



# *Professional writing skill-II*

## MODULE-IV

### Communication for employment

### What are components of a job description?

A job description is often written *after* analyzing a job to develop a thorough understanding of the various attributes of the position. Done properly, a good job description will help the employer in every step of the recruitment process from writing winning advertisements to screening applicants for interviews. A complete job analysis should provide you with information on the following components:

~~Short, clear and accurate. For example, "cashier", "delivery driver", "baker", "sales clerk" may seem boring but they tell potential applicants exactly what the position will be.~~

- **Title**
  - Short, clear and accurate. For example, "cashier", "delivery driver", "baker", "sales clerk" may seem boring but they tell potential applicants exactly what the position will be.
- **Job summary**
  - Two or three sentences about the position and the company are enough at this point. It is a good idea to include a sentence about the importance of this position to the company.
- **Tasks, responsibilities**
  - Identify major categories and general responsibilities. For example, a field manager for a pick-your-own berry operation might include "Determining which fields to direct customers to daily" and "Training and supervising cashiers"
  - For more complex positions it may be helpful to indicate the percentage of time a task will take. For example, a farmers' market manager position might contain: 15% - Recruit vendors; 20% - develop and place PR for the market; etc.
- **Qualifications**

- Education or degree requirements along with any special licences or certifications required. For example, Commercial Drivers License, ability to lift 50 pounds, or ability to read and speak Spanish are legitimate qualifications. You might also include prior knowledge or prior experience desired.
- **Supervision**
  - Who does this employee report to? Is there direct supervision or is this a position that must be self-regulating?
- **Working conditions**
  - Any particular physical requirements or environmental considerations that are unique to this position should be spelled out. For example, if the position requires working outside in a variety of weather conditions that should be mentioned. Likewise, long hours of standing, driving, or doing repetitive tasks should also be mentioned here. You will want to be clear on these points when conducting interviews.
- **Salary and benefits**
  - Although there is some disagreement on whether this information should be included in the recruiting materials, it absolutely should be part of the position description. This is also the place where notes can be made regarding whether this position is exempt or non-exempt, salaried or hourly, part time or full-time.

## Types of Business Letters

### Related Articles

- [1Write a Business Letter to an Employer](#)
- [2What Information Should You Include in a Continuation Header for a Business Letter?](#)
- [3Is a Cover Letter Required?](#)
- [4What to Do If You Are Late Sending a Follow-Up Letter From an Interview?](#)

The term “business letters” refers to any written communication that begins with a salutation, ends with a signature and whose contents are professional in nature. Historically, business letters were sent via postal mail or courier, although the internet is rapidly changing the way businesses communicate. There are many standard types of business letters, and each of them has a specific focus.

### Sales Letters

Typical sales letters start off with a very strong statement to capture the interest of the reader. Since the purpose is to get the reader to do something, these letters include strong calls to action, detail the benefit to the reader of taking the action and include information to help the reader to act, such as including a telephone number or website link.

### Order Letters

Order letters are sent by consumers or businesses to a manufacturer, retailer or wholesaler to order goods or services. These letters must contain specific information such as model number, name of the product, the quantity desired and expected price. Payment is sometimes included with the letter.

### **Complaint Letters**

The words and tone you choose to use in a letter complaining to a business may be the deciding factor on whether your complaint is satisfied. Be direct but tactful and always use a professional tone if you want the company to listen to you.

### **Adjustment Letters**

An adjustment letter is normally sent in response to a claim or complaint. If the adjustment is in the customer's favor, begin the letter with that news. If not, keep your tone factual and let the customer know that you understand the complaint.

### **Inquiry Letters**

Inquiry letters ask a question or elicit information from the recipient. When composing this type of letter, keep it clear and succinct and list exactly what information you need. Be sure to include your contact information so that it is easy for the reader to respond.

### **Follow-Up Letters**

Follow-up letters are usually sent after some type of initial communication. This could be a sales department thanking a customer for an order, a businessman reviewing the outcome of a meeting or a job seeker inquiring about the status of his application. In many cases, these letters are a combination thank-you note and sales letter.

### **Letters of Recommendation**

Prospective employers often ask job applicants for letters of recommendation before they hire them. This type of letter is usually from a previous employer or professor, and it describes the sender's relationship with and opinion of the job seeker.

### **Acknowledgment Letters**

Acknowledgment letters act as simple receipts. Businesses send them to let others know that they have received a prior communication, but action may or may not have taken place.

## Cover Letters

Cover letters usually accompany a package, report or other merchandise. They are used to describe what is enclosed, why it is being sent and what the recipient should do with it, if there is any action that needs to be taken. These types of letters are generally very **short and succinct**.

## Letters of Resignation

When an employee plans to leave his job, a letter of resignation is usually sent to his immediate manager giving him notice and letting him know when the last day of employment will be. In many cases, the employee also will detail his reason for leaving the company.

# Account Manager Cover Letter Example

Prove to hiring managers that you can manage client relationships with a top-notch account manager cover letter. Check out our downloadable sample below for some guidance!

[Build My Cover Letter Now](#)

[View Text Format](#)

## EMAIL PROOFREADING CHECKLIST

Check to ensure:

1. **The subject line** is precise and up to date.
2. **Email addresses** of recipients, including any Cc recipients, are correct.
3. **Names** of the recipients and of other persons and entities are correct and consistent throughout.

**4. Pronouns** (*him, his, her, hers, their, theirs*) match their associated names. [Errors creep in when you reuse emails for new recipients.]

