

TECHNICAL ENGLISH I

UNIT I - LISTENING

Almost 45% of time we spend in listening.
An essential management and leadership skill.
A process of receiving, interpreting and reacting to a message.

TOPIC -1 GENERAL INTENSIVE ENGLISH

Intensive English courses are generally conducted to improve the overall level of the English skills of the learners. Students undergoing this course learn to communicate effectively in English, broaden their vocabulary and develop their reading and writing skills.

Objectives:

1. To increase confidence and fluency in speaking English.
2. To get accuracy for clear communication of ideas.
3. To develop understanding of grammar.
4. To interact in a multi-cultural environment.
5. To focus on writing ,reading and listening skills.
6. To focus on students' personal needs and objectives.

The basic aim of GIE is to improve the confidence to communicate and to deal with situations necessary to manage in an English speaking environment.

TOPIC -2 TYPES OF LISTENING

Appreciative listening, Empathetic listening, Comprehensive listening, Critical listening

Traits of a Good Listener

Being non-evaluative, Paraphrasing, Reflecting implications, Reflecting hidden feelings.

Active listening

Inviting further contributions, Responding non-verbally, Show keenness, Expressions, Alertness, Questions, Not neglecting physical aspects . Valid reason for criticism

Implications

Good listening helps you to take better decisions and make better policies in organization. On the contrary lack of proper listening can lead to embarrassing situations because of a gap in coordination and understanding.

Tips for Effective Listening

DO's

Be mentally prepared to listen
 Evaluate the speech not the speaker
 Be unbiased to the speaker by depersonalizing your feelings
 Fight distractions by closing off sound sources
 Be open minded

Don'ts

Not to pay undue emphasis on vocabulary as you can use the context to understand the meaning
 Not to pay too much attention to the accessories and clothing of the speaker
 Not to interrupt too often
 Not to show boredom

Conclusion

- You do not listen with just your ears. You listen with your eyes and with your sense of touch. You listen with your mind, your heart, your imagination. (Egan Gerard)
- A good conversationalist is popular, a good listener even more so. Talk only if you have something to say.

SPEAKING

TOPIC -3 - INTRODUCING YOURSELF TO AN AUDIENCE

Speak clearly and confidently. Make sure your voice is loud enough for everyone to hear you.

Make eye contact with a few people. Don't stare down at some aimless point in the corner of the room. Move your gaze around the group to make eye contact with a few people as you speak. If you don't like the thought of looking into that many eyes look at their eyebrows or noses - they won't be able to tell the difference.

Say hello, and state your name. If you're at a formal gathering, say "Hello, my name is [first name] [last name]." If the gathering is informal, tone it down accordingly - you could say something like "Hey, I'm [first name]."

Share basic information about yourself. The sort of information you share will depend on the audience you're addressing. If you're introducing yourself to a group of business associates, you might tell them what exactly your job is and how long you've been with the company.

Close the introduction. If you're going to be interacting more closely with these people in the future, say something like "I look forward to getting to know you/all of you better." If you probably won't be talking a lot of these people later, close with something like "It's been a pleasure speaking to you this morning/this afternoon/tonight."

Introducing Yourself to an Individual

Make eye contact. Eye contact shows that you're engaged in the interaction, as well as displaying confidence. If you're not comfortable looking straight into someone's eyes, stare at the point between their eyebrows - they won't notice the difference.

Smile. It is important to keep a genuine, bright smile (and fresh breath, too). Your smile is your best icebreaker - it draws people in.

Offer a handshake. A firm handshake, once again, demonstrates your self-confidence. Get the grip just right, though - you don't want break the other person's hand. Try squeezing slightly with your fingers and not your thumb, and release the handshake after two or three seconds.

Reveal a little bit of your background. It depends on the context of the conversation, but start off by telling the other person something about yourself. You may tell a little bit of your background in order to start your conversation. Telling someone where you work and your title is appropriate and may lead to many conversation topics.

Close the conversation. After you've met someone for the first time, you should end the conversation by restating that you enjoyed meeting them. If the interaction was formal, say something like "Mrs. Jones, I'm delighted to have met you. I hope we can talk again soon." If your conversation was informal, you could say "It was great meeting you, Jane. Hope to see you around."

Tips

Focus on the positive. An introductory conversation is no time to say negative things about yourself or someone else.

Don't speak when your mouth is filled with food.

Keep your focus on the person you are meeting - give them the respect you would like to receive.

If your hands tend to get sweaty, wipe them on a napkin before beginning the introduction.
Don't look away or act distracted - it will make you look bored or uninterested.

READING

When you're reading for your course, you need to make sure you're actively involved with the text. It's a waste of your time to just passively read, the way you'd read a thriller on holiday.

Always make notes to keep up your concentration and understanding.

Here are four tips for active reading.

Underlining and highlighting

Pick out what you think are the most important parts of what you are reading. Do this with your own copy of texts or on photocopies, not with borrowed books.

If you are a visual learner, you'll find it helpful to use different colours to highlight different aspects of what you're reading.

Note key words

Record the main headings as you read. Use one or two keywords for each point. When you don't want to mark the text, keep a folder of notes you make while reading.

Questions

Before you start reading something like an article, a chapter or a whole book, prepare for your reading by noting down questions you want the material to answer. While you're reading, note down questions which the author raises.

Summaries

Pause after you've read a section of text. Then: put what you've read into your own words;
skim through the text and check how accurate your summary is and fill in any gaps.

A tip for speeding up your active reading

You should learn a huge amount from your reading. If you read passively, without learning, you're wasting your time. So train your mind to learn.

Try the **SQ3R** technique. SQ3R stands for **Survey, Question, Read, Recall and Review**.

Survey

Gather the information you need to focus on the work and set goals:
Read the title to help prepare for the subject

Read the introduction or summary to see what the author thinks are the key points

Notice the boldface headings to see what the structure is

Notice any maps, graphs or charts. They are there for a purpose

Notice the reading aids, italics, bold face, questions at the end of the chapter. They are all there to help you understand and remember.

Question- Help your mind to engage and concentrate. Your mind is engaged in learning when it is actively looking for answers to questions.

Try turning the boldface headings into questions you think the section should answer.

Read - Read the first section with your questions in mind. Look for the answers, and make up new questions if necessary.

Recall - After each section, stop and think back to your questions. See if you can answer them from memory. If not, take a look back at the text. Do this as often as you need to.

Review - Once you have finished the whole chapter, go back over all the questions from all the headings. See you if can still answer them. If not, look back and refresh your memory.

See also: Taking notes, Gathering information

Spotting authors' navigation aids

Learn to recognize sequence signals, for example:

"Three advantages of..." or "A number of methods are available..." leads you to expect several points to follow.

The first sentence of a paragraph will often indicate a sequence:"One important cause of..." followed by "Another important factor..." and so on, until "The final cause of..."

