KARPAGAM ACADEMY OF HIGHER EDUCATION

(Deemed to be University Established Under Section 3 of UGC Act 1956)

Coimbatore – 641 021.

LECTURE PLAN

DEPARTMENT OF ENGLISH

SUBJECT NAME: PART II ENGLISH IV **SUB.CODE: 16ENU401**

CLASS: II B.A/B.COM/CA/PA/BPS/CS/BBA **SEMESTER: IV**

S.No.	Duration / Hours	Topics to be Covered
1.	1	Introducing the syllabus and Exam pattern
2.	1	Nature of real life communication
3.	1	Challenges of Speaking
4.	1	Difference between speaking and writing
5.	1	Exercises
6.	1	Characteristics of Spoken Language
7.	1	Interaction Skills and Techniques
8.	1	Exercises
9.	1	Communication strategies
10.	1	Speaking Actives
11.	1	Integrating Speaking Skill with Grammar
12.	1	Exercises
13.	1	Integrating Listening and Speaking Skills
14.	1	Integrating Writing Skill with Grammar
15.	1	Integrating Reading and Writing Skills
16.	1	Exercises
17.	1	Subject and Predicate
18.	1	Punctuation
19.	1	Intonation and Pitch
20.	1	Grammar in Computer Technology
21.	1	Confusables
22.	1	Mispronouncing Words
23.	1	Misunderstood Words
24.	1	Sentence Formation
25.	1	Exercises
26.	1	Exercises
27.	1	Revision
		Total hours planned=27

Reference

file:///D:/English%20IV%2016ENU401/Speaking.pdf

UNIT - II

S.No.	Duration / Hours	Topics to be Covered
1.	1	Introduction to reading
2.	1	Benefits of good Reading Skill
3.	1	Perspective of Reading Skill
4.	1	Importance of Grammar in Reading Skill
5.	1	Exercise
6.	1	Importance of Grammar in Reading Skill
7.	1	Exercise
8.	1	Importance of Reading Speed
9.	1	Techniques for Improving Reading Speed
10.	1	Exercise
11.	1	Critical Reading
12.	1	Critical Reading
13.	1	Exercise
14.	1	Improving Fluency in Reading
15.	1	Exercise
16.	1	Exercise
17.	1	Revision
18.	1	Discussion for CIA II
		Total Hrs. planned - 18 hrs.

Reference
1.The St. Martin's Handbook, Seventh Edition A. Lunsford Andrea ,O'Brien Alyssa. 2011. Oxford University Press, Boston , New York.

UNIT - III

S.No.	Duration / Hours	Topics to be Covered
1.	1	Introduction to the Writing
2.	1	The Art and Craft of Writing
3.	1	Expectations for College Writing
4.	1	Exercise
5.	1	Rhetorical Situations
6.	1	Exercise
7.	1	Exploring, Planning, and Drafting
8.	1	Exercise
9.	1	Revising, and Editing
10.	1	Exercise
11.	1	Developing Paragraphs
12.	1	Exercise
13.	1	Exercise
14.	1	Working with Others
15.	1	Exercise
16.	1	E mail Writing
17.	1	Writing to the World
18.	`1	Exercise
19.	1	Language That Builds Common Ground
20.	1	Exercise
21.	1	Language Variety
22.	1	Exercise
23.	1	Word Choice Dictionaries, Vocabulary, and Spelling
24.	1	Exercise
25.	1	Revision
		Total hrs. planned -25 hrs.

Reference
1.The St. Martin's Handbook, Seventh Edition A. Lunsford Andrea ,O'Brien Alyssa. 2011. Oxford University Press, Boston , New York.

UNIT - IV

S.No.	Duration / Hours	Topics to be Covered
1.	1	Introduction to Media
2.	1	Formal and InformalElectronic Communication
3.	1	Exercise
4.	1	Online Texts
5.	1	Exercise
6.	1	Oral and Multimedia Presentations
7.	1	Exercise
8.	1	Design Writing
9.	1	Exercise
10.	1	Difference between Newspaper and Magazine
11.	1	Newspapers Reading
12.	1	Newspapers Reading
13.		Newspapers Reading
14.	1	Magazine Reading
15.	1	Magazine Reading
16.		Magazine Reading
17.	1	Writing for Newspaper
18.	1	Writing for Magazine
19.	1	Writing for Internet
20.	1	TV and Radio Listening
21.	1	TV and Radio Listening
22.	1	GD on Current Topics
23.	1	Revision
24.	1	Discussion for CIA - II
		Total hrs. planned - 24hrs.

Reference

1.The St. Martin's Handbook, Seventh Edition A. Lunsford Andrea ,O'Brien Alyssa. 2011. Oxford University Press, Boston , New York.

UNIT - V

S.No.	Duration / Hours	Topics to be Covered
1.	1	Planning the project
2.	1	Grouping the students
3.	1	Writing Introduction -Exercise
4.	1	Division I
5.	1	Division I
6.	1	Division I
7.	1	Division II
8.	1	Division II
9.	1	Division II
10.	1	Division III
11.	1	Division III
12.	1	Division III
13.	1	Division IV
14.	1	Division IV
15.	1	Division IV
16.	1	Division V
17.	1	Division V
18.	1	Division V
19.	1	Preparing the final Project
20.	1	Preparing the final Project
21.	1	Preparing the final Project
22.	1	Examining the Project
23.	1	Examining the Project
24.	1	Discussion for End Semester
25.	1	Discussion for End Semester
26.	1	Discussion End Semester
		Total Hrs. planned -26 hrs.

Reference

1.The St. Martin's Handbook, Seventh Edition A. Lunsford Andrea ,O'Brien Alyssa. 2011. Oxford University Press, Boston , New York.

SEMESTER IV

ENGLISH IV (THEORY & PRACTICAL)

(Communication Lab/BEC/IELT) EC-4

(For all undergraduate students admitted from 2016 onwards)

16ENU401

Objective:

To train students in understanding the concepts of communication.
To train students in developing their written communication and presentation skills.

UNIT I: Integrated Skills

Development of speaking, listening and grammar skills.

UNIT II: Advanced Reading Skills

Outcomes include improved reading speed, increased reading fluency and increased

vocabulary.

UNIT III: Advanced Writing Skills

Planning and writing complex tasks

UNIT IV: News and World Affairs

Newspapers, magazines, the Internet, TV and radio are used to develop listening, reading and discussion skills.

UNIT V: Project Work

The class works together to write and produce a group project. This class is particularly useful for building confidence in using English and improving pronunciation.

Suggested Reading:

1. In Business; CUP
2. Oxford Handbook of Writing: St. Martins handbook of Writing
3. Sound Business. Julian Treasure OUP

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UNIT-I

SYLLABUS

> **Integrated Skills** : Development of speaking, listening and grammar skills.

The nature of real life communication

• People communicate because they want to or need to, NOT just to practise the language.

• Focus is on what to be communicated NOT on how to be communicated (ideas vs. language).

• The language that is used is VARIED in grammar and vocabulary, NOT made of a single structure or a few structures and NOT normally repeated over and over again.

What is involved in producing a conversational utterance?

Apart from being grammatical, the utterance must also be appropriate on very many levels at same time; it must conform to the speaker's aim, to the role relationships between interactants, to the setting, topic, linguistic context etc.

The speaker must also produce his utterance within severe constraints; he does not know in advance what will be said to him (and hence what his utterance will be a response to) yet, if the conversation is not to flag, he must respond extremely quickly. The rapid formulation of utterances which are simultaneously 'right' on several levels is central to the (spoken) communicative skill.

Differences between speaking and writing:

• Because the listener is in front of us, the speaker needs to take into account the listener and constantly monitor his/her reactions to check that the listener understands.

• The speaker needs to construct a comfortable interactive structure for the listener (e.g. make clear when he is giving up a turn or in monologue mark the point when he changes topic).

• The speaker does not have the time the writer has to plan, so sentences are shorter and less complex and may contain grammatical and/or syntactical mistakes.

• Because the speaker is speaking in the here and now there is no precise record of what was said; thus there is a lot of recycling and repetition.

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Conditions affecting speech

Ordinary, spontaneous speech takes place under two conditions:

• Processing conditions (i.e. time): Speech takes place under the pressure of time. Time constraints have observable effects on spoken interaction. They affect planning, memory and production. The ability to master processing conditions of speech enables speakers to deal fluently with a given topic while being listened to.

• Reciprocity conditions (i.e. interlocutors): Refer to the relation between the speaker and the listener in the process of speech. Because the listener is in front of the speaker they have to take into account the listener and constantly monitor the listener's reactions to check that the assumptions the speakers are making are shared and that the listener understands what we are saying.

Characteristics of spoken language

The pressure of time affects the language we use in two ways:

• Speakers use devices to facilitate production.

• Speakers use devices to compensate for difficulties.

Facilitation and compensation devices

Facilitation:

1. Simplified structure: Use of coordinating conjunctions or no conjunction at all.

Avoidance of complex noun groups with many adjectives; repetitions of same sentences adding further adjectives.

2. Ellipsis: Speakers omit parts of sentences.

3. Use of idiomatic, conventional expressions called formulaic.

4. Use of time creating devices (fillers and hesitation devices): Common phrases or expressions that are learned and used as whole units rather than as individual words, for example, "How are you?" or "See you later" "by all means". These give the speaker time to formulate what he/she intends to say.

Compensation:

1. Speakers frequently correct what they say, e.g. they may substitute a noun or an adjective for another.

2. Speakers use false starts.

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3. They repeat or rephrase in order to give the listener time to understand and to remind him/her of things that were said. This helps reduce memory load and lighten planning load.

Interaction skills

Routines (information & interaction routines).

• Management skills:

1. Openings.

2. Turn-taking.

3. Interrupting.

4. Topic-shift.

5. Adjacency pairs.

6. Closings.

Some utterances (questions, invitations, apologies, compliments) require an immediate response/reaction from the listener. The utterance and the response are called an adjacency pair.

• Would you like to come for dinner on Friday?

• Yes, I'd love to. (Preferred Answers.)

• I'm terribly sorry but I can't. My brother is visiting us. (Dispreferred reaction).

Getting feedback from your listener:

– Checking the interlocutor has understood.

– Responding to requests for clarication.

– Asking for the interlocutor's opinion.

• Speaking styles.

• These are conventional ways of presenting information. They are predictable and help ensure clarity.

• Information routines are frequently recurring types of information structure either expository (narration, description, instruction, comparison) or evaluative (explanation, justification, prediction, decision).

• Interaction routines are sequences of kinds of turns typically recurring in given situations (telephone conversation, job interview). These turns are organised in characteristic ways.

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Communication strategies

These are valuable for dealing with communication trouble spots (not knowing a word, not understanding the speaker). They enhance fluency and add to the efficiency of communication.

• Message adjustment/avoidance: Saying what you can say rather than what you want to say; altering or reducing the message, going off the point or completing avoiding it.

• Paraphrase: Describing or exemplifying the action/object whose name you do not know.

• Approximation: Using alternative terms which express the meaning of the target word as closely as possible or using all-purpose words.

• Appeals for help.

• Asking for repetition/clarification.

• Giving an interpretive summary: Reformulating the speaker's message to check that you have understood correctly.

Speaking activities in the classroom

• Controlled activities - accuracy based activities. Language is controlled by the teacher.

–Drilling: choral and individual listening to and repetition of the teacher's mode of pronunciation.

• Guided activities: accuracy based but a little more creative and productive. The output is still controlled by the teacher but the exact language isn't.

– Model dialogues.

– Guided role-play.

• Creative communication: fluency based activities. The scenario is usually created by the teacher but the content of the language isn't.

– Free role-plays.

– Discussion.

– Debates.

– Simulations.

– Communication game.

Problems of learners with speaking activities

• Inhibition. Unlike reading, writing and listening activities, speaking requires some degree of real-time exposure to an audience.

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Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism of loosing face, or simply shy of the attention that their speech attracts.

• Nothing to say. Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.

• Lack of interest in the topic.

• Previous learning experience.

• Cultural reasons.

• Low or uneven participation. Only one participant can talk at a time if he or she is to be heard; and in a large group this means that each one will have only very little talking time.

This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

What can the teacher do?

• The teacher must try to overcome these hurdles and encourage student interaction.

The aim should be to create a comfortable atmosphere, where students are not afraid to speak or make mistakes, and enjoy communicating with the teacher and their fellow students.

Techniques to encourage interaction

• Pair-work.

• Group-work.

• Plenty of controlled and guided practice before fluency activities.

• Create a desire and need to communicate.

• Change classroom dynamics.

• Careful planning.

• With certain activities you may need to allow students time to think about what they are going to say.

Using group work to promote interaction

• Group work may increase amount of learner talk in a limited period of time

• It lowers the inhibition of learners who are unwilling to speak in front of the full class

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• Group work means the teacher cannot supervise all learner speech but they learn from each other and develop collaboration skills.

Facilitate speaking activities: easy language

• Base the activity on easy language:

– The level of language needed for a discussion should be lower than that used in intensive language-learning activities in the same class.

– It should be easily recalled and produced by the participants, so that they can speak fluently with the minimum of hesitation.

– It is good idea to teach or review essential vocabulary before the activity starts.

Suggestions to facilitate speaking

• Make a careful choice of topic and task to stimulate interest. On the whole, the clearer the purpose of the discussion the more motivated participants will be.

• Give instruction or training in discussion skills. If the task is based on group discussion then include instructions about participation when introducing it. For example, tell learners to make sure that everyone in the group contributes to the discussion; appoint a chairperson to each group who will regulate participation.

• Give students incentives to use the target language and not resort to their mother tongue.

Characteristics of effective speaking activities

• Learners talk a lot. As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

• Participation is even. Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributions are fairly evenly distributed.

• Motivation is high. Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.

• Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

Choosing topic based activities

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• A good topic is one which learners can relate to using ideas from their own experience and knowledge.

• The topic should also represent a genuine controversy, in which participants are likely to be fairly evenly divided.

• Some questions or suggested lines of thought can help to stimulate discussion, but not too many arguments for and against should be "fed" to the class in advance: leave room for their own initiative and originality.

• A topic-centred discussion can be done as a formal debate, where a motion is proposed and opposed by prepared speakers, discussed further by members of the group, and finally voted on by all.

• A task is essentially goal-oriented: it requires the group, or pair, to achieve an objective that is usually expressed by an observable result, such as brief notes or lists, a rearrangement of jumbled items, a drawing, a spoken summary.

• This result of a task should be attainable only by interaction between participants: so within the definition of the task you often find instructions such as "reach a consensus", or"find out everyone's opinion".

• A task is often enhanced if there is some kind of visual focus to base the talking on: a picture, a graph, a map, etc.

Subject and Predicate

Understanding Subject and Predicate is the key to good sentence writing. The subject of a complete sentence is who or what the sentence is about, and the predicate tells about that subject.

The dog ran.

The dog is the subject of the sentence, because the sentence is telling something about that dog. And what is it telling? It says that the dog ran. So in this example the subject is "dog" and the predicate is "ran."

The dog ran after the cat.

The sentence has more detail, but the subject is still "dog." How can to know that the subject is "dog" and not "cat" since the sentence seems to be about both animals?

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To determine the subject of a sentence, first find the verb and then ask "who?" or "what?" In this sentence, the verb is "ran." So ask, "who ran?" the answer is, "the dog ran." This is how it is understood that "dog" is the subject of the sentence.

Yesterday after lunch the students were complaining about the short recess.

The sentence is telling about several different things: yesterday, lunch, students, and recess. How to know which of those is the subject of the sentence? First find the verb: "were complaining." Next ask, "who were complaining?" And immediately it can be recognized that "the students" are the subject of the sentence. The predicate always includes the verb, and tells something about the subject; in this example, the students "were complaining about the short recess."

