational structure.	Typically present a review of the literature, the findings, a discussion and recommendations	Always present recommendations as well as an outline of the methods used and the findings.	Always state the research question or hypothesis and are written in first person to show that the author takes responsibility for the findings.	Present at least a review of the literature, the methods used, the findings and a discussion. They have some common elements but may vary in overall organisational structure.
What kind of information is usually presented in the limitations section of a research report?	An outline of the factors that may have prevented the researcher from conducting more thorough research	An outline of the extent of the research study	An outline of the historical background of the research study	An explanation of the research tools used to gather the data	An outline of the factors that may have prevented the researcher from conducting more thorough research
Jargon is _____	Specialised language and is always inappropriate.	Technical language used within a field and therefore has a place in research reports.	Specialised language and may be appropriate when used between peers but not with people outside the field.	Specialised language and is never appropriate in reports	Specialised language and may be appropriate when used between peers but not with people outside the field.
Which words best describe the writing style that should be used in research reports?	Objective and detached	Personal and critical	Emotive and judgmental	Subjective and detached	Objective and detached
The abstract of the report _____	Is usually written before the rest of the report.	Provides a snapshot of the major section of the entire report.	Is usually several pages in length		Provides a snapshot of the major section of the entire report.
In the methods section of the report, the researcher needs to	Discuss the results of the research	Discuss the theoretical background for the research	Recount in detail the daily research activities conducted during the research process.	Set out in detail how data was gathered and analysed.	Recount in detail the daily research activities conducted during the research process.
Why is it important to identify the primary audience for the research report?	In order to adapt the findings to their liking	In order to bypass undesirable readers	So that the writer can adopt the writing to meet their needs (i.e. in terms of language and level of expertise)	In order to frame the discussion in such a way as to gain most approval for the findings	So that the writer can adapt the writing to meet their needs (i.e. in terms of language and level of expertise)

QUESTIONS	CHOICE - 1	CHOICE - 2	CHOICE - 3	CHOICE - 4	ANSWER
What is presented in the findings section of a research report?	A discussion of the results	The quantitative or qualitative data that was collected	The theoretical foundations for the research study	The methods that were used to collect the data	The quantitative or qualitative data that was collected
What is presented in the discussion section of a research report?	The numerical data that was collected	The reasons for undertaking the study	A comment on the results presented in the findings section	Your plans for future research	A comment on the results presented in the findings section
The conclusion of a research report _____	Can introduce new information.	Must be based only on material presented in the report.	Is the same as the abstract except that it is presented at the end of the report.	Should focus only on the findings of the research.	Must be based only on material presented in the report.
Find the correctly spelt words.	Pessenger	Passenger	Pesanger	Pasanger	Passenger
Find the correctly spelt words.	Foreign	Foreine	Fariegn	Forein	Foreign
Find the correctly spelt words	Ommineous	Omineous	Ominous	Omenous	Ominous
Find the correctly spelt words.	Benefitted	Benifited	Benefited	benefeted	Benefited
Find the correctly spelt words.	Treachrous	Trecherous	Trechealous	Treacherous	Treacherous
Find the correctly spelt words.	Rigerous	Rigourous	Regerous	Rigorous	Rigorous
Find the correctly spelt words.	Bouquete	Bouquette	Bouquet	Boquet	Bouquet
Find the correctly spelt words.	Chancelary	Chancellery	Chancelery	Chancellary	Chancellery
Find the correctly spelt words.	Itinarery	Itinerary	Itenary	Itinary	Itinerary
Find the correctly spelt words	Surveillance	Surveillance	Survellance	Surveilance	Surveillance
Find the correctly spelt words	Comitte	Committee	Committee	Comiittee	Committee
Find the correctly spelt words	Exaggerate	Exeggrate	Exagerate	Exadgerate	Exaggerate
Find the correctly spelt words	Hindrance	Hinderrance	Hindrence	Hinderence	Hindrance
Find the correctly spelt words	Occured	Occurad	Ocurred	Occurred	Occurred
Find the correctly spelt words	Equanimity	Equannimity	Equanimmity	Equinimity	Equanimity
Select the word that belongs in each sentence .We _____ several trucks on the highway.	passed	past	pose	post	passed
The train goes _____ the mountains.	threw	through	throw	thrust	through
_____ your history teacher?	who's	whose	who	when	who's
Is that _____ book?	you're	your	you	yours	your
Returning students can enroll early for _____ classes.	their	there	they're	these	their
your answer is _____!	right	rite	write	wrote	right
Is it _____ late to sign up for the golf tournament?	to	too	two	to do	too
Put your bag _____, on the table in the corner.	there	their	they're	these	there
Telling my grandmother "she is a good cook" is the _____	complement	compliment	complete	compare	compliment