**5. Dates** and day-date combinations are accurate.

**6. Numbers** (cases, phone numbers, addresses, dollar amounts, etc.) are correct.

**7. Attachments** are cited correctly in the message, and current versions are attached.

**8. References** to documents, page numbers, articles, etc., are correct.

**9. Links** are live and correct.

**10. The message** makes sense and is complete.

**11. No typos or errors** in spelling, grammar, or punctuation exist.

If you'd like systematic practice using this checklist, as well as a document checklist for other kinds of content, take my self-study course [Proofread Like a Pro](#). The free trial gives you a taste of the course content and its value.

What kinds of oops errors do you encounter? Another oops message I sometimes receive is "Oops--sorry I didn't read your message carefully. Never mind." I guess a Number 12 in the checklist above might be "If replying, I've read the original email first."

I welcome your comments.

### **I Should Have Known Better**

As a business writing expert, I should have known that I'd get the wrong response. I had written the email in a way that was easy for me but misleading for my reader, a woman named Lea.

Requesting a tour of a retirement home for my elderly friend, I wrote:

**Please let me know if you have any time this week. The only impossible day for us is Wednesday.**

Do you see what's wrong with my request?

If you don't see it yet, you will recognize it when you read Lea's reply:

**I can do Wednesday. We can have lunch also. Can you both be here by 11:30 a.m.?**

And before I even had a chance to respond and clarify, I received another email from Lea:

**Sorry, I read it to be the only *possible* day. How about Thursday at 10:00 a.m.?**

With the way I had written the message, Lea had seen *Wednesday* and chosen that day.

The truth is, I did know better. I knew I should tell Lea when we *were* available--not when we weren't. I just didn't feel like taking the time to type all the days we were free. But I should have written this:

**We are available on Monday, Tuesday, Thursday, or Friday.**

Here's a best practice: Tell them when you *are* available--not when you aren't. Tell them what you want--not what you don't want. Although it may take a moment longer, it will save time for everyone when your clear message gets the right response.

I wrote about this best practice almost 12 years ago here in [Make No Exceptions](#).

Do you have any writing rules you sometimes ignore even though you know better? I welcome your confession.

### **Do You Give Readers the "Why" They Need?**

The other night I was traveling from Boston to my home, Seattle. When I arrived at my connection city, Denver, at 7:15 p.m. I received this text message:

Your Flight\_\_\_\_on August 6 from DEN now departs at 11:55 p.m. We're sorry for the delay. Please visit [website].

The website gave only the new departure time, no additional information.

But I wanted more information. *Why* was the plane going to take off 90 minutes late?

No one was available at the gate to tell me the reason for the delay. I learned much later from a gate attendant, whom I approached, that the reason for the delay was severe weather in a connecting city.

Weather is something an airline cannot affect, yet not knowing the reason for the delay, and not having a way to find out, made me blame the airline. I felt taken for granted. Instead of getting me to Seattle just after midnight, they'd get me there around 2 a.m.--with no explanation.

A simple addition to the text message (and one deletion) would have satisfied me:

Your Flight\_\_\_\_\_on August 6 from DEN now departs at 11:55 p.m. because of severe weather conditions. We're sorry for the delay. Please visit [website]. [Don't send me to a website unless it has more information.]

That brief explanation--that *why*--would have made all the difference.

Do you include the *why* that your readers need?

- When you cancel or postpone a meeting, do you include why? People who planned to attend will want to know.
- When you inform customers of a price increase, do you explain why? If you don't, they may think you are simply greedy.
- When you make a change in procedure or policy, do you tell why? Readers may see you as unpredictable or secretive if you don't explain.
- When you want feedback, do you mention why? For example, do you tell readers what you will do with the feedback? Otherwise, why should they take the time to share it?
- When you hire a new employee, do you tell why you chose him or her? Readers won't know the value of the new hire unless you communicate it.

Whenever you write, be sure to consider the reader's need to know why. Ask yourself, Have I included enough *why* to satisfy my readers?

Do you have an example of a missing *why* and how it affected you or others? If so, please share it.

### **T-F Test on Formatting Business Letters and Emails**

The standards of writing change. What was once correct in business messages now comes across as old-fashioned--or does it? Take this true-false test to check your knowledge of basic formatting standards for business letters and emails.

Note: The questions and answers apply to business writing in Canada and the United States. Standards may be different in other countries.

1. In business letters, paragraphs should be indented. True or false?
2. In business emails, paragraphs should be indented. True or false?

3. In a business letter "Dear" is the standard way to greet the reader. True or false?
4. Business letters should be single-spaced. True or false?
5. Business emails should be single-spaced. True or false?
6. In business emails, dates should be expressed like this: 5/12/18. True or false?
7. In emails and letters, normally one space--not two--should be inserted between sentences. True or false?
8. Emails require a subject line. True or false?
9. Business letters require a subject line. True or false?
10. It is standard in emails to include the writer's name at the end of the message. True or false?
11. If a business letter does not fit on one page, it is acceptable to have only the closing content (complimentary closing, signature block, etc.) on a second page. True or false?
12. If a business letter is short, it is acceptable to widen the margins and increase the space between the date and the inside address. True or false?

### **Answers**

Note: I used *The Gregg Reference Manual*, 11th Edition (2011), to verify the answers.