The "Understood You"

In some sentences the subject is not so easy to find. Here is an example of a sentence that seems to have no subject:

Go sit down in that chair.

The verb is "go sit," but who is doing that action? The only noun present is "chair" but certainly the chair is not about to "go sit!"

In this sentence the speaker is giving a direct command to another person, and might have said, "You go sit down in that chair." The rule to remember for a sentence that is a command is that if the subject is not named, It can assume that subject is "you."

"There" is Not the Subject

Another example to watch for is a sentence that begins with "there" and has a form of the verb "to be." Even though the word "there" is at the beginning of the sentence, next to the verb, it is not the subject. Find the subject and predicate in this sentence:

There were three different desserts arranged on the table.

First find the verb: "were arranged." Then ask, "who or what were arranged?" The answer is "three different desserts," which is the correct subject.

Simple Subject and Simple Predicate

The subject of a sentence includes the noun or pronoun along with all the words that modify, or describe it. The simple subject is the noun or pronoun all by itself.

The light blue shirt with the colorful pattern was her favorite top.

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In this sentence "shirt" is the simple subject, and all the descriptive words tell us more about that shirt. The subject is "shirt" and all its modifiers (the light blue shirt with the colorful pattern), but the simple subject is simply "shirt."

The predicate of a sentence is based on the simple predicate, which is the verb. All the other words in the predicate tell more about the subject, and some of the words can modify the verb. In the example above, the word "was" is the verb, and therefore it is the simple predicate.

Compound Subject and Compound Predicate

Sometimes a sentence has a compound subject, when there are two or more nouns in the subject:

Bobby and his friends ran outside to play basketball.

The verb is "ran" and we ask, "who ran?" The answer is "Bobby and his friends" which comprise the subject.

A compound predicate includes two or more verbs that relate to the subject:

The little girl picked up her doll and climbed into bed.

The verbs are "picked up" and "climbed." We ask, "who picked up? who climbed?" The answer is the same for both verbs: "the little girl."

Punctuation

The document you are looking at is a textbook, and it is written for people who find punctuation difficult. If you're not too sure where commas ought to go, if you're puzzled by colons and semicolons, if hyphens and apostrophes are something of a mystery to you, then this document is for you.

The document starts at the beginning and assumes no knowledge of punctuation at all. Each punctuation mark is introduced in turn; its proper use is described with the aid of lots of examples; wherever possible I give you some simple rules for checking your punctuation.

The space devoted to each punctuation mark reflects the degree of difficulty that most people have with it. For example, apostrophes and bracketing commas, which between them probably account for about half of all punctuation mistakes, receive a great deal of discussion, while question marks are dealt with much more briefly, since hardly anybody finds them difficult.

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A notable feature of the document is its inclusion of many examples which are badly punctuated. These are always marked with an asterisk (*), and the text explains in each case what is wrong. All of the most frequent punctuation mistakes are treated in this way.

The punctuation described here is the style which is currently the norm in Britain and the Commonwealth. Standard American usage differs in a few respects; in these cases, American usage is also described, but examples of specifically American punctuation are always marked as follows: (A). If you are writing expressly for an American audience, you should follow the American norms.

The document also covers a few topics which are not strictly aspects of punctuation, such as the proper use of capital letters, of contractions and abbreviations and of diacritics. The document concludes by explaining the proper way to handle titles, footnotes, references and bibliographies, and it also covers the punctuation of personal and business letters.

Since many people these days do most of their writing at a keyboard, and especially with a word processor, this document also explains the proper use of italics, boldface, small capitals and the special characters available on a word processor.

The most common punctuation marks in English are: capital letters and full stops, question marks, commas, colons and semi-colons, exclamation marks and quotation marks.

In speaking, we use pauses and the pitch of the voice to make what we say clear. Punctuation plays a similar role in writing, making it easier to read.

Punctuation consists of both rules and conventions. There are rules of punctuation that have to be followed; but there are also punctuation conventions that give writers greater choice.

Punctuation: capital letters (B, D) and full stops (.)

The capital letters are used to mark the beginning of a sentence and full stops are used to mark the end of a sentence:

Example-We went to France last summer. We were really surprised that it was so easy to travel on the motorways.

The Football World Cup takes place every four years. The next World Cup will be held in South Africa. In 2006 it was held in Germany.

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It also used at the beginning of proper nouns. Proper nouns include personal names (including titles before names), nationalities and languages, days of the week and months of the year, public holidays as well as geographical places:

Example:

Dr. David James is the consultant at Leeds City Hospital.

They are planning a long holiday in New Zealand.

Can she speak Japanese?

The next meeting of the group will take place on Thursday.

It is used for the titles of books, magazines and newspapers, plays and music:

'Oliver' is a musical based on the novel 'Oliver Twist' by Charles Dickens.

The Straits Times is a daily English language newspaper in Singapore.

They are performing Beethoven's Sixth Symphony.

In addition to closing sentences, full stops are used in initials for personal names:

G. W. Dwyer

David A. Johnston, Accountant

Full stops are also used after abbreviations, although this practice is becoming less common:

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Arr. (arrival)

etc. (etcetera)

Dr. (doctor)

Prof. (professor)

Question marks (?) and Exclamation marks (!)

Question marks are used to make clear that what is said is a question. When a question mark is used, full stop is not used:

Example:
Why do they make so many mistakes?

A: So you're Harry's cousin?

B:Yes. That's right.

exclamation marks are used to indicate an exclamative clause or expression in informal writing. When we want to emphasise something in informal writing, we sometimes use more than one exclamation mark:

Listen!

Oh no!!! Please don't ask me to phone her. She'll talk for hours!!!

Commas (,)
Commas are used to separate a list of similar words or phrases:

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It's important to write in clear, simple, accurate words.

Example:

They were friendly, more talkative, more open than last time we met them.

We do not normally use a comma before and at the end of a list of single words:

They travelled through Bulgaria, Slovakia, the Czech Republic and Poland.

American English does use a comma in lists before and: We took bread, cheese, and fruit with us.

Commas are used to separate words or phrases that mark where the voice would pause slightly:

I can't tell you now. However, all will be revealed tomorrow at midday.

We had, in fact, lost all of our money.

James, our guide, will accompany you on the boat across to the island.

Separating clauses with commas

When main clauses are separated by and, or, but, we don't normally use a comma if the clauses have the same subject. However, sometimes commas are used if the clauses have different subjects:

They were very friendly and invited us to their villa in Portugal. (same subject)

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It was an expensive hotel in the centre of Stockholm, but we decided it was worth the money. (different subjects)

When a subordinate clause comes before the main clause, commonly a comma is used to separate the clauses. However, it is not always done in short sentences:

Example:

If you get lost in the city centre, please don't hesitate to text us or phone us.

If you get lost just phone us.

When subordinate or non-finite comment clauses are used to give further details or more information, commonly commas are used to separate the clauses:

Example:

You do need to wear a darker jacket, if I may say so.

To be honest, I thought they were very very rude.

Colons (:) and Semi-colons (;)

Colons are used to introduce lists:

Example:

There are three main reasons for the success of the government: economic, social and political.

We also use colons to indicate a subtitle or to indicate a subdivision of a topic:

Life in Provence: A Personal View

Colons are used to introduce direct speech:

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Example:

Then he said: 'I really cannot help you in any way.'

Colon is used between sentences when the second sentence explains or justifies the first sentence:

Try to keep your flat clean and tidy: it will sell more easily.

Semi-colons are used instead of full stops to separate two main clauses. In such cases, the clauses are related in meaning but are separated grammatically:
Example:

Spanish is spoken throughout South America; in Brazil the main language is Portuguese.

Semi-colons are not commonly used in contemporary English. Full stops and commas are more common.

Quotation marks ('…' or "…")

Quotation marks in English are '…' or "…". In direct speech, we enclose what is said within a pair of single or double quotation marks, although single quotation marks are becoming more common. Direct speech begins with a capital letter and can be preceded by a comma or a colon:
Example:

She said, "Where can we find a nice Indian restaurant?" (or She said: 'Where can we find a nice Indian restaurant?')

The reporting clause can be put in three different positions. Note the position of commas and full stops here:

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The fitness trainer said, 'Don't try to do too much when you begin.' (quotation mark after comma introducing speech and after full stop)

'Don't try to do too much when you begin,' the fitness trainer said. (comma before closing quotation mark)

'Don't try to do too much,' the fitness trainer said, 'when you begin.' (commas separating the reporting clause)

When we use direct speech inside direct speech, we use either single quotation marks inside double quotation marks, or double quotation marks inside single quotation marks:
Example:

"It was getting really cold," he said, "and they were saying 'When can we go back home?'"

Jaya said, 'They were getting really excited and were shouting "Come on!"'.

The single quotation mark is used to draw attention to a word. Quotation mark is used in this way when people want to question the exact meaning of the word:

I am very disappointed by his 'apology'. I don't think he meant it at all.

NEW 'WAR' OVER NORTH SEA FISHING PLANS

Quotation marks are used to refer to the titles of books, newspapers, magazines, films, songs, poems, videos, CDs, etc:
Example:

There's a special report all about it in 'The Daily Mail'.

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We can use italics instead of quotation marks for these citations:

There's a special report all about it in The Daily Mail.

Articles or chapters within books, or titles of short stories, are normally punctuated by single quotation marks:

The longest chapter in the book is the last one called 'The Future of Africa'.

Dashes (–)

Dashes are more common in informal writing. They can be used in similar ways to commas or semi-colons. Both single and multiple dashes may be used:
Example:

Our teacher – who often gets cross when we're late – wasn't cross at all. No one could believe it!

Just wanted to thank you for a lovely evening – we really enjoyed it.

Brackets ( )/[ ]

Brackets have a similar function to dashes. They often add extra, non-essential information:

Example:

Thriplow (pronounced 'Triplow') is a small village in the eastern part of England.

Heaton (1978) gives a convincing explanation of how hurricanes are formed (pages 27–32).

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Saying email and internet addresses

Spoken English:

When we speak email and web addresses, we say each word separately. To avoid confusion, we sometimes spell out each letter of a word:

Symbols and typographic conventions

. ---full stop

X.X- decimal point (2.2: two point two)

, -comma

*- asterisk

?- question mark

( ) -parentheses (or round brackets)

!- exclamation mark

[ ]-square brackets (or box brackets)

:-colon

{ }-curly brackets

;-semi-colon

°-degrees (40°: forty degrees)

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" "-double quotation marks

%-per cent

' ' -single quotation marks

&-and (also called 'ampersand')

'-apostrophe

© -copyright

-    hyphen

< -less than

–   dash

>-greater than

+ -plus

@ -at

–   minus

✓ -tick

×--multiplied by (2 × 2: two multiplied by two)

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X-cross

÷ -divided by

(6 ÷ 2: six divided by two)

X_X -underscore (ann_hobbs: ann underscore hobbs)

= -equals

/- forward slash

\ -back slash

Intonation and Pitch

Intonation and Pitch

In speech, intonation is the use of changing vocal pitch (rising and falling) to convey grammatical information or personal attitude.

Intonation is particularly important in expressing questions in spoken English.

In The Intonation Systems of English (2015), Paul Tench observes that "in the last two decades, linguists have been turning to intonation in a much more systematic fashion as a result of discourse studies, and as a result, much more is now known."

Examples and Observations

- "Intonation is . . . important: if the word 'right' is said with the pitch of the voice rising, it is likely to be heard as a question or as an invitation to a speaker to continue, while falling pitch is more likely to be heard as confirmation or agreement." (Peter Roach, English Phonetics and Phonology: A Practical Course, 4th ed. Cambridge University Press, 2009)

- "She had stopped crying and was kneading my back with her hands.

    "'I mean, what the hell? Right?'

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"'Yes. Right.'

"'I mean, why keep waiting? Right?'

"'Right,' she said."

- "We may make two very general observations about the basic meanings of tones: one, that a falling pitch is associated with certainty--specifically, certainty about polarity—and a rising pitch with uncertainty; two, that a lower pitch expresses a meaning that is intensified, implying some additional commitment on the part of the speaker."

The Melody of a Language

"Intonation is the melody or music of a language. It refers to the way the voice rises and falls as we speak. How might we tell someone that it's raining?

It's raining, isn't it? (or 'innit,' perhaps)

We're telling the person, so we give our speech a 'telling' melody. The pitch-level of our voice falls and we sound as if we know what we're talking about.

We're making a statement. But now imagine we don't know if it's raining or not. We think it might be, so we're asking someone to check. We can use the same words--but note the question-mark, this time:

It's raining, isn't it?

Now we're asking the person, so we give our speech an 'asking' melody. The pitch-level of our voice rises and we sound as if we're asking a question." (David Crystal, A Little Book of Language. Yale University Press, 2010)

Speech Cues

"In many languages, including English, intonation can show which parts of utterances are regarded as being background, given, common-ground material, and which parts carry the information focus. Given material in a clause typically has some kind of rising intonation contour, indicating incompleteness—there is something still to come—while the new information that is added is more likely to carry a falling contour, indicating completion. This

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helps to make speech less dependent than writing on ordering." (Michael Swan, Grammar. Oxford University Press, 2005)

Intonation Meanings

"The intonation system of English constitutes the most important and complex part of English prosody. By combining different pitch levels (= unchanging pitch heights) and contours (= sequences of levels, changing pitch shapes) we express a range of intonational meanings: breaking the utterance into chunks, perhaps distinguishing between clause types (such as statement vs. question), focusing on some parts of the utterance and not on others, indicating which part of our message is background information and which is foregrounded, signalling our attitude to what we are saying.

Confusables

Take a look at these two sentences – one of them contains a mistake:

*I **poured over** book after book.*

*We **pored over** the catalogues.*

Are you uncertain which one is right? There are a lot of words in English that look or sound alike but have very different meanings, such as **pore** and **pour** or **flaunt** and **flout**. It's easy to get them confused and most electronic spellcheckers won't be much help in this type of situation: they can tell you if a word has been spelled wrongly but they can't generally flag up the misuse of a correctly spelled word.

List of pairs of words that regularly cause people problems. The words follow the accepted British English spelling. Some of them do have alternative American spellings.

Words	Meaning
accept	to agree to receive or do
except	not including
adverse	unfavourable, harmful
averse	strongly disliking; opposed
advice	recommendations about what to do
advise	to recommend something
affect	to change or make a difference to
effect	a result; to bring about a result

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all together	all in one place, all at once
altogether	completely; on the whole
aloud	out loud
allowed	permitted
assent	agreement, approval
ascent	the action of rising or climbing up
bare	naked; to uncover
bear	to carry; to put up with
berth	a bunk in a ship, train, etc.
birth	the emergence of a baby from the womb
bough	a branch of a tree
bow	to bend the head; the front of a ship
brake	a device for stopping a vehicle; to stop a
break	vehicle
	to separate into pieces; a pause
climactic	forming a climax
climatic	relating to climate
cue	a signal for action; a wooden rod
queue	a line of people or vehicles
defuse	to make a situation less tense
diffuse	to spread over a wide area
desert	a waterless, empty area; to abandon someone
dessert	the sweet course of a meal
envelop	to cover or surround
envelope	a paper container for a letter
exercise	physical activity; to do physical activity
exorcise	to drive out an evil spirit
foreword	an introduction to a book
forward	onwards, ahead
imply	to suggest indirectly

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infer	to draw a conclusion
loath	reluctant, unwilling
loathe	to hate
pedal	a foot-operated lever
peddle	to sell goods
stationary	not moving
stationery	writing materials
titillate	to arouse interest
titivate	to make more attractive
wreath	a ring-shaped arrangement of flowers etc.
wreathe	to surround or encircle
yoke	a wooden crosspiece for harnessing a pair of oxen
yolk	the yellow center of an egg

Sentence Formation

Simple sentences:

A **simple sentence** has only **one clause**:

   The children were laughing.

