HANDBOOK

OF

ENGLISH

I B.Tech I Semester

FACULTY OF FRESHMAN ENGINEERING

INSTITUTE OF AERONAUTICAL ENGINEERING

(Autonomous)

Dundigal, Hyderabad - 500 043

I Semester: ECE / EEE /CE II Semester: AE / CSE / IT / ME

Course Code	Category	Hours / Week			Credits	Maximum Marks		
		L	T	P	C	CIA	SEE	Total
HSMC101	Foundation	4	-	-	2	30	70	100
Contact	Tutorial	Practical Classes:			Total Classes: 45			

Goal: To develop English language skills in multidisciplinary areas.

OBJECTIVES:

The course should enable the students to:

I. communicate in an intelligible English accent and pronunciation.

Module-I	GENERAL INTRODUCTION AND LISTENIG SKILLS	Classes: 07

Introduction to communication skills; Communication process; Elements of communication; Soft skills vs hard skills; Importance of soft skills for engineering students; Listening skills; Significance; Stages of listening; Barriers to listening

Module-II	SPEAKING SKILLS	Classes: 09

Significance; Essentials; Barriers and effectiveness of speaking; Verbal and non-verbal communication; Generating talks based on visual prompts; Public speaking; Addressing a small group or a large formal gathering; Oral presentation; Power point presentation.

Module-III	VOCABULARY & GRAMMAR	Classes: 10

Vocabulary:
The concept of Word Formation; Root words from foreign languages and their use in English; Acquaintance with prefixes and suffixes from foreign languages in English to form derivatives; Synonyms; Antonyms; Standard abbreviations; Idioms and phrases; One word substitutes.
Grammar:
Sentence structure; Uses of phrases and clauses; Punctuation; Subject verb agreement; Modifiers; Articles; Prepositions.

Module-IV	READING SKILLS	Classes: 09

Significance; Techniques of reading; Skimming-Reading for the gist of a text; Scanning - Reading for specific information; Intensive; Extensive reading; Reading comprehension;; Reading for information transfer; Text to diagram; Diagram to text.

Module-V	WRITING SKILLS	Classes: 10

Significance; Effectiveness of writing; Organizing principles of Paragraphs in documents; Writing introduction and conclusion; Techniques for writing precisely; Letter writing; Formal and Informal letter writing; E-mail writing , Report Writing.

Text Books:

Handbook of English for Communication (Prepared by Faculty of English, IARE)

Reference Books:

1. Sanjay Kumar and Pushp Lata. "Communications Skills". Oxford University Press. 2011.
2. Michael Swan. "Practical English Usage*"*, Oxford University Press, 1995.
3. F.T. Wood. "Remedial English Grammar". Macmillan. 2007.
4. William Zinsser. "On Writing Well". Harper Resource Book, 2001.
5. Raymond Murphy, "Essential English Grammar with Answers", Cambridge University Press, 2nd

Web References:

1. www.edufind.com
2. www.myenglishpages.com
3. http://grammar.ccc.comment.edu
4. http://owl.english.prudue.edu
5.

E-Text Books:

1. http://bookboon.com/en/communication-ebooks-zip
2. http://www.bloomsbury-international.com/images/ezone/ebook/writing-skills-pdf.pdf
3. https://americanenglish.state.gov/files/ae/resource_files/developing_writing.pdf
4. http://learningenglishvocabularygrammar.com/files/idiomsandphraseswithmeaningsandexamplespdf.pdf
5. http://www.robinwood.com/Democracy/General Essays/CriticalThinking.pdf

General Introduction

Human beings cannot live in society without the help of communication. Communication is the very basic need of any organization and any individual. Communication requires that all parties have an area of communicative commonality. There are auditory means, such as speech, song, and tone of voice, and there are nonverbal means, such as body language, sign language, paralanguage, touch, eye contact, through media, i.e., pictures, graphics and sound, and writing.

Introduction to communication skills

The English word 'communication' is derived from the Latin noun 'Communis' and the Latin verb 'Communicare' that means 'to make common. to transmit, to impart.' Communication is a two way process. It is a natural activity of all human beings to convey opinions, information, ideas, feelings, emotions to others by words spoken or written. The purpose of this Communication handbook is to assist you in learning communication process effectively.

Communication process

The communication process is the steps we take in order to successfully communicate. Components of the communication process include a sender, encoding of a message, selecting of a channel of communication, receipt of the message by the receiver and decoding of the message.

The Communication Process
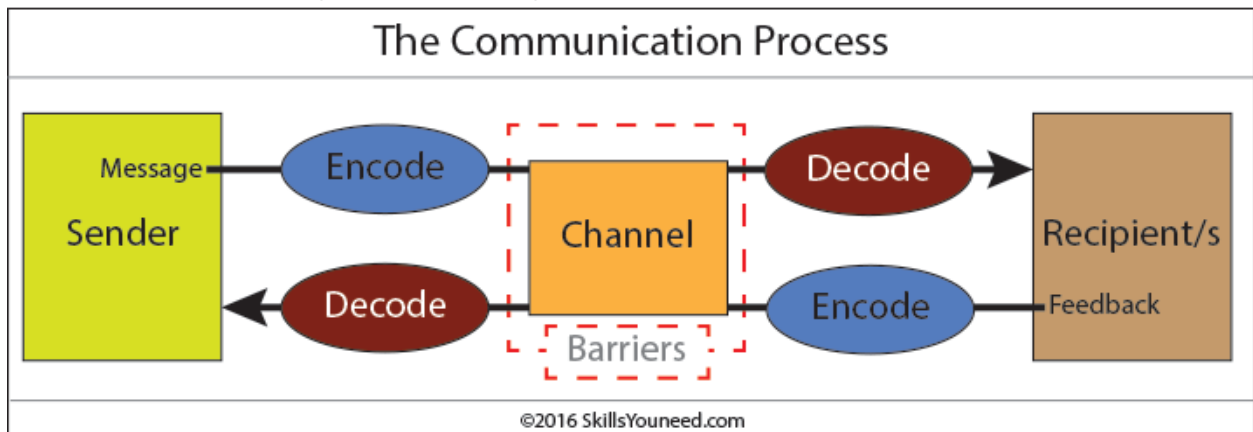
Definition

Communication is a process whereby information is enclosed in a package and is channeled and imparted by a sender to a receiver via some medium. The receiver then decodes the message and gives the sender a feedback. All forms of communication require a sender, a message, and an intended recipient; however the receiver need not be present or aware of the sender's intent to communicate at the time of communication in order for the act of communication to occur.

Communication has been defined by many theorists:

- According to W.H.Newman, "Communication is an exchange of facts, ideas, opinions or emotions by two or more persons."
- Allen Louis says "Communication is the sum of all the things one person does when he wants to create an understanding in the mind of another it involves a systematic and continuous process.
- To quote Norman B. Sigband, "Communication is the transmission and reception of ideas, feelings and attitudes both verbally and non-verbally… In general, we could define communication as a two-way process that results in a shared meaning or common understanding between the sender and the receiver.

Elements of Communication:
An understanding of how communication works can help us to understand and improve our communication. Communication could be taken a process concerning exchange of facts or ideas between persons holding different positions in an organisation to achieve mutual harmony. The communication process is dynamic in nature rather than a static phenomenon. Hence it is considered a continuous and dynamic inter-action, both affecting and being affected by many variables.
 The basic communication model consists of five elements of communication:
- the sender
- the receiver
- the message
- the channel and feedback.

Sender: The sender plays the specific role of initiating communication. To communicate effectively, the sender must use effective verbal as well as nonverbal techniques. Speaking or writing clearly, organizing your points to make them easy to

follow and understand, maintaining eye contact, using proper grammar and giving accurate information are all essential in the effectiveness of your message. You will lose your audience if it becomes aware of obvious oversights on your part. The sender should have some understanding of who the receiver is in order to modify the message to make it more relevant.

Receiver: A receiver means the party to whom the sender transmits the message. The receiver can be one person or an entire audience. The receiver can also communicate verbally and non-verbally. The best way to receive a message is to listen carefully, sitting up straight and making eye contact. As a receiver, don't get distracted or try to do something else while you're listening. Nodding and smiling as you listen, demonstrate that you understand the message.

Message: A message can come in many different forms, such as an oral presentation, a written document, an advertisement, an internet website. It is an important part of communication. Message is the content that sender wants to convey. A message could be verbal or non-verbal. The thought, idea, emotion or anything that the sender wants to convey is called message. In the basic communication model, the way from one point to another represents the sender's message traveling to the receiver. The message isn't necessarily what the sender intends it to be. Rather, the message is what the receiver perceives the message to be. As a result, the sender must not only compose the message carefully, but also evaluate the ways in which the message can be interpreted.

Channel: The person who is interested in communicating has to choose the channel for sending the required information, ideas etc. This information is transmitted to the receiver through certain channels which may be either formal or informal. The channel sits between the sender and receiver. Many channels, or types, of communication exist, from the spoken word to radio, television, an Internet site or something written, like a book, letter or magazine.

Feedback: The last element of effective communication, feedback, describes the receiver's response or reaction. The receiver can transmit feedback through asking questions, making comments or just supporting the message that was delivered.

Feedback helps the sender to determine how the receiver interpreted the message and how it can be improved.

Significance of Encoding and Decoding
The first step the sender is faced with involves the encoding process. In order to convey meaning, the sender must begin encoding, which means translating information into a message in the form of symbols that represent ideas or concepts. This process translates the ideas or concepts into the coded message that will be communicated. The symbols can take on numerous forms such as, languages, words, or gestures. These symbols are used to encode ideas into messages that others can understand.

When encoding a message, the sender has to begin by deciding what he/she wants to transmit. This decision by the sender is based on what he/she believes about the receiver's knowledge and assumptions, along with what additional information he/she wants the receiver to have. It is important for the sender to use symbols that are familiar to the intended receiver. A good way for the sender to improve encoding their message, is to mentally visualize the communication from the receiver's point of view.

Decoding is conducted by the receiver. Once the message is received and examined, the stimulus is sent to the brain for interpreting, in order to assign some type of meaning to it. It is this processing stage that constitutes decoding. The receiver begins to interpret the symbols sent by the sender, translating the message to their own set of experiences in order to make the symbols meaningful. Successful communication takes place when the receiver correctly interprets the sender's message.

Hard Skills Vs. Soft Skills
Hard Skills are easy to identify and define with respect to a particular profession. These are the technical skills that are associated with a respective profession. For example in the case of a mechanical engineer the hard skills would be the personnel's ability with machines, for a software engineer it would be his or her proficiency level with a programming language.

Soft skills are a cluster of productive personality traits that characterize one's relationships in a milieu. These skills can include social graces, communication abilities, language skills, time management, team work and leadership traits. Soft skills complement hard skills and this is known as technical skills. It is needed for productive workplace performance and everyday life competencies. Hard skills were the only skills necessary for career employment and were generally quantifiable and measurable from educational background, work experience or through interview. Softskills is a synonym for "people skills." The term describes those personal attributes that indicate a high level of emotional intelligence.

Unlike hard skills, soft skills are broadly applicable across job titles and industries. It's often said that hard skills will get you an interview but you need soft skills to get -- and keep -- the job. soft skills relate to the way you relate to and interact with other people.

Examples of soft skills include:
* Communication
* Teamwork
* Flexibility
* Patience
* Persuasion
* Time Management
* Motivation

Understanding the Importance of Soft Skills for Engineers
Success at the workplace for engineers is determined primarily by two skill sets. The first are the hard skills and the second are the soft skills. Before we can take the discussion further, it is important to understand the difference between the two.

The Importance of English
Professionals who are proficient in communication skills have a considerable edge over those who have not. Lack of communication skills will certainly make them deficient in resources. Job aspirants face several tough challenges in the global scenario if their communication skills are not up to the mark. Inadequate proficiency in English language, lack of exposure, low level of confidence and weak soft skills do not let them uphold in the global marketplace. Thus, LSRW training is essential for

any undergraduate programme. Institutes that keep themselves well stocked and well equipped in terms of communication will be able to meet the language requirements of the globalized world. Even the employers require a number of efficacies with an emphasis on an increased ability to communicate and good foreign language skills.

Communication skills are considered as a salient feature in the making of a global professional. In a multilingual society, modern professionals must also be able to communicate effectively in a shared tongue. For non-native English users, English is very important because it is widely spoken all around the world. Knowing English allows people to enjoy their life and work no matter where they are. For students whose mother tongue is not English, mastering English is even more important, not only for their academic life but also for their prospective career.

What is LSRW?
When we learn a language, there are four skills that we need for complete communication. When we learn our native language, we usually learn to LISTEN first, then to SPEAK , then to READ, and finally to WRITE. These are called the four "language skills":

Skill #1: Listening
Skill #2: Speaking
Skill #3: Reading
Skill #4: Writing

LISTENING SKILLS

"The World is giving you answers each day. Learn to LISTEN."
Definition
Listening is the ability to accurately receive and interpret messages in the communication process. Listening is a skill of critical significance in all aspects of our lives--from maintaining our personal relationships, to getting our jobs done, to taking notes in class, to figuring out which bus to take to the airport.

Regardless of how we are engaged with listening, it is important to understand that listening involves more than just hearing the words that are directed at us.

Listening is not the same as 'Hearing'
Hearing refers to the sounds that you hear, whereas listening requires more than that: it requires focus. Listening means paying attention not only to the story, but how it is told, the use of language and voice, and how the other person uses his or her body. In other words, it means being aware of both verbal and nonverbal messages. Your ability to listen effectively depends on the degree to which you perceive and understand these messages.

Significance

Listening is an active process by which we make sense of, assess, and respond to what we hear.
Listening skills are an important part of effective communication. Last week's feature focused on communication skills and their importance in the workplace. Hearing is the physical ability, while listening is a skill. Listening skills allow one to make sense of and understand what another person is saying.

"Are you listening to me?" This question is often asked because the speaker thinks the listener is nodding off or daydreaming. You may have heard the adage, "We have two ears but only one mouth"—an easy way to remember that listening can be twice as important as talking.

The ability to actively listen demonstrates sincerity, and that nothing is being assumed or taken for granted. Active listening is most often used to improve personal relationships, reduce misunderstanding and conflicts, strengthen cooperation, and foster understanding.

Stages of Listening

The listening process involves five stages: *receiving, understanding, remembering, evaluating, and responding*. These stages will be discussed in more detail in later sections. Basically, an effective listener must hear and identify the speech sounds directed toward them, understand the message of those sounds, critically evaluate or assess that message, remember what has been said, and respond (either verbally or nonverbally) to information they have received.

1. Receiving

This is the first and most basic stage of the listening process: the act of actually absorbing the information being expressed to you, whether verbally or nonverbally. Not all communication is done through speech, and not all listening is done with ears.

Focus all of your energy on them, by following these three simple tips:

Avoid distractions. This is obvious. Don't have your cell phone out, or your iPod in, or the television on. Don't try to divide your attention between the speaker and something else.

Don't interrupt the speaker. You might want to make an assumption about what the speaker is saying, or what they're about to say – don't. It's rude, and you may find your assumption was wrong, which is beneficial to no one

Don't rehearse your response. Not *yet*. At this stage, your job is only to listen. If you start to plan a speech while the other person is speaking, you're going to miss certain points and not be able to respond to their larger message when it's your turn to talk.

2. Understanding

This is the point in the listening process where you're able to plan your response. Understanding takes place after you've received the information from the speaker, and begin to process its meaning.

You can do this by asking questions, or rephrasing parts of the speaker's message. This allows you to demonstrate your active engagement with their words, *and* help you better understand their key points.

3. Remembering

Remembering is about retaining that information, and the most effective way to do so in an important conversation is to move the key elements of a message from your short-term memory, and into your long-term memory.

There are numerous methods for doing this
Identify the fundamental points. By converting a collection of small details into a central theme, you're able to create something potentially complicated into an easy-to-grasp general concept. The details will remain in your short-term memory, but isolating the main ideas will help you understand them better, and remember them longer.

Make the message familiar. If the speaker touches some old memories and past experiences , it becomes easy to retain the attention of the listener. Use those to help you retain incoming information as a listener.

4. Evaluating

It's at this stage where you can begin to prepare for your response, but remember: you're still a listener, not a speaker. After the message has been absorbed, processed, and remembered, you can begin to sort the information into pieces.

What is fact, and what is opinion?
What parts of their message were interpreted, and which parts were unbiased?
What was the speaker's intent with their message?
After interpreting the speaker's message, through a combination of understanding, retention, and evaluation, you're ready to form a response.

5. Responding

If you've completed the receiving, understanding, remembering, and evaluating portions of the listening process, responding should be easier than ever. It's important to understand the transition between listening and speaking though, and be aware of the ways responding is still a part of the active listening process.

Don't complete the speaker's sentences. This is a presumptuous and rude way to segue into your own response. It impedes on the receiving process, and will make the original speaker want to listen to you less.

Address the speaker's points. It will make it easier for the speaker to transition into a listener when they know exactly what part of their message you're addressing.

ESSENTIALS OF LISTENING SKILLS

A conversation requires concentrated listening. Many people assume they know how to listen. However, these people may be mistaking just hearing for effective listening. Listening does require hearing, but it also requires interpretation and understanding – in other words, two-way communication.

Listening effectively enables you to better understand and interpret what someone is saying. For example, you'll know what your manager needs from you only if you listen attentively. This can help you improve productivity and avoid mistakes.

If you listen effectively, you're able to show your coworkers that you're interested in and have respect for what they have to say. You encourage them to do the same and so develop mutual respect, which fosters strong and smooth work relationships.

The ability to listen effectively also means opening your mind to new experiences. You learn constantly and other people's thoughts, knowledge, or ideas will inspire your thinking and encourage you to be more innovative.

Different types of listeners

You can group different types of listeners into four main categories:

Non-listeners
A non-listener doesn't intend to listen to you, doesn't hear, and doesn't make an effort to pay attention. The non-listener would rather do all the talking. As a result, this person constantly interrupts the speaker and always attempts to have the last word. A non-listener may offer you blank stares and demonstrate nervous mannerisms while you're speaking, and may even fake attention during a conversation. However, it will become clear that this person isn't paying attention when they respond incorrectly or inappropriately. Non-listeners are generally not liked because their lack of effort shows a lack of respect for what others have to say.

Superficial listeners
A superficial listener hears what you're saying but doesn't grasp the point you're making. A superficial listener listens only for the basic meaning of the spoken words and takes no notice of body language, voice tone, and other subtle forms of communication. Most often, superficial listeners are busy thinking about what they want to say next. You might get the impression that they do understand what you're saying, which can lead to confusion and mistakes. People who listen superficially often search for an excuse to avoid conversation or difficult discussions.

Logical listeners
Logical listeners make an effort to hear what you're saying and to comprehend the meaning of the actual words. However, they don't understand your intent or the meaning behind your words. Because they don't receive messages from vocal intonation, body language, or facial expressions, they miss important components of what a speaker is trying to communicate. Logical listeners need to concentrate more on the nonverbal communication accompanying speech.

Active listeners
Listening actively requires concentration and emotional effort. Active listeners won't judge you as you speak, but will try their best to understand what you're saying and why you're saying it. In other words, they'll respect your point of view. They'll listen

for the intent and emotions behind the words so that they can better understand your line of thought.

In summary, listening effectively is very important in the workplace. It helps you improve productivity and build smoother relationships. Listening effectively also helps you collaborate more easily and become more innovative. There are four types of listeners, each with a different level of listening skill. A non-listener doesn't make an effort to hear what you say, and a superficial listener hears but doesn't grasp the points being made. A logical listener understands the meaning of the words but not the intent behind them. An active listener has the highest level of listening skill, and understands both the meaning of the words and the intent behind them.

BARRIERS TO LISTENING:

As pointed out earlier, listening is not easy and there are a number of obstacles that stand in the way of effective listening, both within and outside the workplace. These barriers may be categorized as follows.

1. Physiological Barriers:
Physiology means the state of human body and mind. Physiological barriers of communication occur due to the physical condition of sender or receiver which might even be physical disabilities. It includes sensory dysfunction and other physical dysfunctions.

