



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 2015 - 2016

Subject Code: 15BECC202, 15BTCC202

Subject: COMMUNICATIVE ENGLISH II

Semester: II

LTPC 3 0 0 3

OBJECTIVES:

- To motivate learners to acquire listening & speaking skills in both formal and informal context.
- To focus on question forms & to make them understand the importance of using question tags and also the functional use of transformation of sentences.
- To improve their reading habit and to train them in critical and analytical reading.
- To equip them to write for academic as well as work place context.
- To enable students to face interviews.

INTENDED OUTCOMES:

Students undergoing this course will be able to

- Acquire second language: speaking convincingly, expressing their opinions clearly, negotiating and arguing using appropriate communicative strategies.
- Enhance their reading texts critically and analytically.
- Develop writing effectively, persuasively and producing different types of writing such as narration, description, exposition and argument as well as creative, critical, analytical and evaluative writing.
- Enrich the ability to face interviews with confidence.

UNIT-1

(10)

Listening - Difference between Hearing & Listening –Listening to informal conversation.

Speaking - Spoken structures on different situations - Introduction, Greeting, Comments on

topics like Films, Games etc, Excuse, Request, Agreement, Disagreement, etc., **Reading** –

Extensive and Intensive reading. **Writing** – Report writing - Writing a covering letter. **Grammar**

– Regular & Irregular verbs - Kinds of sentences - Question tags. **Vocabulary** – Homonyms and

Homophones.

UNIT-II

(8)

Listening – Note Taking- Improving grasping ability. **Speaking** – Welcome address - Vote of

thanks - Master of ceremony. **Reading** – Active and Passive reading - Reading for vocabulary-

Reading for a purpose. **Writing** - Writing a review (Film review) - Summary of a story.

Grammar - Modal verbs – Conjunction - Expression of cause and effect. **Vocabulary** - Phrasal

verbs - Idioms.

UNIT – III**(9)**

Listening - Barriers to listening (Physical, Psychological, Linguistic & Cultural). **Speaking** – Stress, Pause and Intonation. **Reading** – Rapid reading – Skimming, Scanning and Surveying. (SQ3R)**Writing** - Essay writing -Minutes of meeting - Agenda – **Grammar** - Active and Passive voice - Purpose expression. **Vocabulary** - Same words used as noun and verb - Often misspelt and confused words.

UNIT-IV**(8)**

Listening – Listening to telephone conversation - Viewing model interviews. **Speaking** – Group Discussion - Correlation between verbal & non - verbal communication. **Reading** – Reading comprehension (short & long text) - Reading job advertisements and profile of a company. **Writing** – Job application - Resume writing - Checklist preparation. **Grammar** - Numerical expressions – Collocations - **Vocabulary** - Singular and Plural (Nouns)

UNIT- V**(10)**

Listening – Types of listening- Improving listening comprehension. **Speaking** - Oral presentation - Vocal communication techniques - Voice, quality, volume, pitch etc., **Reading** -Note making - Making notes from books/ any forms of writing materials. **Writing** - Describing process & products - Recommendation writing – Short essays writing- **Grammar**- Transformation of sentences (Simple, Compound & Complex). **Vocabulary** - Collection of Technical Vocabularies with their meanings.

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

Total-45**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	2008
2	Rizvi Ashraf, M	Effective Technical Communication	Tata McGraw-Hill, New Delhi.	2007
3	Rutherford Andrea, J.	Basic	Pearson Education, New	2006

		Communication Skills for Technology	Delhi.	
--	--	-------------------------------------	--------	--

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
--

KARPAGAM UNIVERSITY
FACULTY OF ENGINEERING
DEPARTMENT OF SCIENCE and HUMANITIES (ENGLISH)

LECTURE PLAN

Subject : COMMUNICATIVE ENGLISH II

Code : 15BECC202/15BTCC202

Class/Branch/Section : I BE/B Tech

Name of the Faculty : Dr. D. Deepa Caroline

Sl. No	List of Topics	No. of Hours
UNIT – I	Difference between Hearing & Listening	1
	Listening to informal conversation.	1
	Spoken structures on different situations	1
	Introduction, Greeting, Comments on topics like Films, Games etc	1
	Excuse, Request, Agreement, Disagreement, etc.,	1
	Extensive and Intensive reading	1
	Report writing	1
	Writing a covering letter.	1
	Regular & Irregular verbs - Kinds of sentences -	1
	TOTAL	9
UNIT – II	Note Taking- Improving grasping ability.	1
	Welcome address	1
	Vote of thanks - Master of ceremony.	1
	Active and Passive reading	1
	Reading for vocabulary Reading for a purpose.	1
	Coherence & Cohesion in writing	1
	Writing a review (Film review)	1
	Summary of a story.	1
	Modal verbs – Conjunction	1
	TOTAL	9
UNIT – III	Barriers to listening (Physical, Psychological, Linguistic & Cultural)	1
	Stress, Pause and Intonation	1
	Rapid reading	1
	Skimming, Scanning and Surveying.	1
	Essay writing	1
	Minutes of meeting - Agenda	1
	Active and Passive voice	1
	Same words used as noun and verb	1
	Often misspelt and confused words.	1

	TOTAL	9
UNIT – IV	Listening to telephone conversation	1
	Viewing model interviews	1
	Group Discussion	1
	Correlation between verbal & non - verbal communication	1
	Reading comprehension	1
	Reading job advertisements and profile of a company.	1
	Checklist preparation	1
	Collocations. Singular and Plural (Nouns)	1
	Numerical expressions	1
	TOTAL	9
UNIT – V	Types of listening	1
	Improving listening comprehension	1
	Oral presentation	1
	Vocal communication techniques - Voice, quality, volume, pitch etc.,	1
	Note making - Making notes from books/ any forms of writing materials.	1
	Recommendation writing – Short essays writing	1
	Transformation of sentences	1
	Collection of Technical Vocabularies with their meanings.	1
	Revision	1
	TOTAL	9
	Total No. of Hours	45

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

STAFF IN-CHARGE

HOD

UNIT I

DIFFERENCE OF HEARING AND LISTENING

Definition of Hearing

The natural ability or an inborn trait that allows us to recognize sound through ears by catching vibrations is called the hearing. In simple terms, it is one of the five senses; that makes us aware of the sound. It is an involuntary process, whereby a person receives sound vibrations, continuously.

A normal human being's hearing capability ranges from 20 to 20000 Hertz, called as audio or sonic. Any frequency above and below the given range is known as ultrasonic and infrasonic respectively.

Definition of Listening

Listening is defined as the learned skill, in which we can receive sounds through ears, and transform them into meaningful messages. To put simply, it is the process of diligently hearing and interpreting the meaning of words and sentences spoken by the speaker, during the conversation.

Listening is a bit difficult, because it requires concentration and attention, and the human mind is easily distracted. People use it as a technique to comprehend, what is being said, through different verbal and non-verbal signs, i.e. how it is being said? What type of words is used? Tone and pitch of voice, body language and so on.

Key Differences Between Hearing and Listening

The following points are vital so far as the difference between hearing and listening is concerned

1. An individual's ability to perceive sounds, by receiving vibrations through ears, is called the hearing. Listening is something done consciously, that involve the analysis and understanding of the sounds you hear.
2. The hearing is the primary and continuous in nature, i.e. the first and foremost stage is hearing, followed by listening and it occurs continuously. On the other hand, listening is temporary, as we cannot continuously pay attention to something for long hours.
3. The hearing is physiological, which is through one of our senses in the living organisms. On the contrary, listening is a psychological (conscious) act.
4. While hearing is a passive bodily process that does not the involve use of the brain. As opposed to listening, it is an active mental process, which involves the use of brain to draw meaning from words and sentences.
5. Hearing involves receipt of the message through ears. Conversely, listening encompasses interpretation of the message received by ears.
6. The hearing is an inborn ability but listening is a learned skill.
7. In the hearing, we are not aware of the sounds that we receive, however in the case of listening, we are completely aware of what the speaker is saying.
8. Hearing involves the use of only one sense i.e. ears. In contrast, listening, involves the use of more than one senses i.e. eyes, ears, touch etc. to understand the message completely and accurately.

9. In the hearing, we are neither aware nor we have any control over the sounds we hear. On the other hand, in listening, we are aware of what the other person is saying and so we listen to acquire knowledge and receive information.
10. Hearing does not require focus whereas listening does.

Sr. No.	Point	Listening	Hearing
1.	Type of Act	Psychological Act.	Physiological Act.
2.	Process	Active mental process.	Passive bodily process.
3.	Operation	Involves audio sensing eardrums, conscious psyche & an alert brain.	Involves subconscious functioning of sound detecting eardrums.
4.	Starting Point	Listening starts after hearing.	Hearing begins before we listen.
5.	Activity	Focus is on a particular sound of interest to understand its meaning.	We are not entirely aware of sounds we hear irrespective of our like or dislike.
6.	Reason	We listen to gain knowledge, receive useful information, and are, therefore, worth listening.	We hear because we neither have full awareness nor any control over what we hear.
7.	Selection and focus	In listening we are selective and focus only on some wanted sounds and ignore unwanted sounds.	In hearing, we are neither selective nor focused at all. Here, we're forced to hear all present sounds altogether.
8.	Interchangeability	Paying no attention to listening makes it a hearing process.	Paying attention to hearing makes it a listening process.
9.	Attention and Efforts	In listening, we pay close attention and put focused mental efforts.	In hearing, we neither pay any close attention nor put any mental efforts.
10.	Volunteered or not	Listening is done voluntarily by a person.	Hearing is done involuntarily by every individual.
11.	Nature of process	Listening is a secondary and temporary process.	Hearing is a primary and continuous process.
12.	Conscious or Subconscious	Listening occurs at a conscious level.	Hearing occurs on a subconscious level.
13.	When happens?	Listening happens only when we take an active mental interest to understand the meaning of what we hear.	Hearing is always happening even if you don't take any keen psychological interest.
14.	Examples	Refer Article on Kalyan City Life Blog For E.g. of Listening and Hearing.	