QUESTIONS	CHOICE - 1	CHOICE - 2	CHOICE - 3	CHOICE - 4	ANSWER
He felt honored by the governor's _____ at our graduation ceremony.	presence	presents	present	press	presence
Maria has just completed her _____ semester of college	forth	fourth	four	fore	fourth
The mountain search and rescue team _____ the lost hikers to safety.	lead	led	loved	loud	lead
Report can vary in _____	space	distance	length	lines	length
Instruction can be in _____-types	three	fourth	two	five	two
The types of instruction are _____instruction	oral and writteb instruction	written instruction	guidelines	oral and spoken instruction	oral and written instruction
The word pharagraph is derived from _____	pharagraphy	pragraphe	graphey	graph	pragraphe
can we do it , should we do it a type of _____report	progress report	travel report	feasibity report	lab report	feasibity report
what happened, how did it happened is kind of _____report	accident report	travel report	lab report	progress report	accident report
weekly, monthly, annually given report is _____	travel report	feasibity report	progress report	lab report	progress report
work-travel related reports is called _____	progress report	travel report	lab report	feasibity report	travel report

KARPAGAM ACADEMY OF HIGHER
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DEPARTMENT OF ENGLISH
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PART II ENGLISH (16ENU301)

**MULTIPLE CHOICE
QUESTIONS UNIT - V**

QUESTIONS	CHOICE - 1	CHOICE - 2	CHOICE - 3	CHOICE - 4	ANSWER
Give abbreviation - AC	air cooler	active condition	air conditioner	air controller	air cooler
Give abbreviation - Asst.	associate	assistant	assacinate	assonant	assistant
Give abbreviation - BC	backward class	back community	black community	book collection	backward class
Give abbreviation - CD	computer disk	computer desk	compact disk	compact desk	compact disk
Give abbreviation - FM	familiar model	famous man	frequency monitor	frequency modulation	frequency modulation
Give abbreviation - GM	general manager	genetic man	general man	gentle man	general manager
Give abbreviation - HIV	human immuno virus	human identity virus	human immunodeficiency virus	human innovative virus	human immunodeficiency virus
Give abbreviation - HQ	human quaeters	head quarters	head quality	human quality	head quarters
Give abbreviation - HR	human reason	home research	health requires	human resources	human resources
Give abbreviation - LAN	locality area network	local area network	local air network	local all network	local area network
I didn't _____ what she said.	hear	here	her	she	hear
She held the _____ in her hand.	reigns	rains	reins	rays	rains
She gave him a _____ of mind.	peace	piece	pace	space	peace
They read the poems _____	allowed	aloud	loud	loved	aloud
They have got a _____ at the Ritz.	suit	suite	sweet	shoot	suite
The book is _____ back at the library in two weeks.	dew	due	do	day	due
The cyclist was _____ very fast.	peddling	pedaling	pedding	pudding	pedaling
After standing for an hour in the heat, he _____.	fainted	fainted	painted	faint	fainted
They took blood from my _____.	vain	vein	vane	van	vein
"Could you _____ the orange juice, please?"	poor	pour	paw	pear	pour
Give prefix: _____ behave	de	mis	dis	im	mis
Give prefix: _____ historic	un	in	pre	de	pre
Give prefix: _____ tidy	in	dis	un	lm	un
Give prefix: _____ scope	bio	dia	de	by	bio
Give prefix: _____ curricular	bi	extra	dis	un	extra
Give suffix: argue _____	ness	ment	logue	hood	ment