1. False. Although it is acceptable to indent paragraphs in the modified-block style of business letters, it is no longer the predominant style. Paragraphs are commonly not indented in business letters.
2. False. Paragraphs are not indented in email.
3. True. "Dear" is the standard salutation in a business letter. In the simplified letter style, no salutation is included.
4. True. Business letters are single-spaced, with a blank line between paragraphs.
5. True. Emails are single-spaced, with a blank line between paragraphs.



6. False. Although formatting the date that way (5/12/18) is acceptable, it is not the standard because it can be interpreted two ways: as May 12, 2018, and December 5, 2018. When readers may misinterpret the date, spell it out.

7. True. One space between sentences has become the standard. I know of no current U.S. or Canadian style guide that recommends two spaces.

8. True. Every email should have a subject typed on the subject line.

9. False. Although a subject line is a good way of indicating what a letter is about, it is not required. Note: In the simplified letter style, a subject line replaces the greeting.

10. True. It is standard in emails to include a first (given) name or a full name, depending on the degree of formality. Some authors type their first name above a signature block that includes their full name. Even in back-and-forth threads between people, closing with one's name helps to identify who's writing (or wrote) each message.

11. False. It is standard to include at least two lines of the body of the letter on the second page.

12. True. To make a short letter appear more attractive on the page, margins may be widened and space may be added after the date.

If you don't agree with particular answers, please let me know which reference books support your preferred formatting. I would be happy to change the answers based on new style guides.

### **Be Nice and Make Less Work for Your Reader**

The other day at my health club I asked an employee what time the bank parking lot was available for club members' use. I knew I could use the bank lot when the bank closed, but I wasn't sure what time that was. The employee responded, "You'll have to ask at the bank."

The health club has arranged with the bank for club members to use the parking lot. Why wouldn't the club employee want to know about the closing time herself? Why make individual club members find out from the bank?

I didn't give any flak to the employee because I'm trying to spread joy rather than annoyance. Instead, I thought about how the situation relates to writing. How can people avoid coming across as uninterested and instead take the next step for their readers? Below are a few ideas I thought of. Please add yours.

If someone:

1. Asks for something and you aren't the right person to provide it, forward the email to the person who can. But before forwarding, make sure there's nothing in the original email that the writer would not want forwarded.
2. Emails a question and you can't answer it now, reply anyway. Let them know when you will have the information, so they don't have to worry that you didn't get the message.
3. Will need to schedule a meeting with you, email suggested meeting times rather than waiting for them to do it. If you work with them, add the meeting to their calendar.
4. Needs to take a step forward on a project, offer suggestions of next steps instead of just asking "What do you want to do?"
5. Wants to connect with an associate of yours, don't just provide the person's email. Introduce them by email to make the job easier for both of them. Read [How to Introduce Two People in Writing](#) for tips and examples.
6. Needs information from a website, give them a specific link within the site, not just to the home page.
7. Needs an answer from you--and your answer is no--reply promptly. Don't make them ask again. Here are tips on [How to Say No](#).

Can you think of other ways to make life easier for readers? If you share them, you may make life easier for readers around the world.

This week a Vogue.com article ["How to Send Stern Work Emails Without Burning Bridges"](#) featured some of my ideas. Check it out!

*Lynn*

[Syntax Training](#)

January 19, 2018 in [Courteous Writing, Email, Etiquette](#) | [Permalink](#) | [Comments \(17\)](#)  
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### [What's Wrong With This Complimentary Close?](#)

Today I received an unsolicited email with this as the close:

Thanks, and Best Regards,

Can you identify what's wrong with it? Think about what you would change before scrolling down to my ideas.

I'd change several things. But what's definitely wrong is the capitalization. Only the first word of the complimentary close should be capitalized. It may be hard

to accept that capitalization rule since so many people capitalize all the main words in the close. But the style manuals agree--capitalize only the first word of the close. There's simply no reason to capitalize the others.

What did you think of the combination of "Thanks" and "Best regards"? I'd change that too so the sentiments don't compete for attention. If the writer wants to express gratitude, the thanks can come across more sincerely in a closing sentence such as "Thank you for considering my request."

If the writer insisted on combining "Thanks" and "Best regards," I'd do it this way:

With thanks and best regards,

Without the interrupting comma, that close flows better. And it feels more sincere to me. What do you think?

These blog posts also deal with complimentary closes:

[With Best Wishes](#) includes a list of closes for letters.

["Thanks" As a Close Has Gone Too Far](#) highlights ways to end emails.

[Complimentary Closes That Aren't](#) discusses text-speak in closes, and it features lots of reader comments.

[What Is a Salutation? It's Not a Close!](#) defines salutations and closes and tells and how to punctuate both.

Do you see strange complimentary closes in the messages you receive? Please share them.

Grammarly approved this blog post. [Try it.](#)

### **[Is Your Writing Too Abrupt?](#)**

You work against deadlines. Often you have to write quickly, even when the message is complex and somewhat delicate. It's not surprising that you occasionally come across as abrupt when you thought you were being efficient. This problem is especially true in email.

For the past few weeks, I've been getting web design help from an excellent graphic designer, [Barb Rowan](#). When we go back and forth in email, not yet coming to agreement (perhaps with me resisting a new idea), I can feel my stress level rising, and I want to be sure my tension doesn't come across in my writing. In situations like that, it's time to slow down and breathe.

Speed is not efficient when the result is an abrupt, unkind message. It can take hours or days to resolve misunderstandings and repair morale when something has come across as tactless and abrupt.

