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Purpose statement

This module describes the skills, knowledge and attitudes to be acquired for the trainees. The trainee will be able to give accounts of social events attended, describe social events attended, justify social activities engaged in, talk about professional experiences and ambitions, discuss and express one's own ideas and opinions, write short compositions on familiar topics, write different kinds of sentences and paragraphs, use punctuation marks, identify different types of compositions, develop any topic of interest into a composition, extract specific information from a reading text, differentiate between the main ideas/points and the supporting details, identify kinds of social letters, identify elements of social letters, provide appropriate reply to social letters, capture and report the main points of a trade-related relatively slow speech/recording, separate the main points from supporting details/commentary.

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Learning Unit 1 – Talk about familiar events and activities

LO 1.1 – Describe social events

• **Description of social events**

An **event description** is a statement or account giving the characteristics of an event. It is intended to give a mental image of an event that took place.

A **social event** can be defined as a gathering where the purpose is to bring people together in a group so they can socialise. Parties are social gatherings.

Examples of social events:

- Weddings
- Parties
- Birthdays
- Funerals
- Graduation ceremonies

When describing a social event, use descriptive words such as:

- ✓ Adjectives
- ✓ Adverbs
- ✓ Verbs
- ✓ Gerunds
- ✓ Colours

- ✓ Shapes
- ✓ Weather, etc.

Descriptive language appeals to all five of our senses: taste, touch, sight, smell, and sound. When used correctly, descriptive words can entertain, persuade, inform, and educate.

Adjectives

Adjectives are the most popular descriptor in English. Adjectives modify nouns and pronouns. However, it's worth noting that while all adjectives are descriptive words, not all descriptive words are adjectives.

Adverbs

While adjectives provide further description for nouns, **adverbs** add on to verbs. Adverbs take things up notch, though. They can also modify other adverbs, as well as adjectives. Adverbs can be used to describe concepts such as time, place, circumstance, manner, or degree.

Verbs

Verbs are the action words in a sentence that describe what the subject is doing. Along with nouns, verbs are the main part of a sentence or phrase, telling a story of what is taking place. In fact, without a verb, full thoughts can't be properly conveyed. The choice of verbs to be used depends on what you want to describe. There are many types of verbs; in addition to the main categories of physical, mental verbs, and state of being verbs, there are several other types of verbs.

Gerunds

Gerunds are created out of verbs, but function as noun. In English, gerunds end in -ing. Gerunds can be descriptive words because they are often used to describe the actions of an individual.

There are many descriptive words. When it comes to using descriptive words, variety is a key. Instead of overusing the same words, challenge yourself to come up with creative ways to appeal to your listener's senses.

Colours

One of the best ways to describe what we see is through colour. Using colours when describing an event will help the audience understand what the event looked like.

Shapes

When describing a social event, you may need to use some words describing shapes. The words you use to describe a shape may be technical or playful, finding similes to represent their shapes, such as “he was as thin and lanky as a much-used toothbrush.”

Weather

You can use verbs and adjectives to describe the weather. There are also other words that can help describe weather. Some adjectives used to describe weather are very similar in meaning (i.e., *hot* and *warm*) and a little harder to distinguish, while others are completely different (i.e., *rainy* and *sunny*) and easier to remember.

LO 1.2 – Give account of social events and ceremonies attended

• Giving accounts of social events

When describing an event, talk about when and where the event took place. Account of social events or ceremonies attended should be given according to:

- ✓ What happen
- ✓ When they happen
- ✓ Where they take place
- ✓ Why they happen
- ✓ Who is involved in them
- ✓ How they happen
- ✓ How long they last

• Enquiring about social events using question words

- ✓ Who?
- ✓ When?
- ✓ Where?
- ✓ What?
- ✓ How?
- ✓ Why?

These questions are sometimes called journalistic questions because all news stories should answer them. Prepare answers to these WH-questions anytime you are going to talk about an event, an experience or something that happened.

The above WH-question words help to make sure answers are provided for the following questions:

- Who was involved?
- What happened?
- When did it happen?
- Where did it happen?
- Why did it happen?
- How did it happen?

LO 1.3 – Justify social activities engaged in

● Using conjunctions to justify social activities by expressing their

✓ Reason

- We can begin a clause to give reason with these words:
 - **As** it was getting late, I decided I should go home.
 - We must be near the beach, **because** I can hear the waves.
 - **Because** everything looked different, I had no idea where to go.
 - **Since** he was going to be living in Sweden for some time, he thought he should read something about the country.
- **For, in that, inasmuch as:**
 - We must begin planning now, **for** the future may bring unexpected changes.
 - The film was unusual **in that** there were only four actors in it.
 - Clara and I have quite an easy life, **inasmuch as** neither of us has to work too hard but we earn quite a lot of money.
- **Because of, due to, owing to**
 - **Because of** is used before a noun or noun phrase: We were not able to come **because of** bad weather.
 - **Due to:** She was unable to run **due to** a leg injury.
 - **Owing to** (not after the verb be): We have less money spent **owing to** budget cuts.

✓ Purpose

- **So that** is usually followed by can, could, will or would:
 - The police locked the door **so that** no one could get on.
- In order to, so as to: these are formal ways of expressing purpose
 - Scientists used only local materials **in order to/ so as to** save money.

✓ **Result**

- **So/ such** +adjective+ that:
 - Jim was **so tall that** he hit his head on the ceiling.
 - Helen is **such a busy person that** she never feels bored.
- **So much/ many/ few/ little** +noun+ that:
 - There were **so many passengers that** we couldn't find a seat.
- **Too**+ adjective+ to:
 - The table was far **too heavy** to lift.

LO 1.4 – Talk about professional experiences and ambitions

● **Talking about professional experiences**

When talking about professional experiences, use past tenses.

➤ **Use of past tenses**

❖ **Past Simple**

- ✓ The main use of past simple is for finished actions in the past. For example:
 - I *was* born in San Francisco.
 - I *cleaned* my room.
 - I *forgot* my key.
- ✓ We can use it with a finished time phrase like in the sentences below:
 - *Yesterday* I went to the supermarket.
 - *Last night* we watched the football.
 - The phone rang *five minutes ago*.

Other common time expressions you can use are:

Last month, last week, last summer, in 1987, when I was a child, a long time ago, on Monday, in February
etc.

