

**Course material bundle of 2<sup>nd</sup> semester Environmental Sciences**

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<b>Course Title</b>	<b>English-II (Communication skills)</b>	<b>Program</b>	<b>BS Environmental Sciences</b>
<b>Semester</b>	<b>02</b>	<b>Credit Hours</b>	<b>3(3-0)</b>
<b>Course Code</b>	<b>ENG-302</b>	<b>Lecture Schedule</b>	<b>Tuesday: 12:10-1:00 Thursday: 9:25-10:15 10:20-11:10</b>

**Course Content**

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## **Recommended Books:**

1. Reading and Study Skills by John Langan
2. Study Skills by Richard York
3. Practical English Grammar by A.J. Thomson and A.V Martinet

## **Lectures**

### **Lec No. 1 Presentation Skills**

#### **Introduction**

Presentation skills can be defined as a set of abilities that; enable an individual to interact with the audience, transmit the messages with clarity, engage the audience in the presentation and interpret and understand the mindsets of the listeners. These skills refine the way you put forward your messages and enhance your persuasive powers.

#### **Why presentation skills are important?**

- To properly structure your presentation.
- To overcome nervousness.
- To develop powerful Body Language.
- To deliver effective presentation.
- To learn what not to do during presentation
- To design and use visual aids effectively

#### **Personality Development (emphasis on content, style and pronunciation)**

Personality involves your characteristic, behavior, body language, way of speaking, style, attitude, dressing and the way through which see the world and perceive other things. It also involves your mindset as well. In shaping one's personality various factors such as family background, genetics, varied cultures, current situation, environment etc. play a very important role. Your personality is also reflected by how you behave with others. If you have a pleasing personality then you will be respected and appreciated by all. So how communication plays a vital role in personality development?

#### **Role of effective communication skills:**

An important aspect that makes your personality is effective communication. Communication helps you to express yourself in the most organized and convincing way. With the help of communication you can express your feelings and knowledge in the most desirable and effective manner. It is very important for a person to speak really well so as to leave a mark. If you do not master the art of expressing, people will not take you seriously and you cannot convince others to listen to your thoughts. Communication skills comprise the following:

#### **1. Speaking skills              2. Listening skills**

#### **3. Non-verbal communication**

Due to its high criticality, It focuses on the most important skill of the above: speaking skills out of the other aspects of listening skills and non-verbal communication. Communication is a two-way process. It has two parts; to convey messages and to receive messages. The communication process thus consists of the sender who is the source of the message, the encoding process, and finally decoding of the same by the receiver.

### **Emphasis on Content:**

Any human communication system involves the production of a message by someone and the receiving of that message by someone else. To encode a message, one must possess the necessary encoding skills. Languages are codes. A code may be defined as any group of symbols that can be structured in a way that is meaningful to another person. English language, like any other language, is a code which contains elements that are arranged in a meaningful order. A code has a group of elements (vocabulary) and a set of procedures for combining these elements meaningfully (syntax).

Next is the content (material/message) the message that is selected by the source to express its purpose. Content has both element and structure. When more than one piece of information is to be presented, they should have some order or structure. An individual may sometimes be identified by his characteristic way of structuring messages. This is because the individual communicates in a way that is distinctive to him. He uses a distinctive way or method, which has become his habit by constant use.

By following the three steps one can maintain himself how to pay emphasis on content:

- Plan
- Prepare
- Practice

### **Emphasis on Style:**

#### **Selection of proper words for effective communication:**

With effective communication, the bond between two individuals is strengthened. Good communication means proper selection of words which will not hurt others and will be effective in convincing others and expressing your feelings. If you want to communicate something to a person then you need to speak convincingly so that the other person can understand what you want to say.

#### **Always speak speaking confidently for effective communication:**

If you want to impress others then speaking confidently is the key. Signs of nervousness while interacting with others add negativity to your personality. You need not have to feel nervous and you have to feel confident within that you can do it. Focus on your body language while interacting with others and be very particular about the pronunciation of words. Do not fake your accent or speak a word if you do not the pronunciation. To prove that you have good communication skills you need not have to fake an accent. You should have your own style of speaking which builds your personality and that will be your unique style. Confidently speaking helps you to keep your views in an effective way and it also helps in improving your personality.

### **Emphasis on Pronunciation:**

To ensure effective communication, it is important to follow pronunciation etiquette. For this, it must be kept in mind that English is a 'stressed language.' Understanding the phonetic symbols from the phonetic chart of the International Phonetic Association (IPA) is of great help when it comes to learning to pronounce English words correctly.

'One symbol for every sound and one sound for every symbol' is the mission of the IPA.

In addition to understanding the phonetic symbols, acquaintance with the stress and rhythmic pattern of the English language is also necessary. The 'intonation pattern' of the English language is of utmost importance when it comes to speaking and understanding. Accurate pronunciation is an important part of learning English. The way you speak,

your speech sounds can have a big impact on whether or not people understand what you are saying and their initial impression of you. The tricky thing about pronunciation is that it not just a question of acquiring knowledge, it's a physical skill that you need to **practice regularly**.

How to Improve Presentation Skills:

Development of good presentation skills requires efforts and hard work. To improve your presentation skills, you must:

**Research the Audience before Presenting:** This will enable you to better understand the traits of the audience. You can then develop messages that can be better understood by your target audience. For instance, in case of an analytical audience, you can add more facts and figures in your presentation.

**Structure your Presentation Effectively:** The best way to do this is to start with telling the audience with the introduction and what you are going to present. Follow this by presenting the idea and finish off the presentation by repeating the main points.

**Do a lot of Practice:** Rehearse but do not go for memorizing the presentation. Rehearsals reduce your anxiety and enable you to look confident on the presentation day. Make sure you practice out loud, as it enables you to identify and eliminate errors more efficiently. Do not memorize anything as it will make your presentation look mechanical. This can reduce the degree of audience engagement.

## **Lec No.2 Study skills; Reading skills techniques**

One of the first things you learn about teaching is that there are different **reading techniques** and the students should be aware of which technique is most suited, depending on the reading task required by the text or by their teacher. Training students to know the different reading techniques and when to use them is indeed important, especially under exam conditions when time constraints come into play and decisions need to be made depending on time availability and the importance of the task at hand.

**The four main types of reading techniques are the following:**

- |                      |                      |
|----------------------|----------------------|
| 1) Skimming          | 3) Scanning          |
| 2) Intensive reading | 4) Extensive reading |

### **Skimming**

Skimming is sometimes referred to as gist reading. Skimming may help in order to know what the text is about at its most basic level. You might typically do this with a magazine or newspaper and would help you mentally and quickly shortlist those articles which you might consider for a deeper read. You might typically skim to search for a name in a telephone directory. You can reach a speed count of even 700 words per minute if you train yourself well in this particular method. Comprehension is of course very low and understanding of overall content very superficial.

### **Skimming Saves You Time**

Skimming will certainly save you a lot of time. But as stated above, it is not the best way to read because your comprehension will be lowered. However, skimming is useful when your goal is to preview the text to get a better idea of what it's about. It will help prepare you for deeper learning. Pat Wyman says in her book, ( for instant learning

for amazing grades) skimming is a vital idea to get an overview and mental picture in your mind. This strategy makes it much easier to recall what you're about to read.

Take a look at the table of contents first.

Review the subheadings in each chapter

Quickly read the first paragraph in that section

Check out anything in your text that is in bold or italics

If there is a chapter summary, now is a good time read it over.

This completely prepares your brain to have an overview of what this chapter is about.

You can then go on to use scanning to find specific important ideas.

## **Scanning**

Picture yourself visiting a historical city, guide book in hand. You would most probably just scan the guide book to see which site you might want to visit. Scanning involves getting your eyes to quickly scuttle across sentence and is used to get just a simple piece of information.

