

“Dissemination of Education for Knowledge, Science and Culture”  
- Shikshanmahrshi Dr. Bapuji Salunkhe

Shri Swami Vivekanand Shikshan Sanstha's  
**Vivekanand College, Kolhapur( Empowered Autonomous)**  
**Department of English**

**PPT Bank**  
**Index**

Sr. No.	Name of Topic	Class	Subject
1.	Paragraph Writing	B.Sc. III	English for Communication
2.	Note Taking and Note Making	B.Sc. III	English for Communication
3.	Making Request	B. Com II	English for Business Communication
4.	Compering	B. Com. II	English for Business Communication
5.	Money Madness	B. Com. I	English for Business Communication

# Paragraph Writing

Name Of Teacher : Sarika Shinde

Class : B.Sc. III

Subject : English Compulsory

Semester : V

# What is a Paragraph

- A number of sentences grouped together and related to one topic.
- A group of related sentences that develop a single point or single idea.

## Cont'd

- ▶ The criterion of a paragraph must be made according to the change of idea or change in the point or topic introduced.
- ▶ There is no rule to the length of paragraphs.
- ▶ They may be short or long according to the necessity of explanation.

## Cont'd

- ▶ A paragraph may consist of a single sentence or many sentences.
- ▶ Paragraphs are long or short depending upon the matter to be discussed or explained.

# How to organize a paragraph

- ▶ **Unity** - as each sentence deals with one thought, each paragraph must deal with one topic or one idea.
- ▶ Every sentence in the paragraph must be closely connected with the main topic of the paragraph.
- ▶ The paragraph and every part of each must be the expression of one theme or one topic.
- ▶ **Key Sentence** - The topic, theme or subject of the paragraph is very often expressed in the first sentence of the paragraph.

## Cont'd

- ▶ **Order** - There has to be logical sequence of thought or development about the subject.
- ▶ Events must be related in the order of their occurrence, and should be arranged according to their importance or order.
- ▶ **Varity-** There should be no monotony or repetition in explanation.
- ▶ The explanation should be given with variety in sentences and words.

## Cont'd

- ▶ The two most important sentences in the paragraph are the first and the last.
- ▶ The first or key sentence should state the topic - a fact, a statement or a proposition
- ▶ The last sentence should be a conclusion or summing up.



# Paragraph Example

“**Poetry** is the language of the imagination and the passions. It relates to whatever gives immediate pleasure or pain to the human mind. It comes home to the bosoms and businesses of men; for nothing but what comes home to them in the most general and intelligible shape can be a subject for poetry. Poetry is the universal language which the heart holds with nature and itself. He who has contempt for poetry cannot have much respect for himself, or for anything else. Wherever there is a sense of beauty, or power, or harmony, as in the motion of a wave of the sea, in the growth of a flower, there is poetry in its birth.”

- William Hazlitt

# Exercise

Que. Write a well organized paragraph on the following -

1. Covid – 19
2. Happiness in good deeds

The background features abstract, overlapping green geometric shapes, primarily triangles and polygons, in various shades of green, creating a modern, layered effect. A central green rectangle with a thin dark border contains the text.

Thank You

# Note Taking and Note Making

Name of Teacher: Sarika Shinde

Class: B.Sc.

Subject: Compulsory English

Semester: VI

# Activity

- What is the difference between note taking and note making?
- What is the use of note taking and note making?
- How it is useful for learner?

# Introduction

- It is quite likely that we assume note taking and note making to be one and the same thing but both are independent tasks.
- Note taking is a technique which we are supposed to apply while we are attending lectures.
- Note making is an exercise which we do while reading or studying the subject on our own.

# Purpose of taking and making notes

- Save the time and effort in -

Having to look for the original text.

Having to look through massive piles of notes just to retrieve the specific information you need.

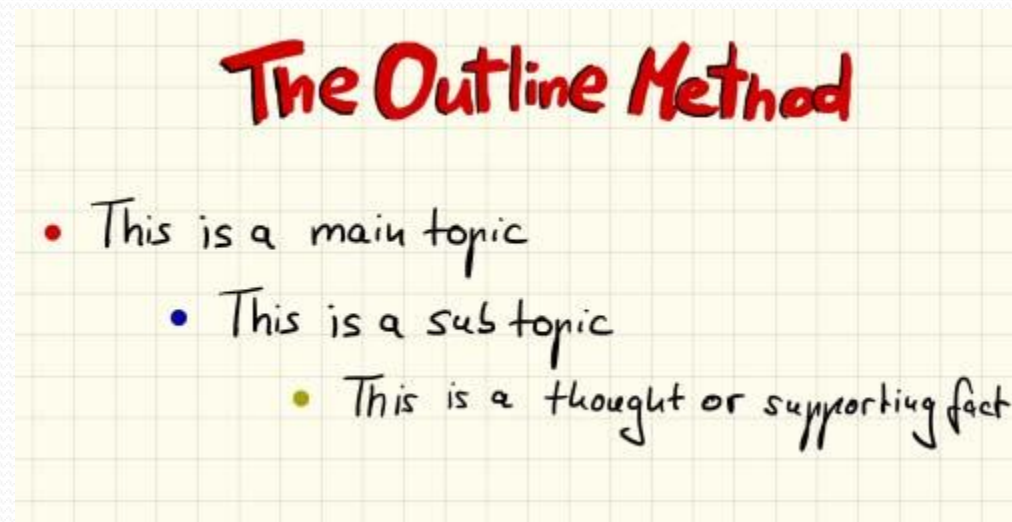
## factors affect the nature of note taking and note making

