



Institute of Aeronautical Engineering
2017 - 2018

ENGLISH FOR COMMUNICATION

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Unit-1

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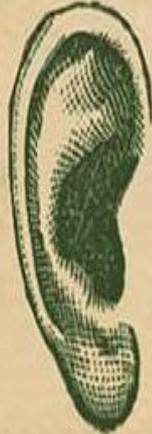
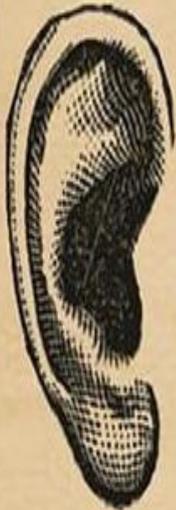
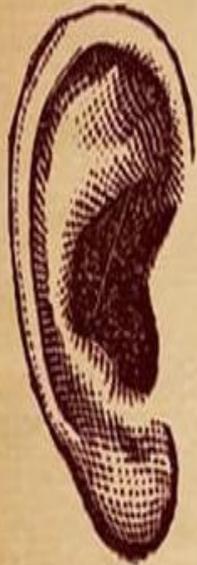
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LISTENING SKILLS



**Every good
conversation
starts with
good listening.**

Listening :

- Listening is a process of Receiving, Interpreting and reacting to a message received from the Speaker.

“According to Management guru Tom Peters, Listening is an essential management and leadership skill”

Listening cannot be done only by ears. One can listen with their eyes, sense, mind, heart and imagination.



Stages of the Listening Process

- ✓ Hearing
 - ✓ Focusing on the message
 - ✓ Comprehending and interpreting
 - ✓ Analyzing and Evaluating
 - ✓ Responding
 - ✓ Remembering
- 



Types of Listening

- Superficial listening
- Appreciative Listening
- Focused listening
- Evaluative listening
- Attentive listening
- Content listening
- Critical listening
- Empathetic listening

Superficial Listening

- ✓ In this type of listening the listener has little awareness of the content what is being said.
- ✓ The output in this type of listening is zero because the listener tends to ignore the message, and is not able to concentrate on the theme, main points and supporting details of the message.



Appreciative listening

- ✓ The main purpose of appreciative listening is to get enjoyment and pleasure.
- ✓ The output may be taking part in the entertainment process.



Focused Listening

- ✓ It involves listening for specific information.
- ✓ This is the most common type of listening that we practice in non – formal oral communicative situations.



Evaluative Listening

- ✓ It involves evaluation of the oral message or commentary and developing a line of thought.
- ✓ The listener interprets and analysis what he or she listens to in order to understand both the explicit as well as implicit meaning of the oral message .
- ✓ Thus the main purpose of evaluative listening is to evaluate the content of the oral message to select appropriate information.



Attentive Listening

- ❖ It demands the complete attention of the listener.
- ❖ It is basically active and intelligent listening in situations such as group discussions, meetings, job interviews and so on.
- ❖ The listener pays attention to all parts of the message, that is, the central idea, main points, supporting details, examples and illustrations.





Content Listening

- ❑ It is to understand and retain the speaker's message.
 - ❑ You may ask questions, but basically information flows from the speaker to you.
 - ❑ It doesn't matter that you agree or disagree, approve or disapprove-only that you understand.
- 

Critical Listening

- It is to understand and evaluate the meaning of the speaker's message on several levels.
- When the purpose is to accept or reject the message or to evaluate it critically.

For example:

listening to a sales person before making a purchase involves critical listening. Similarly, when you read a book with the objective of writing book review.



Empathetic Listening;

When we listen to a distressed friend who wants to share his feelings, we provide emotional and moral support in the form of Empathetic Listening.

When psychiatrists listen to their patients, their listening is classified as empathetic listening.





Barriers to Listening

A barrier is anything that gets in the way of clear communication. Below is a list of barriers.





Physical barriers

Physical Barriers consist of any sound that prevents a person from being heard.

Physical noise interferes with a speaker's ability to send messages and with an audience's ability to receive them.

Examples: whispers, cheers, passing cars or intercom interruptions.



People related barriers: Physiological barriers.

- Physiological barriers arise when the listener suffers from ill health, fatigue, sleeplessness, hearing problems and the like,
 - It may also arise due to the accent and pronunciation shortcomings of the speaker.
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Psychological barriers

Psychological barriers cover the value system and the behavioral aspects.

Some examples where listening fails to be effective on account of people related factors are as follows:

- The speaker speaks in a shrill voice that does not reach the receiver.
 - The speaker speaks very rapidly or with an accent that is not clear.
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- The receiver of the message does not consider the speaker to be well informed.
 - The receiver lets the mind wander rather than stay focused on the message.
 - The listener perceives the speaker to be lacking in depth or not having adequate authority.



Overload of message

- ✓ It is difficult for the brain to digest the overloaded message.
- ✓ When the message is lengthy or illogical in sequencing, it becomes more painful to retain the concentration.

As a result listening becomes ineffective.



Ego

- Thinking that my own ideas are more important than those of other persons or “I am always right” and “the other is wrong” is the major stumbling block in the way of listening.
- Listening requires open mind and heart free from negative emotions.
- If the mind is closed for the other person’s message, there will be no listening.”



Perceptions

Our perceptions are selective and limited. As a result we indulge in selective listening-taking the 'desired' part and leaving the 'undesired' part of the message. We do not listen what the other is saying but what we want to listen.



Poor retention

In dialogue, or two way oral communication, the sequence of thought is essential for carrying on communication. To speak coherently one has to remember the sequence of ideas. The structure of thought must be received and retained by the listener to understand the arguments. The cues that signal the movement of thought from one set of ideas to another must be retained by the listener to be able to grasp the full sense of message discussed.

Rules of Good listening

The following are the rules of good listening:

- Stop talking
- Stop thinking
- Remove Distractions
- Do not Let your Mind Wander
- Do not Pre-judge
- Be Patient
- Empathize with the Speaker
- Take notes

Unit -II

SPEAKING SKILLS



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Asst Prof of English

SPEAKING SKILL: IS THE ART OF COMMUNICATIONS AND ONE OF 4 PRODUCTIVE SKILL, THAT MUST MASTERED IN LEARNING FOREIGN LANGUAGE. GOOD SPEAKING SKILLS IS THE ACT OF GENERATING WORDS THAT CAN BE UNDERSTOOD BY LISTENERS. A SPEAKER IS CLEAR AND INFORMATIVE.

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OOD



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- ❖ **Find native English speakers.** Talking to actual native speakers is the most effective way to improve your English skills, speaking or otherwise.
 - ❖ **Listen to the music of English:** No, not English music, the music of English -- its lilt, its prosody, the sing-songy-ness of it. The intonation. Even if you speak perfect English technically, if you speak it like a robot you're not speaking it the way it's meant to be spoken.
 - ❖ **Slow down.** Above all, if you want to be understood, slow down. The more clearly you speak, the better chance your listener has of understanding you. It's tempting to get nervous and want to speed up to get it all over with, but you can't do that! Clarity is key -- for some native English speakers, too!