❖ **Past continuous**

We form it using *was/were+ verb+ ing*

- ✓ A common use of the past continuous is to show that a longer action was interrupted (usually by a shorter action in the past simple). We often use the time expression *when*. For example:
 - I *was swimming* in the sea when I saw a shark.
 - Henry *was sitting* at home when the phone rang.
 - She *was playing* the golf when it began to rain.

- ✓ When two continuous actions are happening at the same we use the time expression *while*:
 - I *was talking* to Sarah while she *was driving*.
 - We *were playing* while dad *was cooking* dinner.

- ✓ We can also use it to show a continuous action happening at a specific time in the past:
 - Yesterday morning I *was practicing* the piano.
 - At 6 o'clock I *was eating* dinner.
 - What *were you doing* at 8pm last night?

❖ Past perfect

We make the past perfect by using *had+ past participle*

- ✓ We use it when one action happens before another past action. For example:
 - The film *had started* when *we arrived*. (the film started *before* we arrived)
 - The film *started* when *we arrived*. (we arrived at the *same* time the film started)

❖ Past Perfect Continuous

We form the past perfect continuous with *had+ been+ verb +ing*

- ✓ We use it to show that an action which started in the past continued up to another point in the past. For example:
 - She *had been living* in Italy for three years when she lost her job.
 - By the time Steve arrived I *had been working* for nearly eight hours!

- ✓ We can also use it to talk about the cause of something in the past. For example:
- Susan was sweating because she *had been running*.
- Henry was late because he *had been studying*.

● **Talking about professional ambitions**

Use future tenses to talk about professional ambitions. There are several different ways you can talk about the future.

❖ **Simple Future**

The **simple future tense** is used when an action is promised/ thought to occur in the future.

Structure:

Subject+ shall/ will + verb+

Example:

- We shall move to another city.
- They will make a phone which has artificial intelligence.

Note: The structure of the present progressive tense also can be used when an action is promised/ arranged/ planned to take place in the near future.

Example:

- We are moving to Texas next week.

❖ **Future Continuous Tense**

The future continuous tense is used when an action is promised/ thought to be going on at a specific time/context in the future.

Structure:

Subject+ shall/ will+ verb +*ing*

Examples:

- I shall be sleeping at around 6.00 am tomorrow.
- They will be playing at this time tomorrow.
- She will be watching TV when I come home.

❖ **Future Perfect Tense**

The future perfect tense is used to demonstrate an action which is promised to be done by a certain time in the future.

Structure:

Subject + shall/ will + have + verb in the past participle

Examples:

- I shall have completed the assignment by Monday.
- She will have cleaned the house before her father comes.
- Alex will have submitted the tender by tomorrow.
- They will have finished making the bridge by January.

❖ **Future Perfect Continuous Tense**

The future perfect continuous, also sometimes called the future perfect progressive, is a tense that describes actions that will continue up until a point in the future.

Structure:

Will + have+ been + verb+ing

Examples:

- In November, I will have been working at my company for three years.
- When I turn thirty, I will have been playing piano for twenty-one years.
- At five o'clock, I will have been waiting for thirty minutes

Learning Unit 2 – Write short compositions on familiar topics

LO 2.1 – Use the building blocks of sentences and paragraphs

What is a sentence?

A sentence is a group of words which starts with a capital letter and ends with a full stop (.), question marks (?) or exclamation mark (!). A sentence contains or implies a predicate and a subject.

What is a clause?

A **clause** is a group of words that includes a **subject** and a **verb**. A sentence may contain one clause or many clauses. A clause can be dependent or independent.

- An **independent clause** is one that can stand alone as a sentence.
- A **dependent clause** (or subordinate clause) is one that cannot stand alone as a complete sentence because it does not express a complete thought.

Here are examples of dependent clauses (shaded) and independent clauses:

- The car **that your wife sold me last week** has broken.
- I am not tidying the dishes **unless Peter helps**.
- **When it rains**, the daffodils bow their heads.

- **Types of sentence (according to the structure)**

➤ **A simple sentence**

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

Examples:

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

➤ **A compound sentence**

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

Examples:

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

There are seven coordinating conjunctions:

- For, and, nor, but, or, yet, so

To remember these conjunctions, you might want to learn this acronym: **FANBOYS**

➤ A complex sentence

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

Examples:

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

Here are some common subordinating conjunctions:

- After, although, as, because, before, even if, even though, if, provide, rather than, since, so that, than, thought, unless, until, whether, while

Here are some relative pronouns:

- That, which, who, whom, whose, why, when, what, where, how

The relative pronouns above are the simple relative pronouns. You can also have compound ones. A compound relative pronoun is formed by adding either **ever** or **soever** to a simple pronoun:

- Whoever, whosoever, whosoever, ...

➤ A compound-complex sentence

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

Examples:

- John didn't come because he was ill so Mary was not happy.
- He left in a hurry after he got a phone call but he came back five minutes later.
- After Prince Charming put the glass slipper on her foot, Cinderella went to the palace and lived happily ever after.
- Birds fly, and they migrate towards the south when it is wintertime.

● The building blocks of a simple sentence/clause

There are several sentence patterns in English. Only the simplest are explained below.

An English sentence must have at least two parts: **a subject** and **a predicate**.

✓ **Subject**

The subject is what the sentence is about. It is usually the name of a person or thing. It is almost always a noun or a pronoun.

Examples are:

- *I* am a student.
- *Peter* is writing letters.
- *Tom* went to school yesterday.
- *India* is a large country.
- *They* bought a new house.

✓ **Predicate**

The **complete predicate** usually tells what the subject is or does. The complete predicate consists of the verb, its modifiers, and any other words that complete the meaning. The verb can tell what action the subject performs, or it can link the subject to another word in the predicate. The verb itself is called the **simple predicate**.

Examples:

- River flows. (simple predicate)
- The gray-green river flows slowly through the city. (simple predicate with modifiers)
- Jane is our new English teacher.
- They are playing football.

✓ **Verb**

Verbs are words that show an action (*sing*), occurrence (*develop*), or state of being (*exist*).

Examples:

- I *am* a teacher.
- She *did* a stupid thing.
- I *have finished* my homework.
- She *is* wonderful.