Conclusion

So, with the discussion, it is quite clear that listening is one step ahead of the hearing. The hearing is simply the ability to hear, i.e. natural or God-given however, listening is an acquired skill, which only a few people possess. While the hearing is involuntary and performed effortlessly,

listening is done intentionally, wherein we are selective and pay attention to only those messages, we think important for us.

INTENSIVE & EXTENSIVE READING

Reading, despite being one of the four major skills of language learning, is one of the skills that is most often neglected by language learners. Aside from reading the words and phrases that are presented in textbooks, phrasebooks and grammar guides, most learners do not bother to regularly engage in reading native texts in any meaningful way.

For the language learner who wishes to reach the upper levels of target language capability, this lack of reading poses a serious obstacle to the expansion of one's vocabulary, as a limited vocabulary offers less capacity to understand and, in turn, be understood.

In spite of all this, the question is not simply “to read, or not to read”—the answer to that is a resounding “yes”—but *what* to read, and *how*. You see, although reading is an immensely valuable activity, not all types of reading are created equal.

Indeed, there are *styles* of reading that are more useful in some contexts, and less so in others.

The two most important of these styles are known as **Intensive Reading** and **Extensive Reading**. If you learn to master the *what*, *how*, and *why* of these two manners of reading, you will have two extremely powerful tools in your language learning arsenal, which will fuel your ability to acquire vocabulary indefinitely.

Intensive Reading

To read intensively is to completely deconstruct a text, with the goal of absorbing as much meaning from it as possible. This is done by taking a text, and systematically looking up every word, phrase, or collocation that you do not understand.

This is an activity that requires great mental effort and focus. Because of this, the learner who engages in intensive reading must be careful to follow specific guidelines, or else risk boredom and burnout. Specifically, if you wish to read a text intensively, you must take care to read texts that are **interesting** and **short**, to read only for **brief periods of time**, and to do so when you have **the most mental energy**.

Let's explore these concepts in further detail:

- Texts for intensive reading must be **interesting**, because if you do not enjoy what you read, you will quickly forget the content, and have more mental resistance to the intensive reading process.
- Texts for intensive reading must be **short**, because the end goal is to understand the text down to the most minute detail. The longer a text is, the more laborious it is to complete such a deep analysis, so it is better to stick to shorter texts in order to avoid mental exhaustion.

Ideal learning materials for intensive reading include:

- News articles
- Wikipedia articles
- Short stories
- Blog posts
- You must intensively read for **brief periods of time** specifically to avoid the mental exhaustion that is described above. It takes much focus and effort to go from zero (or partial) understanding of a text to complete understanding, so it is best to limit intensive reading sessions to 30-35 minutes maximum.
- You must intensively read only when you have **the most mental energy**, in order to further boost your capacity for learning, and to reduce the risk of mental exhaustion that comes with deep analysis of even the shortest texts. Of course, mental energy levels fluctuate throughout the day—and even differ greatly from person to person—so exactly you should intensively read is something you need to determine for yourself.

Extensive Reading

To read extensively is to simply read as much as possible, without concerning oneself with the minutia of meaning and the occasional unknown word. This is done by reading for large swaths of time, and looking up words only when you deem it absolutely necessary to your understanding of the text.

If the text you wish to extensively read is at the appropriate level, you'll find that most unknown words can be deciphered by looking at their surrounding context, making overt use of translations or dictionaries unnecessary.

While intensive reading requires a high level of focus and deliberate effort, extensive reading is meant to be a fun and pleasurable experience, requiring a low expenditure of mental effort. The more extensive reading you do, the more language you are exposed to, allowing you to increase your passive knowledge of vocabulary quite quickly.

Specifically, if you wish to read a text extensively, you must read texts that are **interesting**, **level-appropriate**, of **moderate length**, to read when you can dedicate **longer blocks of time**, and to do so when you are **relaxed**.

Let's explore each of these aspects of extensive reading in deeper detail:

- As in intensive reading, texts for extensive reading must be **interesting**. Since extensive reading is done for longer periods of time, you must take care to select texts that hold your attention, and keep you coming back for more, hour after hour.
- Texts for extensive reading must be **level-appropriate**. Since you will not be attempting to understand every single word and phrase (as in intensive reading), you must be able to understand a high-percentage of a text before you even begin. The goal is to absorb unknown words through context; therefore, if you don't understand the bulk of the context, the text is not yet appropriate for you to read extensively.
- Texts for extensive reading must be of **moderate length**. Specifically, a text should be, on average at least 15-30 pages long. Texts of this length are long enough to fully develop an idea or narrative, and require you to keep mental "track" of ideas, concepts or characters as they develop over time.

Ideal learning materials for extensive reading include:

- Graded Readers
- Bilingual Books
- Monolingual (Native) Books
- Magazines
- Comic Books
- Extensive reading must be done for **longer blocks of time** when compared to intensive reading. This is because you will be reading longer texts, which naturally require more time to read, and because sitting down to read for longer periods allow you to get into the "flow"

of reading, and therefore mentally process the material more deeply. When aiming to extensively read a text, it is best to do so for sessions of an hour or more.

- When extensively reading, it is best to stay **relaxed**. Reading in a relaxed, low-stress environment will help you associate reading with pleasure, and therefore increase your willingness to read more often, and for longer periods. Clearly, you don't want to be *so* relaxed that you fall asleep, but instead *just relaxed enough* that you feel comfortable, and willing to absorb whatever you're reading.

Intensive vs. Extensive Reading

By now, you understand the *how to read*, *what to read*, and *why to read* of both Intensive and Extensive Reading. Though you may feel more compelled to one style of reading over the other, don't fall into the trap of thinking that one method is intrinsically better.

Instead, it is important to realize that both styles of reading have their uses, and you should use both styles in tandem (across different texts) in order to bolster your vocabulary acquisition quickly and effectively.

Remember that extensive reading and intensive reading are, at their very core, simply tools. Whenever and wherever you read in your target language, if you know which of these tools the right tool for the job is, you'll be able to maximize your learning, and take your language skill to new heights.

REPORT WRITING FORMAT

How to Write a Report

1. Introduction of your chosen topic
2. Content of your chosen topic
3. The results of your findings
4. Closing it with the conclusion of the report

What Is the Purpose of a Report?

There are two purposes of a report that is done in [formal writing](#) and these are on information and communication.

With these two hand in hand, one of the contributing effects of the purpose of a report is help you decide on making the right decisions.

Second would be to develop good relationships in your work due to the effective information and communication that has been transmitted by the report.

Third and last would be the supervising on the acquired information based on the report on whether if it meets the actual standard of the organization.

Formatting the Report Elements

To keep your report organized and easy to understand, there is a certain format to follow. The main sections of a standard report are:

- **Title Section:** If the report is short, the front cover can include any information that you feel is necessary including the author(s) and the date prepared. In a longer report, you may want to include a table of contents and a definition of terms.
- **Summary:** The summary consists of the major points, conclusions, and recommendations. It needs to be short as it is a general overview of the report. Some people will read the summary and only skim the report, so make sure you include all of the relevant information. It would be best to write this when the report is finished so you will include everything, even points that might be added at the last minute.
- **Introduction:** The first page of the report needs to have an introduction. Here you will explain the problem and inform the reader why the report is being made. You need to give a definition of terms if you did not include these in the title section, and explain how the details of the report are arranged.

- **Body:** This is the main section of the report. The previous sections needed to be written in plain English, but this section can include technical terms or jargon from your industry. There should be several sections, each clearly labeled with a subtitle. Information in a report is usually arranged in order of importance with the most important information coming first. If you wish, a “Discussion” section can be included at the end of the main body to go over your findings and their significance.
- **Conclusion:** This is where everything comes together. Keep this section free of jargon as many people will just read the summary and conclusion.
- **Recommendations:** This is where you discuss any actions that need to be taken. In plain English, explain your recommendations, putting them in order of priority.
- **Appendices:** This includes information that the experts in the field will read. It has all the technical details that support your conclusions. This report writing format will make it easier for the reader to find what he is looking for. Remember to write all the sections in plain English, except the body, which can be as technical as you need it to be. Also remember that the information needs to be organized logically with the most important points coming first.

Presentation and Style

You will want to present your report in a simple and concise style that is easy to read and navigate. Readers want to be able to look through a report and get to the information they need as quickly as possible. That way the report has a greater impact on the reader. There are simple formatting styles that can be used throughout your report that will make it easy to read and look organized and presentable. For example:

- **Font:** Use just one font in your report. An easy-to-read font such as Arial or Times New Roman is best for reports.
- **Lists:** Use lists whenever possible to break information into easy-to-understand points. Lists can either be numbered or bulleted.

- **Headings and subheadings:** You can use headings and subheadings throughout your report to identify the various topics and break the text into manageable chunks. These will help keep the report organized and can be listed in the table of contents so they can be found quickly.
There are also some writing styles to consider:
- **Keep it simple.** Do not try to impress, rather try to communicate. Keep sentences short and to the point. Do not go into a lot of details unless it is needed. Make sure every word needs to be there, that it contributes to the purpose of the report.
- **Use an active voice rather than passive where possible.** Active voice makes the writing move smoothly and easily. It also uses fewer words than the passive voice and gives impact to the writing by emphasizing the person or thing responsible for an action. For example: "Bad customer service decreases repeat business" is more concise and direct than "Repeat business is decreased by bad customer service."
- **Good grammar and punctuation are also important.** Read the report aloud and have someone proofread it for you. Remember that the computer cannot catch all the mistakes, especially with words like "red / read" or "there / their." You may even want to wait a day after you write it to come back and look at it with fresh eyes.

Make the Right Impression

Reports should be well organized and easy to follow. To achieve this, following a structured format keeps your writing on track. How a report is presented to the reader makes not only a lasting impression but also makes the writer seem credible and the information contained in the report reliable. A finishing touch that can make a great impression on the reader is how you package the report. Always print the final report on good quality paper. You may also want to consider placing the report in a binder or a folder.