❖ **Tips to improve the speaking skill**

- ❖ **Record your voice:** Though we hear ourselves all the time, we really don't know quite what we sound like. So record yourself! What are the weak and strong points you hear in your speech? And then you can concentrate on what you need to work on. A great idea is to get a book on tape, record yourself reading an excerpt from it (or mimicking the narrator), and comparing yourself to the recording. That way you can do it over and over until you get it right!



- ❖ **Speak English at home.** This is the biggest, easiest mistake to make. You go about your day, you're on the job working partly in English, you go to your English class, and then you go home and revert back to your native tongue.

Strategies for Developing Speaking Skills

Effective instructors teach students speaking strategies, using minimal responses, recognizing scripts, and using language to talk about language -- that they can use to help themselves expand their knowledge of the language and their confidence in using it.



1. Using minimal responses

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners.

2. Recognizing scripts

Some communication situations are associated with a predictable set of spoken exchanges -- a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase.



3. Using language to talk about language

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels.

kinds of speaking situations in which we find ourselves

- ❖ interactive,
- ❖ partially interactive, and
- ❖ non-interactive.



- ❖ **Interactive speaking situations** include face-to-face conversations and telephone calls, in which we are alternately listening and speaking, and in which we have a chance to ask for clarification, repetition, or slower speech from our conversation partner.

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- ❖ **Some speaking situations are partially interactive**, such as when giving a speech to a live audience, where the convention is that the audience does not interrupt the speech. The speaker nevertheless can see the audience and judge from the expressions on their faces and body language whether or not he or she is being understood.
 - ❖ **Some few speaking situations may be totally non-interactive**, such as when recording a speech for a radio broadcast.
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Micro-skills

- ❖ pronounce the distinctive sounds of a language clearly enough so that people can distinguish them. This includes making tonal distinctions.
- ❖ use stress and rhythmic patterns, and intonation patterns of the language clearly enough so that people can understand what is said.
- ❖ use the correct forms of words. This may mean, for example, changes in the tense, case, or gender.
 - ❖ put words together in correct word order.
 - ❖ use vocabulary appropriately.
 - ❖ use the register or language variety that is appropriate to the situation and the relationship to the conversation partner.



- ❖ make clear to the listener the main sentence constituents, such as subject, verb, object, by whatever means the language uses.
- ❖ make the main ideas stand out from supporting ideas or information.





Activities

- ❖ Short speeches: Students may be given some easy topics. They must prepare them in verbal or written form.
- ❖ Role play: This is a form of dialogue
- ❖ Discussions:



Grammatical
competence

Speaking Proficiency

Sociolinguistic
competence

Discourse
competence

Strategic
competence



Fluency

Is fluency the ability to speak fast?

It's not only about speed, but pausing is equally important.

However, frequent pausing is a sure sign of a struggling speaker.

Natural sounding pauses | are those that occur at the intersection of clauses, | or after groups of words that form a meaningful unit. |



Note that:

- Speaking is like any other skill such as driving or playing a musical instrument: the more you practice, the more likely you are to be able to chunk small units into larger ones.
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UNIT - III READING SKILLS



Reading

It is a cognitive process of decoding symbols to derive meaning from text (as in reading a book or reading music).

Three Components of Reading

1. Decoding
2. Comprehension
3. Retention



Decoding

Decoding refers to the process of translating a printed word into a sound.

Two Skills in Decoding:

1. *Identification Skill*
2. *Word Attack Skill*

Comprehension

It is defined as the level of understanding of a text/message. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text/message.

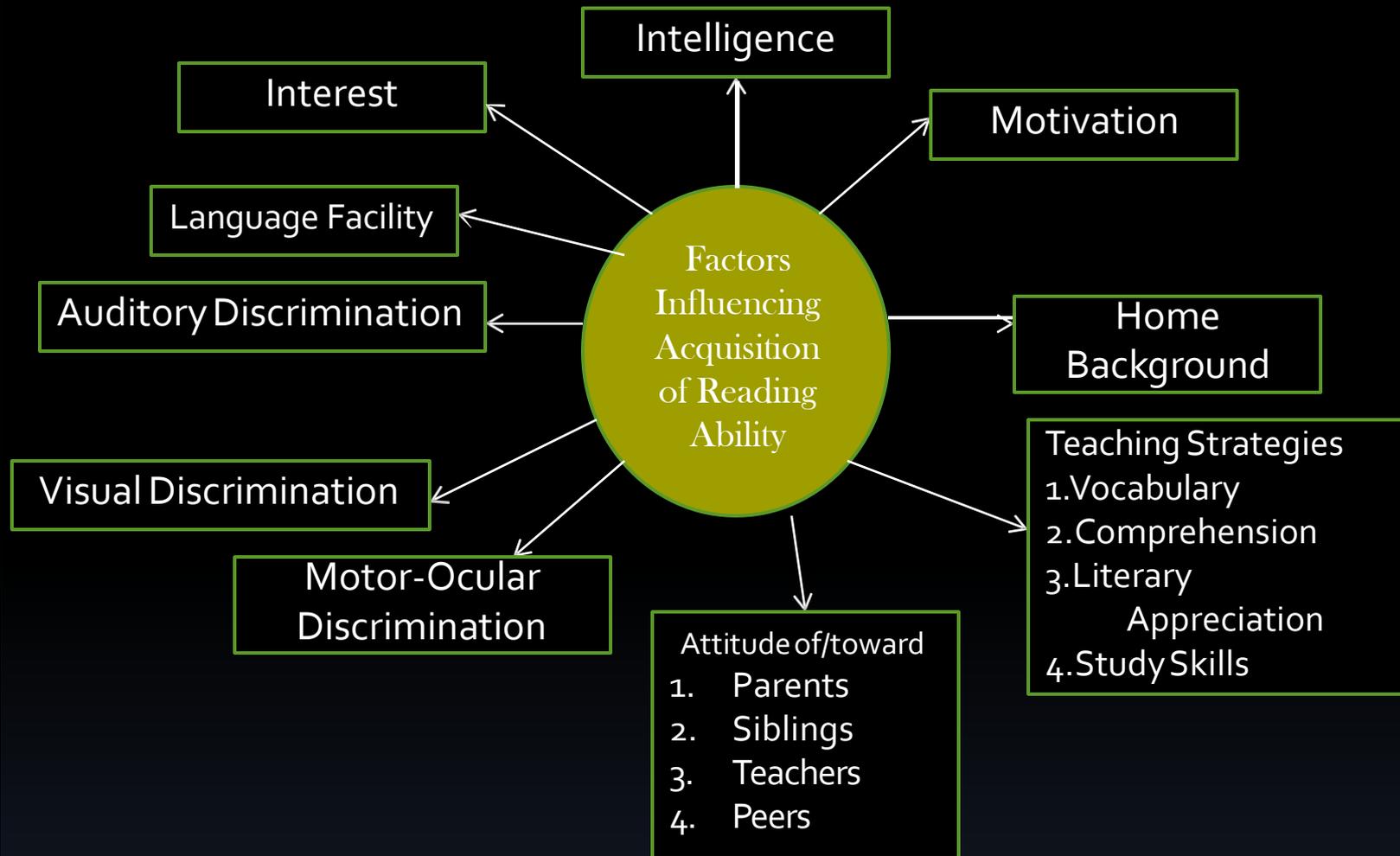
Comprehension relies on a mastery of decoding. Children who struggle to decode find it difficult to understand and remember what has been read. Because their efforts to grasp individual words are so exhausting, they have very little mental energy left for understanding.