Interestingly, research has concluded that reading off a computer screen actually inhibits the pathways to effective scanning and thus, reading of paper is far more conducive to speedy comprehension of texts. Something students sometimes do not give enough importance to is illustrations. These should be included in the scanning. Pay special attention to the introduction and the conclusion.

**Intensive Reading:** You need to have your aims clear in mind when undertaking intensive reading. Remember this is going to be far more time consuming than scanning or skimming. If you need to list the chronology of events in a long passage, you will need to read it intensively. This type of reading has indeed beneficial to language learners as it helps them understand vocabulary by deducing the meaning of words in context. It moreover, helps with retention of information for long duration of time and knowledge resulting from intensive reading persists in your long-term memory. This is one reason why reading huge amounts of information just before an exam does not work very well. Students tend to do this and they undertake neither type of reading process effectively, especially neglecting intensive reading. They may remember the answers in an exam but will likely forget everything soon afterwards.

## **Extensive reading**

Extensive reading involves reading for pleasure. Because there is an element of enjoyment in extensive reading it is unlikely that students will undertake extensive reading of a text they do not like. It also requires a fluid decoding and assimilation of the text and content in front of you.

If the text is difficult and you stop every few minutes to figure out what is being said or to look up new words in the dictionary, you are breaking your concentration and diverting your thoughts.

## **Speed reading**

Speed reading is the process of rapidly recognizing and absorbing phrases or sentences on a page all at once, rather than identifying individual words. The amount of information that we process seems to be growing by the day, whether it's emails, reports and websites at work or social media, books and magazines at home. We likely feel pressure to get through this information more quickly and make informed decisions. Most people read at an average rate of 250 words per minute (wpm), though some are naturally quicker than others. But the ability to speed read could mean that you double this rate.

**When to Speed Read:** Effective speed reading is a balance between pace and comprehension. Research has found that the faster you read, the less information you take in, particularly when it comes to remembering detail. So, speed reading is clearly not the answer if you're reading a complex legal or technical document, even if you are pushed for

time. Similarly, it would be sensible to slow down if the material you're reading is new or unfamiliar or if you have to teach it to someone else. When you need to understand only the basic arguments or conclusions being presented, though, using a speed-reading technique can work. This may especially be the case if you intend to go back and re-read something more slowly when you're less busy. In fact, one study has suggested that skimming a text can improve your comprehension second time around. Generally, if you want to memorize something, you'll need to read slowly, at less than 100 wpm. A normal rate for learning is 100-200 wpm, and for comprehension it is 200-400 wpm. Speed reading is normally done at a rate of around 400-700 wpm. Anything above 500-600 wpm means sacrificing comprehension, although this varies from person to person.

**How to Improve Your Speed Reading:** Knowing the "how" and "when" of speed reading is only the first step to success. Here are some more tips to help you:

- **Avoid distractions.** Create an environment where there are as few interruptions and distractions as possible, to allow you to **focus** fully on the words in front of you.
- **Go easy.** Read an uncomplicated novel or a simple online article to get a feel for which technique is going to work best for you. Gauge how much you've remembered or understood, and set a timer to see how much faster you are now reading.
- **Cover words that you've already read.** This helps you to stop your eyes flitting back to earlier words and slowing down your reading.
- **Know what you want from the text.** This can be useful if you are using the skimming method, as it primes you to pay attention when you see relevant words, sentences or phrases. You can then slow down at these points, or circle them for emphasis, but otherwise move across the page quickly.
- **Benchmark your progress.** This way you can tell whether your practice is paying off. There are many free speed-reading assessments online, such as at ReadingSoft.com.
- **Practice, practice, practice.** You have to practice speed reading to get good at it. The more you train yourself, the more natural it will feel.

## Summarization

### Introduction:

Summarizing means identifying the main idea and most important facts, then writing a brief overview that includes only those key ideas and details. Summarizing is a vital skill for students to learn. It teaches students how to take a large selection of text and reduce it to the main points for more concise understanding. Upon reading a passage, summarizing helps students learn to determine essential ideas and consolidate important details that support them. It is a technique that enables students to focus on key words and phrases of an assigned text that are noteworthy and remembering.

### Benefits

Summarizing builds comprehension by helping to reduce confusion. Teachers train students to process the information they read with the goal of breaking down content into succinct pieces. This strategy can be used with the whole class, small groups, or as an individual assignment. Summarizing text by using writing activities builds on prior knowledge, helps improve writing, and strengthens vocabulary skills.

## How to Summarize a Paragraph

**1) Preview and read:** Preview and read the paragraph closely. You probably will find that you need to read the paragraph more than one time.

**2) Make a list or outline:** Determine the main idea and the supporting details of the paragraph. Make a list or outline of these ideas. Be sure to use your own words.

**3) Write a summary:** Using your list, write a summary of the paragraph. State the main ideas, followed by important ideas. Limit your summary (according to the size of the passage) to just three to four sentences.

**4) Read aloud and correct:** Read the summary aloud, for correcting the mistakes (if any ).

**Strategy:** A good summary is short and to the point. Writing a good summary is not as easy as it may appear. It actually requires quite a bit of finesse.

**First, the student must read and comprehend the text.** This may involve unpacking lengthy sentences and decoding challenging vocabulary.

**Then, they must identify main ideas and key points,** which means that they must have a good understanding of the text to distinguish between essential and non-essential information.

**Finally they must express this information in their own words.** This means that summarizing a text requires both comprehension and expression skills.

Thus, the following given easy summarizing strategy will help the students to choose the correct details from the text and write about them clearly and concisely.

**First Then Finally:** The "First Then Finally" technique helps students to summarize events in chronological order. These three words represent the beginning, main action and conclusion of the text respectively:

- **First.** What happened first? Include the main characters and main event/action.
- **Then.** What key details took place during the event/action?
- **Finally.** What were the results of the event/action?

**Sample passage:**

### **“The Northern Lights”**

There are times when the night sky glows with bands of color. The bands may begin as cloud shapes and then spread into a great arc across the entire sky. They may fall in folds like a curtain drawn across the heavens. The lights usually grow brighter, then suddenly dim. During this time the sky glows with pale yellow, pink, green, violet, blue, and red. These lights are called the Aurora Borealis. Some people call them the Northern Lights. Scientists have been watching them for hundreds years. They are not quite sure what causes them to appear. In ancient times Long Beach people were afraid of the Lights. They imagined that they saw fiery dragons in the sky. Some even concluded that the heavens were on fire.

**Summary:** The Aurora Borealis, or Northern Lights, are bands of color in the night sky. Ancient people thought that these lights were dragon on fire, and even modern scientists are not sure what they are.

**Read the passage given below. Write its summary and give it a title.**

Electric trolley cars or trams were once the chief mode of public transportation in the United States. Though they required tracks and electric cables to run, these trolley cars were clean and comfortable. In 1922, auto manufacturer General Motors created a special unit to replace electric trolleys with cars, trucks, and buses. Over the next decade, this group successfully lobbied for laws and regulations that made operating trams more difficult and less profitable. In 1936 General Motors created several front companies for the purpose of purchasing and dismantling the trolley car system. They received substantial investments from Firestone Tire, Standard Oil of California, Phillips Petroleum, and other parties invested in the automotive industry. Some people suspect that these parties wanted to replace trolley cars with buses to make public transportation less desirable, which would then increase automobile sales. The decline of the tram system in North America could be attributed to many things—labor strikes, the Great Depression, regulations that were unfavorable to operators—but perhaps the primary cause was having a group of powerful men from rival sectors of the auto industry working together to ensure its destruction.