   John wanted a new bicycle.

   All the girls are learning English.

Compound sentences:

A compound sentence has **two or more clauses**:

   (We stayed behind) and (finished the job)

   (We stayed behind) and (finished the job), then (we went home)

The clauses in a compound sentence are joined by **co-ordinating conjunctions**:

   John shouted **and** everybody waved.

   We looked everywhere **but** we couldn't find him.

   They are coming by car **so** they should be here soon.

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The common coordinating conjunctions are:

and – but – or – nor – so – then – yet

Complex sentences:

A complex sentence has a **main clause** and **one or more adverbial clauses**. Adverbial clauses usually come **after** the main clause:

Her father died when she was very young

Her father died (main clause)

when (subordinating conjunction)

she was very young (adverbial clause)

She had a difficult childhood because her father died when she was very young.

She had a difficult childhood (main clause)

because (subordinating conjunction)

her father died (adverbial clause)

when (subordinating conjunction)

she was very young (adverbial clause).

Some subordinate clauses can come **in front of** the main clause:

Although a few snakes are dangerous most of them are quite harmless

Although (subordinating conjunction)

some snakes are dangerous (adverbial clause)

most of them are harmless (main clause).

A sentence can contain **both** subordinate and coordinate clauses:

Although she has always lived in France, she speaks fluent English because her mother

was American and her father was Nigerian

Although (subordinating conjunction)

she has always lived in France (adverbial clause),

she speaks fluent English (main clause)

because (subordinating conjunction)

her mother was American (adverbial clause)

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and (coordinating conjunction)

her father was Nigerian (adverbial clause).

There are seven types of adverbial clauses:

Common Conjunctions	
Contrast Clauses	although; though; even though; while;
Reason clauses	because; since; as
Place clauses	where; wherever; everywhere
Purpose clauses	so that; so; because + want
Result clauses	so that; so … that; such … that
Time clauses	when; before; after; since; while; as; as soon as; by the time; until
Conditional clauses	if; unless; provided (that); as long as

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Possible Questions

Two Marks

1.Explain Subject

2.Explain Predicate

3.What is a Simple Sentence?

4. What is a Complex Sentence?

5. What is a Compound sentence?

6. Explain the given confusable:

       desert

       dessert

7. Define intonation

8. Explain Dashes (–)

9. Give four techniques to encourage interaction.

10. Write a note on conditions affecting the speech.

Eight Marks

1. Elaborate an essay on Characteristics of effective speaking

2. Write an essay on the obstacles of speaking.

3. Explain punctuation marks with examples.

4. What is sentence formation?

5. Communication strategies- Discuss.

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UNIT-II

SYLLABUS

> **Advanced Reading Skills**: Outcomes include improved reading speed, increased reading fluency and increased vocabulary.

Suggestions for Improving Reading Speed

Improvement of Reading Rate

It is safe to say that almost anyone can double his or her speed of reading while maintaining equal or even better comprehension. In other words, you can improve the speed with which you get what you want from your reading.

The average college student reads between 250 and 350 words per minute on fiction and non-technical materials. A "good" reading speed is around 500 to 700 words per minute, but some people can read 1000 words per minute or more on these materials.

What makes the difference? There are three main factors involved in improving reading speed: (1) the desire to improve, (2) the willingness to try new techniques and (3) the motivation to practice.

Learning to read rapidly and well presupposes that you have the necessary vocabulary and comprehension skills. When you have advanced on the reading comprehension materials to a level at which you can understand college-level materials, you will be ready to practice speed reading in earnest.

The Role of Speed in the Reading Process

Understanding the role of speed in the reading process is essential. Research shows a close relation between speed and understanding—although it is the opposite of what you might expect! Among thousands of individuals taking reading training, in most cases an increase in rate was accompanied by an increase in comprehension, and a decrease in rate brought decreased comprehension with it. It appears that plodding, word-by-word analysis inhibits rather than increases understanding.

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Most adults are able to increase their reading rate considerably and rather quickly without lowering their comprehension. These same individuals usually show a decrease in comprehension when they reduce their rate. Such results, of course, are heavily dependent upon the method used to gain the increased rate. Simply reading more rapidly without actual improvement in basic reading habits usually results in lowered comprehension.

Factors that Reduce Reading Rate

1. Limited perceptual span (word-by-word reading)

2. Slow perceptual reaction time (slow recognition and response to the material)

3. Vocalization (reading aloud)

4. Faulty eye movements (ncluding inaccuracy in placement of the page, in return sweep, in rhythm and regularity of movement, etc.)

5. Regression (needless or unconscious re-reading)

6. Faulty habits of attention and concentration (including simple inattention during the reading act and faulty processes of retention)

7. Lack of practice in reading—use it or lose it!

8. Fear of losing comprehension, causing the person to deliberately read more slowly

9. Habitual slow reading, in which the person cannot read faster because he or she has always read slowly

10. Poor evaluation of which aspects are important and which are unimportant

11. The effort to remember everything rather than to remember selectively

Since these conditions also tend to reduce comprehension, increasing the reading rate by eliminating them is likely to produce increased comprehension, too. This is entirely different from simply speeding up the rate of reading—which may actually make the real reading problem more severe. In addition, forced acceleration may destroy confidence in one's ability to read. The obvious solution, then, is to increase rate as a part of a total improvement of the whole reading process, as special training programs in reading do.

Basic Conditions for Increased Reading Rate

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

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1.   Have your eyes checked. Often, very slow reading is related to uncorrected eye defects. Before embarking on a speed reading program, make sure that any correctable eye defects you may have are taken care of.

2.   Eliminate the habit of pronouncing words as you read. If you sound out words in your throat or whisper them, your reading rate is slowed considerably. You should be able to read most materials at least two or three times faster silently than orally, because you can get meaning from phrases without reading each word individually. If you are aware of sounding or "hearing" words as you read, try to concentrate on key words and meaningful ideas as you force yourself to read faster.

3.   Avoid regressing (rereading). The average student reading at 250 words per minute regresses or rereads about 20 times per page. Rereading words and phrases is a habit which will slow your reading speed down to a snail's pace. Usually, it is unnecessary to reread words, for the ideas you want are explained and elaborated more fully later. Furthermore, the slowest reader usually regresses most frequently. Because he reads slowly, his mind has time to wander and his rereading reflects both his inability to concentrate and his lack of confidence in his comprehension skills.

4.   Develop a wider eye-span. This will help you read more than one word at a glance. Since written material is less meaningful if read word by word, this will help you learn to read by phrases or thought units.

Rate Adjustment

Poor results are inevitable if the reader attempts to use the same rate for all types of material and for all reading purposes. He must learn to adjust his rate to his purpose in reading and to the difficulty of the material. The fastest rate works on easy, familiar, interesting material or in reading to gather information on a particular point. A slower rate is better for material which is unfamiliar in content and language structure or which must be thoroughly digested. The effective reader adjusts his rate; the ineffective reader always uses the same.

Rate may be adjusted overall for an entire article, or internally for parts of an article. As an analogy, imagine that you plan to take a 100-mile mountain trip. Since this trip will include hills, curves, and a mountain pass, you estimate it will take three hours for the total trip, averaging about 35 miles an hour. This is your overall rate adjustment. In actual driving,

however, you may slow down to no more than 15 miles per hour on some curves and hills, while speeding up to 50 miles per hour or more on relatively straight and level sections. This is your internal rate adjustment. Similarly, there is no set rate which the good reader follows inflexibly in reading a particular selection, even though he has set himself an overall rate for the total job.

Reading rate should vary according to your reading purpose. To understand information, for example, skim or scan at a rapid rate. To determine the value of material or to read for enjoyment, read rapidly or slowly according to your feeling. To read analytically, read at a moderate pace to permit you to interrelate ideas.

The nature and difficulty of the material also calls for adjustments in rate. Obviously, level of difficulty depends greatly on the particular reader's knowledge. While Einstein's theories may be extremely difficult for most laymen, they would be very simple and clear to a professor of physics. Hence, the layman and the physics professor will read the same material at different rates. Generally, difficult material will entail a slower rate; simpler material will permit a faster rate.

In general, decrease speed when you find the following:

1.Unfamiliar terminology. Try to understand it in context at that point; otherwise, read on and return to it later.

2.Difficult sentence and paragraph structure. Slow down enough to enable you to untangle them and get accurate context for the passage.

3.Unfamiliar or abstract concepts. Look for applications or examples of your own as well as studying those of the writer. Take enough time to get them clearly in mind.

4.Detailed, technical material. This includes complicated directions, statements of difficult principles, and materials on which you have scant background.

5.Material on which you want detailed retention.

In general, increase speed when you meet the following:

1.Simple material with few ideas which are new to you. Move rapidly over the familiar ones; spend most of your time on the unfamiliar ideas.

2.Unnecessary examples and illustrations. Since these are included to clarify ideas, move over them rapidly when they are not needed.

3.Detailed explanation and idea elaboration which you do not need.

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4.Broad, generalized ideas and ideas which are restatements of previous ones. These can be readily grasped, even with scan techniques.

10 WAYS TO INCREASE YOUR READING SPEED

1. Stop the Inner Monologue

One's inner monologue, also known as subvocalization, is an extremely common trait among readers. It is the process of speaking the words in your head as you read, and it is the biggest obstacle that gets in the way of you being able to increase your reading speed.

If you're hearing voices in your head when you're reading, don't fret. As long as it is your own voice, reading along with you, you're fine. In fact, this is how teachers teach kids to read – say the words silently in your head as you read. Do you recall the instructions, "Read in your head, as I read the passage aloud", that were said fairly often in the classrooms? That is one of the ways in which this habit of having an inner monologue was ingrained into you as a young reader.

When you were initially taught to read, you were taught to sound out everything and read aloud. Once you were proficient enough at that, your teacher had you start saying the words in your head. This is how the habit originated, and most people continue reading this way. It does not adversely affect them in any way, until they start wanting to read at a faster pace. If you are seeking to increase your reading speed, this is the first thing you must learn to overcome.

Why does this slow you down? The average reading speed is pretty much the same as the average talking speed. According to Forbes, the average adult reading speed is 300 words per minute. The average talking speed is the same. Since most people are in the habit of saying the words aloud in their head as they read, they tend to read around the same pace as they talk. This means, your reading speed will only increase so much if you continue to keep up that inner monologue. If you want to continue to increase your reading speed, you need to eliminate it.

To do this, you need to understand one thing: It's unnecessary. You do not need to say every word in your head in order to understand the material you are reading. It was when you are younger, but now you are able to input the meaning from just seeing the words. Your brain still processes the information. For example, when you see a "YIELD" sign, do you actually stop to speak the word in your head? Of course not. You just look at it and process it automatically. This is what you need to be doing when you read your print material, such as books or paperwork.

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If you have a hard time attempting this, try reading with instrumental music playing in headphones or chew on some gum. A distraction will keep your brain less focused on subvocalization, though you will still look at the words and process them.

2. Word–Chunking

Word-chunking closely parallels with the idea of eliminating the inner monologue. This is the act of reading multiple words at once, and is the key to reading faster. All of these reading tips tie together, yet word-chunking is probably the most active tool to use when you work to increase your reading speed.

A person can take in several words at a time, even though we are trained – as mentioned with the inner monologue – to read each word at a time and not miss a single article. Using your peripheral vision is one way to make this step easier, but we will get to that in the next section. For now, focus on trying to read three words with one glance. Continue on down the page like that, taking note of how much faster you complete the entire page of text. You are still able to process and comprehend what you read, but spend far less time doing it.

Now, take that concept one step further. Take a pencil and lightly draw two vertical, parallel lines down your page, separating the text into three sections. Start at the top left of the page as usual, and cover up everything below that line with your hand or a piece of paper. Focus on reading the text in each section as one thing. Chunk the words together, and read them at a glance as you would a road sign. Keep doing this down the page, moving the paper accordingly. You will notice that your speed was faster than before.

Continue with this method until you feel comfortable enough to challenge yourself a bit more.

3. Do Not Reread the Words on the Page

Before we move on to the peripheral vision part – that's the real kicker – you're going to want to make sure you break the habit of rereading the words on the page. If you watch the average person's eyes as they read, you will notice they jump and flit about. They do not just flow evenly back and forth, as they should. This is because the average person – you do this, too – tends to backtrack over words they have already read. This is one thing that prevents you from being able to increase your reading speed.

You most likely do this without even realizing that you are doing it, which makes it a bit of a tricky habit to break out of. The easiest way, even though you may feel a bit childish, is to

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use your finger or bookmark to guide you along. Keep your finger running back and forth across the page, without stopping or going back. Keep tracking the words as your finger continues to make its way down the text. When you get to the end, think about what you read. You did not go back over a single word (I hope!), and yet you still recall what you have read.

4. Use Peripheral Vision

Congratulations! You've made it to the key step that really ties everything together. While this may not be the final step, it's certainly a critical one. Use the techniques from everything above to view and comprehend several words at one time. Instead of chunking in smaller groups of words, try reading one line at a time. This involves looking at the center of the line, and using your peripheral vision to read the rest of it. Scan the page in this manner and, when you reach the bottom, you will find that you still understood what you read, but you did it in record time.

5. Use a Timer

Speaking of 'record time', now is your chance to test yourself and work on how to increase your reading speed each time you read. Set a timer for one minute, reading normally as the time dwindles down. When the timer goes off, note how many pages you have read. The website, WordstoPages, will help you to figure out how many words you have read. Now, combine everything you have learned and repeat the test. Jot down that number, too.

Keep doing this, continuing to beat your previous count each time. Set a daily or weekly goal, and treat yourself when you reach it. Continue with this little game, and you'll be able to increase your reading speed in no time!

6. Set a Goal

Holding yourself accountable will better ensure you stick with your reading and your timer tests. Give yourself a goal of a certain number of pages to read each day/week/etc., and stick to it. When you reach it, treat yourself. Incentive never hurt anyone!

7. Read MORE

The old adage, "Practice makes perfect," is actually pretty darn accurate. Any professional, artist, musician, etc. practices their work regularly. A reader should be doing the same thing. The more you read, the more you will be better at it. The better you are at reading, the more you will increase your reading speed. Theodore Roosevelt read one book before

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breakfast, and then three or four more in the evening. He also read papers and other such pamphlet-style reading material. I'm not sure how long these books were, but I am going to assume they were of average length. Use his obsession as fuel for your own goal.

8. Use a Marker

Do you find your vision slipping and sliding through the page as you read? Not a problem. Simply place an index card below each line, and slip it down as you read. This will ensure you stay at reading one line at a time, rather than flitting your eyes about and taking nothing in.

9. Work on Improving Your Vocabulary

Think about it: You're reading along, and then you run into a word you don't know. Do you skip it? Do you try to figure it out by context? Do you stop to look it up? Whichever course of action you take, you are slowing your time significantly, if not stopping it all together to go and look up the retarding word. If you work on improving your vocabulary, you will know more words. The more words you add to your repertoire, the faster you read. The faster you read, the more you can read. It may be self-evident, but it's important.

10. Skim the Main Points FIRST

Finally, when you're in a real time-crunch and need to get something read by yesterday, take a deep breath and calm down. Open the book, and take some time reading over all the main points. Read the table of contents. Read the subtitles. Read the captions under the diagrams. Get an overall feel for the chapter/section/etc..