✓ **Objects**

There are **direct objects** and **indirect objects**. The direct object (DO) of a verb is the noun or pronoun that receives its action. The verb with a direct object is transitive. Sometimes a verb has an indirect object (IO) in addition to its direct object. It tells to whom the action is done.

Examples:

- John bought a book. (DO)
- Leo told Gwen a joke. (IO)

✓ **Subject complements**

A subject complement is a noun, pronoun, or adjective that follows a linking verb and identifies or describes the subject.

Examples:

- Kendra is a shepherd in the play.
- The staff is hers.

✓ **Prepositional phrase**

A prepositional phrase is a group of words that begins with a preposition. A prepositional phrase can be an adjective prepositional phrase or an adverb prepositional phrase.

A prepositional phrase that describes a noun or pronoun is called an **adjective prepositional phrase**, or an **adjective phrase**.

Examples:

- The parrot with colourful feathers ate sunflower seeds.
- The colourful parrot drank some water.

A prepositional phrase that describes a verb is called an **adverb prepositional phrase**, or an **adverb phrase**.

Examples:

- The macaw paced in its cage.
- It screeched in a harsh voice.
- It scolded us through the day.

● **Types of paragraphs**

There are many different types of paragraphs. Each type has a different purpose, and writers make use of different means in achieving each purpose. The following is a list of some of the paragraph types we will be using.

✓ **A descriptive paragraph**

The purpose of a descriptive paragraph is to allow the reader to experience the item, phenomenon or event being described as vividly as possible without physically sensing it. That is, the reader cannot see it, but knows what it looks like; cannot taste it, but knows whether it is salty or sweet; cannot touch it, but knows its texture. Descriptive paragraphs typically include modifiers (ex., adjectives, adverbs, prepositional phrases) and figurative language (ex., metaphors, personification, similes) to help enrich the 'experience' for the reader.

Example:

Hanging on my bedroom wall is a picture of train. Sometimes, when I'm lying on my bed, I take a closer look. The front of the train has a number of flags, but they don't look like today's American flag. Instead, these flags have stripes and a circle of stars. The train is at a station, and the conductor is walking toward the tracks in front of the train. Is he preparing to speak to all of the hat-wearing men and children behind him, or is he checking out the tracks? I can't decide. The clock on the post outside the station says it is about six fifteen, and I'm guessing that it's evening and not morning since it doesn't look dark. I can just imagine the smell of coal and hear the sound of the

train as it snorts and breathes, chomping at the bit to get moving. The picture always makes me think about life in the past.

✓ **A narrative paragraph**

Narrative paragraphs tell stories. They differ from short stories or novels in length as well as in the amount of detail provided; they sometimes are a little more than brief vignettes. True narrative paragraphs, however, are similar to short stories.

Example:

One of the oddest coincidences in my life happened when I left America to visit Seoul, South Korea. A friend and I wanted to visit a castle in Seoul, so we found some locals who agreed to take us to see it. As we were walking, up some steps from one part of the grounds to another, I saw some people watching us from the top of the steps. When I got to the top, someone I had never seen before mentioned my sister's name and asked if I was her sister. I almost couldn't talk! How could these people know my sister, who lived in Australia? They explained that they were my sister's neighbours in Australia and that I looked just like her. It was the strangest experience in my life!

✓ **An expository paragraph**

An expository paragraph explains something; its purpose is to help the reader understand. Exposition often includes techniques such as the use of examples or illustrations to support a point or the use some kind of ordering (chronological, numerical, for example) to help a reader follow a process. Exposition needs to be clear; language is often quite direct although sometimes a writer may use language devices to help illustrate a point.

Example:

To be healthy, teens can exercise, eat nutritious foods, and keep themselves safe. First, participating in various kinds of fitness can keep them in shape. This can include walking, riding their bikes, and playing sports. Next, maintaining a nutrient-rich diet can help teens stay well. Three balanced meals and two wholesome snacks a day can keep their health on track. Finally, staying out of dangerous situations can keep teens healthy. Avoiding strangers, wearing seatbelts in cars, and checking smoke detectors are all great ways to accomplish this task. Teens who follow these tips will keep their bodies unharmed and in good physical shape.

✓ A persuasive paragraph

The purpose of a persuasive paragraph is to convince the reader of something, such as the writer's position on a controversial topic or proposal for a new project. The structure is often similar to that of an expository piece, as it is usually helpful to explain a little bit about the subject, but rhetorical devices are often employed to help sway the reader's opinion.

Example:

All students should be required to learn how to use the internet. First, because the web gives students access to a tremendous amount of research from the comfort of school or home, they can save time doing research if they learn to use this resource. For example, if students want to write about poodles, they can easily go to a search engine and find all of the resources they could possibly want or need on the topic. Next, the internet allows instant communication with access to everything from email to Skype. Students who have access to the web can communicate with parents and friends during breaks, resolving issues or letting parents know about a schedule change, finally, learning to use the internet will help students compete in highly-competitive and technologically-savvy world. Many jobs today require employees to use the internet, and if students don't know how to do this, they will be stuck in lower-paying jobs. Clearly, the internet is a necessity in today's world, so all students should learn how to use it.

● The building blocks of a paragraph

A paragraph is a group of sentences about one topic or one main idea. A paragraph is a series of sentences that are organised and coherent, and are all related to a single topic. Almost every piece of writing you do that is longer than a few sentences should be organised into paragraphs. This is because paragraphs show a reader where the subdivisions of an essay begin and end, and thus helps the reader see the organisation of the essay and grasps its main points.

Paragraphs can contain many different kinds of information. A paragraph could contain a series of brief examples or a single long illustration of a general point. It might describe a place, character, or process; narrate series of events; compare or contrast two or more things; classify items into categories; or describe causes and effects. Regardless of the kind of information they contain, all paragraphs share certain characteristics. One of the most important of these is a topic sentence. A paragraph, therefore, contains a topic sentence, supporting details and sometimes a concluding sentence. The sentences follow one

another from the beginning to the end of the paragraph. A paragraph is usually part of a longer piece of writing, such as a letter or essay.

✓ **The topic sentence**

The topic sentence is usually the first sentence of the paragraph. It states the main idea of the paragraph and states the point the writer wishes to make about that subject. A good topic sentence tells the reader exactly what the rest of the paragraph will be about.

