

For All UG III Semester

Skill Enhancement Course

Communicative Skills in English

SATAVAHANA UNIVERSITY

**SECOND YEAR  
THIRD SEMESTER**

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**SATAVAHANA UNIVERSITY, KARIMNAGAR,  
TELANGANA STATE**  
**Skill Enhancement Course (SEC): Communicative Skills in English**  
**C.B.C.S. – U.G. Common Core**  
**2 Credits (2 hours per week)**  
**Common paper for all UG III-Semester Courses**

**The Syllabus:**

**Unit – I: Oral Skills**

- Sub-skills of Listening
- Understanding the Real Purpose of Listening
- Factors affecting Listening Comprehension
- How to Develop Listening Comprehension
- Essential Elements for Speaking
- Sub-skills of Speaking
- How to Develop Speaking Skills

(The following areas to be covered: Speech Sounds in English, Stress, Intonation, Rhythm, and Voice Quality, Characteristics of a Speech, Group Discussion, Mock Interview, JAMs and Strategies for Spoken English)

**Unit – II: Written Skills**

- Sub-skills of Reading
- How to read, reflect and interpret the text
- Factors affecting Reading comprehension
- How to develop Reading Skills
- Essential Elements for Writing
- Sub-skills of Writing
- Factors affecting Writing skills
- How to get mastery in Writing

(The following areas to be covered: Narrative passages, Reading and understanding advertisements, matrimonial, classifieds and resumes, brochures, tabular forms; Review of articles, news items and books, Paragraph Writing, Letter Writing, Notice, Invitation, Resume and qualities of good handwriting.)

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## Unit – I: Oral Skills

### Sub-skills of Listening

Listening is an open skill, which means receiving language prevails producing it. Listening is the process of interpreting messages, interpreting what is said. Producing messages or texts involves putting them into a form, using individual sounds, syllables, words (which may be linked together), phrases, clauses, sentences and longer stretches of a text. Meaning is added by intonation, and word and sentence stress, too. The listener has to be able to decode a lot of elements to get the message. Listening can be either active or passive. Listening to class discussion, students are expected to respond appropriately, to ask the speakers to repeat what they said, or to clarify what they have said. When listening is more passive, listeners are not expected to respond (e.g. when listening to the news on the radio or a public announcement) or semi-passive listening to a lecture. On the other hand, listening to a lecture can be accompanied by an active approach of listeners who ask for repetition, clarification or providing supportive or contradictory opinions.

Listening is one of the four language macroskills (the others are reading, speaking and writing). But it's important to understand that in real life there's no such thing as just 'listening'. In fact, there are several different kinds of listening, which we call sub-skills. Here are three listening sub-skills which are often practiced in the language classroom:

Why listening skills are important

- Improves relationships
- Improves our knowledge
- Improves our understanding
- Prevents problems escalating
- Saves time and energy

**Listening for gist:** This is when we listen to something to get a general idea of what it's about, of what's being said. We don't want or need to understand every word. Example: listening to a summary of the day's news on the radio.

**Listening for specific information:** This is when we listen to something because we want to discover a particular piece of information. We know in advance what we're hoping to find out. We can ignore other information which doesn't interest us. Example: listening to a weather report to find out about the weather in your part of the country.

**Listening in detail:** This is when we listen we listen very closely, paying attention to all the words and trying to understand as much information as possible. Example: a member of a jury listening to a statement from a witness.

## Understanding the Real Purpose of Listening

There are seven types of activities for listening with a Purpose:

### 1. Listening for the Main Idea

The purpose of this type of listening is to train students to grasp the main points or general information presented in the audio. Students often get stuck on a detail, a word or phrase they don't understand and fail to see the bigger picture. So, this is a great exercise for this type of student.

### 2. Listening for Detail

Here, the purpose is to train students to grasp specific information, details that are relevant, important or necessary. The goal is to help students obtain the detailed information they may need like hours, dates, names, etc...

### 3. Listening for a Sequence

Quite often, students receive instructions in English, information they will need to act on or orders they will need to follow. It is vital that they get the order right, that they understand the sequence correctly and what each step entails.

### 4. Listening for Specific Vocabulary

Listening activities offer great opportunities to teach new words or review vocabulary previously taught. Here, the purpose is to identify and remember a series of words, which are usually easily categorized, like types of food, sports, animals, etc...

### 5. Listening for Cultural Interest

With a carefully selected listening activity, you also have the opportunity to teach students about a special holiday or tradition that is popular with another culture. The purpose is to expose the class to this cultural aspect through a listening activity.

### 6. Listening for Attitude and Opinions

Sometimes students have to listen for what someone is really saying, not what they're literally saying, but what they actually mean. Attitudes, opinions and feelings can all be conveyed in varying degrees from strong disagreement to mild criticism. Advanced students should be able to discern different attitudes and positions, as well as identify how the speaker feels.

### 7. Listening for Functional Language

Very often, we teach functional language in the ESL classroom, expressions students can use to accept/decline invitations, give suggestions, give advice, etc. The purpose is to show students how these expressions are used in a conversation.

## **Factors affecting Listening Comprehension**

Effective listening in classrooms is about more than hearing and a working knowledge of language. Other factors affect listening comprehension in classrooms, where teachers utilize oral presentations to teach new content to students. If students struggle with listening comprehension they will struggle to learn material presented orally.

### **1. The Listener:**

Students employ listening strategies throughout the day, whether engaging in social situations or participating in learning activities. In general, listening comprehension improves when they are interested in the topic.

### **2. Background Knowledge:**

A student's background knowledge on a subject affects his listening comprehension. For example, when you discuss the Mesozoic Era, a student with poor listening comprehension may tune out, having no connection to the vocabulary.

### **3. Speaking Style:**

The manner in which a teacher speaks may have an effect on listening comprehension. If you use a fast rate of speech, students with listening comprehension difficulties may have difficulty keeping up with the lesson as they try to deal with unknown subject matter. Slowing down and speaking distinctly allows the student to focus on the content of the lesson without struggling to keep up.

### **4. Visual Input:**

For some students, visual supports aid listening comprehension for new material. Presenting a map of Europe along with an oral discussion of World War II gives the listener a visual representation of the location of various battles.

## **How to Develop Listening Comprehension**

Many people think of listening as a skill that requires no thought or effort. As such, listening comprehension skill is often overlooked in teaching and learning.

### **1. Be Fully in the Moment:**

When someone is speaking it is vitally important to be fully present and in the moment with them. If something else is on your mind, like a call you have to make, or a text you need to answer, let them know, do what you need to do, and when you are finished let them know you are ready to listen.



## **2. Put Yourself in their Shoes:**

Whether you agree with the speaker or even have an interest in what they have to say, what they are saying is important to them. Imagine yourself in their situation, wanting only to have someone listen to them. When they are speaking, make an effort to think of where they are coming from and why. Imagine what their life is like and what struggles they might be facing. People will appreciate that you made the effort to understand and really hear them.

## **3. Pick up Key Points and Let the Speaker Know You Did**

Many people have trouble focusing on what someone is saying especially if they speak for longer than a minute or so. It is easy for our attention to drift to something else that we might find more interesting.