Note Taking	Note making
We are part of class or audience.	We are the only reader.
The manner and speed of delivery of new information is not within our control.	We can control your speed of reading. You can also go back and forth as per your convenience while reading
We can seek clarification; raise questions for better understanding the points made by the teacher/ presenter.	We have little scope to seek clarification from the author.
We have to adjust ourselves with the speaker.	We can access the source as per our goal and capacity.
We have to be attentive without break.	We can take breaks and resume at our leisure.



# Note Taking Methods

**1. Outline Method:** simple method which enlists the main points and the sub points in a given topic as shown in the following picture

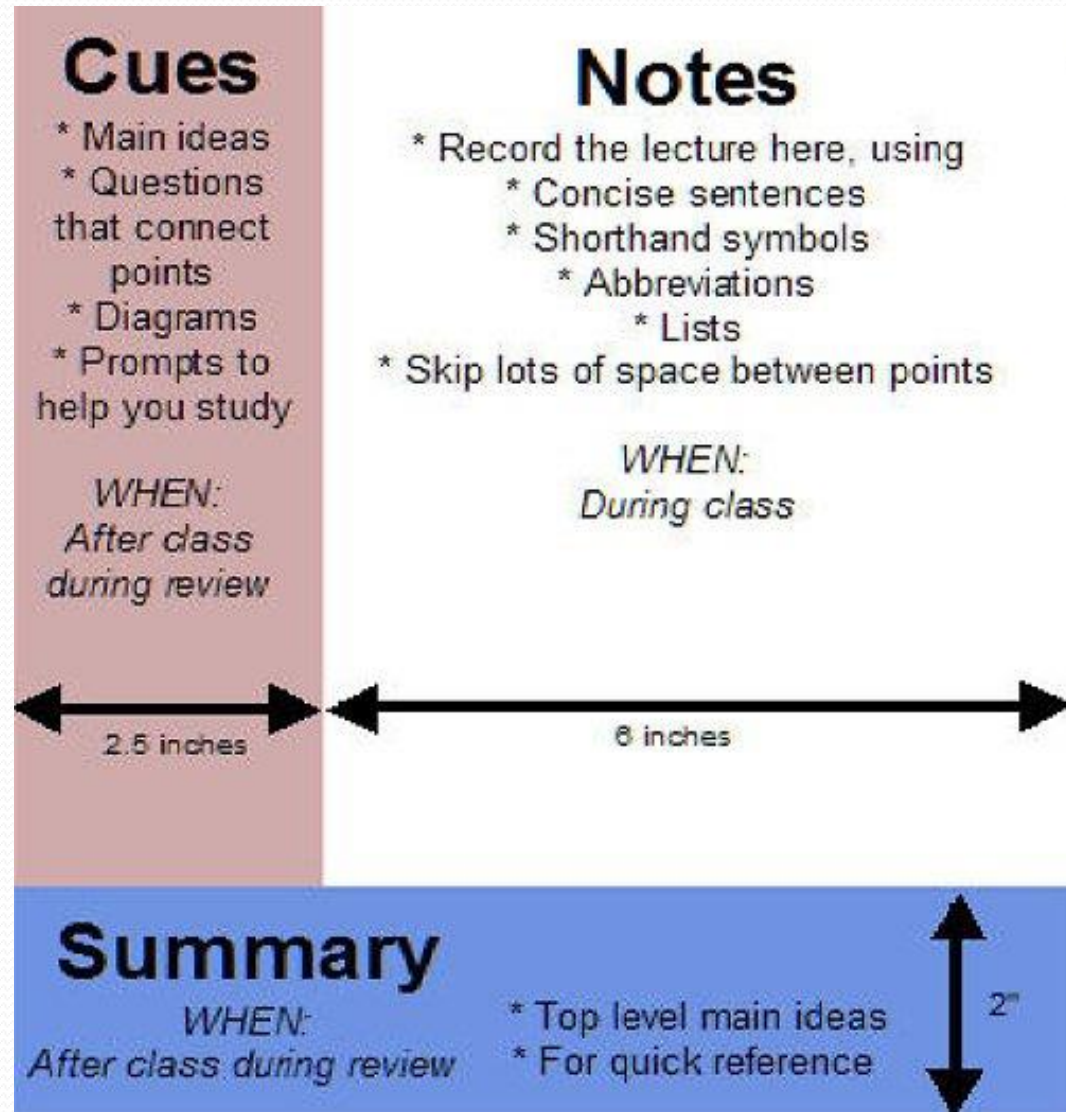


## 2. Cornell Method : This method has three parts.

On the left hand, there is a section for main ideas, keywords and abbreviations.