Next, read the first paragraph of each main section. Read the last. Read the middle. Think this over in your head, and piece it together. Then, start reading everything else while employing the techniques we have just discussed. You'll retain your information better, as well as your get your reading done faster.

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Possible Questions

Two Mark Questions

1. What are the four basic conditions of reading?

2. What are the factors can decrease the speed of reading?

3. How to improve the vocabulary?

4. What is mean by the Peripheral Vision of reading?

5. What is Word–Chunking?

6. What is mean by Inner Monologue?

Eight Mark Questions

1. Explain the possible suggestions to improve Reading Speed

2. Discuss the the Role of Speed in the Reading Process

3. Explain the factor can Reduce Reading Rate

4. Explain the Four basic conditions of reading with examples.

5. Illustrate the reasons which can decrease the speed of reading.

6. Substantiate the ways to increase the reading speed

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UNIT-III

SYLLABUS

Advanced Writing Skills: Planning and writing complex tasks.

The Art and Craft of Writing

While art is defined by its beauty, craft is defined by its function. The purpose of a writer's craft is to make the writer's written work functional. How does one make a written work functional? Well, what is the purpose of any written work to be read but to be more specific, the purpose of any written work is to be understood. Making a written work more functional entails making it more understandable. It can be accomplished by the proper utilization of grammatical rules and by the proper implementation and spelling of words.

Rhetorical Situations

In brief, "rhetoric" is any communication used to modify the perspectives of others. But this is a very broad definition that calls for more explanation. The academic definition and use of "rhetoric" has evolved to include any situation in which people consciously communicate with each other. In brief, individual people tend to perceive and understand just about everything differently from one another (this difference varies to a lesser or greater degree depending on the situation, of course). This expanded perception has led a number of more contemporary rhetorical philosophers to suggest that rhetoric deals with more than just persuasion. Instead of just persuasion, rhetoric is the set of methods people use to identify with each other—to encourage each other to understand things from one another's perspectives.

Revising and Editing

Revising and editing are the two tasks you undertake to significantly improve your essay. Both are very important elements of the writing process. You may think that a completed first draft means little improvement is needed. However, even experienced writers need to improve their drafts and rely on peers during revising and editing. You may know that athletes miss catches, fumble balls, or overshoot goals. Dancers forget steps, turn too slowly, or miss beats. For both athletes and dancers, the more they practice, the stronger their performance will become. Web designers seek better images, a more clever design, or a more appealing

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background for their web pages. Writing has the same capacity to profit from improvement and revision.

Understanding the Purpose of Revising and Editing

Revising and editing allow you to examine two important aspects of your writing separately, so that you can give each task your undivided attention.

- When you revise, you take a second look at your ideas. You might add, cut, move, or change information in order to make your ideas clearer, more accurate, more interesting, or more convincing.

- When you edit, you take a second look at how you expressed your ideas. You add or change words. You fix any problems in grammar, punctuation, and sentence structure. You improve your writing style. You make your essay into a polished, mature piece of writing, the end product of your best efforts.

Creating Unity and Coherence

Following your outline closely offers you a reasonable guarantee that your writing will stay on purpose and not drift away from the controlling idea. However, when writers are rushed, are tired, or cannot find the right words, their writing may become less than they want it to be. Their writing may no longer be clear and concise, and they may be adding information that is not needed to develop the main idea.

When a piece of writing has unity, all the ideas in each paragraph and in the entire essay clearly belong and are arranged in an order that makes logical sense. When the writing has coherence, the ideas flow smoothly. The wording clearly indicates how one idea leads to another within a paragraph and from paragraph to paragraph.

Creating Unity

Sometimes writers get caught up in the moment and cannot resist a good digression. Even though you might enjoy such detours when you chat with friends, unplanned digressions usually harm a piece of writing.

Mariah stayed close to her outline when she drafted the three body paragraphs of her essay she tentatively titled "Digital Technology: The Newest and the Best at What Price?" But a recent shopping trip for an HDTV upset her enough that she digressed from the main topic of her third paragraph and included comments about the sales staff at the electronics store she visited.

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When she revised her essay, she deleted the off-topic sentences that affected the unity of the paragraph.

Creating Coherence

Careful writers use transitions to clarify how the ideas in their sentences and paragraphs are related. These words and phrases help the writing flow smoothly. Adding transitions is not the only way to improve coherence, but they are often useful and give a mature feel to your essays. Table 7.3 "Common Transitional Words and Phrases" groups many common transitions according to their purpose.

Being Clear and Concise

Some writers are very methodical and painstaking when they write a first draft. Other writers unleash a lot of words in order to get out all that they feel they need to say. Do either of these composing styles match your style? Or is your composing style somewhere in between? No matter which description best fits you, the first draft of almost every piece of writing, no matter its author, can be made clearer and more concise.

If you have a tendency to write too much, you will need to look for unnecessary words. If you have a tendency to be vague or imprecise in your wording, you will need to find specific words to replace any overly general language.

Identifying Wordiness

Sometimes writers use too many words when fewer words will appeal more to their audience and better fit their purpose. Here are some common examples of wordiness to look for in your draft. Eliminating wordiness helps all readers, because it makes your ideas clear, direct, and straightforward.

- **Sentences that begin with**

   There is

   or

   There are

   Wordy: There are two major experiments that the Biology Department sponsors.

- **Revised:** The Biology Department sponsors two major experiments.

- **Sentences with unnecessary modifiers Wordy:** Two extremely famous and well-known consumer advocates spoke eloquently in favor of the proposed important legislation.

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- **Revised:** Two well-known consumer advocates spoke in favor of the proposed legislation.

- **Sentences with deadwood phrases that add little to the meaning.** Be judicious when you use phrases such as *in terms of*, *with a mind to*, *on the subject of*, *as to whether or not*, *more or less*, *as far as…is concerned*, and similar expressions. You can usually find a more straightforward way to state your point. **Wordy:** As a world leader in the field of green technology, the company plans to focus its efforts in the area of geothermal energy. A report as to whether or not to use geysers as an energy source is in the process of preparation. **Revised:** As a world leader in green technology, the company plans to focus on geothermal energy. A report about using geysers as an energy source is in preparation.

- **Sentences in the passive voice or with forms of the verb** *to be*. Sentences with passive-voice verbs often create confusion, because the subject of the sentence does not perform an action. Sentences are clearer when the subject of the sentence performs the action and is followed by a strong verb. Use strong active-voice verbs in place of forms of *to be*, which can lead to wordiness. Avoid passive voice when you can. **Wordy:** It might perhaps be said that using a GPS device is something that is a benefit to drivers who have a poor sense of direction. **Revised:** Using GPS device benefits drivers who have a poor sense of direction.

- **Sentences with constructions that can be shortened. Wordy:** The e-book reader, which is a recent invention, may become as commonplace as the cell phone. My over-sixty uncle bought an e-book reader, and his wife bought an e-book reader, too. **Revised:** The e-book reader, a recent invention, may become as commonplace as the cell phone. My over-sixty uncle and his wife both bought e-book readers.

Choosing Specific, Appropriate Words

Most college essays should be written in formal English suitable for an academic situation. Follow these principles to be sure that your word choice is appropriate. For more information about word choice, see **"Working with Words: Which Word Is Right?"**.

- **Avoid slang.** Find alternatives to bummer, kewl, and rad.

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- **Avoid language that is overly casual.** Write about "men and women" rather than "girls and guys" unless you are trying to create a specific effect. A formal tone calls for formal language.

- **Avoid contractions.** Use do not in place of don't, I am in place of I'm, have not in place of haven't, and so on. Contractions are considered casual speech.

- **Avoid clichés.** Overused expressions such as green with envy, face the music, better late than never, and similar expressions are empty of meaning and may not appeal to your audience.

- **Be careful when you use words that sound alike but have different meanings.** Some examples

  areallusion/illusion, complement/compliment, council/counsel, concurrent/consecutive, founder/flounder, and historic/historical. When in doubt, check a dictionary.

- **Choose words with the connotations you want.** Choosing a word for its connotations is as important in formal essay writing as it is in all kinds of writing. Compare the positive connotations of the word proud and the negative connotations of arrogant and conceited.

- **Use specific words rather than overly general words.** Find synonyms for thing, people, nice, good, bad, interesting, and other vague words. Or use specific details to make your exact meaning clear.

Writing at Work

One of the reasons why word-processing programs build in a reviewing feature is that workgroups have become a common feature in many businesses. Writing is often collaborative, and the members of a workgroup and their supervisors often critique group members' work and offer feedback that will lead to a better final product.

Using Feedback Objectively

The purpose of peer feedback is to receive constructive criticism of your essay. Your peer reviewer is your first real audience, and you have the opportunity to learn what confuses and delights a reader so that you can improve your work before sharing the final draft with a wider audience (or your intended audience). It may not be necessary to incorporate every recommendation your peer reviewer makes. However, if you start to observe a pattern in the

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responses you receive from peer reviewers, you might want to take that feedback into consideration in future assignments. For example, if you read consistent comments about a need for more research, then you may want to consider including more research in future assignments.

Using Feedback from Multiple Sources

You might get feedback from more than one reader as you share different stages of your revised draft. In this situation, you may receive feedback from readers who do not understand the assignment or who lack your involvement with and enthusiasm for it.

You need to evaluate the responses you receive according to two important criteria:

1. Determine if the feedback supports the purpose of the assignment.
2. Determine if the suggested revisions are appropriate to the audience.

Then, using these standards, accept or reject revision feedback.

Editing Your Draft

If you have been incorporating each set of revisions, you have to produce multiple drafts of your writing. So far, all your changes have been content changes. Perhaps with the help of peer feedback, you have made sure that you sufficiently supported your ideas. You have checked for problems with unity and coherence. You have examined your essay for word choice, revising to cut unnecessary words and to replace weak wording with specific and appropriate wording.

The next step after revising the content is editing. When you edit, you examine the surface features of your text. You examine your spelling, grammar, usage, and punctuation. You also make sure you use the proper format when creating your finished assignment.

Editing Your Writing

Grammar

- ✓ Are some sentences actually sentencing fragments?
- ✓ Are some sentences run-on sentences? How can I correct them?
- ✓ Do some sentences need conjunctions between independent clauses?
- ✓ Does every verb agree with its subject?
- ✓ Is every verb in the correct tense?
- ✓ Are tense forms, especially for irregular verbs, written correctly?
- ✓ Have I used subject, object, and possessive personal pronouns correctly?
- ✓ Have I used who and whom correctly?

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- ✓ Is the antecedent of every pronoun clear?

- ✓ Do all personal pronouns agree with their antecedents?

- ✓ Have I used the correct comparative and superlative forms of adjectives and adverbs?

- ✓ Is it clear which word a participial phrase modifies, or is it a dangling modifier?

Sentence Structure

- ✓ Are all my sentences simple sentences, or do I vary my sentence structure?

- ✓ Have I chosen the best coordinating or subordinating conjunctions to join clauses?

- ✓ Have I created long, over packed sentences that should be shortened for clarity?

- ✓ Do I see any mistakes in parallel structure?

Punctuation

- ✓ Does every sentence end with the correct end punctuation?

- ✓ Can I justify the use of every exclamation point?

- ✓ Have I used apostrophes correctly to write all singular and plural possessive forms?

- ✓ Have I used quotation marks correctly?

Mechanics and Usage

- Can I find any spelling errors? How can I correct them?

- Have I used capital letters where they are needed?

- Have I written abbreviations, where allowed, correctly?

- Can I find any errors in the use of commonly confused words, such as *to/too/two*?

Formatting

Remember to use proper format when creating your finished assignment. Sometimes an instructor, a department, or a college will require students to follow specific instructions on titles, margins, page numbers, or the location of the writer's name. These requirements may be more detailed and rigid for research projects and term papers, which often observe the American Psychological Association (APA) or Modern Language Association (MLA) style guides, especially when citations of sources are included. To ensure the format is correct and follows any specific instructions, make a final check before you submit an assignment.

Exploring, Planning, and Drafting.

a. Exploring a topic:

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Although it seems so trivial that people always tend to forget about it, it is crucial for us to always brainstorm about the picture/the structure of our essay. Once you get the general map about what you are writing, you process of composing will be smooth and easy.

The steps are elaborated as follows:

Brainstorming:

It shouldn't take a long time, just spend five to ten minutes to think about what are the possible topic/points you can emphasize or even expand.

Free writing:

"Free writing is a method of exploring a topic by writing about it for a period of time without stopping." Just like what WOVEN text points out, free writing is a process that "automagically" provokes the insights and ideas. You may not use very much of what you are free writing about, however, the potentials it provides is very essential and important.

Looping:

Free writing -- summarize the intriguing idea in one sentence -- think about more ideas, to back up the statements, or to expand the topic -- repeat the process

Keeping a journal:

Writers always don't get all the ideas at one time, it will be extremely helpful for you to jot down the ideas and thoughts when they come up in your mind randomly. If possible, create a map of your main points will help you to "logicalize" your ideas so that you can make sure you articulate them very well.

Asking questions:

Another basic strategy for exploring a topic and generating ideas is simply to ask and answer questions. Asking and answering just basic questions will help you articulate the statements for one more time.

b. Narrowing a topic:

After exploring ideas, you may have found a topic that interests you and would also be interesting to your audience. Due to the words limit or time limit, the topic, however, may be too large to be manageable. If this is the case, narrow your topic in order to focus on a more workable idea. In my own perspective, always try to weigh each of your statements first -- to see to what degree are that closely related to the topic, and then, seek out how much back up

statements you can use in order to let the audience fully understand what you are trying to persuading or elaborating.

c. Drafting a Working Thesis:

A working thesis should have two parts: a topic part, which states the topic, and a comment part, which makes an important point about the topic. A thesis states the main idea of a piece of writing. Most kinds of college writing contain a thesis statement, often near the beginning, which functions as a promise to readers, letting them know what the writer will discuss. Though you may not have a final thesis when you begin to write, you should establish a tentative working thesis early on in your writing process. The word working is important here because the working thesis may well change as you write. Even so, a working thesis focuses your thinking and research and helps keep you on track.

d Gathering Information:

Basically, you can do three kinds of research to support your thesis: library research, which includes books, periodicals, and databases; online research, which gives you access to texts, visuals, and people on the Internet; and field research, which includes personal observation, interviews, surveys, and other means of gathering information directly.

Writing often calls for research. An assignment may specify that you conduct research on your topic and cite your sources. Or you may find that you don't know enough about your topic to write about it effectively without doing research. Sometimes you need to do research at various stages of your writing process early on, to help you understand or define your topic, and later on, to find additional examples and illustrations to support your thesis. Once you have developed a working thesis, consider what additional information you might need.

Developing Paragraphs

- <u>Unity</u>
- <u>Coherence</u>
- <u>Adequate Development</u>
- <u>Topic Sentences</u>

A paragraph is a collection of sentences which all relate to one main idea or topic. Effective paragraphs have four main characteristics: a topic sentence, unity, coherence, and adequate development. Each of these characteristics is discussed below.

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Unity

Unity refers to the extent to which all of the ideas contained within a given paragraph "hang together" in a way that is easy for the reader to understand. When the writer changes to a new idea -- one which is not consistent with the topic sentence of the paragraph the writer should begin a new paragraph. Unity is important because it aids the reader in following along with the writer's ideas. The reader can expect that a given paragraph will deal only with one main topic; when a new paragraph begins, this signals that the writer is moving on to a new topic. Consider the following example. Note that there are two main ideas presented in this paragraph. The topic sentence indicates that the paragraph will deal with the subject of "employees' attitudes," but the paragraph shifts unexpectedly to the topic of "management's attitudes." To achieve unity in this paragraph, the writer should begin a new paragraph when the switch is made from employees to managers.