General points are often illustrated by particular examples, for example:

General: Birds' beaks are appropriately shaped for feeding.

Particular: Sparrows and other seed-eating birds have short, stubby beaks; wrens and other insect eaters have thin pointed beaks; herons and other fish hunters have long, sharp beaks for spearing their prey.

Whatever you are reading, be aware of the author's background. It is important to recognise the bias given to writing by a writer's political, religious, social background. Learn which newspapers and journals represent a particular standpoint.

Words and vocabulary

When you're a graduate people expect you to use a vocabulary which is wider than a school-leaver's. To expand your vocabulary:

Choose a large dictionary rather than one which is 'compact' or 'concise'. You want one which is big enough to define words clearly and helpfully (around 1,500 pages is a good size).

Avoid dictionaries which send you round in circles by just giving synonyms. A pocket dictionary might suggest: 'impetuous = rash'.

A more comprehensive dictionary will tell you that impetuous means 'rushing with force and violence', while another gives 'liable to act without consideration', and add to your understanding by giving the derivation '14th century, from late Latin impetuus = violent'.

It will tell you that rash means 'acting without due consideration or thought', and is derived from Old High German rasc = hurried.

So underlying these two similar words is the difference between violence and hurrying.

There are over 600,000 words in the Oxford English Dictionary; most of them have different meanings, (only a small proportion are synonyms).

Avoid dictionaries which send you round in circles by using very complicated language to define the term you're looking up, leaving you struggling to understand half a dozen new words.

Keep your dictionary at hand when you're studying. Look up unfamiliar words and work to understand what they mean.

Improve your vocabulary by reading widely.

If you haven't got your dictionary with you, note down words which you don't understand and look them up later.

TOPIC-4 SKIMMING AND SCANNING

Scanning: for a specific focus

Skimming: for getting the gist of something

SKIMMING

Skimming is used to quickly identify the main ideas of a text. When you read the newspaper you're probably not reading it word-by-word, instead you're scanning the text. Skimming is done at a speed three to four times faster than normal reading. People often skim when they have lots of material to read in a limited amount of time. Use skimming when you want to see if an article may be of interest in your research.

There are many strategies that can be used when skimming. Some people read the first and last paragraphs using headings, summarizes and other organizers as they move down the page or screen. You might read the title, subtitle, subheading, and illustrations. Consider reading the first sentence of each paragraph. This technique is useful when you're seeking specific information rather than reading for comprehension. Skimming works well to find dates, names and places. It might be used to review graphs, tables and charts.

SCANNING

Scanning is a technique you often use when looking up a word in the telephone book or dictionary. You search for key words or ideas. In most cases, you know what you're looking for, so you're concentrating on finding a particular answer. Scanning involves moving your eyes quickly down the page seeking specific words and phrases. Scanning is also used when you first find a resource to determine whether it will answer your questions. Once you've scanned the document, you might go back and skim it.

When scanning, look for the author's use of organizers such as numbers, letters, steps or the words: first, second or next. Look for words that are bold faced, italics, or in a different font size, style of color. Sometimes the author will put key ideas in the margin.

Reading off a computer screen has become a growing concern. Research shows that people have more difficulty reading off a computer screen than off paper. Although they can read and comprehend at the same rate as paper, skimming on the computer is much slower than on paper.

REVIEW EXERCISE: Comprehension I

Men have never succeeded in keeping free from war in the past nor are they likely to do so in the future so long as they are organized in separate national states, each of which controls its own army, navy and air force and each of which is, therefore, able to plunge the world into war whenever the individual who happens to control the government believes, however wrongly, that he can obtain an advantage for himself and his country by so doing. Only some form of works government, which controls all the world's armed forces and against which no single nation or group of nations could wage war, since they would not have the wherewithal to do so can finally save the world from war.

Secondly, science, by accelerating man's speed of movement, has made the world into a single whole. Hence, any war which breaks out anywhere will destroy the whole of civilization and not merely some part of it, the part affected by the war, as has been the case in the past. That is why the new powers conferred upon men by science increasingly demand a world government, if they are not to result in man's destruction.

ANSWER THE FOLLOWING QUESTIONS:

1. According to the writer, wars are unavoidable because
 - a) The governments think they stand to gain some benefits out of these.
 - b) A dictator rightly thinks that wars are the only way he can prosper himself and help his country prosper.
 - c) Some nations possess vast military power and want to dominate others.
 - d) The world community is divided in national states and supposed national gains
2. The need for a world government is all the more urgent in the modern age, because
 - a) Science has speeded up man's movements.
 - b) The nations are sick of so many wars and want peace.
 - c) Science, with its vast potential, will destroy the whole world in the absence of such a government.
 - d) A modern war, as in the past, would destroy the whole civilization.
3. Which one of the following statement is not true?
 - a) Wars generally take place due to selfishness and narrow nationalism.
 - b) In the past a war tended to destroy the whole civilization.
 - c) In case of a world government in control of the armed forces, no single will have the resources to start a war.
 - d) The choice before humanity is either a world government or total destruction.

4.The statement “since they would not have the wherewithal to do so” at the end of the first paragraph, means:

- a)They would not have any reason to do so .
- b)They would have no control over the army, navy and air force.
- c)They would have no encouragement to do so.
- d)They would not possess the resources to do so.

5.Which one of the following would be the most suitable title for the passage?

- a)The need of a world government.
- b)Wars are unavoidable. c)Science and civilization. d)Science and the modern world.

Comprehension 2:

Since its birth in the middle of the 19th century, the women's rights movement has taken root and spread throughout the world. In many countries women have fought for the right to vote, the right to work, the right to be educated to the limit of their capacities, the right to own and dispose off property and equal right within marriage. The cause has penetrated world government via the United Nations which in 1946 set up a special commission to study the world wide status of women and make recommendations to be the social and economic council on ways of improving it. UNESCO too assessed the advancement of women by seeking to involve them in educational and cultural programmes.

In addition, a multitude of women's organizations exist in individual countries to further, at national and international levels, the eradication of remaining areas of discrimination. Through their affiliation with international feminist bodies they are in touch with women's activities and achievements in all the parts of the world.

However, with half the world's populations still illiterate, there is great disparity in what has been and is still to be achieved. At one end of the scale, women's rights' workers are still pressing for elementary education; at the other for the removal of early protective legislation, which is now felt to be discriminatory because it denies women certain freedoms, for example, the right to work at night if they so choose. Nevertheless, despite the fact that the women's movement has progressed unevenly and with varying degree of success in different places, women in general are emerging from chattel down and taking their place beside men as free and equal citizens.

- a) What is the aim of the women's rights' movement?
- b) How far has this movement succeeded in achieving its aim?
- c) How is the movement being sustained?
- d) Why are the women's rights' workers pressing for removal of protective legislation?
- e) Why is the progress of the feminist movement uneven and has affected its success.

