



Manonmaniam Sundaranar University

*DIRECTORATE OF DISTANCE AND CONTINUING EDUCATION
TIRUNELVELI - 627 012, TAMILNADU*

B.A ENGLISH (FIFTH SEMESTER)

Effective English Skills

(From the Academic Year 2025-2026 onwards)

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EFFECTIVE ENGLISH SKILLS

Unit I - Listening

Difference between Hearing and Listening, Barriers to listening – Listening as a process – Modes of Listening, Factors affecting Listening, Measures to improve Listening.

Unit II – Speaking I

Describing People, Places, Events and Things, Making a Short Formal Speech, Responding to Situations.

Unit III - Speaking II

Introducing Oneself and Others, Greeting, Inviting, Accepting and Rejecting, Giving Suggestions, Interviews, Welcome Address, Presidential Address, Vote of Thanks.

Unit IV- Reading

Reading as a Process – Types of Reading: Skimming and Scanning – SQ3R Technique – Reading Comprehension.

Unit - V Writing

Writing Essays and Articles, Writing Formal and Informal Letters, Writing Job Application Letters and Resumes: Job Application Letters, Writing a Resume

Recommended Books:

- 1.Parikh, J.P, et. al. Business Communication: Basic Concepts and Skills. Orient Black Swan, 2011.
- 2.Mohan, Krishna and Meera Banerji. Developing Communication Skills. 2 nd ed, Macmillan, 2011.
- 3.Sasikumar, V, et. al. Oral Communication Skills. Foundation Books, 2009.
- 4.Nihamathullah, A, et. al. A Course in Spoken English. Publications Division, Manonmaniam Sundaranar University, 2005.

Web Source <https://en.wikipedia.org/wiki/SQ3>

UNIT I - LISTENING

Listening is one of the most fundamental language skills and forms the foundation of effective communication. In everyday life, individuals spend more time listening than speaking, reading, or writing. In academic, professional, and social contexts, successful communication largely depends on one's ability to listen attentively and respond appropriately. Listening is not merely hearing sounds; it is a complex and active process that involves understanding, interpreting, evaluating, and responding to spoken messages. This unit focuses on the concept of listening, its importance, the difference between hearing and listening, barriers to effective listening, listening as a process, modes of listening, factors affecting listening, and measures to improve listening skills.

1. Difference between Hearing and Listening

Though often used interchangeably, hearing and listening are not the same. They differ significantly in terms of effort, purpose, and outcome.

Hearing

Hearing is a physiological and passive process. It refers to the ability of the ear to perceive sound waves. Hearing happens automatically when sound reaches the ear and does not require conscious effort or concentration. A person may hear noises, voices, or sounds even when not paying attention to them.

Characteristics of Hearing:

It is involuntary and automatic.

It does not require concentration.

It is a physical process.

It does not ensure understanding.

It occurs as long as the auditory system is functioning properly.

Example:

A student hears the noise of traffic outside the classroom while the lecture is going on.

Listening

Listening is an active, purposeful, and conscious process. It involves paying attention to the speaker, understanding the message, interpreting its meaning, and responding appropriately.

Listening requires mental effort and intellectual involvement.

Characteristics of Listening:

It is voluntary and intentional.

It requires concentration and focus.

It is a mental and psychological process.

It involves understanding and interpretation.

It results in feedback or response.

Example:

A student listens carefully to the teacher's explanation in order to understand and remember the lesson.

Difference between Hearing and Listening

Hearing	Listening
Passive process	Active process
Involuntary	Voluntary
Physical activity	Mental and psychological activity
No interpretation	Interpretation and evaluation involved
Does not require effort	Requires concentration and effort
No response necessary	Response or feedback expected

Thus, effective communication depends more on listening than on hearing.

2. Barriers to Listening

Barriers to listening are obstacles that prevent the listener from receiving, understanding, or interpreting the message accurately. These barriers can arise from the listener, the speaker, or the environment.

2.1 Physical Barriers

Physical barriers are external conditions that interfere with listening.

Noise from traffic, machinery, or people

Poor classroom acoustics

Faulty microphones or speakers

Distance between speaker and listener

Uncomfortable seating arrangements

Example:

A student cannot listen properly during a lecture because of construction noise outside the classroom.

2.2 Psychological Barriers

Psychological barriers originate in the listener's mind and emotions.

Lack of interest in the topic

Prejudices and biases against the speaker

Emotional disturbance such as anger, anxiety, or stress

Daydreaming

Overconfidence or arrogance

Example:

A listener ignores a speaker's ideas because of a preconceived opinion about the speaker.

2.3 Linguistic Barriers

These barriers arise due to language-related issues.