2. Physical Barriers:
Physical barrier is the environmental and natural condition that act as a barrier in communication in sending message from sender to receiver. Organizational environment or interior workspace design problems, technological problems and noise are the parts of physical barriers.
These are referred to distraction in the averment such as the sound of an air conditioner, cigarette smoke, or an overheated room, which interfere with the listening process. They could also be in the form of information overload.

3. Attitudinal Barriers:

Attitudes are commonly formed by an individual's opinions or personal feelings on a subject or person and can be difficult to alter. When attitudinal barriers override the sense of professionalism in a workplace, it can become difficult for a group to engage in productive communication.

One attitudinal barrier is pre occupation. It means the state or condition of being preoccupied or engrossed with something. This results in the difficulty to focus one's attention completely on what speaker is saying. Another common attitudinal barrier is egocentrism, or the belief that you are more knowledgeable than the speaker and that you have nothing new to learn from his ideas. People with this kind of close minded attitude may very poor listeners.

4. Wrong Assumptions:

The success of communication depends on the both the sender and receiver. It is wrong to assume that communication is the sole responsibility of the sender or the speaker and those listeners have no role to play. Such an assumption can create a barrier to listening. For example, a brilliant speech or presentation, however well delivered, is wasted if the receiver is not listening at the other end. Listeners have as much responsibility as speakers to make the communication successful, by paying attention seeking clarifications and giving feedback.

Another wrong assumption is to think that listening is a passive activity, in which a listener merely hears the thoughts of the speaker.On the contrary, real listening or active listening is hard work- it requires speaking sometimes to ask questions, agree or disagree with the speaker, give feedback etc.

5. Cultural Barriers:

Wherever we live, you're going to be influenced by the attitudes, customs and practices of the people around us. Those basic elements are the definition of culture. When a person of one culture encounters the beliefs and resulting actions of another culture, a clash can occur. This is known as cultural barrier.

Accents can be barriers to listening, since they interfere with the ability to understand the meaning of words that are pronounced differently. Another type of cultural barrier

is doddering cultural values. The importance attached to listening and speaking differs in western and oriental cultures. Generally,

6. Gender Barriers:
Communication research has shown that gender can be barrier to listening. Studies have revealed that men and women listen very differently and for different purposes. Women are more likely to listen for the emotion behind a speaker's words, when men listen more for the facts and the content. Example:- a salesperson giving a demonstration of a new type of office equipment may be asked by two colleagues if the equipment will work without problem and respond by saying "sure". A male user may take this at face value, whereas the female user may detect some hesitation in his voice. This is because the male users listen for the content of the message, whereas the female users listen for the tone of the message.

7. Lack of Training:
Listening is not an inborn skill. People are not born good listeners. They have to develop the art of listening through practice and training. Lack of training in listening skills is an important barrier to listening, in the Indian context.

8. Bad Listening Hobbits:
Most people are very average listeners who have developed poor listening habits that are hard to said and that act as barriers to listening. For example, some people have the habits of "faking" attention, or trying to look like a listeners, in order to impress the speaker and to assure him that they are paying attention. Others may tend to listen to each and every fact and, as a result, mis out on the main point.

9. Bringing in Emotions:
Emotions erect barriers to effective communication. A listener's senses are not likely to be functioning at their optimum level when he or she is angry. Likewise, it is not possible to understand or appreciate what the speaker is saying if the listener is excessively sad.

10. Fear
Fear is a great barrier to listening. People who are afraid during a conversation are not likely to listen. They become defensive and tend to argue.

Tips to overcome fear:

Be aware that fear can only worsen the situation. Listen to what the other person is about to say without fear.

Keeping calm will give you mental strength to face any situation.

Taking a deep breath helps in overcoming fear.

EFFECTIVENESS OF LISTENING

In today's high-tech, high-speed, high-stress world, communication is more important than ever, yet we seem to devote less and less time to really listening to one another. Genuine listening has become a rare gift—the gift of time. It helps build relationships, solve problems, ensure understanding, resolve conflicts, and improve accuracy. At work, effective listening means fewer errors and less wasted time. At home, it helps develop resourceful, self-reliant kids who can solve their own problems. Listening builds friendships and careers.

Here are eight tips to bring effectiveness to your listening.

Step 1: Face the speaker and maintain eye contact.

Eye contact occurs when two people look at each other's eyes at the same time. In human beings, eye contact is a form of nonverbal communication and is thought to have a large influence on social behavior. This term came from the West in mid 1960s. This term defines the act as a meaningful and important sign of confidence, respect, and social communication. Eye Contact provides some of the strongest emotions during a social conversation. It provides details on emotions and intentions. Prolonged eye contact can tell someone you are interested in what they have to say.

Step 2: Be attentive, but relaxed.

Now that you've made eye contact, relax. You don't have to stare fixedly at the other person. You can look away now and then and carry on like a normal person. The important thing is to be attentive. Mentally screen out distractions, like background activity and noise. In addition, try not to focus on the speaker's accent or speech mannerisms to the point where they become distractions. Finally, don't be distracted by your own thoughts, feelings, or biases.

Step 3: Keep an open mind.
Listen without judging the other person or mentally criticizing the things she tells you. Listen without jumping to conclusions. Remember that the speaker is using language to represent the thoughts and feelings inside his or her brain. Don't be a sentence-grabber.

Step 4: Listen to the words and try to picture what the speaker is saying.
Allow your mind to create a mental model of the information being communicated. Your brain will do the necessary work if you stay focused, with senses fully alert. When listening for long stretches, concentrate on, and remember, key words and phrases. Finally, concentrate on what is being said, even if it bores you. If your thoughts start to wander, immediately force yourself to refocus.

Step 5: Wait for the speaker to pause to ask clarifying questions.
When you don't understand something, of course you should ask the speaker to explain it to you. But rather than interrupt, wait until the speaker pauses. Then say something like, "Back up a second. I didn't understand what you just said about…"

Step 6: Try to feel what the speaker is feeling.
If you feel sad when the person with whom you are talking expresses sadness, joyful when she expresses joy, fearful when she describes her fears—and convey those feelings through your facial expressions and words—then your effectiveness as a listener is assured. Empathy is the heart and soul of good listening.
To experience empathy, you have to put yourself in the other person's place and allow yourself to feel what it is like to *be her* at that moment. This is not an easy thing to do. It takes energy and concentration. But it is a generous and helpful thing to do, and it facilitates communication like nothing else does.

Step 7: Give the speaker regular feedback.
Show that you understand where the speaker is coming from by reflecting the speaker's feelings. Or just nod and show your understanding through appropriate facial expressions and an occasional well-timed "hmmm" or "uh huh."

The idea is to give the speaker some proof that you are listening, and that you are following her train of thought—not off indulging in your own fantasies while she talks to the ether.

In task situations, regardless of whether at work or home, always restate instructions and messages to be sure you understand correctly.

Step 8: Pay attention to what *isn't* said—to nonverbal cues.
If you exclude email, the majority of direct communication is probably nonverbal. We glean a great deal of information about each other without saying a word. Even over the telephone, you can learn almost as much about a person from the tone and cadence of her voice than from anything she says. When I talk to my best friend, it doesn't matter what we chat about, if I hear a lilt and laughter in her voice, I feel reassured that she's doing well.

Face to face with a person, you can detect enthusiasm, boredom, or irritation very quickly in the expression around the eyes, the set of the mouth, the slope of the shoulders. These are clues you can't ignore. When listening, remember that words convey only a fraction of the message.

Listening comprehension
Listening is the one skill that you use the most in everyday life. Comprehension means the ability to understand completely and be familiar with a situation, facts, etc. Listening comprehension is the basis for your speaking, writing and reading skills. To train your listening skills, it is important to listen actively, which means to actively pay attention to what you are listening to. Make it a habit to listen to audio books, podcasts, news, songs, etc. and to watch videos and films in the foreign language. The following are the methods to achieve effective listening of comprehension.

1. Set the purpose:
Students need to understand the purpose for listening to get the most from the experience. Having an explicit purpose in mind will help them know where to focus, enabling them to achieve success.

2. Set the stage.

Getting ready to listen is like getting in the zone or warming up. A good first step in setting the stage is to tell students the purpose for listening. A second step is to prepare the environment. Eliminating background noise, sitting in an appropriate configuration, and third, telling students what will transpire after they have listened are three ways to set the stage for listening.

3. Provide follow up

Immediately after students have listened, hold them accountable for whatever it was that they were attending to when listening. Many times this follow up will be in a written format so that there is a paper trail of student learning. Such follow-up enables you to see what they were able to ascertain while listening, thus serving as an authentic assessment of sorts.

Listening to Sounds: Sounds of English Language:

In the English alphabet there are 26 letters, but these letters produce 44 sounds. For this reason, one letter is used to produce more than one sound. In order to know the correct pronunciation certain symbols denoting these sounds have been devised and standardized. By learning these symbols you will be able to find the correct pronunciation of any word in a standard dictionary. These symbols will also help you to go through the book with guidance for correct pronunciation of words and conversations. These sounds are classified into two types:

1. Vowel Sounds (20)
2. Consonant Sounds (24)

There are only 5 vowel letters in English (a,e,i,o,u), but the sounds indicated by these 5 letters are 20. A vowel sound is produced when the air comes out of the mouth freely without any blockage or closure in the mouth cavity by the tongue, teeth, lips, etc. The vowel sounds are of two types:

Vowel sounds in English:
a. Monophthongs

S.No		Examples	Classification of tongue positions for vowels.
1	/i:/	Each, sea	Front close unrounded
2	/I/	In, pit	Front unrounded vowel between close and half-close
3	/e/	Egg. Fend	Front unrounded vowel between half-close and half-open
4	/ /	And, mat	Front unrounded vowel just below the half-open position
5	/a:/	Ask, flask	Back open unrounded
6	/ /	Off, lot	Back open unrounded
7	/ :/	All, tall	Back rounded vowel between half-close and half-open
8	/u/	Pull, sugar	Back rounded vowel between close and half-close
9	/u:/	Food, stool	Back close rounded vowel
10	/L/	Up, fun	Central unrounded vowel between open and half-open
11	/3:/	Earth, yearn	Central unrounded vowel between half-close and half-open
12	/ /	Sofa, alike	Central unrounded vowel between half-close and half-open

b. Diphthongs: These vowel sounds are a combination of two single vowel sounds and in pronouncing them the tongue moves from one position to another. For instance, in the word 'light' the sound of 'i' is a combination of the vowel sounds /a:/ as in 'art' and /i/ as in 'it'. The words 'hair', 'toy' and 'poor' also contain double vowel sounds.

Diphthongs consist of sounds such as:

Sounds	Description	Examples
/eɪ/	A glide from a front unrounded vowel just below half-close to a centralized front unrounded vowel just above half-close.	Ale, make
/aɪ/	A glide from a front – open unrounded vowel to a centralized from unrounded vowel just above half-close.	Ice, mike
/ɔɪ/	A glide from a back rounded vowel between open and half-open to a centralized front unrounded vowel just above the half-close position.	Oil, boy
/aʊ/	A glide from the back open unrounded position and moves in the direction of RP. (u)	About, mouth
/aʊ/	A glide from a central unrounded vowel between half-close and half-open to a centralized back rounded vowel just above the half-close position.	No, old
/aʊ/	A glide from a central unrounded vowel between half-close and half-open to a centralized back rounded vowel just above the half-close position.	No, old
/ɪə/	A glide from a centralized front unrounded vowel just above half-close to a central unrounded vowel between half-close and half-open.	Serious, period
/ʊə/	A glide from the centralized back rounded vowel just above half-close to a central unrounded vowel between half-close and half-open.	Poor, cure
/eə/	A glide from a front half-open unrounded vowel to a central unrounded vowel between half-close and half-open.	Air, hair

Consonant sounds: This list describes the consonant sounds of English.

Plosives		Examples
/p/	Voiceless	Pet, spill
/b/	Voiced	Bun, above
/t/	Voiceless	Talk, active
/d/	Voiced	Day, adopt
/k/	Voiceless	Keeper, speaker
/g/	Voiced	Goal, begin
Fricatives		**Examples**
/f/	Voiceless	fit, before
/v/	Voiced	Vow, avoid
/θ/	Voiceless	Thought, atheist
/δ/	Voiced	These, weather
/s/	Voiceless	Set, post
/z/	Voiced	Desert, reason
/ʃ/	Voiceless	Sheet, cash
/ʒ/	Voiced	Provision, occasion
/h/	Voiceless	Hay, behind
Affricates		**Examples**
/tʃ/	Voiceless	Chop, latch
/dʒ/	Voiced	Jew, jar
Nasals		**Examples**
/m/	Voiced	Man, calm
/n/	Voiced	Nose, banal
/η/	Voiced	Ring, singing
Semi-vowels		**Examples**
/j/	Voiced	Yes, yesterday
/w/	Voiced	Wonder, widow
Lateral		**Examples**
/l/	Voiced	Live, calm
Frictionless continuant		**Examples**
/r/	Voiced– continuant	Ground , great

MODULE II
SPEAKING SKILLS

Introduction

Language is a tool for communication. We communicate with others, to express our ideas, and to know others' ideas as well. Communication takes place, where there is speech. Without speech we cannot communicate with one another. Without speech, a language is reduced to a mere script. The use of language is an activity which takes place within the confines of our community. We use language in a variety of situations. People at their work places, i.e in a language laboratory, are supposed to speak correctly and effectively in-order to communicate well with one another. Any gap in commutation results in misunderstandings and problems.

Definition:

Speaking is an act of making vocal sounds. We can say that speaking means to converse, or expressing one's thoughts and feelings in spoken language. To speak often implies conveying information. It may be from an informal remark to a scholarly presentation to a formal address.

Speaking skills are the skills that give us the ability to communicate effectively. These skills allow the speaker, to convey his message in a passionate, thoughtful, and convincing manner.

Significance

The English language has become an international language. Among nations it serves as a lingua franca. It is spoken, learnt and understood even in those countries where it is not a native's language. English is playing a major role in many sectors including medicine, engineering, education, advanced studies, business, technology, banking, computing, tourism etc. All our software development today, the communication facilities available to us through internet, our access to a variety of websites, are all being carried out in English. Most of the research works are conducted and compiled in English. Anything written and recorded in this language is read and listened to, in wider circles. As a result, English is being taught and learned around the world as a second language today.

Language is a tool for communication. We communicate with others, to express our ideas, and to know others' ideas as well. Communication takes place, where there is

speech. Without speech we cannot communicate with one another. The importance of speaking skills hence is enormous for the learners of any language. Without speech, a language is reduced to a mere script. The use of language is an activity which takes place within the confines of our community. We use language in a variety of situations. People at their work places, i.e. researchers working either in a medical laboratory or in a language laboratory, are supposed to speak correctly and effectively in-order to communicate well with one another.

Essentials of Effective Speaking skills:
The Essentials of Effective Speaking are

1. The audience is not the enemy
The reason why many people avoid public speaking is because they have a fear of it, which is partially feared of an unknown and possibly hostile audience. Just remember that the audience is not the enemy. Don't try to get rid of your fear; strap up it and consider it a constant companion which keeps you trying to do your best. The audience will forgive an occasional mistake; Just remember to locate some friendly faces out there, those people who seem to be nodding and in general getting enthusiastic about your message. If you do happen to make a mistake, locate those friendly faces! Just remember that because you see somewhat who seems not to be enthusiastic, it could be a combination of culture, personality, or occupation that does permit them to <u>show</u> it as openly as others.

2. Write your speech word for word
Good speaking begins with good writing; good writing depends on good editing. For example, Gettysburg Address, delivered by Abraham Lincoln during American Civil War, this consists of 10 sentences that took a total of 2 minutes to deliver. There is an apocryphal story about how it was cobbled together by Lincoln on the back of an envelope on his way to give the speech: that is simply not true, because we have several drafts of his speech which prove otherwise. What is interesting in reading the drafts is not what was included in the speech; it was how much was taken out. Every word has a purpose.

3. Bring life to your words with colorful images and examples

This is where style becomes apparent. Choose those words which evoke the audience's own imagination so that they start to experience what you are saying, rather than just hearing it.

4. Six words that can change the way you speak: Make a Point; Tell a Story

The speaker should have a point in his/her speech; rather than explain that point to audience, He needs to have them discover it through experiencing it as part of the story he tells.

5. Six emotions that will connect with any audience: happiness, sadness, anger, surprise, disgust, and fear

Choose words which not only create an image, but evoke at least one of the emotions listed above. When people empathize with you, they are more willing to accept your message that you want to convey in your speech.

6. Don't underestimate the power of laughter

When we laugh, we relax. When we relax, our minds are more receptive to learning. A professional joke-teller is a comedian; you don't have to be a comedian to make people laugh. Just ask yourself what makes you laugh. Take a notebook with you or a digital recorder and if you see something that makes you laugh, write it down and make a "humor file." In fact, this technique works with the six emotions listed above. Then have this on hand so that you can insert these into a speech into a place where they will have the most impact.

7. don't tell us, take us

Rather than describing the incident like a reporter, take us as an eyewitness to the event by acting it out with movements, gestures, vocal inflections that put us right there in the middle of the action.

Barriers of Speaking skills:

It does not matter how effective you are in communicating with others, sometimes you may face communication barriers. Communication barriers are defined as the factors that break or interrupt a communication process.

They are roughly classified as two – Listening barriers and Speaking barriers

Listening Barriers:
1. Interrupting the speaker with improper body language and meaningless questions.
2. Less concentration on speaker's facial expressions and not keeping eye contact with the speaker
3. Provoking the speaker to conclude the topic as soon as possible.
4. Giving an impression that the speaker is wasting his/her time with his speech
5. More concentration on distracting material which is not a part of the on going discussion
6. Going ahead of the speaker and concluding his/her ideas
7. Less memory power – this makes you out of the subject being discussed
8. Asking too many questions to prove your attentiveness

Speaking Barriers:
1. Rough and unclear data or information about the topic
2. Inconsistent communication – Missing the flow and going too fast or too slow
3. Unclear pronunciation – abrupt sentences or words
4. Miscommunication or not understanding the listener
5. Using negative words – Meaning of some words may differ from region to region and culture to culture.

Effectiveness of speaking skills:

- **Ability to inform, persuade, and direct:**

Ability to inform, to persuade, and direct. Business managers, educators, military leaders, lawyers, and politicians, among others, seek to develop their speaking skills to such a level that they are transformed into master communicators. Speaking clearly and confidently can gain the attention of an audience, providing the golden opportunity for the speaker to make the message known.

- **Ability to stand out from the rest:**

When one thinks of speaking skills, one tends to think of it as a common skill. Think again. The ability to stand before others and speak effectively is not an ordinary ability. Many people are deathly afraid of public speaking; others have little ability to form thoughts into sentences and then deliver those words in a believable way.

- **Career enhancement:**

Speaking skills are important for career success, but certainly not limited to one's professional aspirations. Speaking skills can enhance one's personal life, thereby bringing about the well-rounded growth we should all seek.

Verbal and Non-Verbal Communication

Our communication skills are influenced by the culture we have been socialized in. They are strongly affected by a person's values, believes and attitudes. Every person communicates verbally and non-verbally. It is a general believe, that most communication takes place non-verbally.

Verbal Communication is a type of oral communication wherein the message is transmitted through the spoken words. Here the sender gives words to his/her feelings, thoughts, ideas and opinions and expresses them in the form of speeches, discussions, presentations, and conversations.

The effectiveness of the verbal communication depends on the tone of the speaker, clarity of speech, volume, speed, body language and the quality of words used in the conversation. In the case of the verbal communication, the feedback is immediate since there are a simultaneous transmission and receipt of the message by the sender and receiver respectively.

The success of the verbal communication depends not only on the speaking ability of an individual but also on the listening skills. How effectively an individual listens to the subject matter decides the effectiveness of the communication. The verbal communication is applicable in both the formal and informal kind of situations.

Nonverbal communication includes gestures, facial expressions, and body positions (known collectively as "body language"), as well as unspoken understandings and presuppositions, and cultural and environmental conditions that may affect any encounter between people.