Here are 10 simple ways I recommend to warm up your message and reduce the risk of hurt feelings.

**1. Use a greeting.**

Rather than going straight to your point, start with “Hi,” “Hello,” “Good morning,” “Greetings,” or another opener. A greeting acknowledges that you are communicating with another human being—not a machine. In a quick exchange of messages you can, of course, skip the greeting. But when you write again the following day, include one.

**2. Use the person’s name.**

Virtually everyone appreciates being addressed by name. Although it may seem sufficient to start a message “See inline,” when you begin with the person's name, you acknowledge him or her. It is a simple gesture that can have a profound positive effect. For up to four readers or so, use everyone’s name. For a larger group, use a group name, for example, “Thanks for your fine work, Customer Service Team.”

**3. Use your own first name.**

In email, many people use automatic signatures with their full name. Others use no name at all—they just end the message. But signing (typing) your first name warms up the message, creating a connection between you and the reader.

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**4. Use complete sentences to avoid sounding cold or sarcastic.**

“Thanks” or “Thanks a lot,” can sound sarcastic, especially in sensitive messages. Instead, write “Thanks for handling this. I really appreciate it.” Rather than “See me” or “We need to talk,” write “Let’s talk soon. I’d like to hear your thoughts on these images.”

**5. Include words and phrases that communicate warmth and connection.**

A message without positive language can seem cold and abrupt. Use these words and phrases for a warmer tone:

thank you for   pleased to   welcome   looking forward   pleasure   value  
I’m honored   glad   happy to   grateful   glad to   thoughtful   delighted  
terrific

**6. Avoid cool, canned language.**

Some phrases, such as “I look forward to meeting you,” may be canned, but they aren’t cold. Others are canned and cold: “Thank you in advance for your cooperation in this matter.” To warm up your message, write as though the reader is your friend or valued colleague: “I would really appreciate your help with this research” or “Thanks so much for considering my request.”

**7. Be clear when you are agreeing with the person or echoing their views.**

In a quick exchange of messages, you may be tempted to write a simple

sentence repeating what your reader has already written. But this action may lead your reader to think That's exactly what I said! To avoid such a response, write "I agree with you that Costanzia is the best person for the job" rather than "Costanzia is the best person for the job." That way, you head off this response: "Didn't he read what I wrote? I was the one who recommended her!"

**8. Avoid the word *immediately* or *now* when you are writing with a request or assigning a task.**

Your reader may have several other immediate jobs, and your request may seem pushy and unreasonable, even if you are the boss. If something must be done immediately, stop by in person, phone, or email to ask whether the individual has time available. Assume that the other person is as busy as you—even busier.

**9. Read your message aloud—exactly as it is on the page or screen.**

Reading aloud helps you recognize how your writing may sound to others. You may have merely stated a fact when you wrote "Handling the Walters account is your responsibility." Reading it aloud, though, you may notice a hint of criticism that you did not intend. When you can, wait at least a few minutes between writing your note and reading it aloud. That way, your impression will be fresher—similar to your reader's fresh view.

**10. Have someone read your message before you send it.**

This step can be especially helpful when your communication will go to a group and when the reaction to it may not be positive. Your test reader can think about the people in the group and how to help them react positively to your message.

Often abruptness is accidental. But sometimes it comes across because of the writer's underlying feeling of resentment, irritation, or entitlement. At all times, do your best to focus on the big picture, the higher goal, and the long term when you write. While it might feel good to put down, unsettle, or get the best of a colleague in writing, resist that temptation.

When you are hurt or angry, write a retaliatory message in your mind, have a big laugh (or cry) about it, and then do the right thing: behave generously and professionally. The cost of repairing the damage of a rude or abrupt message—in time, money, morale, and frustration—is just too great.

Do you have tips to reduce abruptness? Please share them.

Would you like to take your business writing to the next level? Try out my online course [Business Writing Tune-Up](#).

[Lynn](#)

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May 11, 2017 in [Books](#), [Courteous Writing](#), [Email](#), [Etiquette](#) | [Permalink](#) | [Comments \(10\)](#)

March 22, 2017

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[Do You Write Lazy Emails?](#)

## Do You Write Lazy Emails?

By Marcia Yudkin

Twice last week, I received emails that each amounted to a request. They simply asked - without explaining why and how the requested action would benefit me, my audience or anyone other than themselves.

I politely responded that the request wasn't relevant, and suddenly my correspondents got into gear to argue strenuously that I was mistaken. They then laid out their case, which had some merit and might have persuaded me to respond differently had they said all that at the beginning.

I see this tendency often in the initial drafts clients send me to review. It comes from a psychological blind spot.

When we're deep in a project whose advantages are deeply familiar to us, we assume the people we're targeting will grasp the substance and sparkle of the proposal without our having to spell it out.

You may have heard the story about Henry Kissinger sending his aide back time after time with the question, "Is this the best you can do?" Likewise, before pressing "Send," ask yourself, "Have I made the most vigorous and appealing case I can here?" If not, redo it.

Be explicit.

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Like Marcia, I receive emails that make me do the work of figuring out why I should respond positively. For instance, people who want to write a guest blog post leave out their credentials, the topic they want to write about, and links to examples of their work. Rather than investing time, I respond, "Thank you. I'm not interested."

Do you write lazy appeals—or receive them? If you receive them, do you take the time to ask additional questions? Or do you, like me, just say no?