Difficult or unfamiliar vocabulary

Technical jargon

Differences in accent or pronunciation

Fast rate of speech

Use of complex sentence structures

Example:

A student struggles to listen to a lecture delivered in an unfamiliar accent.

2.4 Physiological Barriers

Physiological barriers relate to the physical condition of the listener.

Hearing impairment

Fatigue

Illness

Hunger

Poor health

Example:

A tired student finds it difficult to concentrate during a long lecture.

2.5 Cultural Barriers

Cultural differences may affect understanding.

Different communication styles

Misinterpretation of gestures or expressions

Cultural assumptions and values

Example:

A listener misunderstands the speaker's intention due to cultural differences.

3. Listening as a Process

Listening is not a single act but a multi-stage process. Each stage is essential for effective communication.

3.1 Receiving (Hearing)

This is the first stage where the listener receives sound signals through the ears. If this stage fails, listening cannot occur.

3.2 Understanding

At this stage, the listener comprehends the meaning of words, phrases, and sentences. Vocabulary knowledge and language proficiency play a crucial role.

3.3 Interpreting

Interpretation involves giving meaning to the message based on context, experience, and knowledge. Non-verbal cues such as tone, facial expressions, and gestures are also interpreted.

3.4 Evaluating

The listener critically examines the message, assesses its accuracy, relevance, and logic, and forms judgments or opinions.

3.5 Responding

The listener reacts to the message either verbally or non-verbally. Responses may include asking questions, nodding, or giving feedback.

3.6 Remembering

In this final stage, the listener retains important information for future use. Effective listening improves memory and recall.

4. Modes of Listening

Listening can be classified into different modes based on purpose and level of involvement.

4.1 Active Listening

Active listening involves full concentration and participation. The listener pays attention, asks questions, and provides feedback.

Features:

Eye contact

Note-taking

Clarifying doubts

Paraphrasing

4.2 Passive Listening

In passive listening, the listener hears the message but does not actively engage with it.

Example:

Listening to background music.

4.3 Critical Listening

Critical listening involves analysing and evaluating the message logically.

Used in:

Debates

Lectures

Political speeches

4.4 Empathetic Listening

Empathetic listening focuses on understanding the speaker's emotions and feelings.

Used in:

Counselling

Personal conversations

4.5 Selective Listening

In selective listening, the listener focuses only on specific parts of the message and ignores the rest.

5. Factors Affecting Listening

Several factors influence the effectiveness of listening.

5.1 Speaker-related Factors

Clarity of speech

Pronunciation and accent

Tone and pitch

Organization of ideas

5.2 Listener-related Factors

Interest and motivation

Attitude towards the speaker

Language competence

Physical and mental condition

5.3 Environmental Factors

Noise

Seating arrangement

Temperature and lighting

5.4 Message-related Factors

Complexity of the subject

Length of the message

Use of examples and illustrations

6. Measures to Improve Listening

Effective listening is a skill that can be developed with practice.

6.1 Developing Positive Attitude

Show interest in the speaker

Avoid prejudices

6.2 Improving Concentration

Eliminate distractions

Maintain eye contact

6.3 Practicing Active Listening

Ask relevant questions

Provide feedback

6.4 Enhancing Language Skills

Improve vocabulary

Familiarize with different accents

6.5 Note-taking

Write key points

Summarize information

6.6 Being Patient

Do not interrupt

Allow the speaker to complete thoughts

Conclusion

Listening is a vital communication skill that plays a significant role in academic success, professional competence, and personal relationships. Understanding the difference between hearing and listening, recognizing barriers, following the listening process, adopting appropriate modes of listening, and applying effective listening strategies can greatly enhance communication effectiveness. By consciously developing listening skills, learners can improve comprehension, reduce misunderstandings, and build stronger interpersonal relationships.

UNIT II– SPEAKING I

Speaking is one of the most important productive language skills. It enables individuals to express thoughts, ideas, emotions, and opinions effectively. In academic, professional, and social situations, clear and confident speaking plays a crucial role in achieving successful communication. Speaking is not merely the ability to utter words; it involves proper

pronunciation, appropriate vocabulary, correct grammar, logical organization of ideas, and suitable tone and body language. This unit focuses on three major aspects of speaking skills: describing people, places, events, and things; making a short formal speech; and responding appropriately to different situations.

1. Describing People, Places, Events, and Things

Description is an essential speaking skill. It helps the speaker convey information clearly and vividly so that the listener can form a mental picture of the subject. Effective description involves observation, organization, and appropriate language use.

1.1 Describing People

Describing people involves presenting details about a person's physical appearance, personality, habits, and role in life. The description should be clear, logical, and balanced.

a) Physical Appearance

This includes height, build, complexion, facial features, and attire.