Body Language:

Definition

Body language means the conscious and unconscious movements and postures by which attitudes and feelings are communicated. Such behavior includes facial expressions, body posture, gestures, eye movement, touch and the use of space. Body movements include gestures, posture, head and hand movements or whole body movements. They can be used to reinforce or emphasize what a person is saying and also offer information about the emotions and attitudes of a person. There are several different categories of body movement, these include:

1. Gestures: It means a movement of part of the body, especially a hand or the head, to express an idea or meaning. There are different types of them. These are divided into four types.

a) Emblems: Gestures that serve the same function as a word are called emblems. For example, the signals that mean 'OK', 'Come here!', or the hand movement used when hitch-hiking. However, be aware that whilst some emblems are internationally recognized, others may need to be interpreted in their cultural context.

b) Illustrators: Gestures which accompany words to illustrate a verbal message are known as illustrators. For example, the common circular hand movement which accompanies the phrase 'over and over again', or nodding the head in a particular direction when saying 'over there'.

c) Regulators: Gestures used to give feedback when conversing are called regulators. Examples of 'regulators' include head nods, short sounds such as 'uh-huh', 'mm-mm', and expressions of interest or boredom.

d) Adaptors: Adaptors are non-verbal behaviors which satisfies some physical need. Adaptors include such actions as scratching or adjusting uncomfortable glasses, or represent a psychological need such as biting fingernails when nervous. Although normally subconscious, adaptors are more likely to be restrained in public places than in the private world of individuals where they are

less likely to be noticed. Adaptive behaviours often accompany feelings of anxiety or hostility.

2. Posture:

Posture can reflect emotions, attitudes and intentions. Research has identified a wide range of postural signals and their meanings, such as:

Open and Closed Posture:

Two forms of posture have been identified, '*open*' and '*closed*', which may reflect an individual's degree of confidence, status or receptivity to another person.

Closed Posture:

Someone seated in a closed position might have his/her arms folded, legs crossed or be positioned at a slight angle from the person with whom they are interacting.

Open Posture: In an open posture, you might expect to see someone directly facing you with hands apart on the arms of the chair. An open posture can be used to communicate openness or interest in someone and a readiness to listen, whereas the closed posture might imply discomfort or disinterest.

3. Facial Expressions:

Facial expressions are one form of nonverbal communication. These subtle - and sometimes not so subtle - expressions can communicate everything from pleasure or displeasure to surprise or boredom. Think for a moment about how much a person is able to convey with just a facial expression. A smile can indicate approval or happiness. A frown can signal disapproval or unhappiness. In some cases, our facial expressions may reveal our true feelings about a particular situation. While you say that you are feeling fine, the look on your face may tell people otherwise.

Just a few examples of emotions that can be expressed via facial expressions include:
1. Happiness
2. Sadness
3. Anger
4. Surprise
5. Disgust

6. Fear
7. Confusion
8. Excitement
9. Desire
10. Contempt

Generating talks based on visual or written prompts

Visual aids means an item of illustrative matter, such as a film, slide, or model, designed to supplement written or spoken information so that it can be understood more easily. One should only use visual aids if they are necessary to maintain interest and assist comprehension in your presentation. If visual aids are used well they will enhance a presentation by adding impact and strengthening audience involvement, yet if they are managed badly they can ruin a presentation.

Most visual aids will need advance preparation and should be operated with efficiency. If you wish to use such aids in an unfamiliar room or location, check what facilities are available in advance so that you can plan your presentation accordingly. Here it provides the details of the following common visual aids:

I. Whiteboards and Interactive Whiteboards
II. Flip chart
III. Over-head projector (OHP)
IV. Slides
V. Video
VI. PowerPoint or other presentation software
VII. Handouts

Whiteboards and Interactive Whiteboards

If available, whiteboards are good for developing an explanation, diagrams and simple headings, and for recording interaction with, and comments from, the audience during brainstorming sessions.

Remember if using a whiteboard, you should ensure that your handwriting is legible, aligned horizontally, and is sufficiently large to be seen by all the audience. Also ensure that you use non-permanent pens (sometimes referred to as dry-wipe pens) rather than permanent markers so that your writing can be erased later.

If you have access to an interactive whiteboard, you should make sure you know how this works, and practice using it, before your presentation.

Flip Charts

A flip chart is a popular, low cost, low tech solution to recording interactive meetings and brainstorming sessions.

A flip chart can be prepared in advance and is portable; it requires no power source and no technical expertise. Flip charts are ideal for collecting ideas and responses from the audience and are good for spontaneous summaries. However, if the audience is large, a flip chart will be too small to be seen by everyone.

Video

Videos are excellent for training purposes, but can be difficult to fit into a presentation structure. If a computer connected to a projector is available then videos can be played as files, from a DVD or with an Internet connection via YouTube or other online sources. Videos can also be built into a presentation using PowerPoint or other presentation software.

Power Point

Use of PowerPoint and other presentation software is very common when preparing for a presentation. Care should be taken, however, that visual effects do not detract from the presentation itself. If you choose to use PowerPoint try to have a practice run well in advance of a presentation so that you are confident when giving the presentation itself.

Older Visual Aids That May Still Be Effective:
Over-Head Projector (OHP)

Displays can be prepared on acetates, both in written and graphic form.

They command attention but, as with other visual aids, care must be taken to talk to the audience and not the screen. OHPs are suitable for both large and small groups although the machines can be noisy and unreliable and the projector can obscure the screen. OHPs as a method of presenting have now largely been replaced by presentations projected from a computer onto a whiteboard or other screen.

Slides

Slides of excellent visual quality can have great impact on any size of group. However, a good blackout is required for the images to be seen clearly and this causes eye contact with the audience to be lost. Unlike with other methods of presentation, you will not be able to add any spontaneous notes or records to the slides. If you are using slides, ensure that they are prepared in the correct order, ideally numbering the slides so that if the carousel is dropped the slides can quickly be reordered.

Handouts

Handouts summarizing or including the main points of a presentation are an excellent addition but must be relevant. Presentation software packages such as PowerPoint can automatically generate handouts from your presentation slides.

Public speaking; addressing a Small group or a Large Formal Gathering

Public speaking (also called **oratory** or **oration**) is the process or act of performing a speech to a live audience. It is the process of communicating information to an audience. It is usually done before a large audience, like in school, the workplace and even in our personal lives. The benefits of knowing how to communicate to an audience include sharpening critical thinking and verbal/non-verbal communication skills.

This type of speech is deliberately structured with three general purposes:
   ❖ to inform,
   ❖ to persuade and
   ❖ to entertain.

Addressing a small group or a large formal gathering

Addressing a small group or a large formal gathering is not an easy goal but it can be done. Begin by setting aside time to assemble your piece. Move on by jotting down points you want to get across to your audience. Then arrange them logically, so they flow naturally from one to the next. After this you can mix in something more to hold your audience's attention: stories, illustrations, and props, like images, and videos in your slideshow.

Strengthen your speech following the given methods
Know Your Audience
First, you need to know who'll be listening when you speak. To put it another way, know your audience. Find ways to get acquainted with your listeners. Aim to be intimate with them. Dig up their eccentricities, wants, aches, and pet peeves. Be aware of their age bracket. Demographics are an integral part of discovering your audience. You don't need a formal survey to get this information, either. Just interact with them in the first five minutes of your talk.

Be an Expert on Your Topic
Make sure there aren't things you are embarrassed to say, or are not positive of the pronunciation. It will also help to not use words you don't know the meaning to, so you don't use a wrong word or don't give it the right emotion. And also, if you use too many words that people don't know the definition of, that alone might make them not care for your speech, considering the fact they would be awesome have a clue what you were talking about.

Accentuate the Positive
What kind of a speaker are you? To be more effective, you have to identify your style. Get in touch with your strengths and weaknesses as a speaker and zero in on what you do best. Do you have a great sense of humor? Or are you a good storyteller? After a thorough analysis, pick your kind and focus on delivering your talk with your own style and in this way, you can shine like a star. Don't alter yourself because you think one style is better than another, or try to be somebody you're not.

Get Comfortable With the Environment
Go check the event venue where you'll speak. Acquaint yourself with the place. Get to know its size. By knowing the dimensions of the area, you'll be able to prepare your movements wisely.

If you check your speaking venue first, you'll also discover whether you'll have the freedom to walk to and fro an aisle, or you'll be confined in a tiny spot, like behind a podium. These small details are actually not small at all, and if you think thoroughly about them they'll make all the difference in your speaking engagement.

Visualize Your Audience

Fear of public speaking is related to the fear of criticism, and the fear of criticism is related to the fear of people's opinions and of non-acceptance. You won't beat this fear easily, but try this: Imagine that you're talking to a group of people who are ignorant Visualize the scene. I'm pretty sure you'll be smiling while climbing the stage.

When you're finally up on that podium, relax, take three long and deep breaths, smile, and say hi to the crowd. If you're still nervous after saying hi, read your first two lines with all the confidence you can muster right from your script. After your first two lines, move on to your third, the fourth, and so on. Maintain eye contact.

Oral Presentations

A **presentation** is the process of **presenting** a topic to an audience. It is typically a demonstration, introduction, lecture, or **speech** meant to inform, persuade, inspire, motivate, or to build good will or to present a new idea. Scholars, professionals, and students in all fields desire to disseminate the new knowledge they produce, and this is often accomplished by delivering oral presentations in class, at conferences, in public lectures, or in company meetings. Therefore, learning to deliver effective presentations is a necessary skill to master both for college and further endeavors.

Oral presentations typically involve three important steps:
1) Planning,
2) Practicing, and
3) Presenting

1. Planning

Oral presentations require a good deal of planning.

Scholars estimate that approximately 50% of all mistakes in an oral presentation actually occur in the planning stage (or rather, lack of a planning stage). Make sure to address the following issues:

Audience:
  I.   Focus your presentation on the audience.
  II. Organize your information into three to five points/categories.

III.   Build repetition.

Listening is much different than reading. Your audience cannot go back and read over something they missed or did not understand. Build repetition through internal summaries, transitions, analogies, and stories.

Introduction:
- · Introduce yourself if needed, providing your affiliation and/or credibility.
- · Create an effective opening that will interest your audience: pose a question, give an amazing fact, or tell a short, interesting story.
- · Reveal your topic to the audience and explain why it is important for them to learn about.
- · Give a brief outline of the major points you will cover in your presentation.

Main Body:
- · Explain your points. Give clear explanations. Provide sufficient evidence to be convincing.
  Use transitions between sections of your presentation (introduction, body, and conclusion) as well as between points in your main body section.
  Use analogies and stories to explain complicated ideas and to build repetition.

Conclusion:
- · Signal your conclusion with a transition.
- · Summarize your points.
- · Refer to future action if needed.
- · End with, "Thank You."
- · If answering questions, tell your audience, "I'll now be happy to answer any questions."

2. Practicing

Practicing your presentation is essential. It is at this stage of the process that you figure out word and phrase emphasis and the timing of your sections and overall presentation.

❖ Record your presentation and review it in order to know how you sound and appear to your audience.

❖ Consider using different colored highlighters to remind yourself when to pause, when to emphasize a particular point, when you have a slide change on your PowerPoint, etc.

❖ Practice in front of peers and elicit feedback. Ask your peers to comment on your delivery and content.

3. Presenting

As the person in charge of the situation when presenting, it is your job to make your audience feel comfortable and engaged with both you and the material of the presentation.

● maintain eye contact. Only look at notes or slides very briefly. Sweep the room with your gaze, pausing. Briefly on various people.
● be aware of your body posture.
● be enthusiastic about your topic.
● Smile
● Slow down your speech. We naturally talk faster when we are nervous. Include pauses to allow your listeners to keep up and time for you to think ahead.
● Use gestures to emphasize points and move about the space if possible.

PowerPoint presentation

Use of PowerPoint and other presentation software is very common in presentation today. Care should be taken, however, that visual effects do not detract from the presentation itself. If you do choose to use PowerPoint try to have a practice run well in advance of a presentation so that you are confident when giving the presentation itself.

Easy ways to make   PowerPoint presentation:
1. Build your slides last
2. Don't try to replace you

3. Use a consistent theme
4. One narrative per slide
5. Fade to black when speaking
6. When in doubt, dump it

1. BUILD YOUR SLIDES LAST.

You could be tempted to start monk eying with slides early in your speech writing process – don't. It's like building a road – until you know where that road is heading there's no point laying down sidewalks and planting trees. Your slides are there to ADD to a well-designed speech, not to replace it.

2. DON'T TRY TO REPLACE YOU.

People come to listen to you – your thoughts, interpretations and insights. Fancy transitions, YouTube clips, and tons of text steal from your content and delivery.
Remember: every time you hit that clicker the audience leaves you and goes to the screen.

3. USE A CONSISTENT THEME.

A consistent theme pulls together the variety in your images and message, as you move from problem to solution. You *could* use the baked-in themes supplied in PowerPoint or Keynote – I don't because I want a simpler, more unique look.
I create a custom theme simply with my titles, a consistent white background, and sometimes with my logo or my client's logo.

4. ONE NARRATIVE PER SLIDE.

In 60 minute speech, one can have 30-35 slides, depending on content or complexity of the message. Each slide represents a complete thought. It might be presenting statistics (sparingly), recalling an experience that leads to a lesson, or teaching a lesson.

5. FADE TO BLACK WHEN SPEAKING.

Your slides are not the point—you are. When you fade to black, you regain your audience's attention. For example, after presenting one solution, you fade to black while you explain on how to apply the solution in your work.

6. WHEN IN DOUBT, DUMP IT.

In the process of presentation, slides can be essential – they can also be a distraction. When you are struggling, trying to decide if you need a slide, or not, ask yourself: *"Will it make my speech better?"* If not, dump it.

Remember, nobody will miss what isn't there.

VOCABULARY

The concept of Word Formation

In linguistics, word formation is the creation of a new word. Word formation is sometimes contrasted with semantic change. Semantic change means a change in a single word's meaning. The boundary between word formation and semantic change can be difficult to define: a new use of an old word can be seen as a new word derived from an old one and identical to it in form.

There are a number of methods of word formation.

1. Derivation
2. Compounding
3. Blending
4. Acronym
5. Loaned words
6. Neologism

1. Derivation

Derivation in general means the formation of a word from another word or base and the relation of a word to its base or root.

2. Compounding

In linguistics, a compound is a lexeme (less precisely, a word) that consists of more than one stem. Compounding occurs when two or more words are joined to make one longer word. The component stems of a compound may be of the same part of speech—as in the case of the English word footpath, composed of the two nouns foot and path. They may belong to different parts of speech, as in the case of the English word blackbird, composed of the adjective black and the noun bird.

3. Blending

In linguistics, a blend word is one formed from parts of two or more other words. These parts are called morphemes (the smallest grammatical unit in a language).

cat + -s = the two morpheme units.

Formation

Most blends are formed by one of the following methods:

The end of one word is appended to the beginning of the other
smoke (1) + fog (1) → smog (1)

The beginnings of two words are combined. For example, cyborg is a blend of cybernetic and organism.

Two words are blended around a common sequence of sounds, also known as blends with overlapping.
The word motel is a blend of motor and hotel.

4. Acronym
An acronym is a word or name formed as an abbreviation from the initial components in a phrase or a word, usually individual letters (as in NATO or laser) and sometimes syllables.
Acronyms are pronounced as a word, containing only initial letters

NATO: North Atlantic Treaty Organization
Scuba: self-contained underwater breathing apparatus
Laser: light amplification by stimulated emission of radiation
GIF: Graphics Interchange Format

5. Loaned words
In linguistics, loan translation is a word or phrase borrowed from another language by literal, word-for-word or root-for-root translation. means to borrow a word or phrase from another language. "Calque" itself is a loanword from the French noun calque which means to copy, or to imitate.

List of loanwords From French :
Adam's Apple
By heart

Governor
Stair-case
Marriage of Convenience
Point of view

Pineapple (Dutch)
Antibody (German)
Scapegoat (Hebrew)
Killer whale - ballena asesina(Spanish)
Muscle - musculus (Latin)
Rest in Peace - requiescat in pace (Latin)

6. Neologism

This word is derived from the greek words neo means new, and logos means speech. A word derived from neologism is a relatively recent or isolated term, word, or phrase that may be in the process of entering common use.

Neologisms can become popular by way of mass media, the Internet, and word of mouth. The title of a book may become a neologism, for instance, Catch-22 (from the title of Joseph Heller's novel).

Culture and technology use are major drivers in neologism development. The use and over-use of brand names is another example of neologism creation. The terms "coke" or "cola" may be used in reference to any Coca-Cola like beverage regardless of brand.

Root words from foreign languages and their use in English
Root Words

A root is the basic unit of a word. It is the form of a word after all affixes are removed. It's what's left after you remove all the affixes — the prefixes like "un-" or "anti-" and suffixes such as "-able" and "-tion." There are many root words that can be used on their own or as parts of other common words in the English language. These are also referred to as base words.

Act - means to move or do. Acting
Ego - mean "I". Egotist
Legal - means related to the law. Illegal
Normal - means typical. Normality

Phobia - means to fear. Claustrophobia

Sent - to feel, send. Consent

Root Words from foreign languages

Here are some more examples of roots, their meanings and other words that are formed by adding prefixes and/or suffixes to these language building blocks:

1. Ambul - means move or walk. Amble, ambulant, ambulate
2. Auto - means self or same. Autocrat, automatic
3. Bene - means good. Benefactor, benevolent
4. Cardio - means heart. Cardiovascular, cardiology
5. Cede - means go, yield. Intercede, recede, concede
6. Counter - means against or opposite. Counteract, counterpoint, counterargument
7. Dem - means people. Democracy, democrat, demographic
8. Derm - means skin. Dermatology, epidermis
9. Equi - means equal. Equity, equilateral, equidistant
10. Hypno - means sleep. Hypnosis, hypnotic
11. Intra - means within or into. Intrapersonal, intramural, intravenous
12. Ject - means to throw. Reject, eject, inject
13. Mal - means bad. Malignant, malfunction, malice
14. Mangi - means big or great. Magnificent, magnify
15. Multi - means many. Multiple, multifaceted, multilingual
16. Omni - means all. Omnipotent, omnipresent, omnivore
17. Poly - means many. Polygamous, polychrome, polytheist
18. Script - means write. Manuscript, postscript
19. Sect - means cut. Intersect, dissect, section
20. Vis, vid - means see. Envision, evident

Root words can be helpful in improving our vocabulary. When we know root words, we can recognize the basis of any word and use that knowledge to help us define a word.

Linguists, scientists who study language, refer to the root as the base or foundation of a word.

"port" is a root word. It appears as a part of many words. However, anytime it appears in a word, "port" means "to carry" or "to move." It gives the meaning of "to carry" or "to move" to any word it's a part of. So when you see words that include "port," like

transport, portable, teleportation, deport or export, you know these words have something to do with "carrying" or "moving."

Acquaintance with prefixes and suffixes from foreign languages in English to form derivatives

Prefixes in English to form Derivatives:

It is the process of forming a new word from an existing word, often by adding a prefix o

Acquaintance with prefixes in English to form derivatives

Definitions of Root Words:

1. Alter meaning: Other – alternate
2. Ami or amic meaning: Love - amicable
3. Amphi meaning: All side or both ends - amphibian
4. Anthrop meaning: Human or man - Anthropology
5. Aqua or Aque meaning: Water - aquarium
6. Aud meaning: Sound - audio
7. Bio meaning: Life - Biography
8. Cap meaning: To take or seize control of - capsize
9. Carn meaning: Meat - carnivorous
10. Chron meaning: Time - chronicle
11. Cogn meaning: Know - cognitive
12. Cred meaning: Believe - credibility
13. Dei meaning: god - deity
14. Demo meaning: People - democracy
15. Dent meaning: Tooth - dental
16. Derm meaning: Skin - dermatology
17. Duo meaning: Two - dual, duet
18. Dynam meaning: Power - dynamo
19. Ego meaning: Self - egoist
20. Equ meaning: Equal or equivalent

Suffixes from foreign languages in English to form derivatives:

Suffix, such as -ness or un-. For example, happiness and unhappy derive from the root word happy.