UNIT II

NOTE-TAKING

Note-taking is the practice of recording [information](#) captured from another source. By taking notes, the writer records the essence of the information, freeing their mind from having to [recall](#) everything.^[1] Notes are commonly drawn from a transient source, such as an oral discussion at a meeting, or a lecture (notes of a meeting are usually called [minutes](#)), in which case the notes may be the only record of the event. Note taking is a form of [self-discipline](#).

Note-Taking Skills

Note taking is an essential skill for university students, but taking notes and integrating information from many sources, including textbooks, labs, online discussions, lectures, and/or seminars, can be challenging. Take time to explore different note-taking methods in order to determine which method works best for you and your course requirements.

Carefully reviewing your course outline, booking a consultation with us, speaking to someone who has already taken the course, or speaking to your professor or TA about course expectations can help you decide the best note-taking approach for you.

Tip: Different disciplines and courses require different note-taking styles. Consider these questions when determining the note-taking method to choose:

- Will you be tested primarily on material from the lectures or the textbook?
- Does the course focus on facts and details, problem solving, or conceptual understanding?
- What exam format will be used – multiple choice, short answer, bell ringer, or essay?

Lecture Notes

- Come to lecture alert and prepared, have all of your notes and materials ready, and sit where you can focus
- Even if the professor provides you with detailed notes or slides, you should only use them as a guide and take your own notes in class. You are more likely to remember the material if you create your own notes (Stutts, Beverly, & Kelley, 2013)
- When possible, read the assigned textbook material before class and take notes. You'll be able to listen better in lecture because you won't have to write down information that's already in your notes
- Look for verbal and visual cues from the professor. Phrases such as "in conclusion" or "write this down," repetition, lists, reviews, summaries, time spent on a subject, and writing on the board should give you clues to important information
- As soon as you can after the lecture, review your notes and add any information you may have missed

Popular Note-Taking Methods

Concept Mapping

Concept Mapping is a technique used to organize information, facts, concepts, equations, theories, etc. Concept mapping can be used to make connections between key concepts, even when those connections were not made during lectures. Mapping can also help you identify less familiar concepts. Begin by writing the main idea in the center of a page, and from there, place related ideas on branches radiating from the center.

After your initial brainstorm of information, look at ways to reorganize and group related concepts, and consider integrating other visual cues, such as diagrams, arrows, or colours, to emphasize concepts and connections. There are also apps and software to facilitate concept mapping.

The Cornell Method

The Cornell Method is an organizational framework to take notes, either in class or from textbooks. Designed to save time and be efficient, the method emphasizes three aspects of note taking: recording information (from the lecture or text); recording extra comments, questions, or thoughts that you had about the information; and summarizing the main ideas of the notes.

Matrix note-taking

Matrix note taking converts linear notes into a chart format. To create matrix notes, take your notes from lectures and readings and simplify them into topics and categories. For example, a course on human development may include readings on three major theories about stages of development. Place the three theories in columns at the top of your chart, and place questions, such as “Who are the major theorists?” or “What are the stages?” in the left hand column. Non-linear note-taking encourages you to be concise in your note-taking, emphasizes relationships and patterns among concepts, and enables you to identify gaps and integrate information in your notes

Note-Taking from Readings

- Use abbreviations, symbols, and key words
- Develop symbols to help you record your thoughts or reactions. For example, an exclamation point could mean “I disagree”
- Organize your notes with headings, numbers, etc.
- Leave blank spaces on your page so you can incorporate lecture notes later
- Circle, highlight or underline concepts you don't understand that you want to look up later
- Your notes should be accurate and complete, including all necessary diagrams, key points, theories, definitions, formulas, and facts, so that you could study from your notes without rereading the textbook
- Record textbook page numbers on your notes so if you don't understand you can quickly find the textbook page for reference

WELCOME ADDRESS

Welcome Speech

A welcome [speech template & example](#) is a statement that signifies a beginning of any particular event, meeting, assembly, or celebration. It is used in order to cordially greet all participants in a gathering. In addition to that, it also contains important information about a special highlight in the event.

Just like any other speech, it follows a structure. Welcome speeches are intended to raise excitement, delight, and anticipation to every person in the crowd. Its very nature is to address an audience and deliver a message that is suitable for the [special occasion speech](#).

Why Do you Need a Welcome Speech?

Most often than not, gatherings and celebrations needs to be filled with joy and excitement from the beginning until the end. It is the intention and obligation of every host or organizer to make sure that all the participants feel satisfied and entertained.

Let me illustrate a scenario. Imagine you were invited to a lecture. You arrived on time. Then comes the speaker talking straight to the main points. Wouldn't you think you probably came late or missed the first part? The reason why a welcome [speech example](#) is needed is to say the introductory rights, which is proper in any gathering.

Tips for a Welcome Speech

Your welcome speech doesn't have to be four or five pages long like some graduation speeches. Here are a few tips to write one.

- **Keep it short and simple.** You have to make sure your audience doesn't spend too much time listening to your words or else they will get bored. Be brief with your statements.
- **Use proper language.** Knowing your audience is very important. If the occasion is business, be formal. Be careful with your words.

- **Check your vocabulary.** It is a must that your words are exactly how it should be used. Never confuse the crowd.

Importance of Welcome Speech

Most of us have probably read or listened to a hundred or maybe thousands of speeches. That includes welcome speech outline. Maybe we can all agree here that the welcome speech sets the tone of the event.

In reality, we always judge a thing by its first appearance. In the same way as in an event, we can tell how it goes by the welcoming or introductory rights. It is very important that the welcome speech template is prepared and well-versed in order to set the right expectations to the audience.

VOTE OF THANKS

A vote of thanks speech is a brief talk, given on behalf of the organization, as a group to a specific person or group of people. It can also be given to the individuals who were responsible for the technical arrangements, catering, setting up of the event, etc. A 'thank you' speech should also be short and crisp. While drafting the speech, make sure to keep the [English language](#) simple and to the point, and ensure your speech ends with a call to applause from the crowd for all those who have been responsible for organizing it all.

Model vote of thanks

A vote of thanks is a short speech meant to thank all the speakers and everyone who has been part of organizing the function including the people gathered to attend the function.

Assuming this vote of thanks is for the Independence day function at the college a sample Vote of Thanks would go like this :

Honorable Chief Guest, (name), Mr Chairman (name), our most esteemed guests, ladies and gentlemen! It's my privilege to propose a vote of thanks on this occasion.

I, on behalf of (staff and students of XYZ college), and the entire fraternity present here today and on my own behalf extend a very hearty vote of thanks to all speakers for taking time from your respective schedules to grace this august occasion.

A big 'Thank You' to [Key note Speaker], for that inspiring motivational talk. I am sure the students, parents and all present here will have a lot to take away from the speech.

We are all inspired by your great words!

Finally, I would like to take this opportunity to place on record our hearty thanks to (ABC], for the perfect logistic support and guidance she/he has extended to all of us at this function.

I also extend my thanks to [name], for his/her /their enormous cooperation in the organization of this event.

Well, Mr. Chairman, ladies and gentlemen, an event like this cannot happen overnight. The wheels start rolling weeks ago. It requires planning and a birds eye for details. We have been fortunate enough to be backed by a team of very motivated and dedicated colleagues of [XYZ college) who know their job well.

I cannot thank everyone enough for their involvement and their willingness to take on the completion of tasks.

Mr. Chairman, ladies and gentlemen, once again I want to state that we are all most grateful to you all. We thank you for being with us this evening – it has been a great pleasure.

Thank You Very Much!

Hints

Time should be taken to mentally prepare the structure of the vote of thanks speech. Be aware that the vote of thanks is not an evaluation and nor is it another speech in its own right, nor should it repeat the chairman's introduction. Yes, a lot to think about, but all will become clear.

The initial statement (which can be mapped out!) might be of the following nature: "Mr Chairman, Ladies and Gentlemen! On behalf of Norwich Orators, I am very happy to thank Fred for giving his speech on 'Promotion in the Mexican Navy' to us this evening... and the concluding sentence might be along the following lines: "So, Mr Chairman, I say, once again, that we are all most grateful to Fred and I now ask the audience to express appreciation in the usual way." [Please note that they will be applauding the speaker (Fred) and not the proposer of the Vote of Thanks.

With experience, the opening and closing formula may be modified, always provided that the principles that they embody are not forsaken. The person proposing the vote of thanks must listen attentively to the speech. The proposer should pick out two or three points that s/he and/or the audience found particularly interesting and, in the vote of thanks, refer and respond to these. Try not to repeat parts of the speech or enter into any kind of debate as to whether you agree or disagree with the speaker. With practice, how to select some useful or illuminating points, and how to incorporate references to them in the vote of thanks, becomes easier and, with time, the proposer will produce a presentation that resembles an excellent dessert following - and in happy harmony with - a fine main course.

ACTIVE AND PASSIVE READING

Reading passively include:

- rushing through reading just to get it done
- forgetting the material immediately after reading
- falling asleep while reading

- texting, emailing or watching TV while reading
- overzealous highlighting of a text

Reading actively include:

- asking questions to uncover the purpose and meaning of the text
- frequently noting the main points in your own words
- reflecting on the relationship between the readings and your topic
- making connections between the readings and themes discussed in class.

UNIT 3

BARRIERS TO LISTENING

This handout talks through a number of different barriers to listening. As you're reading through them – identify if any of the barriers apply to you. Do some apply when you are listening to certain people!

Selective listening

We all listen selectively at some time or other. It is a necessary skill in order to survive in often very noisy environments, however our selectivity can sometimes be based on two things.

- 1) our preconceptions about the other person
- 2) our preconceptions about the importance of what's being said

Identifying any preconceptions before the review meeting will help reduce this barrier.