## Précis Writing

### What is précis?

The term précis is of a French origin and means ‘precise’ or ‘brief’. It is a concise summary of a speech, book, article or any other text. It is a short synopsis of a publication, whether it is an article, a dissertation or any other text. Whenever we sum up ideas of a literary work, we can call it a précis. However, it is not paraphrasing, as we don’t have to mention all the discussed issues of the text. A précis should explain the main idea of the text and to follow a certain structure. This is what makes precis writing difficult to students, who lack experience and are not familiar with the most important writing instruments. By knowing this, you will be able to format your précis properly and avoid the most common mistakes. Remember, this task is not a critical analysis, so you don’t need to examine all the ideas and content of the text. You also don’t need to write what you think about the matter. Cover only key features and main points of the source text. Make it brief, precise and always stick to the main point. That is the best way to define precis.

A precise is like a miniature portrait of the passage: it retains the absolute essential points accompanied with the mood and tone of the author of the passage. The important aspect one must be careful about is that one should not add one’s subjective interpretation or comments to the précis and should try to retain the original author’s voice and opinions. As far as the writing style is concerned, one must ensure that one write clear and effective sentences (no rambling). Ultimately, It is the coherence of views that you present in the précis and this can be achieved by making sure that the writer is precise and to the point in his approach. Unnecessarily long sentences or rambling thoughts are not required in précis writing and one should make sure that one shifts from one point to another in a smooth matter. At the end, the précis should make sense and be logical in its presentation.

While keeping the above things in mind, you need to ensure what a precis is not. The following are some of the things that should not be a part of or a reflection of the precis:

- simply a summary of a passage.
- simply an abstract of a passage.



- an outline of a passage.
- a mere selection of a few important sentences from a passage.
- a collection of disconnected facts and statements.

## Features of a Good précis

- **A good précis:**
  - is marked by clarity, brevity and precision.
  - is not just lifting of the sentences from the original. It should be written in the précis writer's own words.
  - is a miniature version of the original passage.
  - must have a logical order and be well-knit and well connected.
  - must have coherence; must use linking devices such as so, therefore, and, because further etc.
  - must follow the order of ideas of the original text.
  - must have a title.
  - must not contain any details not found in the original.
- **What should be done in a précis:**
  - Start your précis by highlighting the main idea of the passage and you should create contextual environment where you can place the necessary points. Once the main idea is established in the précis, you can present the methods, points, facts etc. used by the author of the passage.
  - Compress and clarify a lengthy passage while retaining important concepts, key words, and important data.
  - Remove what is superfluous and retain the core essence of the work.
  - Always remember that mentions about history/writing about history should be advisably done in the past tense.
- **What shouldn't be done in a précis:**
  - Do not express your own opinion, wish, remark or criticism.
  - Do not insert any question in your précis.
  - Do not use abbreviations, contractions or slangs in your précis.
  - Do not be jerky. This suggests that most probably, you have not understood the sense of the passage properly.

## Précis in the making:

While writing a précis, students should take care of a few essential points. The first thing is that they need to convey the general idea of the argument with absolute clarity. The second thing that they need to do is to make sure that all the important points of the original passage are included in the précis. Lastly, make sure that the language of the précis is clear and concise and follows the rule for correct diction.

The following rules are general guidelines students should follow while writing a précis:

- Closely read the passage and identify the central idea of the passage. It is vital to identify the general idea of the passage and incorporate it into the précis.
- Look-out for the total number of words. If the number is not provided, quickly calculate the number using approximations.

- In order to understand the passage clearly, make sure that you read the passage closely, and give it a couple of reads before you start writing the précis.
- Highlight the most important points in the passage and make notes. Leave out all non-essential information.
- Provide an apt heading to your précis.
- Note making is an essential task for writing précis. Students should try to arrange the points in most logical order and ensure that the order of thought is the same as the original.
- The three grammatical rules that need to be followed while writing a précis are: write it in third person, indirect form and appropriate past tense.
- It is advisable to provide designations of officials rather than names and titles. In case the official designation is not provided, you can use the personal name. Be consistent with the pattern you adopt.
- Make sure you review your rough draft, remove the chinks and ensure that you have made no language related errors.
- Before writing your précis, make sure you have a glance over the original to make sure you have not missed anything.
- Finally, a wise policy would be to count the words of your précis and put them down in a bracket at the end.

### Précis Qualities:

Through précis writing you can show the teacher how good your writing skills are and how easy you can present your thoughts to the reader. To achieve such a goal make sure your work matches the following criteria:

- **Accuracy:** Your text should be correct and contain no grammar, spelling and punctuation mistakes. In addition, all the provided dates, facts and figures should be correct and reliable.
- **Clearness:** You need to make sure that the reader understands what you are trying to say. It can be achieved by simple words and phrases, accepted structure and general requirements.
- **Remain objective:** You shouldn't provide your personal opinion on the source text. Just stick to the facts and data provided in the source text.
- **Remain logical:** When writing your précis, don't forget to build logical connections with the initial text and its ideas. Otherwise the reader may lose interest to your work.
- **Conciseness:** Don't add unnecessary information to your writing. Include main facts, remaining brief. Repetitions and wordy language should be avoided.

### Sample Passage:

There is an enemy beneath our feet - an enemy more deadly for his complete impartiality. He recognizes no national boundaries, no political parties. Everyone in the world is threatened by him. The enemy is the earth itself. When an earthquake strikes, the world trembles. The power of a quake is greater than anything man himself can produce. But today scientists are directing a great deal of their effort into finding some way of combating earthquakes and it is possible that at some time in the near future mankind will have discovered a means of protecting itself from earthquakes. An earthquake strikes without warning. When it does, its power is immense. If it strikes a modern city, the damage it causes is as great as if it has struck a primitive village. Gas mains burst, explosions are caused and fires are started. Underground railways are wrecked. Buildings collapse, bridges fall, dams burst, gaping crevices appear in busy streets. If the quake strikes at sea, huge tidal waves sweep inland. If it strikes in mountain regions, avalanches roar down into the valley. Consider the terrifying statistics from the past 1755: Lisbon, capital of Portugal - the city destroyed entirely and 450 were killed. 1970: Peru: 50,000 killed. In 1968 an earthquake struck Alaska. As this is a relatively unpopulated part, only a few people were killed. But it is likely that this was one of the most powerful quakes ever to have hit the world. Geologists estimate that during the tremors, the whole of the state moved over 80 feet farther west into the Pacific Ocean. Imagine the power of something that can move an entire

subcontinent! This is the problem that the scientists face. They are dealing with forces so immense that man cannot hope to resist them. All that can be done is to try to pinpoint just where the earthquake will strike and work from there. At least some precautionary measures can then be taken to save lives and some of the property. (330 Words)

**Based on the above paragraph, we arrive at the following theme sentences for the four paragraphs:**

- Earthquake - the deadly enemy of mankind.
- Damage caused by an earthquake in general.
- Damage caused by an earthquake-in particular,
- What can the scientists do?

The above four theme sentences can be developed into the following outline:

- **Earthquake - the deadly enemy of mankind.**
  - Earthquake strikes all without a distinction of national boundary or political affiliation.
  - The power of a quake is greater than that of a man-made weapon of destruction.
  - Scientists are trying to find out means to combat earthquakes; they will find some way to protect themselves from earthquakes.
- **Damage caused by an earthquake in general:**
  - Strikes without warning.
  - Modern city when struck reduced to a primitive village.
- **Damage caused by an earthquake in particular.**
  - Quake strikes plains, seas and mountains causing all round destruction.
  - In 1755, Lisbon destroyed, 450 killed.
  - In 1970, Peru struck, 50,000 killed.
- **What can the scientists do?**
  - In 1968, Alaska hit, subcontinent moved 80 feet into the Pacific Ocean.
  - Scientists cannot resist the powerful earthquake.
  - They can predict the place of origin of the quake so that precaution can be taken to save man & property.

