

Professional Communication Compiled Notes

Syllabus

Module1: Introduction to the Course & Reading Skills

Introduction to ESP, Reading Skills - Rapid Reading-Skimming & Scanning - Churning, & Assimilation Reading comprehension , Reading texts for paraphrasing & notes making

Reading Strategies

Reading is a dynamic process in which reader interacts with a text to construct meaning. It is an act of comprehending written or printed material. It is more than merely recognizing and understanding words in isolation. The various strategies of reading include: Skimming, Scanning, Churning, Assimilation.

(Skimming, Scanning, Churning and Assimilation)

Skimming and scanning are reading techniques that use rapid eye movement to move quickly through text for slightly different purposes. Skimming is reading rapidly in order to get a **general overview of the material**. Scanning is reading rapidly in order to find **specific facts**.

Churning is similar to ‘contemplating’ or ‘pondering on’ and one churns ideas and words so as to get the gist of the text. **Assimilation** is to fully understand an idea or some information so that you are able to use it yourself

Explanation

Skimming is another type of fast reading. Skimming is a strategic, selective reading method in which you focus on the main ideas of a text. When skimming, deliberately skip text that provides details, stories, data, or other elaboration. Instead of closely reading every word, focus on the introduction, chapter summaries, first and last sentences of paragraphs, bold words, and text features. Skimming is extracting the essence of the author’s main messages rather than the finer points. You might use skimming to look through a text quickly to get the gist (the general idea). So, if you want to know what’s going on in the news, you might skim through a newspaper or a news website. You wouldn’t have much detail but you would find out the main points.

Scanning -When you’re reading you don’t have to read everything with the same amount of care and attention. Sometimes you need to be able to read a text very quickly. For example, to look up the word ‘valuable’ in the dictionary you wouldn’t start at the letter A and read every word. The most efficient way is to turn to the letter V and then find the words beginning with va-. This is called scanning through the dictionary. Scanning is one type of fast reading.

Skimming and scanning are both quick reading techniques but they have different purposes.

Scanning can be used to:

- look up a word in a dictionary or index
- find an address or a phone number in a directory
- check what time your programme is on television

Skimming can be used to

- Get the “big picture” or main points when you’re reading. Even if you’re going to do a more detailed reading of the text, skimming as a form of previewing can help you better comprehend what you read.
- Make the most of your time. Sometimes you don’t have time to do everything. With skimming, you’ll be able to cover vast amounts of material more quickly and save time for everything else that you have on your plate.

Q: How are skimming and scanning different?

Skimming is reading quickly to find the general overview of the passage.

Scanning is reading quickly to find specific details within the passage.

Q: What are some skimming techniques?

Always think about the title, headings, and topic sentences of reading passages, as they are the main ideas. Always read the major parts such as the titles and headings carefully when you are skimming a reading passage. The main idea of entire readings, sections, or paragraphs of reading passages should become clear when doing this.

Reading either the first sentence, or the first and last sentence of a paragraph is another great skimming technique. The first and/or last sentence of a paragraph will provide enough information about the general overview of a paragraph for the most part. Heading match and title match questions are easier to answer when using this technique.

Q. What are some scanning techniques?

Key words are most important when scanning. When scanning a text, vocabulary such as proper nouns, dates, numbers, and times is what you are looking for. Specific details can also be found when using scanning techniques.

When scanning a reading passage, it is most important that you know the key words in the question so that you can find the key words in the reading passage.

Q. Explain Churning and Assimilation

Churning and Assimilation are also integral part of reading.

Churning is similar to ‘contemplating’ or ‘pondering on’. After you skim or scan the text quickly to get the core idea and a general gist of the contents, you need to churn the ideas and words so as to get the gist of the text.

Ingredients of Churning:-

Interpretation, reading between lines, inferring the lexical and contextual meanings and understanding the discourse coherence.

Akin to Churning out butter by shaking milk or cream, one needs to churn out the gist or the meaning of the text by thinking over or stirring up the ideas or words that one has read. In other words, one must have a quick reading of the text once or twice so as to understand the primary and secondary ideas though not in detail.

Assimilation is taking in or comprehending the text so that one can answer any question based on the text. It is the end product of the skimming, scanning and churning process.

It includes understanding the structure of the text, structure of paragraphs, author’s points of views and summarizing.

Reading Comprehension

Reading Comprehension is the way of understanding what is being read. It means a passage which is to be read and comprehended.

Three levels of Comprehension (Understanding):

- Literal
- Interpretative
- Applied

Process of Reading Comprehension

- Reading the lines
- Reading between the lines
- Reading Beyond lines

Different types of questions which come in Reading comprehension:

- **Factual** - these questions are based on the facts given in the passage.
- **Main idea** - in these questions we have to tell the main idea or the central theme of the passage.
- **Title**- the title of the passage is linked directly to the main idea of the passage.
- **Inference** - these questions are based on the inference of the entire passage.

- **Tone** - in tone-based questions we have to deduce the tone of the passage.