TOPIC -5 NOTE- TAKING

How to Make Notes?

Note-making involves the ability to

- 1.Identify the key items or the main points in a given text.
- 2.Reduce or condense the main points in a given text.
- 3.Organize the condensed information and represent it in a systematic way.

When Making Notes

- 1.First read the passage/ essay/ article once quickly.
- 2.Note only the most important information.
- 3.Collapse the information before you write.
- 4.Omit examples and illustrations. You may include them if they are very important.
- 5.Organize the condensed information in a suitable format. Depending on the contents of the passage/ article/essay, choose suitable format.
- 6.Use only phrases.
- 7.Select a suitable title and write it at the top of the note.

CONDENSING INFORMATION - EXAMPLE

Four Indian Peace Keeping Force personnel were killed in a blast caused by a land mine=4 IPKF men killed in mine blast.

- 1.The figure ‘four’ is substituted by its corresponding number ‘4’.
- 2.The long phrase ‘Indian Peace Keeping Force’ is substituted by the abbreviation TPKF.
- 3.The long word personnel is substituted by a short word ‘men’.
- 4.The passive verb ‘were killed’ is substituted by just the past participle form ‘killed’.
- 5.The long noun phrase ‘blast caused by a land mine’ is condensed into a shortened one, ‘mine blast’.

INFORMATION IS CONDENSED

- 1.By using numbers instead of figures

Thus

Five is expressed as	5
A hundred is expressed as	100
But	
A million is expressed as a lakh, and not	1,00,000
A million is expressed as a million, not	1,000,000

By using short substitutes for long words

Example: Short word	Long word
Men	personnel
Cop	policeman
Cut	reduction
Hike	increase
Stir	strike/agitation
Move	attempt

Ban	prohibit
Poll	election
probe	investigation/enquiry

By using Reduced Verb forms

(a) By using past participle form to convey the passive meaning

Example: killed instead of were killed

Arrested “ was/were arrested

1. By using Abbreviations and Acronyms

Example: AIDS Acquired Immune Deficiency Syndrome

PM Prime Minister, etc.

2. By using Abbreviations of words

Example: Medicos medical students

3. By using only the first few letters of the word

Example: Technical Tech.

Figure fig.

Examination exam.

4. By using the first few letters and the last letter to avoid ambiguity. This technique is useful when the first few letters alone may create ambiguity.

Example: Government govt.

Department dept.

Engineer engr.

1. By dropping all or most of the vowels in the word.

Example: Management mngmnt.

Develop dvlp.

External extnl.

Technique technq.

2. By using symbols.

Example:

(a) = to mean equal to>equals/the same as/is equivalent to

(b) #to mean not equal to/not the same as/not equivalent to

(c) ____ to mean leads to/ in the direction of/towards

(d) /to mean therefore/as a result/so/for that reason/it follows

(e) +to mean added with/coupled with/and together with

(f) ____ to mean without .

By using short Noun phrases instead of long phrases.

EXERCISE I

Read the following passage and make notes on it.

Anaesthetics : Pain Killing Drugs

Anaesthetics are drugs that cause unconsciousness or insensibility to pain. Their use in modern medicine permits painless surgery during the simplest operation of a few minutes' duration, to the most delicate operation lasting many hours.

Anaesthetics are divided into two broad groups, General anaesthetics and anaesthetics. General anaesthetics can cause total unconsciousness in the patient by temporarily altering the normal activities of the central nervous system. Local anaesthetics temporarily deaden sensation on a particular or local area of the body.

General anaesthetics are usually administered to the patient in one of the two ways; inhalation or intravenous injection. In the inhalation method the patient breathes a gas or vapour into his lungs. In the intravenous injection the drug is put directly into a vein.

Two drugs often used as general anaesthetics in operations of short duration are the liquids vinethene, which causes rapid anaesthesia and trilene, which produces a light, pain-killing effect. Trilene is usually combined with nitrous oxide and oxygen.

Not all surgery requires the patient to be unconscious. For minor operations, only restricted, or local area of the body need to be made insensible to pain; thus a local anaesthetic is administered. The local anaesthetic prevents sensation of pain from travelling through the nerves in the drugged area.

Local anaesthesia can be produced through three sites of injection. Infiltration is the injection of the drug into the tissues. Block anaesthesia is produced by the injection of the drug around the main nerves leading to the operation area. These main nerves are blocked from transmitting sensory impulses. Spinal anaesthesia results from the injection of the drug into the space surrounding the spinal cord.

ANSWER

Anaesthetics : Pain Killing Drugs

- 1.Anaesthetics
 - a. Drugs causing.
 - b. Unconsciousness
 - c. Insensibility to pain
2. Used for painless surgery
 - a. grp
 - b.Gen. Anaesthetics – cause total unconsciousness c.
Local anaesthetics – deaden sensation
3. ways of admnstrng a.Patient –
breathes gas vapour b.Injected -
intravenously
4. Local ansthetic
 - a.Used for minor operations b.Prvnts
pain sensations c.Produced through 3

- injection sites 5.Infiltration – into tissues
 a.Block Anaesthesia – around main nerves b.Spinal Anaesthesia – injection into spinal cord

EXERCISE II

Read the following passage and make notes on it.

Stages of Man's Evolution

Man, at first, seemed to have no very promising outlook in the general struggle for existence. He was still a rare species, less agile than the monkey in climbing trees to escape from wild beast, almost destitute, no natural protection against cold in the way of fur, hampered by his long infancy, and with difficulty securing food in competition with other species. His only initial advantage was his brain. Gradually, this one advantage proved cumulative and transformed him from a hunted fugitive into the Lord of the Earth.

The early steps in this process are pre- historic and their order is conjectural. He learned to tame fire, which had presented dangers similar in kind, though less in degree, to those of the release of nuclear energy in our own day. Fire not only improved his food, but by being kept burning at the mouth of his cave ensured his safety while he slept. He invented spears, bows and arrows. He dug concealed pits in which infuriated mammoths hopelessly struggled. He domesticated animals. And at the dawn of history, discovered the uses of agriculture.

ANSWER

Stages of Man's Evolution

1. Condition of earliest man
 - (a) A rare species
 - (b) Been struggle for existence
 - (c) Disadvantaged in competition for survival
- Disadvantages
 - (a) Not agile – easily hunted by wild animals
 - (b) No natural protection against weather
 - (c) Long infancy – chances for death or being killed more
 - (d) Difficulty in securing food – uneven competition with more powerful animals
3. One initial advantage : Brain
4. Progressive use of brain in
 - (a) Use of fire
 - (i) for better food
 - (ii) for protection against wild animals
 - (b) Invention of weapons

- (i) spear (ii) bow and arrow
- (a) Digging concealed pits to trap angry mammoths
- (b) Domesticating animals
- (c) Use of agriculture
- (d) Cumulative progress making man Lord of the Earth.