If you work in marketing—in the broadest sense of that word—[sign up for Marcia's free weekly "Marketing Minute."](#) You'll get concise, interesting pointers on persuasive communication. It's the one newsletter I always read.

## Reading Skills and Reading Comprehension in English for Specific Purposes

Abstract— Reading is a complex, purposeful, interactive, comprehending, and flexible activity that takes considerable time and resources to develop. Reading comprehension is a process of getting meaning from and bringing meaning to a



text. Theoretical framework, concerning classification of reading skills, criteria for skill ranking and skill transfer, is presented. The balance between skills and language affects the teaching of reading in English for Specific Purpose. Adopting a range of reading styles, strategies and techniques in second/foreign language classroom is necessary for successful interaction with the authentic texts in English for Specific Purpose implying more efficient second language readers. Different techniques for testing reading are also analyzed. Success in reading comprehension task is studied by analyzing effects of the type of the training students have undergone, for how long they have studied English at the faculty, duration of training in reading skills, frequency of testing, and the nature of texts used as a basis for applying reading comprehension tests. Index Terms—Reading, skills, comprehension, reading assessment.

## I. INTRODUCTION

Reading is a complex, purposeful, interactive, comprehending, flexible activity that takes considerable time and resources to develop. Reading is rapid, which means that readers should maintain flow of information at a sufficient rate to make connections and inferences vital to comprehension. The reader has a purpose for reading, whether it is for entertainment, information, or research. Reading for a purpose provides motivation - an important aspect of being a good reader. It is interactive activity - the reader makes use of information from his/her background knowledge as well as information from the printed page; reading is also interactive in the sense that many skills work together simultaneously in the process. The reader typically expects to understand what s/he is reading. Reading is flexible, meaning that the reader employs a range of strategies to read efficiently. Finally, reading develops gradually; the reader does not become fluent suddenly, or immediately following a reading development course.

## II. READING COMPREHENSION

Reading is not merely a process of exact identification of letters, words, and ultimately sentences leading to comprehension built from letter to word to phrase to sentence [1]. Readers make use of their existing background knowledge (schemata) to make predictions

about what is coming next in the text and about how some new, unfamiliar piece of information relates to what is already known, as in [2] and [3]. It is clear that basic decoding processes are important for comprehension and are used by readers in interaction with the more complex processes of meaning generation, as referred in [4], [5], and [6]. However, it is equally clear that readers engage in reading in order to gain information. Reading purpose is a central concern of English for Specific Purposes (ESP), and purpose resides in the language learner's relationship to the learning task. The purpose is assumed to be comprehension of the message. Comprehension in instructional settings is translated into some product, such as completion of comprehension questions, a written summary, or an oral report [7].

### III. READING SKILLS

A reading skill is a cognitive ability which a person is able to use when interacting with the written text. In the taxonomies given in the following paragraph some skills seem more inclusive than others.

According to the reference [8], reading skills involve: identifying word meaning, drawing inferences, identifying writer's technique, recognizing mood of passage, finding answers to questions. Reading skills [9] can also include: recognizing the script of language; deducing the meaning, use of unfamiliar lexical items; understanding explicitly and non-explicitly stated information, conceptual meaning, communicative value of sentences, relations within the sentences and between parts of text through lexical cohesion devices; recognizing indicators and main point of information in discourse; distinguishing main idea from supporting detail; selective extraction of relevant points from the text; basic reference skills; skimming, scanning, transcoding information from diagrams/charts. According to [10], reading skills are as follows: word meaning in context, literal comprehension, drawing inferences, interpretation of metaphor, finding main ideas, forming judgments. Reading skills, as in [11], also involve: automatic recognition skills, vocabulary and structural knowledge, formal discourse structure knowledge, content/world background knowledge, synthesis and evaluation skills/strategies, metacognitive knowledge and skills monitoring.

Grabe's taxonomy [11] uses very general categories,



equivalent to knowledge areas. If reading itself is a skill, it must be possible to break this down into different levels of component skills categories. Reference [12] suggests a distinction between “language related” and “reason related” skills. Some attempts have been made to arrange skills into hierarchies. The taxonomy of Lunzer et al. [10] is so arranged, with the lowest level skills at the top. Munby’s taxonomy [9] was not intended to be hierarchically arranged, but it seems that some skills presuppose the learning of other skills. Skills are interdependent, and they are acquired at different rates and

The International Language Conference on The Importance of Learning Professional Foreign Languages for Communication between Cultures written texts.

This component skill approach is practical as it leads to important insights into the reading process and classroom practices and it can be useful for teaching of reading.

Possible criteria for ranking skills [13] are as follows:

be considered to presuppose all components below it;

skill in the system can be assumed to possess all the “lower” skills;

of increasing difficulty;

than others (it is unwise to suppose that readers pass through a period of comprehending

“explicitly stated” information before they arrive at the stage of inferencing).

#### IV. READING SKILLS IN ENGLISH FOR SPECIFIC PURPOSES

The purpose of reading and the balance between skills and language affect the teaching of reading in English for Specific Purposes. Two contributions to the approach to reading in English for Specific Purposes (ESP) are of prime importance, as in [14].

One of them is the shift from text as a linguistic object to text as a vehicle of information [15]. The key principles for ESP learners are that extracting information accurately and quickly is more significant than language details; that understanding the macrostructure comes before language study; and that application of the information in the text is extremely important. The reader first processes the language and then links the ideas to prior knowledge.