✓ **The supporting sentences**

The supporting sentences are the middle sentences of the paragraph. They provide details such as explanations or examples that expand on or support the topic sentence. Supporting sentences are sometimes connected by transition words or phrases.

✓ **The concluding sentence**

A concluding sentence is sometimes used in longer paragraphs to sum up the ideas presented. It expresses the same idea as the topic sentence but in different words. It can start with a transition such as *clearly* or *in conclusion*.

Example of a paragraph:

Terry Fox was a Canadian who suffered from bone cancer and raised awareness for cancer research by trying to run across Canada. He attracted a lot of attention by running the distance of a marathon daily on one prosthetic leg. He also challenged each Canadian citizen to contribute one dollar for cancer research. Unfortunately, Fox was forced to end this run near Thunder Bay because of health complications. The CTV network organized a nation-wide run to continue Fox's fundraising efforts. Clearly, Terry Fox had an impact on both cancer research and the millions of Canadians who participate in the Terry Fox Run every year.

LO 2.2 – Use punctuation marks

- **Identification and use of different punctuation marks**

Punctuation marks are symbols that are used to aid the clarity and comprehension of written language.

The commonly used punctuation marks are the following:

✓ **Full stop or Period (.)**

The period or full stop is used for ending a declarative statement, believed to be complete. It is also used in abbreviations.

Examples:

- My children walked to school.
- Their father, Mr. Gerald Smith, took charge of the hostel on Feb. 2019.

✓ **Comma (,)**

We use a comma:

- To separate words in a list
- to separate phrases and clauses
- before and after a clause or phrase that gives additional, but not essential, information
- to separate main clauses especially long ones, linked by a conjunction such as but, and, or, as, for
- to separate introductory word or phrase, or an adverb or adverbial phrase that applies to the whole sentence, from the rest of the sentence
- to separate a tag question from the rest of the sentence

Examples:

- We have tea, coffee, milk and hot chocolate.
- If you keep calm, take your time, concentrate and think ahead, then you are likely to pass your test.
- The Pennine Hills, which are very popular with walkers, are situated between Lancashire and Yorkshire.
- We had been looking forward to our holiday all year, but unfortunately it rained every day.
- As it happens, however, I never saw her again.
- It's quite expensive, isn't it?

✓ **Question mark (?)**

We use a question at the end of a direct question:

- Where's the car?
- Who are you talking to?

✓ **Exclamation mark (!)**

It is used at the end of a sentence expressing surprise, joy, anger, shock or another strong emotion:

- That's marvellous!
- "Never!" she cried.

✓ **Colon (:)**

We use colon:

- To introduce a list of items
- In informal writing, before a clause or phrase that gives more information about the main clause.
(You can use a semicolon or a full stop instead of a colon here.)

Examples

- These are our options: we go by train and leave before the end of the show; or we take the car and see it all.
- The garden had been neglected for a long time: it was overgrown and full of weeds.

✓ **Semicolon (;)**

We use semicolon:

- Instead of a comma to separate parts of a sentence that already contain commas
- In informal writing, to separate two main clauses, especially those not joined by a conjunction

Examples:

- She is determined to succeed whatever the cost; she would achieve her aim, whoever might suffer on the way.
- The sun was already low in the sky; it would soon be dark.

✓ **Quotation marks/ speech marks ("") ("")**

We use quotation marks:

- To enclose words and punctuation in direct speech
- To draw attention to a word that is unusual for the context
- Around the titles of articles, books, poems, plays, etc.
- In American English, double quotation marks are used

Examples:

- 'What's your name?' he asked.
- Thousands were imprisoned in the name of 'national security'.
- I was watching 'Math of the Day'.
- "Help! I'm drowning!"

✓ Apostrophe (')

We use apostrophe:

- With **s** to indicate that a thing or person belongs to somebody
- In short forms, to indicate that letters or figures have been omitted
- Sometimes, with **s** to form the plural of letters or an abbreviation

Examples:




- My friend's brother
- The students' books
- I'm (I am)
- They'd (They had/ they would)
- Roll your r's
- During the 1990's

✓ Hyphen (-)

It is used:

- To form a compound from two or more other words
- To form a compound from a prefix and a proper name
- When writing compound numbers between 21 and 99 in words
- Sometimes, in British English, to separate a prefix ending in a vowel from a word beginning with the same vowel
- After the first section of a word that is divided between one line and the next

Examples:

-  Hard-headed
-  Mother-to-be
-  Pro-European

✚ Seventy-three

✚ Thirty-one

✚ Co-operate

✚ Decide what to do in order to avoid mistakes of this kind in the future.

✓ **Dash (—)**

It is used:

- In informal English, instead of a colon or semicolon, to indicate that what follows is a summary or conclusion of what has gone before

Examples:

- Men were shouting, women were screaming, children were crying —it was chaos.
- You've admitted that you lied to me —how can I trust you again?

✓ **Round brackets/ parentheses ()**

They are used:

- To separate extra information or a comment from the rest of the sentence
- To enclose cross-references
- Around numbers or letters in the text

Examples:

- Mount Robson (12972 feet) is the highest mountain in the Canadian Rockies.
- He thinks that modern music (i.e. anything written after 1900) is rubbish.
- This moral ambiguity is a feature of Shakespeare's later works (see Chapter Eight).
- Our objectives are (1) to increase output, (2) to improve quality and (3) to maximize profits.

✓ **Ellipsis (...)**

We use ellipsis to indicate that words have been omitted, especially from a quotation or at the end of a conversation:

- ...challenging the view that Britain... had not changed all that fundamentally.

✓ **Slash (/)**

It is used:

- to separate alternative words or phrases
- in internet and email addresses to separate the different elements

Examples:

- single/ married/ widowed/ divorced
- <http://www.oup.com/elt/>

LO 2.3 – Identify types of compositions

In literary sense, a composition (from the Latin “to put together”) is the way a writer assembles words and sentences to create a coherent and meaningful work. Composition can also mean the activity of writing, the nature of the subject of a piece of writing, the piece of writing itself, and the name of a college course assigned to a student.

