



KARPAGAM ACADEMY OF HIGHER EDUCATION
(Deemed to be University Established under Section 3 of UGC Act 1956)
Eachanari post, Coimbatore-641021. INDIA

FACULTY OF ENGINEERING
DEPARTMENT OF SCIENCE AND HUMANITIES
ENGLISH DIVISION

ACADEMIC YEAR 2018 – 2019

Subject Code: 18BECC202, 18BTCC202

Subject: ENGLISH

Semester: II

LTPC 2 0 2 3

COURSE OBJECTIVES:

- To enable students to attain fluency and accuracy to inculcate proficiency in professional communication to meet the growing demand in the field of Global communication.
- To help students acquire their ability to speak effectively in real life situations.
- To inculcate the habit of reading and to develop their effective reading skills.
- To ensure that students use dictionary to improve their active and passive vocabulary.
- To enable students to improve their lexical, grammatical and communicative competence.

COURSE OUTCOMES:

Students undergoing this course will be able to

- Use English language for communication: verbal & non –verbal.
- Enrich comprehension and acquisition of speaking & writing ability.
- Gain confidence in using English language in real life situations.
- Improve word power: lexical, grammatical and communication competence.
- To guide the students to write business letters and other forms of technical writing.
- To enable students to prepare for oral communication in formal contexts.

Unit: I Basic Writing Skills

Sentence Structures - Use of phrases and clauses in sentences - Importance of proper punctuation - Creating coherence- Organizing principles of paragraphs in documents - Techniques for writing precisely

Unit: II Vocabulary Building

The concept of Word Formation - Root words from foreign languages and their use in English - Acquaintance, with prefixes and suffixes from foreign languages in English to form derivatives. - Synonyms, antonyms, and standard abbreviations.

Unit: III Grammar and Usage

Subject-verb agreement - Noun-pronoun agreement - Misplaced modifiers – Articles – Prepositions – Redundancies - Clichés

Unit: IV Listening and Reading Skills

Note taking- viewing model interviews – listening to informal conversations – improving listening / reading comprehension – reading model prose / poems – reading exercise

Unit: V. Writing Practices

Comprehension - Précis Writing - Essay Writing Listening Comprehension - Common
Everyday Situations: Conversations and Dialogues - Communication at Workplace – Interviews
- Formal Presentations

Note: Students shall have hands on training in improving listening skill in the language
laboratory @ 2 periods per each unit.

TEXT BOOK:

S. NO.	AUTHOR(S) NAME	TITLE OF THE BOOK	PUBLISHER	YEAR OF PUBLICATION
1	Sangeeta Sharma , Meenakshi Raman	Technical Communication: Principles And Practice 2 nd Edition	OUP, New Delhi.	2015

REFERENCES:

S. NO.	AUTHOR(S) NAME	TITLE OF THE BOOK	PUBLISHER	YEAR OF PUBLICATION
1	Lakshminarayanan, K.R. & Murugavel, T.	Communication Skills for Engineers	SCITECH Publications, Chennai	2009
2	Rizvi Ashraf, M	Effective Technical Communication	Tata McGraw-Hill, New Delhi.	2007
3	Rutherford Andrea, J.	Basic Communication Skills for Technology	Pearson Education, New Delhi.	2006

WEBSITES:

www.learnerstv.com – Listening/ Speaking/ Presentation
www.usingenglish.com – Writing/ Grammar
www.englishclub.com – Vocabulary Enrichment/ Speaking
www.ispeakyouspeak.blogspot.com – Vocabulary Enrichment/ Speaking
www.teachertube.com – Writing Technically
www.Dictionary.com – Semantic / Grammar

LECTURE PLAN

Subject : ENGLISH

Code : 18BECC202/18BTCC202

Class/Branch/Section : I BE/B Tech

Name of the Faculty : Ms. S. Kavitha

Sl. No	List of Topics	No. of Hours
UNIT – I	Introduction – Kinds of Sentences, Sentence Structures -	1
	Phrases and Clauses	1
	Use of phrases and clauses in sentences -	1
	Free writing on a topic (Activity)	1
	Importance of proper punctuation -	1
	Creating coherence-	1
	Organizing principles of paragraphs in documents -	1
	Techniques for writing precisely	1
	TOTAL	08
UNIT – II	Understanding the passage in English	1
	The concept of Word Formation -.	1
	Word formation – word expression	1
	Root words from foreign languages and their use in English -	1
	Acquaintance with prefixes and suffixes	1

	Foreign languages in English to form derivatives.,	1
	Parts of Speech Noun, verb, adverb and adjective	1
	Synonyms, Antonyms and Compound Nouns.	1
	TOTAL	8
UNIT – III	Subject-verb agreement	1
	Noun-pronoun agreement	1
	Filling the Gap (Activity)	1
	Reading comprehension	1
	Misplaced Modifiers	1
	Prepositions, Infinitives, Gerunds	1
	Redundancies -	1
	Clichés	1
	TOTAL	8
UNIT – IV	Note Taking	1
	Viewing model interview	1
	Listening to informal conversations, Debate, Seminar	1
	Improving listening/reading comprehension	1
	Letter to editor	1
	Sentence pattern	1
	One word substitution	1
	Reading model prose, poem	1
		08
	Comprehension	1
	Précis Writing	1

UNIT – V	Essay writing	1
	Common every day situation: conversation, dialogue	1
	Communication at work places	1
	Interviews	1
	Abbreviations and Acronyms	1
	Formal Presentation	1
	TOTAL	08
	Total No. of Hours	45

STAFF IN-CHARGE

HOD

Unit wise Notes

The 4 Types of Sentence Structure

In [What is a Sentence?](#) we saw the minimum requirements for the formation of a sentence. Now we can look in more detail at the four types of **sentence structure**.

Simple Sentence Structure

A **simple sentence** consists of one independent clause. (An independent clause contains a subject and verb and expresses a complete thought.)

INDEPENDENT CLAUSE

- I like coffee.
- Mary likes tea.
- The earth goes round the sun.
- Mary did not go to the party.

Compound Sentence Structure

A **compound sentence** is two (or more) independent clauses joined by a conjunction or semi-colon. Each of these clauses could form a sentence alone.

INDEPENDENT CLAUSE

COORDINATING CONJUNCTION

INDEPENDENT CLAUSE

- I like coffee and Mary likes tea.
- Mary went to work but John went to the party.
- Our car broke down; we came last.

There are seven coordinating conjunctions:

- *and, but, or, nor, for, yet, so*

Complex Sentence Structure

A **complex sentence** consists of an independent clause plus a dependent clause. (A dependent clause starts with a subordinating conjunction or a relative pronoun, and contains a subject and verb, but does not express a complete thought.)

INDEPENDENT CLAUSE

SUBORDINATING CONJUNCTION

DEPENDENT CLAUSE

- We missed our plane because we were late.
- Our dog barks when she hears a noise.
- He left in a hurry after he got a phone call.
- Do you know the man who is talking to Mary?

Here are some common subordinating conjunctions:

- *after, although, as, because, before, how, if, once, since, than, that, though, till, until, when, where, whether, while*

Here are the five basic relative pronouns:

- *that, which, who, whom, whose*

Compound-Complex Sentence Structure

A **compound-complex sentence** consists of at least two independent clauses and one or more dependent clauses.



- John didn't come because he was ill so Mary was not happy.
- He left in a hurry after he got a phone call but he came back five minutes later.

Clause and Phrases

Clauses and phrases are standard components of sentence writing. When the two are combined with other elements of speech, or other sentences parts, clauses and phrases can help to establish a complex structure enabling your verbiage to establish or convey meaning.

Knowing and understanding the differences between the two is a necessary part of writing sentences that are not only grammatically correct, but are also properly constructed and easy to understand.

A phrase is a group of two or more words. A phrase does not have a subject and a verb combination, and there is no predicate.

There are six main types of phrases:

- Gerund phrases
- Infinitive phrases
- Noun phrases
- Participle phrases
- Prepositional phrases and,
- Verb phrases

Note: A gerund phrase is a verb from ending in -ing. As a phrase, it consists of the gerund, and any modifiers and compliments. Gerund phrases always act as nouns. They can also function as subjects, direct / indirect objects, predicate nominatives or objects of a preposition.

A clause is a grouping of words that don't necessarily form a complete sentence in its current state, but with the addition of proper punctuation, it could. There are two classifications of clauses – independent and dependent.

There are four main types of clauses:

- Adverbial clauses
- Defining and non-defining clauses. These are sometimes called adjective or relative clauses.
- Independent or dependent clauses. And,
- Noun clauses

Phrases vs. Clauses

Introductory clauses are considered to be dependent clauses that offer additional information or 'set the tone' for the main clause or part of the sentence – the independent clause. For example:

If you want to be good at something, you need to practice as often as possible.

Introductory dependent clause -> main clause

Because he kept whining about how hungry he was, we made him a sandwich before bed.

Introductory dependent clause -> main clause

Introductory clauses always begin with adverbs such as although, after, because, as, before, since, if, until, when, etc.

Introductory phrases, on the other hand, are used to set the tone for the action of the sentence. That being said, they are not whole sentences. Phrases lack a subject and a verb that are distinct from the subject and the verb in the main clause of the sentence. Typical introductory phrases include appositive phrases, participial phrases, prepositional phrases, infinitive phrases, and absolute phrases.

To stay fit for the contest, I must train every day.

Introductory infinitive phrase -> main clause

Whining annoyingly, he got me to make him a sandwich before bed.

Introductory infinitive phrase -> main clause

A popular and well-liked teacher, Mrs. Smith was the clear choice for Teacher of the Year.

Introductory infinitive phrase -> main clause

Introductory words such as still, however, furthermore, and meanwhile all establish continuity from one sentence to the next sentence.

The judges reviewed the scores. Meanwhile, the dancers were backstage preparing for the next part of the competition.

There are situations that would warrant a comma in an introduction, but not every single time. A comma should always be used in the following:

- Following an introductory clause
- Following a long introductory prepositional phrase or multiple introductory prepositional phrases.
- Following introductory verbal phrases, appositive phrases and even absolute phrases.
- Whenever a distinct pause occurs. And,
- Whenever a comma is needed in order to prevent confusion.

Just as there are situations when a comma should be used, there are also times when it is not in good practice to use a comma. Such as:

- Following a short prepositional phrase – such as a single phrase of five or fewer words.
- Following a restrictive appositive phrase.
- Whenever it is necessary to separate the subject from the predicate.

What is a phrase?

A phrase is a collection of two or more words that lack a subject and verb combination and do not form a predicate. A phrase might contain a noun or a verb, but it does not have a subject or a predicate. Generally speaking, a phrase will offer some sort of further information or insight about the sentences you are writing.

A phrase will never stand on its own as a complete sentence. That being said, a phrase can sit inside clauses that are either whole sentences or are dependent on the remainder of the sentence. Whenever a phrase is found inside a clause, it acts like an element of speech. Here is an example:

The wedding reception was held at the banquet hall. (“At the banquet hall” is a prepositional phrase. It does not have a predicate or a subject, and it cannot stand on its own as a complete sentence.)

Phrases come in many different constructions and forms. That said, they cannot stand on their own as a complete sentence. The six main types of phrases are:

- Gerund phrases
- Infinitive phrases
- Noun phrases
- Participle phrases
- Prepositional phrases and,
- Verb phrases

What is a clause?