1. adjective-to-noun: -ness (slow → eg: slowness
2. adjective-to-verb: -ise (modern →eg: modernise in British English
3. or -ize (final → finalize) in American English and Oxford spelling
4. adjective-to-adjective: -ish (red → eg: reddish
5. adjective-to-adverb: -ly (personal → eg: personally
6. noun-to-adjective: -al (recreation → eg: recreational
7. noun-to-verb: -fy (glory → eg: glorify
8. verb-to-adjective: -able (drink → eg: potable
9. verb-to-noun (abstract): -ance (deliver → eg: deliverance
10. verb-to-noun (agent): -er (write → eg: writer

Synonyms, Antonyms

Synonyms are words that have the same or a similar meaning. Synonyms can provide us with variety in speech or writing. There are endless examples of synonyms, making it easy for us to avoid overusing the same word and sounding repetitive. Some examples of synonyms include the following:

1. Amazing, astounding, surprising, stunning
2. Annihilation, destruction, carnage, extinction
3. Benefit, profit, revenue, yield
4. Brave, courageous, valiant, heroic
5. Center, middle, inside, midpoint
6. Cunning, keen, sharp, slick
7. Destitute, poor, bankrupt, impoverished
8. Deterioration, pollution, defilement, adulteration
9. Enormous, huge, gigantic, massive
10. Evil, bad, wicked, vile, malicious
11. Fertile, fruitful, abundant, productive
12. House, dwelling, abode, domicile
13. Hungry, ravenous, empty

14. Injured, damaged, wounded, harmed
15. Intelligent, clever, brilliant, knowledgeable
16. Look, glance, see, gaze, stare
17. Loyal, faithful, ardent, devoted
18. Old, elderly, aged, senior
19. Organization, institution, management
20. Partner, associate, colleague, companion
21. Polite, courteous, cordial, gracious
22. Quick, fast, swift, speedy, rapid
23. Risky, dangerous, perilous, treacherous
24. Sleepy, drowsy, listless, sluggish
25. True, correct, right, accurate, exact
26. Under, below, beneath, lower
27. Vacant, empty, deserted, uninhabited
28. Woman, lady, female, girl
29. Wet, damp, moist, soaked, soggy

Antonyms

An antonym is the opposite of another word. Antonyms show contrast between two things or give clues to exactly what is meant. Below are some examples of antonyms:

1. Achieve – Fail
2. Idle – Active
3. Afraid – Confident
4. Ancient – Modern
5. Arrive – Depart
6. Arrogant – Humble
7. Ascend – Descend
8. Attack – Defend
9. Blunt – Sharp
10. Brave – Cowardly
11. Cautious – Careless
12. Complex – Simple
13. Compliment – Insult
14. Crazy – Sane
15. Crooked – Straight

16. Decrease – Increase
17. Demand – Supply
18. Destroy – Create
19. Divide – Unite
20. Drunk – Sober
21. Expand – Contract
22. Freeze – Boil
23. Full – Empty
24. Generous – Stingy
25. Giant – Dwarf
26. Gloomy – Cheerful
27. Guilty – Innocent
28. Hire – Fire
29. Include – Exclude
30. Individual – Group
31. Innocent – Guilty
32. Knowledge – Ignorance
33. Liquid – Solid
34. Major – Minor
35. Marvelous – Terrible
36. Mature – Immature
37. Maximum - Minimum
38. Noisy – Quiet
39. Optimist - Pessimist
40. Ordinary – Extraordinary
41. Partial – Complete
42. Passive – Active
43. Permanent – Unstable
44. Plentiful – Sparse
45. Positive – Negative
46. Powerful – Weak
47. Praise – Criticism
48. Private – Public
49. Problem – Solution
50. Professional – Amateur

Standard Abbreviations

Abbreviations are short forms of lengthy expressions. Abbreviations are in use in almost every discipline and area of life.

Written and verbal communication often includes these abbreviations:

1. R.S.V.P. – This acronym means "Répondez s'il vous plait," French for "respond, if you please." It is often used on invitations to parties and special events, and is intended (as it says) to be responded to with a "yes, we will attend," or "no, we will not."
2. P.S. – Means "post script." At the end of a letter, people will often include a P.S. to include an extra thought that was intended to be included in the letter, but forgotten. Using a P.S. was more common in typewritten letters, when you couldn't go back and add a sentence in the body of a letter.
3. A.S.A.P. – "As soon as possible," used when encouraging someone to respond to a request without delay.
4. E.T.A. – This acronym means "estimated time of arrival," and is used as a guess for when one expects to arrive while traveling.
5. D.I.Y. – This acronym stands for "do it yourself," which means creating something on your own. It is often used for crafts and home repairs.
6. U.N.O - the world famous organisation that strives to establish global peace
7. W.H.O - World Health Organisation
8. B.B.C- British Broadcasting Corporation
9. A.I.R - All India Radio
10. F.I.R - First Information Report

Idioms and Phrases

English idioms, proverbs, and expressions are an important part of everyday English. They come up all the time in both written and spoken English. Because idioms don't always make sense literally, you'll need to familiarize yourself with the meaning and usage of each idiom. Idioms are expressions peculiar to the language.

Definition: An idiom is a phrase where the words together have a meaning that is different from the dictionary definitions of the individual words. English has

thousands of idioms. Most of English idioms are informal. Idioms are a group of words used for more effective use of language. These words are not interpreted by their literal meaning but by their indicative meaning. Their effective use brings the command over the language.

For example, if someone says to you "I'm pulling your leg", you might think it is strange because you would definitely be able to feel if someone was holding your leg and pulling it! This idiom actually means that they are teasing you or playing a joke on you. As the meanings are usually completely different to the meanings of the actual words, it can be very difficult to learn them – you need to learn them in the same way you learn new vocabulary.

Nouns and Verbs in English combination with Prepositions, Adverbs and other parts of speech, constantly make idioms. The more it is increasingly used the better will be one's command over the language.

- ❖ A bitter pill   A situation or information that is unpleasant but must be accepted.

- ❖ A hot potato   A controversial issue or situation that is awkward or unpleasant to deal with.

- ❖ Achilles' heel   A metaphor for a fatal weakness in spite of overall strength.

- ❖ At the drop of a hat   Without any hesitation; instantly.

- ❖ Ball is in your court   It is up to you to make the next decision or step.

- ❖ Call it a day   To retire

- ❖ Cheap as chips   Inexpensive or of good value

❖ Couch potato	A lazy person
❖ Don't count your chicken before they hatch	Don't make plan for something that may not happen
❖ Fit as a fiddle	In good physical health
❖ Fly in the ointment	That one tiny drawback
❖ Grass is always greener on the other side	A phrase implying that a person is never satisfied with their current situation; they think others have it better.
❖ Heard it through the grapevine	You learned something through means of a rumor.
❖ Ignorance is bliss	Life is good when you're naive to the hardships happening all around
❖ It takes two to tango	It takes more than one person to start a fight

Here are 15 common English idioms and phrases that will enrich your English vocabulary and make you sound like a native speaker in no time.

1. 'The best of both worlds' – means you can enjoy two different opportunities at the same time.

"By working part-time and looking after her kids two days a week she managed to get the best of both worlds."

2. 'Speak of the devil' – this means that the person you're just talking about actually turns up at that moment.

"Hi Tom, speak of the devil, I was just telling Sara about your new car."

3. 'See eye to eye' – this means agreeing with someone.

"They finally saw eye to eye on the business deal."

4. 'Once in a blue moon' – an event that happens infrequently.

"I only go to the cinema once in a blue moon."

5. 'When pigs fly' – something that will never happen.

"When pigs fly she'll tidy up her room."

6. 'To cost an arm and a leg'– something is very expensive.

"Fuel these days costs and arm and a leg."

7. 'A piece of cake'– something is very easy.

"The English test was a piece of cake."

8. 'Let the cat out of the bag' – to accidentally reveal a secret.

"I let the cat out of the bag about their wedding plans."

9. 'To feel under the weather' – to not feel well.

"I'm really feeling under the weather today; I have a terrible cold."

10. 'To kill two birds with one stone' – to solve two problems at once.

"By taking my dad on holiday, I killed two birds with one stone. I got to go away but also spend time with him."

11. 'To cut corners' – to do something badly or cheaply.

"They really cut corners when they built this bathroom; the shower is leaking."

12. 'To add insult to injury' – to make a situation worse.

"To add insult to injury the car drove off without stopping after knocking me off my bike."

13. 'You can't judge a book by its cover' – to not judge someone or something based solely on appearance.

"I thought this no-brand bread would be horrible; turns out you can't judge a book by its cover."

14. 'Break a leg' – means 'good luck' (often said to actors before they go on stage).

"Break a leg Sam, I'm sure your performance will be great."

15. 'To hit the nail on the head' – to describe exactly what is causing a situation or problem.

"He hit the nail on the head when he said this company needs more HR support."

Phrases:

Definition:

Phrase means a small group of words standing together as a conceptual unit.

Examples:

1. blow up - explode - The terrorists tried to blow up the railroad station.

2. call off -cancel - They called off this afternoon's meeting

3. find out - discover - My sister found out that her husband had been planning a

surprise party for her.

4. give away -give something to someone else for free - The filling station was giving away free gas.

5. make out - hear, understand -   He was so far away, we really couldn't make out what he was saying.

6. take down - make a written note - These are your instructions. Write them down before you forget.

7. use up - exhaust, use completely - The gang members used up all the money and went out to rob some more banks.

One word substitutes

One word substitution is a process in which people use one word to replace a wordy phrase, to make the sentence structure more clear. This also makes work more succinct, instead of convoluted. For example, if you have a sentence that states 'He drives me in a vehicle around town.' instead you can use 'He chauffeurs me around town.' The meaning is identical, yet the sentence is shorter. This adds a complexity to writing, while still making sure the writing is concise.

Most used One Word Substitution

1. To fall apart over time - Disintegrate
2. A copy of something that is identical - Facsimile
3. Old age that results in odd and unique behaviors - Senility
4. A smart and educated individual - Intellectual
5. Someone who is driven by passion to do crazy things - Zealot
6. Things to be done throughout the day - Schedule
7. To leave somewhere that is treacherous - Escape
8. A person who pushes an idea or belief system they do not believe - Hypocrite
9. Someone who sees everything negatively - Cynic
10. Something that is not understandable - Incomprehensible
11. A person who is talented in many different facets of life - Versatile
12. A movie or play held during the daytime - Matinee
13. Timeframe between kids hitting puberty and being an adult - Adolescence
14. A person that is unknown - Anonymous
15. Someone that you work with – Colleague

GRAMMAR

SENTENCE STRUCTURE

Sentence means a set of words that is complete in itself, typically containing a subject and predicate. It conveys a statement, question, exclamation, or command. It consists of a main clause and sometimes one or more subordinate clauses.

Basic word order is subject, verb, and object, like in English. "I drink water"

Types of sentence:

1. Simple sentence
2. Compound sentence
3. Complex sentence
4. Compound complex sentence

SIMPLE SENTENCE

A simple sentence contains one independent clause.

What's an "independent clause"? It's one subject followed by one verb or verb phrase. It expresses a single idea.

Examples of simple sentences:

I'm happy.

Robert doesn't eat meat.

My brother and I went to the mall last night.

This new laptop computer has already crashed twice.

COMPOUND SENTENCE

A compound sentence has two independent clauses joined by a linking word (and, but, or, so, yet, however).

Each independent clause could be a sentence by itself, but we connect them with a linking word:

❖ I'm happy, but my kids are always complaining.
❖ Robert doesn't eat meat, so Barbara made a special vegetarian dish for him.
❖ My brother and I went to the mall last night, but we didn't buy anything.
❖ This new laptop computer has already crashed twice, and I have no idea why.

Note that each sentence has TWO subjects and TWO verb phrases.

COMPLEX SENTENCE

A complex sentence has one independent clause and one or more dependent clauses.
A dependent clause cannot be a complete sentence by itself.

- ➢ I'm happy, even though I don't make much money.
- ➢ Robert, a friend I've known since high school, doesn't eat meat.
- ➢ After getting home from work, my brother and I went to the mall last night.
- ➢ This new laptop computer, which I bought yesterday, has already crashed twice.

COMPOUND-COMPLEX SENTENCE

A compound-complex sentence contains 3 or more clauses: 2 independent clauses and at least 1 dependent clause.

- ❖ I'm happy, even though I don't make much money, but my kids are always complaining since we can't afford to buy the newest toys.

Independent clauses: "I'm happy" and "my kids are always complaining"

Dependent clauses:

1. "even though I don't make much money" and "since we can't afford to buy the newest toys"
   Linking word: "but"
2. Robert, a friend I've known since high school, doesn't eat meat – so Barbara made a special vegetarian dish for him.
   Independent clauses: "Robert doesn't eat meat" and "Barbara made a special vegetarian dish for him"
   Dependent clause: "a friend I've known since high school"
   Linking word: "so"
3. After getting home from work, my brother and I went to the mall last night, while my sister stayed home and studied.
   Independent clauses: "My brother and I went to the mall last night" and "my sister stayed home and studied"
   Dependent clause: "After getting home from work"
   Linking word: "while"
4. This new laptop computer, which I bought yesterday, has already crashed twice; however, I have no idea why.

Independent clauses: "This new laptop computer has already crashed twice" and "I have no idea why"
Dependent clause: "which I bought yesterday"
Linking word: "however"

USES OF PHRASES AND CLAUSES IN SENTENCES
Phrases and Clauses
There are many different types of phrases and clauses. The first step to identifying the different types, though, is to understand the difference between a phrase and a clause.

Phrases
A phrase is a related group of words. The words work together as a "unit," but they do not have a subject and a verb.
Examples of Phrases and Clauses:
Examples of Phrases
   1. the boy on the bus (noun phrase)
   2. will be running (verb phrase)
   3. in the kitchen (prepositional phrase)
   4. very quickly (adverb phrase)
   5. Martha and Jan (noun phrase)

Clauses
A clause is a group of words that does have both a subject and a verb. Some clauses are independent, meaning that they express a complete thought. An independent clause is the same as a complete sentence. Some clauses are dependent, meaning that they cannot stand alone. They do have a subject and a verb, but they do not express a complete thought. Another word for dependent is subordinate.

Dependent clauses:
A dependent clause is a group of words that contains a subject and verb but does not express a complete thought. A dependent clause cannot be a sentence. Often a dependent clause is marked by a dependent marker word.
When Jim studied in the Sweet Shop for his chemistry quiz . . . (What happened when he studied? The thought is incomplete.)
Independent Clause

An independent clause is a group of words that contains a subject and verb and expresses a complete thought. An independent clause is a sentence.

- Jim studied in the Sweet Shop for his chemistry quiz.

  Dependent Clause

  A dependent clause is a group of words that contains a subject and verb but does not express a complete thought. A dependent clause cannot be a sentence. Often a dependent clause is marked by a dependent marker word.

- When Jim studied in the Sweet Shop for his chemistry quiz . . . (What happened when he studied? The thought is incomplete.)

Practice:

Exercise 1

Identify whether the sentences are simple, complex, compound or compound-complex. Please

Underline dependent clauses where it applies.

1. Vampires Diaries is my favorite television show, but I also love True Blood.
2. The student wiped the white board that was filthy with last week's notes.
3. The trendy fashion designer released her new line on Wednesday.
4. Trina and Hareem went to a bar in Hollywood to celebrate their anniversary.
5. Wicked Regina cast a spell on the entire city, so the citizens decided to rebel.
6. While waiting for the paint to dry, Angela went to Home Depot, and Martin organized the kitchen appliances.
7. After listening to the Kanye West CD, I have new respect for his music.
8. After the teacher chose groups, John and Sara were selected as partners for a project, yet
9. Sarah did most of the work.

PUNCTUATION

Punctuation can be defined as the marks, such as full stop, comma, and brackets, used in writing to separate sentences and their elements and to clarify meaning. Marks of punctuation play very important role in giving intended meaning to the language. Use of wrong mark of punctuation or even wrong placement of mark of punctuation can change the meaning of the sentence completely and sometimes even convert the sentence to complete nonsense.

The comma is considered a real villain among marks of punctuation. Wrong placement of comma can give different meaning to sentence depending upon where it is placed. Consider following sentences:

- Let us eat, daddy.
- Let us eat daddy.

In the first sentence daddy is being called for dinner. However, in the second sentence, daddy himself has become an item to be eaten. Omission of comma in this case has converted the first sentence to complete nonsense.

Types of punctuation

1. Full stop
2. Comma
3. Semicolon
4. Colon
5. Apostrophe
6. Hyphen
7. Dash
8. Brackets
9. Inverted commas
10. Exclamation mark
11. Question mark
12. Bullet points

Full stop

Full stops are used

- To mark the end of a sentence that is a complete statement:
  All their meals arrived at the same time.
- To mark the end of a group of words that don't form a conventional sentence, so as to emphasize a statement:
  It's never acceptable to arrive late. Not under any circumstances.
- In some abbreviations, for example etc., Jan., or a.m.:
  Please return the form by Monday 8 Dec. at the latest.
  The shop has groceries, toiletries, etc. and is open all day.
- in website and email addresses:
  Eg: www.OxfordDictionaries.com

Comma

A comma marks a slight break between different parts of a sentence. There are four common occasions on which commas are necessary; follow the links for more information.

- Using commas in lists (e.g. The flag was red, white, and blue.)
- Using commas in direct speech (e.g. 'That's not fair,' she said.)
- Using commas to separate clauses (e.g. As we had already arrived, we were reluctant to wait.)
- Using commas to mark off parts of a sentence (Her best friend, Eliza, sang for a living.)

Semicolon

The semicolon is most commonly used to mark a break that is stronger than a comma but not as final as a full stop. It's used between two main clauses that balance each other and are too closely linked to be made into separate sentences. For example:
The film was a critical success; its lead actors were particularly praised.

Colon

There are three main uses of the colon:

- Between two main clauses in cases where the second clause explains or follows from the first:
  We have a motto: live life to the full.
- To introduce a list:
  The cost of the room included the following: breakfast, dinner, and Wi-Fi.
- Before a quotation, and sometimes before direct speech:
  The headline read: 'Local Woman Saves Geese'.

Apostrophe

There are two main cases where apostrophes are used:

- Using apostrophes to show possession
  Malcolm's cat was extremely friendly.
  We took a day trip to the Gibsons' house.
- Using apostrophes to show omission
  I'm afraid the pie isn't suitable for vegetarians.
  We didn't think about the consequences of our actions.

Hyphen

Hyphens are used to link words and parts of words. There are three main cases where you should use them:

- In compound words
  My mother-in-law is visiting soon.
- To join prefixes to other words
  The novel is clearly intended to be a post-Marxist work.
- To show word breaks
  He collects eighteenth- and nineteenth-century vases.

Dash

There are two main occasions on which a dash can be used, usually in informal writing:

- To mark off information that is not essential to an understanding of the rest of the sentence
  Many birds—do you like birds?—can be seen outside the window.
- To show other kinds of break in a sentence where a comma, semicolon, or colon would be traditionally used
  Tommy can't wait for Christmas—he's very excited.

Brackets

There are two main types of brackets. Round brackets are mainly used to separate off information that isn't essential to the meaning of the rest of the sentence: He asked Sarah (his great-aunt) for a loan. Square brackets are mainly used to enclose words added by someone other than the original writer or speaker, typically in order to clarify the situation: The witness said: 'Gary [Thompson] was not usually late for work.'

Inverted commas

Inverted commas are mainly used in the following cases:

- to mark the beginning and end of direct speech:
  'There wasn't,' he said, 'any need for you to say that.'
- to mark off a word or phrase that's being discussed, or that's being directly quoted from somewhere else:

They called it the 'land of milk and honey'.
- (also known as scare quotes) to draw attention to an unusual, ironic, or arguably inaccurate use:

    The 'food' she put on our plates was inedible.

Exclamation mark

The main uses of the exclamation mark (most commonly used in informal writing) are to end sentences that express:
- an exclamation:

    Ouch! That hurts!
- direct speech that represents something shouted or spoken very loudly:

    'Run as fast as you can!' he shouted.
- something that amuses the writer:

    They thought I was dressed as a smuggler!
- An exclamation mark can also be used in brackets after a statement to show that the writer finds it funny or ironic:

    He thought it would be amusing (!) to throw a plastic mouse at me.