QUESTIONS	CHOICE - 1	CHOICE - 2	CHOICE - 3	CHOICE - 4	ANSWER
Give suffix:dark ____	ment	ness	less	end	ness
Give suffix:happy ____	less	end	ness	ful	ness
Give suffix:child ____	hood	ness	ful	ly	hood
Give suffix:danger ____	ly	ness	ness	ous	ous
Give meaning for idiom: Hand in hand	on friendly terms	occurring together	working very quickly	without effort	occurring together
Give meaning for idiom:In a nutshell	all at once	in great detail	in a few words	one by one	in a few words
Give meaning for idiom:Pick up on	to collect	to notice	to choose	to tease	to notice
Give meaning for idiom:Draw the line between	make a connection	get to the point	argue for one side	make a distinction	make a distinction
Give meaning for idiom:Carrot and stick	reward and punishment	problems and solutions	good luck and bad luck	advantages and disadvantages	reward and punishment
Give meaning for idiom:Come into play	become relevant	behave badly	have a good time	calm down	become relevant
Give meaning for idiom:Run of the mill	ordinary	unique	complicated	exciting	ordinary
Give meaning for idiom:To take a stab at	to try to do	to criticize	to fail at	to betray	to try to do
Give meaning for idiom:Odds and ends	the final events	strange events	harsh words	various small items	various small items
Give meaning for idiom:No mean feat	an easy task	an important task	a difficult task	a minor task	a difficult task
Fill in the gaps with DO or MAKE: I will ____ a list of the things we need.	do	did	make	made	make
Fill in the gaps with DO or MAKE: The students don't like to ____ quizzes.	do	did	make	made	make
Fill in the gaps with DO or MAKE: She cooks but I ____ the dishes.	do	did	make	made	make
Fill in the gaps with DO or MAKE: The good students always ____ their homework.	do	did	make	made	do
Fill in the gaps with DO or MAKE: The doctor asked me to ____ exercise.	do	did	make	made	do
Give the American equivalent for the given word: lift	elevator	exclator	crane	lifter	elevator
Give the American equivalent for the given word: mobile phone	cell	cellular phone	phone	mobile	cellular phone
Give the American equivalent for the given word: autumn	winter	summer	fall	snow	fall
Give the American equivalent for the given word: biscuits	cookies	burger	bread	butter	cookies
Give the American equivalent for the given word: chips	deep fry	bitter	boils	fries	fries
I hope to ____ my own business one day.	do	did	have	make	do
I don't ____ many hobbies.	do	did	have	make	have

QUESTIONS	CHOICE - 1	CHOICE - 2	CHOICE - 3	CHOICE - 4	ANSWER
My wife usually _____ the bed, rather than me.	does	has	makes	takes	makes
Many countries _____ problems with obesity.	do	did	have	make	have
I _____ a mistake in my IELTS reading last time I took rest.	did	had	made	take	made
Fill in the blanks with noun: Monaco is an expensive _____	biscuit	chocolate	dress	pen	biscuit
Fill in the blanks with preposition: The chair is _____ the table.	in	on	into	onto	on
Fill in the blanks with pronoun: What time is _____?	that	it	this	at	it
Fill in the blanks with conjunction: I loved playing piano _____ I was a little girl.	since	because	and	and so	since
Fill in the blanks with adjective: "A _____ environment," he trenchantly stated, "Is the key."	bad	worst	good	better	good

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.