A clause is a collection of words that have the potential to be a sentence but aren't exactly a complete sentence all on its own. Every clause contains a subject and also a predicate – which will always have verb. A predicate indicates something about what the verb is doing. There are clauses that are capable of acting as stand alone sentences, but there are others that are not able to do so. Here is an example of a clause:

He sang (“He” is the subject, “Sang” is both the verb and the predicate. Despite the fact that the clause is only two words in length, it serves as an independent clause because it can stand by itself as a sentence.)

There are two main categories of clauses – Independent and dependant. The four main types of clauses that are most often used when creating sentences are:

- Adverbial clauses
- Defining and non-defining clauses. These are sometimes call adjective or relative clauses.
- Independent or dependent clauses. And,
- Noun clauses

Why Punctuation Marks

Punctuation is essential, and is used to convey and clarify the meaning of written language. Getting punctuation wrong can change the entire meaning of a sentence.

God is nowhere

God is now,here

Coherence in Paragraph

Coherence literally means Consistency or flow of thought, idea or information of the paragraph.

To have a coherence in a paragraph, appropriate connectives should be used.

Few examples

Earlier, before, suddenly, instantly, once, for instance, of course, also, as well as, though, on the other hand, etc

Précis Writing

Précis writing is nothing but providing the gist of the written work, it may be a paragraph or essay.

Steps to be followed while précis writing.

- Identify the purpose
- Read the original text carefully
- Note down the key points
 - Make a rough draft
 - Finally give a title.

Types of Word Formation Processes

Compounding

Compounding forms a word out of two or more root morphemes. The words are called compounds or compound words.

In Linguistics, compounds can be either native or borrowed.

Native English roots are typically free morphemes, so that means native compounds are made out of independent words that can occur by themselves. Examples:

mailman (composed of free root *mail* and free root *man*)

mail carrier

dog house

fireplace

fireplug (a regional word for 'fire hydrant')

Some compounds have a preposition as one of the component words as in the last 2 examples.

In Greek and Latin, in contrast to English, roots do not typically stand alone. So compounds are composed of bound roots. Compounds formed in English from borrowed Latin and Greek morphemes preserve this characteristic. Examples include *photograph*, *iatrogenic*, and many thousands of other classical words.

Note that compounds are written in various ways in English: with a space between the elements; with a hyphen between the elements; or simply with the two roots run together with no

separation. The way the word is written does not affect its status as a compound. Over time, the convention for writing compounds can change, usually in the direction from separate words (e.g. email used to be written with a hyphen. In the 19th century, today and tomorrow were sometimes still written *to-day* and *to-morrow*. The *to* originally was the preposition *to* with an older meaning 'at [a particular period of time]'. *Clock work* changed to *clock-work* and finally to one word with no break (*clockwork*). If you read older literature you might see some compound words that are now written as one word appearing with unfamiliar spaces or hyphens between the components.

Another thing to note about compounds is that they can combine words of different parts of speech. The list above shows mostly noun-noun compounds, which is probably the most common part of speech combination, but there are others, such as adjective-noun (*dry run*, *blackbird*, *hard drive*), verb-noun (*pick-pocket*, *cut-purse*, *lick-spittle*) and even verb-particle (where 'particle' means a word basically designating spatial expression that functions to complete a literal or metaphorical path), as in *run-through*, *hold-over*. Sometimes these compounds are different in the part of speech of the whole compound vs. the part of speech of its components. Note that the last two are actually nouns, despite their components.

Some compounds have more than two component words. These are formed by successively combining words into compounds, e.g. *pick-up truck*, formed from *pick-up* and *truck*, where the first component, *pick-up* is itself a compound formed from *pick* and *up*. Other examples are *ice-cream cone*, *no-fault insurance* and even more complex compounds like *top-rack dishwasher safe*.

There are a number of subtypes of compounds that do not have to do with part of speech, but rather the sound characteristics of the words. These subtypes are not mutually exclusive.

Rhyming compounds (subtype of compounds)

These words are compounded from two rhyming words. Examples:

lovey-dovey
chiller-killer

There are words that are formally very similar to rhyming compounds, but are not quite compounds in English because the second element is not really a word--it is just a nonsense item added to a root word to form a rhyme. Examples:

higgledy-piggledy
tootsie-wootsie

This formation process is associated in English with child talk (and talk addressed to children), technically called hypocoristic language. Examples:

bunnie-wunnie
Henny Penny
snuggly-wuggly
Georgie Porgie
Piggie-Wiggie

Another word type that looks a bit like rhyming compounds comprises words that are formed of two elements that almost match, but differ in their vowels. Again, the second element is typically a nonsense form:

pitter-patter
zigzag
tick-tock
riffraff
flipflop

Derivation Derivation is the creation of words by modification of a root without the addition of other roots. Often the effect is a change in part of speech.

Affixation (Subtype of Derivation)

The most common type of derivation is the addition of one or more affixes to a root, as in the word *derivation* itself. This process is called affixation, a term which covers both prefixation and suffixation.

Blending

Blending is one of the most beloved of word formation processes in English. It is especially creative in that speakers take two words and merge them based not on morpheme structure but on sound structure. The resulting words are called blends.

Usually in word formation we combine roots or affixes along their edges: one morpheme comes to an end before the next one starts. For example, we form *derivation* out of the sequence of morphemes de+riv+at(e)+ion. One morpheme follows the next and each one has identifiable boundaries. The morphemes do not overlap.

But in blending, part of one word is stitched onto another word, without any regard for where one morpheme ends and another begins. For example, the word *swooshtika* 'Nike swoosh as a logo symbolizing corporate power and hegemony' was formed from *swoosh* and *swastika*. The *swoosh* part remains whole and recognizable in the blend, but the *tika* part is not a morpheme, either in the word *swastika* or in the blend. The blend is a perfect merger of form, and also of content. The meaning contains an implicit analogy between the *swastika* and the *swoosh*, and thus conceptually blends them into one new kind of thing having properties of both, but also combined properties of neither source. Other examples include *glitterati* (blending *glitter* and *literati*) 'Hollywood social set', *mockumentary* (*mock* and *documentary*) 'spoof documentary'.

The earliest blends in English only go back to the 19th century, with wordplay coinages by Lewis Carroll in *Jabberwocky*. For example, he introduced to the language *slithy*, formed from *lithe* and *slimy*, and *galumph*, (from *gallop* and *triumph*. Interestingly *galumph* has survived as a word in English, but it now seems to mean 'walk in a stomping, ungainly way'.

Some blends that have been around for quite a while include *brunch* (breakfast and lunch), *motel* (motor hotel), *electrocute* (electric and execute), *smog* (smoke and fog) and cheeseburger (cheese and hamburger). These go back to the first half of the twentieth century. Others, such as *stagflation* (stagnation and inflation), *spork* (spoon and fork), and *carjacking* (car and hijacking) arose since the 1970s.

Here are some more recent blends I have run across:

mocktail (mock and cocktail) 'cocktail with no alcohol'
splog (spam and blog) 'fake blog designed to attract hits and raise Google-ranking'
Britpopperati (Britpop and literati) 'those knowledgeable about current British pop music'

Clipping

Clipping is a type of abbreviation of a word in which one part is 'clipped' off the rest, and the

remaining word now means essentially the same thing as what the whole word means or meant. For example, the word *rifle* is a fairly modern clipping of an earlier compound *rifle gun*, meaning a gun with a rifled barrel. (*Rifled* means having a spiral groove causing the bullet to spin, and thus making it more accurate.) Another clipping is *burger*, formed by clipping off the beginning of the word *hamburger*. (This clipping could only come about once *hamburg+er* was reanalyzed as *ham+burger*.)

Acronyms

Acronyms are formed by taking the initial letters of a phrase and making a word out of it. Acronyms provide a way of turning a phrase into a word. The classical acronym is also pronounced as a word. *Scuba* was formed from *self-contained underwater breathing apparatus*. The word *snafu* was originally WW2 army slang for Situation Normal All Fucked Up. Acronyms were being used more and more by military bureaucrats, and soldiers coined *snafu* in an apparent parody of this overused device. Sometimes an acronym uses not just the first letter, but the first syllable of a component word, for example *radar*, RAdio Detection And Ranging and *sonar*, SOund Navigation and Ranging. Radar forms an analogical model for both *sonar* and *lidar*, a technology that measures distance to a target and maps its surface by bouncing a laser off it. There is some evidence that *lidar* was not coined as an acronym, but instead as a blend of *light* and *radar*. Based on the word itself, either etymology appears to work, so many speakers assume that *lidar* is an acronym rather than a blend.

A German example that strings together the initial syllables of the words in the phrase, is *Gestapo*, from GEheime STAats POLizei 'Secret State Police'. Another is *Stasi*, from STAats SIcherheit 'State Security'. Acronyms are a subtype of initialism. Initialisms also include words made from the initial letters of a Phrase but NOT pronounced as a normal word - it is instead pronounced as a string of letters. Organization names are often initialisms of this type. Examples:

NOW (National Organization of Women)
US or U.S., USA or U.S.A. (United States)
UN or U.N. (United Nations)
IMF (International Monetary Fund)

Some organizations ARE pronounced as a word:
UNICEF
MADD (Mothers Against Drunk Driving)

The last example incorporates a meaning into the word that fits the nature of the organization. Sometimes this type is called a Reverse Acronym or a Backronym.

These can be thought of as a special case of acronyms.

Memos, email, and text messaging (text-speak) are modes of communication that give rise to both clippings and acronyms, since these word formation methods are designed to abbreviate. Some acronyms:

NB - Nota bene, literally 'note well'. Used by scholars making notes on texts. (A large number of other scholarly acronyms from Latin are used, probably most invented in the medieval period or Renaissance, not originally in Latin)
BRB - be right back (from 1980s, 90s)
FYI - for your information (from mid 20th century)
LOL - laughing out loud (early 21st century) - now pronounced either /lol/ or /el o el/; has spawned compounds like *Lolcats*).

ROFL - rolling on the floor laughing
ROFLMAO - rolling on the floor laughing my ass off

Reanalysis

Sometimes speakers unconsciously change the morphological boundaries of a word, creating a new morph or making an old one unrecognizable. This happened in *hamburger*, which was originally *Hamburger steak* 'chopped and formed steak in the Hamburg style, then *hamburger* (*hamburg* + *er*), then *ham* + *burger*

Folk etymology

A popular idea of a word's origin that is not in accordance with its real origin.

Many folk etymologies are cases of reanalysis in which the word is not only reanalysis but it changes under the influence of the new understanding of its morphemes. The result is that speakers think it has a different origin than it does.

Analogy

Sometimes speakers take an existing word as a model and form other words using some of its morphemes as a fixed part, and changing one of them to something new, with an analogically similar meaning. *Cheeseburger* was formed on the analogy of *hamburger*, replacing a perceived morpheme *ham* with *cheese*. *carjack* and *skyjack* were also formed by analogy.

Novel creation

In novel creation, a speaker or writer forms a word without starting from other morphemes. It is as if the word is formed out of 'whole cloth', without reusing any parts.

Some examples of now-conventionalized words that were novel creations include *blimp*, *googol* (the mathematical term), *bling*, and possibly *slang*, which emerged in the last 200 years with no obvious etymology. Some novel creations seem to display 'sound symbolism', in which a word's phonological form suggests its meaning in some way. For example, the sound of the word *bling* seems to evoke heavy jewelry making noise. Another novel creation whose sound seems to relate to its meaning is *badonkadonk*, 'female rear end', a reduplicated word which can remind English speakers of the repetitive movement of the rear end while walking.