Coherence

Coherence refers to the extent to which the flow of ideas in a paragraph is easily understood by the reader. For this reason, coherence is closely related to unity. When a writer changes main ideas or topics within a paragraph, confusion often results. To achieve coherence, then, a writer should show how all of the ideas contained in a paragraph are relevant to the main topic. Consider the example below. In this paragraph, the writer begins with the topic of job-skills courses, but veers off onto the topic of algebra and history before returning to the subject of courses on employment. As a result, the paragraph is disjointed and difficult to understand.

Adequate Development

A paragraph is adequately developed when it describes, explains and supports the topic sentence. If the "promise" of the topic sentence is not fulfilled, or if the reader is left with questions after reading the paragraph, the paragraph has not been adequately developed. Generally speaking, a paragraph which consists of only two or three sentences is under-developed. A good rule of thumb to follow is to make sure that a paragraph contains at least four sentences which explain and elaborate on the topic sentence.Consider the paragraph below. The topic sentence promises to discuss "several" points of comparison and contrast between leadership and management, but the remainder of the paragraph falls short of fulfilling this

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promise. Only one point of comparison is raised, and this point is left unexplained. Several questions remain unanswered.

Topic Sentences

Beginning a paragraph with a topic sentence is one of the best ways to achieve clarity and unity in one's writing. The function of a topic sentence is to describe what the paragraph will be about, such that the reader has clear expectations about what will follow. An effective topic sentence typically contains only one main idea. The remainder of the paragraph then develops that idea more fully, offering supporting points and examples. After reading a topic sentence, one should be able to anticipate the type of information contained in the rest of the paragraph. If the remainder of the paragraph does not fulfill the "promise" of the topic sentence, the paragraph will lack unity, coherence and adequate development.

Critical Thinking and Argument

What is Critical Writing? • Learning how to present an effective argument – This means learning to present your reasoning and evidence in a clear, well structured manner (just as the writers of the texts you've read have had to present their ideas) – Different formats (e.g. essay, report, dissertation, projects etc.) mean that argument is presented in different ways but will always lead to a logical conclusion • Critical writing is a process that involves using a range of writing skills as well as personal qualities – Most people find critical writing a challenge It takes time to become skilled and confident – It can feel messy and frustrating at times – but also creative

Concise Writing

1. Start sentences with the subject.

This is both a grammatical point and a content point. Grammatically, the 'subject' is the noun in the sentence that does the verb.

Starting sentences with the subject makes your writing clearer because it's obvious right up who or what the sentence is about.

2. Use the active verb.

Verbs are tricky. It can be used to avoid doing anything at all, and the verbs should suggest action and turn them into passive forms.

The passive voice can invert the sentence, and make the object the start of the sentence.

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The passive voice should only be used in situations where there is no causality or agency (the subject isn't making things happen or making choices).

3. Get rid of adverbs and reduce your adjectives.

Stephen King in his wonderful On Writing includes a diatribe against adverbs.

Adverbs … are words that modify verbs, adjectives, or other adverbs. They're the ones that usually end in -ly. Adverbs, like the passive voice, seem to have been created with the timid writer in mind. …

Use as few adverbs as possible.

Adjectives in academic writing are often used in the place of evidence. Replace them with quantities, data, dates, quotes.

4. Use the shortest form of the word.

Why say 'utilise' if you mean 'use'? Why say 'conceptualisation' if you mean 'concept'? The Senator promulgated his victory after the ultimate collection of democratic choices had been enumerated.

The Senator declared victory after the last batch of votes was counted.

5. Use the shortest form of a phrase.

There are lots of stock phrases that we use to connect sentences, to signpost and to pad our writing. Use 'However' in preference to 'On the other hand'. Use 'how' in preference to 'the ways in which'.

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Possible Questions

Two Mark Questions

1. What is the Art and Craft of Writing?

2. What is Rhetorical Situations?

3. What is the Purpose of Revising in effective writing?

4. What is the Purpose of Editing in effective writing?

5. How the Unity and Coherence will help in effective writing?

6. Explain the use of "Identifying Wordiness" in effective writing.

7. Explain the Clear and Concise writing?

8. How to choosing Specific and Appropriate words for writing a paragraph?

9. How to editing the Draft?

10. Explain the Sentence Structure with examples

11. How Punctuation is helping in meaningful writing?

12. How to format the writing?

13. Explain the process of Exploring, Planning in writing?

14. Explain the process of Drafting

15. What is mean by Brainstorming?

16. What is Free writing?

17. How to narrow a topic for writing?

18. How to gather information for writing

19. How to develop the Paragraphs?

20. Explain the Unity and Coherence of writing.

21. What is mean by Topic Sentences?

22. What is mean by Concise Writing?

23. How the critical thinking and argument skills will help in writing effectively?

Eight Mark Questions

1. Rhetorical Situations – Explain in detail with examples.

2. Illustrate the Purpose of Revising and Editing in effective writing.

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3. Effective Writing is made by Unity and Coherence - Discuss

4. Substantiate the Clear and Concise writing with suitable examples.

5. Explain the ways of editing the Draft.

6. Write an essay explaining the role of Punctuation in meaningful writing.

7. Elucidate the Formatting of writing in your own words.

8. How to develop the Paragraphs for effective writing?

9. Explain the process of Exploring, Planning and Drafting in writing?

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UNIT-II

SYLLABUS

News and World Affairs: Newspapers, magazines, the Internet, TV and radio are used to develop listening, reading and discussion skills.

Improving English Skills by Reading Newspapers

Newspaper articles are written clearly and directly, making them perfect for language learning. The language used in newspaper is a day to day language. Reading English newspapers can help students learn a lot of vocabulary, raise reading skills and increase reading speed because the contents of the English newspapers are rich and vivid. Moreover, the language of the English newspapers is a very authentic one which students can use in their daily conversations. Besides, English newspapers help students to enjoy reading, based on their interests. So, the English newspapers can be learners" personal English classroom and can help students acquire higher level of proficiency in English.

The following research questions are designed to streamline of the study. Despite news being disseminated through television, radio and the internet, a newspaper provides a comprehensive and in-depth analysis of news items and newspapers are preferred by many. Reading the printed word also goes a long way in improving communication skills, It is also a platform to develop and synergize a thought process. Social and economic development of the country can happen, only if the youth are aware and well-informed. By reading English newspapers students can have knowledge about their country as well as about the world. Again, reading English newspapers widens students" outlook and enriches their knowledge. Reading English newspapers can be supplementary to texts books. Students who want study and learn outside of their syllabus can read English newspapers regularly. They can enjoy reading the articles which they like most. Besides, reading English newspapers is very helpful for learning new words, idioms phrases and sentence structures. It also helps them to learn how to take out the meaning of the sentences.

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Tips to be followed to improve your English by reading English Newspapers:

1. Firstly, you must select a newspaper which suits you better. Reading the standard newspapers in the initial stage is rather difficult one, so select the newspaper that uses simple language and simple words.

2. Select two or three articles and note down difficult words and learn their meanings with the help of a standard dictionary.

3. While going through the sentences observe very carefully how they are written.

4. Guess the meaning of the words that you don't understand. Don't refer to a dictionary immediately.

5. Try to use the words and sentences/expressions that you read in the newspapers in your day-to-day conversations with different people.

6. Make it a regular habit of reading English newspaper every day. You will not witness much progress if you give up this habit.

7. Although it is a newspaper don't read it like that; instead read the newspaper of English just like one of your academic subjects.

8. Keep a pocket note book and enter the new words and expressions that you learn every day by reading newspapers of English.

9. Revise the new words and expressions that you have learned at least twice in a month. Even if you have forgotten them, this kind of revision will help you to recollect them again.

10. By reading more and more the English newspapers you will also get command over writing skill also with in no time. Make an attempt to write your views and feedback to the Editor.

11. One more important advantage that you will get by reading English newspapers regularly is your grasping power will be developed and as a result of this, your reading skills will automatically be improved.

12.You can participate in JAM Sessions, Debates and in Group discussions easily and effectively by reading English newspapers regularly because already you have started gaining more knowledge in terms of vocabulary, information and above all the formation of sentences.

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Improving English Skills by Watching Television

For years we have been led to believe that watching television while studying, or instead of studying, will rarely lead to any academic gain. It comes as a delight to some students to know that this belief has been somewhat turned on its head because watching television can assist some students of non-English speaking backgrounds to learn and develop confidence in speaking the English language. Television can enhance the learning that occurs through a course at an English language school. Australia is home to many respected and credible training institutions.

Because many people want to learn English, television programs offer one way to pick up conversational English skills and new words. However, the process of learning to speak English requires a student to be far more active than simply turning on the TV and watching. Unfortunately, English language will not be automatically added to your vocabulary through passive activity. It is possible to add new phrases and words to your vocabulary by watching TV. By memorizing, practicing and applying new phrases and words, confidence grows and a person becomes more adept at using words and phrases in context. No matter what method you employ to try to improve your English, it is critical that you put the knowledge and skills into practice by speaking. This means that in order to become a more proficient speaker, you must speak in English as often as possible.

Active and passive vocabulary:

The act of watching television has the potential to assist you to improve your English but rarely will any improvement be noticed until you begin to work on your active and not just your passive vocabulary. It is important to distinguish the difference between active and passive vocabulary:

Passive vocabulary is the words you can recognise but have little or no skill in using because you lack practice in using those particular words and phrases.

Active vocabulary relates to the range of words you speak and use. These words tend to be used many times over and spoken when engaging in conversations with others.

Although watching television can certainly improve your ability to understand English (passive vocabulary), it will only help with your conversational skills if effort is made to practise the words learned and use them in conversation.

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Tips to be followed to improve your English by watching Television:

1. Keep a notepad and pen with you. Write down the words and phrases that you hear and wish to develop confidence in using (no more than 7 per day).

2. Resist the temptation to translate these words into your first language. Doing so can slow your progress and, from a learning perspective, it is far more beneficial to describe or explain them using

3. English words, no matter how simple they may be. It is also important to try to record the context in which a word or phrase was used. This can have numerous advantages when using the word(s) yourself.

4. Consider using the subtitles feature of your television. Of course the idea is not that you will just read the subtitles, but will really listen to the dialogue. The benefit of using subtitles is that they can help you to more quickly understand what is being said, particularly if there is a lot of action occurring in the background.

5. Similarly, slang words and expressions can sometimes make it more difficult to interpret what is being said. If you can do without the subtitles of a particular film or program, keep them off, but if you struggle with the language used and words delivered at a fast pace, subtitles can be helpful.

6. By watching television or a film, you are likely to have acquired a number of new phrases. Experts recommend that you concentrate on learning 7 new phrases per day as slow but thorough expansion of vocabulary tends to have the longest and most successful result.

7. If you practise and repeat these words and phrases out loud each day, you are bound to notice improvements in the ways you use – and your confidence with – the English language.

8. When a person is more confident and experienced, reality TV shows are a good idea because they feature more colloquial and less formal language delivered at a faster pace.

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Improving English Skills by Internet

While access to current English books or newspapers may not be easy, you can always use the internet to find content on almost any topic. Practise your English language learning by reading books or newspaper articles, listening to the radio or podcasts and by watching streaming videos of TV and film. Internet is an enormously useful source for studying English. You can improve your language skills by asking language-related questions on Quora, writing on Medium, joining English learning forums, Using social media is also an easy, fun and effective way to get more exposure to English language. Here is a quick guide to get you started learning English on Facebook, Instagram & Twitter – the world's 3 most popular social media websites.

A classroom without walls

You can use the internet to shape your language studies. If you're learning English to go on holiday, for example, you can look up detailed information about the place that you'll be visiting. Or if you're learning English for your career, you can find out more about the sector you work in, including common words and phrases, and industry-specific terminology.

Open culture

One of the biggest advantages of using the internet to support your language learning is how much it can help you understand the culture of another country. This is especially true when it comes to watching video online. Watching the news, including sports coverage, or popular TV shows can help you see the world through the eyes of another country and give you an insight into how its culture differs from your own.

Real-time communication

But perhaps the most exciting opportunity that the internet presents English language learners is the ability to communicate in real-time with native speakers. Using video calling, instant messaging and online forums means you can join in live conversations and debate – a superb way to practise your spoken and written English.

Let's Improve Our English by Listening!

There are two ways you can approach using the Internet to improve your English: you can either find English language lessons in the medium that fits you best, or learn by surrounding yourself with as many examples of English as possible. So, if you want to improve your English by listening, you can look for podcasts and other audio material. As for podcasts, BBC's "The

English We Speak" and the British Council's podcasts are probably the best on the Internet. Still, they are not the only good ones out there—Voice of America has a podcast as well, and podcastsinenglish.com is a website that's also worth attention. If you're not looking for lessons but want to listen to people speak English, there are plenty of online radio stations where you can listen to the language as it's being used by native speakers. Better yet, you can head over to LibriVox and listen to their audio renderings of public domain books.

Improving Our English by Reading!

Blogs that deal with the English language, websites that host grammar handbooks, and dictionaries and thesauri are all great resources for improving your English. If you want lessons in English that you can read, many podcasts about learning English also come with written material. But the real fun starts when you go out on the web and start reading the news in English, start following blogs that cater to your interests, and start reading ebooks in English. If you haven't already, you should check out Project Gutenberg, a place where you can find free public domain ebooks. You might also make a point to read a media outlet that prides itself on good writing, like The New Yorker. And if you really want to test yourself, you should look into Squirt, a website that lets you read web pages one word at a time at adjustable speed.

Improving Our English by Writing!

If you want to improve your English skills by writing and you want the Internet to help you, tools like Grammarly can be invaluable to you. Most word processors also have their own spelling checkers, which can be useful, but specialized apps are better because they can give you grammar improvement suggestions and explanations. You can also start a blog, contribute to existing blogs, or join forums and message boards. The real fun begins when you find a pen pal or someone to chat with online. We'll get to that in a moment.

Improving Our English by Speaking!

MyLanguageExchange.com is a website that connects people who want to practice newly learned languages with native speakers. It helps you find people you can exchange emails with, text chat, or speak over Skype. Conversationexchange.com is a similar website, and there's always the HelloTalk smartphone app that lets you connect with native speakers in your area. The true power of the Internet is in allowing people to connect, so when you want to find a person you can talk to and improve your English, the Internet will provide.

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USING SOCIAL NETWORKS TO IMPROVE YOUR ENGLISH

Today, learning English involves much more than studying a textbook, doing tests, and putting dictums into practise. With the advent of the Internet and its attendant technology, hosts of options exist for improving your English skills. These options involve interacting with others online via social networks - communicating in order to learn about other cultures, have fun, and to learn English at the same time. Social networks are a relatively new phenomenon. Geocities was one of the web's first social networking sites. They began in 1994. In 1997, AOL Instant Messenger launched. In 2003, MySpace launched, with Facebook following in 2004. Next up was Twitter in 2006. Come 2008, Facebook overtook MySpace as the leading social networking site, and now we have the elusive and mysterious Google +.

People are increasingly conversing online using diverse social sites. They enjoy the immediacy and convenience of engaging in discourse any time, any place, anywhere. Let's look at a couple of the most popular social networking opportunities available to you for improving your English.

Twitter

Twitter is a social networking site that demands precision of expression. Why is that? It's because each post or "Tweet" you can make is limited to 140 characters. Therefore, you must be concise in your messaging. As a micro-blogging service, Twitter asks the question "What's happening?" With Twitter, you let others know what you're doing. You can immediately update others on the latest about you and your interests, and with only 140 characters available per message, you're forced to choose your words carefully and to convey your message clearly. This is excellent for improving your English as you eliminate unnecessary words. Like writing poetry, you choose the best words to communicate with. Twitter does not afford you the luxury of rambling on about a topic. With Twitter, you send your Tweets to your Friends or Followers, and you can Follow other people who interest you, and read their Tweets, which are also short. In this way Twitter helps you improve your English reading skills too. You can read a variety of short messages on a myriad of subjects. In this way, you learn new words, turns of phrase, and jargon, which all helps you build your English vocabulary.