## **4. Practice Active Listening**

Most people are thinking of how they are going to reply when someone is talking. Instead of doing that, try to focus completely on what the person is saying. Pretend that you will be tested on how much of what they were saying you heard and understood.

## **5. Develop Curiosity, an Open Mind and a Desire for Continuous Growth**

People who are naturally curious see conversations as learning opportunities. They are always looking to discover or learn something new and see everyone they talk to as having the potential to teach them something.

# **Essential Elements of Speaking Something**

**Speaking** is one of the four main language skills. In general it is the second skill to be acquired after listening. Later it comes reading and writing.

## **1. Preparation**

Before expecting the class to speak, you need to prepare them for the task. This helps in taking away nerves and helps avoid the situation where a student is standing there with nothing to say.

## **2. Real Life Speaking**

Real-life speaking is important. There's no need to present to them stilted speech patterns. One needs:

- Ø talking to friends
- Ø on the phone
- Ø telling a joke
- Ø asking directions
- Ø discussing a news item with an acquaintance

### 3. Error Correction:

Don't get too bogged down in details at the beginning. If the students have certain pronunciation problems, for example, don't interrupt the lesson or their speaking to correct them. Save it for later. This helps develop fluency first, accuracy later.

### 4. Maximizing Speaking Time

One can do this in several ways:

- Ø Don't repeat yourself
- Ø Ask open-ended questions
- Ø Wait for an answer

## Sub-skills of Speaking

Depending on the level and ability of your students, in the sphere of speaking there is several sub-skills worth looking at:

- Ø pronunciation
- Ø using stress, rhythm and intonation
- Ø using the correct forms of words
- Ø word order
- Ø using appropriate vocabulary
- Ø using the appropriate language register
- Ø building an argument

These sub-skills go towards the main goal of teaching speaking: being able to hold a steady, understandable conversation. They are often dealt with on an as-needs basis rather than as general lessons.

## How to Develop Speaking Skills

The following are important steps to follow to develop speaking skills.

1. Speak Clearly
2. Develop Flow
3. Choose Your Mastery Topics
4. Become a Topic Master
5. Develop Style
6. Practice Daily
7. Practice at Events

### 1. Speak Clearly

- Ø Being Direct and Responsible with your Meaning
- Ø Speaking Loudly and Calling Attention to Yourself.

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- Ø Avoiding Slang, Jargon and Pop-Culture References
- Ø Some Exercises to Improve Clarity

## 2. Develop Flow

Imagine a river. The water is moving; it runs around rocks and over the ground beneath it. It's disturbed by the legs of a bridge. To you, though, it looks smooth.

There are two aspects of flow that I'd like you to improve:

1. Pace
2. Pausing

## 3. Choose Your Mastery Topics

Mastery Topics are subjects that you're interested in and passionate about. When you discuss these topics you naturally exude more confidence and excitement, and you're more likely to draw listeners into your world.

## 4. Become a Topic Master

Generally you fall into a topic that you're comfortable with and your conversations follow similar paths. The why is fairly simple: we're programmed to pursue pleasure—the same positive reactions to the same topics and jokes—and avoid pain—the potential shame of expressing an opinion that makes everyone around you uncomfortable.

## 5. Develop Style

Droning on in a monotone will never be interesting, no matter the quality of the content coming out of your mouth. The trick is to express those same words in a more appealing manner.

Consider these five skills and your ability to use them to create interest in conversation:

1. Volume
2. Pace
3. Gestures
4. Humour
5. Story-telling

With all of those skills, you use them to emphasize the words that you're speaking. Sometimes they replace words. Instead of going on about these skills, let's go over the challenge.

## 6. Practice Daily

There are two behaviours that you should build:

1. Practice Daily
2. Practice at Events

Practicing daily is fairly simple. Every day, put aside some time to go over one of the exercises from this post. If that sounds too hard—and I understand that committing to anything is often

challenging—ask yourself whether 5 minutes a day for 15 days is too much. If it is, then something else is on your mind and you need to handle that.

### **7. Practice at Events**

Attend an event that will let you focus on your conversational skills on a weekly basis. There are many events that you could attend, though my favourites are Toastmasters and professional networking events that you can easily find on Meetup.com.

## **Speech Sounds in English**

The English alphabet has 26 letters that are used individually in various combinations to represent between 42 and 44 different speech sounds! A range of 42 and 44 is used because experts don't agree on the exact number of phonemes found in the English language. Factors such as dialect or accent, the amount of emphasis that we put on syllables as we speak and other influences affect the total number of phonemes that we produce.

Speech sounds are also called phonemes. A phoneme is defined as the smallest part of spoken language that makes a difference in meaning. When you clicked on the Phoneme Chart, did you notice that some phonemes are represented with single letters and some phonemes are represented with two letters? Remember that a phoneme is not the same as a letter! Phonemes are speech sounds. Letters are used to represent sounds. This will be especially important when we begin counting the phonemes in words. For example, the word *book* has four letters, but three phonemes: /b/-/oo/-/k/. As we move through this module, keep this in mind.

Phonemes (speech sounds) are represented in writing by placing the letter(s) used to represent the sound between slashes — so, for example: the sound that you say at the beginning of the word *pot* is represented by /p/.

## **Stress**

Stress (linguistics) in linguistics, and particularly phonology, stress or accent is relative emphasis or prominence given to a certain syllable in a word, or to a certain word in a phrase or sentence. The stress placed on syllables within words is called word stress or lexical stress.

## **Intonation**

Intonation and stress are closely linked. In fact it's impossible to dissociate them. They go hand in hand.

Intonation is about *how* we say things, rather than *what* we say, the way the voice rises and falls when speaking, in other words the music of the language. Just as words have stressed syllables, sentences have regular patterns of stressed words. In addition, the voice tends to rise, fall or remain flat depending on the meaning or feeling we want to convey (surprise, anger, interest, boredom, gratitude, etc.). Intonation therefore indicates the mood of the speaker.

There are two basic patterns of intonation in English: falling intonation and rising intonation. In the following examples a downward arrow (↘) indicates a fall in intonation and an upward arrow (↗) indicates a rise in intonation.

### **Falling Intonation (↘)**

(The pitch of the voice falls at the end of the sentence.)

Falling intonation is the most common intonation pattern in English. It is commonly found in statements, commands, wh-questions (information questions), confirmatory question tags and exclamations.

#### **Statements**

Nice to meet ↘you.

I'll be back in a ↘minute.

She doesn't live here ↘anymore.

#### **Commands**

Write your name ↘here.

Show me what you've ↘written.

Leave it on the ↘desk.

#### **Wh- questions** (requesting information.)

(questions beginning with 'who', 'what', 'why', 'where', 'when', 'which', and 'how')

What country do you come ↘from?

Where do you ↘work?

Which of them do you ↘prefer?

#### **Questions Tags**

Not all tag questions are really questions.

Some of them merely ask for confirmation or invite agreement, in which case we use a falling tone at the end.

He thinks he's so clever, doesn't ↘he?

She's such a nuisance, isn't ↘she?