**Based on the above outline, we can make the following rough draft:**

- **Earthquake- The Great Destroyer**

Earthquake is the deadly enemy of mankind. Earthquake strikes all without a distinction of nationality or political affiliation. The power of a quake is greater than that of any man-made weapon of destruction. An earthquake strikes mankind without a warning. A modern city when struck is reduced to a rubble. A quake strikes plains, seas and mountains causing all round destruction. The quake struck Lisbon in 1755 killing 450; Peru in 1970 killing 50,000; Alaska in 1968 moving it 80 feet into the Pacific Ocean. Scientists are trying to find out means to combat earthquakes and they are able to predict at least where the earthquake will hit so that precaution can be taken to save man and property from destruction.

As the number of words in the rough draft is more than required we shall have to reduce it further without reducing the ideas.

**The final draft would look as follows:**

- **Earthquake - The Great Destroyer**

Earthquake is the mankind's deadly enemy. Earthquake strikes all without a distinction of nationality or political affiliation. The power of a quake is greater than that of any man-made weapon of destruction. An earthquake strikes mankind without a warning. A modern city when struck is reduced to a nibble. A quake strikes plains, seas and mountains causing all round destruction. The quake struck Lisbon in 1755 killing 450; Peru in 1970 killing 50,000; Alaska in 1968 moving it 80 feet into the Pacific Ocean. Scientists are trying to find out means to combat earthquakes, to predict the origin of the quake so that precaution can be taken to save man and property from destruction. (115 words)

## **Comprehension**

### **Introduction**

Let's suppose you are presented with a text and you are unable to understand it. In this case what will you do? Same is the condition with comprehension that if you are given with a passage and you are not able to comprehend it then what would you do. You will apply some tips or strategies to understand and solve the questions appropriately. Now let's discuss what is comprehension. The word comprehension means to understand something and after understanding you will be presented with some questions. These questions are mainly of four categories.

- Inference (Based on what is true or false statement)
- Structure (Based on what is true or false statement)
- Vocabulary (Based upon synonyms/antonyms or any phrase given in the text related to context)
- Title

### **Why is it important?**

Imagine if you can't make out words and understand context, how will you ever be able to contribute effectively while speaking and writing. You will find it extremely challenging to follow questions during examination or you will find it extremely difficult to understand context and interpret the meaning that the context is trying to convey. Therefore, we have to follow four strategies discussed below in order to master reading comprehension skills.

### **Four strategies:**

- Skimming
- Scanning
- Analyze Positive and Negative details
- Expand Vocabulary

**Skimming:** Skimming means to have a quick read. When you do skimming, you are able to identify what the main theme or message that the passage is trying to convey. In skimming, you understand context as a whole.

**Scanning:** Scanning means to scan for specific details. While scanning the passage, you are condensing essential information and making it easier for you to answer questions appropriately. Before scanning the text, you must first read the questions. Once you are done with reading the questions, you get to know what is asked in the examination that what is the question of comprehension that is given to you. Then you need to search for the key points in the passage related to that question. For example, any problem addressed in the passage, Are there reasons mentioned? Is there a solution provided? or Looking out for any specific date, time or day mentioned in the passage.

**To Analyze Positive or Negative details:** While reading a passage, you will come across questions like according to the passage, what is true or according to the passage what is not true, so you will need to be familiar to analyze passage for positive or negative detail and read between the lines.

**Expand Vocabulary:** Knowledge on words and applying their meanings go a long way in improving your reading skills as well as comprehension skills. So the question pertaining to synonyms and antonyms will no longer pose a challenge.

By remembering and applying these four strategies while reading a passage, reading comprehension will be quite easy to be done.

**Tip:** While reading a passage, read attentively and notice the necessary information given after some words. These words are given below:

- That                      2) However

Everything that is written after these words in any sentence is informative and essential information related to the questions of comprehension text.

For example: Ahmed told him that he is the CEO of a company.

                                However, he doesn't have a good sense of business.

### **Reading Comprehension Exercise:**

**Read the passage below and answer the questions.**

Marie was born in 1867 in Warsaw, Poland, where her father was a Professor of Physics. At an early age, she displayed a brilliant mind and a blithe personality. Her great exuberance for learning prompted her to continue with her studies after high school. She became disgruntled, however, when she learned that the university in Warsaw was closed to women. Determined to receive a higher education, she defiantly left Poland and in 1891 entered the Sorbonne, a French university, where she earned her master's degree and doctorate in physics.

Marie was fortunate to have studied at the Sorbonne with some of the greatest scientists of her day, one of whom was Pierre Curie. Marie and Pierre were married in 1895 and spent many productive years working together in the physics laboratory. A short time after they discovered radium, Pierre was killed by a horse-drawn wagon in 1906. Marie was stunned by this horrible misfortune and endured heartbreaking anguish. Despondently she recalled their close relationship and the joy that they had shared in scientific research. The fact that she had two young daughters to raise by herself greatly increased her distress.

Curie's feeling of desolation finally began to fade when she was asked to succeed her husband as a physics professor at the Sorbonne. She was the first woman to be given a professorship at the world-famous university. In 1911 she received the Nobel Prize in chemistry for isolating radium. Although Marie Curie eventually suffered a fatal illness from her long exposure to radium, she never became disillusioned about her work. Regardless of the consequences, she had dedicated herself to science and to revealing the mysteries of the physical world.

**Q.1. Marie had a bright mind and a        personality.**

- (A) Strong    (B) lighthearted    (C) Humorous    (D) Strange

**Q.2. When she learned that she could not attend the university in Warsaw, she felt        .**

- (A) Hopeless    (B) Annoyed    (C) Depressed    (D) Worried

**Q.3. Marie        by leaving Poland and travelling to France to enter the Sorbonne.**

- (A) Challenged authority    (B) Showed intelligence  
(C) Behaved                      (D) Was distressed

**Q.4 \_\_\_\_\_she remembered their joy together.**

- (A) Dejectedly    (B) Worried    (C) Tearfully    (D) Happily

**Q.5 Her                      began to fade when she returned to the Sorbonne to succeed her husband.**

- (A) Misfortune    (B) Anger    (C) Wretchedness    (D) Disappointment

**Q.6 Even though she became fatally ill from working with radium, Marie Curie was never \_\_\_\_\_.**

- (A) Troubled    (B) Worried    (C) Disappointed    (D) Sorrowful

### **Lec No.3    CV and Job application**

**What is a curriculum vitae?**

A curriculum vitae, often shortened to CV, is a Latin term meaning “course of life.” A CV is a detailed professional document highlighting a person’s experience and accomplishments. Employers often require a CV when considering applications. This document shares an overview of your career history, education, relevant awards and honors, scholarships, grants, research, projects and publications. A CV may also include professional references, as well as coursework, fieldwork, hobbies and interests relevant to your profession. You might also choose to add a personal profile that lists your skills and positive attributes to ensure employers have a well-rounded view of your personality and achievements. Formatting the CV is necessary to make your document clear, professional and easy to read.

**What to include on a CV:** The CV should include the following:

- **Contact information.** Include your full name, address, phone number and email address.
- **Academic history.** List all schooling from high school through postdoctoral (if applicable). Include the title of the degree you earned, the year you graduated and the name of the school.
- **Professional experience.** Include the organization where you worked, the job title, the dates you were employed and a summary of your experience and achievements.
- **Qualifications and skills.** List a combination of hard and soft skills you’ve developed throughout your career.

- **Awards and honors.** For each award, add the name, year received, the organization that gave you the award and any pertinent details (such as how often it's presented).
- **Publications and presentations.** For publications, provide a full citation including your co-authors, date, summary, volume, page, DOI number. For presentations, provide the title, date and venue where you presented.
- **Professional associations.** List the organization's name, location or chapter and the dates of active membership.
- **Licenses and certifications.** Include the name of the license or certificate, the date you earned it and the institution that awarded it.