EXERCISE III- Read the following passage and make notes on it.

CREATIVE ACTIVITY

I would say that there is a physiological need, in living matter, to create. The laws of nature are such that nature is running down all the time, things are becoming disorder all the time and living matter is constantly opposed to this. It is constantly trying to create order.

The word ‘ Creation’ means “the creation of order”, the finding in nature of links, of likeness, of hidden patterns which the living thing- the plant, the animals, the human mind- picks out and arranges.

To my mind, it is a mistake to think of creative activity as something unusual. I hold that the creative activity is normal to all living things. Creation is the finding of order in what was disorderly and this is a characteristically human activity.

So I would say that the ability to work creatively in more fields than one is a historical accident, which pertains to some people who had, by chance or by the nature of their environment, the skill needed in several fields.

ANSWER- CREATIVE ACTIVITY

1. Creative activity
 - (a) A natural impulse of living things
 - (b) For creation of order
 - (c)
2. Creative activity a physiological need
 - (a) In nature things always run down
 - (b) Things become disorderly
 - (c) Living things opposed to disorder and running down of things
3. For creating order, need to find in nature
 - (a) Links
 - (b) Likeness
 - (c) Hidden patterns.
4. Creative activity
 - (a) Normal to all living things

- (b) "Typical human activity"
5. Possible in more than one field
6. Skill for creative activity in many fields had by a few
- (a) By chance
- (b) By the nature of their environment
- (c) Such activity a historical accident.

WRITING**TOPIC- 6 - FREE WRITING**

Write nonstop for a set period of time (10–20 minutes).

Do not make corrections as you write.

Keep writing, even if you have to write something like, "I don't know what to write." Write whatever comes into your mind.

Do not judge or censor what you are writing.

Free writing has these benefits:

- It makes you more comfortable with the act of writing.
- It helps you bypass the "inner critic" who tells you you can't write.
- It can be a valve to release inner tensions.
- It can help you discover things to write about.
- It can indirectly improve your formal writing.
- It can be fun.

- Some final suggestions for free writing:

- Use the writing tool that is most comfortable for you— pencil, computer, or whatever.
- Don't cross anything out: Write the new idea down; leave the old one.
- Drop all punctuation. That can make your free writing faster and more fluent

TOPIC – 7-SENTENCE COMPLETION**TRANSITIONAL WORDS:**

Be alert to transitional words. Transitional words tell you what is coming up. They indicate that the author is now going to draw a contrast with something stated previously, or support something stated previously.

i. Contrast Indicators:

To contrast two things is to point out how they differ. In this type of sentence completion problem, we look for a word that has the opposite meaning (an antonym) of

some key word or phrase in the sentence.

Following are some of the most common contrast indicators:

But, Yet, Despite, Although, However, Nevertheless

Example: Although the warring parties had settled a number of disputes, past experience made them to express optimism that the talks would be a success.

- A. rash
- B. ambivalent
- C. scornful
- D. overjoyed
- E. reticent

"Although" sets up a contrast between what has occurred--success on some issues--and what can be expected to occur--success for the whole talks. Hence, the parties are reluctant to express optimism. The common word "reluctant" is not offered as an answer-choice, but a synonym--*reticent*--is. The answer is (E).

ii. Support Indicators:

Supporting words support or further explain what has already been said. These words Often introduce Synonyms for Words elsewhere in the sentence.

Following are some common supporting words:

And, Also, Furthermore, Likewise, In Addition , For

Example: Davis is an opprobrious and speaker, equally caustic toward friend or foe--a true curmudgeon.

- A. lofty
- B. vituperative
- C. unstinting
- D. retiring
- E. laudatory

"And" in the sentence indicates that the missing adjective is similar in meaning to "opprobrious," which is very negative. Now, vituperative--*the only negative word*--means "abusive." Hence, the answer is (B).

iii. Cause and Effect Indicators:

These words indicate that one thing causes another to occur.

Some of the most common cause and effect indicators are

Because

For, Thus, Hence ,Therefore, If , Then .

Example: Because the House has the votes to override a presidential veto, the President has no choice but to

- A. object
- B. abdicate
- C. abstain
- D. capitulate
- E. compromise

Since the House has the votes to pass the bill or motion, the President would be wise to compromise and make the best of the situation. The answer is (E).

APPOSITION:

This rather advanced grammatical structure is very common on the GRE. (Don't confuse "apposition" with "opposition": they have opposite meanings.)

Words or phrases in apposition are placed next to each other, and the second word or phrase defines, clarifies, or gives evidence to the first word or phrase.

The second word or phrase will be set off from the first by a comma, semicolon, hyphen, or parentheses.

Note: If a comma is not followed by a linking word--such as *and*, *for*, *yet*--then the following phrase is probably appositional.

PUNCTUATION:

Whenever the punctuation "," (comma) appears, followed by a blank in between two sentences, then it means that the synonym of the phrase/word before "," is the meaning of the blank. In simple words, when you find ',' followed by a blank then find the synonym of the word before ',' and check the options to match the synonym of the word.

In the same way, when you find ":"(colon) or ";"(semi-colon) in the sentence, they will indicate that the idea coming up is merely an explanation of the earlier idea. So, simply find the synonym of the word/phrase before the punctuation and fill in the blank with the synonym from the options given.

TOPIC – 8

AUTOBIOGRAPHY

At some point in your education or your career you will be required to make a presentation about yourself or to write an autobiography as an assignment. Whether you love this assignment or you hate it, you should start with the knowledge that your story is much more interesting than you probably realize. You may as well make the story enjoyable to your audience! An interesting story will get a better response from your audience and a better grade from a professor.

Adding Some Spice

Your autobiography should contain the basic framework that any essay should have, like an introductory paragraph with a thesis statement, a body containing several paragraphs, and a conclusion. But the trick is to make your life story an interesting narrative with a theme.

You've probably heard the saying that diversity is the spice of life. While the saying is a little old and tired, the meaning holds true. Start your research by taking a close examination of your life and taking notes on the things that make you interesting.

Your Family Background

Just like the biography of a famous person, your biography will include things like the time and place of your birth, an overview of your personality, your likes and dislikes, and the special events that shaped your life. While you might think you're ordinary and boring, you'll soon realize that your story is quite unique.

It's better to ask why you were born where you were, and how your family's experience led to your birth.

Every region of the world has a special story, and every family comes from a region or culture that will seem very different and interesting to others. What do you know about your grandparents? Your great-grandparents? Have you ever asked what your grandparents did for a living, or how they came to settle in a certain part of the world?

Your first step in researching your own autobiography is to gather some background story. Some things to consider:

- What is interesting about the region where you were born?
- How does your family history relate to the history of that region?
- Did your family come to that region for a reason?