Retention

The condition of retaining (keeping) something. It could be in the Short term memory or Long term Memory.

The ability to retain, which relies heavily on a child's decoding proficiency and ability to comprehend what is read.

Factors Influencing Acquisition of Reading Ability





ito Required Skills in Reading

1. Skills Related to Eye Movement
2. Abilities Related to Visual Discrimination
3. Association Skills
4. Interpretation Abilities

STAGES of reading Development

Stage 0: Pre-reading

- Preschool (ages 6 mos. To 6 years)
- "Pretending" to read, retelling story when looking at pages of book previously read to the child
- Naming letters of alphabet; recognizing some signs
- Printing own name
- Playing with books, pencils, and paper

Stage 1: Initial Reading and Decoding

- Grade 1 and beginning Grade 2 (ages 7-8)
- Learning relation between letters and sounds and between printed and spoken words
- Being able to read simple text containing high frequency words and phonically regular words
- Using skill and insight to "sound-out" new one syllable words



Stage 2: Confirmation and Fluency

- Grades 2 and 3 (ages 7-8)

- Child reads simple, familiar stories and selections with increasing fluency.

This is done by consolidating the basic decoding elements, sight vocabulary, and meaning context in the reading of familiar stories and selections.

Stage 3: Reading for Learning the New

- Grades 4-8 (ages 9-13)

- Reading is used to experience new feelings, to learn new attitudes.

- Reading generally from one viewpoint

Stage 4: Multiple Viewpoints

- High School (ages 15-17)
- Reading widely from a broad range of complex materials, both expository and narrative
- Reading a variety of viewpoints

Sage 5: Construction and Reconstruction

- College and beyond (ages 18+)
- Reading is used for one's own needs and purposes professional and personal)
- Reading serves to integrate one's knowledge with that of others, to synthesize it and to create new knowledge
- Reading is rapid and efficient

Three Main Reasons why people want to read:

1. To read the Bible
2. To read books and newspapers
3. To help their children

Why is reading Important?

1. Reading is fundamental to function in today's society.
2. Reading is a vital skill in finding a good job.
3. Reading is important because it develops the mind.
4. It is how we discover new things.
5. Reading develops the imagination.
6. Reading develops the creative side of people.
7. Reading is fundamental in developing a good self image.



8. Good reading skills, especially in a phonics reading program, improve spelling.

9. Reading helps to expand the vocabulary.

10. Only by reading can we be armed in this never-ending, life-and-death struggle.

11. The fact of the power of written ideas communicated through reading is a foundational reason why some governments oppose free and honest communication.



12. Reading is important because words - spoken and written - are the building blocks of life.

Reading Problems

Definition of Terms:

1. **Reading Deficiency** – a mild to severe retardation in learning to read which is disparate with the individual's general intelligence and with his cultural, linguistic and educational experience.
2. **Reading Retardation** – Originally used to designate the condition of all children whose reading was significantly below age and grade norm, regardless of the children's potential or intelligence.
3. **Reading Disability** – refers to retarded readers whose mental ability should enable them to read considerably better than they do. This is synonymous with reading deficiency.

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4. **Underachiever in Reading** – Restricted to those whose reading performance is not below age and grade standards but who are judged to be functioning significantly below their own potential level in reading. It is used broadly to designate the slow learner, the disabled reader, the bright underachiever, the reluctant reader, and the culturally or socially deprived pupil.
 5. **Dyslexia** – Defective reading which may represent loss of competency following brain injury or degeneration, or a developmental failure to profit from reading instruction. It is often genetically determined.
 6. **Primary Reading Retardation** – refers to a sense impairment of capacity to learn to read which, although there is no brain damage, this is based on a constitutional pattern of disturbed neurological organization.
 7. **Secondary Reading Retardation** – refers to a reading disability for which the causation is mainly environmental or external.

Main Reading Difficulties

- **Dyslexia**

Although dyslexia typically affects spelling and writing, including transposing letters and words, it can also contribute to reading comprehension problems. When a student has this type of learning disorder, he or she usually has problems with letter and word recognition, as well as difficulties pronouncing words. It also contributes to slow reading speed. Students who have these issues may have problems with overall reading comprehension because there can be so many "roadblocks" that the overall meaning of the words becomes indecipherable.



- **Remedial Vocabulary**

Many students with reading comprehension problems have trouble with vocabulary and may fall behind their peers. They typically perform poorly on vocabulary tests, as well as on standardized tests. These shortcomings may affect a student's self-esteem and make him or her prone to avoiding speaking aloud in the classroom in front of other students and teachers.

■ Memory Problems

Short-term and long-term memory problems can be another aspect of reading comprehension issues. When a student doesn't fully understand what he or she just read, the student will have difficulties remembering the information.

Teachers can identify students with memory problems before the issue gets out of hand by using pop quizzes and mini-tests after reading sections.



- **Omission of Words**

Some students with reading comprehension problems omit words when reading aloud or writing. This tendency could be a sign of other disorders, such as dyslexia or vision problems.

When teachers see repeated behavior of this nature, and carelessness has been ruled out, other reading comprehension tests should usually be administered.



- **Attention Deficit Disorder (ADD)**

A student with ADD may be at risk of having reading comprehension problems because of an inability to concentrate on material for long periods of time. Children affected by ADD typically have short attention spans and have problems not only grasping the meaning of paragraphs or short stories, but also even comprehending a sentence.