### CV formatting rules:

1. **Choose clear, legible fonts :** Go for one of the standard CV typefaces: Arial, Tahoma, or Helvetica if you prefer sans-serif fonts, and Times New Roman or Bookman Old Style if serif fonts are your usual pick. Use 11 to 12 pt font size and single spacing. For your name and section titles, pick 14 to 16 pt font size.
2. **Be consistent with your CV layout:** Set one-inch margins for all four sides. Make sure your CV headings are uniform—make them larger and in bold but go easy on italics and underlining. Stick to a single dates format on your CV: for example 11-2017, or November 2017.
3. **Don't cram your CV with gimmicky graphics** Less is more. White space is your friend—recruiters need some breathing room! Plus, most of the time, after you send out your CV, it's going to be printed in black ink on white paper. Too many graphics might make it illegible.
4. **Make your CV brief and relevant:** Don't be one of those candidates stuck in the nineties who think they have to include every single detail about their lives on their CVs. Hiring, nowadays, is one hell of a hectic business. Nobody's got the time to care for what high school you've attended or to read 10+ bullet point descriptions of past jobs. We'll get to that later on.
5. **Proofread:** Before you send your CV to employers, always take time to check your spelling, grammar and syntax. A clean, error-free CV increases readability and demonstrates professionalism. A well-composed CV shares all the most essential information employers need when considering you for job opportunities. By making sure your CV is comprehensive, correctly formatted and easy to read, you're one step closer to landing the job you want.

## Job Application

**Application:** It is a formal letter or an official request for something, usually in written form or a formal request to be considered for a position (job), applying for job or leaving from job or any personal request, submitted to an authority, institution or organization.

**Letter:** It is a way of communication that can be formal, informal or casual. It can be written, typed or printed communication from one person to another, sent in an envelope by post or messenger.

There are several kinds of letter such as friendly letters, business letters each of which has particular form but there is certain matter of form which apply to all and these are stated as follows:

**1: Heading:** Writer's address and date

**2: Inside Address:** The person to whom you are writing the letter

**3: Salutation:** Greeting words or the words used at the beginning of letter

(Sir, Respected Sir/ Madam, Most Respectfully, My dearest)

**4: Body of Letter:** It is also known as the main text of the letter. This include the message you want to write.

- a) Divide your letter into paragraphs, to mark changes of subject matter.
- b) Use simple and direct language and short sentences.
- c) Try to complete, think out what you want to say, then begin to write and put down your ideas and points in some logical order.
- d) Write neatly, remember that you are correspondent (a person employed by a newspaper or a T.V station to report on a particular subject).

**5: Complementary close/ conclusion/The subscription or courteous leave-taking:**

This is a short expression, a few words on a single line. It ends in comma (,)

Yours truly, Your sincerely, Best wishes, Kind regards, Best Regards, Thanking you, Thankyou etc.

A letter must not be ended abruptly, it must be ended simply with the writer's name

**Note: 1)** Double line space between each of the component except for the space between complementary close and typed name (which has four-line space)

**2)** Double line space between each of paragraph in the body of letter

Sample Letter: Job Application Letter Format

**Contact Information**

Name

Address

City, State Zip Code

Phone Number

Email Address

Date

**Employer Contact Information** *(if you have it)*

Name

Title

Company

Address

City, State Zip Code



## Salutation

Dear Mr./Ms. Last Name, *(leave out if you don't have a contact)*

## Body of Application Letter

The body of your application letter lets the employer know what position you are applying for, why the employer should select you for an interview, and how you will follow up. See below for a paragraph-by-paragraph breakdown of the body of the letter.

### First Paragraph

The first paragraph of your letter should include information on why you are writing. Mention the job you are applying for and where you found the job listing. Include the name of a mutual contact, if you have one. You might conclude by briefly and concisely saying why you think you are an ideal candidate for the job.

### Middle Paragraph(s)

The next section of your application letter should describe what you have to offer the employer.

It can be a single paragraph, or you can break it up into a couple of paragraphs. If the section gets lengthy, you may use bullet points to break up the text. Remember, you are interpreting your resume, not repeating it.

Mention specifically how your qualifications match the job you are applying for. In this portion of the letter, make your case for your candidacy.

It can be helpful to spend some time researching the company — this knowledge and insight helps you make an informed and persuasive argument for your candidacy.

Use specific examples whenever possible. For example, if you say that you have lots of experience working successfully on team projects, provide an example of a time you worked in a group and achieved success.

### Final Paragraph

Conclude your application letter by thanking the employer for considering you for the position. Include information on how you will follow up.

## Complimentary Close

Sincerely,

*Signature (for a hard copy letter)*

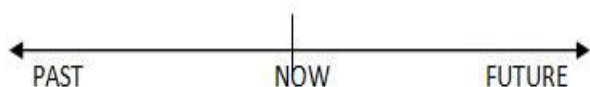
Typed Signature (for printed letter)

## Lec No.4 Guided study and practice in Translation into English

**Introduction:** Any exam has a section on verbal ability and reading comprehension. To determine the writing ability of students, having a good command over English language is imperative. For the sake of studying and practicing translation of Urdu sentences into English, students need to have complete command on the underlying knowledge of **Tenses**. Because without this, they are incapable to learn comprehension skills, vocabulary knowledge and grammar proficiency. Tenses are the backbone of English grammar which denote time reference. You will not be asked the definition directly but tenses come handy when you solve questions on

- Reading comprehension
- Error-spotting
- Fill in the blanks

Tenses are used to show time reference for which a particular action or activity took place. In short it is about the moment of speaking. They play a crucial role in English language. It denotes the time an action takes place whether sometime in the past, in the present or will take some time in the future.



### Types of Tenses

There are three main tenses. The easy way to learn and understand the three types of tenses are

**Past Tense:** An action that has already taken place in the past

**Present Tense:** An action that is currently taking place

**Future Tense:** An action that is likely to take place in the future

Before we go through the basic table that tells you about the types of tenses and the rules you need to follow, we will take a look at the three forms of verbs because, as we know, tenses are applied to the verbs (or the action word) in a sentence.

For Example: Sarah eats apples.

**Subject (S)** – Sarah

**Verb (V)** – eat

**Object (O)** – apple

So, the three forms of the verb “eat” are:

1 <sup>st</sup> form of verb (V1)/Infinitive	2 <sup>nd</sup> form of verb (V2)/Simple Past	3 <sup>rd</sup> form of verb (V3)/Past participle
<b>Eat</b>	<b>Ate</b>	<b>Eaten</b>

### Further Categories of Each Tense:

#### PRESENT TENSE

**i: Simple Present Tense:** Indicates an action that is generally true or habitual. That is, it took place in the past, continue to take place in the present, and will take place in the future. This tense is used to denote -a habitual action- for instance, "He walk to school".

-general truths- for instance, "The sun rises in the east", "Honesty is the best policy."  
-a future event that is part of a fixed timetable, for instance, "The match starts at 9 o' clock."

**ii. Present Continuous Tense:** Indicates an action that is taking place at the moment of speaking. For example, "She is walking" , "I am studying".

**iii. Present Perfect Tense:** Indicates an action that has been completed sometime before the present moment, with a result that affects the present situation.  
For example, "He has finished the work", "He has slept".

**iv. Present Perfect Continuous Tense:** Indicates an action that started in the past and is continuing at the present time. For example, "He has been sleeping for an hour".

## PAST TENSE

**i. Simple Past Tense:** Indicates an action took place before the present moment and that has no real connection with the present time.

For example, "He danced in the function". (The action took place in the past, is finished and is completely unrelated to the present)

"He flew to London yesterday".

**Note:** the verb 'flew' is an irregular verb which does not take 'ed' in the past tense like regular verbs.

**ii. Past Continuous Tense:** Indicates an action going on at some time in the past or an action in the past that is longer in duration than another action in the past.

For example, "It was getting darker."

"The light went out while they were reading".

**iii. Past Perfect Tense:** Indicates an action in the past that had been completed before another time or event in the past. For example, "He had exercised before it started to rain".

"He had slept before I came back from the market."

### **iv. Past Perfect Continuous Tense-**

Indicates an action in the past that took place before another time or event in the past and continued during the second event/time point in the past.