Talking speed vs speed of thought

There is a considerable difference between the speed at which people talk and the speed at which they think. The average person speaks at about 125 words per minute, whereas thinking speed is in the region of 500 words per minute. We all think a lot faster than we realise! The result is that when listening to someone we are

continually jumping ahead of what is actually being said.

Try to avoid jumping to conclusions in the review meeting. Keep an open mind!

Lack of interest

This could be due to lack of interest in the individual speaking or being distracted by

things that are happening to you personally (e.g. poorly child, deadline for research project funding/reporting) Remember, the review meeting is the opportunity for the reviewee to talk about themselves, their thoughts and feelings.

Beliefs and attitudes

We all have opinions on a variety of current issues; we feel strongly about certain subjects; we value certain behaviours. How do you react when someone inadvertently challenges your beliefs and attitudes? Try to avoid getting emotional particularly in the review situation, remember, the review is about the reviewee not you!

Reactions to speaker

Our reactions to the person speaking rather than what they are saying can cause us to listen less effectively.

Our preconceptions

Our preconceptions often mean we don't even give another person a chance to speak. We can prejudge what they have to say. The implication of this behaviour is that it implies we don't value what they might have to offer.

The words we hear

Over-repetition of words and phrases is one distraction, the use of unfamiliar (e.g. jargon) words is another. Another important point to remember is that words can mean different things to different people. Good – to one person may mean only just acceptable, to another it might mean 'perfect'.

Physical distractions

This can come in a number of different guises and ranges from the background noises that are going on (i.e. a telephone ringing or a fire engine racing down the road), whether we are physically comfortable (i.e. too warm, too cold, the seat is uncomfortable – too high/too low, thirsty), the lighting in the room, to distracting pictures on the wall. Some distractions are within our control (i.e. telephone calls) and where possible it's important to try and stop them from becoming distractions.

STRESS, INTONATION AND PAUSE

The vocal elements refer to how the presenter uses his/her voice such as the tone, stress, pitch, intonation etc. Test yourself to see if you understand the following terms by completing the quiz that follows: intonation, stress and pause.

1. Intonation in oral speech is related to

- The entire variation of pitch while speaking – for example when asking a question.
- The variation of speed in a sentence.
- The variation of stress in a syllable.

2. Stress in oral speech is used to:

- Enhance the tone of a syllable.
- Emphasize certain syllables in a word or a certain word in a phrase or sentence.
- Improve the pitch of certain syllables.

3. Pauses in oral speech are related to:

- Enable listeners to take notes.
- Allow the presenter to rest.

- Allow the presenter to gather thoughts or emphasize a point.

An **agenda** is a list of [meeting](#) activities in the order in which they are to be taken up, beginning with the call to order and ending with adjournment. It usually includes one or more specific items of business to be acted upon. It may, but is not required to, include specific times for one or more activities. An agenda may also be called a [docket](#), schedule, or [calendar](#). It may also contain a listing of an **order of business**.

- Give your agenda a simple title that describes what the meeting is about.
- Make a header that includes the meeting date, time, location, and attendance list.
- Write a brief 1-2 sentence objective that explains the goal of the meeting.
- Break the meeting up into segments and list how much time each segment gets.
- Leave time at the end of the meeting for questions.

Skimming and scanning

Skimming and scanning are two very different strategies for *speed reading*. They are each used for different purposes, and they are not meant to be used all the time. They are at the fast end of the speed reading range, while studying is at the slow end. People who know how to skim and scan are flexible readers. They read according to their purpose and get the information they need quickly without wasting time. They do not read everything which is what increases their reading speed. Their skill lies in knowing what specific information to read and which method to use. Skimming is one of the tools you can use to read more in less time.

Skimming

It refers to looking *only* for the general or main ideas, and works best with non-fiction (or factual) material. You hone in on what is important to your purpose.

Skimming takes place while reading and allows you to look for details in addition to the main ideas. Many people think that skimming is a haphazard process placing the eyes where ever they fall. However, to skim effectively, there has to be a structure but you don't read everything. *What you read is more important than what you leave out.* So what material do you read and what material do you leave out?

Let's say you are doing research on a long chapter or a web site. By reading the first few paragraphs in detail, you will get a good idea of what information will be discussed.

Once you know where the reading is headed, you can begin to **read only the first sentence of each paragraph**. Also called *topic sentences*, they give you the main idea of the paragraph. If you do not get the main idea in the topic sentence or if the paragraph greatly interests you, then you may want to skim more.

At the end of each topic sentence, your eyes should drop down through the rest of the paragraph, looking for important pieces of information, such as names, dates, or events.

Continue to read only topic sentences, dropping down through the rest of the paragraphs, until you are near the end. Since the last few paragraphs may contain a conclusion or summary, you should stop skimming there and read in detail. Remember that your overall comprehension will be lower than if you read in detail. If while skimming, you feel you are grasping the main ideas, then you are skimming correctly.

Suppose you are taking a presentation skills class and have to deliver an oral report in a few days about the first computers ever made. You locate six books and four newspaper articles about this topic. Because you must be ready soon, you do not have time to read each word, but you need a large quantity of solid information.

Skimming will help you locate the information quickly while making sure you use your time wisely. It will also increase the amount of usable material you obtain for your research. Suppose you have an exam in a few days. You need to review the material you learned, but you don't want to reread everything. By skimming, you can quickly locate the information you haven't mastered yet and study only that material.

Scanning

Scanning is another useful tool for speeding up your reading. Unlike skimming, when **scanning**, you look *only* for a specific fact or piece of information without reading everything.

You scan when you look for your favorite show listed in the cable guide, for your friend's phone number in a telephone book, and for the sports scores in the newspaper. For scanning to be successful, you need to understand how your material is structured as well as comprehend what you read so you can locate the

specific information you need. Scanning also allows you to find details and other information in a hurry.

How to scan. Because you already scan many different types of material in your daily life, learning more details about scanning will be easy. Establishing your purpose, locating the appropriate material, and knowing how the information is structured before you start scanning is essential.

The material you scan is typically arranged in the following ways: alphabetically, chronologically, non-alphabetically, by category, or textually. Alphabetical information is arranged in order from A to Z, while chronological information is arranged in time or numerical order.

Information can be also be arranged in non- alphabetical order, such as a television listing, or by category, listings of like items such as an auto parts catalog. Sometimes information is located within the written paragraphs of text, also known as a textual sense, as in an encyclopedia entry.

Learning to use your hands while scanning is very helpful in locating specific information. Do you do anything with your hands to locate a word in a dictionary? To find a meeting time on your calendar? To read a train or bus schedule? Using your hand or finger is extremely helpful in focusing your attention and keeping your place while scanning a column of material.

Your peripheral vision can also help you scan effectively. When your hand moves down a list of names, you see not only the name your finger is pointing to, but also the names above and below. Let your eyes work for you when searching for information.

Keep the concept of key words in mind while scanning. Your purpose will determine the key words. Suppose you are looking for the time a train leaves from New York City for Washington, D.C. The key words to keep in mind are “from New York City” and “to Washington, D.C.” If you are looking for the cost of a computer printer with the code number PX-710, the key word to locate in a list of many printers is “PX-710.”

When to scan. You scan when your aim is to find specific pieces of information. If you were doing the research for an oral presentation, you could scan the index of books, web sites, and reference materials. You would discover whether they contain any information you want and the pages where the information can be found.

In the past, you probably scanned without knowing you were doing it. Now with the information provided in this section, you can use scanning more intentionally and frequently. The more you practice, the more effective scanning

will become. Finally, the most important benefit of scanning is its ability to help you become a more flexible reader. Scanning adds another high gear to your reading.

Because you may be used to reading every word and may be uncomfortable leaving some words out, you need to give yourself permission to overlook some words by skimming, scanning, and skipping material according to your reading purpose. I give you permission to NOT read everything!

Comparison between Skimming and Scanning:

	Skimming	Scanning
Definition	A technique for fast reading. A reader reads the article in order to get the general idea of it.	A technique in which a reader tries to search a particular text or word in the document
Requirement	<ul style="list-style-type: none">• Ability to go through the article quickly• Ability to understand what can be relevant and not in reading	<ul style="list-style-type: none">• Ability to find quickly• Use of fingers can be effective while looking for a specific information• Focus on key words
Purpose	<ul style="list-style-type: none">• Generally to get the general idea of an article• To sample a book before actually purchasing it	<ul style="list-style-type: none">• Generally to search a telephone number from a list• To find a particular quotation in a book

Method	<ul style="list-style-type: none"> • Read the title carefully • First paragraph and introduction need to be read carefully • Emphasis on the reading of first sentence of every paragraph • Heading and sub headings should be read • Pictures, charts or graphs should be noticed • Words or phrase that are italicized or boldface must be noticed • Summary or last paragraph is important to understand the conclusion 	<ul style="list-style-type: none"> • Reader must be clearly aware of the specific information that needs to be searched in the document • Clues must be used to find the answer – like if one is searching for a date, then only numbers should be looked for • Headings can be helpful in suggesting the location of the desired information • One should be careful in reading and skipping the sections of the passage
--------	---	---

UNIT 4

JOB APPLICATION LETTER

A job application letter (also known as a cover letter) is a letter you send with your resume to provide information on your skills and experience. This letter is your chance to “sell” yourself to an employer, explaining why you are an ideal candidate for a position.

The following application letter format lists the information you need to include in the letter that you send with your resume. Also read below for tips on writing a job application letter.