Creative respelling

Sometimes words are formed by simply changing the spelling of a word that the speaker wants to relate to the new word. Product names often involve creative respelling, such as *Mr. Kleen*.

Subject-Verb Agreement

Subjects and verbs must AGREE with one another in **number** (singular or plural).

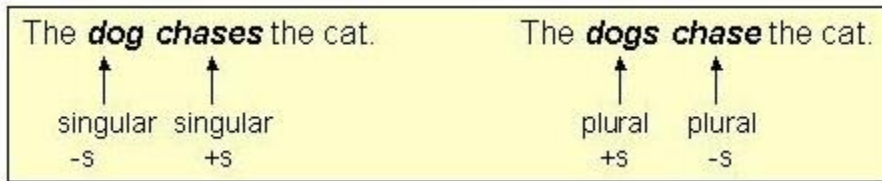
Thus, if a subject is singular, its verb must also be singular; if a subject is plural, its verb must also be plural.

In present tenses, nouns and verbs form plurals in opposite ways:

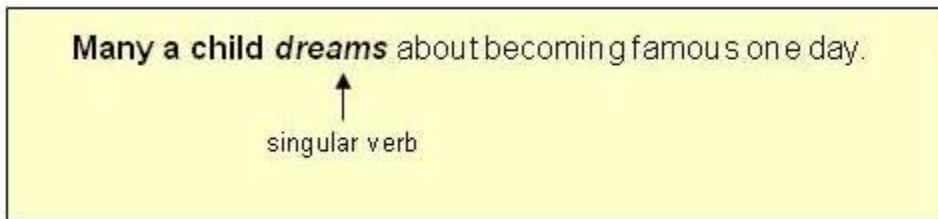
nouns ADD an **s** to the singular form,

BUT

verbs REMOVE an **s** from the singular form.



Here are nine subject-verb agreement rules.



Noun-Pronoun Agreement Basics

The purpose of a pronoun is to take the place or refer back to a noun in a sentence. Just like subjects and verbs, nouns and the pronouns that refer to them should agree in number. Note that APA recommends use of the singular "they." APA 7, Section 4.18 has information on this topic as well.

Singular Noun, Singular Pronoun

When writing a sentence, using the same word more than once can get repetitive.

Example: The importance of this **study** is that the **study** may allow researchers to understand the impact of the Common Core on teaching.

- Rather than repeating "study" twice, it is possible to use a pronoun.

Revision: The importance of this **study** is that **it** may allow researchers to understand the impact of the Common Core on teaching.

- Because "study" is singular (there is only one), use a singular pronoun ("it") to replace it.

Remember to find the true subject of the sentence to determine if the pronoun should be singular or plural. See the webpage on subject-verb agreement for more on singular and plural subjects.

Example: **A community group** of teachers met to see if **it** could find a way to help students improve their SAT scores.

- Because the subject is singular ("a community group"), the pronoun ("it") must also be singular.

Plural Noun, Plural Pronoun

When the subject of the sentence is plural, the pronoun in the sentence becomes plural as well.

Example: When **participants** arrived for their interview, **participants** needed help finding the correct location.

- Because "participants" is plural, use a plural pronoun to replace it.

Revision: When **participants** arrived for their interview, **they** needed help finding the correct location.

Remember to find the true subject of the sentence to determine if the pronoun should be singular or plural. See the webpage on [subject–verb agreement](#) for more on singular and plural subjects.

Example: **The supervisor and the employees** disagreed about the number of times **they** should meet each month.

- Because the subject is plural ("the supervisor and the employees"), the pronoun ("they") must also be plural.

Example: Participant 3 stated that he hoped his **students** had reviewed **their** notes carefully.

- Because the subject is plural ("students"), the pronoun ("their") must also be plural.

Example: **Both** Smith (2016) and Taylor (2017) believed **their** results would lead to social change.

- Because the subject is plural ("both"), the pronoun ("their") must also be plural.

Pronoun Ambiguity

Although pronouns are useful for avoiding repetition, they should be used sparingly to keep the meaning of the sentence clear.

Example: The client and the vendor agreed that **he** would schedule the follow-up meeting.

- The pronoun here ("he") is unclear—to whom does it refer? Was the client or the vendor responsible for scheduling the follow-up meeting? Because the pronoun "he" is ambiguous here, it is better to revise the sentence using a noun instead.

Revision: The client and the vendor agreed that **the vendor** would schedule the follow-up meeting.

Singular "They"

Many academic publications have started accepting the use of the plural pronoun "they" as a singular pronoun, meaning writers use "they" as a singular pronoun to avoid gendered pronouns. Although the pronoun "they" is only a plural pronoun in some style guides, APA encourages writers to use "they" as a singular or plural pronoun with the specific intention of embracing gender diversity.

According to the [APA Style blog](#), “when transgender and gender nonconforming people (including agender, genderqueer, and other communities) use the singular *they* as their pronoun, writers should likewise use the singular *they* when writing about them” (para. 1).

With this explanation in mind, when specifically writing about a person or group of people who prefer the singular *they*, writers should also use the singular *they*. However, the Walden Writing Center staff has two additional recommendations regarding this pronoun: We recommend that writers explicitly explain that they are using the singular *they* and the context in which they are doing so to ensure the reader knows that the use of the singular *they* is not a grammatical error.

Additionally, writers can often avoid the issue of gender-neutral singular pronouns by revising a sentence to make the subject plural

Example: A teacher should carefully choose professional development opportunities that address his gaps in knowledge.

Revision: Teachers should carefully choose professional development opportunities that address their gaps in knowledge.

Effective Note-Taking in Class

Do you sometimes struggle to determine what to write down during lectures? Have you ever found yourself wishing you could take better or more effective notes? Note-taking in class can be intimidating, but with a few strategic practices, anyone can take clear, effective notes. This handout will discuss the importance of note-taking, qualities of good notes, and tips for becoming a better note-taker.

Why good notes matter

In-class benefits

Taking good notes in class is an important part of academic success in college. Actively taking notes during class can help you focus and better understand main concepts. Good note-taking will improve your active listening, comprehension of material, and retention. It will help you better remember what you hear and see.

Post-class benefits

After class, good notes are crucial for reviewing and studying class material so that you better understand it and can prepare appropriately for exams. Efficient and concise notes can save you time, energy, and confusion that often results from trying to make sense of disorganized, overwhelming, insufficient, or wordy notes. Good notes can provide a great resource for creating outlines and studying.

How to take good notes in class

There's a lot going on during class, so you may not be able to capture every main concept perfectly, and that's okay. Part of good note-taking may include going back to your notes after class (ideally within a day or two) to check for clarity and fill in any missing pieces. In fact, doing so can help you better organize your thoughts and to determine what's most important. With that in mind, it's important to have good source material.

Preparing to take good notes in class

The first step to taking good notes in class is to come to class prepared. **Here are some steps you can take to improve your note-taking before class even begins:**

- Preview your text or reading assignments prior to lecture. Previewing allows you to identify main ideas and concepts that will most likely be discussed during the lecture.
- Look at your course syllabus so that you know the topic/focus of the class and what's going to be important to focus on.
- Briefly review notes from previous class sessions to help you situate the new ideas you'll learn in this class.
- Keep organized to help you find information more easily later. Title your page with the class name and date. Keep separate notebook sections or notebooks for each class and keep all notes for each class together in one space, in chronological order.

Note-taking during class

Now that you are prepared and organized, what can you do to take good notes while listening to a lecture in class? **Here are some practical steps you can try to improve your in-class note-taking:**

- If you are seeking conceptual information, focus on the *main points* the professor makes, rather than copying down the entire presentation or every word the professor says. Remember, if you review your notes after class, you can always fill in any gaps or define words or concepts you didn't catch in class.
- If you are learning factual information, transcribing most of the lecture verbatim can help with recall for short-answer test questions, but only if you study these notes within 24 hours.
- Record questions and thoughts you have or content that is confusing to you that you want to follow-up on later or ask your professor about.
- Jot down keywords, dates, names, etc. that you can then go back and define or explain later.
- Take visually clear, concise, organized, and structured notes so that they are easy to read and make sense to you later. See different formats of notes below for ideas.
- If you want your notes to be concise and brief, use abbreviations and symbols. Write in bullets and phrases instead of complete sentences. This will help your mind and hand to stay fresh during class and will help you access things easier and quicker after class. It will also help you focus on the main concepts.
- Be consistent with your structure. Pick a format that works for you and stick with it so that your notes are structured the same way each day.

Determining what's important enough to write down

You may be asking yourself how you can identify the main points of a lecture. **Here are some tips for recognizing the most important points in a lecture:**

- Introductory remarks often include summaries of overviews of main points.

- Listen for signal words/phrases like, “There are four main...” or “To sum up...” or “A major reason why...”
- Repeated words or concepts are often important.
- Non-verbal cues like pointing, gestures, or a vocal emphasis on certain words, etc. can indicate important points.
- Final remarks often provide a summary of the important points of the lecture.

Different formats for notes

There is no right format to use when taking notes. Rather, there are many different structures and styles that can be used. What’s important is that you find a method that works for you and encourages the use of good note-taking qualities and stick with it. Here are a few types of formats that you may want to experiment with:

1. Cornell Notes: This style includes sections for the date, essential question, topic, notes, questions, and a summary. Check out this [link](#) for more explanation.
2. Outline: An outline organizes the lecture by main points, allowing room for examples and details.
3. Flowchart/concept map: A visual representation of notes is good for content that has an order or steps involved. See more about concept mapping [here](#).
4. [Charting Method](#): A way to organize notes from lectures with a substantial amount of facts through dividing key topics into columns and recording facts underneath.
5. [Sentence Method](#): One of the simplest forms of note taking, helpful for disseminating which information from a lecture is important by quickly covering details and information.

Consider...what’s the best strategy for you: handwritten, digital, or both?

Taking notes in a way to fully understand all information presented conceptually and factually may differ between students. For instance, working memory, or the ability to process and manipulate information in-the-moment, is often involved in transcribing lecture notes, which is best done digitally; but there are individual differences in working memory processes that may affect which method works best for you. Research suggests that handwriting notes can help us learn and remember conceptual items better than digital notes. However, there are some pros to typing notes on a computer as well, including speed and storage. Consider these differences before deciding what is best for you.

Handwritten

Easier to create diagrams and illustrations

Sometimes better for visual learners

Provides more focus for students prone to digital distraction

Digital

Faster; easier to take higher volume of notes

Easier to edit and reorganize for later studying

Can be backed up, shared, searched, etc.

Can be better for comprehension and retention of conceptual information

Can be better for comprehension and retention of factual information

Follow up after class

Part of good note-taking includes revisiting your notes a day or so after class. During this time, check for clarity, fill in definitions of key terms, organize, and figure out any concepts you may have missed or not fully understood in class. Figure out what may be missing and what you may need to add or even ask about.

Many times, even after taking good notes, you will need to utilize other resources in order to review, solidify, question, and follow-up with the class. Don't forget to use the resources available to you, which can only enhance your note-taking. **These resources include:**

- **Office Hours:** Make an appointment with your professor or TA to ask questions about concepts in class that confused you.
- [Academic Coaching](#): Make an appointment with an Academic Coach at the Learning Center to discuss your note-taking one-on-one, brainstorm other strategies, and discuss how to use your notes to study better.
- [Learning Center resources](#): The Learning Center has many other handouts about related topics, like studying and making the most of lectures. Check out some of these handouts and videos to get ideas to improve other areas of your academics.
- **Reviewing your notes:** Write a summary of your notes in your own words, write questions about your notes, fill in areas, or chunk them into categories or sections.
- **Self-testing:** Use your notes to make a study guide and self-test to prepare for exams.