For example, "At that time, he had been writing a novel for two months".

"He had been exercising when I called".

## FUTURE TENSE

**i. Simple Future Tense:** Indicates an action that will take place after the present time and that has no real connection with the present time.

For example, "She will visit her ailing grandmother soon".

"He will walk home".

**ii. Future Perfect Tense:** Indicates an action in the future that will have been completed before another time or event in the future. For example, "By the time we arrive, he will have studied".

**iii. Future Continuous Tense:** Indicates an action in the future that is longer in duration than another action in the future. For example, "He will be walking when it starts to rain".

**iv. Future Perfect Continuous Tense:** Indicates an action in the future that will have been continuing until another time or event in the future.  
For example, "He will have been exercising an hour at 2:00".

**The rule table you must follow to apply the various tenses are:**

Tenses	Simple/Indefinite	Continuous	Perfect	Perfect Continuous
<b>Present</b>	S + V1 + O	S + is/am/are + ING form of V1 + O	S + has/have + V3 + O	S + has been/have been + ING form of V1 + O
<b>Past</b>	S + V2 + O	S + was/were + ING form of V1 + O	S + had + V3 + O	S + had been + ING form of V1 + O
<b>Future</b>	S + will + V1 + O	S + will be + ING form of V1 + O	S + will have + V3 + O	S + will have been + ING form of V1 + O

**Based on the above rules and the subject, verb and object the easy way to write sentences will be:**

Tenses	Simple/Indefinite	Continuous	Perfect	Perfect Continuous
<b>Present</b>	Sarah eats apples.	Sarah is eating apples.	Sarah has eaten apples.	Sarah has been eating apples.
<b>Past</b>	Sarah ate apples.	Sarah was eating apples.	Sarah had eaten apples.	Sarah had been eating apples.
<b>Future</b>	Sarah will eat apples.	Sarah will be eating apples.	Sarah will have eaten apples.	Sarah will have been eating apples.

**Below exercise on tenses will give you a deeper understanding:**

1. I \_\_\_\_\_ to bake for three years now. (learn)
2. But last year I \_\_\_\_\_ (not/work) hard enough on my baking skills, so my bakes \_\_\_\_\_ (not/be) really that good then.
3. As I \_\_\_\_\_ (pass/want) my baking exam successfully coming summer, I \_\_\_\_\_ (practice) harder this term.
4. During my last winter vacation, my father \_\_\_\_\_ (send) me on a baking course to Paris.
5. It \_\_\_\_\_ great and I think I \_\_\_\_\_ (learn) a lot.
6. Before I \_\_\_\_\_ (go) to Paris, I \_\_\_\_\_ baking cakes that much. (not enjoy)

7. But while I \_\_\_\_\_ (do) the baking course, I \_\_\_\_\_ (meet) lots of people of different age groups from all over the world.
8. There I \_\_\_\_\_ (realize) how exciting it \_\_\_\_\_ (be) to experiment and bake.
9. Now I \_\_\_\_\_ (have) much more fun baking cakes than I \_\_\_\_\_ (have) before the course.
10. At the moment I \_\_\_\_\_ (work) on my bread baking skills.  
But, I \_\_\_\_\_ (already begin) to bake cookies, cakes and short crust pastries. I (think) \_\_\_\_\_  
I (do) \_\_\_\_\_ one type of bake every week.
11. My final test \_\_\_\_\_ (be) on 4<sup>th</sup> June, so there (not / be) \_\_\_\_\_ any time to be lost.
12. If I \_\_\_\_\_ (clear) my baking exam, I (start) \_\_\_\_\_ an internship with Tesco Bakery in August.
13. And after my internship, maybe I \_\_\_\_\_ (go) back to Paris and open my store.
14. As you \_\_\_\_\_ (can/see), I \_\_\_\_\_ (fall) in love with Paris already.

## **Lec No.5 Letter writing**

Knowing how to write a letter, whether business or personal, is a skill we all need. Sometimes, these letters will be short and informal emails. Other times, they'll be highly polished for corporate correspondence. Below, we'll lay out the specific steps for letter-writing.

### **Writing a Letter**

The steps are mostly directed towards a formal letter. You can remove a few of the elements we're about to discuss when writing an informal letter.

1. To start, place your full address -- including your full name, street address, city, state, and zip code -- in the upper left-hand corner.
2. Skip a line and include the date.
3. Skip a line and place the recipient's full address. Here, you'll want to include the company name, the recipient's name and title, and mailing address.
4. Skip one more line to insert the greeting. This is called the salutation. In a formal letter, you can use a generic, "To whom it may concern:" or, "Dear Mr. Henry:" Formal letters tend to require a colon after the greeting and informal letters take a comma.
5. Skip a line and begin the letter. In the body of your letter, separate your thoughts into paragraphs. You never want to draft one big block of text. For each new set of thoughts or ideas, begin a new paragraph.
6. Skip one of your final lines to include a complimentary close. The closing can be as simple as, "Sincerely," "Yours truly," or "Gratefully." This should end with a comma.
7. Skip three lines (where you'll insert your handwritten signature), and type your full name. You may also include your title on the next line.

## Sample Letter

Abigail LeJeune  
Branding Ambassadors, Inc.  
4568 Highway One  
Makeup, CA 12709

September 14, 2019

Mr. David Henry  
Chief Marketing Officer  
Consulate of Branding  
328 Plainway Road  
San Samon, CA 12808

Dear Mr. Henry,

This past weekend, I met one of your staff members, Cody Abercorn. He was manning your company's booth at the Cincinnati Trade Show. Since our booths were adjacent to one another, we had the opportunity to get to know each other rather well.

I must say, his professionalism and welcoming attitude toward your visitors was highly encouraging. Visitors were welcomed into your company's booth as if they were entering his home for a Friday evening dinner party. Every guest became a fast friend. Beyond that, they left the booth highly informed on your product line.

How often do we receive congratulatory letters, in a sea full of complaint letters? I wanted to make sure you began your week with a highly complimentary letter. I would say you spend a lot of time training your staff and Cody has certainly reaped those rewards.

As President and CEO of my own marketing firm, Branding Ambassadors, I wonder if you might consider teaming Cody up with us for a social media marketing campaign? Perhaps we can partner up on a short campaign where we sponsor one another in two to three posts.

With over 1.5 million followers, I believe we can join together and support each other's endeavors very effectively. What do you say? Will we take over the Internet and create a marketing movement that is mutually beneficial to our growing companies?

Thank you for your time!

Sincerely,

[Signature here]

Abigail LeJeune  
President and CEO  
[www.brandingambassadorsinc.com](http://www.brandingambassadorsinc.com)

## **Minutes of meeting**

Minutes are a tangible record of the meeting for its participants and a source of information for members who were unable to attend. In some cases, meeting minutes can act as a reference point, for example:

- when a meeting's outcomes impact other collaborative activities or projects within the organization
- minutes can serve to notify (or remind) individuals of tasks assigned to them and/or timelines

### **What's involved with meeting minutes?**

**As mentioned above, there are essentially five steps involved with meeting minutes:**

- Pre-Planning
- Record taking - at the meeting
- Minutes writing or transcribing
- Distributing or sharing of meeting minutes
- Filing or storage of minutes for future reference
- Pre-planning meeting minutes:

A well-planned meeting helps ensure effective meeting minutes. If the Chair and the Secretary or minutes-taker work together to ensure the agenda and meeting are well thought out, it makes minute taking much easier. For example, depending on the meeting structure and the tools you use, the minutes-taker could work with the Chair to create a document format that works as an agenda and minutes outline as well.