Your Childhood

You may not have had the most interesting childhood in the world; but then again, you may have had an experience that was more interesting the most. The idea is to highlight the best parts when you can. And always remember that the things that don't seem very interesting to you may be interesting to others.

If you live in an inner city, for instance, you should realize that many people who grew up in the country have never ridden a subway, never walked to school, never ridden in a taxi, and never walked to a store.

There will always be something about your childhood that will seem unique to others. You just have to step outside your life for a moment and address the readers as if they knew nothing about your region and culture.

Your Culture

Your culture is the overall way of life, including the customs that come from your family's values and beliefs. Culture includes the holidays you observe, the customs you practice, the foods you eat, the clothes you wear, the games you play, the special phrases you use, the language you speak, and the rituals you practice.

As you write your autobiography, think about the ways that your family celebrated or observed certain days (birthdays), events (harvests), and months (December), and tell your audience about special moments. Consider these questions:

- What was the most special gift you ever received? What was the event or occasion surrounding that gift?
- Is there a certain food that you identify with a certain day of the year?
- Is there an outfit that you wear only during a special event?
- Have you ever ridden on a donkey?
- What about a limousine, train, mountain bike, eighteen-wheel truck, tractor, Police car, power boat, sailboat, or ski lift?
- Have you ever walked the beach or a mountain trail?
 - How was your experience on one of these topics related to your family culture? Learn to tie together all the interesting elements of your life story and craft them into an engaging essay.

GRAMMAR

TOPIC – 8 PREPOSITION

· A preposition is one of the parts of speech which describes or gives the relationship between two words. Preposition is proposed i.e it comes before the noun or pronoun to govern it. For instance, one cannot try to find out the meaning of the preposition when it comes alone. Even we can say we cannot get meaning as preposition get the meaning when it is combined with other words.

- Prepositions in common use
- Prepositions – Time

English	Usage	Example
on	days of the week	on Monday
in	months / seasons time of day year after a certain period of time (<i>when?</i>)	in August / in winter in the morning in 2006 in an hour
at	for <i>night</i> for <i>weekend</i> a certain point of time (<i>when?</i>)	at night at the weekend at half past nine
since	from a certain point of time (past till now)	since 1980
for	over a certain period of time (past till now)	for 2 years
ago	a certain time in the past	2 years ago
before	earlier than a certain point of time	before 2004
to	telling the time	ten to six (5:50)
past	telling the time	ten past six (6:10)
to / till /until	marking the beginning and end of period of time	from Monday to/till Friday

till / until	in the sense of <i>how long something is going to last</i>	He is on holiday until Friday.
by	in the sense of <i>at the latest</i> up to a certain time	I will be back by 6 o'clock. By 11 o'clock, I had read five pages.

. Prepositions – Place (Position and Direction)

English	Usage	Example
in	room, building, street, town, country book, paper etc. car, taxi picture, world	in the kitchen, in London in the book in the car, in a taxi in the picture, in the world
at	meaning <i>next to, by an object</i> for <i>table</i> for events place where you are to do something typical (watch a film, study, work)	at the door, at the station at the table at a concert, at the party at the cinema, at school, at Work
on	attached for a place with a river being on a surface for a certain side (left, right) for a floor in a house for public transport for <i>television, radio</i>	the picture on the wall London lies on the Thames. on the table on the left on the first floor on the bus, on a plane on TV, on the radio
by, next to, beside	left or right of somebody or something	Jane is standing by / next to / beside the car.
under	on the ground, lower than (or covered by) something else	the bag is under the table
below	lower than something else but above ground	the fish are below the surface
over	covered by something else meaning <i>more than</i> getting to the other side (also <i>across</i>) overcoming an obstacle	put a jacket over your shirt over 16 years of age walk over the bridge climb over the wall
above	higher than something else, but not directly over it	a path above the lake
across	getting to the other side (also <i>over</i>) getting to the other side	walk across the bridge swim across the lake
through	something with limits on top, bottom and the sides	drive through the tunnel

to	movement to person or building movement to a place or country for bed	go to the cinema go to London / Ireland go to bed
----	---	---

English	Usage	Example
into	enter a room / a building	go into the kitchen / the house
towards	movement in the direction of something (but not directly to it)	go 5 steps towards the house
onto	movement to the top of something	jump onto the table
from	in the sense of <i>where from</i>	a flower from the garden

Other important Prepositions are :

English	Usage	Example
from	who gave it	a present from Jane
of	who/what does it belong to what does it show	a page of the book the picture of a palace
by	who made it	a book by Mark Twain
on	walking or riding on horseback entering a public transport vehicle	on foot, on horseback get on the bus
in	entering a car / Taxi	get in the car
off	leaving a public transport vehicle	get off the train
out of	leaving a car / Taxi	get out of the taxi
by	rise or fall of something travelling (other than walking or horseriding)	prices have risen by 10 percent by car, by bus
at	for age	she learned Russian at 45
about	for topics, meaning <i>what about</i>	we were talking about you.

TOPIC – 9 ‘WH’ QUESTION FORMS

‘Wh’-type questions begin with question words like ‘when’, ‘where’, ‘why’, ‘who’, ‘whose’, ‘while’, and ‘whom’.

eg: The train arrives at 9

a.m. Q : When does the train
arrive?

Frame suitable questions.

1. He came here last week.

- 2.The principal gave away the prizes.
- 3.My father goes to the office at 8.30 a.m.
- 4.The Correspondent will preside over the function.
- 5.I am going to my native place next week
- 6.He sells good cakes.
- 7.She passed the examination last year.
- 8.The book costs Rs.50/-.
- 9.I have done ten exercises this week.
- 10.He met me this morning.

ANSWERS

- 1.When did he come here?
2. Who gave away the prizes?
- 3.When does your father go to the office? 4. Who will preside over the function? 5.When are you going to your native place? 6.What does he sell?
- 7.When did she pass the examination?
- 8.How much does this book cost?
9. How many exercises have you done this week?
- 10.When did he meet you?

EXERCISE- Frame suitable questions for the following statements.

- 1.John Milton wrote Paradise Lost.
- 2.There are 15,000 books in our college library.
- 3.The function is on Wednesday.
- 4.Gopal knows the answer to this question.
- 5.I reached home at 9 o' clock.
- 6.Sugar makes tea sweet.
- 7.I was late because the bus was late.
- 8.I keep it in my pocket.
- 9.He bought the book yesterday.
- 10.Mr. John teaches us English.

TOPIC – 10 TENSES**EXPLANATION**

A Verb indicated action, condition or process. The term ‘tense’ is used to refer to different forms of the verb indicating time of action. Only a person, having a good understanding of tense will be able to write and speak correctly without any ambiguity. Those who do not stick to a particular structure for a particular purpose, may intend to say something, but it may be interpreted the other way. This brings out the fact that it is mandatory to have a clear concept about the use of different tense structures for different purposes of time and action.