Decoding Difficulties

- **consistent difficulty sounding out words and recognizing words out of context**
- **confusion between letters and the sounds they represent**
- **slow reading rate when reading aloud (reading word-by-word)**
- **reading without expression**
- **ignoring punctuation while reading**

Comprehension Difficulties

- **confusion about the meaning of words and sentences**
- **inability to connect ideas in a passage**
- **omission of, or glossing over, detail**
- **difficulty distinguishing information from minor significant details**
- **lack of concentration during reading**



Retention Difficulties

- **trouble remembering or summarizing what is read**
 - **difficulty connecting what is read to prior knowledge**
 - **difficulty applying content of a text to personal experiences**
 - **inability to view content from multiple perspectives**
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Table 1.3 Common Causes of Reading Problems, Symptoms and Remedial Strategies (page 1)

Cause	Symptoms	Investigation	Remediation
DECODING PROBLEMS			
Visual acuity	– may squint	– regular eye examination	– eye glasses
Eye co-ordination	– may complain of losing one's place, skipping lines, or may use finger to track words	– examination by a developmental optometrist	– eye co-ordination exercises, special glasses or any combination of these – Ann Arbor Tracking Program ⁹
Scotopic sensitivity syndrome (SSS)	– may complain of words getting blurry or running off the page at the end of the lines – may not even realize that there is any other way to see	– examination by someone trained in SSS	– use of colored plastic overlays or special colored glasses
Difficulty knowing sounds the letters make (especially vowel sounds)¹⁰	– may guess at words and make errors where vowels are involved	– ask to repeat hard and soft sounds made by each vowel	– teach remedial strategies re vowel sounds and rules (next page) – some people need the intensive remediation involved in Auditory Discrimination In Depth Program
Difficulty breaking the words into syllables	– may read small words fine and seem to look at the first few letters and then guess at longer words	– show familiar and new words with three or four syllables and ask to read them	– teach syllables by feeling movement of jaw or clapping while saying longer words such as “intelligent” – show how to break words into syllables of 2-3 letters with a vowel in each section

Table 1.3 Common Causes of Reading Problems, Symptoms and Remedial Strategies (page 2)

Cause	Symptoms	Investigation	Remediation
COMPREHENSION PROBLEMS			
Poor vocabulary	<ul style="list-style-type: none">– may miss the meaning of passages due to lack of knowledge of word meaning	<ul style="list-style-type: none">– ask student to tell you the meaning of key words in the passage (even though they may have been read correctly)	<ul style="list-style-type: none">– work on building vocabulary through the use of a personal word dictionary
Reading books that are too difficult	<ul style="list-style-type: none">– may take a very long time to read a short passage	<ul style="list-style-type: none">– check that books are at an appropriate level of difficulty	<ul style="list-style-type: none">– use the 5-finger rule - ensure that book has no more than 5 words per page that the person does not know (i.e., either how to read it or the meaning of it).
Problems making visual pictures of material being read	<ul style="list-style-type: none">– may read quickly but without intonation which suggests comprehension	<ul style="list-style-type: none">– ask person to paraphrase or re-tell the meaning of what they have just read– some people need the intensive Visualizing and Verbalizing Program	<ul style="list-style-type: none">– practice in visualizing what is read
not taking in the information deeply enough	<ul style="list-style-type: none">– may read but realize afterwards that they were thinking about something else	<ul style="list-style-type: none">– ensure that person can decode and comprehend what is being read, ask them about symptoms	<ul style="list-style-type: none">– margin monitoring with a pencil or pen in order to create an interaction between author and reader.
not connecting new information with prior knowledge	<ul style="list-style-type: none">– may show passivity in identifying what they already know about topic being studied and may not be making connections as they read	<ul style="list-style-type: none">– ask person what they already know and how they are remembering the new information	<ul style="list-style-type: none">– give practice activating prior knowledge before reading and help them to organize new information through semantic mapping (see KWL strategy, p. 80)

Reading strategies

1. **Play word games.**
2. **Read aloud every day**
3. **Model reading as an enjoyable activity.**
4. **Put learning to use.**
5. **Listen to books.**
6. **Read to your child every night**
7. **Engage children's senses while learning.**





Ways to Improve Reading Comprehension

- Mumbling
 - Underlining key words/rereading
 - Start the conclusion
 - Kinesthetic reading
 - Reading on a walk
 - Stopping at predetermined reflection points
 - Visualizing yourself as a reader
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- Reading Inductively/Deductively
 - The Special Reading Place
 - Reading aloud to someone
 - Someone reading aloud to you
 - Skimming/Reading
 - Marginal Notes: Talking with the text
 - Annotating a text
 - A reward
 - Hearing the text inside your head

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- Visualizing the text
 - Talking through a text
 - Reading and rereading
 - Rumination
 - Spotting with keywords
 - Twenty details
 - End of text summary
 - Mapping a text
 - Commonplace book

Points to Remember

Basic Principle of remedial Instruction

1. Treatment must be based on an understanding of the child's instructional needs.
2. Remedial Programs must be highly individualized.
3. Remedial instruction must be organized instruction.
4. The reading processes must be made meaningful to the learner.

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5. Consideration of the child's principal worth is necessary.
 6. The reading program must be encouraging to the child.
 7. Materials and exercises must be suitable to the child's reading ability and instructional needs.
 8. Sound teaching procedures must be employed.
 9. A carefully designed follow-up program is necessary.

Reading Teacher's Role

1. Diagnose each student's reading skills to ascertain the grade level of the material that the student can read.
2. Diagnose each student's reading skills to determine from a total list of skills, which specific ones have been mastered.
3. Be aware of the reading demands and teaching strategies of the content areas so that these skills can be highlighted and reinforced.
4. Provide instruction in these skills at the appropriate level of difficulty.

Thank You



UNIT-IV

WRITING SKILLS

Tips that can improve your writing in any medium



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Asst Prof of English



What is Writing

- Writing can be said to be the act of forming the symbols: making marks on flat surface of some kind.
 - Writing is a process where symbols have to be arranged according to a certain conventions to form words and words have to be arranged to form sentences.
 - Writing involves encoding of a message of some kind: that is we translate our thoughts into language. (Byren, 1988)
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Why Writing is important

- Writing aims to capture a thought or idea, to transfer it to a permanent format, making it tangible.
- The responsibility for that transfer falling squarely on the writer's shoulder.
- If communication is the ultimate goal, write for your audience, not for personal style.
- Writing has to be much clearer than spoken language because it lacks these assisting cues
- Great care is required to ensure that your message is accurately interpreted by its audience.

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- Nearly any statement can be shortened while retaining its full content; concise wording is less likely to be misinterpreted.
 - Students' performance is assessed through written work.
 - Documentation is mostly done in written form.



Types of Writing

- Free writing
- Independent Writing
- Process writing
- Easy writing
- Narrative writing
- Expository writing
- Persuasive writing



Five keys to effective writing

- Put the reader first
 - Use simple words and short sentences
 - Use jargon only when necessary
 - Write with verbs and nouns
 - Format to improve readability
- 

Five keys to effective writing

- Key #1: Put the reader first
 - Communication = understanding
 - Write to EXpress not Impress
 - Use words readers can picture
 - Tie in to the reader's experience
 - WIIFM – What's in it for me



Five keys to effective writing

- Key #2: Use simple words and short sentences
- 

Example 1

- Per our conversation, I am enclosing herewith a remittance of \$25 for the balance due on my account. (18 words)
- As we discussed, here is the \$25 remaining on my account. (11 words)
- Here is the \$25 remaining on my account. (8 words)



Example 2

- As pertaining to the question of whether or not to construct a new storage facility, corporate management will ascertain the appropriateness of such an issue in the near future.
- Management will decide next week whether to build a new storage facility.



Tip

- **Avoid wordy prepositional phrases**
 - **In the amount of (for)**
 - **In order to (to)**
 - **Due to the fact that (because)**
 - **In the event that (if)**
 - **During the time that (when, while)**
- 



Five keys to effective writing

- Key #3: Use jargon only when necessary
 - What is jargon?
- 



Example 3

- The new FMIS system from Global provides VOR/DME nav redundancy, as well as enhanced GPS capability.
- Global's new flight management system provides several ways to navigate your airplane, including the latest in satellite navigation.