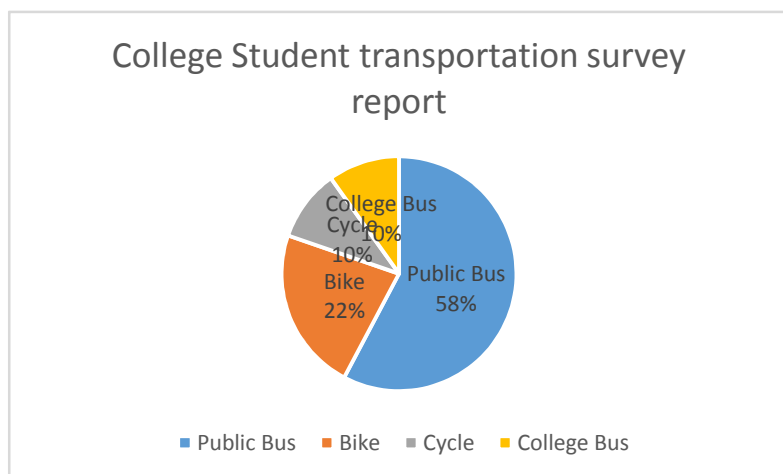
Tries to weigh up the speaker by nod, smiling, asking questions.

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.

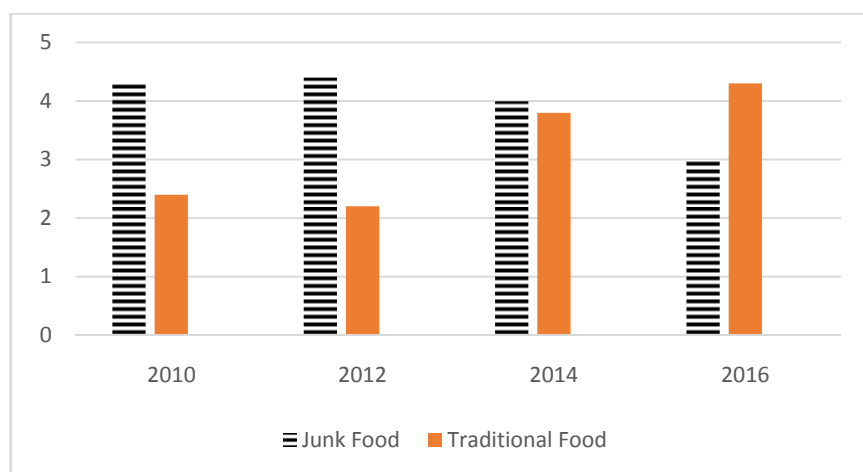
(Or)

- (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.**

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PART II ENGLISH III 16ENU301

DATE:
MAX. MARKS: 50

TIME: 2 HRS

PART A

Choose the correct answer:

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

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

PART B

Answer all the questions:

21. How many types of reading?

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

22. Explain the purpose of reading.

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

23. What are the basics of speaking?

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

PART C

Answer all the questions:

24.a) Elucidate telephone skills.

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

Asking questions when necessary.

(OR)

b) Making request:

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

Rahul : Yes, Mom. Here I am.

Mother: You have to help me.

Rahul : How can I help you mom?

Mother: I want to go to market.

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

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

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

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

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

Mother: No problem. Take it.

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

Mother: we'll go to the market now.

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

Several types of reading may occur in a language classroom.

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

II. Extensive a. skimming b. scanning c. global

(OR)

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

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

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

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

Understand and Reevaluate How You're Currently Reading

Improve Your Vocabulary

Read for Pleasure

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

If You're Struggling, Try Reading Aloud

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

Skim or Read Upcoming Sections of the Text

(OR)

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

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

1. Where do penguins build their nests?

Penguins build their nests on the ground.

2. How do penguins perform parental duty?

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

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

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

4. How are penguin chicks fed?

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

5. By whom are the small penguins attacked?

Big birds will attack small penguins.

6. Write the importance of the passage.

Parental duty of penguins

7. How do the chicks get warm?

Parents crouch over the eggs to keep them warm.

8. Give a suitable title for the passage.

Penguin

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

III 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 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) pragraph** 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