Tips for Writing a Job Application Letter

- **Do not duplicate your resume.** The purpose of this letter is to show that you are a strong candidate and to highlight your relevant experience and abilities. Since your application letter will be accompanied by your resume, make sure the letter does not duplicate your resume exactly. Your resume is a general record of your experience, education, and accomplishments. In contrast, your application letter should show how exactly your background makes you a good fit for a particular position.
- **Tailor each application letter to the job.** As mentioned above, emphasize in your letter why you are an ideal candidate for the specific job. This requires that you personalize each letter to fit the specific company and position. Here's information on how you can closely match your qualifications to the job posting.
- **Be professional.** Application letters have a fairly rigid format — as hiring managers read your letter, they will expect to see certain information included in set areas. You have freedom within the structure to be personable, but it is important to stick to a certain level of formality. Pay particular attention to the professionalism of your salutation and what you call the employer. You wouldn't, for instance, want to refer to the letter's recipient by the first name unless specifically requested.
- **Use business letter format.** Use the official business letter format when writing your letter. Include your contact information at the top, the date, and the employer's contact information. Be sure to provide a salutation at the beginning, and your signature at the end. The format listed below provides

more information on how to format your letter using official business letter format.

- **Edit, edit, edit.** Employers are likely to overlook an application with a lot of errors. Therefore, read through your cover letter, and even consider asking a friend or career counselor to read the letter. Proofread any grammar or spelling errors.

A job application letter, also known as a cover letter, should be sent or uploaded with your resume when applying for jobs.

While your resume offers a history of your work experience and an outline of your skills and accomplishments, the job application letter you send to an employer explains why you are qualified for the position and should be selected for an interview. Writing this letter can seem like a challenging task. However, if you take it one step at a time, you'll soon be an expert at writing application letters to send with your resume.

How to Get Started

Before you begin writing your job application letter, do some groundwork. Consider what information you want to include (keeping in mind that space is limited). Remember, this letter is making a case for your candidacy for the position. But you can do better than just regurgitating your resume — instead, highlight your most relevant skills, experiences, and abilities.

To include the most convincing, relevant details in your letter, you'll need to know what the employer wants. The biggest clues are within the job advertisement, so spend some time decoding the job ad. Next, match your qualifications with the employer's wants and needs. Make a list of your relevant experience and skills. For instance, if the job ad calls for a strong leader, think of examples of when you've successfully led a team.

Writing Guidelines for Job Application Letters

Writing a job application letter is very different from a quick email to a friend or a thank you note to a relative. Hiring managers and potential interviewers have certain expectations when it comes to the letter's presentation and appearance, from length (no more than a page) to font size and style to letter spacing:

Length: A letter of application should be no more than one page long.

Format and Page Margins: A letter of application should be single-spaced with a space between each paragraph. Use about 1" margins and align your text to the left, which is the standard alignment for most documents.

Font: Use a traditional font such as Times New Roman, Arial, or Calibri. The font size should be between 10 and 12 points.

What to Include in Each Section of the Letter

There are also set rules for the sections included in the letter, from salutation to sign-off, and how the letter is organized. Here's a quick lowdown on the main sections included in a job application letter:

Heading: A letter of application should begin with both you and the employer's contact information (name, address, phone number, email) followed by the date.

If this is an email rather than an actual letter, include your contact information at the end of the letter, after your signature. Here's how to send an email application letter.

Salutation: This is your polite greeting. The most common salutation is "Dear Mr./Ms." followed by the person's last name. Find out more about appropriate cover letter salutations, including what to do if you don't know the person's name, or are unsure of a contact's gender.

Body of the letter: Think of this section as being three distinct parts.

- In the **first paragraph**, you'll want to mention the job you are applying for and where you saw the job listing.
- The **next paragraph(s)** are the most important part of your letter. Remember how you gathered all that information about what employers were seeking, and how you could meet their needs? This is where you'll share those relevant details on your experience and accomplishments.
- The **third and last part of the body of the letter** will be your thank you to the employer; you can also offer follow-up information.

Complimentary Close: Sign off your email with a polite close, such as "Best" or "Sincerely," followed by your name.

Signature: End with your signature, handwritten, followed by your typed name. If this is an email, simply include your typed name, followed by your contact information.

Simple Formatting Using a Template

Overwhelmed by all these formatting and organization requirements? One way to make the process of writing a job application easier is to use a job application letter template to create your own personalized job application letters for applying for a

job. Having a template can help save you time if you are sending a lot of application letters. Do be sure that each letter you send is personalized to the company and position.

Remember to proof and edit your letter before sending it. It may sound silly, but also be sure to include the correct employer and company names - when you write many letters of application at once, it is easy to make a mistake.

If you are applying for a job in advertising or another field that emphasizes creativity, you might be able to be more flexible with these guidelines. However, think closely about the position and the company before deviating drastically from this format.

READING COMPREHENSION

Reading comprehension is the ability to process text, [understand](#) its meaning, and to integrate it 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](#) used in a passage and to determine its tone and mood, and finally ability to determine writer's purpose, intent, and point of view, and draw inferences about the writer.

An individual's ability to comprehend text is influenced by their 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 a number of reading strategies to improve reading comprehension and inferences, including improving one's vocabulary, critical text analysis and practicing deep reading

VERBAL AND NONVERBAL COMMUNICATION

Nonverbal communication can be substituted for verbal communication. It can also repeat, contradict, compliment, accent, and regulate verbal communication.

1. Substitution in nonverbal communication refers to specific words being replaced by nonverbal gestures. For example, we may nod our heads up and down to indicate "yes." In substitution, unlike repeating (below) no words are spoken.

2. Repeating are ways that we use our bodies in sync with words in order to say the same thing. For example, we can say “no” and also shake our head left and right at the same time to reinforce our statement.
3. At times, nonverbal signals and verbal signals can contradict one another. For example we may say that “You’re a joy to be around” while using a disgusted facial expression. This is read as sarcasm.
4. Nonverbal communication can compliment verbal communication. For example, a person might retell of their bad day at work while holding their shoulders slumped. While the nonverbal message of slumped shoulders may indicate fatigue or depression, when it is done in conjunction with the dialogue about a person’s day, strengthens the message.
5. Body language can sometimes be used to accent spoken communication. For example, while speaking forcefully about an issue, a person might baton their hand up and down to really drive the point. In this case, the baton gesture serves to punctuate the finality of the person’s opinion.
6. Nonverbal communication can also regulate verbal communication. Nodding the head up and down for example, signals that a person is being heard and wishes to hear more. If the head is nodded up and down more quickly, then it may indicate a desire to interject. This form of nonverbal communication helps maintain flow and conversation efficiency.

RESUME WRITING

The fundamental principles of resume writing have remained constant for generations, but evolving technologies mean more aspects of the application and hiring processes take place online than ever before. It’s up to you to stay informed of modern best practices and really put your resume to work for you.

1. Cover all the basics

The goal of a resume is to best represent your relevant skills and accomplishments, and there are several ways to do that successfully. That said, every resume requires these basic elements:

- Relevant educational degrees or certifications. The importance of your educational background will vary based on the job or industry you're interested in.
- Relevant work and volunteer experience. Most people choose to list their experience beginning with their most recent job. Don't include everything you did in your past jobs. Instead, focus on achievements over responsibilities.
- Contact information. Your full name, the city where you live, your email address and phone number. Because this personal information is sensitive, you should be cautious about who you share your resume with
- Relevant skills and your level of mastery (for example, "conversational Spanish" or "familiar with Microsoft Excel" vs. "fluent in Spanish" or "expert at Microsoft Excel").

2. Explore other resumes for inspiration

You can also get a sense of the internal language used within a particular industry or company. You might have experience that isn't directly related but is still highly relevant to the position you're applying for, and you want to include it in your resume. Someone else's resume might feature a similar history and offer an example of how to frame this experience in a compelling way.

3. Use as few words as possible

Employers need to quickly understand your work experience. Format your experience as a list of short, scannable statements, rather than writing out dense paragraphs

The typical resume is two pages maximum, so make sure all the information you've included is essential. If you can't decide what is essential, ask yourself if what you're including is relevant to what the employer is asking for in the job description.

It's also important to consider the kind of work you truly want to be hired to do. In other words, don't include past experience for tasks you strongly dislike doing. Keep the experiences that you want to keep building on and match what the employer is looking for—this meets the definition of essential information to include on your resume.

4. Quantify your accomplishments whenever possible

Numbers and data bring your work experience to life and help hiring managers envision the potential impact you could have in their organization. When you can, back up your achievements with real data to boost your credibility and add informative detail to your resume.

5. Use keywords that employers are using in their job descriptions

Hiring managers want to see that you can speak their language and know the lingo of their industry. When they see their own keywords mirrored back to them in your

resume, it reinforces the idea that you're a strong candidate for the role. And if your resume will be posted to an online database like Indeed Resume, the right keywords are critical to getting found by employers.

6. Proofread several times to catch typos and misspellings

Unfortunately, a single typographical or spelling error is sometimes enough to get your resume discarded early in the game. Review your resume multiple times, doing a thorough line-by-line, word-by-word edit. Reading content backwards—awkward and time-consuming though it may be—is a great way to catch minor mistakes that you might otherwise miss. And an outside perspective is always a good idea. Ask a friend, mentor, or family member to review your resume for you before you begin submitting it to employers.

A strong resume can streamline your job search process, helping you showcase your strengths and get one step closer to your dream job. With some diligent work up front—and by adhering to these six rules—you can turn this fundamental job search document into one of your strongest professional assets.

UNIT 5

Types of listening

Here are six types of listening, starting with basic discrimination of sounds and ending in deep communication.

Discriminative listening

Discriminative listening is the most basic type of listening, whereby the difference between difference sounds is identified. If you cannot hear differences, then you cannot make sense of the meaning that is expressed by such differences.

We learn to discriminate between sounds within our own language early, and later are unable to discriminate between the phonemes of other languages. This is one reason why a person from one country finds it difficult to speak another language perfectly, as they are unable distinguish the subtle sounds that are required in that language.

Likewise, a person who cannot hear the subtleties of emotional variation in another person's voice will be less likely to be able to discern the emotions the other person is experiencing. Listening is a visual as well as auditory act, as we communicate much through body language. We thus also need to be able to discriminate between muscle and skeletal movements that signify different meanings.