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Facebook

Facebook is a social networking service whereby users can create a personal profile, add other users as friends, and exchange messages. This includes automatic notifications when they update their personal profile. Facebook users can also join common-interest user groups that they find useful. In a nutshell, Facebook is a web portal for keeping in touch with others. You choose whom you allow to access your Facebook pages. You can post text, pictures, images, video, and music on your Facebook page. You can use a "Wall", which other members can use in order to text each other messages. In addition to text, messages can also contain photos, videos, music and links to other websites. Again, this is an excellent mechanism for building your English skills. You gain English writing experience through composing your various messages. You are not limited to 140 characters, and so you can be elaborate a bit more with your messaging.

Facebook also builds your English reading skills. You can read an assortment of messages from those whom you allow into your pages. This diversity of messages means you can learn new words from people all over the world, depending on your list of friends. Some may write extended messages, giving you the opportunity to study their way with words, as well as their word choice. Facebook exposes you to a significant selection of writing (text) in which to build your English skills.

You can follow the Learn English Network on Facebook.

Skype

Skype is a computer software application that allows users to make voice calls over the Internet. Calls to other users of the Skype service are free. Calls to traditional landline phones and mobile phones involve paying a fee. Skype allows you to talk, and/or text and add videos. You can use Skype on your computer, your mobile device, or on your TV, depending on the model of TV you have. As concerns improving your English skills, Skype gets you talking. Consequently, you converse, which is putting your English speaking and listening skills into action. Just as you do in-person, you chat and get your message across verbally. You use the English vocabulary, which you've built up – along with those new words and phrases that you've learned. Moreover, you listen, which means you learn English words and phrasing from others. Of course, you can text on Skype, which lets you practise your English writing skills just as you do on other social networking sites, but its main strength is using it for voice or (if you're brave)

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and video chats (if you're really, really brave). There are even teachers on Skype who offer traditional English lessons and there are conversational groups that meet more informally.

LinkedIn

If Facebook and Twitter sound a bit frivalous for your tastes, you might prefer LinkedIn. LinkedIn is a social networking site for professionals. It's an excellent site for connecting with other professionals, be it in business, academia, or other organisations. LinkedIn allows for connecting with others to find and share opportunities on a daily basis. On LinkedIn you can build your business English skills through writing your profile, and then keeping it updated. You also build your business English skills through sending messages to others, reading their responses, and replying in kind.

YouTube

YouTube is a video-sharing website. Users upload, share and view videos on this social networking site. Learning English via YouTube involves listening to the language via the videos you view. You also learn through reading the comments posted in English, situated below each video. In addition, some YouTube videos are text presentations in a slide show format, or have subtitles available, so you can actually read English in each screen shot. If you're feeling extra brave you can even post your own video and become the next YouTube sensation. Tell people about your life, read some poetry, sing a song, showcase your talent. You can even create cartoon videos using software like Muvizu,

Flickr

Flickr is a social networking site with a difference, because you build contact with people by sharing photographs, and short videos. If you have a digital camera, you can share your life with an online community. Put up some pictures and find people who have taken photos of things you are interested in and leave a comment for them, or find groups on subjects you like to take pictures of. There are groups for countries, hobbies, animals ... just about anything you can think of .There's a Learn English group on Flickr.

Google +

A new horse in the stable is Google plus. It's still in Beta, but has some potential as it allows you to put contacts, family and friends into different categories. For me, the jury is out at the moment, but we'll keep you posted.

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Forums And Message Boards

Social networking really began with message boards and then moved to forums. They allow users to communicate about different subjects. A forum is a discussion area on a website. Most Internet forums focus on a specific subject. Those interested in the subject gather to discuss topics and share opinions, information, and ideas.

Forums get you writing English. You compose messages in a coherent manner so others understand the point or points you're trying to make. In turn, you read the postings of other forum members and pick up new words, phrases, and unique information along the way. It all contributes to building your English language skills in an interesting manner.

An example is the Learn English forum. Here users interested in building their English language skills gather to converse. You can practise your English on this forum by posting your thoughts on a variety of topics, and by connecting with others who have an interest in learning English in the Live Text Chat room.

Things to Bear in Mind

There are other social sites out there, but these are the most popular, and they are all free, and likely to remain so. When you choose somewhere to network, be aware that sites that start of as free, sometimes start charging for premium accounts, or close down altogether.

You can join a social networking site dedicated to learning English, but that way you could be restricting yourself to speaking about learning English, which would get pretty boring after a time. By expanding your horizons a bit, you're more likely to meet other native speakers, and people who are interested in things that interest you. If you are already taking part in some formal learning in traditional or online classes, think of the rest of the net as the playground at school. You'll keep learning, but you'll be having fun too.

Remember to conduct your conversations safely when using social networks. Keep some control over the information you display. Never display any of your personal ID numbers, phone numbers, or bank and credit card account numbers. Be careful on what sites you want your full name, address, and phone number posted. Furthermore, don't post other people's personal information.

Consider the above array of social networking sites for improving your English. Try them all to find out which ones you're comfortable with, and which you feel are best suited to building your English language skills. Used wisely, social networking sites allow you to connect with others while developing those all-important communication skills you desire.

Possible Questions

Two Mark Questions

1. How to improve English skills by Reading Newspapers?

2. Write any two tips to be followed to improve the English by reading English Newspapers.

3. How to improve English Skills by Watching Television?

4. How the Active and passive vocabulary will improve English skills?

5. Write any two tips to be followed to improve your English by watching Television.

6. How to improve English Skills by Internet?

7. How the Social Networks can help in improving the English skills?

8. What is mean by Twitter?

9. What is mean Facebook?

10. What is mean Skype?

11. What is mean LinkedIn?

12. What is mean YouTube?

13. What is mean Flickr?

14. What is mean Forums And Message Boards?

15. What is mean Google +?

Eight Mark Questions

1. Explicate the ways of improving English Skills by Reading Newspapers?

2. Elucidate the ways of improving English Skills by Watching Television?

3. Write an essay and make clear the ways of improving English Skills by Internet?

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UNIT-II

SYLLABUS

> **Project Work**: The class works together to write and produce a group project. This class is particularly useful for building confidence in using English and improving pronunciation.

Connecting academic situations to the real world is one of the largest benefits of project based learning. Students learn with the same approach they will eventually use in their hobbies, passions, and careers. This ingrains essential problem-solving techniques within them early on, drastically increasing their chances of success in whatever career they choose once their education has completed. Part of this is that project based learning requires the use of multiple problem-solving methods, which helps students not only cultivate a balanced approach but also learn to switch approaches when their initial attempt fails to work.

Another benefit of project based learning is its effect on students' interpersonal skills. Because projects are often large and complex, students are grouped together to work, which fosters communication skills and encourages even students with diverse and possibly conflicting personalities to find a common ground, or at the very least a way to work together without constant tension. Part of this teamwork building helps introduce students to the specialization and delegation that are extremely prominent in the real world. Some students will naturally be more adept at some problem-solving methods than others, so students will figure out how to allocate resources (themselves) optimally by having part of the group work on one subset of tasks while another part works on another subset.

Overall, project based learning encourages students to develop a balanced, diverse approach to solving real-world problems, both on their own and in a team. Project based learning prepares students for success in the real world like no other teaching style can.

Fundamentals of project management

Project management oversees the planning, organising and implementing of a project. A project is a temporary effort, in that it has a defined:

Scope - size, goals, requirements

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Resources - staff, equipment, material

Time - start and end, task durations, dependencies, etc

Money - costs, contingencies and profit

Benefits of project management

The main advantage of project management is that it is helps to manage the projects effectively, enabling you to resolve problems more quickly. It takes time and money to manage a project, however following good practices can be achieved :

- improve your chances of achieving the desired result
- gain a fresh perspective on your project, and how it fits with your business strategy
- prioritise your business' resources and ensure their efficient use
- set the scope, schedule and budget accurately from the start
- stay on schedule and keep costs and resources to budget
- improve productivity and quality of work
- encourage consistent communications amongst staff, suppliers and clients
- satisfy the various needs of the project's stakeholders
- mitigate risks of a project failing
- increase customer satisfaction
- gain competitive advantage and boost your bottom line

The advantages of project work :

1. A context was established which provided us with an authentic to topic to talk about and as a starting point to organise our project.)

2. Increased motivation was evident because learners became personally involved in the project.

3. Authentic tasks were proposed and therefore the language input was more authentic.

4. Cross-curricular connections because the concepts and information with teachers from other subjects like History, Religion and Computer Studies.

5. A break from routine was very beneficial because it offered us the chance to do something different and the students can enjoy that.

6. All four skills, reading, writing, listening and speaking were integrated and practised.

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7. Autonomous learning was promoted as learners became responsible for finding their resources, materials, information and became more responsible of their learning.

8. There were learning outcomes that could be displayed at school and could be sent to participate in the national contest.

9. Interpersonal relations were developed through working as a group.

10. Learners should use their own language which was inevitable as they all speak the same L1, but the importance of the topic dealt with and the tasks proposed outweigh this factor.

11. However the problems caused by this practice were solved with corrections and carried out

    personally with each group.

12. Groups that worked at different paces were expected to appear in these numerous groups, therefore some final works were finished at different times, and that included working extra hours outside English classes.

GROUP WORK

Group work is a form of voluntary association of members benefiting from cooperative learning that enhances the total output of the activity than when done individually. It aims to cater for individual differences, develop skills (e.g. communication skills, collaborative skills, critical thinking skills), generic knowledge and socially acceptable attitudes or to generate conforming standards of behaviour and judgement, a "group mind".

Accurate pronunciation is an important part of learning any language. The way your speech sounds can have a big impact on whether or not people understand what you are saying and their initial impression of you. The tricky thing about pronunciation is that it not just a question of acquiring knowledge, it's a physical skill that you need to practise regularly.

How to improve English pronunciation

There are no shortcuts to perfect pronunciation, however there are some ways you can practise more effectively and improve your skills faster. Follow our ten top tips, start improving your pronunciation today and take a step closer towards your goal of perfect English pronunciation.

1. **Listen to yourself**
2. **Slow down!**
3. **Picture it…**

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4. **Get physical!**

5. **Watch yourself**

6. **Copy the experts**

7. **Practice English alone**

8. **Find a language buddy**

9. **Pay attention to intonation and stress**

10. **Sing a song!**

1. Listen to yourself

   It's often difficult to hear pronunciation errors in your own speech because you are concentrating actually communicating rather than the sound you are making. If you can't hear your pronunciation problems, it's tough to correct them. Try recording your speech with your smartphone or PC and making a note of specific areas you need to improve on

2. Slow down!

   Many English learners think that speaking fluently means they need to speak fast. This is wrong. Speaking too fast reinforces bad habits and makes the speaker sound nervous and indecisive. Speaking slowly will give you time to breathe properly and think about what you want to say next. Because it gives you time to think while you are speaking, you'll feel more relaxed and be able to concentrate on making your English sound fantastic.

3. Picture it…

   Close your eyes and think about how to make a sound before saying it. Visualize the positioning of your mouth and face. If you have studied with the phonemic chart, think about the sound you are making and how it relates to other English phonemes. If you have used diagrams of the mouth and tongue, think about the shape you need to make inside your mouth if you want to make the sound correctly.

4. Get physical!

   Pronunciation is a physical skill. You're teaching your mouth a new way to move and using different muscles. Focus on difficult sounds each day. Having trouble with 'th'? Put your tongue between your teeth (don't bite down) and blow air out of your mouth. Feel the air move over the top of your tongue.

5. Watch yourself

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Stand in front of a mirror to see the placement of your tongue, lips, and shape of your mouth when you make certain sounds. Compare what you see with a video of a native-speaker saying the same thing.

6. Copy the experts

    There's no replacement for learning pronunciation from the experts – native-speakers. So listen! Listen to English radio programs and watch television and movies in English. Imitate what you're hearing – even if you're not sure what they're saying yet.

7. Practice English alone

    Pronunciation problems persist because we're afraid to make mistakes. Create scenarios – meeting someone for the first time, ordering at a restaurant, asking for directions – then act out the dialogue by yourself. Don't be shy.

8. Find a language buddy

    Getting feedback from an outside observer is crucial. Find a friend who's also interested in improving their English. Try exchanging recorded messages so you can listen closely to each other's pronunciation.

9. Pay attention to intonation and stress

    Good pronunciation is more than just mastering individual sounds. It's also understanding intonation (the rise and fall of the voice) and stress (some sounds in words and some words in sentences are louder or clearer than others). Read poems, speeches and songs aloud, concentrating on the word stress and intonation.

10. Sing a song!

    Learn the words to popular English songs and sing along. Singing helps you relax and just get those words out, as well as helping your rhythm and intonation. Because you don't need to concentrate on constructing sentences for yourself, you can concentrate on making your pronunciation sound great!

Lack of confidence in group and team coaching is common - whether you're a new or experienced coach. For some people it's the complexities of working with more than one coaching client at a time and for others it's that they just don't know how to approach working with groups and teams.

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This article gets you to think about your own level of confidence in working with teams and groups, as well as providing you with ideas of how you can build your skills muscle and confidence in running your own group and team coaching programming.

Confidence is very personal: Before reading on, coach yourself and ask, "What approaches will help me build more confidence?" and consider 2-3 things you think would help you boost your confidence levels. Then as you read the article, note the ideas that resonate with you.

Confidence in Group and Team Coaching

If you need more knowledge around group and team work there is a whole body of theory around how groups form and operate, where they get in trouble and how they can excel. Today university courses, MOOCs (Massive Open Online Courses), and on-demand programs can fill any gaps you may have around these theories and latest research.

To feel more confident around group and team work, for many coaches it's simply about getting out and "doing the work". That means getting into practice - actually working with groups and teams - to gain confidence. If you are someone who learns and excels experientially, below I share how to boost confidence working with groups and teams.

Here are 7 ways to Boost Your Confidence as a Group and Team Coach:

1) Consider your own base of experience

The chances are that by the time you've reached adulthood you have been part of a myriad of groups and teams - from school groups, to special projects and committees, sports teams and perhaps even virtual teams. While there is a growing body of science behind what makes teams and groups excel, taking time to reflect on our own team and group experience can be valuable. **Questions to ask yourself include:**

- What has been your own base of experience in being part of groups and teams?
- Which teams excelled?
- What made that happen?
- Which teams hit many roadblocks?

2) Finding the strengths, skills, styles and biases

Our ability to adapt our skills, approaches and even styles is key in group and team coaching. So it is important to get a sense of your natural strengths, style and biases.

Questions to ask yourself include:

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- What are the things you lead and excel with naturally?

- What blindspots do you have?

- What are your preferences?

For a more detailed exploration, consider what is needed from you as a coach if you were to work with the following two entities:

1. Entity A: a special project team brought together for a highly visible project. The team is made up of high performers with technical expertise in their respective areas.

2. Entity B: A team which has struggled with vast amounts of internal conflict, has inherited a new team leader.

In each one of these instances, ask yourself:

- What skills would you bring to the table?

- What potential issues might need to be focused on first?

- How would that adapt your "coaching presence", tools and approaches?

3) Acquiring more experience with working with groups and teams

The context of teams and groups continue to evolve, particularly in the realm of combining teams for a bigger project, virtual/remote teams and global teams. Continued practice or engagement with teams and groups, and learning from that experience is key.