The second significant contribution to teaching reading on ESP courses is the recognition that good reading

requires language and skills. According to [16], less successful foreign language learners had a fragmented approach to text, while successful learners went for overall meaning, guessing or skipping language and information. As referred in [17], several hypotheses were tested about the role of language and skills, showing that poor reading in a foreign language is due in part to poor reading in L1, together with an inadequate knowledge of the foreign language. The learners need to reach a threshold level of L2 before they are able to transfer any L1 skills to their L2 reading tasks.

The reading component of an ESP course thus requires a balance between skills and language development. Some of the crucial skills to be learnt or transferred into the new language are, as referred in [14]: selecting what is relevant for the current purpose; using all the features of the text such as headings, layout; skimming for content and meaning; scanning for specifics; identifying organisational patterns; understanding relations within a sentence and between sentences; using cohesive and discourse markers; predicting, inferring and guessing; identifying main ideas, supporting ideas and examples; processing and evaluating the information during reading; transferring or using the information while or after reading.

Most of these skills are composed of several processes, of which skimming and scanning are useful first stages for determining whether to read a text or which parts to read carefully. Once a text has been identified as relevant, then ESP readers need to read carefully, extract meaning and consider the author's attitude.

## V. KINDS OF READING, CLASSROOM READING PROCEDURES AND READING TESTING TECHNIQUES

The following types of reading are important to discuss [13]: search reading - locating information on predetermined topics; skimming - reading for gist; scanning - reading selectively to achieve very specific reading goals; careful reading - reader attempts to handle majority of information in the text and to build up a macrostructure. The reader may choose kind of reading according to the perceived demands of the learning task. Adopting a range of reading styles during pre-reading (predicting, word association, discussions, text surveys), while-reading (a list of questions, scanning and skimming activities, working out the meaning of unfamiliar words,

## Sample

### English Reading Comprehension (RC) Passages with Questions & Answers

#### Sample RC Passage-1

**Directions for questions 1 to 5- Read the short passage below and answer the questions that follow:**

*(You should check your answers after attempting the questions)*

A sanctuary may be defined as a place where Man is passive and the rest of Nature active. Till quite recently Nature had her own sanctuaries, where man either did not go at all or only as a tool-using animal in comparatively small numbers. But now, in this machinery age, there is no place left where man cannot go with overwhelming forces at his command. He can strangle to death all the nobler wild life in the world to-day. To-morrow he certainly will have done so, unless he exercises due foresight and self-control in the mean time.

There is not the slightest doubt that birds and mammals are now being killed off much faster than they can breed. And it is always the largest and noblest forms of life that suffer most. The whales and elephants, lions and eagles, go. The rats and flies, and all mean parasites, remain. This is inevitable in certain cases. But it is wanton killing off that I am speaking of to-night. Civilized man begins by destroying the very forms of wild life he learns to appreciate most when he becomes still more civilized. The obvious remedy is to begin conservation at an earlier stage, when it is easier and better in every way, by enforcing laws for close seasons, game preserves, the selective protection of certain species, and sanctuaries.

I have just defined a sanctuary as a place where man is passive and the rest of Nature active. But this general definition is too absolute for any special case. The mere fact that man has to protect a sanctuary does away with his purely passive attitude. Then, he can be beneficially active by destroying pests and parasites, like bot-flies or mosquitoes, and by finding antidotes for diseases like the epidemic which periodically kills off the rabbits and thus starves many of the carnivore to death. But, except in cases where experiment has proved his intervention to be beneficial, the less he upsets the balance of Nature the better, even when he tries to be an earthly Providence.

**Q.1. The author implies that his first definition of a sanctuary is**

- A. Totally wrong
- B. Somewhat idealistic
- C. unhelpful
- D. indefensible
- E. immutable

**Your Answer Options:**

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

**Q.2. The author's argument that destroying bot-flies and mosquitoes would be a beneficial action is most weakened by all of the following except**

- A. parasites have an important role to play in the regulation of populations
- B. the elimination of any species can have unpredictable effects on the balance of nature
- C. the pests themselves are part of the food chain
- D. these insects have been introduced to the area by human activities
- E. elimination of these insects would require the use of insecticides that kill a wide range of insects

**Your Answer Options**

- 1.B 2.C&D 3.A 4.D 5. E

**Q.3. It can be inferred that the passage is**

- A. part of an article in a scientific journal
- B. extracted from the minutes of a nature club
- C. part of a speech delivered to an educated audience
- D. a speech delivered in a court of law
- E. from a polemical article published in a magazine

**Your Answer Options**

1. D&E 2.A 3.C 4. B 5.D

**Q.4. What should be the most appropriate central idea of this passage**

- A. Author argues that man kills big animals but saves mosquitoes & other parasites.
- B. Man is selfish by nature so he is up against the wild life which is harmful for his survival
- C. Ecological balance, if not maintained by man will be harmful in long run.
- D. Author proposes a program me for not disturbing the balance of nature as it is beneficial for mankind.
- E. In view of the author man should not intervene in natural environments.

**Your Answer Options**

- 1.A 2.D 3.C 4.E 5.B

**Q.5 – Tone of the Author as expressed in the passage can be best described**

- A. Descriptive to analytical
- B. Sarcastically humorous
- C. Objective to narrative
- D. Sarcastically critical to suggestive
- E. Ironically sarcastic to negative

## **Your Answer Options**

**1. B&C   2.A   3.D   4.E   5.C**

### **Check Your Answers**

**Ans for Q.1: 2. B.** The author says in sentence two that his previous definition was “too absolute”. Yet he admits that the less man “upsets the balance of Nature” the better. Hence his definition is not entirely right (because it is too idealistic) but it is not entirely wrong either. It is now easy to eliminate answers A, C, D, and E because they are strongly negative.