Example 4

- While the new ST7000 provides extensive memory and is extremely user compatible, it lacks the requisite capacity for calculating at a high rate of speed.
- Our computer system is easy to use and has enough memory, but it is too slow.



Example 5

- Demand-side capacity combined with transmission wheeling contracts and local generation resources will be able to meet local demand and spinning reserve requirements for the next five years.
 - SMUD will be able to save and produce enough power to meet local needs for the next five years.
- 



Five keys to effective writing

- Key #4: Write with verbs and nouns
 - Use the active voice
 - When it is okay to use passive voice
- 

Example 6

- The company (S) sells (V) insurance (O).
- Not: Insurance is sold by the company.
- The construction crew repaired the road.
- Not: The road was repaired by the construction company.
- Tests showed the new material did not wear well.
- Not: When tests were run, it was discovered that good wear is not exhibited by the new material.

Example 7

- **Choose the right verb and the right noun**
 - Mr. Johnson ran quickly across the four-lane street, almost falling down when he stepped in a large hole in the concrete. (22 words)
 - Mr. Johnson sprinted across the boulevard, stumbling when he stepped in a pothole. (13 words)



Five keys to effective writing

- Key #5: Format document to improve readability
 - Use lists, bullets, charts, tables, indents, italics, bolds, headings and subheadings
 - The 100-word rule
- 



Plan, organize, write

- Before you begin
 - Who is the audience (“My audience is __.”)
 - Purpose of the message (“My purpose is__.”)
 - How will the reader use the information (“So that the reader will_.”)
- 



Plan, organize, write

- As you begin
 - Assemble all useful information
 - Determine what's important
 - Choose what to leave *out*
 - Group information logically
- 



Plan, organize, write

- Four ways to organize
 - Division
 - Compare/contrast
 - Cause/effect
 - Problem-analysis solution
- 



Division

- Start with main idea, then discuss the parts
 - Example:
 - ACME Corporation faces four problems that threaten its competitiveness:
 - Outdated marketing plan
 - Poor service record
 - High prices
 - Low Morale
- 



Compare/Contrast

- Use familiar to explain unfamiliar
 - Put the conclusion up front
 - Example:
 - If we expand in the West we will face the same challenges as we did in expanding to the South:
 - Lack of identity
 - Poor distribution
 - Short p-term cash flow problem
 - Untrained labor force
- 

Problem-Analysis-Solution

- Find a straightforward way to offer recommendations
- Example:
 - The shipping dock's inability to ship product fast enough results from an inefficient tracking system. The solution is to:
 - Invest in a new computer system
 - Retrain staff
 - Inform customers of realistic shipping times
 - Budget for overtime to meet peak demand



Cause/Effect

- Presents a clear-way analysis
- A-B; A-B-C-D; ABCD-E
- Example:
 - Reorganizing the marketing department will cause two benefits and one problem:
 - Improved accountability
 - Better communication
 - Problem – poorer service to industrial customers



Plan, organize, write

- Develop an outline
- Write
 - Write the easiest part first
 - Develop major sections one at a time
 - Introduction for main ideas
 - Main point in first paragraph
 - Turn off your internal editor



Plan, organize, write

- 90% of writing is re-writing and editing
 - Let the document cool
 - Run a Fog test
 - Aim to cut first draft by at least 10%
- 

Thank You



Grammar is the logic of speech

A word cloud centered around the word "grammar". The word "grammar" is the largest and most prominent, written in a dark red, serif font. Surrounding it are various grammatical terms in different colors and orientations, including: "infinitives" (top), "adverbs" (top-right), "tenses" (right), "interrogatives" (left), "nouns" (left), "articles" (left), "present" (left), "exercises" (bottom-left), "genitive" (bottom-left), "affirmative" (bottom-left), "adjectives" (bottom-right), "speech" (bottom-right), "relatives" (bottom-right), and "future" (bottom-right). The words are arranged in a roughly rectangular shape, with "grammar" at the top and "future" at the bottom.

infinitives

grammar

adverbs

tenses

interrogatives

nouns

articles

present

exercises

genitive

affirmative

adjectives

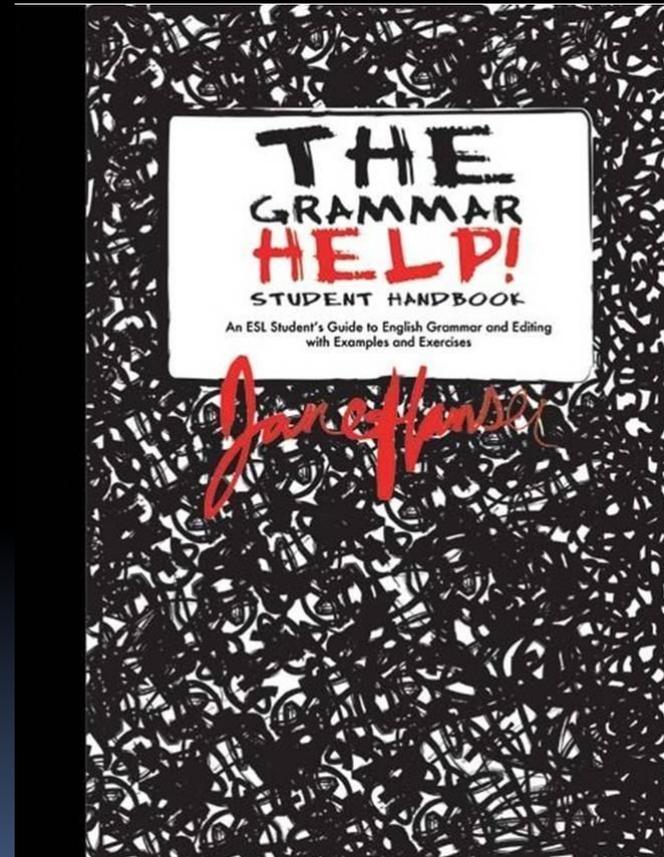
speech

relatives

future

Index

- Nouns
- Verbs
- Pronouns
- Adverbs
- Adjectives
- Preposition
- Conjunction
- Interjection
- Mad Libs
- Parts of Speech Challenge