Reading comprehension

Reading comprehension is the ability to process text, understand its meaning, and to integrate with what the reader already knows. Fundamental skills required in efficient reading comprehension are knowing meaning of words, ability to understand meaning of a word from discourse context, ability to follow organization of passage and to identify antecedents and references in it, ability to draw inferences from a passage about its contents, ability to identify the main thought of a passage, ability to answer questions answered in a passage, ability to recognize the literary devices or propositional structures used in a passage and determine its tone, to understand the situational mood (agents, objects, temporal and spatial reference points, casual and intentional inflections, etc.) conveyed for assertions, questioning, commanding,

refraining etc. and finally ability to determine writer's purpose, intent and point of view, and draw inferences about the writer (discourse-semantics).

Ability to comprehend text is influenced by readers' skills and their ability to process information. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read. There are many reading strategies to improve reading comprehension and inferences, including improving one's vocabulary, critical text analysis (intertextuality, actual events vs. narration of events, etc.) and practicing deep reading. □

Reading comprehension is the level of understanding of a text/message. This understanding comes from the interaction between the words that are written, and how they trigger knowledge outside the text/message. Comprehension is a "creative, multifaceted process" dependent upon four [language skills](#): [phonology](#), [syntax](#), [semantics](#), and [pragmatics](#).

Reading comprehension involves two [levels of processing](#), shallow (low-level) processing and deep (high-level) processing. Deep processing involves [semantic](#) processing, which happens when we encode the meaning of a word and relate it to similar words. Shallow processing involves structural and phonemic recognition, the processing of sentence and word structure,

Reading comprehension and vocabulary are inextricably linked together. The ability to decode or identify and pronounce words is self-evidently important, but knowing what the words mean has a major and direct effect on knowing what any specific passage means while [skimming](#) a reading material. It has been shown that students with a smaller vocabulary than other students comprehend less of what they read.^[19] It has been suggested that to improve comprehension, improving word groups, complex vocabularies such as [homonyms](#) or words that have multiple

meanings, and those with figurative meanings like [idioms](#), [similes](#), [collocations](#) and [metaphors](#) are a good practice.

There are a variety of strategies used to teach reading. Strategies are key to help with reading comprehension. They vary according to the challenges like new concepts, unfamiliar vocabulary, long and complex sentences, etc. Trying to deal with all of these challenges at the same time may be unrealistic. Then again strategies should fit to the ability, aptitude and age level of the learner. Some of the strategies teachers use are: reading aloud, group work, and more reading exercises.¹

Comprehension Strategies

Research studies on reading and comprehension have shown that highly proficient readers utilize a number of different strategies to comprehend various types of texts, strategies that can also be used by less proficient readers in order to improve their comprehension.

1. **Making Inferences:** In everyday terms we refer to this as “reading between the lines”. It involves connecting various parts of texts that aren’t directly linked in order to form a sensible conclusion. A form of assumption, the reader speculates what connections lie within the texts.
2. **Planning and Monitoring:** This strategy centers on the reader's mental awareness and their ability to control their comprehension by way of awareness. By previewing text (via outlines, table of contents, etc.) one can establish a goal for reading-“what do I need to get out of this”? Readers use context clues and other evaluation strategies to clarify texts and ideas, and thus monitoring their level of understanding.

3. Asking Questions: To solidify one's understanding of passages of texts readers inquire and develop their own opinion of the author's writing, character motivations, relationships, etc. This strategy involves allowing oneself to be completely objective in order to find various meanings within the text.
4. Determining Importance: Pinpointing the important ideas and messages within the text. Readers are taught to identify direct and indirect ideas and to summarize the relevance of each.
5. Visualizing: With this sensory-driven strategy readers form mental and visual images of the contents of text. Being able to connect visually allows for a better understanding with the text through emotional responses.
6. Synthesizing: This method involves marrying multiple ideas from various texts in order to draw conclusions and make comparisons across different texts; with the reader's goal being to understand how they all fit together.
7. Making Connections: A cognitive approach also referred to as “reading beyond the lines”, which involves (A) finding a personal connection to reading, such as personal experience, previously read texts, etc. to help establish a deeper understanding of the context of the text, or (B) thinking about implications that have no immediate connection with the theme of the text.

Essay

‘Essay’ is derived from a Latin word ‘exagium’, which means to transform one’s idea or thought. An essay is generally a short piece of writing outlining the writer’s perspective or story. It is often considered synonymous with a story or a paper or an article. Essays can be formal as well as informal. Formal essays are generally academic in nature and tackle serious topics. We will be focusing on informal essays which are more personal and often have humorous elements.

Types of Essays

The type of essay will depend on what the writer wants to convey to his reader. There are broadly four types of essays. Let us see.

1. ***Narrative Essays:*** This is when the writer is narrating an incident or story through the essay. So these are in the first person. The aim when writing narrative essays is to involve the reader in them as if they were right there when it was happening. So make them as vivid and real as possible. One way to make this possible is to follow the principle of ‘show, don’t tell’. So you must involve the reader in the story.
2. ***Descriptive Essays:*** Here the writer will describe a place, an object, an event or maybe even a memory. But it is not just plainly describing things. The writer must paint a picture through his words. One clever way to do that is to evoke the senses of the reader. Do not only rely on sight but also involve the other [senses of smell, touch, sound](#) etc. A [descriptive essay](#) when done well will make the reader feel the emotions the writer was feeling at the moment.
3. ***Expository Essays:*** In such an essay a writer presents a balanced study of a topic. To write such an essay, the writer must have real and extensive knowledge about the subject. There is no scope for the writer’s feelings or emotions in an expository essay. It is completely based on facts, statistics, examples etc. There are sub-types here like contrast essays, cause and effect essays etc.
4. ***Persuasive Essays:*** Here the purpose of the essay is to get the reader to your side of the argument. A persuasive essay is not just a presentation of facts but an attempt to convince the reader of the writer’s point of view. Both sides of the argument have to be presented in these essays. But the ultimate aim is to persuade the readers that the writer’s argument carries more weight.

Format of an Essay

Now there is no rigid format of an essay. It is a creative process so it should not be confined within boundaries. However, there is a basic structure that is generally followed while writing essays. So let us take a look at the general structure of an essay.

Introduction

This is the first paragraph of your essay. This is where the writer introduces his topic for the very first time. You can give a very brief synopsis of your essay in the introductory paragraph. Some [paragraph writing skills](#) can be a help here. Generally, it is not very long, about 4-6 lines.

There is plenty of scope to get creative in the introduction of essays. This will ensure that you hook the reader, i.e. draw and keep his attention. So to do so you can start with a quote or a [proverb](#). Sometimes you can even start with a definition. Another interesting strategy to engage with your reader is to start with a question.

Body

This is the main crux of your essays. The body is the meat of your essay sandwiched between the introduction and the conclusion, so the most vital and important content of the essay will be here. This need not be confined to one paragraph. It can extend to two or more paragraphs according to the content.

Usually, we have a lot of information to provide in the body. And the mistakes writers generally make is to go about it in a haphazard manner which leaves the reader confused. So it is important to organize your thoughts and content. Write the information in a systematic flow so that the reader can comprehend. So, for example, you were [narrating an incident](#). The best manner to do this would be to go in a chronological order.

Conclusion

This is the last paragraph of the essay. Sometimes a conclusion will just mirror the introductory paragraph but make sure the words and syntax are different. A conclusion is also a great place to sum up a story or an argument. You can round up your essay by providing some moral or wrapping up a story. Make sure you complete your essays with the conclusion, leave no hanging threads.

Tips for Essay Writing

- Give your essays an interesting and appropriate title. It will help draw the attention of the reader and pique their curiosity
- Keep it between 300-500 words. This is the ideal length, you can take creative license to increase or decrease it
- Keep your language simple and crisp. Unnecessary complicated and difficult words break the flow of the sentence.
- Do not make [grammar mistakes](#), use correct [punctuation and spellings](#). If this is not done it will distract the reader from the content
- Before beginning the essay organize your thought and plot a [rough draft](#). This way you can ensure the story will flow and not be an unorganized mess.

K W L Chart for Comprehension Exercise.

K-W-L Chart

Title: Stonehenge

K

What I Know

*Stonehenge is big.
It's a monument made
of stone.
The stones are
arranged in a circle.
The stones line up
with something.
Some of the stones
are curved.*

W

What I Want to Know

*Where is Stonehenge?
Who built Stonehenge?
When was Stonehenge
built?
Why was Stonehenge
built?
What do the stones
line up with?*

L

What I Learned

*Stonehenge is in
southern England.
Nobody is sure who
built Stonehenge.
Stonehenge was built
thousands of years ago.
Stonehenge may have
been a place for healing
the sick and injured or
a shrine to the dead.
Stonehenge lines up
with the path of the
sun on the longest and
shortest days of the
year.*



Categories of Information I Expect to Use:

*The purpose of Stonehenge
The history of Stonehenge
The structure of Stonehenge*

There are three steps in the K-W-L process.

1. What I **K**now: Before reading the text, identify what you already know about the topic. Write this list in the “K” column of their K-W-L forms.
2. What I **W**ant to Know: Ask questions about what you want to learn from reading the text and list them in the “W” column of their K-W-L forms.

3. **What I Learned:** As you read the text, you should look for answers to the questions listed in the “W” column and write their answers in the “L” column along with anything else you learn.

General Strategies for Reading Comprehension

The process of comprehending text begins before children can read, when someone reads a picture book to them. They listen to the words, see the pictures in the book, and may start to associate the words on the page with the words they are hearing and the ideas they represent. In order to learn comprehension strategies, students need modeling, practice, and feedback. The key comprehension strategies are described below.

Using Prior Knowledge/Previewing

When students preview text, they tap into what they already know that will help them to understand the text they are about to read. This provides a framework for any new information they read.

Predicting

When students make predictions about the text they are about to read, it sets up expectations based on their prior knowledge about similar topics. As they read, they may mentally revise their prediction as they gain more information.

Identifying the Main Idea and Summarization

Identifying the main idea and summarizing requires that students determine what is important and then put it in their own words. Implicit in this process is trying to understand the author’s purpose in writing the text.

Questioning

Asking and answering questions about text is another strategy that helps students focus on the meaning of text. Teachers can help by modeling both the process of asking good questions and strategies for finding the answers in the text.

Making Inferences

In order to make inferences about something that is not explicitly stated in the text, students must learn to draw on prior knowledge and recognize clues in the text itself.

Visualizing

Studies have shown that students who visualize while reading have better recall than those who do not. Readers can take advantage of illustrations that are embedded in the text or create their own mental images or drawings when reading text without illustrations.

Perfecting Your Formal Presentation Skills



Presenting to an audience is an important professional skill to have. If it doesn't come naturally - and for many of us it doesn't! - honing this skill is something that everyone needs to spend time on. As you work your way up the corporate ladder this gets even more important - you need to be able to speak naturally with gravitas to a wider range of audiences.

Good presentation skills are also crucial for interviews that require formal presentations. Again, this happens a lot at the executive level. Senior leaders will usually be asked to present to the board, or to demonstrate a particular problem-solving approach.