We often say things are exponential in the realm of group and team coaching. Which means that tricky issues as well as opportunities can be magnified, and things evolve quickly.Ongoing practice, and reflective learning, is encouraged for both new and experienced group and team coaches

Some ways to get more experience could include:

- Gain experience with groups through speaking or training first - what do you notice about interaction, approaches, styles of these groups?

- Offer to co-facilitate and partner with others to help you gain strength in new areas eg. with virtual teams or new industries.

- Seek out opportunities to test out new approaches. Non-profits (and for profits!) are often eager for support at low and no cost. If you are eager to try out new approaches and have groups/teams ready to be an experimental group consider these questions:

  - What tools or approaches do you want to road test?

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- What organizations do you think would benefit from some support?

- What could that look like?

4) Get clear on what type of teams and groups you want to, and can, serve

There is tremendous diversity in the realm of teams today, from intact teams to virtual teams, project teams and public groups you bring together.

Questions to ask yourself include:

- What are the types of teams and groups you want to serve?

- What are the industries you want to work in?

- What experience and expertise do you already bring to the table?

5) Co-Lead a group or team

Co-coaching or co-facilitating with another coach can add a tremendous value to team coaching engagements in particular. Together we can provide two sets of eyes, a myriad of perspectives and different language or "voices" which connect with different team members in different ways. Co-Leads can also bring additional skills and tools that you then don't need to invest in. Also, in a team context you will likely encounter a wide variety of personality styles. Some personalities will match with yours and some won't and a co-lead can help with that.

If this interests you, during the contracting phase of team coaching engagements, sponsor or explore with the team leader the possibility of bringing in another team coach to lead with.

6) Shadowing or observation (for newer coaches)

Having been involved in mentoring leaders and facilitators for more than two decades myself, I have a preference for actively involving someone being mentored. Without active involvement of the coach shadowing it can be a difficult process, more so for in-person and smaller groups. Instead don't simply shadow or observe, participate, learn and bring your own complimentary skills and experience.

7) Consider what you already have in your toolbox

Many coaches are surprised that they can bring in tools and approaches they already use with individual clients to the team and group realm - with some adaptations.

Questions for you to ask include:

- What tools do you already have for working with core coaching topics such as strengths, values, vision etc.?

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- How might you be able to adapt these approaches for group and team coaching?

Note: Groups and teams are incredibly diverse, so consider carefully what you want to add and offer in the Group and Team Coaching Realm. I meet coaches all the time who continue to add a slew of assessments, training and other resources without taking the opportunity to practice and put it into action.

Possible Questions

Two Mark Questions

1. Explain the role of confidence in Group and Team Work.

2. How the experience can be acquired by working with groups and teams.

Eight Mark Questions

1. Explicate the Fundamentals of project management.

2. Elucidate the Benefits of project management.

3. Explain the the advantages of project work.

4. Write an essay on the role of confidence in Group and Team Work.

5. Confidence is build by Group and Team Work – Comment.

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PART II - ENGLISH II (16ENU401)					
MULTIPLE CHOICE QUESTIONS UNIT - I					
QUESTIONS	CHOICE 1	CHOICE 2	CHOICE 3	CHOICE 4	ANSWER
The defensive tackle of the Chicago Bears missed the running back as he ran by him. Identify the underlined words as a part of the sentence	Subject	predicate	subject and predicate	verb	**Subject**
_____ is used in indirect questions to introduce one alternative.	climate	What	Whether	Weather	**Weather**
A _____ sentence has only one clause.	compound	simple	Complex	simple-compound	**compound**
A compound sentence has _____ clauses.	a. one	two or more	no	verb	**one**
_____ are no excuses if you are not ready _____present _____websites this week.	They're, to, your	There, to, your	There, to, you're	There, too, you're	**There, to, your**
_____ are no excuses if you are not ready _____ submit _____ papers this week.	There, to, your	There, to, you're	They're, too, your	There, to, you	**There, to, your**
It's _____ car, so let them decide where we got _____ dinner.	They're, too	Their, two	Their, to	They, to	**Their, to**
Students are not allowed _____ have _____ cell phones out in my class.	Too, they're	To, their	Two, there	Too, there	**To, their**
In order _____ charge _____ computer in my class, you have _____ sit in the _____ desks over _____ .	To, you're, to, two, their	Too, your, too, two, there	To, your, to, two, there	To, your, to, two, there	**To, your, to, two, there**

_____ always trying _____ tell me what _____ do but it's my life.	Their, to, to	They're, to, to	They're, too, to	They're, to, too	**They're, to, to**
_____ trying _____ make _____ many decisions, sleep on it.	You're, to, too	You're, too, to	Your, to, too	Your, to, to	**You're, to, too**
Adverbial clauses usually come after the _____.	subordinate clauses	main clauses	adverbial clauses	noun clauses	**main clauses**
_____: Refer to the relation between the speaker and the listener in the process of speech.	Reciprocity conditions	usual condition	complex condition	critical condition	**Reciprocity conditions**
Skimming and Scanning are called as _____ techniques.	writing	speaking	listening	reading	**reading**
_____ is important because it develops mind.	writing	speaking	listening	reading	**reading**
I'm tired, so I'm going to sleep late in the morning. _____, tomorrow is a holiday.	Beside	Besides	above	after	**Beside**
If you _____ up straight, you will have less back and neck pain.	set	sit	lay	lie	**sit**
Many medications have other _____ besides the intended one.	affects	effects	set	sit	**effects**
_____ the cloth over the table, and then set the vase of flowers on it.	lay	lie	affects	effects	**lay**
My great-grandparents_____ from Ireland in the 1840s.	immigrated	emigrated	set	affect	**immigrated**

Select the correctly punctuated sentence.	The journalist wrote that, "the movie was based on the real fact."	The journalist wrote that the movie was based on the real fact.	The journalist wrote that, 'the movie was based on the real fact.'	The journalist wrote that the movie was based on the real fact	**The journalist wrote that the movie was based on the real fact.**
Select the correctly punctuated sentence.	John's father is a bank manager.	John father is a bank manager.	John's father, is a bank manager.	John's father is a bank manager	**John's father is a bank manager.**
Select the correctly punctuated sentence.	Miami Beach, Disney World, Universal Studio make a wonderful place to visit.	Miami Beach, Disney World and Universal Studio make a wonderful place to visit.	Miami Beach, Disney World and universal studio make a wonderful place to visit.	Miami Beach, Disney world and universal Studio make a wonderful place to visit.	**Miami Beach, Disney World and Universal Studio make a wonderful place to visit.**

Select the correctly punctuated sentence.	Some people like to get up early in the morning; others would not like to do so.	Some people, like to get up early in the morning; others would not like to do so.	Some people like, to get up early in the morning, others would not like to do so.	Some people like, to get up early in the morning others would not like to do so	**Some people like to get up early in the morning; others would not like to do so.**
Select the correctly punctuated sentence.	She loves to eat 'ice-cream chocolates sweets and chips'.	She loves to eat ice-cream, chocolate's, sweet's and chip's.	She loves to eat ice-cream, chocolates, sweets and chips.	She loves to eat ice-cream chocolates, sweets and chips.	**She loves to eat ice-cream, chocolates, sweets and chips.**
Select the correctly punctuated sentence.	I can't see Henry's bike it must be in the garage.	I can't see Henry's bike; it must be in the garage.	I can't see Henry's bike, it must be in the garage.	I can't see Henry's bike It must be in the garage.	**I can't see Henry's bike; it must be in the garage.**

Select the correctly punctuated sentence.	I have already watched the movie, that you wanted to see.	I have already watched the movie, that you wanted, to see.	I have already watched the movie that you wanted to see.	I have already watched the movie, that you wanted to see.	**I have already watched the movie that you wanted to see.**
Select the correctly punctuated sentence.	Will your brother drive us to the mall or shall we take a cab?	Will your brother drive us to the mall or shall we take a cab!	Will your brother drive us to the mall or, shall we take a cab?	Will your brother drive us to the mall or Shall we take a cab	**Will your brother drive us to the mall or shall we take a cab?**
Select the correctly punctuated sentence.	What, You still haven't submitted your assignment?	What! You still haven t submitted your assignment?	What? You still haven't submitted your assignment?	What? You still haven't, submitted your assignment	**What? You still haven't submitted your assignment?**

Select the correctly punctuated sentence.	Yes; I like to have, some more muffins.	Yes, I like to have some more muffins.	Yes I like to have some more muffins.	Yes I like to have some more muffins	**Yes, I like to have some more muffins.**
We _____on Sunday.	Cooks	Cook	Cooking	are cooking	**Cook**
I _____Spanish very well.	Don't speak	Doesn't speak	Don't speaks	doesn't speaks	**Don't speak**
He _____his holiday on beach.	Spends	Spent	Spend	is spent	**Spends**
_____ used to indicate an exclamative clause or expression in informal writing.	exclamation mark	question mark	into mark	Equal mark	**exclamation mark**
Focus is on what to be communicated _____on how to be communicated.	either	or	NOT	neither	**NOT**
Every sentence must have _____subject and predicate.	complete	equal	one	either	**complete**
The _____ tells whom or what the sentence is about.	subject	predicate	subject and predicate	noun	**subject**
They _____TV all the time.	Watches	Are watch	Watch	is watched	**Watch**
Harry _____he is not going London this year.	Assuming	Assumes	Assumed	is assumed	**Assumes**
The mall _____on Monday.	Don't open	Doesn't open.	Don't opens	doesn't opens	**Don't open**
_____Olivia _____to the market?	Do, go	Does, goes	Does, go	did, went	**Does, go**
Jenifer _____that she will go with us.	were doubting	Is doubting	Doubts	Doubt	**Doubts**

Question	A	B	C	D	Answer
Please type the correct words to fill in the blanks below:Hey, you _____, work together on this assignment.	too	two	to	for	**too**
I love Beyonce and Jay-Z, _____ great together.	their	there	they're	they	**they're**
When _____are separated by *and*, *or*, *but*, we don't normally use a comma if the clauses have the same subject.	subordinate clauses	main clauses	adverbial clauses	noun clauses	**main clauses**
The _____needs to construct a comfortable interactive structure for the listener.	writer	listener	speaker	observer	**speaker**
Speech takes place under the pressure of _____.	time	joy	knowledge	situation	**time**
Their big problem is that _____ mean to each other.	too	they're	there	their	**they're**
I don't know what _____ thinking right now.	your	you're	to	too	**you're**
_____ thinking is too specific, be open minded.	you're	your	too	to	**your**
Mrs. Young said, "_____ ridiculous. I can't even deal with you."	your	you're	there	their	**you're**
_____ doing too much to complete this assignment.	two	you're	your	too	**you're**
_____ planned trip _____ Disneyland sounds fun, is _____ little brother going with you?	Your, to, your	You're, too. your	Your, two, you're	Your, our, your	**Your, to, your**
I hope _____ research papers and websites make me proud.	You're	Your	yours	you are	**Your**

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DEPARTMENT OF ENGLISH					
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PART II - ENGLISH II (16ENU401)					
MULTIPLE CHOICE QUESTIONS UNIT - II					
QUESTIONS	CHOICE 1	CHOICE 2	CHOICE 3	CHOICE 4	ANSWER
In a wedding ceremony, the bridesmaids_____ the bride down the aisle.	precede	proceed	proced	proseed	**precede**
Luis has come up with a good_____for our group presentation.	idea	ideal	syllabus	courses	**idea**
From the gloomy way the sky looked,we_____that we would have to cancel the picnic.	implied	inferred	formally	formerly	**inferred**
He has been the acting head of the company, but today he	formally	formerly	former	form	**formally**
The professor handed out a syllabus the first day of class.The subject is	professor	syllabus	class	courses	**professor**
Most colleges offer several computer science courses.The predicate is	colleges	offer	courses	syllabus	**courses**
Typing is an important skill.The subject is	typing	skill	is	important	**typing**
Everyone recognizes the name Oprah.The subject is	Everyone	name	Oprah	The	**Everyone**
A schedule helps students with time management.The predicate is	schedule	management	helps	time	**management**
he tennis team won the state championship.The subject is	tennis	team	championship	won	**tennis**
Several thousand people watched the parade.The predicate is	Several	watched	parade	people	**parade**
Identity theft is a significant problem in the United States.The predicate is	theft	is	problem	United states	**problem**

The study of human populations is called demography.The predicate is	study	demography	is called	of	**demography**
What two parts make up a complete sentence?	A noun and preposition.	A noun and a verb.	A verb and an adjective.	An adverb and a conjunction.	**A noun and a verb.**
We were puzzled by her explanation.The subject is	We	were puzzled	explanation	by	**We**
The subject of a sentence is always a ...	Preposition	verb	conjunction	noun	**noun**
he subject of a sentence tells...	what tense the verb is in.	where the direct object is.	what the sentence is about.	what the sentence is doing.	**what the sentence is about.**
The verb in a sentence tells...	what the subject is doing	what the sentence is about.	what the subject is thinking.	what the subject is wearing.	**what the subject is doing**
What is a complete subject?	all the words that describe the emotion in the phrase.	all the words in a sentence.	all the words in a sentence that tell what the subject is doing.	all the words in a sentence that describe the subject.	**all the words in a sentence that describe the subject.**

What is a complete predicate?	all the words in a sentence that describe what the subject is doing.	all the words in a sentence that describe the direct object.	all the words in asentence that describe the location of the subject.	all the words in a sentence that describe the indirect object.	**all the words in a sentence that describe what the subject is doing.**
Find the complete subject in this sentence: Mrs. Stewart is an incredible NASCAR driver.	is	NASCAR driver	Mrs. Stewart	driver	**Mrs. Stewart**
Find the complete subject in this sentence: Frodo Baggins, a hobbit, is only about 3 feet tall.	is	Frodo Baggins, a Hobbit	about 3 feet tall	is only	**Frodo Baggins, a Hobbit**
Find the complete predicate in this sentence: The sixth grade classroom is freezing cold.	is freezing	sixth grade	freezing cold.	The sixth grade classroom	**freezing cold.**
Find the complete predicate in this sentence: Buddy the Elf travels to the magical land of New York City.	Buddy the Elf	travels to	the magical land of New York City.	travels	**the magical land of New York City.**
The receptive skills are listening and _____	speaking	reading	writing	hearing	**reading**
Listening and reading skills are sometimes known as _____	Passive	involuntary	active	voluntary	**Passive**
The relationship between receptive and productive skills is a _____ one.	simple	extended	complex	compound	**complex**

Listening comprehension is a _____ skill.	productive	hearing	organic	receptive	**receptive**
There are _____ kinds of listening situations.	two	one	four	three	**two**
_____ listening situations include face-to-face conversations.	interactive	voluntary	non – interactive	involuntary	**interactive**
_____ thus, refers to the grasping of an idea or concept in its entirety.	paragraph	sentence	comprehension	words	**comprehension**
_____ may cause confusion in the mind and misinterpretation of ideas resulting in wrong responses and actions.	message	words	poor comprehension	paragraph	**poor comprehension**
An _____ comprehension may even cause social embarrassment.	complete	adequate	incomplete	inadequate	**inadequate**
There are _____ reading speeds as distinguished by Edward Fry.	two	five	three	four	**three**
While reading a book all the essays are divided into _____	Sentences	paragraphs	ideas	words	**paragraphs**
Building reading skills can contribute to the development of _____	writing	listening	reading	speaking	**writing**
When we speak of listening what we really mean is listening and _____ what we hear.	Writing	understanding	c. painting	sketching	**understanding**
In our _____ language, we have all the skills and background knowledge.	Second	original	first	foreign	**first**
Listening situations include _____ , and non-interactive.	interactive	memorising	writing	hearing	**interactive**
Interactive listening situations include face-to-face conversations and _____ calls.	Mobile	viber	telephone	twitter	**telephone**
_____ listening situations are listening to the radio, TV, films, lectures, or sermons.	interactive	face to face	telephone	non-interactive	**non-interactive**
We make a close reading of a text we try to follow the _____ contained in it.	Thought	idea	message	script	**Thought**
Comprehension refers to the _____ of an idea or concept in its entirety.	Concentrating	responding	grasping	memorising	**grasping**