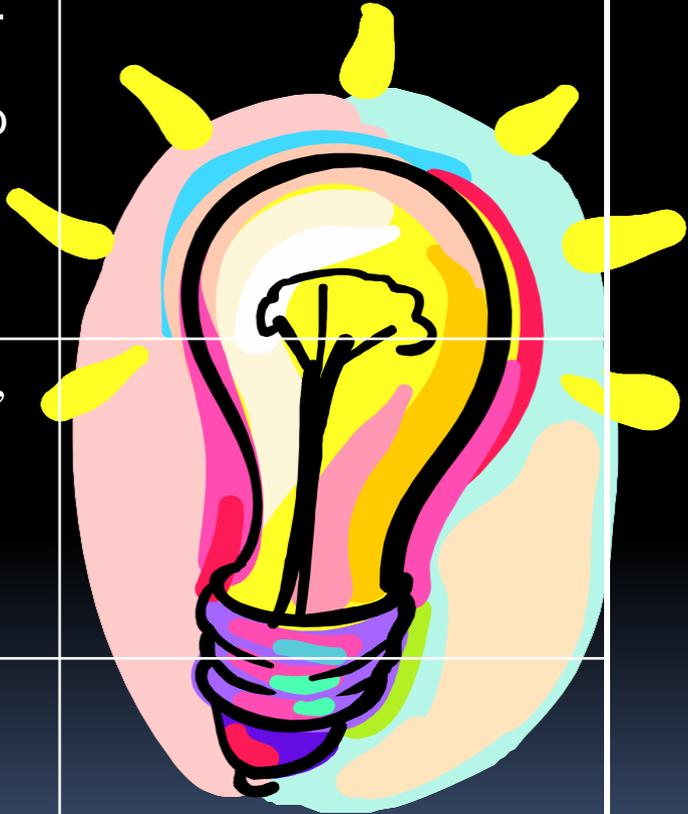


Nouns

	People	Places	Things
Example 1	Father	School	Toothbrush
Example 2	Pilot	Super America	Avocado
Example 3	<u>Fergie</u>	Leila's house	<u>Nintendo</u> <u>Wii</u>

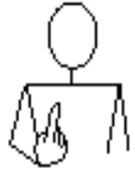
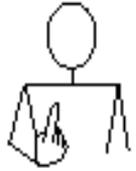


Verbs

<p>Action Verbs: expressing action, something that a person, animal, force of nature, or thing can do</p>	<p>Linking Verbs: do not express action. Instead, they connect the subject of the verb to additional information about the subject</p>	<p>**Exercise**</p>  
<p>Flew, chased Flying, chasing</p>	<p>am, is, are, was, were, has been, are being, might have been</p>	
<p>Wanted, learned Want, learn</p>	<p>appear, feel, grow, look, prove, remain, smell, sound, taste, turn.</p>	

PERSONAL PRONOUNS



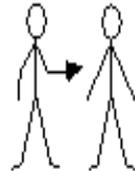

I me me my mine





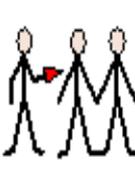


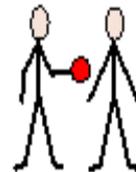
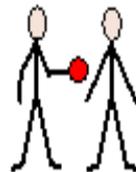
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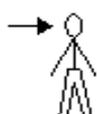
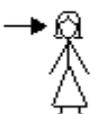
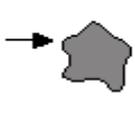
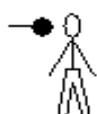
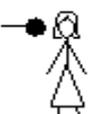


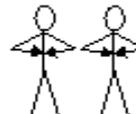
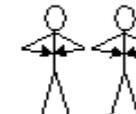
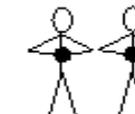
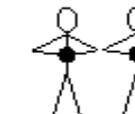

you you your yours



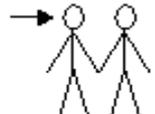



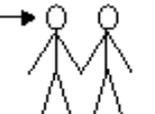
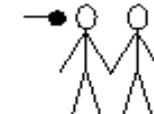
you you your yours

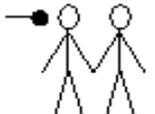






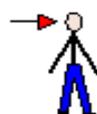
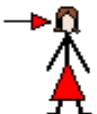
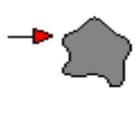
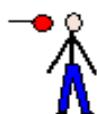
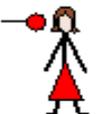
he she it his hers its we us our ours

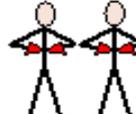
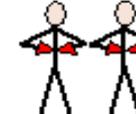
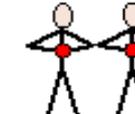
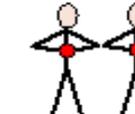


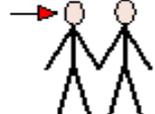


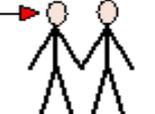
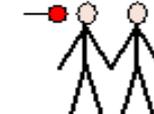

they they them their their theirs theirs

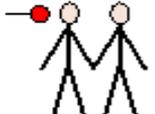






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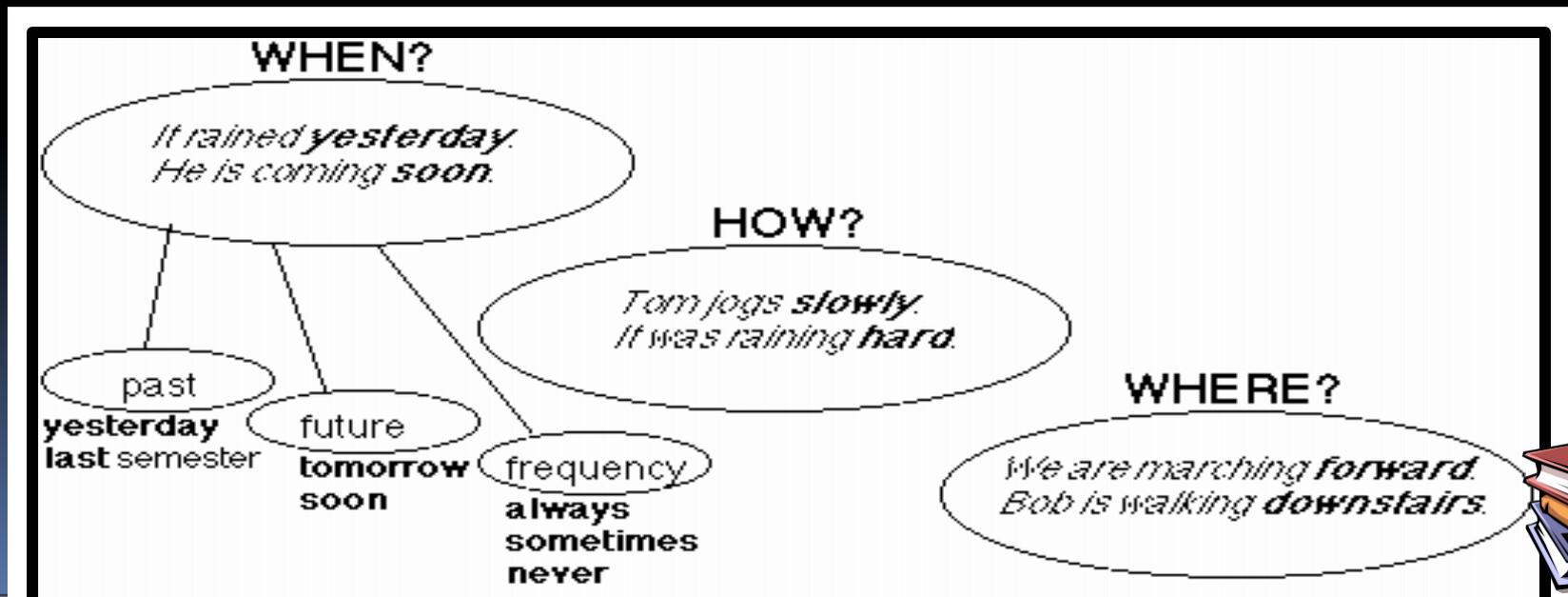



they they them their their theirs theirs



Adverbs

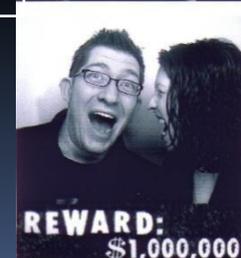
- Words that describe a verb
- Most -ly words
- Answers these three major question:



Adjectives

- Describes, identifies, or quantifies a noun or pronoun. An adjective usually precedes the noun or the pronoun.
- describes emotions, colors, size, possession, and demonstrative
- Examples:
 - The **small** boat foundered on the **wine dark** sea.
 - We have lost **our** way in this wood.
 - This** apartment needs to be fumigated.

A goofy pair



These two hungry people need raw meat!

Scary Marcia!



Prepositions

- A preposition links nouns, pronouns and phrases to other words in a sentence.
 - indicates the temporal, spatial or logical relationship of its object to the rest of the sentence
- *The book is **beneath** the table.
- * She read the book **during** class.



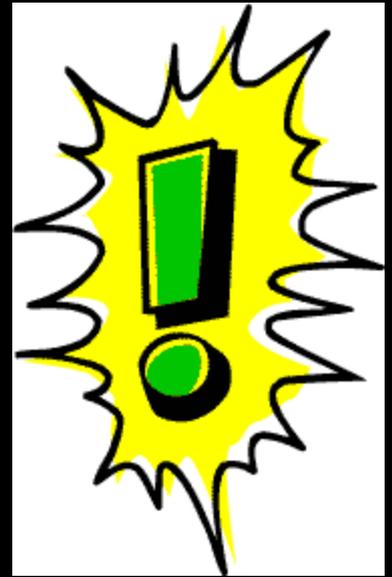
Conjunction

- Can be used to **LINK** words, phrases, or clauses
- "and," "but," "or," "nor," "for," "so," or "yet"

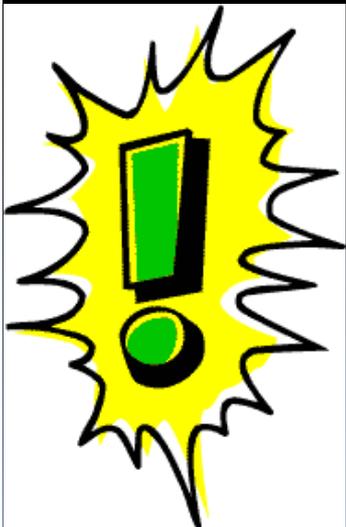


Interjection

- Interjections are uncommon in formal academic prose, except in direct quotations



a word added to a sentence to convey emotion.



Ouch, that hurt!



What is a “comparative form”?

Comparative form expresses the idea of 'more'

fast-er

My car is fast.

But his car is faster.

Where you are:

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“Comparative form”?

How is a 'comparative' form built?

one syllable adjectives

longer

two syllable adjectives
ending in -ly

funnier ⓘ
le

other two and three syllable
adjectives

more modern

irregular adjectives
for example 'good'

better

Where you are:

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Adjective
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Summary comparison

	comparative	superlative
long	longer	longest
funny	funniest	funniest
modern	more modern	most modern
good	better	best

Where you are:

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What is a “superlative form”?

Comparative form expresses the idea of ‘most’

fast-est

My car is fast.
Your car is fast.

But his car is the fastest.

Where you are:

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“Superlative form”?

How is a 'superlative' form built?

one syllable adjectives

longest

two syllable adjectives
ending in -ly

funniest ⓘ

other two and three syllable
adjectives

most modern

irregular adjectives
for example 'good'

best

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VOCABULARY BUILDING

*Right word at the right time makes you
The Right Person.*

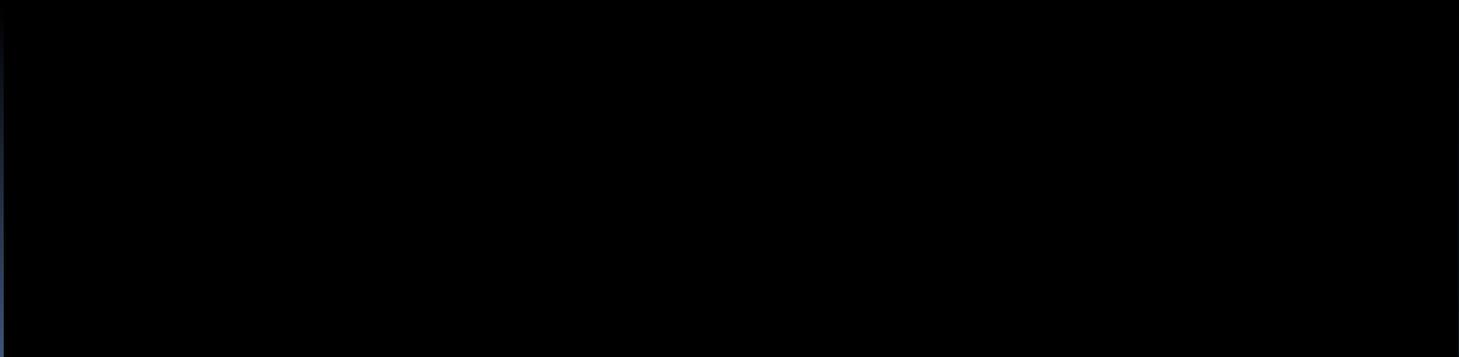


Praveen N



Words you speak matters the most!!

- Watch this video and understand how words





Things I want to Know

1) _____

2) _____

3) _____

Notes:



How Do I Choose Words?

Important: necessary for understanding concept or the text

Useful: words that students will encounter over and over

Difficult: words with multiple meanings, idioms, etc.





Steps

1. Increase your vocabulary by learning to use **CONTEXT CLUES**, so that you can teach yourself new words every time you read.
2. Increase your vocabulary by learning to use **WORD PARTS** so that you can figure out word meaning by looking at their prefixes, suffixes and roots.