Effective presentations skills get you noticed, hired, promoted and even headhunted, and stand you in good stead throughout life as well as your professional career.

Plan, prepare and practice

- **Know your target audience**

You need to know who you are presenting to. Different audiences need to hear different messages and tones of voice. Also find out if there are any time constraints and tailor your content accordingly. The organisation may have already communicated these details but if not, ask.

- **Set out your presentation**

Think of it as a captivating story with a beginning, middle and end that you are going to share with your listeners. Briefly summarise what the presentation is going to consist of in the introduction, elaborate in the main body and finally tell them again what you just told them.

- **Practice, practice, practice!**

Once your presentation has been brought to life, hone those presentation skills in front of a mirror, family and friends, or an independent party if you can. Don't be shy – they will pick up ticks and personal behaviours such as 'um's and 'ahh's you will want to weed out.

- **Scope out the room**

Does it have the equipment you'll need, e.g. laptop and overhead projector? Can you do a dry run to make sure your slides are visible and your voice can be heard from the back of the room? Getting a feel for the room can be a good method of easing those pre-presentation nerves. Do not rely on technology – it notoriously lets you down, so always have a back up.

- **Dress to impress**

Professionally speaking of course. Make sure you dress comfortably, but smartly. This will help you feel confident and self-assured – you don't want to be tugging at your too tight collar as you try to make a good impression. Don't let anything detract from your presentation

Use materials wisely

- **PowerPoint**

Slides should not be used as crutches. They are there only to guide the audience through your presentation, not to help you present – your planning, preparation and practice will do that.

- **Bullet points and graphics**

Don't put everything you want to say on slides or your audience will be reading it and not listening to you. Only include the most relevant information that can be read in a glance so you can truly engage the audience. Use infographics or images to replace words where possible.

Showtime

- **Arrive early**
This shows professionalism. Set up your equipment if necessary and calm your nerves.
- **Greet the room warmly**
A smile always relaxes people. Introduce yourself and the presentation topic. Summarise the structure of your presentation and don't forget the language of presentations – 'firstly, secondly, moving on to my next point...' Leave time for questions at the end so you won't worry about losing your flow.
- **Hide the slide**
If you find that your audience is fixated on what is on your slide, temporarily hiding it from view is a useful presentation tip – press the B key on your keyboard. Press it again to bring the slide back.
- **Maintain eye contact**
Use a natural steady sweeping motion. Don't focus your attention on one person. This may make them feel awkward and the others feel left out. Try skimming the tops of people's heads, which gives the impression you are actually looking at them.
- **Speak naturally and take your time**
Pause during natural sentence breaks – speak clearly, project your voice and don't rush through the presentation. If you forget a point, carry on, it happens – you can always come back to it later with a variation on 'one point I should also mention is...' The main thing to remember here is that you always – always – talk faster than you think you do, so slow down.
- **Conclusion**
Towards the end of the presentation, summarize your main points again as a subtle reminder for your audience. Thank them for their time and invite questions.
- **Question time**
If you can't answer a question – perhaps because it's not directly related, apologize and offer to find out or direct them to someone, or literature that could help. Don't 'umm....' but rephrase the question back to them to give yourself some thinking time – this is not only an effective presentation skill to learn but an effective communication skill too.

Summary:

Developing great presentation skills are key for professionals looking to influence others, communicate ideas and make an impression. To improve your skills you should:

- Plan, prepare and practice your presentation. This includes scoping out the location and ensuring you have everything you need to deliver your presentation as envisioned.
- Use materials wisely. Don't rely on PowerPoint or visual aids, and ensure that they are used to enhance the presentation, rather than being the main focus or a distraction.
- When presenting, ensure you are punctual, prepared and able to engage your audience through eye contact, speaking naturally and allowing questions.

Meaning of interview:

The word interview comes from Latin and middle French words meaning to “see between’ or “see each other”. Generally, an interview means a private meeting between people when questions are asked and answered. The person who answers the questions of an interview is called the interviewee. The person who asks the questions of our interview is called an interviewer. It suggests a meeting between two persons for the purpose of getting a view of each other or for knowing each other. When we normally think of an interview, we think a setting in which an employer tries to size up an applicant for a job.

So, an interview is formal meetings between two people (the interviewer and the interviewee) where questions are asked by the interviewer to obtain information, qualities, attitudes, wishes etc. Form the interviewee.

Types of interviews

There are many types of interviews that an organization can arrange. It depends on the objectives of taking the interview. Some important types of interviews are stated below:

1. **Personal interviews:** Personal interviews include:
 - Selection of the employees
 - Promotion of the employees
 - Retirement and resignation of the employees

Of course, this type of interview is designed to obtain information through discussion and observation about how well the interviewee will perform on the job.

2. **Evaluation interviews:** The interviews which take place annually to review the progress of the interviewee are called the evaluation interviews. Naturally, it is occurring between superiors and subordinates. The main objective of this interview is to find out the strengths and weaknesses of the employees.
3. **Persuasive interviews:** This type of interview is designed to sell someone a product or an idea. When a sales representative talk with a target buyer, persuasion takes the form of convincing the target that the product or idea meets a need.
4. **Structured interviews:** Structured interviews tend to follow formal procedures; the interviewer follows a predetermined agenda or questions.
5. **Unstructured interviews:** When the interview does not follow the formal rules or procedures. It is called an unstructured *interview*. The discussion will probably be free-flowing and may shift rapidly form on subject to another depending on the interests of the interviewee and the interviewer.
6. **Counseling interviews:** This may be held to find out what has been troubling the workers and why someone has not been working.
7. **Disciplinary interviews:** Disciplinary interviews are occurring when an employee has been accused of breaching the organization’s rules and procedures.
8. **Stress interviews:** It is designed to place the interviewee in a stress situation in order to observe the interviewee’s reaction.
9. **Public interviews:** These include political parties’ radio-television and newspaper.
10. **Informal or conversational interview:** In the conversational interview, no predetermined questions are asked, in order to remain as open and adaptable a possible to the interviewee’s nature and priorities; during the interview the interviewer “goes with the flow”.
11. **General interview guide approach:** The guide approach is intended to ensure that the same general areas of information are collected from each interviewee this provides more

focus than the conversational approach but still allows a degree of freedom and adaptability in getting the information from the interviewee.

12. **Standardized or open-ended interview:** Here the same open-ended questions are asked to all interviewees; this approach facilitates faster interviews that can be more easily analyzed and compared.
13. **Closed or fixed-response interview:** It is an interview where all interviewers ask the same questions and asked to choose answers from among the same set of alternatives. This format is useful for those not practiced in interviewing.

Preparing for an interview

Preparing for an interview primarily means taking time to thoughtfully consider your goals and qualifications relative to the position and employer. To accomplish this, you should perform research on the company and carefully review the job description to understand why you would be a good fit. Let's look at the steps to preparing for an interview.

1. Carefully examine the job description

During your prep work, you should use the employer's posted job description as a guide. The job description is a list of the qualifications, qualities and background the employer is looking for in an ideal candidate. The more you can align yourself with these details, the more the employer will be able to see that you are qualified. The job description may also give you ideas about questions the employer may ask throughout the interview.

2. Consider why you are interviewing and your qualifications

Before your interview, you should have a good understanding of why you want the job and why you're qualified. You should be prepared to explain your interest in the opportunity and why you're the best person for the role.

3. Perform research on the company and role

Researching the company you're applying to is an important part of preparing for an interview. Not only will it help provide context for your interview conversations, but it will also help you when preparing thoughtful questions for your interviewers.

[Researching the company](#) and role as much as possible will give you an edge over the competition. Not only that, but fully preparing for an interview will help you remain calm so that you can be at your best. Here are a few things you should know before you walk into your interview:

- **Research the product or service**

Even if the role isn't directly related to the company's product or service, you're still looking to be part of the team. It's important to learn all you can about the product or service the company produces and promotes. You don't necessarily need to understand each and every detail, especially if it's a technical product, and you're interviewing for a non-technical position, but you should have a basic understanding of the main products or services the company offers.

If possible, request a sample of the product to familiarize yourself with the customer's perspective. The more you can tell them about the product from both a company and customer standpoint, the better you'll perform in your interview.

- **Research the role**

It's important to read the job description carefully and make sure that you understand all the requirements and responsibilities that go along with it. This will not only prepare you with thoughtful, targeted questions about the position during the interview, but it will ensure that you're truly qualified and prepared to tackle the responsibilities if you get the job.

If possible, research similar positions and read reviews from individuals in those positions, so you can get an idea of what the day-to-day activities will be. During the interview, ask for clarification or details about the role, so you can be sure you're ready should you receive a job offer. Researching the role before an interview will also help you to decide whether or not the position is right for you.

- **Research the company culture**

Modern companies usually have social media accounts and blogs that discuss their company culture and industry. This information can give you an impression of the tone and personality of the company, as well as what they value. No matter how good a job seems, it's important that you fit within the company culture and share a similar personality and values.

If you have questions about the workplace environment, culture, personality or values, be sure to ask during the interview. These questions can range from the software and tools used by the company, to their policies on vacation and sick time. Remember that the interview is just as much about you finding a good fit for your own work environment as it is about the company finding a good fit for the role. Knowing that your values align with the company ensures a happy professional life. This is also the perfect opportunity to find out more about the company and show the interviewer how you'll fit.

4. Consider your answers to common interview questions

While you won't be able to predict every question you'll be asked in an interview, there are a few common questions you can plan answers for. You might also consider developing an elevator pitch that quickly describes who you are, what you do and what you want.

There are some jobs that may involve a test or evaluation during the interview process. For example, if you are interviewing for a computer programming, development or analytics role, you might also be asked to write or evaluate lines of code. It might be helpful to consult with colleagues in the industry for examples of tests they've been given to prepare.

You should also prepare to discuss your salary expectations, just in case. If you're unsure about what salary is appropriate to ask for the position you're applying to, visit [Indeed's Salary Calculator](#) to get a free, personalized pay range based on your location, industry and experience.

Here are a few examples of common interview questions:

- **Why do you want to work here?**

The best way to prepare for this question is to learn about the products, services, mission, history and culture of the company. In your answer, mention the aspects of the company that appeal to you and align with your career goals.

Example: *“I’d love the opportunity to work with a company that’s making a difference. Finding a company with a positive work environment and values that align with my own has remained a priority throughout my job search, and this company ranks at the top of the list.”*

- **What interests you about this role?**

Employers ask this question to make sure you understand the role, and to give you the opportunity to highlight your relevant skills. It can be helpful to compare the role requirements against your skills and experience. Choose a few things you particularly enjoy or excel at, and focus on those in your answer.

Example: *“I’ve been passionate about user experience design for most of my professional career. I was excited to see this company uses Adobe products because I’m well-versed in the entire suite. Also, I’m a huge advocate for applying agile workflows to design. I think it’s the most effective way to tackle large projects. I was able to successfully build and launch an agile process in my previous role as UX manager, and we saw considerable improvements in project speed.”*

- **What are your greatest strengths?**

This question gives you an opportunity to talk about both your technical and soft skills. When an interviewer asks you to describe your strengths, share qualities and personal attributes and then relate them back to the role for which you’re interviewing.