What is Contextual understanding in Reading Comprehension?

Vocab-in-context questions often accompany reading comprehensions. Basically, you are asked to find the meaning of the word in the given passage/paragraph. Since, such questions appear simple and straight, you are likely to answer them straightforward based on your earlier understanding of the word.

Contextual Questions usually features in the following forms:

- Based on how the word “..” is used in the passage, what does the word “..” mean?
- In the “..” paragraph, what does “..” most nearly/likely means?
- Identify the synonym/antonym of the word “..” given in the passage.
- Sum up the meaning of the “..” paragraph/line using one word?
- Identify the appropriate word that sums up the “..” paragraph/line.

Tips to improve Reading Comprehension

- Improve your vocabulary.
- Come up with questions about the text you are reading.
- Use context clues.
- Look for the main idea.
- Write a summary of what you read.
- Break up the reading into smaller sections.
- Do not memorize
- Do not read the passage first
- Do not think the correct option would come from outside the passage

Paraphrasing and Summarizing

A **summary or paraphrasing** is restating a passage in simpler language. It is a shortened version of a text. It contains the main points in the text and is written in your own words. It is a mixture of reducing a long text to a short text and selecting relevant information

Paraphrasing is slightly [different than summarizing](#). When you summarize a passage, you focus on restating only the [main idea](#) in your own words. Paraphrasing, on the other hand, aims to provide most of the information in a slightly condensed form. [Summaries](#) are much shorter than the original passage, while paraphrasing can be shorter, longer or the same length.

Paraphrasing means rephrasing text or speech in your own words, without changing its meaning. Summarizing means cutting it down to its bare essentials. You can use both techniques to clarify and simplify complex information or ideas.

To **paraphrase** text:

- Read and make notes
- Find different terms
- Put the text into your own words
- Check your work

Five steps to paraphrase a text:

- 1. Get a General Idea of the Original**
- 2. Check your understanding**
- 3. Make the notes**
- 4. Write the summary (in your own words)**
- 5. Check your work**

1. Get a General Idea of the Original

Speed read the text that you're summarizing to get a general impression of its content. Pay particular attention to the title, introduction, conclusion, and the headings and subheadings.

2. Check your understanding

You need to check your understanding by identifying the specific details of the passage.

3. Make the notes

Take notes on what you're reading or listening to. Use bullet points, and introduce each bullet with a key word or idea. Write down only one point or idea for each bullet. Make sure your notes are concise, well-ordered, and include only the points that really matter.

A quick and easy way to be active when reading is to highlight and/or underline parts of the text. There are two main elements that you need to include in your notes:

- **The content of your reading**, usually through brief summaries or paraphrasing, plus a few well-chosen quotes (with page numbers)
- **Your reaction to the content**, which may include an emotional reaction and also questions that you feel it raises

4. Write the summary (in your own words)

Bullet points or numbered lists are often an acceptable format for summaries – for example, on presentation slides, in the minutes of a meeting, or in Key Points sections like the one at the end of this article.

Some summaries, such as research paper abstracts, press releases, and marketing copy, require continuous prose. If this is the case, write your summary as a paragraph, turning each bullet point into a full sentence.

Aim to use only your own notes, and refer to original documents or recordings only if you really need to. This helps to ensure that you use your own words.

5. Check your work

Your summary should be a brief but informative outline of the original. Check that you've expressed all of the most important points in your own words, and that you've left out any unnecessary detail.

Permissions and Citations in Paraphrasing

If you intend to publish or circulate your document, it's important to seek permission from the copyright holder of the material that you've paraphrased or summarized. Failure to do so can leave you open to allegations of plagiarism, or even legal action.

Module 2: Writing Skills

Vocabulary building - word formation; root words, prefixes & suffixes; synonyms; antonyms; homophones; abbreviations; one-word substitutes, Requisites of a Good Sentence, Common Errors - subject-verb agreement and concord, tenses, articles, preposition; punctuation, Paragraph Writing, Basics of Letter & email writing; notice & memo writing

What are different Word Formation Process? Discuss with example.

The word formation process consists of a combination of morphemes* that are rule-governed (a new word is formed). Morpheme is a word or a part of word that has meaning It cannot be divided into smaller meaningful parts without violation of its meaning

For example: land - mine, care - ful

Un (Prefix) – Comfort (Root) – able (Suffix)

Different ways of word formation are:

- Borrowing
- Affixation
- Compounding
- Reduplication
- Backformation
- Blending
- Acronym
- Clipping
- Coinage

Borrowing

Borrowing is process that takes over words from most of the other languages with it has had contact. The language from which a words has been borrowed will be called the donor language. The English language has been described by David Crystal as an "insatiable borrower." More than 120 other languages have served as sources for the contemporary vocabulary of English.