On the right hand, there is a section for concise sentences.

And at the bottom section, there is a short summary

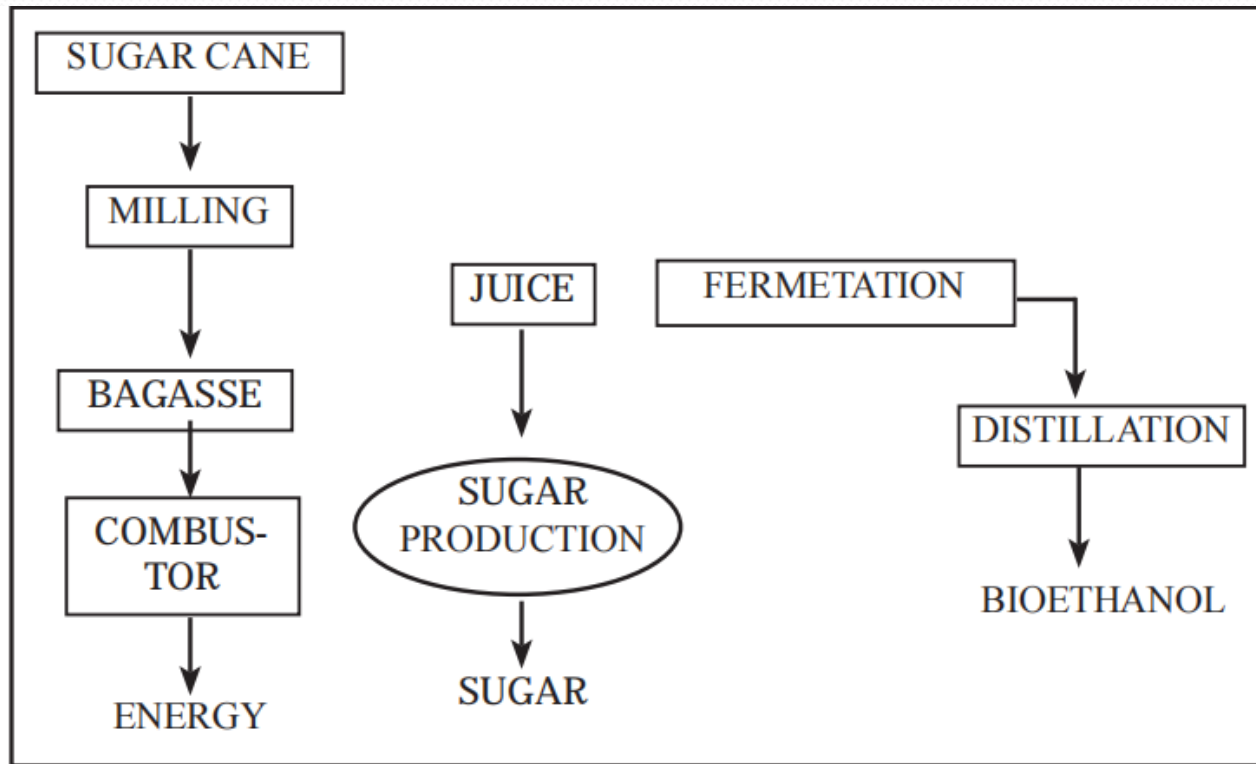


# Note Making Methods

**1. Split-Page Format:** In this format, the page of a notebook is split into two parts or columns. The first part comprises the original text while the second consists of its summary.

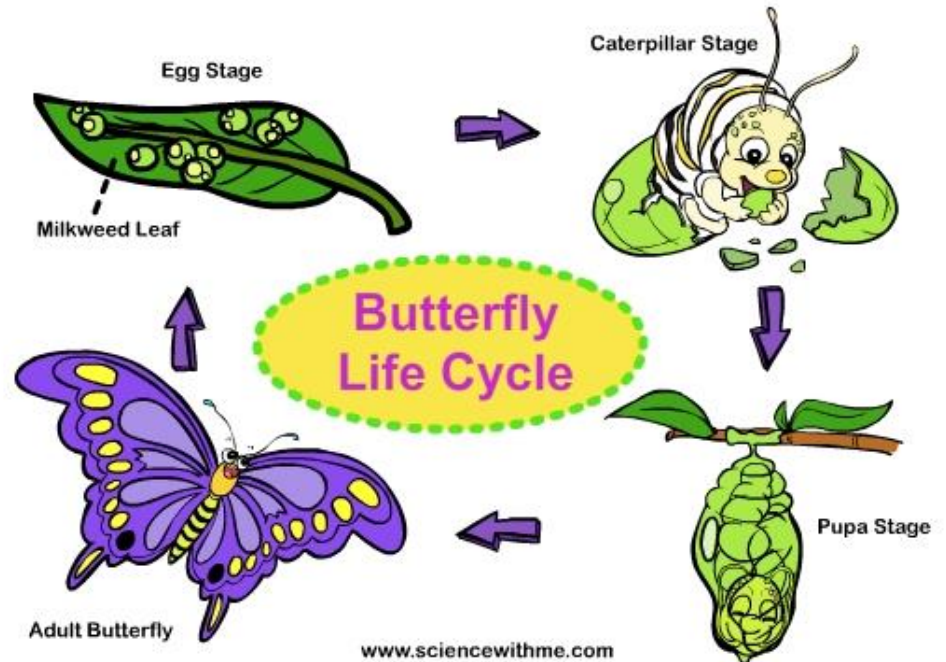
Original Text	Summary
Alfred Nobel (1833-1896) was born in Stockholm, Sweden, on October 21, 1833. His family descended from Olof Rudbeck, the best known technical genius in Sweden in the 17th century, an era in which Sweden was a great power in northern Europe. Nobel was fluent in several languages and wrote poetry and drama. Nobel was also very much interested in social and peace-related issues, and held views that were considered radical during his time. Alfred Nobel's interests are reflected in the prize he established.	<ul style="list-style-type: none"><li>• Alfred Nobel: 1833- 1896</li><li>• Place of Birth: Stockholm, Sweden</li><li>• Fluent in several languages</li><li>• Wrote poetry and drama</li><li>• Also interested in social issues</li><li>• Established Nobel Prize</li></ul>