I failed the test because I didn't revise, did ↘I?

### **Exclamations**

How nice of √ you!

That's just what I √need!

You don't √ say!

### **Rising Intonation (↗)**

(The pitch of the voice rises at the end of a sentence.)

Rising intonation invites the speaker to continue talking.

It is normally used with yes/no questions, and question tags that are real questions.

### **Yes/no Questions**

(Questions that can be answered by 'yes' or 'no'.)

Do you like your new ↗teacher?

Have you finished ↗already?

### **Questions tags that show uncertainty and require an answer (real questions)**

We've met already, ↗haven't we?

You like fish, ↗don't you?

### **Rising intonation is also used in expressions like:**

1. Excuse me?
2. Really?

**We sometimes use a combination of rising and falling intonation in the same sentence. The combination is called Rise-Fall or Fall-Rise intonation.**

### **Rise-Fall Intonation (↗√)**

(The intonation rises and then falls.)

We use rise-fall intonation for choices, lists, unfinished thoughts and conditional sentences.

**Choices** (alternative questions.)

Are you having ↗soup or √salad?

Is John leaving on ↗Thursday or √Friday?

## Rhythm

Although rhythm is not a prosodic variable in the way that pitch or loudness are, it is usual to treat a language's characteristic rhythm as a part of its prosodic phonology. It has often been asserted that languages exhibit regularity in the timing of successive units of speech, a regularity referred to as isochrony, and that every language may be assigned one of three rhythmical types:

1. Stress-timed (where the durations of the intervals between stressed syllables is relatively constant)
2. syllable-timed (where the durations of successive syllables are relatively constant).

## Voice Quality

Voice quality as index of speaker emotional or physical state

## Characteristics of a Speech

Listening to a good speech is a very interesting experience. Everyone should put in the hard work necessary to acquire skills in speaking as it imparts considerable competitive advantage to the person. Some important aspects are:

### (1) Clarity

The voice of the speaker should be clear, tone should vary and pitch should be pleasant.

### (2) Informal, personal and conversational

A good speech should be like a conversation between two good friends – personal, informal and sincere.

### (3) Concrete, vivid and imagery

A speech should help build a picture that is easy to visualize and easier to comprehend.

### (4) Brevity

It is very difficult to hold the attention of the listeners for more than 15 to 20 minutes. A good speaker should be able to convey his complete message in that period.

### (5) Interesting, jovial and humorous

A speaker wins or loses the battle in the first two or three minutes. If the speaker has impressed the audience with his opening remarks, he is well on your way to winning a space in their heart.

### (6) Listener-oriented

Audience is your customer. It is your business to know their needs and wants, their desires and their expectations. Speaker has to be very sensitive to the body language of their audience and modify the speech to fine tune with them.

## Group Discussion

### What is Group Discussion?

A GD is a methodology used by an organization to gauge whether the candidate has certain personality traits and/or skills that it desires in its members. In this methodology, the group of candidates is given a topic or a situation, given a few minutes to think about the same, and then asked to discuss the topic among themselves for 15-20 minutes. A report will be prepared on analyzing the facts at the end of the discussion

### GD tests:

- Ø Communication skills
- Ø Interpersonal Skills
- Ø Leadership Skills
- Ø Motivational Skills
- Ø Team Building Skills
- Ø Logical Skills
- Ø Different Thinking
- Ø Initiative
- Ø Assertiveness
- Ø Flexibility
- Ø Creativity
- Ø Ability to think on ones feet

### Type 1: Roles which contribute to the fruitful discussion of a particular topic include activities such as

- a) Initiating:
- b) Asking for and giving information
- c) Asking for and for giving reactions
- d) Restating
- e) Comparing Ideas.
- f) Clarifying, synthesizing and summarizing.

### Type 2: Two roles essential to the process of group discussion are

**Gatekeeping:** Gatekeeping is a kind of verbal traffic management. A person play this role momentarily attempts to spread participation by encouraging those who have not recently spoken to share their thoughts and questions.

**Timekeeping:** This is a special kind of gatekeeping, sometimes best handled by choosing a timekeeper for the day's discussion. If the group is to keep within the time budget it has allowed itself, someone must be responsible for keeping track of the time and warning other members when the time allotted for discussion of a particular discussion is nearly up.



## Mock Interview

Even the smartest and most qualified job seekers need to prepare for job interviews. Why, you ask? Interviewing is a learned skill, and there are no second chances to make a great first impression. So study these 10 strategies to improve your interview skills.

### 1. Practice good nonverbal communication

It's about demonstrating confidence: standing straight, making eye contact and connecting with a firm handshake.

### 2. Dress for the job or company

Today's casual dress codes do not give you permission to dress as "they" do when you interview. It is important to know what to wear to an interview and to be well-groomed.

### 3. Listen

From the very beginning of the interview, your interviewer is giving you information, either directly or indirectly. If you are not hearing it, you are missing a major opportunity.

### 4. Don't talk too much

Telling the interviewer more than he needs to know could be a fatal mistake. When you have not prepared ahead of time, you may ramble when answering interview questions, sometimes talking yourself right out of the job.

### 5. Don't be too familiar

The interview is a professional meeting to talk business. This is not about making a new friend. Your level of familiarity should mimic the interviewer's demeanor.

### 6. Use appropriate language

It's a given that you should use professional language during the interview. Be aware of any inappropriate slang words or references to age, race, religion, politics or sexual orientation -- these topics could send you out the door very quickly.

### 7. Don't be cocky

Attitude plays a key role in your interview success.

### 8. Take care to answer the questions

When interviewers ask for an example of a time when you did something, they are asking behavioral interview questions, which are designed to elicit a sample of your past behavior.

### 9. Ask questions

When asked if they have any questions, most candidates answer, "No." Wrong answer. Part of knowing how to interview is being ready to ask questions that demonstrate an interest in what

goes on in the company. Asking questions also gives you the opportunity to find out if this is the right place for you.

### **10. Don't appear desperate**

When you interview with the "please, please hire me" approach, you appear desperate and less confident. Reflect the three Cs during the interview: cool, calm and confidence. You know you can do the job; make sure the interviewer believes you can, too.

## **JAM**

In JAM a candidate is given a topic. He has to say something on the given topic for a minute. It is aimed at testing the quickness of the candidate in grasping and responding to a problem or a question. Both the quickness and depth of his knowledge are tested. As the saying goes, 'a grain of rice is enough to test whether it is boiled properly or not.'