### **What is the agenda of a meeting?**

- **Meeting agenda = outline:**
- At the very least, it's important to get a copy of the meeting agenda and use it as a guide or outline for taking notes and preparing the minutes – with the order and numbering of items on the minutes of meeting matching those of the agenda.
- In addition, the agenda and/or meeting notice also provides information that will need to be included in the minutes, such as:
- the names of all the meeting attendees, including guests or speakers
- documents that are sent out with the agenda or handed out in the meeting – copies (digital or hard copy) of handouts should be stored with the meeting minutes for future reference and for sharing with those who were unable to attend the meeting (and others as determined by the meeting's Chair).

### **Clarifying Expectations:**

When you take on a new role as minutes-taker or Secretary, be sure to ask the Chair of the committee or Board what their expectations are of your role during the meeting, as well as the type of detail he/she expects in the minutes. For example, if your Board or committee will be dealing with motions, or voting on items/issues, be

clear on whether you need to offer names of those making motions, seconding, etc. If you will be dealing with this type of procedures, you (and your Chair) may want to refer to Robert's Rules of Order.

What should be included in meeting minutes?

Before you start taking notes, it's important to understand the type of information you need to record at the meeting. As noted earlier, your organization may have required content and a specific format that you'll need to follow, but generally, meeting minutes usually include the following:

- Date and time of the meeting
- Names of the meeting participants and those unable to attend (e.g., "regrets")
- Acceptance or corrections/amendments to previous meeting minutes
- Decisions made about each agenda item, for example:
- Actions taken or agreed to be taken

#### **Tips that might help your note taking:**

- **Create an outline** – as discussed earlier, having an outline (or template) based on the agenda makes it easy for you to simply jot down notes, decisions, etc. under each item as you go along. If you are taking notes by hand, consider including space below each item on your outline for your hand-written notes, then print these out and use this to capture minutes.
- **Check-off attendees as they enter the room** - if you know the meeting attendees, you can check them off as they arrive, if not have folks introduce themselves at the start of the meeting or circulate an attendance list they can check-off themselves.
- **Record decisions or notes on action items** in your outline as soon as they occur to be sure they are recorded accurately
- **Ask for clarification if necessary** – for example, if the group moves on without making a decision or an obvious conclusion, ask for clarification of the decision and/or next steps involved.
- **Don't try to capture it all** – you can't keep up if you try to write down the conversation verbatim, so be sure to simply (and clearly) write (or type) just the decisions, assignments, action steps, etc.
- **Record it** – literally, if you are concerned about being able to keep up with note taking, consider recording the meeting (e.g., on your smart phone, iPad, recording device, etc.) but be sure to let participants know they are being recording. While you don't want to use the recording to create a word-for-word transcript of the meeting, the recording can come in handy if you need clarification.

#### **The Minutes Writing Process**

- Once the meeting is over, it's time to pull together your notes and write the minutes. Here are some tips that might help:
- Try to write the minutes as soon after the meeting as possible while everything is fresh in your mind.
- Review your outline and if necessary, add additional notes or clarify points raised. Also check to ensure all decisions, actions and motions are clearly noted.
- Ensure you're including sufficient detail



- For Board of Director's minutes in particular, we recommend including a short description of each action taken, as well as the rationale behind the decision
- If there was a lot of discussion before passing a motion, write down the major arguments for and against
- Edit to ensure brevity and clarity, so the minutes are easy to read
- In terms of format, here are a few things to keep in mind:
- Be objective
- Write in the same tense throughout
- Avoid using names other than to record motions and seconds.
- Avoid personal observations — the minutes should be solely fact-based
- If you need to refer to other documents, don't try to summarize them. Rather, simply indicate where they can be found or attach them as an appendix

## Sample Format

### Organization Name

#### Meeting Minutes

Date

#### **Opening:**

When the meeting was called to order, where it was being held, and who called it to order.

#### **Present:**

All present members.

#### **Absent:**

Any members who were not present.

#### **Approval of Agenda**

#### **Approval of Minutes**

#### **Business From the Previous Meeting**

Any motions or topics that were previously raised, a brief description of what took place, and whether they were approved or rejected.

#### **New Business**

Any motions or topics that were raised for the first time at this meeting, a brief description of what took place, and whether they were approved or rejected.

#### **Additions to the Agenda**

Any additional items that were raised by committee members. ›

#### **Adjournment:**

What time the meeting was adjourned and by whom, as well as where the next meeting will be held and when.

**Minutes submitted by:** Name

**Minutes approved by:** Name

## **Use of Library and Internet**

### **What is Library**

A library is a collection of sources of information and similar resources, made accessible to a defined community for reference or borrowing. “It provides physical or digital access to material, and may be a physical building or room, or a virtual space, or both. A library's collection can include books, periodicals, newspapers, manuscripts, films, maps, prints, documents, micro form, CDs, cassettes, videotapes, DVDs, Blu-ray Discs, e-books, audiobooks, databases, and other formats. Libraries range in size from a few shelves of books to several million items.

### **What is Internet?**

A global computer network providing a variety of information and communication facilities, consisting of interconnected networks using standardized communication protocols. “The term Internet, when used to refer to the specific global system of interconnected Internet Protocol (IP) networks, is a proper noun and may be written with an initial capital letter. In common use it is often not capitalized, viz. the internet.

- First library in the world: The Royal Library of Alexandria, or Ancient Library of Alexandria, in Alexandria, Egypt, was one of the largest and most significant libraries of the ancient world.
- Quaid-e-Azam University in Jinnah Garden Karachi

### **How we use Library**

#### **USERS**

- Researchers
- Teachers
- Students

#### **USES**

- Borrowing Books and Journals.
- Using Reading room and Working spaces.
- Using catalogues and other library specific online services.
- Using E-learning services run by the Library.

### **Uses of Library**

- For getting Knowledge and Information
- Different Types of Books are available
- Borrow Books on Low Cost
- Provide a great Environment

### **Uses of Internet**

- Email
- Internet Searching
- E-Book
- E-Commerce
- M-Commerce

- Social Media

### **Advantages of Internet**

- Unlimited Communication
- Abundant Information and Resources
- Easy Sharing
- Online Services Entertainment

### **Advantages of Libraries**

- The best place to get Learning.
- To keep Yourself safe from Bad habits.
- For getting Oceans of Knowledge

### **Disadvantages of Library**

- People near to it can only access it.
- Limited numbers of Books are available.
- It is costly to build a Library.
- People got addicted to it
- Waste a Lot of Time in reading and give major part of time to it.

### **Disadvantages of Internet**

- Spam Mail
- Waste of Time Access use of Social Websites
- Negative effect on family communication
- Conflict Information

## Lec No. 6 Paragraph Writing

**What is a paragraph?** A paragraph is a unit of writing in a larger body of work. A paragraph expresses a particular topic or theme. A paragraph is a component of fictional prose and non-fiction writings. When writing essays, research papers, books, etc., new paragraphs are indented to show their beginnings. Each new paragraph begins with a new indentation. The purpose of a paragraph is to express a speaker's thoughts on a particular point in a clear way that is unique and specific to that paragraph. In other words, paragraphs shouldn't be mixing thoughts or ideas. When a new idea is introduced, generally, a writer will introduce a new paragraph.

### Structure of a paragraph

A good paragraph will have the following structure:

**Topic Sentence:** A topic sentence is the first sentence of the body paragraph. Simply put, the topic sentence introduces the topic of the paragraph. A good topic sentence will be broad enough to allow for explication but narrow enough that it does not require a paragraph that is too long.

**Supporting Sentences:** The supporting sentences "support" the topic sentence. That is, they explain and elaborate the main viewpoint of the paragraph. The supporting sentences of a paragraph are the sentences between the topic sentence and the concluding sentence.

**Concluding Sentence:** The concluding sentence is the last sentence in the paragraph. It should succinctly end the paragraph and transition to the next paragraph, if appropriate.