Steps

3. READ WIDELY, READ A VARIETY OF THINGS so that you will be exposed to thousands of new words each month. Keep a vocabulary journal to record the interesting words you find, or make word cards so that you can see your vocabulary growing.
- 



Steps

4. TESTYOURSELF. You can use the “It Pays to Enrich Your Word Power” feature in Reader’s Digest magazine each month.

or

on the internet at <http://www.rd.com/>





Steps

5. Use the Library to find other resources for building your vocabulary. Bookstores have “Word for Today” calendars, crossword puzzles, and vocabulary word card boxes.
 6. **USE** your words from time to time in conversations.
- 



Context Clues - Synonyms

- Context clues are often found in the form of synonyms: words that mean the same as the unknown word.
 - Synonyms may be purposely included by an author to help readers understand a less familiar word.
- 



Context Clues - Synonyms

- In such cases, the synonyms are usually set off by special punctuation within the sentence, such as commas, dashes, or parentheses; and they may be introduced by or and that is.
- 

Context Clues - Synonyms

- A synonym may also appear anywhere in a sentence as a restatement of the meaning of the unknown word.
 1. Are you *averse*—opposed to—the decision?
 2. His *naivete*, or innocence, was obvious.
 3. The salesperson tried to *assuage* the angry customer's feeling, but there was no way to soothe her.

Context Clues - Antonyms

- Antonyms—words and phrases that mean the opposite of the word – are also useful as context clues.
- Antonyms are often signaled by words and phrases such as however, but, yet, on the other hand, and in contrast.



Context Clues - Antonyms

1. My sister Ann is lively and outgoing; however, I am rather *introverted*.
2. Religions in America are not *static*, but changing, especially in this period of shifting values.
3. Many people have pointed out the harmful effects that a working mother may have on the family, yet there are many *salutary* effects as well.

Context Clues - Examples

- Examples can serve as context clues for a word.
- Examples are often introduced with such signal words as including and such as.

Context Clues - Examples

1. **Nocturnal** creatures, such as bats and owls, have highly developed senses that enable them to function in the dark.
2. The **adverse** effects of this drug, including dizziness, nausea, and headaches, have caused it to be withdrawn from the market.
3. Common **euphemisms** include “final resting place” (for “grave), “intoxicated” (for “drunk”), and “comfort station” (for “toilet”).



General Sense of the Sentence

- In some cases, conclusion based on the information given the word can be drawn.
 - Asking yourself questions about the sentence or passage may help you make a fair accurate guess about the meaning of the unfamiliar word.
- 



General Sense of the Sentence

1. A former employee, *irate* over having been fired, broke into the plant and deliberately wrecked several machines.
 2. Despite the *proximity* of Ron's house to his sister's he rarely sees her.
 3. The car wash we organized to raise funds was a *fiasco*, for it rained all day.
- 

General Sense of the Sentence - Exercises

1. He was born to a family that possessed great wealth, but he died in indigence.
2. My friend Julie is a great procrastinator.
She habitually postpones doing things, from household chores to homework.

General Sense of the Sentence - Exercises

3. Since my grandfather retired, he has developed such avocations as gardening and long-distance bike riding.
4. The Lizard was so lethargic that I wasn't sure if it was alive or dead. It didn't even blink.



General Sense of the Sentence - Exercises

5. The public knows very little about the covert activities of CIA spies.
 6. Many politicians do not give succinct answers to questions, but long, vague ones.
- 

General Sense of the Sentence - Exercises

7. Because my father had advised me to scrutinize the lease, I took time to carefully examine all the fine print.
8. In biology class today, the teacher discussed such anomalies as two heads and webbed toes on a human being.

General Sense of the Sentence - Exercises

9. Nature has endowed hummingbirds with the ability to fly backward.

10. Doctors should alleviate the pain of terminal ill patients so that their final days are as comfortable as possible.



Word Parts

- Words can be made of combination of different parts called

ROOTS (or **BASES**),
PREFIXES, and **SUFFIXES**.





Word Parts

- Roots, prefixes, and suffixes have their own separate meaning and can be looked up individually in a dictionary.
 - These meanings suggest the overall meanings of the words they compose.
- 



Word Parts - Prefix

- A **PREFIX** is a letter or group of letters that come at the beginning of a word.
 - A prefix alters the meaning of a word.
- 



Word Parts - Prefix

- For example, adding the prefix *un* to the word “happy” changes the meaning of “happy” to the opposite of happy.
 - In addition, sometimes adding a prefix changes the part of speech.
- 

Word Parts - Prefix

- An example of this adding the prefix *dis* to the adjective “able” which produces the verb “disable.”
- Because of their significant impact on root words, prefixes are the most frequent word part studied.

Word Parts - Suffix

- A **SUFFIX** is a word part added to the end of the word.
- It does not generally alter a word's meaning, but it will often change a word from one part of speech to another.
- For example, when the suffix *-ness* is placed after the adjective "kind," the results is the noun "kindness."

Word Parts - Root

- A **ROOT** is a basic word to which prefixes and suffixes can be added.
- It cannot be further separated into parts and is fairly constant in form and meaning.
- It can be found at the beginning, middle, or end of a word.

Word Parts

- Be aware that there are times when a group of letters appears to be a prefix, suffix, or root, but it is not.
- For instance, the prefix *anti-* means “against” or “opposite of” as in “antisocial.”
- However, *anti-* is not a prefix in the work “anticipate” or “antique.”



Word Parts

- Learning word parts is very useful in building one's vocabulary.
 - Roots and prefixes come from Greek and Latin words.
 - One Latin or Greek word may provide the clue to a dozen or more English words.
- 



Word Parts

- One expert said that ten Latin words and two Greek words are the basis for 2,500 English words.
 - The prefix *pseudo* which means “false” is at the beginning of 800 words.
- 



Word Parts

- The root *anthrop* which means “mankind” is used to begin 112 words.
 - Therefore, studying word parts is an efficient way to improve a person’s word knowledge.
- 



What do the following words mean?

- hydro phobia
- mono gamy
- eu logy
- tele pathic
- sym pathetic
- photo graph

Read to Improve your Vocabulary

- If you read minutes a day, you will read millions of words per year

Minutes per Day	Words per Year
14.2	1,146,000
21.1	1,823,000
65.0	4,358,000



Read to Improve your Vocabulary

1. Read even as little as 15 or 20 minutes per day over a long period of time. (a year)
2. It is important to read a significant quantity of material. (about 20 pages each day, 100 pages each week)
3. Read a variety of material



Read to Improve your Vocabulary

4. Read consistently -- everyday

5. You can stop reading a book before finishing it and choose another one.

6. Read books that are challenging to improve your vocabulary.

7. Keep an informal daily journal of your reading.

How to Make a Word Study Card

Write the word in bold letters on one side of an index card

vacillate

How to Make a Word Study Card

On the other side of the index card write:

Vacillate: to waver

verb (*part of speech*)

Connie's parents usually came to a decision quickly and stuck by them. This time they **vacillated** before deciding. (a sentence the word appeared in)

Synonym: waver **antonym:**
decide quickly

Any other interesting information you can find

Test Yourself

- “It Pays to Enrich Your Word Power” feature in Reader’s Digest magazine each month.

or

on the internet at <http://www.rd.com>



Library Resources

Word Mysteries & Histories

Cows

Curfew

The Story Behind the Word

Quixotic



Use Your New Words

- USE your new words that you learned from time to time in conversations and in your writings.
- 

Learning vocabulary can be fun!



Thank you