• **Different types of composition**

There are different types of composition including the following:

- Essay
 - Letter
 - Short story/ narrative
 - Email
 - Review
 - Article
 - Report
-
- ✓ An **essay** is, generally, a piece of writing that gives the author’s own *argument* –but the definition is vague, overlapping with those of paper, an article, a pamphlet, and a short story.
 - ✓ A **letter** is a written message conveyed from one person (or group of people) to another through a medium. The term excludes written material intended to be read in its original form by large numbers of people, such as newspapers and placards; however even these may include material in the form of an “open letter”. Letters can be formal or informal.
 - ✓ A **short story** (narrative) is a piece of prose fiction that typically can be read in one sitting and focuses on a self-contained incident or series of linked incidents, with the intent of evoking a single effect or mood.

- ✓ **Electronic mail (email or e-mail)** is a method of exchanging messages (“mail”) between people using electronic devices.
- ✓ **Review** is a report in the media in which someone gives their opinion of something such as a new book or film.
- ✓ An **article** is a written composition in prose, usually nonfiction, on a specific topic, forming an independent part of a book or other publication, as a newspaper or magazine.
- ✓ A **report** is a document that presents information in an organised format for a specific audience and purpose. Although summaries of reports may be delivered orally, complete reports are almost always in the form of written documents.

LO 2.4 – Develop any topic of interest into a composition (essay)

● **Identification of Parts of a composition (essay)**

An essay is a piece of writing that is written to convince someone of something or to simply inform the reader about a particular topic. The main parts (or sections) to an essay are:

- Introduction
- Body
- Conclusion

In a standard short essay, five paragraphs can provide the reader with enough information in a short amount of space. For a research paper or dissertation, however, it is essential that more than five paragraphs are present in order not to overwhelm the reader with too much information in one paragraph.

● **Contents of each part of a composition**

➤ **Introduction**

An essay begins with a brief introduction, which prepares the audience to read the essay. An effective introduction should:

- Catch the reader’s attention, which can be done, for example, by using a direct announcement, a quotation, a question, a definition, an unusual comparison, or a controversial position
- Introduce the topic of the essay, (in other words, inform the reader of and provide a context for the topic being discussed)
- Introduce the main idea (otherwise known as the thesis or claim) of the essay
- Introduce the purpose of the essay (will it inform, argue, persuade, describe, narrate, classify, etc.)

➤ **Body**

An essay includes body paragraphs, which develop the main idea (thesis or claim) of the essay. An effective body paragraph should:

- Explain, illustrate, discuss or provide evidence to support the main idea
- Discuss only one aspect of the main idea (whenever you move on to a new supporting point, start a new body paragraph)
- Work together with other body paragraphs to support your essay's main idea
- Work together with other body paragraphs to create a clear, cohesive paper, (clarity and coherence can be achieved through the use of transitions)

➤ **Conclusion**

An essay ends with a brief conclusion, which brings the essay to a logical end. An effective conclusion should:

- Provide closure for the reader by reviewing main points (make sure that this review is brief – after all, these points have already been fully developed in the body paragraphs), linking the main idea of the essay to a larger issue, predicting an outcome related to the main idea, giving an opinion, or using a quotation that helps sum up an essential aspect of your main point
- Remind readers of primary focus of the essay, which can be done by restating the main idea in different words
- Avoid introducing new ideas
- Avoid apologies

Learning Unit 3 – Read and interpret messages from simple texts and social letters

LO 3.1 – Extract specific information from text read

We can define **text** as the written words in a book, magazine, etc., not pictures.

- **Brief introduction to deep reading**

Deep reading is the active process of thoughtful and deliberate reading carried out to enhance one's comprehension and enjoyment of a text. Contrast with skimming or superficial reading. It is also called slow reading.

- **Application of deep reading according to procedures**

- ✓ **Silent procedure**

Silent reading is a reading skill which allows one to read without voicing the words. This may involve subvocalization or silent speech; it is defined as internal speech made when reading a word, thus allowing the reader to imagine the sound of the word as it is read. This is a natural process when reading and helps to reduce cognitive load, and it helps mind to access meanings to enable it to comprehend and remember what is read. Although some people associate subvocalization with moving one's lips, the actual term refers primarily to the movement of muscles associated with speaking, not the literal moving of lips. Most subvocalization is undetectable (without the aid of machines) even by the person doing the subvocalization.

- ✓ **Loud procedure**

Reading aloud is one of the most important things parents and teachers can do with children. Reading aloud builds many important fundamental skills, introduces vocabulary, provides a model of fluent, expressive reading, and helps children recognise what reading for pleasure is all about.

- ✓ **Close procedure**

In literary criticism, **close reading** is the careful, sustained interpretation of a brief passage of a text. A close reading emphasises the single and the particular over the general, effected by close attention to individual words, the syntax, the order in which the sentences unfold ideas, as well as formal structures. A

truly attentive close reading of a two-hundred-word poem might be thousands of words long without exhausting the possibilities for observation and insight.

Exercise: Read the following text and do the comprehension questions

Text: Computer Addiction

Computer addiction can be defined as the excessive or compulsive use of the computer which persists despite serious negative consequences for personal, social, or occupational function. The addiction involves online and/ or offline computer usage and consists of at least three subtypes: excessive gaming, sexual preoccupations, and e-mail/ text messaging.

The concept of computer addiction is broadly divided into two types, namely offline and online computer addiction. The term offline computer addiction is generally used when speaking about excessive gaming behaviour, which can be practiced both offline and online. Online computer addiction, also known as Internet addiction, gets more attention in general from scientific research than offline computer addiction, mainly because most cases of computer addiction are related to the excessive use of the Internet.

The symptoms of computer addiction include:

- Being drawn by the computer as soon as one wakes up and before one goes to bed.
- Replacing old hobbies with excessive use of the computer and using the computer as one's primary source of entertainment and procrastination.
- Lacking physical exercise and/ or outdoor exposure because of constant use of the computer. This could contribute to many health problems such as obesity.

Researchers link internet/ computer addiction with existing mental health issues, most notably depression. Studies showed that the majority of those who met the requirements of internet/ computer addiction suffered from interpersonal difficulties and stress and that those addicted go online games specifically responded that they hoped to avoid reality.

There are many consequences resulting from computer addiction. For example, excessive computer use may result in lack of face to face social interaction. It may also lead to Computer Vision Syndrome (CVS), a condition that results in headaches, blurred vision, neck pain, fatigue, eye strain, dry eyes, irritated eyes, double vision, vertigo or dizziness.