**Crafting a Paragraph:** In a way, you could see each paragraph as a mini-essay.

- You introduce the topic
- You provide the contributing information
- You draw a conclusion

### "A Paragraph explaining its paragraphs"

The true intent of a paragraph is to express coherent points. It could be one sentence or through many sentences. The idea or what we call the "main idea" of the paragraph always flows in one direction. As soon as this idea changes, we change the paragraph too.

### What goes into a Paragraph Writing?

- It all begins with one idea and everything familiar that naturally flows with it fits into one paragraph.
- Every paragraph you write, should have points or sentence(s) related and referring to the central idea.
- These ideas should not be random. It always helps to jot down quick points quickly in a rough sheet, arrange them into a chronological order that flows in one direction making it easier to read.
- Don't leave any point or sentence hanging loose without any substantiation or explanation. Every statement you make should be backed by logical reasoning that stays in one paragraph.

## How to organize a Paragraph?

There are many different ways to organize a paragraph. The organization you choose will depend on the controlling idea of the paragraph. **Below are a few possibilities for organization,**

- **Narration:** Tell a story. Go chronologically, from start to finish.
- **Description:** Provide specific details about what something looks, smells, tastes, sounds or feels like. Organize in order of appearance or by topic.
- **Process:** Explain how something works, step by step. Perhaps follow a sequence—first, second, third.
- **Classification:** Separate into groups or explain the various parts of a topic.
- **Illustration:** Give examples and explain how those examples prove your point.

## Elements of writing a paragraph

**Oneness: Keep One Idea to One Paragraph:** The basic rule with paragraphing is to keep one idea to one paragraph. If you begin to transition into a new idea, it belongs in a new paragraph. You can have one idea and several bits of supporting evidence within a single paragraph. You can also have several points in a single paragraph as long as they relate to the overall topic of the paragraph. If the single points start to get long, then perhaps elaborating on each of them and placing them in their own paragraphs is the route to go.

**Unity:** Paragraph unity is perhaps the most important principle for good paragraphs. A reader quickly loses direction and ends up frustrated when confronted with paragraphs having multiple aims. A unified paragraph leaves a reader feeling secure that the writer is in control of her argument and able to lead the reader toward a clear and satisfying conclusion.

**Logical bridges:** The same idea of a topic is carried over from sentence to sentence. Sequential sentences can be constructed in parallel form by havin **Verbal bridges**. Key words can be repeated in several sentences. Synonymous words can be repeated in several sentences. Pronouns can refer to nouns in previous sentences. Transition words can be used to link ideas from different sentences

**The Importance of Topic Sentence:** In establishing unity, coherence, or emphasis, it is important to determine where to put the topic sentence inside the paragraph. Topic sentence is greatly considered in the paragraph construction. It is used to guide the specific focus of the paragraph's composition as well as in cutting out some details within. Furthermore, the topic sentence tells the readers about the things to come up or the things that will follow after.

**Transitions:** Good paragraphs have transitions between preceding and proceeding paragraphs. These transitions are logical and verbal. One paragraph should logically flow to the next. The ideas in a body of work should be organized so each paragraph transitions well to the next. It should not be choppy. Additionally, verbal transitions within and between paragraphs should help the reader move seamlessly through the piece of writing.

**How long a Paragraph should be?** There is no set length to a paragraph. Some paragraphs are only one sentence in length. However, a short paragraph like that should be left only to the expert writer or a specific style of writing. Paragraphs need to be long enough to express any given idea (long enough to thoroughly explain the topic sentence). Research papers may call for paragraphs ten sentences or longer. The overall topic of the writing and content will determine the length of a paragraph. Unfortunately, there is no single number of sentences to a good paragraph. Hence, a general rule is to begin with a topic sentence; develop that topic well with evidence, examples, and explanations; and conclude the paragraph appropriately.

## **Lec No.7 Essay Writing**

An essay is generally a piece of writing outlining the writer's perspective or story. It is often considered synonymous with a story or a paper or an article. Essays can be formal as well as informal. Formal essays are generally academic in nature and tackle serious topics.

### **Types of Essays**

The type of essay will depend on what the writer wants to convey to the reader. Few of the types are discussed below:

1. **Narrative Essays:** In this type of essay, the writer is narrating an incident or story through the essay. These are written in the first- person format. The aim of writing narrative essays is to involve the reader in them as if they were right there when it was happening. So make them as vivid and real as possible. One way to make this possible is to follow the principle of 'show, don't tell'. Therefore, you must involve the reader in the story.
2. **Descriptive Essays:** Here the writer will describe a place, an object, an event or maybe even a memory. But it is not just plainly describing things. The writer must paint a picture through his words. One clever way to do that is to evoke the senses of the reader. Do not only rely on sight but also involve the other senses of smell, touch, sound etc. A descriptive essay when done well will make the reader feel the emotions the writer was feeling at the moment.
3. **Expository Essays:** In such an essay a writer presents a balanced study of a topic. To write such an essay, the writer must have real and extensive knowledge about the subject. There is no scope for the writer's feelings or emotions in an expository essay. It is completely based on facts, statistics, examples etc. There are sub-types here like contrast essays, cause and effect essays etc.
4. **Persuasive Essays:** Here the purpose of the essay is to get the reader to your side of the argument. A persuasive essay is not just a presentation of facts but an attempt to convince the reader of the writer's point of view. Both sides of the argument have to be presented in these essays. But the ultimate aim is to persuade the readers that the writer's argument carries more weight.

**Format of an Essay:** There is no rigid format of an essay. It is a creative process so it should not be confined within boundaries. However, there is a basic structure that is generally followed while writing essays. The structure includes:

**Introduction:** This is the first paragraph of the essay. This is where the writer introduces the topic for the very first time. He can give a very brief synopsis of the essay in the introductory paragraph. Generally, it is not very long, about 4-6 lines only. There is plenty of scope to get creative in the introduction of essays. This will ensure that you hook the reader,

i.e. draw and keep his attention. So to do so you can start with a quote or a proverb. Sometimes you can even start with a definition. Another interesting strategy to engage with your reader is to start with a question.

**Body:** This is the main part of the essay. The body is the meat of your essay sandwiched between the introduction and the conclusion. So the most vital and important content of the essay will be here. This need not be confined to one paragraph. It can extend to two-three or more than more four paragraphs according to the content. Usually, we have a lot of information to provide in the body. And the mistakes writers generally make is to go about it in a haphazard manner which leaves the reader confused. Therefore, it is important to organize your thoughts and content. Write the information in a systematic order so that the reader can comprehend it. For example, you were narrating an incident. The best manner to do this would be to go in a chronological order.

**Conclusion:** This is the last paragraph of the essay. Sometimes a conclusion will just mirror the introductory paragraph but make sure the words and syntax are different. A conclusion is also a great place to sum up a story or an argument. You can round up your essay by providing some moral or wrapping up a story. Make sure you complete your essay with the conclusion, leave no hanging threads.

### **Strategy to write an Essay**

- Give your essay an interesting and appropriate title. It will help draw the attention of the reader and arouse their curiosity.
- Keep it between 300-500 words. This is the ideal length, though, you can take creative license to increase or decrease it.
- Keep your language simple and concise. Unnecessary complicated and difficult words break the flow of the sentence.
- Do not make grammar mistakes, use correct punctuation and spellings. If this is not done it will distract the reader from the content.
- Before beginning the essay, organize your thought and plot a rough draft. This way you can ensure the story will flow and not be an unorganized mess.

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13	FA19C1BE113	Sumbal Sawera
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33	FA19C1BE133	Madeeha Ishtiaq
34	FA19C1BE134	Sadia Murtaza
35	FA19C1BE135	Zainab Sajid
36	FA19C1BE136	Aleeba Saeed
37	FA19C1BE137	Tayyabah Shahid
38	FA19C1BE138	Eesha Tir Razia
39	FA19C1BE139	Maryam Fatima
40	FA19C1BE140	Rameez Jabbar
41	FA19C1BE141	Sidra Bano
42	FA19C1BE142	Izzah Maqbool
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