**Ans for Q.2: 4. D.** In “except” questions find the true statements first. In this case find four statements that weaken the idea that destroying pests is beneficial. That means finding statements that show that it is not a good idea to destroy the pests. Answers A, B, C, and E give reasons why destroying these insects might be a mistake. D, however, is the right answer because it suggests that eliminating these insects might not be wrong, since they are not even natural inhabitants of the area.

**Ans Q.3: 3.C.** From the words “I am speaking of tonight” we can infer that the words were delivered orally, and not during the day time. The only possible answer is C.

**Ans. Q.4: 3. C.** The author in his last paragraph warns the man against his attitude and suggests not to create disturbance in ecological system and should have foresight for his own benefit.

**Ans Q.5: 3.D.** Very first paragraph determines the tone which goes on to criticise the human activities against nature sarcastically yet issues a suggestive warning to exercise due foresight and self-control. Entire passage revolves around this tone and concludes with the suggestion not to disturb the ecological balance.

### **Sample RC-2: with Answers-2**

**Direction for Questions 1 - 10:** In the following passage there are blanks, each of which has been numbered. These numbers are printed below the passage and against each, five words are suggested, one of which fits the blank appropriately. Find out the appropriate word in each case.

*(You should check your answers after attempting all questions)*

Not a ... (1) ... passes without a controversy ... (2) ... over the national sports awards. The ... (3) ... that arises every year following the announcement of the Khel Ratna, Arjuna and Dronacharya awards often ... (4) ... to accusations of bias, regionalism and ... (5) ... Representations to the Sports Minister,

interventions ...(6)... Chief Ministers, Union Ministers and politicians have all ...(7)... part of the game, though the rules stipulate that any form of “canvassing” could lead to disqualification of an ...(8)... . In practice, no such disqualification takes ...(69)... and aspiring candidates readily plead their cases with the Sports Minister even after the recommendations of the awards panel become public ...(10).

1. ----- (1)?

- A) distance
- B) year
- C) right
- D) second

2. \_\_\_\_\_(2) ?

- A) harming
- B) developing
- C) surrounding
- D) erupting

3. \_\_\_\_\_(3) ?

- A) debate
- B) understanding
- C) struggle
- D) discussion

4. \_\_\_\_\_(4) ?

- A) permits
- B) allows
- C) leads
- D) results

5. \_\_\_\_\_(5) ?

- A) honesty
- B) complexity
- C) encourage
- D) manipulation

6. \_\_\_\_\_(6) ?

- A) for
- B) by
- C) from
- D) with

7. \_\_\_\_\_(7) ?

- A) become
- B) crossed
- C) affected
- D) lasted

8. \_\_\_\_\_ (8) ?

- A) award
- B) game
- C) entry
- D) theory

9. \_\_\_\_\_ (9) ?

- A) part
- B) toll
- C) role
- D) place

10. ----- (10) ?

- A) Choice
- B) Fury
- C) Property
- D) Knowledge

### Check Your Answers to RC Questions

Q No.	1	2	3	4	5
Ans	B	D	A	C	D

### Sample Reading Comprehension (RC) Exercise with Answers -3

**Directions for questions 1 to 6- Read the short passage below and answer the questions that follow:**

*(You should check your answers after attempting all 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

**Answers:**

**Question**

**1**

**2**

**3**

**4**



**Sample Reading Comprehension (RC) Exercise with Answers - 4**

**Directions for questions 1 to 4- Read the short passages below and answer the questions**

*(You should check your answers after attempting all the questions)*

Care should be taken when submitting manuscripts to book publishers. A suitable publisher should be chosen, by a study of his list of publications or an examination in the bookshops of the type of books in which he specializes. It is a waste of time and money to send the typescript of a novel to a publisher who publishes no fiction, or poetry to one who publishes no verse, though all too often this is done. A preliminary letter is appreciated by most publishers, and this should outline the nature and extent of the typescript and enquire whether the publisher would be prepared to read it (writers have been known to send out such letters of enquiry in duplicated form, an approach not calculated to stimulate a publisher's interest). It is desirable to enclose the cost of return postage when submitting the typescript and finally it must be understood that although every reasonable care is taken of material in the Publishers' possession, responsibility cannot be accepted for any loss or damage thereto.

Authors are strongly advised not to pay for the publication of their work. If a MS. Is worth publishing, a reputable publisher will undertake its publication at his own expense, except possibly for works of an academic nature. In this connection attention is called to the paragraphs on Self-publishing and vanity publishing, at the end of this section.

**Q.1. In view of the writer –**

- 1.a) The publisher will stick to his line of publication only.
- 2.b) The publisher who does not publish the other books, may not understand the ingredients and pattern of publication.
- 3.c) Publisher will not devote time to the Editing and reading the material which is not of its line of publication.
- 4.d) Any publisher, not publishing the stuff of other type will not be able to do justice with the manuscript.

**Q.2. As per the passage**

- 1.a) Introductory letter, as it helps in publication, must be invariably sent.
- 2.b) The letters must have the contents in detail, to make the publisher read the same while devoting sufficient time.
- 3.c) A well worded & concise letter must be sent with manuscript to enable the publisher to have a glimpse of the manuscript.