Example:

“He is a tall man with a lean build. He has sharp features, expressive eyes, and usually dresses in simple formal clothes.”

b) Personality Traits

Personality refers to a person's character, behavior, and emotional qualities.

Common adjectives used:

Kind, generous, polite

Honest, hardworking, responsible

Confident, optimistic, cheerful

Example:

“She is known for her kindness and patience. She is calm under pressure and always ready to help others.”

c) Habits and Interests

Mentioning habits and interests adds depth to the description.

Example:

“He has a habit of reading newspapers every morning and is deeply interested in social issues.”

d) Role and Importance

The person’s profession, social role, or contribution may also be described.

Example:

“My teacher has played a significant role in shaping my academic career.”

Guidelines for Describing People

Be systematic: move from physical appearance to personality.

Use appropriate adjectives.

Avoid unnecessary exaggeration.

Maintain clarity and coherence.

1.2 Describing Places

Describing places involves explaining the physical setting, location, atmosphere, and significance of a place.

a) Location and Setting

Mention where the place is situated and its surroundings.

Example:

“The village is located at the foothills of a mountain range, surrounded by green fields and rivers.”

b) Physical Features

Describe buildings, landscapes, climate, and natural features.

Example:

“The campus has spacious classrooms, well-equipped laboratories, and a large library.”

c) Atmosphere and Environment

Explain the mood or feeling associated with the place.

Example:

“The beach has a calm and peaceful atmosphere, especially during the early morning hours.”

d) Importance or Purpose

Highlight why the place is important.

Example:

“This historical monument attracts tourists from all over the world.”

Guidelines for Describing Places

Follow a logical order (from general to specific).

Use descriptive words.

Engage the listener’s imagination.

Avoid overcrowding with details.

1.3 Describing Events

An event description focuses on something that happened or is happening. It requires clarity and chronological order.

a) Time and Occasion

Mention when and why the event took place.

Example:

“The annual sports day was held on 15th August to celebrate Independence Day.”

b) Sequence of Events

Describe the event step by step.

Example:

“The program began with a prayer, followed by the welcome address and various competitions.”

c) Participants and Activities

Mention the people involved and their roles.

d) Outcome and Significance

Explain the result or importance of the event.

Example:

“The event promoted teamwork and enthusiasm among students.”

Guidelines for Describing Events

Maintain chronological order.

Use past tense for completed events.

Focus on key highlights.

Keep the description concise yet informative.

1.4 Describing Things

Describing things involves explaining objects, tools, or items clearly and precisely.

a) Physical Characteristics

Size, shape, color, and material.

Example:

“The mobile phone is slim, lightweight, and has a metallic finish.”

b) Function and Use

Explain what the object is used for.

Example:

“This device is used for communication, internet browsing, and entertainment.”

c) Special Features

Highlight unique qualities.

Guidelines for Describing Things

Be clear and factual.

Use technical terms if required.

Avoid unnecessary details.

2. Making a Short Formal Speech

A formal speech is a structured spoken presentation delivered on an official or serious occasion such as meetings, seminars, conferences, or academic events.

2.1 Characteristics of a Formal Speech

Formal tone and language

Clear structure

Purpose-oriented

Polite and respectful

Well-organized ideas

2.2 Structure of a Short Formal Speech

a) Introduction

Greet the audience

Introduce the topic

State the purpose of the speech

Example:

“Respected principal, teachers, and dear friends, today I am here to speak on the importance of environmental awareness.”

b) Body

Present main ideas

Support with facts or examples

Maintain logical flow

c) Conclusion

Summarize key points

Give a concluding remark or call to action

Thank the audience

2.3 Language and Style of a Formal Speech

Use simple and clear sentences

Avoid slang and informal expressions

Use polite expressions

Maintain appropriate pace and tone

2.4 Delivery of a Formal Speech

Maintain eye contact

Use proper posture

Control voice modulation

Avoid excessive gestures

3. Responding to Situations

Responding to situations requires the ability to use appropriate language based on context, relationship, and purpose. Situational speaking improves practical communication skills.

3.1 Responding in Formal Situations

Examples include offices, interviews, meetings, and academic settings.

Expressions:

Requesting: "Could you please..."

Apologizing: "I sincerely apologize for..."

Thanking: "I am grateful to you for..."

3.2 Responding in Informal Situations

Used with friends, family, or peers.

Expressions:

"Thanks a lot!"

“No problem.”

“Sure, I’ll help you.”

3.3 Responding to Common Situations

a) Apologizing

“I’m sorry for the inconvenience caused.”