**2. Diagram or Flow Chart:** In this format, the information is presented in the form of a diagram or some other pattern like a flowchart. For instance, the production of sugar:

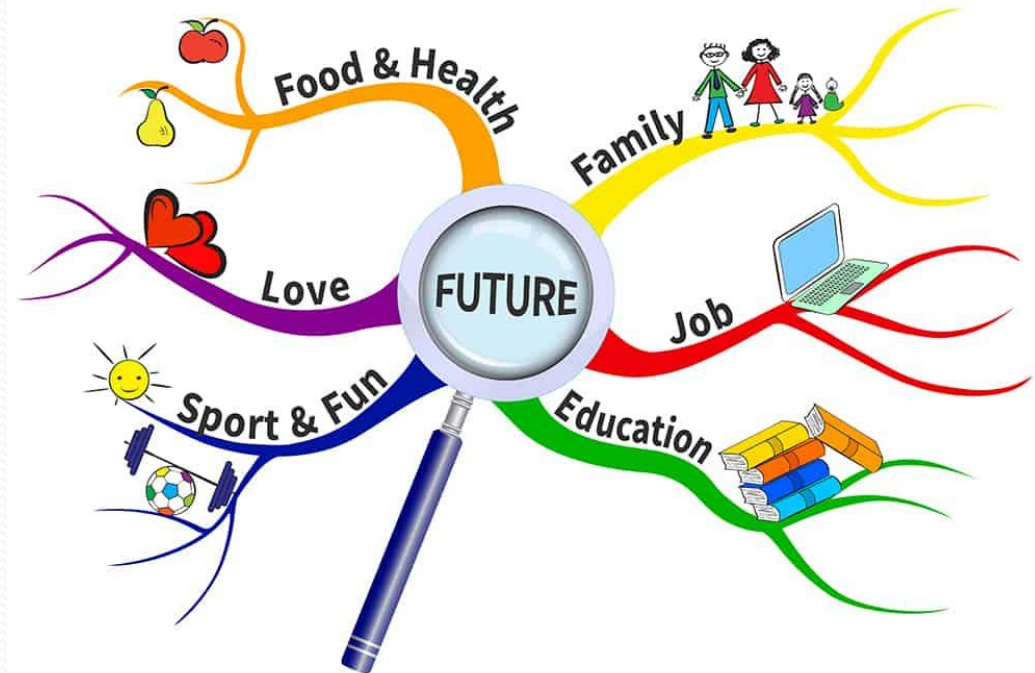


### 3. Outline Format/Time Line

**Format:** In this format, the information is presented in its bare outline. For instance, the main phases in the butterfly cycle can be presented as below.



**4.Mind Mapping:** It is a graphical interpretation of Information. For effective mind mapping, we must first identify the central idea and then relate the other points regarding that central idea in a graphical way. See the following example