The following table shows the different forms of the verb in various tenses.

Tense	Simple	Continuous	Perfect	Perfect continuous
Present	write/s	am/is/are/writing	has/have/written	has/have been writing
Past	wrote	was/were writing	had written	had been writing
Future	shall/will write	shall/will be writing	will have written	will have been writing

USAGE**SIMPLE PRESENT**

1. For habitual action.
2. To express general facts.
3. To convey the near future.
4. For professional activities
5. To express ownership

EXAMPLE

*He goes to temple daily.
Magnet attracts iron.
The plane arrives at 9AM.
The cobbler makes shoes.
This house belongs to me.*

USAGE**PRESENT CONTINUOUS**

1. To express action at the time of speaking.
2. An activity that takes place this week, this month of this year
3. To express future arrangements

EXAMPLE

*I am watching a movie now.
I am preparing for my exams.
He is going to the states next summer.*

USAGE**PRESENT PERFECT**

1. To denote actions just completed.
2. Action that began in the past and continuing till now.
3. Completed actions which have 'current' relevance
4. Activity/experience in the past

EXAMPLE

*He has finished the work.
I have worked here for 8 years.
I have written four novels.
I have been to Bangalore several times.*

USAGE**PRESENT PERFECT CONTINUOUS**

1. Indicates the duration of an action that began in the past and continue in the present

EXAMPLE

My friend has been doing this work for 2 hours.

2.An action that began in the past and has

just recently ended.

Have you been doing this work alone? You look

tired.

USAGE	EXAMPLE
SIMPLE PAST	
1. <i>To express action that began and ended a particular time in the past.</i>	<i>We went to Goa last year.</i>
2. <i>An action started and completed in the past. She worked in GH for 10 years</i>	
3. <i>An action that took place regularly in the past.</i>	<i>She exercised every</i>
<i>morning before</i>	<i>going out.</i>
4. <i>When interrogating about past actions</i>	<i>What did you have your schooling?</i>

USAGE	EXAMPLE
PAST CONTINUOUS	
1. <i>An interrupted action.</i>	<i>I was reading the novel when Ram came.</i>
2. <i>A continuous action in the past.</i>	<i>I was having many friends at college.</i>

USAGE	EXAMPLE
PAST PERFECT	
1. <i>An action that just occurred before another action in the past.</i>	<i>John had just left when I arrived at the party.</i>
2. <i>An action that was expected to occur in the past.</i>	<i>I had longed to get news from my brother before today.</i>
3. <i>To report of an action completed before a point of time in the past. Tom was 14 years. He had set a world record by then.</i>	

USAGE	EXAMPLE
SIMPLE FUTURE	
1. <i>Predicting actions likely to happen in future.</i>	<i>You will pass in the exams.</i>
2. <i>To express willingness to do something.</i>	<i>I will help you.</i>
3. <i>To express a decision made at the time of speaking I will call on you in a short while.</i>	<i>I will call on you in a short while.</i>
4. <i>Used in question tags.</i>	<i>Lets leave this place, shall we?</i>

USAGE	EXAMPLE
FUTURE CONTINUOUS	
1. <i>To express continuity of action at a particular time in the future.</i>	<i>Next year this time I will be preparing to go abroad.</i>

USAGE	EXAMPLE
FUTURE PERFECT	

1. An action that will be completed
have before a particular time in future.
examination.

*By this time next month, I will
finished my*

USAGE
FUTURE PERFECT CONTINUOUS

EXAMPLE

1. To express duration of time that occurred
working in before a specific point of time in future.

*By next November I will have been
this company for 6 years.*

(LECTURE NOTES)

Care should be taken to use verb that agrees with the subject in number and person.

EXERCISE:**I Fill in the blanks with the appropriate tense form:**

1. A programme _____ (launch) for rain water harvesting in farm lands. 2. It _____ (rain) since morning and it _____ (stop) only an hour ago.
3. Cotton _____ (catches) fire easily.
4. He _____ (never wear) glasses all his life. 5. If I had received your letter, I _____ (reply)
6. He _____ (prepare) for the GATE now.
7. Iron _____ (expand) when heated.
8. She _____ (win) the medal last year.
9. My brother _____ (arrive) tomorrow. 10. They were _____ (absent) since last Monday.

II. Fill in the blanks in the following passages with appropriate form of the verb.

1. Weather is created by the heat of the sun. When the sun _____ (shine) on the earth, the air close to the surface _____ (heat up). The higher it _____ (go), the cooler it _____ (become).
2. Optical mice supporters _____ (claim) that optical rendering _____ (work) better than mechanical mice, _____ (require) no maintenance and _____ (last) longer, due fewer moving parts.
3. About 50,000 animal and plant species _____ (becomes) extinct every year. All species _____ (depend) in some way on one another for survival. If we _____ (move) one species from this complex web of inter relationships, we _____ (face) great imbalance in the environment.
4. At Chernobyl, the accident _____ (occur) while the operators _____ (carry) out a test on the tube generator. There _____ (be) some serious violations of basic operation rules. No less than seven specific violations

(LECTURE NOTES)

_____ (take) place.

5. Kamala _____ (be) a teacher. In 1970, she _____ (start) her career in Sri Lanka. She _____ (migrate) to India in 1995. Presently, she _____ (work) in Delhi. (December 2002)

III. Fill in the blanks in the following sentences with words selected from the multiple choices given below each:

1. "I wish you ----- me about your plans earlier", said Vanaja.
(i) have told (ii) told (iii) had told (iv) hadn't told
2. They got off and waited until Girija ----- ready.
(i) Will be (ii) is (iii) would be (iv) was
3. Finally they set off again and cycled slowly along the road. "We are not as good at this as ----- complained Vanaja.
(i) should be (ii) will be (iii) would be (iv) have been
4. "And if we don't reach the station in time, we ----- the train.
(i) miss (ii) will miss (iii) won't miss (iv) would miss
5. Less than eight years ago a man called Walter Bersey ----- in court in London
for driving at a speed greater than 2 M.P.H. in the city.
(i) appear (ii) has appeared (iii) appeared (iv) appears
6. Don't disturb him. He ----- after many hours of hard work.
(i) slept (ii) is sleeping (iii) had slept (iv) sleep
7. The atmosphere ----- as our protective blanket on earth.
(i) act (ii) acted (iii) is acting (iv) acts
8. ----- the report from the student. You need not ask for it again.
(i) had already received (ii) received (iii) have already received
(iv) has already received
9. The first steam engine ----- about two hundred years ago.
(i) had been built (ii) was built (iii) has built (iv) had built
10. The children ran out to play after they ----- their breakfast.
(i) Finished (ii) had finished (iii) finishing (iv) finish

TOPIC -11 VOCABULARY

English has the largest vocabulary and the most synonymous of any language in the world. English has grown over the centuries by constantly incorporating words from other languages.