“Please accept my apologies.”

b) Thanking

“Thank you for your support.”

“I really appreciate it.”

c) Making Requests

“Could you help me with this?”

“Would you mind explaining this?”

d) Giving Compliments

“You have done an excellent job.”

“Your presentation was impressive.”

e) Expressing Agreement and Disagreement

Agreement: “I completely agree with your point.”

Disagreement: “I respectfully disagree.”

3.4 Importance of Appropriate Responses

Builds confidence

Enhances interpersonal relationships

Avoids misunderstandings

Improves professional image

Thus, Speaking is a vital skill that enhances communication effectiveness in all areas of life.

The ability to describe people, places, events, and things clearly helps in sharing ideas

accurately. Making a short formal speech develops confidence and public speaking ability, while responding appropriately to situations improves social and professional interactions. By practicing these aspects regularly, learners can develop fluency, clarity, and confidence in spoken English. Mastery of speaking skills leads to better academic performance, career success, and meaningful relationships.

UNIT III- SPEAKING II

Speaking is a vital component of communication that enables individuals to interact effectively in social, academic, and professional environments. While basic speaking skills focus on description and expression, advanced speaking skills emphasize social etiquette, formal interaction, and situational appropriateness. Unit III – Speaking II deals with practical and functional aspects of spoken English that learners frequently encounter in real-life situations. These include introducing oneself and others, greeting people, inviting and responding to invitations, giving suggestions, facing interviews, and delivering formal speeches such as the welcome address, presidential address, and vote of thanks.

Mastery of these skills helps learners develop confidence, politeness, clarity, and professionalism in communication.

1. Introducing Oneself and Others

Introduction is usually the first step in communication. A good introduction creates a positive impression and sets the tone for further interaction.

1.1 Introducing Oneself

Self-introduction involves presenting personal and professional details in a clear and appropriate manner. The content and tone vary depending on the situation.

Common Elements of Self-Introduction

Greeting

Name

Educational or professional background

Purpose of introduction

Closing remark

Formal Self-Introduction (Example)

“Good morning, everyone. My name is Saranya. I am from Chennai and I have completed my Bachelor’s degree in English Literature. I am currently pursuing my postgraduate studies at St. John’s College. I am deeply interested in teaching and communication skills. Thank you for giving me this opportunity to introduce myself.”

Informal Self-Introduction (Example)

“Hi, I’m Ravi. I’m from Madurai and I love reading novels and playing cricket. Nice to meet you!”

Guidelines for Effective Self-Introduction

Be clear and concise

Maintain appropriate tone

Avoid unnecessary personal details

Speak confidently

1.2 Introducing Others

Introducing others involves presenting another person to an audience or group. It should be polite, respectful, and informative.

Key Points

Name of the person

Designation or relationship

Achievements (if relevant)

Purpose of introduction

Example (Formal Introduction of Others)

“Ladies and gentlemen, it is my privilege to introduce our chief guest for today’s function, Dr. Ramesh Kumar, Professor of English at ABC University. He has over twenty years of teaching experience and has published several research papers in reputed journals. We are honored to have him with us today.”

Example (Informal Introduction of Others)

“Hi everyone, this is my friend Meena. She’s a software engineer and an excellent singer.”

2. Greeting

Greeting is a polite way of acknowledging people and initiating conversation. Greetings vary according to time, place, and relationship.

2.1 Types of Greetings

A. Formal Greetings

Used in professional and official contexts.

Good morning

Good afternoon

Good evening

How do you do?

Example:

“Good morning, Sir. How are you today?”

B. Informal Greetings

Used among friends, family, and peers.

Hi

Hello

Hey

What’s up?

Example:

“Hi! How’s everything going?”

2.2 Importance of Greetings

Creates a friendly atmosphere

Shows respect and courtesy

Builds rapport

3. Inviting, Accepting, and Rejecting

Invitations are used to request someone’s presence at an event or activity. Responses to invitations must be polite and appropriate.

3.1 Inviting

Formal Invitations (Examples)

“You are cordially invited to attend the annual conference.”

“We request your presence at the inaugural function.”

Informal Invitations (Examples)

“Would you like to join us for dinner?”

“Why don’t you come to my house this weekend?”

3.2 Accepting Invitations

Acceptance should express gratitude and confirmation.

Formal Acceptance (Example)

“Thank you very much for the invitation. I would be delighted to attend the function.”

Informal Acceptance (Example)

“Sure, I’d love to come. Thanks for inviting me!”

3.3 Rejecting Invitations

Rejection must be polite and considerate.

Formal Rejection (Example)

“Thank you for the invitation. I regret to inform you that I will not be able to attend due to prior commitments.”