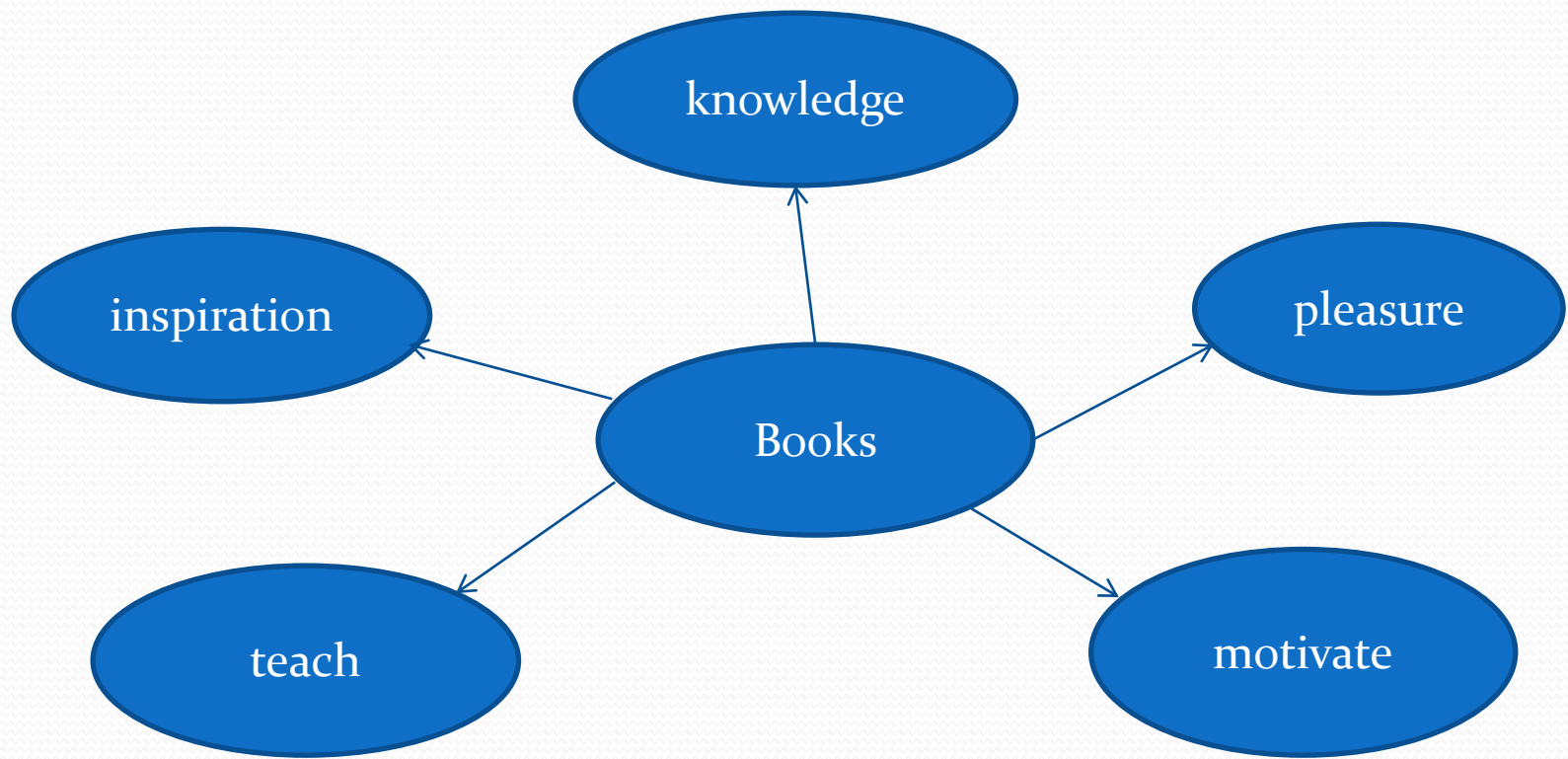




# Activity

Que. Read the passage given below and make notes by using mind mapping method.

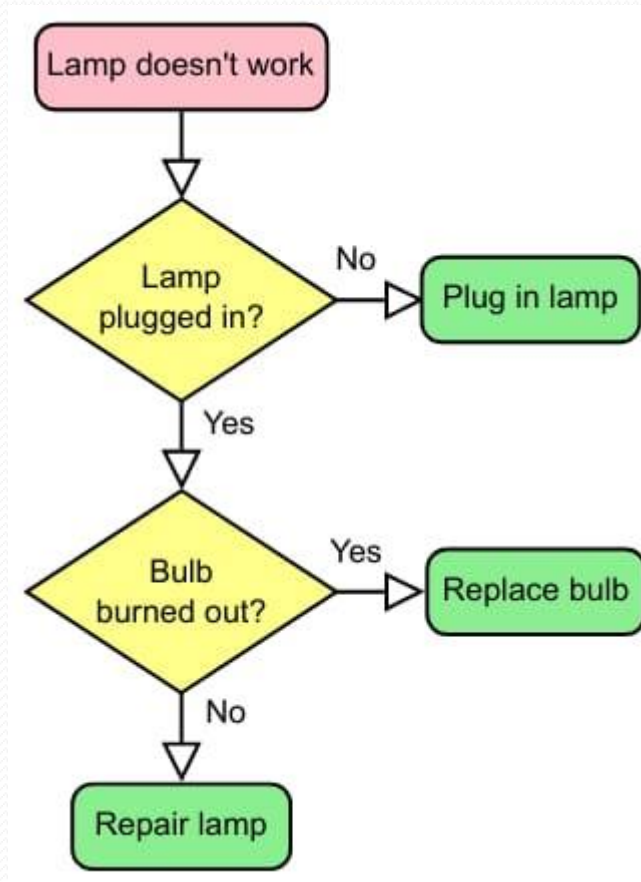
Books they say are mans bestfriend. They never let you feel bored and are always waiting to be opened and read. They can be a great source of inspiration when we read the life stories or biographies of famous men and women. They are tool for teaching and a great source of knowledge. Reading the books written by great scientist and thinkers can motivate us to do the unthinkable. But most of the time they simply as a source of pleasure and keep us in good sprites.