Comprehension listening

The next step beyond discriminating between different sound and sights is to make sense of them. To comprehend the meaning requires first having a lexicon of words at our fingertips and also all rules of grammar and syntax by which we can understand what others are saying.

The same is true, of course, for the visual components of communication, and an understanding of body language helps us understand what the other person is really meaning.

In communication, some words are more important and some less so, and comprehension often benefits from extraction of key facts and items from a long spiel.

Comprehension listening is also known as *content listening*, *informative listening* and *full listening*.

Critical listening

Critical listening is listening in order to evaluate and judge, forming opinion about what is being said. Judgment includes assessing strengths and weaknesses, agreement and approval.

This form of listening requires significant real-time cognitive effort as the listener analyzes what is being said, relating it to existing knowledge and rules, whilst simultaneously listening to the ongoing words from the speaker.

Biased listening

Biased listening happens when the person hears only what they want to hear, typically misinterpreting what the other person says based on the stereotypes and other biases that they have. Such biased listening is often very evaluative in nature.

Evaluative listening

In evaluative listening, or *critical listening*, we make judgments about what the other person is saying. We seek to assess the truth of what is being said. We also judge what they say against our values, assessing them as good or bad, worthy or unworthy.

Evaluative listening is particularly pertinent when the other person is trying to persuade us, perhaps to change our behavior and maybe even to change our beliefs. Within this, we also discriminate between subtleties of language and comprehend the inner meaning of what is said. Typically also we weigh up the pros and cons of an argument, determining whether it makes sense logically as well as whether it is helpful to us.

Evaluative listening is also called critical, judgmental or interpretive listening.

Appreciative listening

In appreciative listening, we seek certain information which will appreciate, for example that which helps meet our needs and goals. We use appreciative listening when we are listening to good music, poetry or maybe even the stirring words of a great leader.

Sympathetic listening

In sympathetic listening we care about the other person and show this concern in the way we pay close attention and express our sorrow for their ills and happiness at their joys.

Empathetic listening

When we listen empathetically, we go beyond sympathy to seek a truer understanding of how others are feeling. This requires excellent discrimination and close attention to the nuances of emotional signals. When we are being truly empathetic, we actually feel what they are feeling.

In order to get others to expose these deep parts of themselves to us, we also need to demonstrate our empathy in our demeanor towards them, asking sensitively and in a way that encourages self-disclosure.

Therapeutic listening

In therapeutic listening, the listener has a purpose of not only empathizing with the speaker but also to use this deep connection in order to help the speaker understand, change or develop in some way.

This not only happens when you go to see a therapist but also in many social situations, where friends and family seek to both diagnose problems from listening and also to help the speaker cure themselves, perhaps by some cathartic process. This also happens in work situations, where managers, HR people, trainers and coaches seek to help employees learn and develop.

Dialogic listening

The word 'dialogue' stems from the Greek words 'dia', meaning 'through' and 'logos' meaning 'words'. Thus dialogic listening mean learning through conversation and an engaged interchange of ideas and information in which we actively seek to learn more about the person and how they think.

Dialogic listening is sometimes known as 'relational listening'.

Relationship listening

Sometimes the most important factor in listening is in order to develop or sustain a relationship. This is why lovers talk for hours and attend closely to what each other has to say when the same words from someone else would seem to be rather boring.

Relationship listening is also important in areas such as negotiation and sales, where it is helpful if the other person likes you and trusts you.

Pseudo Listening

So, your cubicle partner is droning on about how her cat has the cutest spots on his face and likes to chase his tail and eats only canned tuna and on and on. You nod, smile and occasionally say something agreeable.

In reality, you are probably **pseudo listening**, and this is pretending to listen but not really absorbing anything from the conversation. Believe it or not, we do this for many reasons. For the co-worker's cat story, perhaps you just didn't want to put forth the effort into listening.

Sometimes, the information we receive is something we just don't want to hear. If you are not a football fan, you may not appreciate the sports segment on the evening news. If you enjoy sports, you'd be likely to listen to game results in a much different way.

Don't mistake it for sympathy. Empathy is different. It is about understanding another person, seeing the situation through their eyes. When we listen with empathy, we are less interested in facts. Our goal is to grasp the situation as they feel it.

Note-Making

Notes are a permanent record of information that will help you prepare for seminars, presentations, assignments and examinations. Note-making helps you concentrate on what you are reading, watching or hearing; it helps you to understand new information and new ideas; noting things down in your own words helps to place them in your long-term memory. Effective note-making is a key academic skill; it is invaluable in helping you avoid plagiarism and study more efficiently.

DO'S

- * Be consistent – use a similar format each time you take notes.
- * Use a loose leaf approach that allows you to insert/arrange additional material. * Always record your sources – date, subject, lecturer, title, author, page no. etc.
- * Write on one side only.
- * Use “speech marks” pen to identify direct quotations.
- * Use abbreviations – but only if you’ll remember what they stand for!
- * Keep separate notebooks/binders/folders for each course – don’t muddle them.
- * Use colour, shape, dotted lines, to highlight, link, group ideas

DON'T

- * Copy word for word – note down what you think are the key points.
- * Use ‘pocket’ notepads; give yourself room to spread out your writing and ideas.
- * Rely on PowerPoint handouts – make you own notes as well.
- * Worry if you miss something – aim to get the big picture rather than all the detail.
- * Consider any examples too obvious – note them down.
- * Write down more than you would want to read again.

Methods of note-making

There are a number of different ways in which you can make notes, and each has its advantages and disadvantages. There’s no right or wrong way to make notes, but, as above, there is good and bad practice. So it’s worthwhile experimenting with a number of different styles to see which work best for you and are best for the subject you’re studying, and the activity you’re engaged in – lectures, reading, revising, preparing an assignment, etc. Alternatively, you might choose to create different styles of your own, using the best features of the methods described below:

- Linear notes
- Keyword notes
- Time lines
- Flow-chart notes
- Matrix/grid notes
- Mind maps/spidergrams

The note-making and record keeping areas are filled-in during the note-making activity time, and the summary/digest and questions/keywords areas completed later on during reflection.

ORAL PRESENTATION TECHNIQUES

A good oral presentation is well structured; this makes it easier for the listener to follow. Basically there are three parts to a typical presentation: the beginning, the middle and the end (or introduction, body and conclusion).

THE BEGINNING

The beginning of a presentation is the most important part. It is when you establish a rapport with the audience and when you have its attention.

- Get the audience's attention and signal the beginning.
- Greet audience
- Introduce oneself, (name, position, and company)
- Give title and introduce subject

- Give your objectives (purpose, aim, goals)
- Announce your outline.
- Questions and comments from the audience.
- Make a transition between the introduction and the body.

THE MIDDLE OR THE BODY

- Content.
- Quantity
- Sequencing your ideas.
- Keeping the audience's attention
- Listing information
- Linking ideas, sections/making transitions
- To be clear and concrete. Use examples, rephrasing, summaries etc.:

THE END OR CONCLUSION

- Content
- Dealing with difficult questions
- Summarise

How should you present a visual in a presentation?

It is not sufficient just to put up a transparency on the screen and expect the audience to turn its attention to it, to understand it and make the link with what you are saying. It is important to prepare your audience for what they are going to see. This keeps the audience on their toes and gives you the opportunity to position your visual correctly. Remember to draw the attention of the audience to the points that you wish to highlight but avoid redundancy by describing everything that is in the visual! You can also try to rephrase your point to give it emphasis, giving the audience time to absorb the information.

VOICE AND PRONUNCIATION

Correct pronunciation is important if one is to be understood correctly. Incorrect pronunciation is perhaps the first cause of communication breakdown. If the listener is not accustomed to the speaker's native language, he/she will not understand a mispronounced word. Mispronunciation also tires the listener's ear and he/she will perhaps even stop trying to understand the speaker if it becomes too difficult.

Voice

The voice, or more precisely the qualities of the voice, should be used to its/their fullest. It include loudness, speed (fast or slow), variety, pitch (high or low), silent moments or pauses. The voice is important: to indicate importance, meaning and to create atmosphere and to avoid sounding monotonous and putting the audience to sleep!

PRONUNCIATION

There are two important aspects of pronunciation of individual words, word stress and the individual sounds themselves called "phonemes". A suggestion: make sure you know how to correctly pronounce at least the key technical words or words that you repeat over and over again in your speech. Just as in the case of individual words in English a particular syllable receives stress, so do particular words in a sentence. Sentence stress concerns stressing particular words in a sentence usually at regular intervals. English speakers stress words that are important for meaning such as: nouns, verbs, adjectives, adverbs, negatives, demonstratives and interrogatives. Unstressed ones include articles, auxiliary verbs, prepositions, and conjunctions.

Ways to Improve Your Presentation Skills

- Practice

- Transform Nervous Energy Into Enthusiasm.
- Attend Other Presentations.
- Arrive Early.
- Adjust to Your Surroundings.
- Meet and Greet.
- Use Positive Visualization.
- Remember That Most Audiences Are Sympathetic.
- Smile.
- Work on Your Pauses.
- Don't Try to Cover Too Much Material.
- Actively Engage the Audience.
- Be Entertaining.
- Admit You Don't Have All the Answers.
- Don't Fight the Fear.