Examples:

- Latin: Exit, Dictator, Maximum, Virus
- French: Café, Chef, Cheque
- Hindi: Shampoo, Dungree, Chutney, Curry, Loot

Affixation

Affixation is generally defined as the formation of words by adding word-forming or derivational affixes to stems. This process is also known as derivation, for new words created in this way are derived from old forms. The words formed in this way are called derivatives. According to the positions which affixes occupy in words, affixation falls into two subclasses: pre-fixation, and suffixation. .

Pre-fixation is the formation of new words by adding prefixes to stems. Prefixes do not generally change the word-class of the stem but only modify its meaning. However, present-day English finds an increasing number of class-changing prefixes, e.g. asleep a. (a- + v), encourage v. (en- + n), unearth v. (un- + n), de-oil v. (de- + n). These make up only an insignificant number in the huge contemporary vocabulary.

The majority of prefixes are characterized by their non-class-changing nature. Their chief function is to change meanings of the stems. The italicized and bold morphemes in the following examples are the prefix

Irreplaceable, Unmovable, Irreplaceable, Immovable, Insensitive, Disservice, Malpractice, Misconduct, Underdeveloped, Anti-government, Extraordinary, Multi-purpose, Decentralize, Immature, Disallow, Asleep Injustice , Unfair , Unwilling, Irresistible etc.

Suffix

A suffix (also sometimes called a postfix or ending) is an affix which is placed after the stem of a word. Common examples are case endings, which indicate the grammatical case of nouns or adjectives, and verb endings, which form the conjugation of verbs. With the use of the suffix, the category of a word can be either changed or maintained, e.g. plays, played, and playing, kingdom as Class maintaining and Play-ground, player and playful as class changing. The italicized and bold morphemes in the following examples are the suffix.

Examination, criticize, beautify, beautifully, readable, childhood, Kindness, careful, careless, criticism, development, dentist, financial linguist and childish etc

Compounding:

Noun + Noun

The most common type of word formation is the combination of two (or more) nouns in order to form a resulting noun:

Noun + Noun = Noun

Examples: landmine, wallpaper, toothbrush

Verb + Noun

Here verbs describe what is done with an object or what a subject "does", in short, a new noun is formed, usually referring to something concrete, and the verb defines the action related to it:

Verb + Noun = Noun: draw + bridge = drawbridge.

hitman = a man who carries out "dirty jobs", or, who "hits".

Noun + Adjective

Nouns and adjectives can also be compounded in the opposite order:

Noun + Adjective = Adjective

Camera + shy = camera-shy (Shy in respect of appearing or speaking before cameras).

Dirt-cheap = cheap as dirt;

Adjective + Noun

Another major type of word formation is the compounding of Adjectives and nouns:

Adjective + Noun = Noun:

Brown + bear = brownbear

Examples:

blackboard (a board to write on vertically attached to a wall), redneck (a Southerner of poor social background), yellowpress (see above), blueprint (prints of building plans).

Adjective + Adjective

bitter-sweet, deaf-mute, aural-oral, Anglo-Saxon

Adjective + Participle

far-reaching, far fetched, narrow-minded, single-minded, high-climbing, low-yielding, red-painted, bare-handed

Adjective + Verb

to blackmail, to dry-clean, to blackpaint, to whitewash

Noun + Verb

to proofread, to baby-sit, to brainstorm, to sightsee, to tape-record

Clipping

Clipping is a shortening of a word by the omission of one or more syllables.

Examples: bike (bicycle), decaf (decaffeinated coffee), fan (fanatic), exam (examination), phone (telephone), fax (facsimile), fridge (refrigerator), hyper (hyperactive), intercom (intercommunication system), lab (laboratory), medic (medical student/doctor), memo (memorandum), mike (microphone), movie (moving picture), photo (photograph), pub (public house), zoo (zoological gardens), maths (mathematics).

Acronyms

Words that are formed from the initials of several words. The usually resulting word class is that of a noun: UNESCO(United Nations Education Science and Cultural Organisation), SCUBA (self-contained underwater breathing apparatus), email (electronic mail).

Blending

Process of creating a new word by combining the parts of two different words, usually the beginning of one word and the end of another. Here, two or more Complementing components constitute the basis for the resultant. These components are omitted of one or more syllables before compounded to the blend.

Examples: bit binary+digit, camcorder camera+recorder, contraception contrasting+conception, geepgoat+sheep, glitterati glitter+literaty, modem modular+demodulator, motel motor+hotel, smog smoke+fog, transistor transfer+resistor.

Reduplication

Doubling an entire word (total reduplication) or part of a word (partial reduplication)

Eg. Bye Bye, Blah Blah, Ta Ta, Abra Ca dabra, Knock-Knock, Humpty-Dumpty

Backformation

It is related to removing what looks like a typical affix in the language. A noun enters the language first and then a verb is “back-formed” from it.

e.g. edit (Editor) enthuse (Enthusiasm) and donate (Donation)

Other examples:

a) burgle from burglar

b) Televisive from Television

Coinage

It is related to a completely new word. Often invented by companies with new products or processes, or taken from names.

Examples:

- xerox
- nylon
- fahrenheit – Gabriel Fahrenheit
- volt- Alessandro Volta