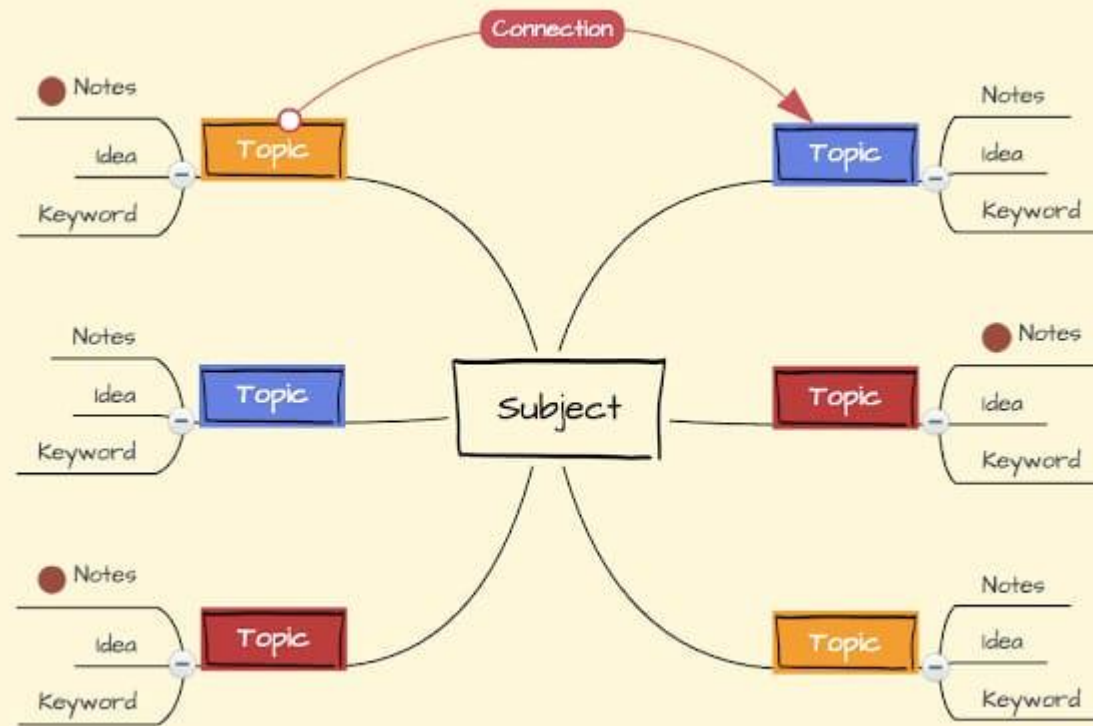




# Activity

Identify the method shown in the following figures





## CUES

(reduce & recall)

AIM:

reduce notes to essential ideas to practice recall

WRITE SOON AFTER CLASS

### Step 1:

Review NOTES column + pull out:

- key words
- key concepts
- authors
- dates
- facts

### Step 2:

Formulate questions based on your NOTES e.g. what are Pascal's 4 principles of complexity theory?

### Step 3:

Write these cues and questions in this column alongside the corresponding NOTES

DATE MODULE/CLASS TOPIC

## NOTES (record)

AIM:

record as many key points as possible

TAKE DURING CLASS

What do I write here?

- key words and ideas
- important dates/people/places
- diagrams/charts
- formulas
- examples/case studies
- critique - strengths/limitations

Top tips

- use bullet points instead of full sentences
- use symbols and abbreviations
- leave a line between ideas
- don't mindlessly copy from the slides or textbook - write in your own words where possible
- use a method that works for you. Take notes in a format that you understand so you can make sense of them later.

## SUMMARY (reflect & review)

AIM:

review the main ideas + reflect on their importance

WRITTEN AFTER CLASS

Briefly summarise the main points from your notes. This section is useful when searching for info later.

Think about:  
- why is this info important?  
- what conclusions can I draw?



# Answers

Flow chart method

Mind mapping method

Cornell Method

# Recapitulation

- Purpose of note taking and note making
- Differentiation between note taking and note making
- Methods of note taking and note making
- Activity
- Home Assignment



# Home Assignment

Que. Listen to a classroom lecture on the topic of your choice and try to take the notes considering all the points discussed in the “outline method”.



THANK YOU

# Making Request

Teacher Name: Sarika Shinde

Class: B,Com, II

Subject: English for Business Communication

Semester: III



# What is request?

- ▶ The act of asking for something to be given or done, especially as a favour or courtesy; solicitation or petition.
- ▶ A request is when we ask somebody else to do something for us.

# Making a request

- ▶ We make a request by using the model verbs in question forms: Can, Could, Will, Would, May
- ▶ Examples
  1. Can you tell me what happened?
  2. Could you please take off your raincoat?
  3. Will you let me copy of your homework?
  4. Would you come to my birthday party?
  5. Would you mind opening the window for me?
  6. Do you mind if turned up the heating?
  7. May I speak with you?

- ▶ Do you use a different way to make a request depending on whether you are speaking to a friend or a teacher?