4.d) More than one copy of the Preliminary/introductory letter must be submitted.

### **Q.3. According to the writer**

- 1.a) Paying for the publication expenses will help in publication of the manuscript.
- 2.b) Although the publisher would pay for the return expenses, no publication expenses will be borne by the publisher.
- 3.c) Reputed publisher would publish the manuscript on its own expenses.
- 4.d) Good publishers sometimes defer the publication according to the demand.

### **Q.4. Give the suitable Central idea of the passage**

- 1.a) Manuscripts when sent for publication must have preliminary letter in more than one copy with cost of publication.
- 2.b) Manuscripts must be submitted to reputed publisher, who publishes the material of that kind with a brief letter and cost of return expenses.
- 3.c) The manuscripts before submission, must be personally discussed with the publishers, along with a letter and making it clear with him that only a part of publication expenses will be borne by the writer.
- 4.d) While submitting the manuscripts for publication, all the details are to be made abundantly clear with the publisher in writing alongwith the share of expenses. Any reputed publisher can be selected who may publish the manuscript.

### **Answers**

<b>Question</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Answer</b>	<b>4(d)</b>	<b>3(c)</b>	<b>3(c)</b>

### **Sample Reading Comprehension (RC) Exercise with Answers-5**

**Directions for questions 1 to 3- Read the short passage below and answer the questions**

*(You should check your answers after attempting all the questions)*

The first and most important rule of legitimate or popular government, that is to say, of government whose object is the good of the people, is therefore, as I have observed, to follow in everything the general will. But to follow this will it is necessary to know it, and above all to distinguish it from the particular will, beginning with one's self: this distinction is always very difficult to make, and only the most sublime virtue can afford sufficient illumination for it. As, in order to will, it is necessary to be free, a difficulty no less great than the former arises — that of preserving at once the public liberty and the authority of

government. Look into the motives which have induced men, once united by their common needs in a general society, to unite themselves still more intimately by means of civil societies: you will find no other motive than that of assuring the property, life and liberty of each member by the protection of all. But can men be forced to defend the liberty of any one among them, without trespassing on that of others? And how can they provide for the public needs, without alienating the individual property of those who are forced to contribute to them? With whatever sophistry all this may be covered over, it is certain that if any constraint can be laid on my will, I am no longer free, and that I am no longer master of my own property, if anyone else can lay a hand on it. This difficulty, which would have seemed insurmountable, has been removed, like the first, by the most sublime of all human institutions, or rather by a divine inspiration, which teaches mankind to imitate here below the unchangeable decrees of the Deity. By what inconceivable art has a means been found of making men free by making them subject; of using in the service of the State the properties, the persons and even the lives of all its members, without constraining and without consulting them; of confining their will by their own admission; of overcoming their refusal by that consent, and forcing them to punish themselves, when they act against their own will? How can it be that all should obey, yet nobody take upon him to command, and that all should serve, and yet have no masters, but be the more free, as, in apparent subjection, each loses no part of his liberty but what might be hurtful to that of another? These wonders are the work of law. It is to law alone that men owe justice and liberty. It is this salutary organ of the will of all which establishes, in civil right, the natural equality between men. It is this celestial voice which dictates to each citizen the precepts of public reason, and teaches him to act according to the rules of his own judgment, and not to behave inconsistently with himself. It is with this voice alone that political rulers should speak when they command; for no sooner does one man, setting aside the law, claim to subject another to his private will, than he departs from the state of civil society, and confronts him face to face in the pure state of nature, in which obedience is prescribed solely by necessity.

**Q.1 The paradox is resolved according to the author when an individual**

- A. submits to the rule of law and thus is at liberty to do anything that does not harm another person
- B. behaves according to the natural rights of man and not according to imposed rules
- C. agrees to follow the rule of law even when it is against his best interests
- D. belongs to a society which guarantees individual liberty at all times
- E. follows the will of the majority

**Your Answer Options**

1. A    2.B    3.C    4.D    5.E

**Q.2. The Author's attitude to Law in this passage is best conveyed as**

- A. respect for its inalienable authority
- B. extolling its importance as a human institution
- C. resignation to the need for its imposition on the majority
- D. acceptance of its restrictions
- E. praise for its divine origin

**Your Answer Options**

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

**Q.3. The author would agree with all of the following except**

- A. government must maintain its authority without unduly compromising personal liberty
- B. individual freedom is threatened in the absence of law
- C. justice cannot be ensured in the absence of law
- D. political leaders should use the law as their guide to correct leadership
- E. the law recognizes that all men are capable of recognizing what is in the general interest
- F.

**Your Answer Options**

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

**Answers**

**Ans Q.1: 1.A.** All the paradoxes in this section of the extract are resolved in the sentence, “These wonders are the work of law.” But the law is such that “each loses no part of his liberty but what might be hurtful to that of another”, making A the best answer

**Ans Q.2: 2.B.** The author uses words such as sublime, and celestial which indicate his tendency to glorify the institution of law, making praise or extolling possible choices. He clearly refers to the law as a human institution.

**Ans Q.3: 5. E.** In “except” questions, find the four true statements first. A, B, C and D are true. Answer E is not true (and therefore the correct answer) because the author clearly states in sentence two that it is difficult to recognize the general will and to distinguish it from the personal. He states that only the “most sublime virtue” can make this distinction, and hence the word ‘all’ in answer E is sufficient to identify the answer as wrong