## **Strategies for Spoken English**

- Ø Make friends with native speakers of English.
- Ø Start a phrase book to record new vocabulary. Make it a rule to practise new words.
- Ø Arrange to share accommodation with local students or with an English-speaking family.
- Ø Don't confine your practice to locals or native speakers - you can practice with people from any language background, including your own.
- Ø If you live with students of the same language background, have an 'English hour' each night to practice your language skills. For that hour, only speak to each other in English.
- Ø Read aloud – especially from newspapers, magazines and novels – for 10 minutes a day!
- Ø Embrace all forms of technology to help you practice. There are a host of Apps, websites,
- Ø films and videos that can help you immerse yourself in English. Smartphones and iPads give you access to a range of materials at anytime and (almost) anywhere - you can practice while waiting for the bus or just hanging out at home.
- Ø Watch English language movies. If you watch DVDs, select English subtitles to help you follow what is being said.
- Ø Attempt crossword puzzles and word games in daily newspapers.
- Ø Search YouTube for some English language and pronunciation resources.
- Ø Pursue an interest - it can be sporting, social, crafty, creative.
- Ø Throw away that translation dictionary and buy a good English Language Dictionary.
- Ø Ask a native speaker friend to tell you when you get a word wrong, or when they do not understand you. If they use a word or phrase that you don't understand, ask them to explain.
- Ø Attend Learning Centre workshops on speaking skills.
- Ø Make it a rule to speak up in each class or meeting at least once.
- Ø Outside your classes, be the first to say hello to classmates when you see them around.
- Ø Talk to the people around you. Ask people about their culture and values and share your culture's rituals and values; eg. favourite foods, national holidays, weddings and funerals - what really goes on, education systems, names and their meanings, how and when to swear. Be non-judgemental, curious and friendly and people will respond.

## **Unit – II: Written Skills**

### **Sub-skills of Reading**

Reading involves a number of sub-skills.

#### **1. Global Comprehension**

'Global Comprehension', or the ability to get 'over-all' meaning from a text, requires the sub-skill of skimming i.e. reading through the text at high speed in order to identify and pick up the main idea or ideas in the text while 'filtering out' the unnecessary details.

#### **2. Understanding the Plan of the Text**

A good reader usually reads a text more than once in order to understand it adequately. The first reading is done at speed, with the intention of making a 'general survey' of the text. Then the reader returns to the text as many times as needed in order to fill in the details.

#### **3. Local Comprehension**

After reading through the text quickly to form an overall impression, one should focus on the details of the information provided by the writer, which will generally be located in different parts of the text.

#### **4. Guessing the meanings of Unfamiliar Words**

Good readers tackle unknown words in a text by trying to guess their meanings from the context. It is not possible to look up the meanings of all unknown words in the dictionary. If the reader attempts to do that the flow of reading is interrupted. However, this is possible only when the text does not have too many difficult words.

#### **5. Skimming and Scanning**

'**Skimming**' a text means going through it quickly to get an overall idea of the content. We are not interested in details or any specific information while skimming. '**Scanning**' on the other hand, involves searching the text for specific piece of information in which the reader is interested.

#### **7. Understanding Discourse Markers**

Understanding the writer's use of discourse markers is an important sub-skill of reading. These signposts are helpful because they indicate to the reader the relationship between two parts of the text.

#### **8. Understanding the Organization of a Text**

Every text contains a number of different ideas, which are presented in different parts of the text. The manner in which different ideas are related to each other in a text is referred to as the structure or organization of a text.

## 9. Note-Making

Note-making is a sub-skill of reading that is highly useful for study purposes. It involves understanding the organization of the text and being able to identify the main points and the supporting details, in skeleton or outline form.

## How to read, reflect and interpret the text

Readers read in a variety of ways for a variety of purposes. They can read for information, sentence by sentence, taking each assertion as a discrete fact. They can read for meaning, following an argument and weighing its logical and persuasive effects. They can read critically, evaluating unstated assumptions and biases, consciously identifying patterns of language and content and their interrelationships.

We can read any text, whether a nursery rhymes or complicated treatise on the origins of the American political system, in various ways. On the simplest level, Cinderella is a story about a girl who marries a prince. On another level, it is about inner goodness triumphing over deceit and pettiness.

On occasion, we might read the same text differently for different purposes. We can read a newspaper editorial backing a tax proposal

- to learn the content of the proposal,
- to see why that newspaper supports the proposal,
- to identify the newspaper's political leanings,
- to learn facts, to discover opinions, or
- to determine an underlying meaning.

We can read a newspaper article on a drive by shooting as an account of the death of an individual or as a symptom of a broader disintegration of civility in contemporary society. We can even look at the names in a telephone book to find the phone number we want or to assess the ethnic diversity of the community. No single way of reading a text is necessarily better.

(These notes are prepared and compiled by Dr Adi Ramesh, GDC, Jammikunta for the UG II Year (III Semester) students for their examination purpose only, not to print in any book form. Some of these materials are downloaded from internet sources for the benefit of the students.)

### Answers for Internal Assessment Test (question paper is given on Page 41)

1. D 2. B 3. A 4. B 5. A

6. Skimming 7. Phonemes 8. Stress 9. Unity, Order, Coherence and Completeness 10. Syntax

## **Factors Affecting Reading Comprehension**

Reading comprehension is a cognitive process that requires myriad skills and strategies. Numerous programs are designed to improve reading comprehension: summer reading, read to succeed, student book clubs and battle of the books.

### **1. Background Knowledge**

Background knowledge plays an essential role in reading comprehension. In an effort to comprehend a text, students rely on their background knowledge to link what they already know to the text they are reading. Background knowledge includes both a reader's real-world experiences and literary knowledge. Drawing parallels between background knowledge and texts helps students become active readers, improving their reading comprehension.

### **2. Vocabulary**

Whether or not students have mastered vocabulary skills affects their reading comprehension. Students must be able to comprehend a familiar word and its relationship with other words within a text. Mastering vocabulary includes recognizing a word's part of speech, definition, useful context clues, and how it functions in a sentence. These vocabulary strategies can help improve comprehension.

### **3. Fluency**

Reading with fluency allows students to retain information with accuracy, expression and increased speed. The ability to read fluently develops through reading practice. As students become fluent readers, they will spend less time trying to decipher the meaning of words and more time considering the overall meaning of the sentences. Over time, fluent readers will develop the ability to insightfully respond to a text.

### **4. Active Reading**

Beginning readers often rely on skilled readers to guide them through a text. However, as readers develop, they will be able to monitor their own reading comprehension. Students can actively guide their own reading by targeting comprehension problems as they occur. Students can troubleshoot comprehension problems by recalling what they read, asking themselves questions or evaluating the text.

### **5. Critical Thinking**

Students can actively respond to a text more efficiently when they possess critical thinking skills. As students read, they can determine the main idea and supporting details, the sequence of events and the overall structure of the text. Students will also be able to identify literary devices and their effect on the text. Having critical thinking skills help to deepen a student's comprehension of a text, resulting in a positive reading experience.

## How to develop Reading Skills

Here we have given eight simple steps to improve your English reading comprehension

### 1. Always make special time to read

Reading for fun can be done anywhere. You could take a fun book out on a bus, in bed or at the office, and you can enjoy it.

You should try to spend at least 30 minutes every day on focused reading. The more you read, the more you'll improve.

### 2. Read the right books

If you dislike science fiction, you might not want to read a book about a man stuck on Mars. When you're choosing books (and other texts) to read, keep two things in mind:

1. What you're interested in
2. Your reading level

### 3. Ask yourself questions while reading and after Reading

There's more to understanding a book than just reading the words!

There are a few things you can do before, during and after you read to help you better understand the text.

Before you read, **browse** the text. That means you should look over the text quickly without actually reading every word.