- ▶ Yes. While talking to teacher in order to show good manners, we would use more indirect and polite words and expressions. But with a friend we use more direct words or expressions.
- ▶ That means request may be formal or informal.
- ▶ with friends and family we make a direct and informal request
- ▶ if we want to make a request to unknown person or somebody who is very senior to us we have to use more formal request.

# Making Requests (informal)

## ▶ CAN YOU / I + VERB 1?

Can I use your telephone?

Can you drive me to the mall?

## ▶ COULD YOU/I + VERB1 ?

Could I use your Cell phone?

Could you turn on the light?

# Making Request(formal)

## ▶ WOULD YOU MIND + V- ING?

Would you mind forwarding these documents?

Would you mind lending me \$20 for lunch?

## ▶ COULD YOU POSSIBLY + VERB1?

Could you possibly tell me the time?

Could you possibly show me where is the nearest bus station is?

# Activity 1

► Choose the correct sentences.

- 1. Can I please see your boarding pass?**
- 2. Could you please drive me to the airport?**
- 3. Would I please use your phone?**
- 4. Would you mind giving me a hand?**
- 5. Could you giving me a ride home?**
- 6. Would you mind help me move into my house?**

Answers 1,2,4



# Activity 2

► Put the words in the correct order to make polite request.

1. phone/ I / please/ your/ can / use

2. bottle / you / could / open / this

3. you / tonight / dinner / mind / would / making

4. speak / you / could / quitly

5. mind / doing / would / you / favour / me / a

# Answers

- 1 Can I use your phone please?
2. Could you open this bottle?
3. Would you mind making dinner tonight
4. Could you speak quitly?
5. Would you mind doing me a favour?

- ▶ The request become more polite with the use of can, could,will,would with Please.
- ▶ Watch the video carefully

## Examples

1. Can I use your computer, please?
2. Could you please take me to the dentist?
3. Will you please remind me to go to the post office?
4. Would you fetch me the book on the table, please?

# Responding request

- ▶ Here are expressions to respond to a request:
- ▶ Accepting a request:

Yes, Sure

sure

yes of course

certainly yes

with pleasure

sure don't worry

sure no problem

# Request

Example -

I need you to do me favour.

Responses -

*Sure!* What can I do to help you?

*Certainly!* Please tell me what can I do?

*No problem.* What can I do?

*Of course!* How can I help you?

## ► Refusing Request

oh sorry, I can't.

I just can't I am sorry.

I am afraid.

but I can't.

certainly not.

# Refuse Request

Example -

I have to go out. Could you please take care of my son while I'm away?

Responses -

*I'm sorry.* I wish I could help but I'm not at home.

*I'm afraid not.* I have to go out myself.

I have love to, *but I can't* today.

Normally I would, but I amreally busy today. *I'm so sorry.*



# Activity 3

Give responses for following request.(both Accepting and Refusing)

1. Can I have copy of this letter?
2. May I use your phone?
3. Could I have Some more tea, please?
4. Do you mind if I read your newspaper?

# Answers -

Request	Accepting	Refusing
Can I have copy of this letter?	Sure, here you are	I'm afraid that's not possible
May I use your phone?	Yes, of course	sorry, the line is out of order
Could I have Some more tea, please?	Yes of course	Sorry,there is no left tea
Do you mind if I readyour newspaper?	Please do	I am afraid, it's not mine

# Activity 4

► Complete the request with the right form of the verb.

1. Can I ..... (borrow) your pen?
2. Would you mind .....(take) me home after class?
3. Is it ok if I ..... (turn) down your TV?
4. Do you mind if I ..... (use) your cell phone?
5. Could you ..... (tell) me how to get to the subway?

# Answers

1. borrow
2. taking
3. turn
4. use
5. tell

# Home Assignment

► Put the words in the correct order to make polite request.

1. me / would / my girlfriend / you / help / get /present / for

2. cook / can / pasta / tonight / you

3. window / do / you / closing / mind

4. some /could / for / me /you / bring /water

5. mind / would / me / you / helping /with / my / homework

THANK YOU

A decorative graphic on the left side of the slide, consisting of a network of orange lines and circles resembling a circuit board or a stylized tree structure.

# COMPERING

TEACHER NAME: SARIKA SHINDE

CLASS: B. COM. II

SUBJECT: ENGLISH FOR BUSINESS COMMUNICATION

SEMESTER: SEM III

# WHAT IS COMPERING

- To Compere means to conduct a programme.
- A compere is a person who introduces different events and persons in programme.



## FOR BEING A GOOD COMPERE, A PERSON NEEDS TO WORK ON THE FOLLOWING IN ADVANCE:

- Understand the nature of the programme
- Know the people involved
- Know other similar events
- Know the basics of events
- Prepare for unexpected change
- Language abilities for compering

# IMPORTANT STEPS FOLLOWED DURING SCRIPT WRITING OF COMPERING

- Greeting and welcome – A compere needs to use adequate expressions of greetings according to the sense of time.
- Some common expressions of greeting are:

Good Morning/Good Afternoon/ Good Evening!

a) Introduction: Compere may begin introduction with following expressions:

- Let me introduce today's...( guest, chief guest, speaker, guest of honor, dignitary, etc.)
- I am happy to introduce Mr./Mrs./Dr./Honourable.....
- It is my honour to introduce Mr./Mrs./Dr./Honourable...
- It's my pleasure to introduce Mr./Mrs./Dr./Honourable.....
- Rest of the introduction should be well-planned and chronologically arranged.