Informal Rejection (Example)

“I’m sorry, I won’t be able to make it this time.”

4. Giving Suggestions

Giving suggestions involves offering advice or ideas politely and constructively.

Common Expressions for Suggestions

You should...

I suggest that...

Why don’t you...?

It would be better if...

Examples

“You should revise the lesson regularly.”

“I suggest that you consult the teacher for clarification.”

“Why don’t you try practicing every day?”

Guidelines for Giving Suggestions

Be polite and respectful

Avoid sounding commanding

Consider the listener’s situation

5. Interviews

An interview is a formal interaction where one person asks questions to assess the suitability of another for a position or role.

5.1 Types of Interviews

Job interview

Academic interview

Personal interview

5.2 Interview Preparation

Knowledge of the organization

Resume preparation

Communication skills

Positive body language

5.3 Common Interview Questions with Examples

Question: “Tell me about yourself.”

Answer:

“I am a graduate in English Literature with strong communication skills. I am enthusiastic, hardworking, and eager to learn.”

Question: “What are your strengths?”

Answer:

“My strengths include effective communication, teamwork, and adaptability.”

5.4 Interview Etiquette

Greet the interviewer

Maintain eye contact

Listen carefully

Answer clearly and confidently

6. Welcome Address

A welcome address is delivered at the beginning of a formal event to welcome guests and participants.

Features of a Welcome Address

Greeting dignitaries

Introducing the event

Expressing pleasure

Warm and polite tone

Example of a Welcome Address

“Respected chief guest, honourable principal, esteemed faculty members, and dear students, it gives me immense pleasure to welcome you all to the Annual Cultural Programme of our college. We are privileged to have with us today, Dr. Suresh Rao, a distinguished academician and administrator. Your presence has added great value to this occasion. We hope you enjoy the program. Thank you.”

7. Presidential Address

The presidential address is delivered by the president or chief guest of an event. It highlights the importance of the occasion and provides guidance or inspiration.

Features of a Presidential Address

Formal tone

Focus on the theme of the event

Inspirational message

Encouragement to participants

Example of a Presidential Address

“Respected guests, faculty members, and dear students, I am delighted to preside over today’s function. Such programs play a crucial role in nurturing creativity and confidence among students. I congratulate the organizing committee for their efforts and encourage students to actively participate in all academic and cultural activities. Let us work together towards excellence. Thank you.”

8. Vote of Thanks

A vote of thanks is delivered at the end of a function to express gratitude to everyone involved.

Features of a Vote of Thanks

Brief and formal

Expression of gratitude

Mention of key contributors

Positive closing

Example of a Vote of Thanks

“Respected chief guest, principal, teachers, and dear friends, I consider it a privilege to propose the vote of thanks. I sincerely thank our chief guest for his inspiring address. I extend my gratitude to our principal for his constant support, the faculty members for their guidance, and the students for their enthusiastic participation. I also thank the organizing committee and the audience for making this event a grand success. Thank you all.”

UNIT IV- READING

Reading is one of the four fundamental language skills and plays a vital role in academic success, professional development, and personal growth. Through reading, learners acquire knowledge, develop vocabulary, improve comprehension skills, and enhance critical thinking. Reading is not merely the act of recognizing words on a page; it is an active, purposeful, and interactive process that involves understanding, interpreting, evaluating, and responding to written text.

Unit IV focuses on Reading as a Process, Types of Reading (Skimming and Scanning), the SQ3R Technique, and Reading Comprehension. These aspects help learners become effective and efficient readers who can extract meaning from texts according to their purpose.

1. Reading as a Process

Reading is a complex cognitive activity involving multiple mental operations. It is not a single-step activity but a systematic process through which the reader interacts with the written text to construct meaning.

1.1 Nature of Reading

Reading involves:

Recognizing symbols (letters and words)

Understanding their meanings

Interpreting ideas

Evaluating information

Retaining knowledge

Thus, reading is both a mechanical process (recognition of words) and a mental process (understanding and interpretation).

1.2 Stages of the Reading Process

The reading process can be broadly divided into the following stages:

1.2.1 Recognition

This is the first stage of reading. The reader identifies letters, words, and punctuation marks.

Example:

Recognizing the word “education” as a familiar English word.

1.2.2 Comprehension

Comprehension refers to understanding the literal meaning of words, sentences, and paragraphs.

Example:

Understanding that the sentence “Education empowers individuals” means education gives people knowledge and confidence.

1.2.3 Interpretation

At this stage, the reader goes beyond literal meaning and understands implied ideas, tone, and purpose.

Example:

Interpreting a passage on environmental pollution as a warning about human responsibility.