Even before the Norman Conquest, the Anglo-Saxon vocabulary included words borrowed from Latin, Greek and a few other languages. After the Norman Conquest, the

(LECTURE NOTES)

English vocabulary was virtually doubled by the addition of French words. While much of the new French vocabulary described new ideas and activities, much of it duplicated the pre-existing Anglo-Saxon vocabulary giving a choice of synonyms.

Eg:	Cure (French)	heal (Anglo-Saxon)
	Table	board
	Mirror	glass
	Assemble	meet
	Power	might

Sometimes, the duplication of vocabulary was used to make distinctions.

Ox(A.S)-	beef (F)	calf(A.S)-	veal(F)
Swine(A.s)-	pork(F)	deer(A.S)-	venison(F)
Hitting(A.S)-	assault(F)	robbing(A.S)-	
burglary(F)			

With the advent of Renaissance, there was a great influx of words of Latin and Greek origin into the language. Many words of classical origin introduced into the language during the Renaissance became permanent additions. The adventure of English – speaking people, as they traded and fought and travelled around the world influence, American words and phrases have gained recognition and prestige everywhere. Moreover American terminology, placing another whole group of synonyms at our service.

help(AE)	Servant(BE)
sidewalk	pavement
railroad	railway
elevator	lift
druggist	chemist

Synonyms in English are therefore of many kinds (foreward, preface, introduction) (teach, educate, indoctrinate instruct, school, tutor-differ from one another principally in degrees of abstraction).

argue that there are really no exact synonyms. Certainly there are no two words that are interchangeable in all the contexts in which either might appear. But within a given context, there is often exact synonymy.

I **mislaid** my wallet.

I **misplaced** my wallet.

But, you cannot say, "I mislaid my suitcase", "misplace" is applicable to both small objects and large, 'mislay' applies only to small.

Words which are synonyms in **one** of their meanings may differ considerably in their **other** meanings.

(LECTURE NOTES)

Some groups of words describe the same actions, but imply different relationships among the parties concerned.

We **accompany** our equals; we **attend** or **follow** those to whom we are subordinate; we **conduct** those who need guidance, **escort** those who need protection, and **chaperon** those who need supervision.

Feminine, effeminate, womanly, womanish are much alike in referring to female characteristics, but the second applies only to males, and then in a derogatory sense.

There are occasions in which we have to make choices between **transient** and **transitory**, **mutual** and **reciprocal**, **inherent** and **intrinsic**, **pinnacle** and **summit**, because in a given context one is certain to be more appropriate than the other.

The study of synonyms will help us come closer to saying what we really want to say.

1. Match the words in column A with their meanings in column B: Example:

A	B
1.(a) Anticipate (b)Indispensable ©Informal (d)Congestion	(i)Necessary (ii)Consider before hand (iii)Response iv)Unconventional v) comment
2.(a) Objective (b)hazard (c)spell (d)Stringent	(i)severe (ii)aim (iii)Danger (iv)a condition caused by or as if by magical power. (v)engraved
3. (a)stimulus (b)perspective (c)option (d)drawback	-(i)Choice -(ii)something that rouses people to activity -(iii)disadvantage -(iv)view -(v)mean
4. (a)estimate (b)stimulate (c)dominate (d)reminiscent	-(i)command -(ii)recollect -(iii)make worse -(iv)rouse suddenly -(v)calculate
5.(a)paucity (b)jeopardy	-(i)wild imagination -(ii)attempt

(LECTURE NOTES)

- | | |
|---------------------|------------------|
| (c) fantasy | -(iii) scarcity |
| (d) endeavour | -(iv) enormity |
| | -(v) danger |
| 6. (a) contaminated | -(i) simple |
| (b) facilitate | -(ii) unclean |
| (c) initiative | -(iii) make easy |
| (d) sophisticated | -(iv) enterprise |
| 7. (a) incorporate | -(i) rescue |
| (b) violate | -(ii) serene |
| (c) salvage | -(iii) obstacle |
| (d) hindrance | - (iv) disregard |

TOPIC -5 NOTE-TAKING**How to Make Notes?**

Note-making involves the ability to

1. Identify the key items or the main points in a given text.
2. Reduce or condense the main points in a given text.
3. Organize the condensed information and represent it in a systematic way.

When Making Notes

1. First read the passage/ essay/ article once quickly.
2. Note only the most important information.
3. Condense the information before you write.
4. Omit examples and illustrations. You may include them if they are very important.
5. Organize the condensed information in a suitable format. Depending on the contents of the passage/ article/essay, choose suitable format.
6. Use only phrases.
7. Select a suitable title and write it at the top of the note.

CONDENSING INFORMATION - EXAMPLE

Four Indian Peace Keeping Force personnel were killed in a blast caused by a land mine=4 IPKF men killed in mine blast.

1. The figure 'four' is substituted by its corresponding number '4'.
2. The long phrase 'Indian Peace Keeping Force' is substituted by the abbreviation TPKF.
3. The long word personnel is substituted by a short word 'men'.
4. The passive verb 'were killed' is substituted by just the past participle form 'killed'.
5. The long noun phrase 'blast caused by a land mine' is condensed into a shortened one, 'mine blast'.

INFORMATION IS CONDENSED

1. By using numbers instead of figures

Thus

Five is expressed as

5

A hundred is expressed as

100

But

(LECTURE NOTES)

Example: Short word	Long word
Men	personnel
Cop	policeman
Cut	reduction
Hike	increase
Stir	strike/agitation
Move	attempt
Ban	prohibit
Poll	election
probe	investigation/enquiry

By using Reduced Verb forms

(a) By using past participle form to convey the passive meaning

Example: killed instead of were killed

Arrested " was/were arrested

1. By using Abbreviations and Acronyms

Example: AIDS Acquired Immune Deficiency Syndrome

PM Prime Minister, etc.

2. By using Abbreviations of words

Example: Medicos medical students

3. By using only the first few letters of the word

Example: Technical Tech.

Figure fig.

Examination exam.

4. By using the first few letters and the last letter to avoid ambiguity. This technique

is useful when the first few letters alone may create ambiguity.

Example: Government govt.

Department dept.

Engineer engr.

1. By dropping all or most of the vowels in the word.

Example: Management mngmnt.

Develop dvlp.

External extnl.

Technique technq.

2. By using symbols.

Example:

(a) = to mean equal to>equals/the same as/is equivalent to

(b) # to mean not equal to/not the same as/not equivalent to

(c) → to mean leads to/in the direction of/towards

(LECTURE NOTES)

AUTOBIOGRAPHY

At some point in your education or your career you will be required to make a presentation about yourself or to write an autobiography as an assignment. Whether you love this assignment or you hate it, you should start with the knowledge that your story is much more interesting than you probably realize. You may as well make the story enjoyable to your audience! An interesting story will get a better response from your audience and a better grade from a professor.