SIMPLE COMPOUND COMPLEX

RULES:

Simple to We read to learn In spite of/Despite Despite being poor he is honest. Verb+ing Being punished he wept. enough/tooto He is too weak to walk. Without Without reading you will fail. at the time He woke up at the time of raining Adjective It was a red ball.	Complex so that We read so that we can learn Though/Although Though he is poor he is honest. Since/As As he was punished, he wept. so.....that(negative) He is so weak that he can not walk. If/In case If you do not read you will fail when He woke up when it was raining. that/which It was a ball that/which was red.	Compound and /or We read and we learn but He is poor but he is honest. and so He was punished and so he wept. very.....and He is very weak and he can not walk. or Read or fail/you will fail. and It was raining and he woke up. and It was a ball and it was red.
--	--	---

TRANSFORMATION OF SENTENCES;

Simple	Compound	Complex
01. Verb+ing +Extension ,Subject+ can/ could+ verb+ Ext. Example; Reading books, you can acquire knowledge.	Verb+ Ext. +and +Subject +can/could +verb+ Ext. Example: Read books and you can acquire knowledge.	If +sub+ verb+ other word, sub +can/may +verb +Other word. If you read books you can acquire knowledge.
02. Subject +verb +ing +other word +P.V. +other word. Some people working in the field are farmers.	x	Subject+ Realative pronoun+ P.V.+ other word+ P.V.+ other word. Some people who are working in the field are farmers.
03. Subject+P.V.+article+adverb+adjective+noun. I saw a lame man.	Subject+ P.V. +other word +and +subject +P.V. +other word. I saw a man and he was a lame.	Subject+ P.V.+ noun Phrase+ who/ which/that +P.V. +other word. I saw a man who was lame.
04. Subject+ verb +object +verb (ing)+object. Example; I saw them playing.	S+ to be verb (am/is/are/was/were)+verb(ing)+and + verb(ing).	S+ verb +phrase +relative pronoun+ to be verb +present participle/past participle.

	Example: They were playing and I saw them.	Example; I saw them who were playing.
05. Subject+ verb +infinitive (to +verb)..... We eat to live.	Subject +verb +and +subject+want/wanted+to+verb..... . We eat and (we) want to live.	Subject +verb +so that +subject+ can/could/may/might+ verb..... Example: We eat so that we may live.
04. Subject +to be verb (past/present) +too +adj+ to +verb..... Example: He was too weak to walk.	Subject+ to be verb(past/present)+very +adjective +and +can not/could not +verb+ext. He was very weak and could not walk.	Subject +to be verb(past/present) +so +adj +that +s +cannot/could not +verb+..... Example: He was so weak that he could not walk.
05. Sub+ verb (past/present)+too +adj+ for +objective form+ to +verb (present)+other word. The bag is too heavy for the girl to carry.	Sub +verb (past/present)+very+ adj+ and +sub+ cannot/could not +verb (present)+other word. The bag is very heavy and the girl cannot carry it.	Sub +verb(past/present)+so+ adj+ that +sub+ cannot/could not +verb (present)+other word. The bag is very heavy and the girl cannot carry it.
06. Sub +verb (past/present)+too +adj+ to be+ verb(P.P)+other word. The man is too dishonest to be respected.	Sub +verb(past/present)+very +adj+ and +sub+ verb(Past/present)+other word. The man is very dishonest and nobody respects him.	Sub +verb (past/present)+so +adj+ that +sub+ cannot/could not +verb(present)+other word. The man is so dishonest that people cannot /do not respect him.
07. Sub +verb (past/present) +adj+ enough +to verb (Present)+other word. The girl is innocent enough to believe any man.	Sub +verb (past/present) +very+ adj+ and+ Subject+ can /could + verb(Present)+other word. The girl is innocent and she believes any one.	Sub +verb (past/present) +so+ adj+ that + Subject+ can /could + verb(Present)+other word. The girl is so innocent that she believes anybody.
08. Sub+ verb (to be)+adj+ enough +for+ objective form+ to +verb (present)+other word. The question is easy enough for anybody to answer.	Sub +verb (past/present) +very+ adj+ and+ Subject+ can /could + verb(Present)+other word. The question is very easy and anybody can answer.	Sub +verb (past/present) +so+ adj+ that + Subject+ can /could + verb(Present)+other word. The question is so easy that anybody can answer.
09. Sub +verb (past/present) +adj+ enough +for +object+ verb(Present)+other word. The essay is very easy enough for any student can memorize.	Sub +verb (past/present) +very+ adj+ and+ Subject+ can /could + verb(Present)+other word. The essay is very easy and any student can memorize.	Sub +verb (past/present) +so+ adj+ that + Subject+ can /could + verb(Present)+other word. The essay is so easy that any student can memorize.
10. Sub +verb (past/present) +adj+ enough +to be+ verb (P.P)+other word. The man is honest enough to be respected.	Sub +verb(past/present)+very +adj+ and +sub+ verb(Past/present)+other word. The man is very honest and everybody respect him.	Sub +verb (past/present)+so +adj+ that +sub+ cannot/could not +verb (present)+other word. The man is honest that everybody respects him.
11. Subject +Verb(past participle)+other word+ P.V.+ other word. The book written by Humayan Ahmed is very interesting.	Subject+P.V.+other word+and+sub+P.V.+other word. The book is very interesting and Humayun Ahmed wrote it.	Subject+who/which/that+P.V.+ot her word+P.V.+other word. The book which is written by Humayun Ahmed is very interesting.
12. Subject +Verb +other word(noun)+verb(PP).+other word. I bought a book of poems written by Rahman.	I bought a book of poems and Rahman Azad wrote that.	Subject+P.V.+other word(Noun)+who/which/that+P.V .+other word. I bought a book of poems that/which is written by Rahman.
13. Inspite of /despite +possessive case +noun/adjective..... Inspite of his honesty, he was scolded.	Subject+verb+adjective+but+..... Example;He was honest but scolded.	Though/Although +subjective form +verb +noun/adjective,..... Example; Though he was honest ,he was scolded.
14. Inspite of/despite cold/fog/rough weather/raining/snowing, Example: Despite fog, we reached there on time.	It+to be verb+.....but+..... Example;It was fog but we reached there on time.	Though/Although+it+to be verb+cold/hot/storm/rough weather/ing (verb)+.. Example:Though/Although it was fog, we reached there on time.

15. Without +verb(ing) +subject +verb +ext. Without doing, you will die.	Verb (present form)+or+..... Example:Do or you will die/Do or die.	If +subject+do not/does not/did not+verb+Ext.,Subject+will/would +verb+..... Example:If you do not do,you will die. Unless+subject+principal verb, Subject+..... Unless you read,you will fail.
16. Subject+ to be verb+ at/in/on etc +time word Rubel was born in 1986.	It +to be verb+time word+and+subject+to be verb+ preposition+.... Example: It was 1986 and Rubel was born.	When+it+to be verb+time word+,..... When it was 1986,Rubel was born.
17. At the time of/In the moment of+ possessive case+ verb (ing)+ext.+..... At the time of his departure, I was at the airport.	Subject+verb(according to tense).....and+..... Example: He departed and I was at the airport.	When+subject+verb+Ext. Subject+verb+..... Example:When he departed, I was at the airport.
18. Subject +verb+ other word +at the time of +verb +ing +other word/at+ time. He woke up at the time of raining. He came here at four.	Subject+verb+other word+and+subject+verb+other word+then He woke up and it was raining then.	When/While+subject+verb+other word+subject+verb+other word. When it was raining he woke up. He came when it was four.
19. Being +adjective+,----- Being weak in English, the boy could not do well in the examination.	Subject+ to be verb+.....and+..... Example: The boy was weak in english and not do well in the examination.	Since/As+subject+to be verb+ext. Example: Since he was weak in English, the boy could not do well in the examination.
20. Subject+ being +ext,+ second sentence. Example: Tea being hot, I could not drink.	Subject+to be verb(am/is/are/was/were+ext.+and+ Subject+..... Tea was hot and I could not drink it.	As+Subject+to be verb+adjective/noun, Subject+..... As tea was hot, I could not drink it.

21. At the time of/In the time of +Verb (ing),+..... Example: At the time of raining, I was at home.	It +to be verb(am/is/are/was/were)+Verb(ing)+and+..... Example: It was raining and I went at home.	When+ it+ to be verb +verb (ing),S +verb+..... When it was raining, I was at home.
22. Having+verb(Past participle),Another sentence. Having done the work, the farmers left the field.	Subject+verb to have+verb(past participle)+ext. another sentence. Example: The farmers had done the work and left the field.	Since/As+subject+have/had+verb(past participle)+ext. Example: When the farmers had done the work, they left the field.
23. When subject is same: Subject +having +v(past participle)+ext.,+second sentence. The sun having risen, we went to play in the fields.	Subject+to have verb(have/has/had)+verb(p.p.)+ Ext.+and +second sentence. Example;The sun had risen and we went to play in the field.	
24. Having +been +verb(P.P)+other word +subject +verb +other word. Having been dismissed from the job the man is now at a loss.	Subject+verb+other word+and+subject+verb+other word. The man was dismissed and he was at a loss.	When/After+subject+have/had+verb(P.P)+sub+verb+other word. When the man lost the job,he was at a loss.
25. Because of, due to, owing to, on account of +possessive case+ verb(Participle form)+adjective/noun +Ext. +Next sentence.	It +to be verb+adjective form+and+..... Example.He is blind and cannot see.	Since/As+ Subject +to be verb +Adjective/Noun +, Subject+..... Since/As he is blind and he cannot see.