Example: *“I’m a natural problem-solver. I find it rewarding to dig deep and uncover solutions to challenges—it’s like solving a puzzle. It’s something I’ve always excelled at, and something I enjoy. Much of product development is about finding innovative solutions to challenging issues, which is what drew me to this career path in the first place.”*

5. Practice your speaking voice and body language

It’s important to make a positive and lasting impression during the interview process. You can do this by practicing a confident, strong speaking voice and friendly, open body language. While these might come naturally to you, you might also want to spend time performing them with trusted friends or family or in front of a mirror. Pay special attention to your smile, handshake and stride.

6. Prepare several thoughtful questions for the interviewer(s)

Many employers feel confident about candidates who ask thoughtful questions about the company and the position. You should take time before the interview to prepare several questions for your interviewer(s) that show you’ve researched the company and are well-versed about the position. Some examples of questions you could ask include:

- *What does a typical day look like for a person in this position?*
- *Why do you enjoy working here?*
- *What qualities do your most successful employees have?*

- *I've really enjoyed learning more about this opportunity. What are the next steps in the hiring process?*

7. Conduct mock interviews

Just like public speaking, practicing interviews is the best way to relieve anxiety and improve your confidence. Practice may be tedious, but repeatedly experiencing the interview process will make you more comfortable and help you give the right impression.

If you have friends or family to help, conduct mock interviews as much as you can. If you don't have another person, practice your questions and answers out loud. You may find that an answer sounds awkward or doesn't convey what you wish when it's spoken, so this gives you an opportunity to refine your answers and commit them to memory. The more you repeat your interview, the more confident you'll be during the real thing.

8. Print hard copies of your resume

Most employers ask for digital copies of your resume with the application, but they may not have easy access to it during the interview itself. Having copies to present to multiple interviewers shows that you're prepared and organized. You should have at least three copies to provide for multiple interviewers, plus one for yourself to follow along.

During your preparation, read over [your resume](#) and rehearse explanations for any gaps that may appear or other oddities. For example, you may have taken time off work to care for a child or family member, switched careers or had other legitimate reasons for [employment gaps](#). These can be a concern for employers, so it's best to prepare your explanation to show them that you're not a risk.

You may also encounter questions about your resume that are awkward. It's important to be honest but diplomatic in addressing them. For example, you may have left a job because of your supervisor or manager, or policies that you didn't agree with, but you don't want to speak negatively about a former employer. Consider these possible questions and prepare your answers in advance, so you don't accidentally say something you'll regret.

Like the rest of the interview, it's best to prepare for these questions by writing notes and rehearsing your answers out loud multiple times prior to the interview.

9. Prepare your travel arrangements

Job interviews tend to be stressful for most people for many reasons, but getting to the interview can be a challenge in itself. If your interview is an unfamiliar area or even an entirely new city, it can be a source of anxiety to find your way around and make sure that you show up on time.

To avoid becoming too anxious for your commute, prepare yourself to ensure everything goes smoothly on the day of the meeting. Here's how:

- **Leave early:** This may seem obvious, but it's better to leave with plenty of time to get to your interview, even if it means arriving way too early. Even if you leave yourself a few extra minutes to get there, small obstacles can be enough to make you late, such as heavy traffic, accidents, no parking or trouble finding the building. If you arrive too early, just use the time to go over your notes and mentally prepare for your interview.

- **Save the interview contact information:** Even with plenty of time for your commute, sometimes situations out of your control can still cause you to be late. If something happens and you know you'll be a little late, call your interview coordinator and make them aware of the situation. Most people are empathetic to these situations and understand that some things just can't be helped, especially if you're letting them know in advance and have a reasonable explanation. In this situation, the worst thing you could do is show up late without any notice and try to explain yourself.
- **Search the location in advance:** Most interviews are scheduled days or weeks in advance, so you have time to research the location. If your interview is close enough, you can take a day to go to the location and check out the parking, take note of the traffic and find the suite or office where your interview will be. If you're anxious about parking or any other aspect of the location, contact your interviewer to ask them for more information.

10. Sell yourself

One of the biggest challenges in an interview is selling yourself. Most people are uncomfortable with this idea, but presenting yourself accurately and positively doesn't have to feel like a sale. The truth is that you do have [professional skills](#) and experiences that may set you apart from other applicants, so it's acceptable and expected for you to acknowledge them to your potential employer.

When you prepare for a job interview, make note of your skills that relate to the role and think of how your experiences and abilities can contribute to the overall goals of the department and company. Your answers will be somewhat short, so you want to choose the most positive and relevant information to share during the interview.

If you have metrics or stats to show your accomplishments or growth during your previous roles, they're a great help in selling yourself during the interview. For example, you may have increased sales by a certain percentage or increased social media engagement in your last position.

Whatever accomplishments you have, don't be modest about sharing them during your interview. Your potential employer wants to know that you'll be the right fit and that you can deliver something to the company, so they need to know all the reasons that you can provide that for them.

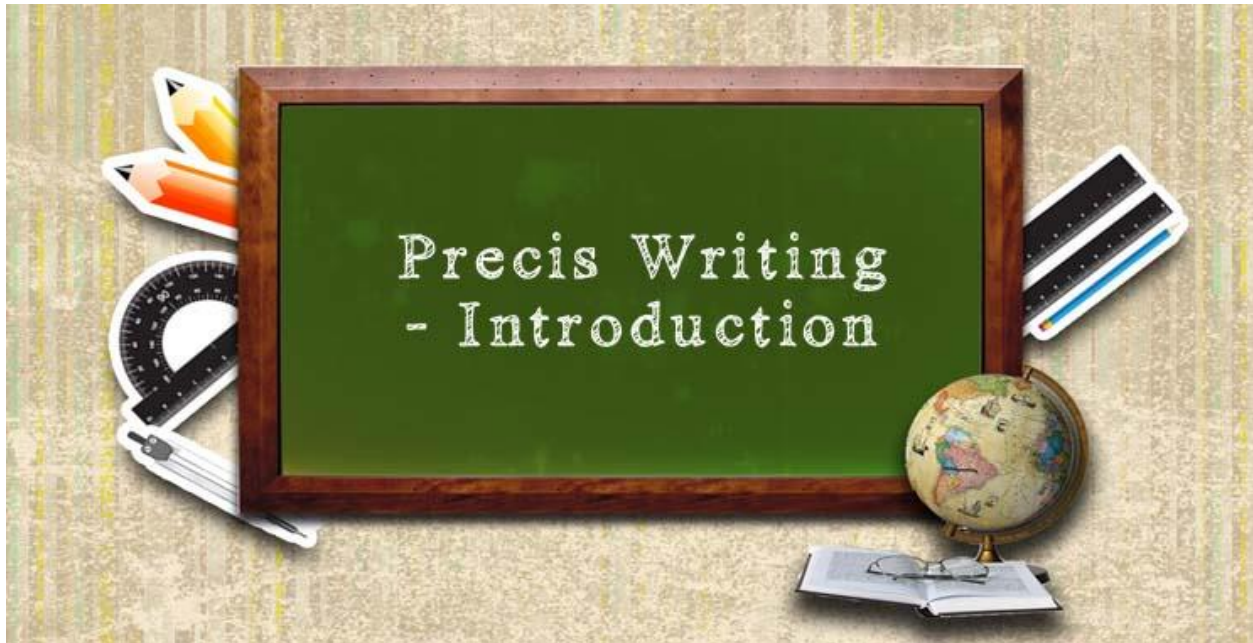
11. Get ready to follow up after the interview

After your interview, you should prepare to follow up with the employer. Doing so reminds the employer of your conversation, shows them you are genuinely interested in the position and gives you the opportunity to bring up points you forgot to mention.

Here are a few steps you can follow when crafting a follow-up note:

- **In the first paragraph,** mention the specific job title and thank your interviewer.
- **In the second paragraph,** note the company's name as well as a conversation point and/or goal that seemed especially important to the person you spoke with. Connect that point to your experience and interests.
- **In the final paragraph,** invite them to ask you any additional questions and close by saying you're looking forward to hearing back.

Final tip: If you don't know the answer to a certain question, it is perfectly acceptable to pause for a moment and simply state, "Let me think about that for a moment." The employer will appreciate you taking the time to give them a thoughtful answer. Be sure to provide specific examples wherever possible. Taking time to prepare for an interview will ultimately help you feel more relaxed and confident during the process.



What is a Precis ?

A precise is like a miniature portrait of the passage: it retains the absolute essential points accompanied with the mood and tone of the author of the passage. The one aspect that needs to be taken care of is that one should not add one's subjective interpretation or comments to the précis and should try to retain the original author's voice and opinions. As far as the writing style is concerned, the writing should be clear with effective sentences (no rambling) and diction should be flawless. Ultimately, it is the coherence of the views presented in the précis that matters, and this can be achieved by making sure that one is concise and to the point. Unnecessarily long sentences should be avoided and the transition from one point to another should be smooth and consistent. Finally, the précis should make sense and be logical in its content and presentation.

What a Precis is Not?

While keeping the above in mind, you need to keep in mind what a precis is not. The following are some of things that should '**not**' be a part of or a reflection of the precis:

- simply a summary of a passage.
- simply an abstract of a passage.
- an outline of a passage.
- a mere selection of a few important sentences from a passage.
- a collection of disconnected facts and statements.

Features of a Good Precis

- is marked by clarity, brevity and precision.
- is not just lifting of the sentences from the original. It should be written in the precis writer's own words.
- is a miniature version of the original passage.
- must have a logical order and be well-knit and well connected.
- must have coherence.
- must use linking devices such as so, therefore, and, because further etc.
- must follow the order of ideas of the original extract.
- must have a title.
- is written in reported speech.
- must not contain any details not found in the original.

Do's and Dont's of Précis Writing.

- **Do's in a précis:**
 - Start your précis by highlighting the main idea of the passage and you should create contextual environment where you can place the necessary points.
 - Once the main idea is established in the précis, you can present the methods, points, facts etc. used by the author of the passage.
 - Compress and clarify a lengthy passage, article, or book, while retaining important concepts, key words, and important data.
 - Remove what is superfluous and retain the core essence of the work.
 - Always remember that mentions about history should be advisably done in the past tense.
 - State the purpose of the research or piece of writing (why was it important to conduct this research or write on this topic?)
- **Don'ts in a précis:**
 - Do not express your own opinion, wish, remark or criticism.
 - Do not insert any question in your précis. Its significance, if essential, may be expressed by a statement.
 - Do not use abbreviations or contractions.
 - Do not be shaky. This suggests that most probably, you have not understood the sense of the passage properly.

Precis in the making

When one is writing a précis, he/she should take care of a few essential points. The first thing is that one needs to convey the general idea of the argument with absolute clarity. The second thing that you need to do is to make sure that all the important points of the original passage are included in the precis. Lastly, make sure that the language of the précis is clear, crisp and concise, and follows the rule for correct diction.

The following rules are general guidelines you should follow while writing a précis:

- Closely read the passage, and identify the central idea of the passage. It is vital to identify the general idea of the passage and incorporate it in one's précis.
- Look-out for the total number of words. If the number is not provided, quickly calculate the number using approximations.

- In order to understand the passage clearly, make sure that you read the passage closely, and give it a couple of reads before you start writing the précis.
- Highlight the most important points in the passage, and make notes. Leave out all non-essential information from the précis.
- Provide an apt heading to your précis.
- Note making is an essential task for writing précis. You should try to arrange the points in most logical order, and ensure the order of thought is the same as the original.
- The three grammatical rules you need to follow while writing a précis are: write it in third person, indirect form and appropriate past tense.
- It is advisable to provide designations of officials rather than names and titles. In case the official designation is not provided, you can use the personal name. Kindly be consistent with the pattern you adopt.
- Make sure you review your rough draft, remove the chinks and ensure that you have made no language related errors.
- Before writing your précis, make sure you have a glance over the original to make sure you have not missed anything.
- Finally, a wise policy would be to count the words of your precis and put them down in a bracket at the end.