Question mark

A question mark is used to indicate the end of a question:

What time are you going to the fair?

A question mark can also be used in brackets to show that the writer is unconvinced by a statement:

The bus timetable purports to be accurate (?).

Bullet points

Bullet points are used to draw attention to important information within a document so that a reader can identify the key issues and facts quickly.

Creating Coherence

Creating Coherence in Your Writing

SUBJECT-VERB AGREEMENT

Subject and *verb* must AGREE with one another in *number* (singular or plural). Thus, if a subject is singular, its verb must also be singular; if a subject is plural, its verb must also be plural. This is grammatically named as Concord or Subject verb agreement.

RULES FOR SUBJECT-VERB AGREEMENT

RULE 1 – A verb agrees with its subject in number.

Singular subjects take singular verbs:

The car stays in the garage.

The flower smells good.

There is an old saying: "Opposites attract." The rule for singular and plural verbs is just the opposite of the rule for singular and plural nouns. Remember this when you match subjects and verbs. You might guess that stays and smells are plural verbs because they end in s. They aren't. Both stays and smells are singular verbs.

RULE 2 – The number of the subject (singular or plural) is not changed by words that come between the subject and the verb.

One of the eggs is broken. Of the eggs is a prepositional phrase. The subject one and the verb is are both singular. Mentally omit the prepositional phrase to make the subject verb-agreement easier to make.

RULE 3 – Some subjects always take a singular verb even though the meaning may seem plural.

These subjects always take singular verbs:

each	someone
either	anyone
neither	nobody
one	somebody
no one	anybody
everyone	everybody

Someone in the game was (not were) hurt.

Neither of the men is (not are) working.

RULE 4 – The following words may be singular or plural, depending upon their use in a sentence, some, any, all, most.

> Most of the news is good. (singular)
> Most of the flowers were yellow. (plural)
> All of the pizza was gone. (singular)
> All of the children were late. (plural)

RULE 5 – Subjects joined by and are plural. Subjects joined by or or Nor take a verb that agrees with the last subject.

> Bob and George are leaving.
> Neither Bob nor George is leaving.
> Neither Bob nor his friends are leaving.

RULE 6 – There and here are never subjects. In sentences that begin with these words, the subject is usually found later on in the sentence.

> There were five books on the shelf. (were, agrees with the subject book)
> Here is the report you wanted. (Is agrees with subject report)

RULE 7 – Collective nouns may be singular or plural, depending on their use in the sentence.

A collective noun is a noun used to name a whole group.

Following are some common examples:

Army	crowd	orchestra
Audience	flock	public
class	group	swarm
club	herd	team
committee	jury	troop

The orchestra is playing a hit song. (Orchestra is considered as one unit—singular.)
The orchestra were asked to give their musical backgrounds. (Orchestra is considered as separate   individuals—plural)

RULE 8 – Expressions of time, money, measurement, and weight are usually singular when the amount is considered one unit.

> Five dollars is (not are) too much to ask.

Ten days is (not are) not nearly enough time.

On occasion, however these terms are used in the plural sense:

There were thirty minutes to countdown.

RULE 9 – Some nouns, while plural in form, are actually singular in meaning.

Mathematics is (not are) an easy subject for some people.

Physics is (not are) taught by Prof, Baldwin.

Mumps	home economics	social studies	economics
Measles	calisthenics	statistics	civics
Physics	gymnastics	phonics	news
Acrobatics	aesthetics	thesis	mathematics

RULE 10 – Don't and doesn't must agree with the subject. Use doesn't after he, she, it.

Doesn't he (not don't) know how to sail?

They don't (not doesn't) make movies like that anymore.

SUBJECT-VERB AGREEMENT

EXERCISE 1

Circle the correct verb in each of the sentences below:

1) The football players (run-runs) five miles every day.
2) That red-haired lady in the fur hat (live-lives) across the street.
3) Everybody (was-were) asked to remain quiet.
4) Neither of the men (is-are) here yet.
5) Either the cups or the glasses (are-is) in the dishwasher.
6) Vern and Fred (need-needs) a ride to work.
7) There (is-are) a dog, a cat, and a bird in the garage.
8) It (doesn't-don't) seem so cold today.
9) Gymnastics (is-are) easy for Angela.
10) Interesting news (is-are) what sells our paper.

EXERCISE 2

Choose the correct form of the verb that agrees with the subject.

1. Annie and her brothers (is, are) at school.
2. Either my mother or my father (is, are) coming to the meeting.
3. The dog or the cats (is, are) outside.
4. Either my shoes or your coat (is, are) always on the floor.
5. George and Tamara (doesn't, don't) want to see that movie.
6. Benito (doesn't, don't) know the answer.
7. One of my sisters (is, are) going on a trip to France.
8. The man with all the birds (live, lives) on my street.
9. The movie, including all the previews, (take, takes) about two hours to watch.
10. The players, as well as the captain, (want, wants) to win.

EXERCISE 3

Fill in the blanks with the verb that agrees with the subject in each of the sentences.

a. Every one ---------------(tries , try) his or her best to achieve the best in life.
b. Few students from our school -------------(competes, compete) every month.
c. Either of these houses------------ (is,are) suitable as a guest house.
d. Several of my paintings ------------------(are is) displayed in the gallery.
e. Some are usually -----------------(bring, brings) blankets for the orphans in the home.

2. Several of the roses---------(has, have)bloomed.
3. Anything the teacher says -------------------(turn,turns) out to be a good idea.
4. A few of the dogs -------------(has, have) got lost.
5. T here --------- (is, are) plenty of time for you to complete your work.
6. Many gymnasts' -------------(is, ara) training for the international meet.
7. ---------------- the laws allow people to spit on the roads?
8. ----------- you read the newspaper every day?
9. ------------the factory give out large quantities of smoke?
10.--------   the milk man delivered the milk packets?
11.-------- the girl been introduced to her neighbor?
12.Economics -------- a subject that puzzles me.
13.Gymnastics -------something that should be taught in school.

14. Diabetes -------- a disease that can be handled easily by everyone.
15. Dramatics------ now become an important part of the school curriculum.

MODIFIERS

Definition: Modifier is a word or phrase that is used with another word or phrase to limit or add to its meaning:

Purpose of Modifiers

A modifier adds detail or limits or changes the meaning of another word or phrase. The following are the examples

1. Happy
2. Pretty
3. Silly
4. Crazy
5. Hopeful
6. Fast
7. Slow
8. Very
9. Much
10. Many

Types of Modifiers

Once you have identified a modifier, you need to identify the person, place or thing that it is modifying. Modifiers usually have to accompany the thing they are modifying or go as close to it as possible.

1. Adjective Modifiers

Adjectives typically go before the words they are modifying, or after with helping verbs. For example:

- The *pretty* girl
- The girl *was pretty*.

In the first example, pretty is an adjective modifying the noun *girl*. In the second example, *was* is a helping verb and *pretty* is again an adjective modifying girl.

2. Adverbial Modifiers

Adverbs can go before or after the thing they are modifying, depending on what exactly is it they are modifying. For example:

- The *very* pretty girl
- He ran *quickly*

In the first example, the adverb *very* is modifying the adjective *pretty* which is modifying the noun girl. In the second example, the adverb *quickly* is modifying the verb *ran.*

When you have a single adjective or adverb, misplaced modifiers rarely occur since they would immediately sound incorrect. However, when a modifying phrase is used, misplaced modifiers become more common.

EXERCISE 1

Pick out the modifier and show which word it modifies.

1. He tied red and orange ribbons round the present.
2. For years, we kept a pet dog that gave us much joy.
3. A strong wind swept through the countryside.
4. Dark clouds were gathering in the west.
5. If we are quick, there will be tickets available.
6. The film was short but exciting.
7. He was nervous and shaking on stage.
8. This is the best movie we have watched.
9. The exam is hard to pass.

EXERCISE 2

Pick out the modifier and show which word it modifies.
1. Sue sat silently throughout the meal.
2. I rarely interrupt when other people are speaking.
3. She suddenly left the party.
4. He receives his copy of the magazine monthly.
5. My father often reads the newspaper in bed.
6. We finally decided to stay where we were.
7. Jack and Jill regularly visit their parents.

8. There is someone standing outside the door.
9. He is quite serious about resigning.
10. The girls are kept separately from the boys.

Articles

Article is a word which points out at a person, thing or place spoken of. Thus article refers to the noun.

There are two Articles - a / an and the

A or an is called the Indefinite Article, as it leaves indefinite the person or thing spoken of as:

A doctor, A school, A man, A woman - here a points out any doctor, any school or any man or woman.

A or An

The choice between *a* and *an* is determined by *sound* before a word beginning with a vowel sound *an* issued: For e.g. *an egg, an orange an honest man, an hour. A* and *An* are used with the singular number only.

The is called the Definite Article, as it normally points out some particular person or thing as : He saw the doctor - where the points out some particular doctor.

The indefinite article is used before singular countable nouns e.g. A book, An orange, A girl The definite article is used before singular countable nouns, plural countable and uncountable nouns, for eg. The book, the books, the milk

A or An

The choice between a and an is determined by sound before a word beginning with a vowel sound an is used : For eg., an egg, an orange an honest man, an hour. A and An are used with the singular number only.

USE OF THE INDEFINITE ARTICLE

1. In its original numerical sense of one:
    For e.g. Twelve inches make a foot. Not a word was said

2. In a vague sense of a certain
    For e.g. One evening a beggar came to my door

3. In the sense of any, to single out an individual as the representative of a class:
    for eg., A pupil should obey his teacher A cow is a useful animal

4. To make a common noun of a proper noun:

For e.g. A Daniel come to judgment! (A Daniel - a very wise man)

USE OF 'THE' DEFINITE ARTICLE

1. When we talk about a particular person or thing, or one already referred to earlier,
2. When a singular noun is meant to represent a whole class for eg. The cow is a useful animal,

   The rose is the sweetest of all flowers
3. before some proper names:

   For e.g., oceans and seas: the Pacific, the black sea rivers: the Ganga, the Nile
4. Before the names of certain books:

   For e.g., The Vedas, the Puranas, the Ramayana
5. before names of things unique of their kind; as for e.g. the sun, the sky, the earth
6. Before a Proper noun when it is qualified by an adjective or a defining adjectival clause:

   For e.g. the great Caesar, The immortal Shakespeare
7. with Superlatives

   For e.g. the darkest cloud has a silver lining, this is the best book of elementary chemistry.
8. with ordinals:

   For e.g., He was the first man to arrive, the ninth chapter of the book is very interesting.
9. Before an adjective when the noun is understood, for e.g.The poor is always with us.
10. Before a noun to give the force of a Superlative for e.g., The Verb is the word in a sentence.
11. As an Adverb with Comparatives: for e.g.The more the merrier.
12. Uncountable nouns take the when used in a particular sense (especially when qualified by an adjective of adjectival phrase of clause.

    for e.g. Would you pass me the sugar! The Wisdom of Solomon is great.

OMISSION OF 'THE' ARTICLE

1. Before names of substances, proper and abstract nouns (uncountable nouns) used in a general sense:

   For e.g. Sugar is bad for your teeth.

Gold is a precious metal Delhi is the capital of India Wisdom is the gift of heaven

2. Before plural countable nouns used in a general sense: for eg., Children like chocolates

Computers are used in many offices

3. before languages

For e.g. We are studying English.

They speak Punjabi at home

4. Before predicative nouns denoting a unique position i.e., a position that is normally held at one time by one person only:

For e.g. He was elected Chairman of the Board

Mr. Mathura became Principal of the School in 1995.

Exercise 1

Choose the right article to fill the blanks.

1. _____ Swedish is a difficult language to learn.
   a) NO ARTICLE
   b) The
   c) A

2. _____ general's army attacked the city at night.
   a) NO ARTICLE
   b) The
   c) A

3. I like to play _____ basketball.
   a) NO ARTICLE
   b) the
   c) a

4. My parents gave me _____ basketball for my birthday.
   a) NO ARTICLE
   b) the
   c) a

5. She is _____ prettiest girl in the school.
   a) NO ARTICLE
   b) the
   c) a

6. I have _____ idea! Let's go bowling.
   a) NO ARTICLE
   b) the
   c) an

7. I have borrowed _____ money from her before.
   a) NO ARTICLE
   b) the
   c) a

8. My first apartment was on _____ Orange Street.
   a) NO ARTICLE
   b) the
   c) an

9. _____ dress she is wearing is blue.
   a) NO ARTICLE
   b) The
   c) A

10. He is _____ real gentleman.
   a) NO ARTICLE
   b) the
   c) a

PREPOSITIONS

INTRODUCTION

A preposition is a word placed before an noun or a pronoun to show in what relation the person or thing denoted by it stands in regard to something else.

The word preposition means 'that which is placed before'.

The noun or pronoun which is used with a preposition is called its Object. A preposition may have two or more objects as:

For e.g. The road runs over *hill* and *plain*.

A preposition is often placed *before* its object, but sometimes follows it : for eg.,

i)   Here is the watch that you asked for.

ii)   What are you looking at?

The Preposition for, from, in, on are often omitted before nouns of place or time as:

For e.g. We did it last week.

I cannot walk a yard.

TYPES OF PREPOSITION

Prepositions may be arranged in the following classes:

1. Simple Preposition:

At, by, for, from, in, of, off, on, out, through, till, to, up, with.

2. Compound Preposition

Which are generally formed by prefixing a preposition to a Noun,an Adjective or an Adverb.

For e.g. About, Above, Across, Along, Amidst, Among, Before, Behind, Beside, Between, Inside, Outside, Underneath, Within, Without.

3. Phrase Preposition:

  Phrase Preposition is a group of words used with the force of a single preposition

For e.g. According to, in accordance with, in place of, along with, in course of, owing to, with a view to, in order to, for the sake of.

4. Preposition of Place:

About, across, among, before, between below, behind, from, through, near, on, over, under, upon, within, round, without, beside into.

5. Preposition of Time:

After, at, in, on, during, since, through, throughout, towards, from, during, into,

behind.

At – is used to indicate a definite point of time:

For eg., He came *at* 8 o'clock, I shall tell him the fact *at* the right time.

In – is used to indicate year, century, morning, evening, time period (in years, hours, days, months) seasons etc as:

for eg., I get up early *in* the morning. It shall be completed *in* four hours/months.

On – is used in expressing days and dates, as

For e.g. My school shall reopen on Monday

India was declared independent on 15th August1947.

From and **To**–

From is used to indicate the beginning of an action, and to indicate the time when the action ends.

For eg., The Diwali vacation is From 15th October to 22nd October 2005.

Exercise 1

Fill in the blanks with appropriate prepositions. Choose your answers from the options given in the brackets.

1. This material is different ………………… that. (from / to / with)
2. You should explain this ………………… them. (to / at / with)
3. He has been absent ………………… Monday. (since /for / from)
4. I haven't been to the theatre ………………… a long time. (since / for /from)
5. He goes ……………….. school by car. (to / at / on)
6. This is a comfortable house to live ……………… (on / at / in)
7. They are called …………………. different names. (by / with / for)
8. We should not spend money ………………. luxuries. (for / on / with)
9. I gave him a chair to sit ………………. (on / at / in)
10. The new term begins …………………. June 1st. (on / in / from)
11. He poured the tea ………………….. the mug. (into / on / in)
12. He said that he was very pleased …………………. my work. (with / on / at)

MODULE IV
READING SKILLS

Significance

Definition: Reading is a method of communication that enables a person to turn writing into meaning. It allows the reader to convert a written text as a meaningful language with independence, comprehension and fluency, and to interact with the message.

Reading skill refers to the ability to understand written text. Reading is one of the most important ways of knowing the word around us. Reading influences us in the following ways: Reading helps us expand our mind. Reading help us know who we are, what is important to us, and it helps us understand the world around us. The purpose of reading is to connect the ideas on the page to what you already know. If you don't know anything about a subject, then pouring words of text into your mind is like pouring water into your hand.

Techniques of Reading

Reading is a great habit that can change human life significantly. The ability to read is as important today as it ever was. It can entertain us; amuse us and enrich us with knowledge and experiences narrated.

There exist some reading techniques, which if mastered at a growing stage can help us, be better and far more comprehensive readers.

The four main types of reading techniques are the following:
•   Skimming
•   Scanning
•   Intensive
•   Extensive

Skimming – Reading for the gist of a text

This reading technique is used for getting the gist of the whole text lead. We generally use this technique at the time of reading newspaper or magazine. Under this technique, we read quickly to get the main points, and skip over the

detail. It is useful in getting a preview of a passage before reading it in detail or reviving understandings of a passage after reading it in detail.

Gist is the general meaning or purpose of a text, either written or spoken. Reading a text for gist is known as skimming. Before answering detailed comprehension questions on a short story, learners read it quickly for gist, and then match the text to a picture that summarises what happens in the story.

Scanning – Reading for specific information

Scanning through the text is a reading strategy that is used for getting some specific points by looking at the whole text. For highlighting the important points of a book the readers can skim through the summary or the preface or the beginning and ending chapters of that book. For example, This technique is used for looking up a name from the telephone guide book.

Intensive Reading

You need to have your aims clear in mind when undertaking intensive reading. If you need to list the chronology of events in a long passage, you will need to read it intensively. This type of reading has indeed beneficial to language learners as it helps them understand vocabulary by deducing the meaning of words in context. It moreover, helps with retention of information for long periods of time and knowledge resulting from intensive reading persists in your long term memory.

Extensive reading

Extensive reading involves reading for pleasure. Because there is an element of enjoyment in extensive reading it is unlikely that students will undertake extensive reading of a text they do not like. It also requires a fluid decoding and assimilation of the text and content in front of you. If the text is difficult and you stop every few minutes to figure out what is being said or to look up new words in the dictionary, you are breaking your concentration and diverting your thoughts.

The followings are some techniques of reading used in different situations:

5.Active Reading Style

Active reading aims to get an in-depth understanding of the text. Under this technique, the reader actively involved with the text while reading it.

Getting in depth knowledge on the text at hand is not possible by reading to skim through or scan through the text. This technique of Structure-Proposition-Evaluation. This is an interesting reading technique suggested by Mortimer Adler in his book How to Read a Book. This reading technique is mainly applicable to non-fiction writing. This technique suggests reading as per the three following patterns: Studying the structure of the work; Studying the logical propositions made and organized into chains of inference; Evaluation of the merits of the arguments and conclusions.

6. Detailed Reading

This technique is used for extracting information accurately from the whole text. Under this technique, we read every word for understanding the meaning of the text.

In this careful reading, we can skim the text first for getting a general idea and then go back to read in detail. We can use a dictionary to find the meaning of every unfamiliar word.

7. Speed Reading

Speed-reading is actually a combination of various reading methods. The aim of speed-reading is basically to increase the reading speed without compromising the understanding of the text reading. Some of the strategies used in speed reading are as follows:

- Identifying words without focusing on each letter
- Not to sounding-out all words
- Not sub vocalizing some phrases
- Spending less time on some phrases than others
  a. Skimming small sections.
     Reading is the basic foundation on which academic skills of individuals are built. As we know the paramount importance of

reading, it is given the top priority in primary education.

Many believe that reading is a true measure of a person's success in academics. Most of the subjects taught to us are based on a simple concept – read, understand, analyze, synthesize, and get information.

8. How to Read Your Textbook More Efficiently

PREVIEW - READ - RECALL at first glance seems to be an intricate and time consuming process. However, it gets easier and faster with practice, ensures thorough learning and facilitates later "re-learning" when you revise for exams.

Preview

Why

If you give your mind a general framework of main ideas and structure, you will be better able to comprehend and retain the details you will read later.

HOW?

1. Look quickly (10 minutes) over the following key parts of your textbook to see what it's all about and how it is organized:
    a. Title
    b. Front and back cover info.
    c. Author's biographical data
    d. Publication date
    e. Table of Contents
    f. Introduction or Preface
    g. Index
    . Glossary

2. Before you read each chapter, look over:
Title
Introduction
Sub-headings
First sentences of each paragraph (should give main idea).
Any diagrams, charts, etc.
Conclusions or summaries

3. Then answer the following questions:
What is this mainly about?
How is it organized?
How difficult is it?
About how long will it take to read?