Take some time after you read too, to browse again and **summarize** what you remember. Try to quickly say or write a few sentences that describe what the text was about.

Thinking about what you read will show you how much of it you really understood, and help you figure out if you still have questions.

### 4. Improve fluency first

It's hard to form an understanding of what you're reading when you read word by word instead of in full sentences. That's why, to improve your understanding, it's important to improve your **fluency** first.

Fluency is how smoothly you can read. When you read in your head, you should have a certain rhythm to the words. The words should flow together naturally, like when somebody is talking. Improving fluency can be as simple as choosing slightly easier texts to read, or it might take some time and practice.

### 5. Once you've learned to speed up, slow down!

After you've learned to read more fluently, you can stop worrying about your speed and start thinking about the text and its meaning.

That's right, now that you can read fast, it's time to read slowly. Take time to really get into the text you're reading, instead of speeding through it.

### **6. Ask lots of questions**

Speaking of questions—ask them. Ask a lot of them! The more you question what you read, the deeper you get into the meaning.

Asking questions is also a good way to make sure you understand what you're reading. Asking questions like “what's happening now?” or “who's speaking here?” can help keep you focused. Asking questions like “why did he do that?” or “what is she thinking?” can help you think deeper into the story.

### **7. Read it again**

Re-reading is great for those times when you read the words but can't get them to make sense. It's also great for finding things you might have missed the first time. If there are any new words in the text, you'll see them again every time you read again, helping you remember them.

### **8. Read many kinds of texts**

Don't just read books and news. Read anything and everything! Find a magazine that you enjoy, follow some interesting people or websites on Face book, or visit a blog you like reading.

Magazine Line is a good place to go to find digital or print magazines on just about any subject. They give you lower prices on magazine subscriptions, and you may be able to save even more if you're a student (check the “Student and Educator Rates” section for details).

## **Essential Elements for Writing**

### **Four Essential Elements**

Paragraph writing is the foundation of all essay writing, whether the form is expository, persuasive, narrative, or creative. In order to write a good paragraph, students need to understand the four essential elements of paragraph writing and how each element contributes to the whole. At Time4Writing, a certified teacher acts as an online writing tutor to help students build writing skills by focusing on the fundamentals. And nothing in the writing process is more fundamental than writing a solid paragraph.

The four elements essential to good paragraph writing are:

**1. Unity:** It begins in a paragraph with the main or topic sentence. Every paragraph has one single idea which is expressed in its topic sentence. It may be the first sentence of the paragraph. The paragraph must be unified of this idea with the supporting sentences giving detail discussion or examples. The theme is important in the topic sentence.

Eg: Sunday is my favorite day because I would like to watch cricket match with the members of my family.

**2. Order:** It reflects the virtuous of the writer in organizing the supporting sentences. The paragraph must have a good organization whether it is as per chronological order, order of importance or a solid paragraph.

**3. Coherence:** It is the quality that makes one's writing understandable. There must be connection between paragraphs together as a whole. The best way to attain coherency is to use transition words. The words create bridges from one sentence to the next.

**4. Completeness:** It means a paragraph is well-developed. When all the sentences of the paragraph support the main idea, it becomes a good paragraph. If there is no sufficient information or sentences to establish the idea, the paragraph itself becomes an incomplete paragraph. It needs three supporting sentences; one topic sentence, one core sentence and one concluding sentence.

### **Sub-skills of Writing**

From the mentioned points illustrating the most important differences between writing and speaking a list of sub skills necessary for teaching writing can be inferred. The student after having learned "writing" must:

1. Know the orthography and the writing system of the second language.
2. Use appropriate word order.
3. Use good standard grammar.
4. Know how to express a particular meaning using different grammatical forms.
5. Benefit from the use of synonyms, antonyms, and other literary devices.
6. Use cohesive devices.
7. Use writing conventions.
8. Use writing strategies such as writing drafts or asking for peer correction.
9. Be able to structure a text into paragraphs and use devices such as thesis statement.
10. Be able to write purposefully and meaningfully.
11. Be able to produce writing at efficient rate, especially during examinations.

### **Factors affecting Writing skills**

Writing is one of the most important skills in studying English because not only is writing an academic skill, but it is also an important skill that translates into any career fields. However, many students at high school and colleges do not aware of the importance of writing skill and the number of high school students that is successful in learning writing is too small. In addition, there are a lot of mistakes in students' written works, this come from the less concentration on writing skill in most of students.

- Ø The students and teachers delineated several problems in the writing of undergraduate ESL learners.
- Ø They agreed that ESL learners lack knowledge of appropriate vocabulary:



- Ø Learners also have difficulties in grammar and syntax. They make mistakes in subject-verb agreement, pronouns, tenses, articles, prepositions and basic sentence structures.
- Ø Lack of ideas affect learners' writing skills.
- Ø Organized writing is also a challenge to learners as their writing lacks coherence, consolidation of knowledge and use of formal transitional and cohesive devices.
- Ø The highest number of errors was made in grammar. Grammatical errors included errors of different word classes, subject-verb agreement, and forms of singular and plural, for example, 'these applications gives a proper protocol to communicate others.'
- Ø Grammar was followed by syntax. Syntactical errors show learners' lack of command over structure of a sentence.

## **How to Get Mastery in Writing**

Many people struggle with writing in English and it can seem like a real challenge to improve. Don't worry, though. Here are some simple steps that you can take to improve your written English and impress people with your writing skills.

### **1. Expand your vocabulary**

To express yourself clearly, you need a good active vocabulary. That's not just being able to recognize lots of words – it means actually being able to use them correctly. Do this by learning new words with example sentences, not just word lists.

### **2. Master English spelling**

You must know how to spell those words correctly. Incorrect spelling changes the meaning of your sentence. For example: 'bare' and 'bear' sound the same but 'bare' means naked and 'bear' is a large animal. Additionally, incorrect spelling makes it difficult for the reader to understand what you've written.

### **3. Read regularly**

People often say that we learn to write best by reading. Reading in English is useful in many ways. It is a great way to get an idea of the different styles of writing and see how to use words appropriately.

### **4. Improve your grammar**

Grammar is very important because it improves the quality of your writing. Always use the appropriate tense and remember to use punctuation. Punctuation is a great way to make your writing clear and fluent.

### **5. Practice**

Writing can be discouraging. However, the best way to improve is get a pen and paper or sit in front of your computer and actually write. Be prepared to write several versions of each text because even for professional writers, the first draft is never perfect. Remember, practice makes perfect, so now is the best time to sit down and get started with our free English quizzes!

## **Narrative passages**

All kinds of writing can be placed among four categories, also known as genres or rhetorical modes, which vary according to purpose. These genres are description, exposition, narration, and argumentation or persuasion. Narrative and persuasive passages are quite distinct from one another because of the aim or purpose of the passage. The purpose of a narrative passage is to tell a specific story, while the purpose of a persuasive passage is to make an argument about a particular topic.

A narrative is an account of events, characters and plot, and a narrative passage is a passage or essay that tells a story. For example, a narrative passage might relay an anecdote, a set of experiences, or a unique family story. Because a narrative passage tells a story, it contains all elements of a story including narrator/point of view, characters, setting, plot and climax.