Poor comprehension may cause _____ in the mind and misinterpretation of ideas resulting in wrong responses and actions.	Distraction	irritation	confusion	tension	**confusion**
An inadequate comprehension may even cause _____ embarrassment.	private	Social	self	public	**Social**
There are three reading speeds as distinguished by _____	Northrop Fry	Edward Fry	Bradburn	Tennyson	**Edward Fry**
While reading a _____ all the essays are divided into paragraphs.	Essay	travelogue	paragraph	book	**book**

QUESTIONS	CHOICE 1	CHOICE 2	CHOICE 3	CHOICE 4	ANSWER
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PART II - ENGLISH II (16ENU401)					
MULTIPLE CHOICE QUESTIONS UNIT - III					
The Art is defined by its _____	beauty	function	usefullness	ugliness	**beauty**
the purpose of any written work is to be _____	not understood	create	understood	enjoy	**understood**
"rhetoric" is any _____used to modify the perspectives of others	communication	speaking	listening	reading	**communication**
Rhetoric situation in which the people consciously _____ with each other	communicate	speaking	listening	reading	**communicate**
Individual people tend to _____ and understand just about everything differently from one another	perceive	communicate	communication	think	**perceive**
rhetoric is the set of _____people use to identify with each other	methods	organisation	thinking	process	**methods**
Encouraging each other to _____things from one another's perspectives is Rhetoric	understand	organise	communicate	look	**understand**
Revising and _____are the two tasks you undertake to significantly improve your essay.	editing	writing	thinking	listening	**editing**
Revising and Editing are very important elements of the _____ process	writing	reading	listening	speaking	**writing**
A completed first draft means little _____is needed	improvement	reading	speaking	listening	**improvement**
The more the practice, the stronger their _____will become	performance	activity	thinking	speed	**performance**
Writing has the capacity to profit from editing and _____.	revision	reading	listening	looking	**revision**

When you revise, you take a second look at your _____	ideas	actions	speech	habits	**ideas**
You might add, cut, move, or change information in order to make your ideas _____	rough	clearer	better	good	**clearer**
when writers are rushed, are tired, or cannot find the right words, their writing may become _____	less clear	clearer	better	good	**less clear**
A paragraph is a _____ of related sentences dealing with single topic.	collection	single	selective	idea	**collection**
What is the meaning of paragraphe?	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	conjuction	imperative	**imperative**
When writing instruction one _____ avoid	verbose	easiness			**verbose**
_____ sequence is must in giving instruction.	logical	continuous	inter	middle	**logical**
_____writing has to be written in past tense.	descriptive	narrative	compare	cause	**narrative**
_____ type of witing tells about someone or some thing.	descriptive	compare	narrative	cause	**descriptive**

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	n order to bypass undesirable readers	So that the writer can adapt 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)**

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.**
The word pharagraph is derived from _____	pharagraphy	pragraphe	graphey	graph	**pragraphe**
Avoid language that is overly _____	formal	less causal	less formal	casual	**casual**
Be careful when you use words that sound alike but have _____ meanings	same	correct	wrong	different	**different**
Every sentence end with the correct _____	meaning	punctuation	spelling	attitude	**punctuation**
"_____writing is a method of exploring a topic by writing about it for a period of time without stopping."	Free	narrative	descriptive	report	**Free**

create a map of your main points will help you to _____ your ideas	rewrite	revise	correct	logicalize	**logicalize**
Basic strategy for exploring a topic and generating ideas is simply to _____ questions.	find	think	ask and answer	correct	**ask and answer**
You may have found a topic that interests you and would also be interesting to your _____.	writers	audience	friends	relatives	**audience**
_____which includes books, periodicals, and databases	online research	field research	Library research,	great research	**Library research,**
_____, which gives you access to texts, visuals, and people on the Internet	field research	online research	Library research,	great research	**online research**
_____, which includes personal observation, interviews, surveys, and other means of gathering information directly	great research	online research	Library research,	field research	**field research**

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PART II - ENGLISH II (16ENU401)					
MULTIPLE CHOICE QUESTIONS UNIT - IV					
QUESTIONS	CHOICE 1	CHOICE 2	CHOICE 3	CHOICE 4	ANSWER
Internet also has a _____ range	Widespread	Small	Local	Metropolitan	**Widespread**
Mobile phones, computers, and the Internet are often referred to as _____ media	Broadcast	Print	Newage	Electronic	**Newage**
The Internet has opened up _____ opportunities for mass communication	Several	Weak	Less	Worst	**Several**
Social networking sites have _____ mass communication all together	Redefined	Spoiled	Crushed	Designed	**Redefined**
_____have made communication to the masses all the more entertaining, interesting, and easier!	Social Networking	Newspaper	Radio	Television	**Social Networking**
Moblie phones has made communication _____ at any time, and from anywhere	Possible	Challenge	Difficult	Medium	**Possible**
we can stay in touch with the whole world via the Internet on our _____.	Newspaper	Magazines	Radio	Mobile phones	**Mobile phones**
With the invention of computers the impossible has become _____	Worst	Difficult	Possible	Challenging	**Possible**
Computers has _____ speed and multimedia to the information	Added	Removed	Separated	Divided	**Added**
Computers have added a new _____ in the mass media by combining human intelligence with the cutting edge technology	Difficulty	Breakthrough	Challenge	Difficulty	**Breakthrough**
Internet is the _____ device of the new age media	Cursed	Most Important	Enabled	Supporting	**Most Important**

The discovery of the Internet can be called the _____ invention in mass media	Clear	Smallest	Weakest	Biggest	**Biggest**
Live updates reach us simultaneously as the events unfold using _____	Newspaper	magazines	Internet	People	**Internet**
The Internet has _____ interaction and connectivity through its social networking medium	Removed	Exterminated	Forgot	Inspired	**Inspired**
It has become one of the _____ means of mass communication	Weak	Unimportant	Core	Small	**Core**
The main _____ of having eBooks is that you don't have to carry bulky books.	Disadvantage	Burden	Benefit	Affect	**Benefit**
_____ usually has an archive of programmes	Internet TV	Newspaper	Television	Radio	**Internet TV**
Internet TV is an _____ means of communication	Weak	Short range	Difficult	Effective	**Effective**
Journalism is the _____ and distribution of reports on the interaction of events	Manipulation	Hiding	Inducing	Production	**Production**
In the United States, _____ is protected by the freedom of the press clause in the First Amendment.	Journalism	Television	Radio	Mobil phones	**Journalism**
Bloggers are _____journalists	Always	Often	Everytime	Absolutely	**Often**
Fake news is news that is not truthful or is produced by _____ media organizations	Reliable	Popular	Unreliable	Trustworthy	**Unreliable**
Fake news is easily spread on _____ media	Electric	Broadcast	Social	Print	**Social**
Print Media encompasses mass communication through _____ material	Printed	Electronic	New age	Broadcast	**Printed**
_____ enjoyed the position of the most preferred medium until electronic Communication emerged	Newspapers	Mobile device	Computers	Television	**Newspapers**
In _____ days, newspapers were the only medium that masses at large depended on for daily news	Recent	Early	Present	Future	**Early**
_____ are an important platform of mass communication	People	Fake news	Newpapers	Films	**Newpapers**

Newspaper plays a pivotal role in providing _____ firsthand information	Unreliable	Authentic	Unproven	Fake	**Authentic**
Magazines are another type of popular _____ print media	Broadcast	Electronic	Print	Electric	**Print**
Magazines usually cater to a specific type of audience who are looking for _____ based on particular subject	Entertainment	Information	Unreliability	News	**Information**
Magazine _____ a plethora of topics like current affairs, business, finance, consumers, gadgets, self-help, luxury, lifestyle, beauty, fashion, entertainment, travel, etc	Ignore	Avoid	Cover	Skip	**Cover**
Electronic media is the kind of media which requires the user to _____ an electric connection to access it	Utilize	Ignore	Avoid	Deny	**Utilize**
_____ Media is also known as 'Broadcast Media'	Newpaper	Print	Electronic	Electric	**Electronic**
We now enjoy the _____ of high technology mass media with advent of internet	Benefit	Burden	Affect	Adversity	**Benefit**
The Internet has opened up several _____ for mass communication	Oppurtunities	Troubles	Issues	Crisis	**Oppurtunities**
Radio has a _____ reach.	Weak	Feable	Timid	Significant	**Significant**
Radio lost its popularity with the boom of _____.	Newspaper	Magazines	Internet	Television	**Television**
Radio remains one of the favorite means of _____ communication.	Print	Newspaper	Electronic	Advertising	**Electronic**
_____ media is the kind of media which requires the user to utilize an electric connection to access it.	Print	Electronic	Newspaaper	Magazine	**Electronic**
Electronice Media is also known as '_____ Media'.	Print	Newage	Electric	Broadcast	**Broadcast**

_____ is a popular means of communication which provides both information and entertainment.	Television	Printer	Medium	Laptop	**Television**
_____ is an interactive means of communication.	Radio	Newspaper	Magazine	Print Media	**Radio**
We now enjoy the benefits of high technology mass media with advent of _____.	Newpaper	Radio	Television	Internet	**Internet**
Radio remains one of the _____ means of electronic communication	Boring	Irritating	Favorite	Vague	**Favorite**
Radio is an _____ means of communication	Vague	Interactive	Booming	Intresting	**Interactive**
_____ lost its popularity with the boom of television.	Internet TV	Radio	Mobile	Journalism	**Radio**
_____ is the world's first newspaper.	The Acta Diurna	Bengal Gazette	Mercury	Midday	**The Acta Diurna**
The Acta Diurna is the world's first newspaper which comes from _____.	Italy	Rome	USA	UK	**Rome**
Newspapers enjoyed the position of the _____ preferred medium until electronic Communication emerged	Frequently	Most	least	Oftenly	**Most**
Radio , Television, Cable and the press can easily be recogonised as _____.	Communication Media	Communication Professionals	Communication Event	Communication Technologies	**Communication Media**
_____ is an Indian daily newspaper. Headquartered at Chennai.	The Hindu	Indian Express	Times of India	India Today	**The Hindu**

KARPAGAM ACADEMY OF HIGHER EDUCATION, Coimbatore -21.					
DEPARTMENT OF ENGLISH					
CLASS : B.COM/PA/CA/BBA BATCH : 2016-2020					
PART II - ENGLISH II (16ENU401)					
MULTIPLE CHOICE QUESTIONS UNIT - V					
QUESTIONS	**CHOICE 1**	**CHOICE 2**	**CHOICE 3**	**CHOICE 4**	**ANSWER**
_____ is a form of voluntary association of members benefiting from cooperative learning that enhances the total output of the activity than when done individually.	Group work	Solo performance	Debate	Lecturing	**Group work**
Connecting academic situations to the real world is one of the largest benefits of_____ based learning.	Assignment	Project	Exam	Discussing	**Project**
Project based learning _____ students to develop a balanced, diverse approach to solving real-world problems, both on their own and in a team.	Encourages	Deject	Discourage	Hurt	**Encourages**
Project management oversees the _____, organising and implementing of a project.	Planning	Disorganizing	Disarranging	Forgetting	**Planning**
Project based _____ encourages students to develop a balanced, diverse approach to solving real-world problems, both on their own and in a team.	Learning	Writing	Listening	Speaking	**Learning**
The main advantage of project management is that it is helps to manage the projects _____, enabling you to resolve problems more quickly.	Unably	uselessly	Effectively	Unsuccessfully	**Effectively**
Accurate _____ is an important part of learning any language.	Group work	Pronunciation	Debate	Lecturing	**Pronunciation**
Increased _____ was evident because learners became personally involved in the project.	Hindrance	Dislike	hatred	Motivation	**Motivation**

Question	A	B	C	D	Answer
When will all the four skills, reading, writing, listening and speaking were integrated and practised?	Assignment	Project	Exam	Discussing	**Project**
_____ relations were developed through working as a group.	Interpersonal	Group	Mass	Interpersonal	**Interpersonal**
Increased motivation was evident because _____ became personally involved in the project.	Speakers	Readers	Writers	Learners	**Learners**
Pronunciation is a physical _____.	Fun	Avocation	Inability	Skill	**Skill**
Good _____ is more than just mastering individual sounds.	Pronunciation	Reading	Writing	Hearing	**Pronunciation**
Lack of _____ in group and team coaching is common.	Hesitation	Doubt	Weakeness	Confidence	**Confidence**
It's often difficult to hear pronunciation errors in your own _____	thinking	Writing	reading	speech	**speech**
Many English learners think that speaking fluently means they need to speak _____	slow	meaningfull	fast	meaningless	**fast**
Speaking _____ will give you time to breathe properly and think about what you want to say next	fast	slowly	very fast	very slow	**slowly**
Pronunciation is a _____ skill	physical	hard	slow	fast	**physical**
Good pronunciation is more than just mastering individual _____	speech	talent	knowledge	sounds	**sounds**
The rise and fall of the voice is _____	stress	pronunciation	intonation	sounds	**intonation**
Accurate pronunciation is an important part of learning any _____	language	writing	habbit	skill	**language**
Group work is a form of voluntary association of members benefiting from _____ learning	operative	cooperative	non cooperative	language	**cooperative**
The way your _____ sounds can have a big impact on whether or not people understand what you are saying	reading	speech	writing	listening	**speech**

Question	Option A	Option B	Option C	Option D	Answer
The _____ thing about pronunciation is that it not just a question of acquiring knowledge, it's a physical skill that you need to practise regularly.	easy	tricky	slow	fast	**tricky**
There are no _____to perfect pronunciation	ways	easy ways	shortcuts	hard ways	**shortcuts**
To manage the project, it is necessary to set the scope, schedule and budget accurately from the _____	middle	start	end	final	**start**
Project work improve the chances of achieving the _____result	end	formal	desired	final	**desired**
Staying on _____ and keep costs and resources to budget will help in the project work.	time	frame	schedule	constant	**schedule**
Connecting academic situations to the_____ is one of the largest benefits of Project based learning.	fantacy world	story world	real world	scientific world	**real world**
Project based learning encourages the students to develop a _____, diverse approach to solving real-world problems, both on their own and in a team.	imbalanced	balanced	correct	incorrect	**balanced**
Project management oversees the planning, organising and _____ of a project.	correcting	thinking	reading	implementing	**implementing**
The main advantage of project management is that it is helps to manage the projects effectively, enabling you to _____ problems more quickly.	resolve	find	correct	see	**resolve**
A project involves _____ purpose	single	multiple	correct	wrong	**single**
A project is defined as a temporary endeavor undertaken to create a _____product or service	single	unique	common	ordinary	**unique**
A project can be defined as a unique_____	skill	thinking	task	activity	**task**
A project can be defined as a _____ task.	single	common	ordinary	unique	**unique**
Project is a combination of human and non-human_____	resources	skill	ability	thinking	**resources**
Project is a combination of _____and non-human resources	animal	birds	human	things	**human**

				non-human	**non-human**
Project is a combination of human and _____resources	animal	birds	things	non-human	**non-human**
project is a _____bound activity designed to achieve a specific goal.	Plan	organise	event	time	**time**