Reading Comprehension:
Reading comprehension is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing.

Reading comprehension is one of the pillars of the act of reading. When a person reads a text he engages in a complex array of cognitive processes. He is simultaneously using his awareness and understanding of phonemes (individual sound "pieces" in language), phonics (connection between letters and sounds and the relationship between sounds, letters and words) and ability to comprehend or construct meaning from the text. This last component of the act of reading is reading comprehension. It cannot occur independent of the other two elements of the process. At the same time, it is the most difficult and most important of the three.

There are two elements that make up the process of reading comprehension: vocabulary knowledge and text comprehension. In order to understand a text the reader must be able to comprehend the vocabulary used in the piece of writing.

Types of Reading comprehension

1. Literal
Literal comprehension involves what the author is actually saying. The reader needs to understand ideas and information explicitly stated in the reading material. Some of this information is in the form of recognizing and recalling facts, identifying the main idea, supporting details, categorizing, outlining, and summarizing. The reader is also locating information, using context clues to supply meaning, following specific directions, following a sequence, identifying stated conclusion, and identifying explicitly stated relationships

and organizational patterns. These organizational patterns can include cause and effect as well as comparison and contrast.

For example, some questions and activities may include:
What words state the main idea of the story?
How does the author summarize what she/he is saying?
Outlining the first paragraph of the story.
What happened first, second and last?
How are these things alike? How are they different?
What things belong together?

2. Inferential

Inferential comprehension deals with what the author means by what is said. The reader must simply read between the lines and make inferences about things not directly stated. Again these inferences are made in the main idea, supporting details, sequence, and cause and effect relationships. Inferential comprehension could also involve interpreting figurative language, drawing conclusions, predicting outcomes, determining the mood, and judging the author's point of view. The following questions are usually asked:

What is the theme?
What effect does this character/event have on the story?
How do you think this story will end?

3. Critical

Critical comprehension concerns itself with why the author says what he or she says. This high level of comprehension requires the reader to use some external criteria from his/her own experience in order to evaluate the quality, values of the writing, the author's reasoning, simplifications, and generalizations. The reader will react emotionally and intellectually with the material. Because everyone's life experiences are varied, answers to some of the following questions will vary:
Could this possibly happen?
Is this argument logical?
What alternatives are there?

Is this a fact or an opinion?

Do you agree or disagree with the author?

What is the best solution to this problem?

To conclude, literal, inferential and critical comprehensive reading is what makes a skilled, strong reader. This skill must be learned and developed. It does not just happen. With that thought in mind, it has also been shown that strong readers make good writers. Sustained exposure to the English language does allow for an expanded vocabulary and knowledge of correct grammar usage. When this is combined with literal, inferential and critical reading experiences, it enables writers to better express themselves.

Poor Reading Comprehension

There are a variety of reasons why a reader may have difficulty deriving meaning and gaining understanding from a passage. The reasons include decoding deficiency, attention deficit, poor vocabulary, and limited knowledge base.

1.Decoding Deficiency

There are a variety of reasons why a reader may have difficulty deriving meaning and gaining understanding from a passage. The reasons include but are not limited to decoding deficiency, attention deficit, poor vocabulary, and limited knowledge base.

2.Attention Deficit

Another reason for difficulty in reading comprehension is an attention deficit which, when officially diagnosed, is referred to as Attention Deficit Disorder (ADD) or Attention Deficit with Hyperactivity Disorder (ADHD).

3.Poor Vocabulary

The third cause of weak reading comprehension is insufficient vocabulary. No matter how skillful a person is at sounding out words, if he or she does not know the meaning of the words he or she is reading, he will not gain understanding from the text.

4.Lack of Knowledge Base

The final cause of ineffectual reading comprehension to be discussed here is lack of knowledge base. This refers to how much knowledge a reader has about the subject of which he or she is reading. It actually goes hand-in-hand with vocabulary. If the reader knows little about the subject he is reading, he will find it more difficult to comprehend the material than someone who has some knowledge about the subject.

To sum, causes of poor reading comprehension can be varied and complex.

EXERCISE 1

Philosophy of Education is a label applied to the study of the purpose, process, nature and ideals of education. It can be considered a branch of both philosophy and education. Education can be defined as the teaching and learning of specific skills, and the imparting of knowledge, judgment and wisdom, and is something broader than the societal institution of education we often speak of.

Many educationalists consider it a weak and woolly field, too far removed from the practical applications of the real world to be useful. But philosophers dating back to Plato and the Ancient Greeks have given the area much thought and emphasis, and there is little doubt that their work has helped shape the practice of education over the millennia.

Plato is the earliest important educational thinker, and education is an essential element in "The Republic" (his most important work on philosophy and political theory, written around 360 B.C.). In it, he advocates some rather extreme methods: removing children from their mothers' care and raising them as wards of the state, and differentiating children suitable to the various castes, the highest receiving the most education, so that they could act as guardians of the city and care for the less able. He believed that education should be holistic, including facts, skills, physical discipline, music and art. Plato believed that talent and intelligence is not distributed genetically and thus is be found in children born to all classes, although his proposed system of selective public education for an educated minority of the population does not really follow a democratic model.

Aristotle considered human nature, habit and reason to be equally important forces to be cultivated in education, the ultimate aim of which should be to produce good and virtuous citizens. He proposed that teachers lead their students systematically, and that repetition be used as a key tool to develop good habits, unlike Socrates' emphasis on questioning his listeners to bring out their own ideas. He emphasized the balancing of the theoretical and practical aspects of subjects taught, among which he explicitly mentions reading, writing, mathematics, music, physical education, literature, history, and a wide range of sciences, as well as play, which he also considered important.

During the Medieval period, the idea of Perennialism was first formulated by St. Thomas Aquinas in his work "De Magistro". Perennialism holds that one should teach those things deemed to be of everlasting importance to all people everywhere, namely principles and reasoning, not just facts (which are apt to change over time), and that one should teach first about people, not machines or techniques. It was originally religious in nature, and it was only much later that a theory of secular perennialism developed.

During the Renaissance, the French skeptic Michel de Montaigne (1533 - 1592) was one of the first to critically look at education. Unusually for his time, Montaigne was willing to question the conventional wisdom of the period, calling into question the whole edifice of the educational system, and the implicit assumption that university-educated philosophers were necessarily wiser than uneducated farm workers, for example.

Q1.What is the difference between the approaches of Socrates and Aristotle?
  a) Aristotle felt the need for repetition to develop good habits in students; Socrates felt that students need to be constantly questioned
  b) Aristotle felt the need for rote-learning; Socrates emphasized on dialogic learning
  c) There was no difference
  d) Aristotle emphasized on the importance of paying attention to human nature; Socrates emphasized upon science

Q2.Why do educationists consider philosophy a 'weak and woolly' field?
   a) It is not practically applicable
   b) Its theoretical concepts are easily understood
   c) It is irrelevant for education
   d) None of the above

Q3.What do you understand by the term 'Perennialism', in the context of the given comprehension passage?
   a) It refers to something which is of ceaseless importance
   b) It refers to something which is quite unnecessary
   c) It refers to something which is abstract and theoretical
   d) It refers to something which existed in the past and no longer exists now

Q4.Were Plato's beliefs about education democratic?
   a) He believed that only the rich have the right to acquire education
   b) Yes
   c) He believed that only a select few are meant to attend schools
   d) He believed that all pupils are not talented

Q5.Why did Aquinas propose a model of education which did not lay much emphasis on facts?
   a) Facts are not important
   b) Facts do not lead to holistic education
   c) Facts change with the changing times
   d) Facts are frozen in time

EXERCISE 2

"A principal fruit of friendship," Francis Bacon wrote in his timeless meditation on the subject, "is the ease and discharge of the fulness and swellings of the heart, which passions of all kinds do cause and induce." For Thoreau, friendship was one of life's great rewards. But in today's cultural landscape of muddled relationships scattered across various platforms for connecting, amidst constant debates about whether our Facebook "friendships" are making us more or less happy, it pays to consider what friendship actually is. That's precisely what CUNY philosophy professor

Massimo Pigliucci explores in Answers for Aristotle: How Science and Philosophy Can Lead Us to A More Meaningful Life (public library), which also gave us this provocative read on the science of what we call "intuition." Philosophers and cognitive scientists agree that friendship is an essential ingredient of human happiness. But beyond the dry academic definitions — like, say, "voluntary interdependence between two persons over time, which is intended to facilitate socio-emotional goals of the participants, and may involve varying types and degrees of companionship, intimacy, affection and mutual assistance" — lies a body of compelling research that sheds light on how, precisely, friendship augments happiness.

The way friendship enhances well-being, it turns out, has nothing to do with quantity and everything to do with quality — researchers confirm that it isn't the number of friends (or, in the case of Facebook, "friends")

Q1.Name one change effected in the present situation which hassled to a re-thinking of the concept of friendship.
  a) Bacon and Thoreau's theories are no longer available to read
  b) The arrival of social media on the scene
  c) There is more interest in the sciences
  d) Friendships are not possible in the real world anymore, due to over-competition

Q2.Friendship leads to happiness. Is it true?
  a) Yes, researches have proven that friendship does lead to happiness
  b) No, there is no relationship between friendship and happiness
  c) Friends cannot make each other happy
  d) One needs to find one's happiness alone, with peace of mind

Q3.Did Pigluicci's book discuss intuition too?
  a) No, it only discussed friendship
  b) It explained science and philosophy
  c) It discusses Aristotle's theories
  d) Yes

Q4.Is the quality of friends important?
  a) No, it is important to have more number of friends, quality does not matter
  b) No, number of comments on social networking sites is important, not the quality of friends
  c) Yes, it matter
  d) No, quality comes automatically with quantity

Q5.As per the first, paragraph what are the debates about?
  a) They are centered around whether our Facebook friends are helping us become more or less happy
  b) There are no debates around friendship
  c) The quality of comments of social media is debatable
  d) Thoreau and Aristotle's thinking is at loggerheads

EXERCISE 3

India is a secular, democratic nation. This implies that every religion is treated equally and at par with every other religion. No religion is accorded any preferential treatment of any kind. All citizens are also free to practice, preach or profess any religion of their choosing. The state does not have a unified or homogeneous religious following

This unique characteristic of India ensures its unity in diversity. India has been the birthplace of several religions and is the land where all these religions - such as Hinduism, Christianity, Buddhism, Sikhism, Zoroastrianism, Jainism and so on exist simultaneously, peacefully and harmoniously.

But, some anti-social elements have interpreted the sanctity of religions in a twisted way. No religion preaches violence or rioting. All the religions are but various ways to reach the Supreme Being, they are paths which lead to the ultimate truth and salvation, though we refer to the destination by various names such as Jesus, Krishna, Buddha. Allah and so on. It is important to realize that in order to ensure a peaceful mosaic of cultural distinctness, the path of non-violence or ahimsa, as given by the Father of the nation, must be

followed unwaveringly.

God created man in his own image. Hence, it follows naturally that there is some divinity within all human beings. Thus, to kill and murder in the name of religion is blasphemy. Only once the religious fanatics understand this, will there be perpetual peace in the land.

Questions:
Q 1 What is meant by the term "Secular"?
Q 2 What is special about India's association with religion?
Q 3 Why are human beings divine?
Q 4 How can all religions co-exist peacefully?

EXERCISE 4
The Mona Lisa was one of Leonardo da Vinci's favourite paintings, and he carried it around with him until he died. Today it is regarded as the most famous painting in the world, and is viewed by thousands of people annually. Who is this painted figure? Many suggestions have been made, and the most likely candidate is Lisa Gherardini, the wife of a Florentine silk merchant.

Another more likely, but popular theory, is that the painting was a self-portrait. There are certainly similarities between the facial features of the Mona Lisa and the artist's self-portrait painted many years later. Could this be the reason for Vinci giving the portrait such an enigmatic smile?

Today, the Mona Lisa looks rather sombre, in dull shades of brown and yellow. This is due to layer of varnish covering the paint, which has yellowed over the years. It is possible that the painting was once brighter and more colourful than it is now.

The Mona Lisa was stolen from the Louvre in 1911, by a former employee who believed that the painting belonged in Italy. The thief walked out of the gallery with the picture underneath his painter's smock. He was apprehended by the police two years later and the painting was returned to the Louvre, where it is placed even today.

Questions:

State whether the following are true or false:

Q 1 The Mona Lisa is actually somber-hued.

Q 2 Vinci's self-portrait has an enigmatic smile

Q 3 The varnish has yellowed the painting

Q 4 The painting is still placed in the Louvre, in Italy.

EXERCISE 5

In the Middle Ages, the Roman Church burned books that dared present contradictory view-points. Authors who failed to heed this warning risked being burned at stake.

Though we no longer live in the Dark Ages, we are naturally disturbed by the burning of Arun Shourie's book - Worshipping False Gods - by some members of parliament recently. They claimed that Shourie had twisted facts, misquoted Dr.Ambedkar, to make him appear anti-national, instigated prejudice and violence against the Dalits. And so they demanded a ban.

The reasons given by the Roman Church for burning books and authors too, were disturbingly similar. The Church too professed to be a guardian of morality and order, and accused liberals from Galileo to Voltaire of twisting facts, hurting the sentiments of people, proclaiming untruths, sowing seeds of conflict and encouraging violence. Our book-burning members of parliament may feel outraged by Shourie's book, but should remember that the Roman Church felt no less outraged in its time.

The progress of civilization lies in rising above such narrow outlook and honoring dissent. Voltaire once said - "I might disagree with what you say but I will defend to death your right to say it"

Questions- True or false:

Q 1 We live in the Middle Ages.

Q 2 Shourie had actually twisted facts

Q 3 Voltaire twisted facts

Q 4 Civilization can progress by misquoting authors.

EXERCISE 6

Indians as a community have always been known to be resourceful and hard-working, and it is clearly demonstrated by the students heading abroad for undergraduate or higher studies.

More than ever before, the youth are switching over from a bank-loan to self-financing of their studies almost invariably from the second year if not within the first six months of joining a foreign university.

Part-time jobs at gas stations, restaurants, kitchens, baby-sitting, car-cleaning, fruit-picking during the harvest season - nothing seems difficult to the able-bodies youth.

In the recent years, along with fees, the quantum of loans has gone up. Some banks have seen nearly 50% of their clients (mostly students) becoming self-sufficient after the first tranche of the loan allocated to them. Even the number of undergraduate students who reduce their dependence on institutional support is estimated to have grown by 20-25%.

Estimates have also revealed that while students do seek a loan for the entire spell of two to five years, depending on the programme that they have enrolled in, smarter children have invariably succeeded in bagging an assistantship or a part-time job which helps them to fund either completely or partially the remaining spell of their studies.

Questions
True or false:
Q 1 This passage discusses about all students studying abroad
Q 2 As soon as students join the university, funding no longer remains a
     problem
Q 3 The youth prefer jobs which can be easily done
Q 4 All students become self-sufficient after getting the loans

EXERCISE 7

As we look forward to the bright future awaiting us, we must determine

where our strengths lie. Much of the conventional analyses of India's position in the world rely on the all-too familiar indices of GDP, impressive economic growth rates and our military prowess. But if there is one attribute of independent India to which we have not yet paid much attention is its 'soft power'.

The notion of soft-power is relatively new. It was coined by Harvard's Joseph Nye to describe the extraordinary strengths of the United States that went well beyond the American military and economic dominance. The fact is that the U.S. is home to Boeing, Microsoft, Apple, Intel, MTV, Hollywood, Disneyland, Kodak and so on - in short, most of the major products that dominate daily life around the globe. This has ensured the maximization of the soft power of the US - that is, the ability to attract and persuade others to adopt America's agenda, rather than relying purely on the coercive hard power of military force. Thus, this soft power is undoubtedly more important than the hard power.

For India, it means paying attention to the aspects and products of our society that the world would find attractive - not in order to directly persuade others to support us but to enhance our country's standing in their eyes. Bollywood is doing a great deal in this direction by bringing entertainment home to people (the Diaspora) in the U.S. and elsewhere. Indian classical music and dance have the same effect. So does the work of our fashion designers, chefs and cricketers.

Questions - mark true or false
Q 1 Soft power has been in use in international discourse since a long time
Q 2 Soft power will ensure direct support to India
Q 3 Soft power is less effective in making the world accept America's agenda
Q 4 Bollywood is enhancing India's soft power

EXERCISE 8
People do not always do the things we want them to do. No matter how reasonable or minimal our expectations may be, there are times when we are let down. Naturally, we feel upset and hurt when our expectations are not

met. We dread confrontations because they are unpleasant and can damage relationships. Yet not confronting a person does not solve the problem because unresolved issues also affect relationships in an adverse way. Actually, the real problem lies in our style of confrontation, not in the issue. Typically, we use character-based confrontations. They help in venting our anger and hurt, but that is the only thing they do. They lead to angry show-downs and bring all discussions to a grinding halt.

It is important to remember that self-image is the most important possession of all human beings. It is the way we view and regard ourselves in our own eyes and in the eyes of others. As self-conscious beings, we are acutely aware of our image and constantly work towards protecting it from any damage. We also seek approval from others about our own self-image. We feel distraught if we sense that there is even a slight threat to our self image, because our character is the essence of our lives.

To ensure a rational dialogue over dashed expectations, we need to deploy issue based confrontations. They involve an explanation of which actions have bothered us, in what manner and what changes we would like from the other person.

Questions - true or false
Q 1 Confrontations damage our self-image
Q 2 Not confronting an issue helps in solving the problem
Q 2 Approval from others for our own self-image is not necessary
Q 4 Issue - based confrontations are an easier way out

Information Transfer
Text to diagram
Diagram to text

Information transfer is equivalent to data transmission which highlights more practical, technical aspects. Sometimes transfer of information can help students learn more quickly or more easily.

1. Tree Diagram
2. Flow chart

Tree Diagram:
A Tree Diagram is a way of visually representing hierarchy in a tree-like structure. Typically the structure of a Tree Diagram consists of elements such as a root node, a member that has no superior/parent. Then there are the nodes, which are linked together with line connections called branches that represent the relationships and connections between the members.
 Tree Diagrams are often used:
1. To show family relations and descent.
2. In taxonomy, the practice and science of classification.
3. In evolutionary science, to show the origin of species.
4. In computer science and mathematics.
5. In businesses and organisations for managerial purposes.
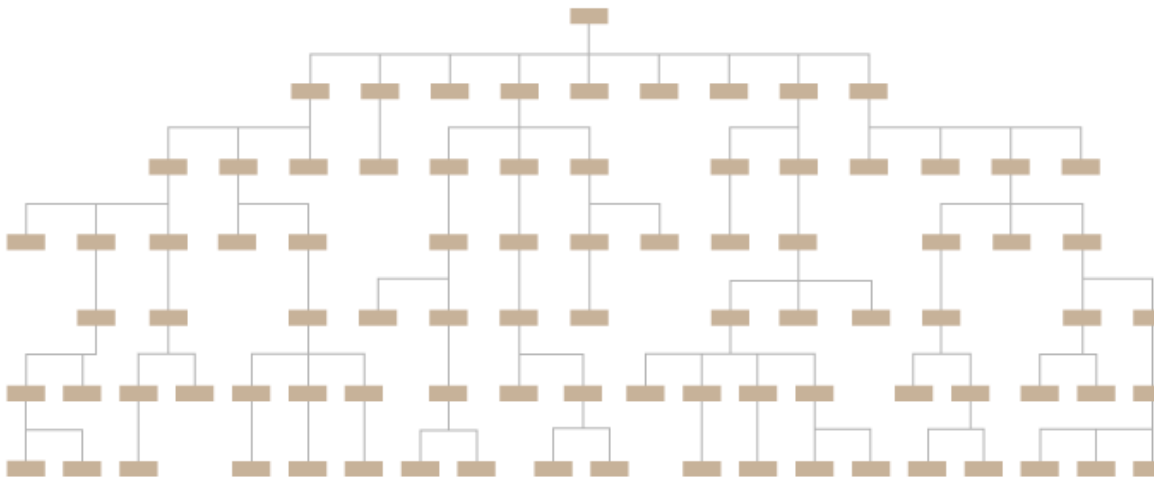
What Is a Flowchart?
The Merriam-Webster dictionary defines flowchart as "a diagram that shows step-by-step progression through a procedure or system especially using connecting lines and a set of conventional symbols."