### **Elements of Narrative Passages**

One of the most important elements of a narrative passage is the point of view. In an essay, the story is typically presented from the perspective of the author, but this is not the only possible point of view. A narrative passage, whether it is an essay or not, may be told from any number of perspectives. It may be narrated from the point of view of one of the characters, an observer or even multiple characters. Furthermore, the narrator of a narrative passage may tell the story directly, using the pronoun "I," a first-person point of view, or indirectly, using the pronoun "he" or "she," the third-person point of view. In addition to the point of view, a narrative passage also contains other elements of a story including characters, setting and plot.

## **Reading and understanding advertisements, matrimonial, classifieds and resumes, brochures, tabular forms**

### **Reading and understanding advertisements**

Advertisement (ad) is an efficient and effective technique to promote goods, services, and ideas. It is a paid form of non-personal communication wherein business information is made available for potential customers.

1. Introduce the idea that advertisements are actually a form of text, just like books, movies and songs. Explain that, as with other texts, particular strategies can help us be good readers of advertisements.

2. Provide students with a variety of advertisements directed at students.

3. Bring the class back together and invite students to share the thought processes they experience while reading or watching the advertisements. The list should be no longer than five steps, and it should include the following ideas:

- Ø Pay attention to how words and images work together to communicate a message.
- Ø Ask yourself what is the purpose of the advertisement.
- Ø Ask yourself how the advertisement fulfills this purpose.
- Ø Form a personal opinion about the advertisement and/or its message.

## **Matrimonial**

Matrimonial advertisements are published to search for prospective and eligible brides and grooms. Hence, the advertisements act as a search medium rather than focusing on promotion and advertisement. Many families prefer newspaper matrimonial ad in India because it ensures them that they can reach out to more people and speed up the search process in doing so. While online matrimonial sites are more prevalent with youngsters, newspaper matrimonial ads reach out to seniors in the community who are looking for prospective brides and grooms for their students and relatives.

These advertisements are usually simple text advertisements that have simple sentences to avoid confusion. Like any other newspaper advertisement matrimonial ads are priced based on the number of words, lines and characters and therefore you need to create your matrimonial ad keeping in mind certain factors.

Advertisement for matrimonial can consume a lot of words and affect your budget. Hence, you have to communicate effectively with limited lines and words. Keep your advertisement content short, simple and precise. Include important information like age, caste, groom or bride etc and contact information without wasting lines or characters.

## **Classifieds and resumes**

The readers should try to read classifieds and resumes carefully to understand them. It looks so simple job but most of them won't understand as they do not pay their attention carefully.

## **Brochures**

- Ø Start with the folded brochure. Start reading the front page.
- Ø Open the cover to reveal the inside front panel.
- Ø Open the front panel to reveal the three-panel spread.
- Ø Close the brochure, and turn it over to reveal the back.
- Ø Read the brochure like you would a book—left to right, top to bottom—on each panel.

## **tabular forms**

A tabular form enables users to update multiple rows in a table at once from a single page. You can use the Tabular Form Wizard to create a tabular form that contains a built-in multiple row update process. This built-in process performs optimistic locking behind the scenes to maintain the data integrity.

## **Review of Articles, News Items and Books**

An article review is both a summary and an evaluation of another writer's article. Teachers often assign article reviews to introduce students to the work of experts in the field. Experts also are often asked to review the work of other professionals. Understanding the main points and arguments of the article is essential for an accurate summation. Logical evaluation of the article's main theme, supporting arguments, and implications for further research is an important element of a review. Here are a few guidelines for writing an article review.

### **Preparing to write review:**

- Ø Understand what an article review is
- Ø Think about the organization of the review article
- Ø Preview the article
- Ø Read the article closely
- Ø Put the article into your own words
- Ø Write an outline of your evaluation

### **Writing the article Review**

- Ø Come up with a title
- Ø Cite the article
- Ø Identify the article
- Ø Write the introduction
- Ø Summarize the article
- Ø Write your critique
- Ø Conclude the article review
- Ø Proofread

## **News Items**

Writing a news article is different from writing other articles or informative pieces because news articles present information in a specific way. It's important to be able to convey all the relevant information in a limited word count and give the facts to your target audience concisely. Knowing how to write a news article can help a career in journalism, develop your writing skills and help you convey information clearly and concisely.

### **Planning your article**

- Ø Research your topic
- Ø Compile all your facts.
- Ø Create an article outline
- Ø Know your audience
- Ø Find an angle
- Ø Interview people

### **Writing your news article**

- Ø Start with the lead
- Ø Give all the important details.
- Ø Follow up main facts with additional information
- Ø Conclude your article

### **Proofing your article**

- Ø Check facts before publishing
- Ø Ensure you have followed your outline and have been consistent with style.
- Ø Follow the AP Style for formatting and citing sources
- Ø Have your editor read your article

## **Books**

### **Writing the Review:**

- Ø Include title, author, place, publisher, publication date, edition, pages, special features (maps, etc.), price, ISBN.
- Ø Hook the reader with your opening sentence. Set the tone of the review. Be familiar with the guidelines -- some editors want plot summaries; others don't. Some want you to say outright if you recommend a book, but not others.
- Ø Review the book you read -- not the book you wish the author had written.
- Ø If this is the best book you have ever read, say so -- and why. If it's merely another nice book, say so.
- Ø Include information about the author-- reputation, qualifications, etc. -- anything relevant to the book and the author's authority.
- Ø Think about the person reading your review. Is this a librarian buying books for a collection? A parent who wants a good read-aloud? Is the review for readers looking for information about a particular topic, or for readers searching for a good read?
- Ø Your conclusion should summarize, perhaps include a final assessment. Do not introduce new material at this point.
- Ø To gain perspective, allow time before revising.

(Note: These notes are prepared and compiled by Dr Adi Ramesh, GDC, Jammikunta for the UG II Year (III Semester) students for their examination purpose only, not to print in any book form. Some of these materials are downloaded from internet sources for the benefit of the students.)

## Paragraph Writing

A paragraph is a group of sentences organized on a specific topic. Paragraph writing is the foundation of all easy writing. The form of it is expository, persuasive, narrative or creative. A basic paragraph structure generally has five sentences—the topic sentence, three supporting sentences, and a concluding sentence. To make a good paragraph, one needs to understand the four important elements of paragraph writing. They are unity, order, coherence and completeness.

The writer must observe the following points in writing paragraph:

1. Writer has to decide what the main topic of the paragraph is.
2. What is the main idea?
3. Why should I write?
4. Write down enough information and innovative ideas related to that topic.
5. The writer must plan to maintain order and coherency.
6. The paragraph must not be too lengthy or too short.
7. When writing is finished, it must be checked by the writer once or twice. Grammatical mistakes may occur here and there so the writer has to check the things. Spelling mistakes and bad grammar can significantly impact the perceived quality of the paragraph.

To make a meaningful paragraph, the following connectors are used.