Source: https://www.myenglishpages.com/site_php_files/reading-computer-addiction.php

Comprehension: Show whether the statements are True or False by circling the letter

1. Computer addiction is related to only internet activities.

- a) True
 - b) False
2. The symptoms of computers addiction include insufficient physical activity.
- a) True
 - b) False
3. One of the causes of computer addiction is related to the abnormal urge to stay away from real life.
- a) True
 - b) False
4. Deficient real social interaction is another cause leading to computer addiction.
- a) True
 - b) False

LO 3.2 – Identify the most important ideas in the text

- **Distinction of the most important ideas from the detailed information of the text**

- ✓ **Main ideas**

The main idea is the author's message about the topic. It is often expressed directly or it can be implied. It is easy to identify a main idea that is directly expressed in the text.

Main ideas are often found at the beginning of paragraphs. The first sentence often explains the subject being discussed in the passage. Main ideas are also found in the concluding sentences of a paragraph. The main idea can be expressed as a summation of the information in the paragraph as well as a link to the information in the next paragraph.

The main ideas are not always clearly stated. It is more difficult to identify a main idea when it is inferred or implied. It can be implied through other words in the paragraph. An implied main idea can be found in several ways.

- ✓ **Supporting details**

A paragraph contains facts, statements, examples-specifics which guide us all to a full understanding of the main idea. They clarify, illuminate, explain, describe, expand and illustrate the main idea and are ***supporting details***.

Determining supporting details:

- Decide which details help to further the story line

- Decide which details help you to understand the main idea
- Answer questions raised by the main idea (*who, what, when, why or how*)

LO 3.3– Identify the lessons conveyed by the text

● **Text purposes**

A text can have many purposes. There are four main purposes of non-fiction texts:

- To instruct
- To describe or explain
- To persuade
- To inform

✓ **Texts that instruct**

Instructions are everywhere. Whether you choose to follow them is another matter entirely. Instructions can be anything from how to open a box of cereal to step-by-step details of how to put together a flat-pack piece of furniture.

Instructions contain imperatives (bossy verbs) –commands which tell you what to do or what not to do, such as ‘shake the packet’ or ‘do not leave the box open’.

The purpose of the texts like these is to tell somebody what to do or how things should be done. You get instructions if you buy a new piece of equipment like a food processor. Instructions are often in a particular order and may be numbered in bullet points. They are often arranged under subheadings.

✓ **Texts that describe or explain**

Descriptive texts tell you about what has happened or about people and situations. This means that they don’t try to tell you what you should do or think; they leave you to make up your own mind.

These texts tend to be longer because they are not just giving information, but describing or explaining something in more detail. Newspapers, magazines, and internet articles are good examples of this.

Descriptive texts often contain describing words to help build up an image in the reader’s mind. They may draw upon your five sense (seeing, hearing, feeling, smelling and tasting) to help you to imagine what something is like.

✓ **Texts that persuade**

Persuasive texts are all around, from the company logos on almost everything you buy to the letters from the bank offering loans, which appear formal and serious but are really just adverts. A major benefit of being an aware and active reader is understanding the influence and techniques of persuasive texts.

Persuasive texts try to 'take you into' doing something. It may be joining a club, sending some money to charity or buying a new car. They are written to make you agree with a point of view. They usually give you good reasons to do what they want.

✓ **Texts that inform**

These texts give the reader information about something. They contain facts and avoid repetition. They can be very short, such as a street name sign, or longer, like a news article. The longer a text is, the more likely it is to describe or explain rather than inform. The difference is not always clear.

LO 3.4 – Identify the main elements of social letters

● **Kinds of letters**

- ✓ **Business/ formal letters:** a business letter is a formal document sent from one company to another and from a company to its clients, employees, and stakeholders, for example. Business letters are used for professional correspondence between individuals as well.

A number of conventions must be adhered to while drafting formal letters. It must be remembered that there are various formats for formal letters that people follow. The one explained here is the one most commonly used for formal communication these days.

Elements of formal letters

❖ **Sender's address**

The sender's address is usually put on the top right-hand corner of the page. The address should be complete and accurate in case the recipient of the letter wishes to get in touch with the sender for further communication.

❖ **Date**

The sender's address is followed by the date just below it. This is the date on which the letter is being written. It is important in formal letters as they are often kept on record.

❖ **Receiver's address**

After leaving some space we put the receiver's address on the left side of the page. Whether we write "To" above the address depends on the writer's preference. Make sure you write the official title/name/position etc. of the receiver, as the first line of the address.

❖ **Greeting**

This is where you greet the person you are addressing the letter to. Bear in mind that it is a formal letter, so the greeting must be respectful and not too personal. The general greetings used in formal letters are "Sir" or "Madam". If you know the name of the person the salutation may also be "Mr...." or "Ms....". But remember you cannot address them only by their first name. It must be the full name or only their last name.

❖ **Subject**

After the salutation/ greeting comes the subject of the letter. Here you sum up the purpose of writing the letter in one line. This helps the receiver focus on the subject of the letter in one glance.

❖ **Body of the Letter**

This is the main content of the letter. It should be divided into three paragraphs. The purpose of the letter should be made clear in the first paragraph itself. The tone of the content should be formal. Do not use any flowery language. Another point to keep in mind is that the letter should be concise and to the point. And always be respectful and considerate in your language, no matter the subject of your letter.

❖ **Closing the letter**

At the end of your letter, write a complimentary closing. The words "Yours Faithfully" or "Yours Sincerely" are printed on the paper. Generally, we use the latter if the writer knows the name of the person.

❖ **Signature**

Here finally you sign. And then write your name beneath the signature. This is how the recipient will know who is sending the letter.

- ✓ **Social/ informal/ friendly letters:** these are letters to friends and family and they are usually written in a conversational style. A personal letter written on the occasion of a special event is an example of a social letter.

Informal letters are mainly used for personal communication. So, they do not have to follow any specific pattern, format or conventions. They can be written as per the writer's wishes and the

requirement of the situation. So the letter is written in a personal fashion in casual unassuming language.

- **Types of social letters**

There are many types of social letters. Examples are:

- Friendly/ informal letter
- Invitation note
- Apology letter
- Thank you letter
- Condolence/ sympathy letter
- Acceptance letter
- Regret letter

As we discussed earlier there is no set format when writing an informal letter. But there is a general pattern, some conventions that people usually follow.