1.2.4 Evaluation

Evaluation involves critical judgment of the text. The reader assesses the accuracy, relevance, and value of the information.

Example:

Deciding whether the author's argument on social media influence is logical and convincing.

1.2.5 Retention

Retention refers to remembering important information for future use.

Example:

Recalling key points from a lesson while writing an examination.

1.3 Importance of Reading as a Process

Improves language proficiency

Enhances critical and analytical thinking

Develops independent learning

Expands knowledge and worldview

Strengthens academic performance

2. Types of Reading: Skimming and Scanning

Reading strategies vary according to the reader's purpose. Two important types of reading are skimming and scanning. These techniques help readers save time and read efficiently.

2.1 Skimming

2.1.1 Meaning of Skimming

Skimming is a rapid reading technique used to get the general idea or gist of a text without reading every word. The aim is not detailed understanding but an overall impression of the content.

2.1.2 Purpose of Skimming

To understand the main idea of a text

To decide whether the text is useful

To preview material before detailed reading

To revise already-read material

2.1.3 How to Skim a Text

While skimming, the reader focuses on:

Title and subheadings

Introduction and conclusion

Topic sentences of paragraphs

Keywords and highlighted words

2.1.4 Example of Skimming

Situation:

A student wants to know whether a chapter is relevant for examination.

Method:

The student reads the title, headings, first and last paragraphs, and a few topic sentences.

Outcome:

The student gets a general understanding of the chapter's content.

2.1.5 Advantages of Skimming

Saves time

Improves reading speed

Helps in selecting relevant material

Useful for surveys and reviews

2.1.6 Limitations of Skimming

Not suitable for detailed understanding

May miss important information

Not useful for technical or complex texts

2.2 Scanning

2.2.1 Meaning of Scanning

Scanning is a reading technique used to locate specific information quickly without reading the entire text.

2.2.2 Purpose of Scanning

To find particular facts or details

To locate dates, names, figures, or definition

To answer specific questions

2.2.3 How to Scan a Text

While scanning, the reader:

Has a clear idea of what information is needed

Moves eyes quickly over the text

Looks for keywords or numbers

2.2.4 Example of Scanning

Situation:

A student wants to find the year in which India became independent.

Method:

The student scans the history book for the number 1947.

Outcome:

The required information is found quickly.

2.2.5 Advantages of Scanning

Extremely time-efficient

Useful for reference materials

Improves exam performance

2.2.6 Difference between Skimming and Scanning

Skimming	Scanning
Focuses on general idea	Focuses on specific information
Reads selected parts	Looks for keywords
Used for previewing	Used for searching
Broad understanding	Exact information

3. SQ3R Technique

The SQ3R technique is a systematic and effective method of reading academic texts. It improves comprehension, concentration, and retention.

3.1 Meaning of SQ3R

SQ3R stands for:

S – Survey

Q – Question

R – Read

R – Recite

R – Review

This method encourages active reading.

3.2 Steps of SQ3R with Examples

3.2.1 Survey

Surveying involves quickly going through the text to understand its structure.

What to do:

Read the title

Look at headings and subheadings

Read introduction and summary

Observe charts or illustrations

Example:

Before reading a chapter on Global Warming, the student surveys headings such as Causes, Effects, and Solutions.

3.2.2 Question

At this stage, the reader frames questions based on headings.

Example Questions:

What is global warming?

What are its causes?

How does it affect the environment?

This step increases curiosity and focus.

3.2.3 Read

Now the reader reads the text carefully to find answers to the questions.

Example:

The student reads each section attentively to understand causes like greenhouse gases and effects like climate change.

3.2.4 Recite

Reciting involves recalling key points without looking at the text.

Example:

After reading, the student explains aloud:

“Global warming is caused by carbon emissions and leads to rising temperatures.”

3.2.5 Review

Reviewing means revisiting the text to reinforce learning.

Example:

Before an exam, the student reviews summaries and key points.

3.3 Advantages of SQ3R Technique

Improves comprehension

Enhances memory

Encourages active learning

Reduces exam stress

Suitable for textbooks and academic materials

3.4 Limitations of SQ3R

Time-consuming for short texts

Requires practice

Not suitable for light reading

4. Reading Comprehension

Reading comprehension is the ability to understand, interpret, and evaluate written material.

4.1 Meaning of Reading Comprehension

Reading comprehension involves:

Understanding vocabulary

Identifying main ideas

Recognizing supporting details

Drawing inferences

Evaluating the text

4.2 Skills Involved in Reading Comprehension

4.2.1 Identifying Main Ideas

The main idea is the central thought of a passage.

Example:

In a passage about pollution, the main idea may be the harmful effects of pollution on health.