Meaning/ function	Connectors
To sequence the ideas	First, firstly, second, secondly, third, thirdly, next, then, after this, last, lastly, finally, according to, accordingly, meanwhile, henceforth
To introduce an additional idea	Also, in the same way, both...and...likewise, furthermore, additionally, in addition, moreover, similarly, correspondingly, likewise, as well as, besides, another, equally, too
Contrast	Though, although, even though, in contrast, conversely, alternatively, but, yet, nevertheless, now with standing, however, on the other hand, whereas, while, instead, otherwise
To show time	After a while, now, afterwards, once, at last, presently, at that time, previously, at the same time, shortly, before, simultaneously, currently, since, earlier, soon, eventually, subsequently, finally, then, formerly, thereafter, in the meantime, until, in the past, until now, initially, whenever, later, while
Add similar idea	Comparatively, coupled with, correspondingly, identically, likewise, similar to, together with, equally
To introduce an example	For example, such as, for instance, to illustrate, as an illustration, namely, to demonstrate, in particular, specifically
To indicate a consequence	Consequently, accordingly, as a result, hence, subsequently, therefore, thus, thereupon, as a consequence, for this reason, wherefore

To introduce an explanation	That is, in fact, indeed, namely, specifically, thus
To emphasize a point	Even more, above all, indeed, more importantly, besides
To summarize	To conclude, as a final point, in brief, in conclusion, indeed, in short, lastly, in summary, finally,

## Letter Writing

Writing a letter is important in maintaining personal or professional relationships and developing and promoting one's language and culture.

### Format of a letter

There are various types of formats of writing a letter. It is better to use the **indented** or conventional format or the **blocked** or current style of format.

### Parts of a Letter

**1. Heading:** The heading comprises the address of the writer and the date. In the conventional style of writing a letter, it should be written at the top right hand side of the page with a comma at the end of each line and full stop at the end.

<b>Informal:</b> 11-22/3, Ramnagar, Metpally, Jagtyal, 1 November, 2017.	<b>Formal:</b> Teachers Colony, Jammikunta, 1 November, 2017.
---	--

### 2. Address

<b>Informal:</b> ---- Metpally, Jagtyal.	<b>Formal:</b> To The District Collector,
---	---

### 3. Salutation

<b>Informal:</b> My Dear Father/Mother/ Brother/Sister/ My Dear Rohan/ Dear Kannaiah	<b>Formal:</b> Dear Sir/ Dear Mr. Shyam/ Dear Madam
--	--

### 4. Body or Text

The text should be brief and the simple. It should also be free from the spelling and grammatical mistakes.

### 5. Leave taking or Subscription

<b>Informal:</b> Yours affectionately Yours lovingly Your loving son /daughter / father	<b>Formal:</b> Yours sincerely Yours truly Yours faithfully
--	--

### 6. Signature

The signature should always be legible and handwritten and it does not require any full stop.

### 7. Address on the envelope

11-22/3,  
Ramnagar,  
Metpally,  
Jagtyal,  
1 November, 2017

### Model Letter: 1 (Formal)

#### An application for a job in a reputed company

1-2-345  
Ram Nagar  
Jammikunta  
04 October, 2017

To  
The Manager  
Siddharth Motors  
Metpally

Dear Sir,

Sub: Application for the post of an accountant  
Ref: Your advertisement in *The Hindu*, dated 03-10-2017.

With reference to the advertisement posted in *The Hindu* (dated 03-10-2017) for the post of an accountant in, I offer myself as a candidate for the post.

I passed B.Com with Computer Applications from Government Degree and PG College, Jammikunta in May 2015. I have also passed PGDCA. I have been working as an accountant for two years in Zam Zam private company.

I assure you that if I am given an opportunity, I will work to my fullest capacity.

Thanking you.  
Yours faithfully  
Rohan



**Model Letter: 2 (Informal)**

**A letter to a friend, congratulating her on her success**

6-7-89

Ka. Ka. Colony

Hyderabad

09 October, 2017

My Dear Navya,

My hearty congratulations to you on getting admitted to the MBBS programme in the prestigious medical college, AIIMS, New Delhi. I really appreciate your hard work in reaching the great heights of your aspiration.

Keep up your success. I wish you achieve many more merits in the years to come. I hope you are doing well with your new college and friends.

Your loving friend

Ajay Aswin

## Notice

### How to write notice and circulars

#### Introduction

Notice writing is an important part of English writing course in many education boards including CBSE. Notices are used in our life in many ways. Thus it is essential for us to understand utility, features and syntax of a good notice

#### Unity:

Suppose you lost your watch in school playground; you can place a notice on school notice board to appeal to return it to you. Your teachers can put a notice here to inform about exam dates, change in syllabus, essay competition or educational tour to Jaipur etc

Notices are actually needed to be pasted, clipped or published at a place where many interested persons visit to look for information. This place can be notice board of a school, reception desk of an office, bank, court, Websites of govt. department or any company, notice column of a newspaper or any other place where people come frequently.

### Features:

A good notice should have following features

- 1. Brief:** A notice should provide information in minimum number of words .About 40 to 50 words are enough. Sentences should be short. No repetition; No introduction; only to the point information
- 2. Complete:** A Notice should provide complete information. If you are writing notice about sports competition, it should tell about participation criteria like age limit, fees if any, Date, venue, chief guest, prize etc.
- 3. Authority:** A Notice must include name of authority who is issuing the notice. It can be you (as in the case of watch lost in school playground), teacher, principal, manager of bank, secretary of departments etc
- 4. Clarity:** There should not be any ambiguity in the information. Message should be straight forward.

### Model Notice:

You are Kummari Rajkumar, head boy of Chammak Chandra international school. Your school is publishing annual magazine next month. Write a notice for your school notice board and invite write ups from the student

#### Notice – Annual Magazine

Our school is publishing annual magazine next month. Interested students can submit their articles, stories, essays, poems, jokes, etc to the undersigned in room no 205, in 4<sup>th</sup> period before 15<sup>th</sup> of this month. Mention your name, class, roll no, and also submit one photograph. Write up should be original. In choosing content decision of selection committee will be final.

Kummari Rajkumar,  
Head boy –  
Chammak Chandra International School

## Invitation

An invitation letter is basically written and given by a person to another person or organization when he or she or they are conducting a particular function and want the presence of the person or organization there.

Sample Invitation Letter Writing Tips:

- Keep the tone of the letter either formal or informal
- Address the person to whom you are writing the letter

**Dr. ADI RAMESH BABU, Asst Professor of English, Govt. Degree & PG College, Jammikunta 35**

Downloaded from: [www.sucomputersforum.com](http://www.sucomputersforum.com)

- Invite the organization or person in a pleasant manner for the event or function
- Write the name, place and date of the function neatly
- Avoid making any spelling and grammar mistakes
- Keep the tone of the letter friendly and informal

### **Model Invitation**

From,  
Banti  
Chiki Chiki Nagar  
Jammikunta

1<sup>st</sup> November, 2017

To,  
Sonti  
Kala Nagar  
Metpally

Subject: Sample Invitation Letter

Dear Rudranetra,

I Mrs. Rupa Ravindhran is writing this letter to Mr. Rudranetra to invite you and your family personally to attend the engagement function of my granddaughter that is on the 30-11-2017. Please take this as my personal invitation to you and your family. I and my family would definitely be glad to see you all there at the function so do come.