- **The main elements of a social letter**

- ❖ **Address**

The first thing to write is your address. We usually write the left-hand side of the page at the very top. The address should be accurate and complete. Even when writing to close friends or relatives the address must be written, so they can reply back to the letter with ease. If the recipient of the letter is in another country, do not forget to write your country as well in the address.

- ❖ **Date**

Next just below the address we write the date. This allows the reader to have a reference as to when the letter was written.

- ❖ **Greeting**

Now since you know the person you are writing to, the greeting can be informal as well. If it is a friend or someone close to your age you can greet them by their first name, like “Dear Alex”. If you are writing to your relative like your mother/ father/ aunt/ uncle etc, you may greet them as such, for example, “Dear Mom”. And if you are writing to an elder person, someone you respect greatly you can address them as Mr or Mrs.

- ❖ **Introductory paragraph**

And now we begin writing the actual letter. The introductory paragraph sets the tone for the whole letter. You might begin by asking the recipient about their well being. Or you may say that you hope the letter finds them in good health and great spirits. The opening of informal letters should be casual and comforting. It must not be formal and direct as in business letters.

❖ **Body of the Letter**

The letter overall should maintain a friendly tone. But you have to adjust the language and wordings according to who you are writing to. With a friend, you can afford to be very casual and flippant even. But if you are writing to an elder relative, you must be respectful and considerate.

One way to determine the tonality of your letter is to remember how you talk to the person in a conversation. And then apply the same syntax and sentiments to the letter.

❖ **Conclusion**

In the conclusive paragraph sum up the reason for writing the letter, i.e. summarize the letter. Say a meaningful and affectionate goodbye to the reader. Do not forget to invite the reader to write back or reply to your letter. It shows an intention to keep the conversation going.

❖ **Signature**

There is no one way to sign off informal letters. Since they do not follow a strict format, you may sign off as you please. Some commonly used phrases are

- Lots of Love,
- Best,
- Best Wishes,
- Kind Regards,
- Kindly,

Pick the one that best suit the occasion and the simply sign your name below.

Examples of social letters

This is a Letter of Congratulation on a Promotion.

From:

Mr. Ramachandran,
EWQ, Lalan Bandar Baru,
82/ABC Pontian,
Tokyo,
Japan.

12th January 2001

To:

Mr. Johnny Kay,
Regional Manager,
Centurion Enterprises Company,
456, Lalan Bandar Baru,
82000 Pontian,
Tokyo,
Japan.

Dear Mr. Kay,

My wife and I would like to congratulate you on your recent promotion to Regional manager. This is indeed a coveted position and we are sure you will do a good job.

The last five years when you were Area Sales manager, your company enjoyed a good turnover of business because of your innovative methods of increasing sales. We believe you can be even more effective in your new position. We look forward to even better years.

Once again, congratulation and best wishes from all of us here.
With love.

Yours Sincerely,

(Signature of Ramachandran)
RAMACHANDRAN

This is a sample Letter of Love.

Mr. Sunil loves Ms. Sonya. He writes a letter expressing his loves towards Ms. Sonya.

18 Baugh Street,
Katmandu,
Nepal.

18th April 2004.

Dearest Sonya,

You will feel pestered, I am sure, to receive this letter upon letter every week from a suitor. The truth is that you have become a part of my being with every breath. I must think of your grace, charm and heavenly beauty.

I remember our last meeting at the Students Reunion at the Gymkhana Club. You flashed a row of pearls as you smiled and your grace in that azure-colored semi-transparent dress was becoming of goddess. Your verbal intelligence, your mischievous repartee in combating my light-hearted banter really took my heart away. You have a gentle chiding manner When you do not approve of something and that has the effect of setting right a derailed person without bruising him.

As you know and I have briefed you, my family is simple traditional one. It needs a woman who knows how to maintain a house and the family and who can set everything right. I do not need a make-up doll without virtue who would soon go sick of all of us. My dear Sonya, you are meant and born for me.

If it is not inconvenient for you, I can approach your parents this Saturday evening and propose my hand in marriage with you.

I do not and expect a NO from you, Sonya.

With love for marriage.

Ever loving,

Sunil

Sector 17
Vashi
New Bombay

6th July, 2013

Dear Maya

Thank you very much for your last letter. It was great to hear from you after so many months. You seem to be having a nice time in France.

Thanks also for the photographs. I absolutely loved that snap of yours standing in front of the Eiffel Tower. France looks stunning. Someday, I would definitely like to go there.

There's not much happening here. I am busy with my work and kids.

By the way, are you coming home anytime soon? If you are, let me know the dates and we can arrange to meet up.

Hope to see you soon!

Aditi

LO 3.5 – Provide an appropriate reply to social letters

- **Possible replies according to types of social letters**

A reply letter should be appropriate to the letter it is replying. Replies to social letters may be positive or negative.

- ✓ A **positive reply** indicates agreement, approval, or encouragement.
- ✓ A **negative reply** expresses refusal or denial.

LO 4.1 – Capture and report the main points from a trade-related relatively slow speech/ recording

- **Definition of speech**

Speech can be defined a communication through talking or a talk given to an audience. It is the act of speaking; expression or communication of thoughts and feelings by spoken words.

- **Kinds of speech according to purpose**

- **Informative speech**

An informative speech should educate the audience about its topic. These speeches are not argumentative –they describe, announce, or explain their subject without making a case or taking sides.

- **Persuasive speech**

A persuasive speech aims to persuade or convince people to change the way they think or do something, or to start doing something that they are not currently doing.

- **Entertaining speech**

A speech to entertain aims to engage interest, amuse, or please the listeners. This is presented in situations where it is necessary to build light-hearted mood such as when making a speech at an after-dinner party, leading a toast at a friend's wedding, or making remarks at a birthday party for a colleague.

- **Other types of speeches**

Other types of speeches are mixes or variations of the basic types discussed above but deal with a smaller, more specific number of situations.

- **Components of a speech**

- **Introduction**

The introduction should get the audience's attention, describe the topic, state the thesis or purpose, and give an overview of the speech and its main points. Open with a detailed map of your speech –giving good directions in the beginning will save your audience from getting lost along the way.

- **Body**

Next, the body of the speech discusses the details of the speech's main points. It also includes the **transitions** to help the reader follow you. A transition is a change or shift from one topic to another. For example, you might say, "Now that we have discussed the reasons to not drive fast, let's turn our attention to ways to decrease speed." The points you make during the body of your speech should be short and concise.