Sample Passage:

There is an enemy beneath our feet - an enemy more deadly for his complete impartiality. He recognizes no national boundaries, no political parties. Everyone in the world is threatened by him. The enemy is the earth itself. When an earthquake strikes, the world trembles. The power of a quake is greater than anything man himself can produce. But today scientists are directing a great deal of their effort into finding some way of combating earthquakes, and it is possible that at some time in the near future mankind will have discovered a means of protecting itself from earthquakes. An earthquake strikes without warning. When it does, its power is immense. If it strikes a modern city, the damage it causes is as great as if it has struck a primitive village. Gas mains burst, explosions are caused and fires are started. Underground railways are wrecked. Buildings collapse, bridges fall, dams burst, gaping crevices appear in busy streets. If the quake strikes at sea, huge tidal waves sweep inland. If it strikes in mountain regions, avalanches roar down into the valley. Consider the terrifying statistics from the past 1755: Lisbon, capital of Portugal - the city destroyed entirely and 450 killed. 1970: Peru: 50,000 killed. In 1968 an earthquake struck Alaska. As this is a relatively underpopulated part, only a few people were killed. But it is likely that this was one of the most powerful quakes ever to have hit the world. Geologists estimate that during the tremors, the whole of the state moved over 80 feet farther west into the Pacific Ocean. Imagine the power of something that can move an entire subcontinent! This is the problem that the scientists face. They are dealing with forces so immense that man cannot hope to resist them. All that can be done is to try to pinpoint just where the earthquake will strike and work from there. At least some precautionary measures can then be taken to save lives and some of the property. (330 Words)

Based on the above paragraph, we arrive at the following theme sentences for the four paragraphs:

- Earthquake - the deadly enemy of mankind.
- Damage caused by an earthquake in general.
- Damage caused by an earthquake-in particular,
- What can the scientists do?

The above four theme sentences can be developed into the following outline:

- **Earthquake - the deadly enemy of mankind.**
 - Earthquake strikes all without a distinction of national boundary or political affiliation.
 - The power of a quake is greater than that of a man-made weapon of destruction.
 - Scientists are trying to find out means to combat earthquakes; they will find some way to protect themselves from earthquakes.
- **Damage caused by an earthquake in general:**
 - Strikes without warning.
 - Modern city when struck reduced to a primitive village.
- **Damage caused by an earthquake in particular.**
 - Quake strikes plains, seas and mountains causing all round destruction.
 - In 1755, Lisbon destroyed, 450 killed.
 - In 1970, Peru struck, 50,000 killed.
- **What can the scientists do?**
 - In 1968, Alaska hit, subcontinent moved 80 feet into the Pacific Ocean.
 - Scientists cannot resist the powerful earthquake.
 - They can predict the place of origin of the quake so that precaution can be taken to save man & property.

Based on the above outline, we can make the following rough draft:

- **Earthquake- The Great Destroyer**

Earthquake is the deadly enemy of mankind. Earthquake strikes all without a distinction of nationality or political affiliation. The power of a quake is greater than that of any man-made weapon of destruction. An earthquake strikes mankind without a warning. A modern city when struck is reduced to a rubble. A quake strikes plains, seas and mountains causing all round destruction. The quake struck Lisbon in 1755 killing 450; Peru in 1970 killing 50,000; Alaska in 1968 moving it 80 feet into the Pacific Ocean. Scientists are trying to find out means to combat earthquakes and they are able to predict at least where the earthquake will hit so that precaution can be taken to save man and property from destruction. As the number of words in the rough draft is more than required we shall have to reduce it further without reducing the ideas.

The final draft would look as follows:

- **Earthquake - The Great Destroyer**

Earthquake is the mankind's deadly enemy. Earthquake strikes all without a distinction of nationality or political affiliation. The power of a quake is greater than that of any man-made weapon of destruction. An earthquake strikes mankind without a warning. A modern city when struck is reduced -to a nibble. A quake strikes plains, seas and mountains causing all round destruction. The quake struck Lisbon in 1755 killing 450; Peru in 1970 killing 50,000; Alaska in 1968 moving it 80 feet into the Pacific Ocean. Scientists are trying to find out means to combat earthquakes, to predict the origin of the quake so that precaution can be taken to save man and property from destruction.(115 words)

Multiple Choice Question for Online Exam						
	Merlin carried the baby to safety is a ----- sentence.	Declarative	Interrogative	Imperative	Exclamatory	declarative
	why did the traitors poison the town's wells? is a ---- sentence.	Declarative	Interrogative	Imperative	Exclamatory	interrogative
	Go back and fetch the missing sword. ----- sentence.	Declarative	Interrogative	Imperative	Exclamatory	imperative
	Slip the sword into the groove and pull it out. is a ----- sentence.	Declarative	Interrogative	Imperative	Exclamatory	imperative
	The king was England's bravest ruler! is a ----- sentence.	Declarative	Interrogative	Imperative	Exclamatory	exclamatory
	Sarah at the end of the square. is a ----- sentence.	Declarative	Interrogative	Imperative	Exclamatory	declarative
	correct the sentence: <u>you do like</u> to see movies about knights and castles?	you do like	do you like	correct as is	like you do	Do you like
	correct the sentence: Please hand me that book about the <u>middle ages</u> ?	Middle Ages!	Middle Ages.	correct as is	Middle Ages?	Middle ages.
	correct the sentence: Grandfather described life in the <u>early part of the century</u> .	Of the century?	of the century!	correct as is	of the century.	correct as is
	correct the sentence: Why don't you write about <u>your life</u> !	your life?	your life.	correct as is	your life!	Your life?
	correct the sentence: <u>Begin by</u> describing your very first memory.	begin by describing	by describing	correct as is	by describing?	correct as is
	correct the sentence: I had such fun <u>swimming in the ocean</u> ?	in the ocean	in the ocean!	correct as is	in the ocean?	in the ocean!
	choose the correct interrogative and fill the dash: ----- did the storm start?	when	where	who	what	when
	choose the correct interrogative and fill the dash: ----- did	what	where	what	who	where

	you take cover?					
	choose the correct interrogative and fill the dash:----- did you meet there?	who	what	where	when	who
	choose the correct interrogative and fill the dash:----- happened after that?	who	what	where	who	what
	choose the correct interrogative and fill the dash:----- did you leave the café?	when	who	what	where	when
	choose the correct interrogative and fill the dash:----- did you go yesterday?	what	where	who	when	where
	choose the correct interrogative and fill the dash: ----- took you there?	what	who	where	when	Who
	underlined the correct parts of sentence: <u>my cousin</u> lives on a big ranch in montana	simple subject	complete subject	simple predicate	complete predicate	complete subject
	underlined the correct parts of sentence:Her family <u>raises cattle on the ranch.</u>	simple subject	complete predicate	simple predicate	complete subject	complete predicate
	underlined the correct parts of sentence: <u>Rosa's job</u> feeding the chickens before school.	simple subject	complete subject	simple predicate	complete predicate	simple subject
	underlined the correct parts of sentence:Her brother John <u>feeds the horses.</u>	simple subject	simple predicate	complete predicate	complete subject	complete predicate
	underlined the correct parts of sentence: <u>My cousin Rosa</u> rides her horse across this range.	simple subject	complete subject	complete predicate	simple predicate	complete subject
	underlined the correct parts of sentence:John <u>spreads</u> fresh hay in the pasture.	simple subject	simple predicate	complete predicate	complete subject	simple predicate
	Choose the corectplural form:Those -----	person	people	correct as is	persons	persons

	(person)there are making too much much noise.					
	Choose the corectplural form:They might wake up all the ----- ---(child).	child	children	correct as is	childs	children
	Choose the corectplural form:This little boy lost his two front ----- ---(tooth)last week.	tooth	teeth	correct as is	teeths	teeth
	Choose the corectplural form:His sister could scarcely stand on her ----- (foot).	foot	feet	correct as is	foots	feet
	Choose the corectplural form:They like to listen to me tell them ----- ------(story).	story	stories	correct as is	storys	stories
	Choose the corectplural form:I enjoy writing ----- (book).	book	books	correct as is	bookes	books
	Choose the corectplural form:I like tales of knights and ----- ------(princess).	princesses	princess	correct as is	princes	princesses
	Choose the corectplural form:I also write about ----- ------(monster)and pirates.	monster	monsters	correct as is	monsteres	Monsters
	Choose the quantifier:There are more questions in this assignment than yesterday's.	more	assignment	yesterday's	there	more
	Choose the quantifier:I need plenty of help from my brother.	need	plenty of	from	I	plenty of
	Choose the quantifier:Every solution has to be shown in full.	need	plenty of	full	Every	every
	FIND SYNONYMS: detest	argue	hate	discover	reveal	hate
	FIND SYNONYMS: gracious	pretty	lever	pleasant	present	pleasant
	FIND SYNONYMS:	foretell	decide	prevent	discover	foretell

	predict					
	FIND SYNONYMS: kin	exult	twist	friend	relative	relative
	FIND SYNONYMS: pensive	oppressed	caged	thoughtful	happy	Thoughtful
	FIND SYNONYMS: banish	exile	hate	fade	clean	exile
	FIND SYNONYMS: fraud	malcontent	argument	imposter	clown	imposter
	FIND SYNONYMS: saccharine	leave	sweet	arid	quit	sweet
	FIND SYNONYMS: drag	sleepy	crush	proud	pull	pull
	FIND SYNONYMS: simulate	excite	imitate	trick	apelik	excite
	FIND SYNONYMS: jovial	incredulous	merry	revoluting	dizzy	merry
	FIND SYNONYMS: indifferent	neutral	unkind	precious	mean	neutral
	FIND SYNONYMS: charisma	ghost	force	charm	courage	Charm
	FIND ANTONYMS: withdraw	reduce	need	advance	want	advance
	FIND ANTONYMS: secret	friendly	covert	hidden	overt	overt
	FIND ANTONYMS: heartfelt	loving	insincere	unhealthy	humorous	insincere
	FIND ANTONYMS: impartial	hostile	biased	dislike	worried	biased
	FIND ANTONYMS: awe	borrow	shallow	low	contempt	contempt
	FIND ANTONYMS: Luminous	clear	dim	brittle	clever	dim
	FIND ANTONYMS: pit	group	peak	select	marry	peak
	FIND ANTONYMS: rotund	round	unimporti	thin	dull	thin
	FIND ANTONYMS: talent	ungrateful	silent	show	inability	inability
	FIND ANTONYMS: common	strange	uneasy	quick	fast	strange
	FIND ANTONYMS: brazen	bashful	boisterous	noisy	heated	bashful
	FIND ANTONYMS: expect	attend	regret	despair	loathe	despair
	FIND ANTONYMS: malodorous	acid	pungent	fragrant	delicious	fragrant
	FIND ANTONYMS: expound	besmirch	confuse	confine	condemn	Confuse
	FIND PREPOSITIONS :Jeanne was texting her boyfriend _____the teacher was teaching.	UNTIL	OF	WHILE	FOR	WHILE
	FIND PREPOSITIONS	OF	ON	TO	ABOUT	ABOUT