4.2.2 Understanding Vocabulary in Context

Understanding words based on surrounding text.

Example:

The word “hazardous” can be understood as dangerous from context.

4.2.3 Identifying Supporting Details

Details explain or support the main idea.

Example:

Statistics and examples supporting environmental damage.

4.2.4 Drawing Inferences

Inference means reading between the lines.

Example:

Inferring that deforestation leads to climate imbalance.

4.2.5 Evaluating the Text

Judging the writer’s ideas and arguments.

4.3 Types of Comprehension Questions

Factual questions

Vocabulary questions

Inferential questions

Critical thinking questions

4.4 Example of Reading Comprehension

Passage (Short):

“Reading regularly improves vocabulary and enhances knowledge. It also develops imagination and critical thinking.”

Questions:

What are the benefits of reading?

Identify one skill developed by reading.

Answers:

Reading improves vocabulary and knowledge.

Critical thinking.

4.5 Importance of Reading Comprehension

Essential for academic success

Improves examination performance

Enhances analytical skills

Encourages independent learning

Thus, Reading is an indispensable skill that supports lifelong learning and intellectual growth.

Understanding reading as a process enables learners to approach texts systematically and meaningfully. Techniques such as skimming and scanning help readers read efficiently, while the SQ3R method enhances comprehension and retention. Reading comprehension skills enable learners to understand, analyse, and evaluate texts effectively. By practicing these strategies regularly, learners can become confident, efficient, and critical readers capable of handling academic and real-life reading tasks successfully.

UNIT V - WRITING

Writing is one of the most important productive language skills and a powerful means of communication. It enables individuals to express ideas, thoughts, opinions, and information in a clear, organized, and effective manner. In academic, professional, and social contexts, good writing skills are essential for success. Writing is not merely putting words on paper; it involves planning, organizing, drafting, revising, and presenting ideas logically and coherently.

Unit V focuses on writing essays and articles, writing formal and informal letters, and writing job application letters and resumes. Mastery of these forms of writing equips learners with the ability to communicate confidently in both personal and professional situations.

1. Writing Essays and Articles

1.1 Essay Writing

An essay is a short piece of writing on a specific topic, expressing the writer's ideas, opinions, or arguments in a structured manner. Essays are commonly used in examinations, academic assignments, and competitive tests.

1.1.1 Characteristics of a Good Essay

Clear and relevant topic

Well-organized structure

Logical flow of ideas

Appropriate vocabulary and grammar

Coherent paragraphs

Effective conclusion

1.1.2 Structure of an Essay

A standard essay consists of three main parts:

a) Introduction

The introduction introduces the topic and presents the main idea or thesis statement. It should attract the reader's attention.

Example:

“Education plays a crucial role in shaping individuals and society. In today's rapidly changing world, the importance of education has increased significantly.”

b) Body

The body consists of one or more paragraphs that develop the main idea with explanations, examples, facts, and arguments. Each paragraph should focus on one main point.

c) Conclusion

The conclusion summarizes the main points and provides a final opinion or suggestion.

Example:

“In conclusion, education is the foundation of progress and development. It empowers individuals and contributes to the growth of society as a whole.”

1.1.3 Types of Essays**a) Narrative Essay**

A narrative essay tells a story or narrates an incident.

Example Topic:

“An Unforgettable Day in My Life”

b) Descriptive Essay

A descriptive essay describes a person, place, object, or event vividly.

Example Topic:

“My Favourite Teacher”

c) Expository Essay

An expository essay explains or informs.

Example Topic:

“The Importance of Environmental Protection”

d) Argumentative Essay

An argumentative essay presents arguments for and against an issue.

Example Topic:

“Is Online Education Better than Traditional Education?”

1.1.4 Sample Essay (Short)**Topic: The Importance of Time Management**

Time management is an essential skill for success in both personal and professional life. Effective use of time helps individuals complete tasks efficiently and reduces stress. Students who manage their time well can balance studies, hobbies, and personal responsibilities.

Moreover, proper time management improves productivity and decision-making skills. In today's competitive world, those who value time are more likely to achieve their goals. Therefore, learning to manage time wisely is crucial for a successful life.

1.2 Article Writing

An article is a piece of writing published in newspapers, magazines, journals, or websites. It aims to inform, persuade, or entertain readers.

1.2.1 Characteristics of an Article

Attractive title

Clear purpose

Simple and engaging language

Logical organization

Conclusion with a message or suggestion

1.2.2 Structure of an Article

a) Title

The title should be catchy and relevant.

Example:

“Social Media: A Boon or a Bane?”

b) Introduction

Introduces the topic and grabs the reader's attention.

c) Body

Develops the topic with facts, examples, and opinions.

d) Conclusion

Summarizes ideas and offers suggestions or opinions.