- b) Requesting and Inviting: Introduction of an individual is followed by request and invitation to the dais for speech or presentation.
- This may be done in the following ways:
- Now I request Dr/Professor /Mr/Mrs./Honourable... to come to the dais and enlighten us about... (Topic). Let's welcome Dr/Professor/Mr/Mrs/Honourable...
- After this brief introduction, I request Dr/Professor /Mr/Mrs/ Honourable... to honour the dais and guide us about... (Topic). I request you all to welcome him/her.

c) Apologizing: Apologies in the formal programme are to be made only when there is some kind of inconvenience.

A compere can apologise in the following ways:

- Please accept our apologies for the technical inconvenience caused due to...
- I apologize for the inconvenience caused due to....
- On behalf of the organizers/organizing committee, I apologize for the inconvenience...

- d) Complimenting: A compere need to be a person of sweet words. S/He should have the skill of positively complimenting the speakers or guests. This can be achieved in the following ways:
  - The way you presented the subject, complexities disappeared and it became so simple...
  - Simplicity of your language suits your appearance sir...
  - Elegance in your appearance suits your speech...
  - It was a feast listening to you sir/madam...
  - This is an absolutely different experience. You opened up a totally different area of exposure.

- e) Quotations:
- Use of lines from famous plays or novels, well- known dialogues from movies, quotations from some books, etc. decorate our performance.
- Quotation should be relevant to the performance.



- f) Concluding:
- A compere may sum up the programme and ask someone to propose vote of thanks.
- The compere (and the proposer of vote of thanks also) should not summarize the entire programme or make commentary on the programme.
- g) Write down the Script: It happens many times with people that they forget important things when they see a large audience.
- To avoid this forgetfulness, it is expected that you write down the script in advance.
- While writing script, some space must be left for eleventh hour change.



The background is a solid dark red color. In the four corners, there are decorative elements resembling circuit board traces or stylized tree branches. These elements are composed of thin, light red lines that branch out and terminate in small circles. The top-left and bottom-left corners have more complex, dense branching patterns, while the top-right and bottom-right corners have simpler, more linear patterns.

Thank You



# MONEY MADNESS

- D.H. LAWRENCE

TEACHER NAME: SARIKA SHINDE

CLASS: B. COM. I

SUBJECT: ENGLISH FOR BUSINESS COMMUNICATION

SEMESTER: SEM I

# ABOUT POET

- David Herbert Richards Lawrence (1885 –1930) Was a prominent and prolific writer in the twentieth century.
- He was English novelist, poet, playwright, essayist, literary critic and painter.
- His Collected Works represent an extended reflection upon the dehumanizing effects of modernity and industrialization.
- In them, Lawrence confronts issues relating to emotional health and vitality, spontaneity, and instinct.
- Poem Money Madness written in 1920 and was first published in his poetry collection The Ship of Death and Other Poems.

# POEM

Money is our madness, our vast collective madness.

And of course, if the multitude is mad

the individual carries his own grain of insanity around with him.

I doubt if any man living hands out a pound note with-out a pang;

and a real tremor, if he hands out a ten-pound note.

We quail, money makes us quail.

It has got us down, we grovel before it in strange terror.

And no wonder, for money has a fearful cruel power among men.

But it is not money we are so terrified of,

it is the collective money-madness of mankind.

For mankind says with one voice: How much is he worth?

Has he no money? Then let him eat dirt, and go cold.—

# CONT'D

And if I have no money, they will give me a little bread  
so I do not die,

but they will make me eat dirt with it.

I shall have to eat dirt, I shall have to eat dirt.

if I have no money.

It is that that I am frightened of.

And that fear can become a delirium.

It is fear of my money-mad fellow-men.

We must have some money  
to save us from eating dirt.



CONT'D..

And this is all wrong.

Bread should be free,  
shelter should be free,

fire should be free to all and anybody, all and anybody, all over the world.

We must regain our sanity about money  
before we start killing one another about it.

It's one thing or the other

# ANALYSIS OF THE POEM

- In the poem Money madness poet observes the materialistic perspective of human life.
- Money Madness is a satirical observation of visible things all around us in today's world.
- In the contemporary world Money has become a significant player in the human life
- In the present poem the poet has depict the social and moral degradation through his pen.
- According to poet that madness for money exists everywhere.

## CONT'D

- Poet used the word money as a metaphor for the term madness.
- In the poem poet expresses fear for this pitiful and inhumane (savage) situation.
- The poet declares that bread, shelter, and fire should be available to anyone and everyone on the planet.
- We must overcome our insanity with logic, or we will begin murdering one another for the sake of money.



The background is a solid dark red color. In the four corners, there are decorative elements consisting of thin, light red lines that resemble circuit traces or a stylized tree structure. These lines branch out and end in small circles. 

Thank You