A flowchart can be used to break big ideas into small, bite-sized pieces that are expressed visually.

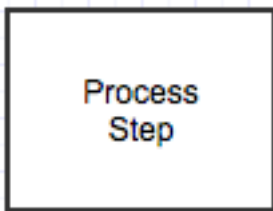## 1. The Oval
An End or a Beginning

Start/End
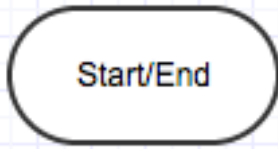
Oval

The oval is used to represent the start and end of a process. Use the Gliffy flowchart tool to drag and drop one of these bad boys and you've got yourself the beginnings of a flowchart. Use the same symbol again to show that your flowchart is complete.

2. The Rectangle
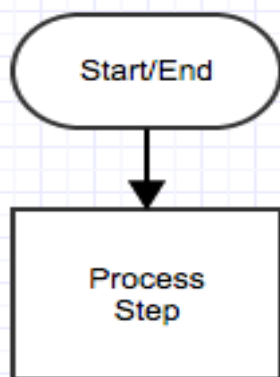A Step in the Flowcharting Process

Process Step

Rectangle

The rectangle is your go-to symbol. It represents any step in the process you're depicting and is the workhorse of the flowchart diagram. Give it a lump of sugar and it will love you forever.

3. The Arrow
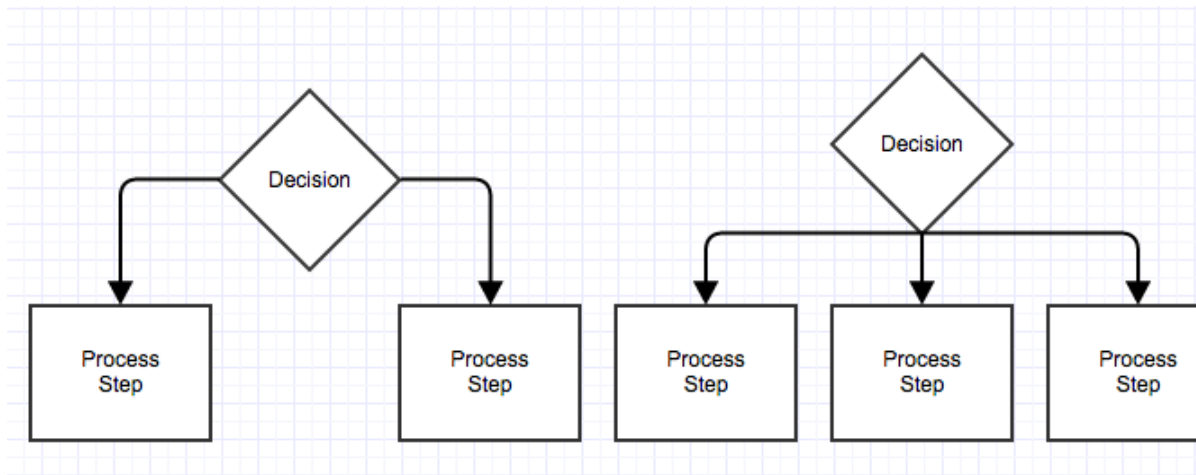Directional Flow

Start/End

Process Step

Arrow

The arrow is used to guide the viewer along their flowcharting path. And while there are many different types of arrow tips to choose from, we recommend sticking with one for your entire flowchart. It's less confusing and generally more aesthetically pleasing.

4. The Diamond
Call for a Decision

Diamond

The diamond symbolizes that a decision needs to be made. If there are only two choices, you can draw arrows directly from the diamond to the next step (example on the left). If there are more than two choices, you can draw them neatly

MODULE V
WRITING SKILLS

Writing is a form of communication that allows to put people their feelings and ideas on paper, to organize their knowledge and beliefs into convincing arguments, and to convey meaning through well-constructed text. In its most advanced form, written expression can be as vivid as a work of art.

Significance of writing:
Writing skills are an important part of communication. Good writing skills allow you to communicate your message with clarity and ease to a far larger audience than through face-to-face or telephone conversations.

Definition
Writing is a medium of human communication that represents language and emotion with signs and symbols. It consists of letters or characters that serve as visible signs of ideas, words, or symbols.

Significance
Writing is the frame work of our communication. Good writing skills allow us to communicate our message with clarity and ease to a far larger audience than through face-to-face or telephone conversations. Writing plays an important role in our day to day life. We write in order to prepare notes, note down important points of heard and watched content, or even writing answers in the examination is considered as a skill of writing. We write letters to convey official information or sending emails includes framing the content in understandable written content.

Writing skills can be major criteria towards better academic position and greater educational Success. students should believe the importance of writing skills in helping them achieve academic mastery. Every career path requires its workers to write notes, memos, emails, and reports, all of which require good writing skills to effectively communicate a certain set of ideas.

Effectiveness of Writing

Five Keys to Effective Written Communication

Of course, you might have the opportunity to write other types of correspondence as fitness professional. So how do you make sure you clearly communicate your purpose regardless of the document? No matter which type of writing you do, "get your general ideas on paper or the computer screen—this is your first draft," says Vogel. "Now go back and edit."

When editing, consider the following factors:

Key 1: Use a Professional Tone. Your readers will form an opinion of you from the content. Create a professional, positive tone by using simple, direct language. Adopt a "you-attitude" versus an "I-attitude," to show that you're sincere in your focus on the reader rather than on yourself as the writer.

Key 2: Know Your Audience. The intended readers of your correspondence can vary. You must consider their backgrounds, technical expertise and educational levels as well as their mindsets and possible reactions to your writing.

Key 3: Organize Your Information Clearly. Arrange your thoughts so that your correspondence can be read quickly and comprehended easily. Organize the information based on your purpose. For example when writing instructions, organize your information in sequential, or step-by-step, order. For incident reports, write in chronological order, explaining how the events unfolded. When sharing news and information, use the "6Ws"—who, what, when, where, why and how—to guide you.

Key 4: Use the Right Format. Format refers to how your correspondence is laid out on paper or online. Usually writers choose their formats based on the method of delivery—letter, memo or e-mail. Each type has distinct format conventions (guidelines) for including and placing elements such as the date, addressee, subject line, salutation, message body, closing line, signature block and company letterhead or logo.

Key 5: Use Visual Elements Carefully. Visual elements—such as font size and type; underlined, italicized or bold text; and bulleted or numbered lists—help emphasize key points and make your correspondence more effective.

Characteristics of Effective Language

There are six main characteristics of effective language. Effective language is:

(1) concrete and specific, not vague and abstract

(2) concise, not verbose

 (3) familiar, not obscure

(4) precise and clear, not inaccurate or ambiguous

(5) constructive, not destructive

(6) Appropriately formal

Organizing principles of paragraphs in documents

Writing paragraphs:

Document means a piece of written, printed, or electronic matter that provides information or evidence or that serves as an official record. A document consists of a number of paragraphs to present the various aspects of intended information. A paragraph is a collection of related sentences dealing with a single topic. Learning to write good paragraphs will help you as a writer stay on track during your drafting and revision stages.

The Basic Rule: Keep one idea to one paragraph
The basic rule of thumb with paragraphing is to keep one idea to one paragraph. If you begin to transition into a new idea, it belongs in a new paragraph.

Elements of a paragraph

To be as effective as possible, a paragraph should contain each of the following: Unity, Coherence, A Topic Sentence, and Adequate Development. As you will see, all of these traits overlap. Using and adapting them to your individual purposes will help you construct effective paragraphs.

Unity

The entire paragraph should concern itself with a single focus. If it begins with one focus or major point of discussion, it should not end with another or wander within different ideas.

Coherence

Coherence is the trait that makes the paragraph easily understandable to a reader. You can help create coherence in your paragraphs by creating logical bridges and verbal bridges.

Logical bridges
- The same idea of a topic is carried over from sentence to sentence
- Successive sentences can be constructed in parallel form

Verbal bridges
- Key words can be repeated in several sentences
- Synonymous words can be repeated in several sentences
- Pronouns can refer to nouns in previous sentences
- Transition words can be used to link ideas from different sentences

A topic sentence

A topic sentence is a sentence that indicates in a general way what idea or thesis the paragraph is going to deal with. Although not all paragraphs have clear-cut topic sentences, and despite the fact that topic sentences can occur anywhere in the paragraph (as the first sentence, the last sentence, or somewhere in the middle), an easy way to make sure your reader understands the topic of the paragraph is to put your topic sentence near the beginning of the paragraph. (This is a good general rule for less experienced writers, although it is not the only way to do it). Regardless of whether you include an explicit topic sentence or not, you should be able to easily summarize what the paragraph is about.

Adequate development

The topic (which is introduced by the topic sentence) should be discussed fully and adequately. Again, this varies from paragraph to paragraph,

depending on the author's purpose, but writers should be wary of paragraphs that only have two or three sentences. It's a pretty good bet that the paragraph is not fully developed if it is that short.

Some methods to make sure your paragraph is well-developed:
• Use examples and illustrations
• Cite data (facts, statistics, evidence, details, and others)
• Examine testimony (what other people say such as quotes and paraphrases)
• Use an anecdote or story
• Define terms in the paragraph
• Compare and contrast
• Evaluate causes and reasons
• Examine effects and consequences
• Analyze the topic
• Describe the topic
• Offer a chronology of an event (time segments)

You should start a new paragraph when:
• When you begin a new idea or point. New ideas should always start in new paragraphs
• To contrast information or ideas. Separate paragraphs can serve to contrast sides in a debate, different points in an argument, or any other difference.
• When your readers need a pause. Breaks between paragraphs function as a short "break" for your readers—adding these in will help your writing be more readable.
• When you are ending your introduction or starting your conclusion. Your introductory and concluding material should always be in a new paragraph. Many introductions and conclusions have multiple paragraphs depending on their content, length, and the writer's purpose.

Writing Introduction and Conclusion.
These represent the most serious omission students regularly make. Every essay or paper designed to be persuasive needs a paragraph at the very outset

introducing. It also needs a final paragraph summarizing what's been said and driving the author's argument home.

These are *not* arbitrary requirements. Introductions and conclusions are crucial in writing. They put the facts to be cited into a coherent structure and give them meaning. Even more important, they make the paragraph readily accessible to readers and remind them of that purpose from start to end.

A. How to Write an Introduction. The introduction of an essay or paper must be substantial. Having finished it, the reader ought to have a very clear idea of the author's purpose in writing. After reading the introduction, you need to stop and ask yourself where the rest of the paper is headed, what the individual paragraphs in its body will address and what the general nature of the conclusion will be. If I'm right, it's because the introduction has laid out in clear and detailed fashion the theme and the general facts which the author will use to support it.

B. How to Write a Conclusion. In much the same way that the introduction lays out the thesis for the reader, the conclusion of the paper should reiterate the main points—it should never introduce new ideas or things not discussed in the body of the paper!—and bring the argument home. The force with which you express the theme here is especially important, because if you're ever going to convince the reader that your thesis has merit, it will be in the conclusion. In other words, just as lawyers win their cases in the closing argument; this is the point where you'll persuade others to adopt your writing/point of view.

If the theme is clear and makes sense, the conclusion ought to be very easy to write. Simply begin by restating the theme, then review the facts you cited in the body of the paper in support of your ideas—and it's advisable to rehearse them in some detail—and end with a final reiteration of the theme.

Techniques for writing precisely
Writing precisely means to write in exact terms; without vagueness. Here are some techniques for writing precisely.

1.Use Active Voice

When a sentence includes be or any other copulative verb, such as is or are, recast the sentence to omit the verb.

Before: "The meeting was seen by us as a ploy to delay the project."

After: "We saw the meeting as a ploy to delay the project."

2. Avoid Vague Nouns

Phrases formed around general nouns such as aspect, degree, and situation clutter sentences.

Before: "She is an expert in the area of international relations."

After: "She is an expert in international relations."

3. Use Words, Not Their Definitions

Replace explanatory phrases with a single word that encapsulates that explanation.

Before: "The crops also needed to be marketable so that families would be able to sell any yields that exceeded what they personally required."

After: "The crops also needed to be marketable so that families would be able to sell any surplus."

4. Avoid Noun Strings

Reorganize sentences to eliminate series of nouns used as adjectives.

Before: "The lack of a secure transfer may hamper computer security incident response efforts."

After: "The lack of a secure transfer may hamper responses to computer-security incidents."

5. Convert Nouns to Verbs

When a sentence includes a noun ending in -tion, change the noun to a verb to simplify the sentence.

Before: "They will collaborate in the creation of new guidelines."

After: "They will collaborate to create new guidelines."

6. Reduce Verb Phrases to Simple Verbs

Identify the verb buried in a verb phrase and omit the rest of the phrase.

Before: "The results are suggestive of the fact that tampering has occurred."
After: "The results suggest that tampering has occurred."

7. Replace Complex Words with Simple Ones
Choose simpler synonyms for multisyllabic words.
Before: "The department will disseminate the forms soon."
After: "The department will pass out the forms soon."

LETTER WRITING

Letter means a written, typed, or printed communication, sent in an envelope by post or messenger or an email.
Elements of a Business Letter
The elements of a business letter are:

I.   the heading
II.   the date
III.   the inside address
IV.   Subject
V.   the salutation
VI.   the body
VII.   and the complimentary close
VIII. Signature

Important aspects to be taken care of while writing a letter
1. Be concise and relevant:
a. Letters should take seconds rather than minutes to read.As a result, get straight to the point and stick to it, don't include any unnecessary or supplementary information, don't use any flowery language or long words just for the sake of it, and don't repeat too much information.
b. Check your grammar and spelling very carefully
Mistakes will create a very bad impression, will lessen the effect of what you're saying and in the case of a job application letter, could well also consign it to the bin. So:-
c. Use the spellchecker if you're using a computer
d. Check the spelling yourself, as the spellchecker won't recognize incorrect

use, for example, of dose and does. Use a good dictionary.

e. Check your grammar carefully.

f. If it's been pointed out to you that you make mistakes, look especially for these kinds of errors. Get someone else to check itfor you if necessary.

g. Check your sentences and punctuation. Are the sentences complete? Does the punctuation help to make what you're saying clearer?

2. Use the right tone of language

It's important to use the right type of language, the right 'register'. Most letters you write will need to be formal, but not overly so. In fact, you should use similar language to that which you use in your academic writing. This means you should:-

*   avoid everyday, colloquial language; slang or jargon
*   avoid contractions (I'm; it'// etc)
*   avoid emotive, subjective language (terrible, rubbish etc)
*   avoid vague words such as nice, good, get etc

Types of Letters

There are different ways to carry out this type of letter depending on which country you're in. This article will address the English/American way.

We'll discuss the following elements:

Formal Letter

The formal letter is written in a professional tone using carefully chosen and polite language for an official purpose. Unlike the informal letter, there is nothing friendly or quirky about this type of letter, which must adhere to a strict format.

Elements of a formal letter

Heading and Addresses

The heading of a business letter includes the address to which the recipient should reply.

Date

This includes the date of the month, name of the month and the numeral of the year.

Salutation

Introduce the body of your business letter with a greeting. Begin a salutation with "Dear" followed by the recipient's title and last name, in most cases.

Body

The text in the body of a business letter is single-spaced; if the letter is short, the text may be double-spaced. Separate paragraphs and the first line after the salutation with a blank line.

Closing

The closing occurs two lines beneath the last line of the body of the letter. Close with "Sincerely" or "Regards" to match the formal tone of the letter. Print your ull name far enough down the page to allow space for your signature
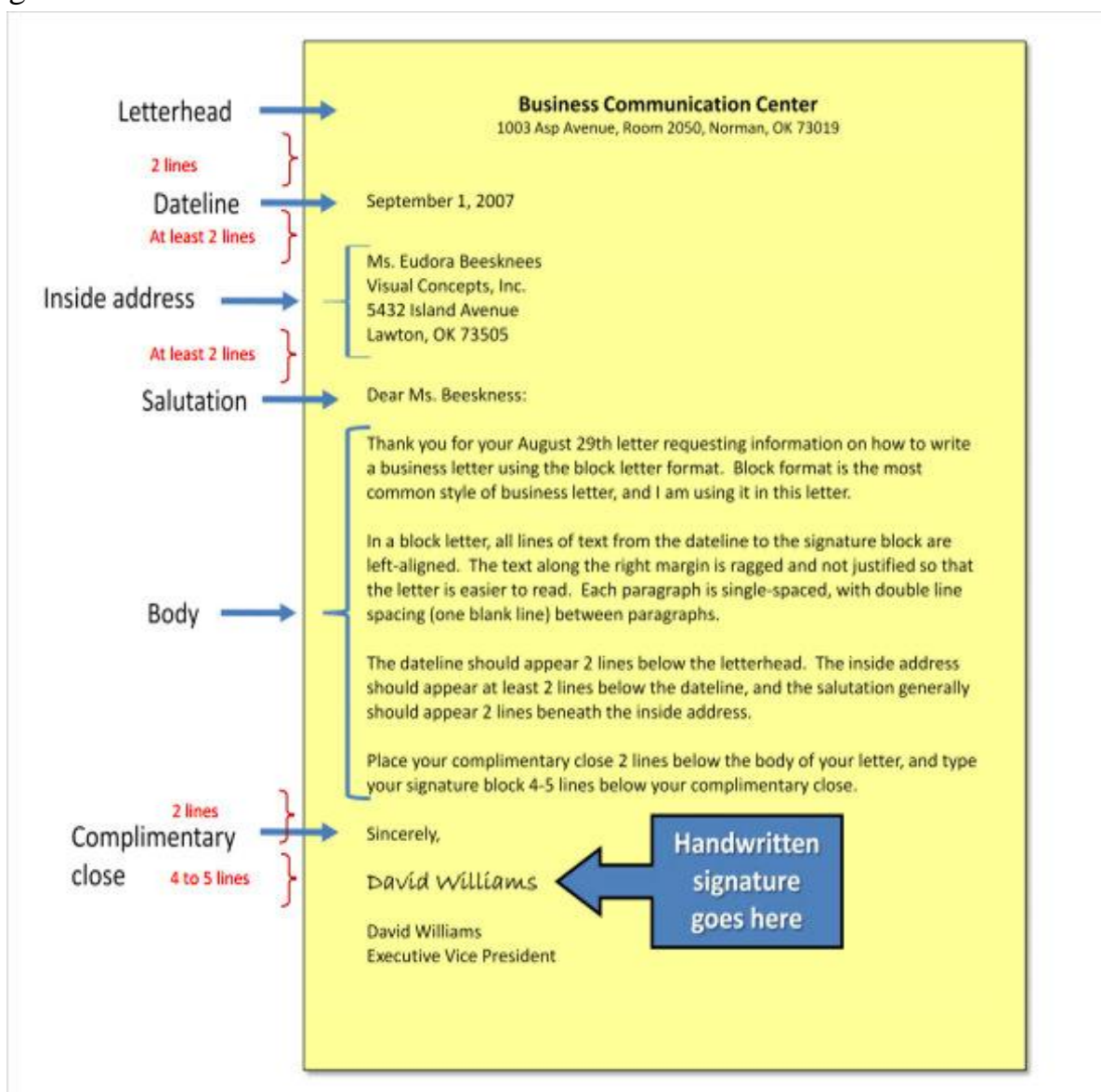
Informal Letter

An informal letter is a letter that is written in a personal fashion. You can write them to relatives or friends, but also to anyone with whom you have a non-professional relationship, although this doesn't exclude business partners or workers with whom you're friendly.

Use this image as a guide when formatting your informal letter.
How Do You Write an Informal Letter?