➤ **Conclusion**

Finally, the conclusion restates your main points and includes the clincher, which encourages the listener to think about the topic more deeply and take action on it. For instance, "Today we have discussed the hazards of driving too fast and ways to prevent it. Now, please reflect on your own driving habits to see if you can save someone's life by slowing down."

● **Use of active listening**

You have to be an active listener and be able to:

- Separate the main points from the supporting details/ commentary
- Report the main points of a speech/ recording

The way to improve your listening skills is to practice "active listening." This is where you make a conscious effort to hear not only the words that another person is saying, but more importantly, the complete message being communicated.

You cannot allow yourself to be distracted by whatever else may be going around you, or by forming counter arguments while the other person is still speaking. Nor can you allow yourself to get bored, and lose focus on what the other person is saying.

Give the speaker your undivided attention, and acknowledge the message. Recognise that non-verbal communication also "speaks loudly."

Effective/ active listening strategies and skills

- ✓ Use appropriate body language to show you are listening (eye contact, sit upright, nod head, etc.)
- ✓ Listen to the speaker without interrupting
- ✓ Repeat what the speaker has said to make sure you have understood correctly
- ✓ Ask questions for clarification when you do not understand something
- ✓ Avoid being distracted by noises, mobile phones (turn it off!), what other people are doing, etc.
- ✓ Avoid being distracted by the mannerisms, speaking style, clothing of the person speaking

- ✓ Truly listen without thinking about how you are going to respond until the person has finished speaking
- ✓ Be aware of your own attitude and avoid being judgmental

LO 4.2 – Express own opinions/ views on the recording listened to

● **Expressing one's own views using a variety of expressions**

These are examples of expressions that can be used while expressing one's own views:

- In my opinion ...
 - In my own view ...
 - Personally ...
 - To be honest ...
 - To tell the truth ...
 - According to ...
 - As far as I'm concerned ...
 - From my point of view ...
 - I agree/ disagree ...
 - I think that ...
 - I would like to ...
 - As for me/ As to me ...
 - I hold the view that ...
 - I would say that ...
 - From my point of view ...
- Etc.

LO 4.3 – Discuss ideas and opinions raised in simple trade-related recordings/ speeches

● **The sides/ positions of a discussion**

While discussing, you can take either side. You may support or refute (rebut) the idea that has been raised in a speech or recording listened to.

● **Using linkers/ connectors to defend one's side**

When defending one's side, the following expressions can be used:

- First of all
- Last but not least

- On one hand, on the other hand
- On the contrary
- While/ Whereas
- Apart from
- For instance/ for example
- Finally
- As a result
- In addition to ...

LO 4.4 – Answer specific questions on trade-related audio material

● Use of active listening to understand an audio

In order to answer questions on a trade-related audio, you should be able to understand the main points, supporting details, and report the main points.

Listening is one of the most important skills you can have. How well you listen has a major impact on your job effectiveness, and on the quality of your relationship with others.

Clearly, listening is a skill that we can all benefit from improving. By becoming a better listener, you can improve your productivity, as well as your ability to influence, persuade and negotiate. What's more, you'll avoid conflict and misunderstanding. All of these are necessary for workplace success.

➤ **The main points**

There are some keys to identifying main ideas in presentations. First, a speaker may signal a main idea through **discourse markers**; that is, speakers often use certain phrases to mark or emphasise their main ideas. Here are some examples:

- The main point is ...
- What I'm trying to show is ...
- The purpose of my remarks is ...
- The important thing here is ...
- What I'm going to talk about today is ...
- The point I want to make/cover here is ...
- This afternoon I'd like to explain/ focus on ...

Similarly, speakers often use ***rhetorical questions*** to signal main ideas, topics, and themes. These are questions that the speaker asks out loud, and that the speaker plans to answer in his/ her presentation.

Another key to identifying main ideas is ***repetition***, or how many times a word or phrase is repeated. If something is repeated several times, it suggests importance.

The third key to identifying main or important ideas is ***pace***. Pace is the speed of speech. Unimportant points or small details are usually spoken about more quickly. Important points, such as main ideas, are usually spoken about more slowly and clearly. Therefore, you should make an effort to increase listening intensity during more slowly spoken segments; alternatively, you should try not to get anxious or panicked if you miss a line which is spoken very quickly.

➤ **Supporting details**

Active listening requires you to comprehend many different types of details in several different contexts. Consequently, this listening strategy is presented in three parts, each discussing a different aspect of understanding details.

Aural skimming: listening for a particular detail

Our goals in listening often involve understanding or “catching” one crucial detail; this typically requires pulling one particular detail out of a larger set of details. For instance, while listening to someone talk at a business meeting, you might have a special interest in a particular budget figure or a date for a certain event, but have little interest in other details. Other common examples include listening for particular pieces of information in weather reports or in airport announcements.

Understanding and Recalling Details

Just as we enter some listening situations with goal of comprehending one crucial detail, we also come out of listening situations with the need to remember or process pieces of information we have heard. Here are two strategies to help you understand more details while you listen as well as to help you remember more details after you have listened.

- **Maintain your focus.** It is easy to become distracted while listening, especially when the language is not one you natively speak. One way to maintain your focus is to continue to actively predict what may come next.
- **Take detailed notes.** Not only does note taking help you stay focused, but it will also provide your best reference to what has been said. In academic and other listening situations which

require the understanding and recall of large numbers of details, it is absolutely necessary to take the best notes you can.

Making inferences

Some questions you here in Interactive Listening section are *inference* questions. An inference is an assumption made from information that we have. That is, in the case of listening comprehension, an inference is an interpretation or a conclusion based on the information that we hear. Making inferences is a critical skill because not all important information is clearly or explicitly stated; therefore, even if we understand all the words in a listening segment, we still may not have complete comprehension.

➤ **Reporting the main points**

One of the most important post-listening skills you will need is the ability to report what you have heard. This skill is essential in order to both reflect back details with precision and summarise the points or attitudes of the speaker.

To report speech effectively, you need three basic ingredients:

- An accurate understanding of the original or “direct:” speech
- An awareness of the grammatical context of reported speech
- The ability to select an appropriate reporting verb.

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