	:Ai Ling is worried _____ the test because she thinks that she will fail the test.					
	FIND PREPOSITIONS :The detective chased the killer _____ the streets.	SINCE	THROUGH	DURING	BEYOND	THROUGH
	FIND PREPOSITIONS :Julia came all the way _____ Russia to see her boyfriend.	FROM	SINCE	BEFORE	IN	FROM
	FIND PREPOSITIONS:Their relationship was _____ because of jealousy.	ON	IN	OVER	OF	OVER
	FIND PREPOSITIONS :Amanda hasn't seen her older sister _____ last April.	ON	IN	AROUND	SINCE	SINCE
	FIND PREPOSITIONS :There is a bridge _____ the river.	NEAR	ACROSS	ON	ALONG	ACROSS
	FIND PREPOSITIONS :These dresses were _____ sale last week.	IN	OF	ON	UP	ON
	FIND PREPOSITIONS:There is no doubt that Adam is very good _____ telling jokes.	AT	OVER	OF	WITH	AT
	FIND CONJUNCTIONS: I like coffee ____ I don't like tea.	AND	BUT	BECAUSE	SO	BUT
	FIND CONJUNCTIONS: I cannot swim ____ I can ski.	AND	BUT	BECAUSE	SO	BUT
	FIND CONJUNCTIONS: I want a new TV ____ the one I have now is broken.	AND	BUT	BECAUSE	SO	BECAUSE
	FIND CONJUNCTIONS:I had to work on Saturday ____ I couldn't go to	AND	BUT	BECAUSE	SO	SO

	John's party.					
	FIND CONJUNCTIONS:My name is Jim ____ I'm your new teacher.	AND	BUT	BECAUSE	SO	AND
	FIND CONJUNCTIONS: It was cold ____ I turned on the heater.	AND	BUT	BECAUSE	SO	SO
	FIND CONJUNCTIONS: We'll have to go shopping ____ we have nothing for dinner.	AND	BUT	BECAUSE	SO	BECAUSE
	FIND CONJUNCTIONS:The history test was difficult ____ the English one was easy.	AND	BUT	BECAUSE	SO	BUT
	FIND CONJUNCTIONS: We didn't go to the beach yesterday ____ it was raining.	AND	BUT	BECAUSE	SO	BECAUSE
	FIND CONJUNCTIONS: We have a test on Monday ____ I'll have to study this weekend.	AND	BUT	BECAUSE	SO	SO
	Find the correct articles: There are many local festivals in -----Japan.	a	the	an	no article	no article
	Find the correct articles: They are usually celebrated once -----year.	a	the	an	no article	a
	Find the correct articles: Some of ----- ----festivals last over many days.	a	the	an	no article	the
	Find the correct articles: In February,you can see large snow sculptures in -----city park in sapporo.	a	the	an	no article	the
	Find the correct articles: In spring and -----autumn,large pretty floats are pulled through takayama town.	a	the	an	no article	no article
	Find the correct articles: ----- important festival is	a	the	an	no article	an

	the Tenjin Matsuri,when there are fireworks.					
	Find the correct articles: ----- interesting dancing festival is held in mid-august in Tokushima city.	a	the	an	no article	the/an
	Find the correct articles: In octomber, in Kyoto, -----huge historical parade begins from the palace.	a	the	an	no article	a
	Find the correct articles: On 3 december, ----- city of chichibu celebrates the night festival.	a	the	an	no article	The
	Find the modal verb :you -----make a terrarium in less than an hour.	can	must	should	shall	can
	Find the modal verb :Ask your mother if you -----use a nice empty bottle of hers.	may	can	should	shall	may
	Find the modal verb :Any glass container with a wide mouth --- ----be used.	can	should	must	shall	should
	Find the modal verb :The plants -----not touch the sides,so choose a wide jar.	can	should	must	shall	should
	Find the modal verb :Tourists -----enter the hot springs museum.	may	should	must	shall	may
	Find the modal verb :All visitors ----- remove their shoes before they enter.	must	may	should	shall	must
	Find the modal verb :They -----change into the slippers provided.	can	should	may	shall	can
	Find the modal verb :Visitors -----visit all the rooms except the office.	may	should	can	shall	may
	Find the modal verb	must	should	can	shall	must

	:They -----not enter the office at all times.					
	Find the modal verb :You -----stay as long as you like while the museum is open.	can	should	must	shall	Can
	Identify the reflexive pronoun: you are	You	Young	movies	our	You
	Identify the reflexive pronoun: Dad is driving himself to his office.	office	himself	Dad	our	Dad
	Identify the reflexive pronoun: Grandpa himself will accompany you to the movies.	Grandpa	himself	You	our	Grandpa
	Identify the reflexive pronoun: Our cat Whiskers can look after itself at home.	Our	himself	You	your	whiskers
	Identify the reflexive pronoun: Mom is going to treat herself to a visit at the spa.	visit	Mom	spa	our	Mom
	choose the reflexive pronoun: Did you write this story- ----- -----?	yours	yourself	myself	himself	yourself
	choose the reflexive pronoun: How does the mam in the story make -----invisible?	herself	yourself	himself	myself	himself
	choose the reflexive pronoun: What is the dog doing to -----in his storg?	myself	itself	themselves	himself	Itself
	Choose the correct adjective: The show on television was really -----	boring	bored	bores	bore	boring
	Choose the correct adjective: Joan was so -----that she fell asleep on the sofa.	boring	bored	bores	bore	bored
	Choose the correct adjective: But when she got to her bed,she was ----- that she did not feel	annoying	annoyed	annoy	annoyed	annoyed

	sleepy anymore.					
	Choose the correct adjective: so,she started to read the book that dad said had an- -----plot.	interesting	interested	interest	interests	interesting
	Choose the correct adjective: Indeed,she was not -----.	disappointing	disappointed	disappoints	disappoint	disappointed
	Choose the correct adjective: The story turned out to be really - -----.	fascinating	fascinated	fascinates	fascinate	fascinating
	Choose the correct adjective: When her parents got home,they were ----- to see her up so late.	surprised	surprising	surpries	surprise	surprised
	Choose the correct adjective: We watched an ----- game show on television	entertained	entertaining	entertaines	entertain	Entertaining
	Choose the correct irregular verbs: Last week, we ----- the news about our baseballteam's victory.	hear	heard	hears	heared	heard
	Choose the correct irregular verbs: Yesterday, Mom and I -----the bus downtown..	rode	rides	ride	rids	rode
	Choose the correct irregular verbs: Then, we -----in line for an hour.	stand	stood	stands	standed	stood
	Choose the correct irregular verbs: We finally -----four tickets to the first game.	bought	buys	buying	buy	bought
	Choose the correct irregular verbs: Then, we -----lunch to celebrate.	eat	ate	eats	eaten	ate
	Choose the correct irregular verbs: That old house -----on top of the hill for a century.	has stood	has stand	has stands	stand	has stood
	Choose the correct irregular verbs:We ---	have rode	have ride	have ridden	ridden	have ridden

	-----up there many times.					
	Choose the correct irregular verbs: Our great-grandfather ---- -----pictures of the house long ago.	had drawn	had draw	had drew	drew	had drawn
	correct the sentence:The parade will began in the late afternoon.	will begin	will begins	correct as is	shall begin	will begin
	correct the sentence:The marching bands will arrive soon.	will arrive	will arrived	correct as is	must arrive	correct as is
	correct the sentence:The floats will shows an old-time newspaper office.	will showed	will show	correct as is	shall show	will show
	correct the sentence:When will the dancers performed?	will perform	will performs	correct as is	shall perform	will perform
	correct the sentence:Tomorrow we will celebrate with a picnic.	will celebrates	will celebrated	correct as is	shall celebrate	correct as is
	choose the correct past continuous verb : Many events ----- on at the same time at the funfair.	are going	were going	is going	going	were going
	choose the correct past continuous verb : I ----- cotton candy at the stall my class set up.	sold	am selling	was selling	selling	was selling
	choose the correct connectors: It was a fine day, -----there was surprisingly few people at he beach.	however	yet	as well as	and	yet
	choose the correct connectors: We planned to play beach volleyball- ----- -----forgot to bring our ball.	and	but	though	yet	but
	choose the correct connectors: We- ----- --swam in the sea ----- -----built sandcastles.	also....too	both...also	not only.....but also	and	not onlybut also
	choose the correct	not only	although	however	yet	Although

	connectors: -----it was sunny in the morning, the sky began to darken in the afternoon.					
	choose the correct connectors: We did not mind getting wet. -----, it was dangerous to play in a storm.	However	Though	while	and	However
	choose the correct connectors: Ali owns a car as well as ----- --	he drives	a motorcycle	yet	and	a motorcycle
	choose the correct connectors: ----- mom left for work, she gave Jenney a list of chores to do.	until	first	Before	yet	Before
	select the adverb: That night. A huge snoestorm hit New York City.	That night	huge	New York	hit	That night
	select the adverb: A train tried to plow through the snow earlier.	A train	earlier	plow	through	earlier
	select the adverb: Then, the train went off the	Then	the track	train	went	Then
	select the adverb: Snow fell everywhere.	everywhere	snow	fell	snows	everywhere
	select the adverb: People were trapped inside.	inside	people	trapped	were	inside
	select the adverb: Some people tunneled out from their homes.	from	some	tunneled	people	from
	select the adverb: They built a shelter by the river.	by	they	built	shelter	by
	select the adverb: Grandpa talked happily to the sea lions.	happily	grandpa	sea	lions	Happily
	select the correct infinitive:Dad took my brother and me to watch a soccer game last night.	took	game	watch	soccer	watch
	select the correct	wanted	went	get	early	get

	infinitive: we wanted to get good seats, so we went early.					
	select the correct infinitive: Although we were not at the grandstand, we could see well from our seats.	were	see	see	game	see
	select the correct infinitive: Dad explained the game because we did not	explained	know	know	game	know
	select the correct infinitive: I can explain the rules of the game now to you if you like.	can	like	explain	you	explain
	select the correct infinitive: I love to -- ----- out of the window during a storm.	look	looks	look	window	look
	select the correct infinitive: I can ----- - the trees bending over in the strong wind.	saw	see	see	strong	See
	Change the sentence into plural nouns: mouse	mice	mouse	mise	mize	mice
	Change the sentence into plural nouns: man	men	man	woman	womens	men
	Change the sentence into plural nouns: child	children	child	childs	childrens	children
	Change the sentence into plural nouns:tooth	teeth	tooth	teoth	teath	teeth
	Change the sentence into plural nouns: foot	feet	foot	fote	fotes	feet
	Change the sentence into plural nouns: ox	oxen	ox	oxens	oxes	oxen
	Change the sentence into plural nouns: goose	geese	goose	gooses	goosess	geese
	Change the sentence into plural nouns: deer	deer	deer	deers	dears	deer
	Change the sentence into plural nouns: sheep	sheep	sheep	sheeps	sheepes	sheep

	Change the sentence into plural nouns: person	people	person	peoples	pupils	people
	Change the sentence into plural nouns: story	stories	story	storys	storys	stories
	Change the sentence into plural nouns: son	sons	son	daughter	son-in-law	sons
	Change the sentence into plural nouns: fox	foxes	fox	foxes	foxen	foxes
	Change the sentence into plural nouns: chapter	chapters	chapter	chapteres	chaptereses	chapters
	Change the sentence into plural nouns: cub	cubs	cub	cubes	cuben	cubs