Due to his blindness, he cannot see.		
26. Because of, due to, owing to +cold/fog/rough weather /raining /snowing, +Next sentence. Example: Because of raining, I did not go to college.	It +to be verb+ cold/fog/rough weather /raining /snowing, +and +Next sentence. Example: It was raining and I did not go to college.	Since/As +it +to be verb +Adjective/Noun, +subject+..... ... Since it was raining, I did not go to college.
27. Besides +verb(ing).....subject+ Besides knowing English, Our Headmaster know Bangla.	Subject +not only+.....but also..... Example: Our headmaster knows not only English but also Bangla.	X
28. Both +Subject +and +S +verb+..... Example; Both Kamal and Jamal went there.	Not only+ First subject+ but also +second sentence +verb+..... Example; Not only kamal but also Jamal went there.	X
29. Subject +verb to be+ both+a+ noun/adjective+ and+a+ noun/ adjective. He is both a singer and a composer.	Subject+ verb to be+ not only+a+ Noun+but also+subj+verb to be +a+ noun. He is not only a singer but also a composer.	He who is a singer as well as a composer.
30. Subject +verb+ adverb +to +verb. Example: He reads attentively to pass.	Subject +verb+ adverb +and +subject +want to/wanted to/desire to+ verb+..... Example:He reads attentively and he desires to pass.	Subject+ verb+ adverb +so that +subject +may/might +verb+..... Example: He reads attentively so that he might pass.
31.By+verb+ing +Ext, Subject +can/could +verb+Ext. By reading books, you can acquire knowledge.	Verb +ext. +and+Subject+can/could+verb+ Ext. Read books and you can acquire knowledge.	If+ Subject +verb+ ext, S +can/could +verb +ext. If you read books, you can acquire knowledge.
32. Subject +verb +noun/adjective/adverb+..... Example: Honesty is the best policy. Heath is wealth	Subject+verb+other word+and subject+verb+other word. It is honesty and that is the best policy. It is health and that is wealth	It+to be verb+Subject+relative pronoun (who,that,which) +verb+Noun/Adjective/adverb..... Example:It is honesty that is the best policy. It is health which is wealth.
33.Subject+verb+the way of+ possessive+ verb +ing I know the way of his doing the work.	Sub+verb+other word+and+subject+verb+other word. He did the work and I know that.	Subject+verb+how+sub+verb+ I know how he did the work.
34.Subject+ verb+ upto +possessive +verb +verb +ing +other word. Students will stay in the classroom upto taking examination sheets by their teachers.	Sub+verb+other word+and +then+sub+verb+other word Students will stay in the classroom and their teacher will take their examination sheets.	Subject+verb+other word+till/until+sub+verb+other word. Student will stay in the classroom till/until their teachers take their examination sheets.
35. Just at the time of +verb +ing +other word+ sub +verb+ other word. Just at the time of coming here I saw him.	.Sub+verb+other word+and just then+sub+verb+other word. I came here and just then I saw him.	As soon as +sub+ verb +other word +sub +verb +other word. As soon as I came here, I saw him.
36. Subject +verb+the reason of +verb+ ing+Noun+other word. I know the reason of his absence.	Sub+verb+other word+and +sub+verb+other word. He is absent and I know the reason.	Sub+verb+why+verb+other word. I know why he is absent.

37. Subject+ verb+ the place of +verb +ing /at/in +place. I was born in Dhaka.	Subject+verb+other word+and+sub+verb+other word. It is Dhaka and I was born here.	Subject+verb+other word(noun)+where+sub+verb+other word. It is Dhaka where I was born.
38. Subject +verb +possessive +verb+ ing /noun+other word. I know his demand.	Sub+ verb +conjunction +subject+verb+other word. He demands and I know it.	Subject+verb+what+sub+verb+other word. I know what he demands.
39. Just+ before +possessive +verb +ing +other word. The train started just before our reaching at the station.	Subject+ verb +other word+and+just then+subject+verb+.... We reached the station and just then the train left.	No sooner had+sub+verb(pp)+than+subject+verb(Past)+other word. No sooner had we reached the station than the train left.
40.subject+verb+to+verb(present)/in order to +verb(present)+other word. He came to know the matter/in order to know the matter.	Sub+ verb+other word+and+subject+verb+other word. He came to me and he wanted to know the matter.	Sub+verb+other word+so that+subject+can/could+verb(present)+other word He came to me so that he could know the matter.
41.With/for all, notwithstanding +possessive case+ noun+ principal clause. For all/with all its beauty, it is very short	But	However/whatever However beautiful it may be, it is very short.
42. Subject+verb+adjective+like+noun/pronoun The boy is brave like his brother.		Asas, so.....as The boy as brave as his brother.
43. With a view to We went to library with a view to reading books.		Subject+so that/in order that/that +may/might/can/could+verb We went to library so that we could read books.
44.Every+noun Every man wants to prosper in life.		There is/was no+noun+but+verb+.... There is no man but wants to prosper in life.
45. Adjective+ verb+noun A studious student can make a better result.		The +noun+who/which+to be verb+adjective+verb+/.... The student who is studious can make a better result.
46.Adjective(Common Noun) The idle cannot prosper in life.		Those+who+verb to be+adjective+verb+.... Those who are idle cannot prosper in life.
47.Subject+ Verb+adjective+noun I saw a pious man.		Subject+verb+noun+who/which+to be verb+.... I saw a man who was pious.
48.subject+verb+NP+interrogative adverb Teacher showed us how to solve the problem.		Subject+ verb+ NP+ Interrogative adverb+ subject+ should/could +verb Teacher showed us how we could /should solve the problem.
49.Adeverb Unfortunately, the girl failed in the examination.		It is +adjective+ that+.... It is unfortunate that the girl failed in the examination.
50.Sub+want/wish/desire/expect/like/advise/urge/persuade /request/beg/order+ indirect object +to be verb+.. Mother wishes me to be an ideal citizen		Subject+ verb +that +subject+ should+ infinitive case+... Mother wishes that I could/should be an ideal citizen.
51. Adjective+ noun=Noun Phraseand..... He is a man and he is honest.	Principal clause+ Subordinate adjective clause.

He is an honest man.		He is the man who is honest.
52.Until/till/after/before+Gerund/ Noun Wait here till raining. Wait here until our arrival arrive.		Subject+verb.....until/till/ after/before+subject+verb Wait here till it rains. Wait here until we arrive.
53. After possessive case +Noun; / At the time of +Gerund/Noun At the time of his waking up, it was raining.		When+ subject +verb+.....subject +verb+..... When we woke up ,it was raining.
54. While/During+(Possessive case)+Gerund/Noun+ Principal clause. Wait here while raining.		As long as as/so long Wait here as long as it rains.

Multiple Choice Question for Online Exam						
	Change the sentence into plural nouns: bead	beads	bead	beades	beadess	beads
	Change the sentence into plural nouns:	insects	insect	insectses	insectes	insects

	insect					
	Change the sentence into plural nouns: spectator	spectators	spectator	spectateres	spectators	spectators
	Change the sentence into plural nouns: wood	woods	wood	woodes	wooden	woods
	Change the sentence into plural nouns: drawer	drawers	drawer	drawen	drawens	drawers
	Change the sentence into plural nouns: admire	admires	admire	admiress	admiren	admires
	Change the sentence into plural nouns: garden	gardens	garden	gardenes	gardeness	gardens
	Change the sentence into plural nouns: thing	things	thing	thinges	thinges	things
	Change the sentence into plural nouns: snack	snacks	snack	snackes	snackenes	snacks
	Change the sentence into plural nouns: cracker	crackers	cracker	crackeres	crackeress	crackers
	Change the sentence into plural nouns: paper	papers	paper	paperes	paperess	papers
	Change the sentence into plural nouns: bag	bags	bag	bage	bagess	bags
	Change the sentence into plural nouns: picture	pictures	picture	pictureess	pictureess	pictures
	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 adverb: The seabirds squawked sharply as they drove.	sharply	seabirds	drove	squawked	sharply
	select the adverb: Andy greeted the girl and grandma warmly.	warmly	seabirds	girl	grandma	warmly
	select the adverb: He guided them expertly through the islands.	expertly	guided	islands	expertly	expertly
	select the adverb: The girl recorded the trip faithfully in her	diary	faithfully	girl	recorded	faithfully

	diary.					
	select the adverb: They looked eagerly at the creatures on the show.	eagerly	creatures	looked	show	eagerly
	select the adverb: Grandma and the girl jumped quickly off the boat.	quickly	grandma	girl	jumped	quickly
	select the adverb: They snorkeled easily with their tubes and fins.	easily	snorkeled	tubes	fins	easily
	select the adverb: The girl saw sea creatures clearly through her face mask.	clearly	creatures	through	face mask	clearly
	select the adverb: She gazed intently at the yellow-tailed surgeonfish.	gazed	intently	gazed	surgeonfish	intently
	select the adverb: Swiftly the sea lions surrounded grandma and the girl.	Swiftly	surrounded	grandma	girl	swiftly
	select the adverb: The water inside had frozen.	frozen	inside	water	had	inside
	Find the modal verb :Dad said he ----- take us there again next month if the prices come down.	might	can	must	shall	might
	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:	visit	Mom	spa	our	Mom

	Mom is going to treat herself to a visit at the spa.					
	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 reflexive pronoun: Why can't the girls save -----? ?	herself	himself	themselves	myself	themselves
	choose the reflexive pronoun: I wish I could be so creative - -----.	yourself	myself	ourselves	himself	myself
	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:	clear	dim	brittle	clever	dim

	Luminous					
	FIND ANTONYMS: pit	group	peak	select	marry	peak
	FIND ANTONYMS: rotund	round	unimpor	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	acrid	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 :Ai Ling is worried _____ the test because she thinks that she will fail the test.	OF	ON	TO	ABOUT	ABOUT
	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	IN	OF	ON	UP	ON

	:These dresses were _____ sale last week.					
	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 John's party.	AND	BUT	BECAUSE	SO	SO
	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	a	the	an	no article	no article

	-----Japan.					
	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 the Tenjin Matsuri,when there are fireworks.	a	the	an	no article	an
	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 :They -----not enter the office at all times.	must	should	can	shall	must
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 sleepy anymore.	annoying	annoyed	annoy	annoyed	annoyed
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	hear	heard	hears	heard	heard

	baseballteam's victory.					
	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 --- -----up there many times.	have rode	have ride	have ridden	ridden	have ridden
	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	will celebrates	will celebrated	correct as is	shall celebrate	correct as is

	we will celebrate with a picnic.					
	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 connectors: -----it was sunny in the morning, the sky began to darken in the afternoon.	not only	although	however	yet	Although
	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	A train	earlier	plow	through	earlier

	train tried to plow through the snow 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 infinitive: we wanted to get good seats, so we went early.	wanted	went	get	early	get
	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 -----	saw	see	see	strong	See

	- the trees bending over in the strong wind.					
	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	chapteres	chapters
	Change the sentence into plural nouns: cub	cubs	cub	cubes	cuben	cubs