1.2.3 Sample Article (Short)

Title: The Role of Technology in Education

Technology has transformed the field of education in recent years. Digital classrooms, online courses, and educational apps have made learning more accessible and interactive. Students can now learn at their own pace and access information from anywhere. However, excessive dependence on technology may reduce personal interaction. Therefore, technology should be used wisely to enhance, not replace, traditional learning methods.

2. Writing Formal and Informal Letters

Letter writing is an important form of written communication used for personal, official, and professional purposes.

2.1 Formal Letters

Formal letters are written for official or professional purposes. They follow a specific format and use polite, formal language.

2.1.1 Features of Formal Letters

Official tone

Clear purpose

Proper format

Polite and respectful language

2.1.2 Format of a Formal Letter

Sender's Address

Date

Receiver's Address

Subject

Salutation

Body of the Letter

Complimentary Close

Signature

2.1.3 Sample Formal Letter

Letter of Complaint

Date: 10 March 2026

Sender's Address

Chennai

To

The Manager
ABC Electronics
Chennai

Subject: Complaint regarding defective product

Sir/Madam,

I would like to bring to your notice that the television purchased from your showroom on 1 March 2026 is not functioning properly. Despite repeated attempts, the problem persists. I request you to kindly replace the product or arrange for immediate repair.

Thanking you,

Yours faithfully,

Ravi Kumar

2.2 Informal Letters

Informal letters are written to friends, relatives, and acquaintances. They are personal in nature and use a friendly tone.

2.2.1 Features of Informal Letters

Friendly and casual tone

Personal content

Flexible format

2.2.2 Sample Informal Letter

Letter to a Friend

Chennai,

10 March 2026.

Dear Ramesh,

I hope you are doing well. I wanted to share my experience of the college cultural fest last week. The performances were amazing, and I even participated in a debate competition. I wish you had been there to enjoy it with us. Do write back soon.

Yours lovingly,

Suresh

Sender's Address:

3. Writing Job Application Letters

A job application letter is a formal letter written to apply for a job. It introduces the applicant and highlights qualifications and skills.

3.1 Features of a Job Application Letter

Formal tone

Clear and concise

Focus on qualifications and skills

Reference to resume

3.2 Structure of a Job Application Letter

Sender's Address

Date

Receiver's Address

Subject

Salutation

Body

Introduction

Qualifications and experience

Request for interview

Closing

Signature

3.3 Sample Job Application Letter

Date: 15 March 2026

From

Anita,

5/11 Choolaimedu,

Chennai-47

To

The HR Manager,

XYZ Company,

Chennai -37

Subject: Application for the post of Assistant Manager

Sir/Madam,

I am applying for the post of Assistant Manager as advertised in The Hindu dated 12 March 2026. I hold an MBA degree and have two years of experience in administration. I possess strong communication and leadership skills.

I have enclosed my resume for your perusal. I would be grateful for an opportunity to attend an interview.

Thanking you,

Yours sincerely,
Anita

4. Writing a Resume

A resume is a brief document that summarizes a person's educational qualifications, skills, experience, and achievements. It is usually sent along with a job application letter.

4.1 Importance of a Resume

Creates first impression

Highlights qualifications

Helps in job selection

Reflects professionalism

4.2 Types of Resumes

Chronological Resume

Functional Resume

Combination Resume

4.3 Components of a Resume

Personal Details

Name, address, phone number, email

Career Objective

A brief statement about career goals

Educational Qualifications

Details of degrees and institutions

Skills

Technical and soft skills

Work Experience (if any)

Achievements

Hobbies and Interests (optional)

Declaration

4.4 Sample Resume

Resume

Name: Rahul Verma

Address: Chennai

Phone: 9XXXXXXXXXX

Email: rahul@email.com

Career Objective:

To secure a challenging position where I can apply my communication skills and contribute to organizational growth.

Educational Qualifications:

B.A. English – XYZ College, Chennai

HSC – ABC School

Skills:

Effective communication

Teamwork

Time management

Achievements:

Won first prize in college debate competition

Declaration:

I hereby declare that the above information is true to the best of my knowledge.

Date:

Signature: Rahul Verma

Place:

Thus, Writing is a vital skill that enhances academic performance, professional competence, and personal expression. The ability to write essays and articles helps learners organize and express ideas effectively. Formal and informal letters enable clear communication in official

and personal contexts. Job application letters and resumes play a crucial role in career development by presenting one's qualifications and abilities professionally. Continuous practice, careful planning, and attention to language accuracy can help learners master writing skills and communicate confidently in all spheres of life.