Due to some inconvenience I could not invite you personally for the function. Hence I am writing this letter to you. Also, please join us for dinner after the function. Would be awaiting you all at the function till then stay fine.

Yours Truly,  
Rupa Ravindhran

## RESUME

A **resume** is a written compilation of your education, work experience, credentials, and accomplishments.

### (Model-I) RESUME

Name : L. Sunitha  
Father's Name : L. Sammaiah  
Date of Birth and age : 14-06-1989  
Nationality : Indian  
Address : H. No: 1-1-111  
Ramnagar  
Jammikunta  
505 122

Educational Qualifications :

Course	Name of the University/ Board	Year of Passing	Percentage of Marks
M.Sc (Zoology)	Osmania University	2010-2012	70 %
B.Sc.	Kakatiya University	2007-2010	77 %
Intermediate	Board of Intermediate Education	2005-2007	87 %
S.S.C	Board of Secondary Education	2004-2005	98 %

Other Qualifications : Diploma in Communication Skills in English  
Technical Qualifications : C, C++, Oracle  
Experience : Worked as a lecturer in Zoology in Lalaana Junior College, Kommuguda during 2012-2013  
Languages Known : English, Hindi and Telugu  
Achievements : Gold Medal in M. Sc Zoology  
References : 1. K. Lingareddy  
Asst Professor of Commerce  
Government Degree & PG College, Jammikunta  
2. Dr Adi Ramesh Babu  
Asst Professor of English  
Government Degree & PG College, Jammikunta

Date:

Place: Warangal

(Model-II)

## RESUME

**Kattula Kattaiah**

H: No: 2-2-222

Koma Nagar

Pakkalagutta

Budu Budu Gunta

500 123

Mobile No: 1000100011

### CAREER OBJECTIVE:

To make excellent career from an opportunity of joining in your institution where I can prove myself and make optimum usage of my skills towards dedicated team efforts.

### ACADEMIC PROFILE:

Course	Name of the University/ Board	Year of Passing	Total Mark s	Percentage of Marks
M.A.(English)	Kakatiya University	2009-2011	900	70 %
B.A.	Kakatiya University	2006-2009	1800	52%
Intermediate	Board of Intermediate Education	2004-2006	1000	59 %
S.S.C	Board of Secondary Education	2003-2004	600	63 %

### OTHER QUALIFICATIONS:

Ø PGDTE from (EFLU) English and Foreign Languages University, Hyderabad

Ø PGCTE from (EFLU) English and Foreign Languages University, Hyderabad

### EXPERIENCE:

Ø Worked as an Asst. Professor of English, Kevvu College of Engineering, Kenakeka, during 2012-2013.

Ø Worked as a teacher in English, Kotte Kotte Public School, Kummala, during 2011-2012.

### STRENGTHS:

Ø Good interpersonal skills.

Ø Strong work commitment with self confidence, dedication and determination.

Ø Interested to learn new things.

### PERSONAL DETAILS

**Father's Name** : Mattaiah  
**Date of Birth** : 05-04-1987  
**Gender** : Male  
**Caste** : OC  
**Nationality** : Indian  
**Languages known** : English, Hindi and Telugu.  
**Permanent Address** : H. NO: 2-2-222  
Koma Nagar  
Pakkalagutta  
Budu Budu Gunta -500123

### DECLARATION:

In view of the above mentioned particulars, I request you to be kind enough, to give an opportunity to serve your esteemed institution in the capacity mentioned above for which act of kindness I shall be ever grateful to you.

Place: Warangal

(Kattula Kattaiah)

## Qualities of Good Handwriting

Each person has their own unique style of handwriting, whether it is everyday handwriting or their personal signature. Even identical twins who share appearance and genetics do not have the same handwriting. A person's handwriting is like that person's fingerprints: people might be able to copy it, but never write it in an identical way. The place where one grows up and the first language one learns melt together with the different distribution of force and ways of shaping words to create a unique style of handwriting for each person.

Characteristics of handwriting include:

- Ø specific shape of letters, e.g. their roundness or sharpness
- Ø regular or irregular spacing between letters
- Ø the slope of the letters
- Ø the rhythmic repetition of the elements or arrhythmia
- Ø the pressure to the paper
- Ø the average size of letters
- Ø the thickness of letters

(These notes are prepared and compiled by Dr Adi Ramesh, GDC, Jammikunta for the UG II Year (III Semester) students for their examination purpose only, not to print in any book form. Some of these materials are downloaded from internet sources for the benefit of the students.)

**Satavahana University**  
**Skill Enhancement Course (SEC)**  
**Communicative Skills in English**  
**Under Choice Based Credit System**  
**2017-18**  
**Common Paper for all III Semester UG Courses**  
**Model Question Paper**

**Time: 2 hours]**

**[Maximum Marks: 40**

**I) Answer any two out of four questions**

**(2x5=10)**

- i) What are the sub-skills of listening?
- ii) Write essential elements for speaking?
- iii) What are factors affecting writing skills?
- iv) Write your resume for the post of a teacher?

**II) Answer any two questions with one each from two units**

**(2x15=30)**

i) How to Develop Listening Comprehension? Give examples.

Or

What is intonation? Write the usage of falling and raising tones?

ii) Write the essential elements for writing? Explain with suitable examples?

Or

Write a letter to your friend, congratulating her on her success

**INTERNAL ASSESSMENT TEST, (2017-18)**  
**SEMESTER-III (CBCS)**  
**Skill Enhancement Course (SEC)**  
**Communicative Skills in English**  
**Under Choice Based Credit System**  
**Common Paper for all III Semester UG Courses**  
**Model Question Paper**

**Time: 30 minutes**

**Max Marks: 10**

**Name:**

**Course:**

**Hall Ticket No:**

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**Section – I**

**I. Objective type 5 Multiple Choice Questions**

**5x1=5 Marks**

1. How many sounds in English language  
A) 26 B) 20 C) 24 D) 44 ( )
2. JAM means \_\_\_\_\_  
A) Just A Master B) Just A Minute C) Jester And Money D) Just A Mind ( )
3. Which of the following is a formal leave taking  
A) Yours faithfully B) Yours lovingly C) Your ever D) Yours ( )
4. The letter to 'District Collector' is called \_\_\_\_\_ letter  
A) Semi formal b) formal C) informal D) None of the above ( )
5. \_\_\_\_\_ is a written compilation of one's education, work experience, credentials, and accomplishments.  
A) Resume B) report writing C) letter D) notice ( )

**II. Fill in the blanks 5 Question**

**5x1=5 Marks**

6. Reading through quickly to get an overall idea of the content is called \_\_\_\_\_
7. Speech sounds are also called \_\_\_\_\_
8. \_\_\_\_\_ is relative emphasis or prominence given to a certain syllable in a word
9. The essential elements to good paragraph are \_\_\_\_\_
10. The system of word order in English language is called \_\_\_\_\_