A informal letter can be written in nearly any way you choose, but there are a few organizational guidelines you can follow if you are unsure of what to write or how to format your letter. The perfect informal letter consists of three sections:

1. Opening
2. Body text
3. Closing

There is one final part of an informal letter that doesn't need listed here: the signature, which consists of no more than a farewell remark and your name. Learn about each of the three main parts of an informal letter below.

Opening

- How are you?
- How have you been?
- How is life treating you?
- How are the kids?
- I hope you are doing well.
- I hope you, Mike, and the kids are having a great time in (location).

Body

Subjects to Include in the Body

- State your reason for writing
- Expand on what you mentioned in the first paragraph
- Ask about the person you are writing to
- Make some concluding remarks
- Invite the person to write back

Closing

The closing is where you summarize your letter and say goodbye to the reader. The examples below offer some ideas of what to write in the closing section of your informal letter.
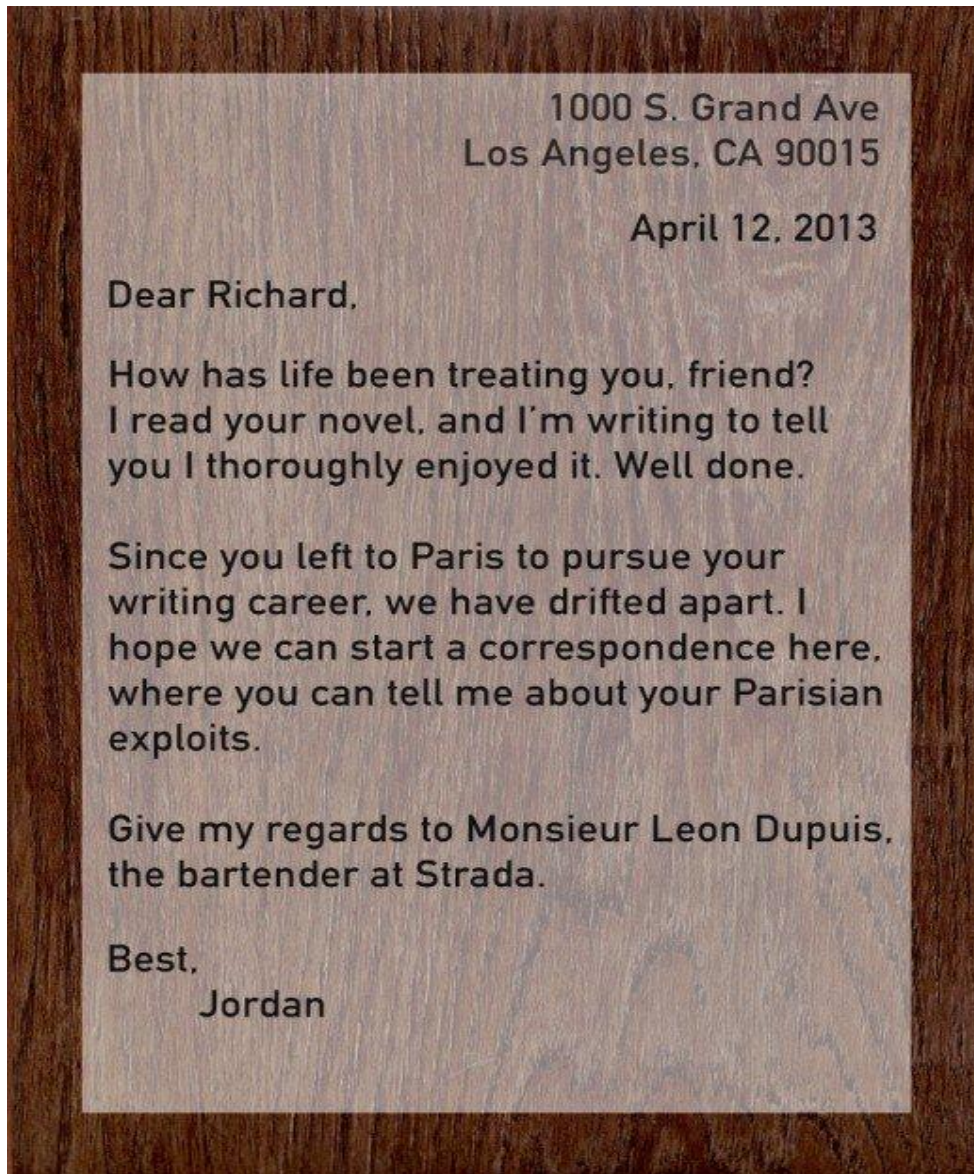
Examples of Closing Sentences

- I am looking forward to seeing you.
- I am looking forward to hearing from you soon.
- I hope to hear from you soon.

Complimentary close

In terms of signing off, the choice is yours and you have a lot of freedom here. Below are some commonly used sign-offs that maintain a friendly, informal tone. After you've chosen one that fits the overall tone of your letter, simply sign your name.

- Best wishes,
- Kind regards,
- Best regards,

Example of an Informal Letter

1000 S. Grand Ave
Los Angeles, CA 90015

April 12, 2013

Dear Richard,

How has life been treating you, friend?
I read your novel, and I'm writing to tell
you I thoroughly enjoyed it. Well done.

Since you left to Paris to pursue your
writing career, we have drifted apart. I
hope we can start a correspondence here,
where you can tell me about your Parisian
exploits.

Give my regards to Monsieur Leon Dupuis,
the bartender at Strada.

Best,
   Jordan

Email writing

Definition:

Email means messages distributed by electronic means from one computer user to one or more recipients via a network.

Do's and Don'ts about E Mail:

Do's

- Use an informative subject line.
- Write most important information first.
- Use number and bullets to make the message clearer.
- Use simple grammar and language.
- Write short sentences.
- Use separate paragraphs.

Don'ts

- Write about irrelevant issues.
- Give personal information that you don't want someone else to know.
- Use capital letters to write whole words as in emails, this is considered shouting.
- Use different fonts (the recipient's computer may not be compatible).
- Use Italics.
- Use exclamation marks.
- Use incomprehensible abbreviations, acronyms and smileys.

Significance of Email:

1. Be sure an email is necessary
2. Use separate business and personal email addresses
3. Be clear, brief and polite
.
4. Use short sentences
5. Use a spell checker
6. Read your email personally before sending it
7. Use an appropriate closing

The following are the usual formal complimentary close phrases used in emails.

I.   With regards
II. Yours truly
III. Regards

Informal emails could be ended with a complimentary close phrase such as "yours".

Types of Emails

One note before we continue: As I mentioned in the first section, if you're writing a very important email—for example, if you're applying to a university or you need to send condolences (express sympathy) after someone dies—then you should definitely ask a native speaker to read your email and help you.

1. An Informal email: Introducing yourself for the first time

Many people still write formal business emails, but these days there aren't as many reasons to write personal emails. A lot of our communication is through online chatting, apps, texts or other methods. But there are still some situations when an English student might need to write a personal /informal email in English.

General rules for personal emails:

- **Politeness:** You don't need to use formal language, but you do want to appear polite and friendly. Because of that, if you make any requests, be sure to make them polite. Instead of saying "Write me back," for example, try something like "If you have a chance, I'd love to hear back from you," or even "Please write back when you have a chance."

- **Greetings:** For greetings, it's common to use "Dear [First Name]."

- **Closings:** To say goodbye, use something like "Thanks," "See you soon!" or even a brief sentence like "I'm really looking forward to meeting you in person." Be sure to write/type your name, even if it will be included in your signature.

- **Casualness:** With these types of emails, you can probably include more jokes or informal comments. However, still be careful about the tone of your

email, especially if you don't know the recipient well.

Example of a personal email:

For this example, let's imagine that you're going to travel to the United States, Canada or another English-speaking country. When you get there, you'll stay with a host family. So the organization has matched you with a family and you need to introduce yourselves before you meet in person.

Here's what you might send:

Dear Smith Family,

Hello, my name is John. I received a confirmation letter from the exchange organization today. It said I'll be staying with you for two months later this year. I wanted to introduce myself so you can know a bit more about me.

I'm 18 years old. I like listening to rock music, playing basketball and reading comic books. I will graduate from high school later this year, and I hope to go to college next year. I've never traveled outside of my country, so meeting you and visiting your country will be an exciting, new experience for me!

I'd also like to know more about you, so if you have a chance, please write back at this email address. If you have any questions for me, I'd be happy to answer them.

Thanks again for agreeing to host me—I'm very excited to meet you in person!

John

General rules for formal emails:

1. Politeness: Once again, be very polite. Remember that if someone works in customer service, they probably receive many complaint emails every day. So have some patience and compassion. The other person is human, too.

2. Formality: Avoid making jokes, using slang words or saying things that seem informal.

3. Clarity: Be clear by including any relevant details. Requests: State the result or response that you want or expect. This is also called making your email "actionable." For example, if your product broke, you may want to request a replacement or a refund. So state exactly what you are requesting.

4. Greetings: For greetings, a common phrase is "To Whom It May

Concern," since you probably won't know the name of the person who will be receiving the email. But if you do know the name, you can use "Dear [Title] [Last Name]," like in the semi-formal email example.

If those seem *too* formal, you may want to try something like "Good Morning/Afternoon/Evening." It could make you seem friendly and make the recipient more receptive to your complaint or questions.

5. Closings: For goodbyes, a simple "Sincerely" is best. But if it's a less formal company or you've already interacted with them, you could also say some kind of thanks.

6. Samples: In addition to asking a native speaker to check your email, it's a good idea to search for templates or samples of the type of email you're writing. There are many different examples on the Internet, and you can probably find ones that will help guide you in your situation**.**

Example of a formal email:

To Whom It May Concern,

I recently bought a toaster from your company, but unfortunately it appears that the heating element isn't working correctly.

For reference, the model number is TOS-577, and I bought it on May 1, 2016 at the Toaster Emporium in New York City. I returned the toaster to the store, but they said I should contact you because the model had been an "open-box" discontinued model. Because of that, they weren't able to offer a refund or exchange.

I can understand the Toaster Emporium's position, but the toaster shouldn't have broken so soon. It is still covered under your company's one-year warranty, so I would like to exchange the toaster for a working model. If that isn't possible I would like to receive a refund. Please let me know what steps I need to take for this to happen.

Thanks very much for your help with this situation.

Sincerely,

John Johnson

REPORT WRITING

What is a report?

A report is a methodical, well planned document which outlines and evaluates a subject or problem, and which may include:
• The record of an order of events
• Explanation of the implication of these events or facts
• Evaluation of the facts or results of research presented
• Discussion of the consequences of a conclusion or course of action
• Conclusions
• References
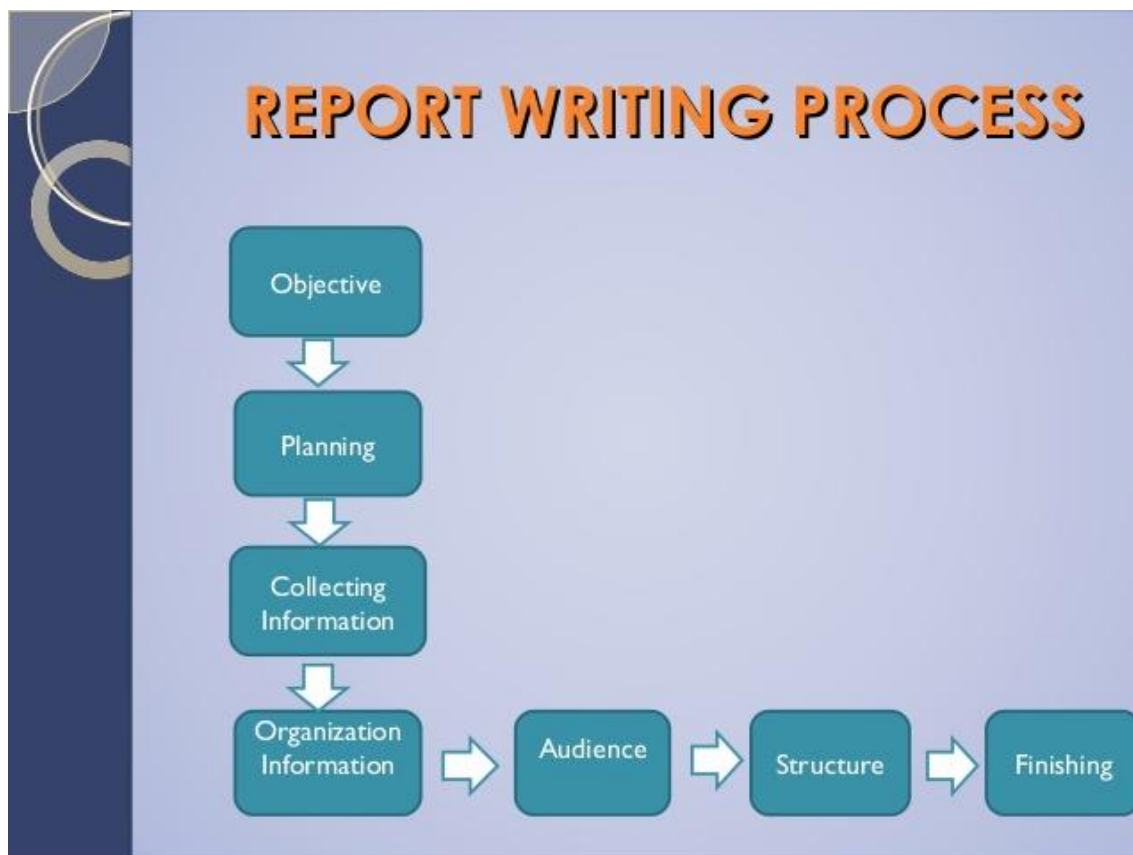
Reports must always be:
• Correct
• Crisp
• Clear
• Well-Structured

Types of Report Writing

Everything must be in details. There are many types of report writing for organizations that are used for various purposes. To format your report to serve varied needs, have a look at the primary report writing types mentioned below.

Formal Report Writing

Formal Report Writing is pretty complex and time-consuming. Usually, it demands an immense research, explanation, references, links, lists and many other things to make the primary point clear enough for the readers.

This type of report writing is usually preferred for an important incident, issue or matter by big organizations. Formal report writing is generally long and expensive.

Formal Report writing has an internationally accepted pattern that includes various components that are mentioned below.

Cover – The cover of a report is something that drives a reader's attention first. The report's cover leaves a huge impression on the reader's mind and he/she can get an idea regarding the report's topic or quality through the cover design.

There is a saying – ''don't judge a book by its cover'' but it is also true – what seems well, sells well and hence the report writer must take care of the cover of the report with has a major role to depict the report brief.

Title Of The Report – This component includes the report's title and the name of the writer. Apart from these things, the title can also have a date and the name of the organization for which the report has been prepared.
The cover also has these things but putting them in details in the title section is mandatory.

Table Of Contents – This section includes headings and subheadings of the primary text written. This is a very important portion of report writing. It helps your readers to reach desired sections in your report in a hassle-free manner.

Summary – Here you basically provide the synopsis of the whole report's primary text and you can also call it an informative summary.

Many times, it is referred as 'executive summary'. You can also use descriptive summary which is a simple table of contents. The format is always decided by the organization.

Introduction – This is the most important section of the main text. The main text always includes three components – introduction, discussion, and conclusion.

Here, you introduce the main text of your report in the most intriguing a detailed manner so that all types of readers can get your point without much effort.

Discussion – In the discussion section, a report writer discusses the main story of the report. According to your reader's convenience, you decide the order of the report's results.

You can also do a result to theory comparison here along with the analysis, evaluation and interpretation of the data included.

Conclusion/Recommendation – You can present the summary of the discussion section here. Here, you mention your findings and recommend the elements to your readers as per your overall evaluation.

Appendix – In the appendix portion, you can attach the graphs, lists, survey and suchlike stuff that are related to your report and helps your readers to understand the report comprehensively.

Reference/Bibliography – You can cite your report's references in this portion
.

Informal Report Writing

This type of report writing is comparatively easier and less time-consuming than the formal report writing. Here, you need to perform lesser research and it also includes lesser components.

The basic components of informal report writing include – Introduction, Discussion & Reference/Recommendations. Different organizations include

more components to this type as per their requirements.

Informal Report Writing can also be divided into few types – Credit Report, Feasibility Report, Progress Report, Sales Activity Report, Financial Report, Personal Evaluation and Literary Report.

Best Process for Report Writing
To bring up an effective report, the right process has to be followed. Here are seven steps to undertake best report writing process.

Decide the Objective:
Like any other process, report writing sets its base on the purpose, why a report is being created. With a clear objective ahead, it helps report writer to stay focused and produce quality report that is easier to engage the reader.

Understand Your Audience:
Right understanding of the audience definitely leads to a quality report. For example, an annual financial report for stakeholders is completely different from a financial review.

Having a personal touch as per the audiences' preference can help produce ideas based on their choice. With an understanding writer can present the report that suits their preference.

Report Format and Types
For a report to be an effective communication tool, it must follow a particular format or type. Deciding on parameters like, written report or presentation; what type – formal, informal, financial, annual, technical, fact-finding or problem-solving report; design templates if any available.

Collect the Facts and Data
Adding figures, facts and data adds credibility to the report and strengthens the argument. Adding data or facts brings along a crucial responsibility to cite or mention the sources, like interviews, articles, sayings, articles, etc.

Structure the Report:
A report typically has four elements, the executive summary (this is written after the report is finished), introduction (this includes the structure of the report and table of contents), body (main text and report is occupied in this portion), conclusion (this is a binding portion that brings all the elements of the report into a systematical end.

Readability: The readability part is definitely a crucial aspect as it becomes a must to make the report enjoyable and accessible to read. A great navigation is the best way to make the reader take a uniformed path through the information flow.

Adding proper formatting (h1, h2, h3…), graphics/visuals, break up of long text into shorter for better read and giving the text in report writing structure with bullet points for better understanding.

Edit: The initial draft of report writing is never perfect (at least 90% of times). This calls for edition and revision of the content.
Best practice can be keeping aside the report document for few days and then once more start working over it again or ask a fellow member to review or proofread it for you.

Also while you edit or get it edited, make sure you keep writing samples handy. These samples can act as a guideline.

Event Report : TECHFEST AND SPANDNA'15
MARCH 29, 2015

The Institute of Aeronautical Engineering is one of the most prestigious engineering institutes of Hyderabad. Apart from its outstanding academic programme, IARE is also known for the versatility and vibrancy of its extra-curricular scenario. All of these activities are student-organized. Tech Fest & Annual Day Celebrations are the events organized each year by IARE.

TECH FEST SPANDANA
DAY 1:-

On Friday March 20, 2015, participants entered IARE fully equipped with the necessities of the event along with the great ambition in order to prove themselves in the competition. The host team welcomed participants whole-heartedly and facilitated the participants starting from their arrival at the front desk to checking in at their respective stalls. they gave general instructions to the participants which they had to follow during their three days stay at IARE. After the opening ceremony the participants were asked to prepare themselves for the treasure hunt. So this was where the real fun began. In scavenger hunt the participants were given the list of items which they had to find and some of the list of tasks which they had to perform and they were given specific time to complete their tasks. The first amazing day of the Tech fest Spandana'15 ended.

News Report on Hyderabad Book Fair
The 31st Hyderabad Book Fair begins
Jan19, 2018

Energy Mnister G. Jagadish Reddy on Thursday inaugurated the 31st Hyderabad Book Fair at the NTR Stadium. He said, "I was in class VIII when I read a book that changed my life. It opened my eyes to the world and its wonders. Earlier, when I was young, TV was considered a threat to learning, but now cellphone has emerged a bigger threat."

"Knowledge is like a missile that travels far. We can go far in life only if we read books." Mr. Reddy added, imploring the assembled children at the inaugural to make a habit of reading books.

The much awaited book fair is a 10-day affair that will end on January 28. The fair will have an interesting line-up of events to attract more children and young adults to the fair. On the final day the fair would host Okka Nimsham (an elecution competition) where the contestants have to speak for a minute in Telugu without using a single word of English. 213 booksellers and publishers

are participating this year.

The Hyderabad Book Fair will also allow children free entry if they show their school dentity cards, informed K.Chandramohan, secretary of Hyderabad Book Fair Society.