Adding Some Spice

Your autobiography should contain the basic framework that any essay should have, like an introductory paragraph with a thesis statement, a body containing several paragraphs, and a conclusion. But the trick is to make your life story an interesting narrative with a theme.

You've probably heard the saying that diversity is the spice of life. While the saying is a little old and tired, the meaning holds true. Start your research by taking a close examination of your life and taking notes on the things that make you interesting.

Your Family Background

Just like the biography of a famous person, your biography will include things like the time and place of your birth, an overview of your personality, your likes and dislikes, and the special events that shaped your life. While you might think you're ordinary and boring, you'll soon realize that your story is quite unique.

It's better to ask why you were born where you were, and how your family's experience led to your birth.

Every region of the world has a special story, and every family comes from a region or culture that will seem very different and interesting to others. What do you know about your grandparents? Your great-grandparents? Have you ever asked what your grandparents did for a living, or how they came to settle in a certain part of the world?

Your first step in researching your own autobiography is to gather some background story. Some things to consider:

- What is interesting about the region where you were born?
- How does your family history relate to the history of that region?
- Did your family come to that region for a reason?

(LECTURE NOTES)

Purposes of Information

Explanation

The purpose of using graphics - Bar Graph, Pie graph, Flow chart, Table etc. is to present information in a visual manner and to facilitate each understanding of the data.

Flow chart:

It gives a step by step description of a process.

Points

To remember in preparing a flow chart

- Describe each and every step in a separate block / box.
- Each block should have a verb, mostly passive forms e.g. one is taken, crushed, mixed etc.
- It should be in the right sequence of occurrence.

Bar Chart

Bar chart shows evenly spaced bars extending horizontally or vertically. It can present the relationship of number in two or three dimensions. In drawing a bar graph one has to draw the 'x' axis and 'y' axis and mention what they represent.

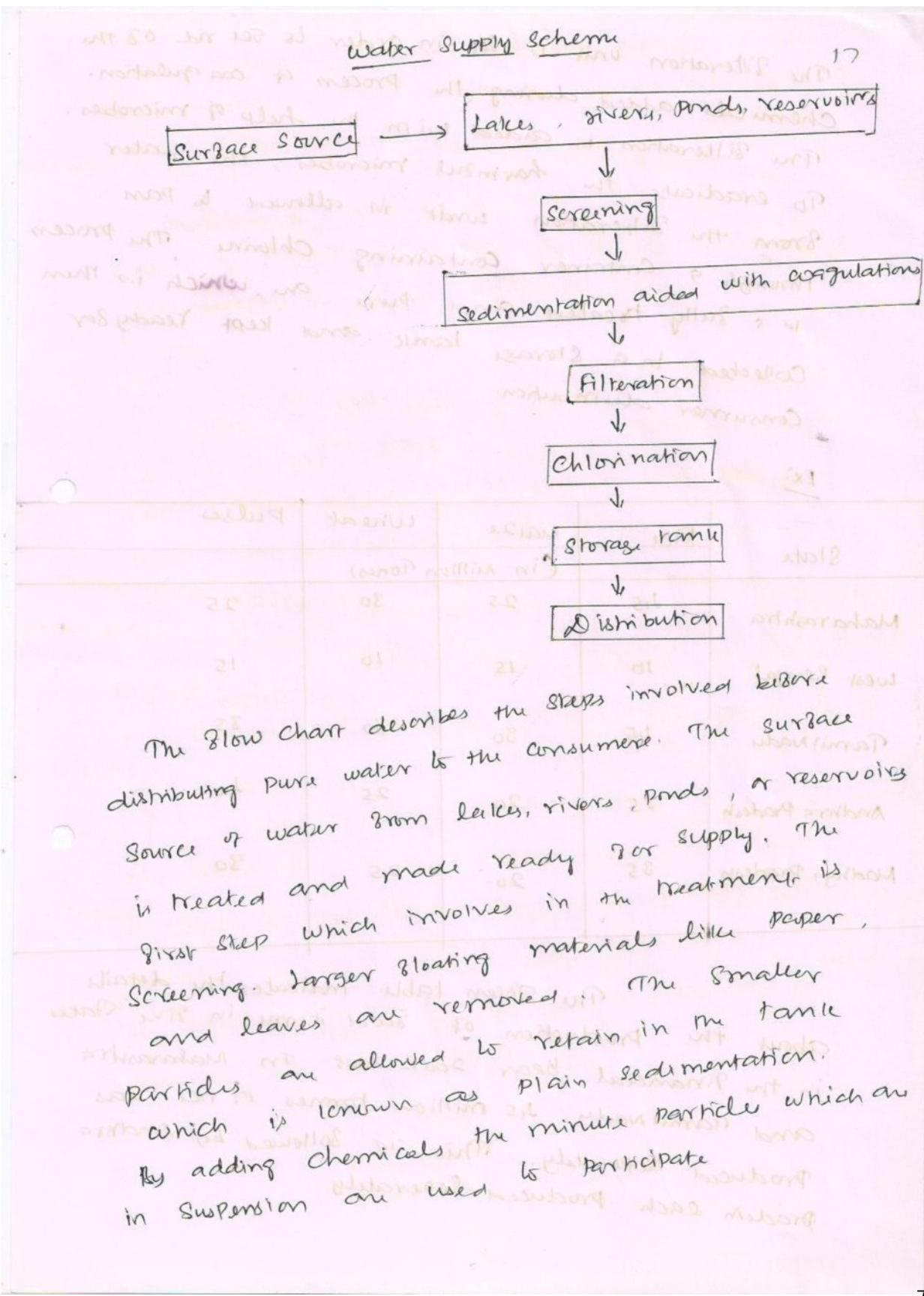
- (iii) represent the Scale Factory event by
 (iii) represent the different items by shading
 in different ways

Interpretation of Graphics:

While interpreting bar charts, one has to use appropriate expressions for comparison and contrast such as 'while', 'however', 'but', 'yet' on the other hand similarly, in contrast 'is' etc.... Likewise, a pie chart should also be interpreted focusing on the percentage of segments.

While interpreting a flow chart one must be careful to use the appropriate connective words such as 'initially', 'first', 'next', 'then', 'as a result of', 'consequently', 'finally' etc as the flow chart represents the sequence & as the flow chart represents the sequence & a process in a step by step method. All interpretations of flow chart should be in present passive.

Bar chart shows events scaled horizontally or vertically. It can present the relationship of numbers in two or three dimensions.



The Filtration unit is set in order to get rid of the chemicals added during the process of coagulation. The Filtration is aided with the help of microbes. To eradicate the harmful microbes, the water from the Filtration unit is allowed to pass through a container containing chlorine. The process in which is then fully treated and pure and kept ready for collection in a storage tank and consumer distribution.

Ex:

State	Rice in Million Tones	Maize	Wheat	Pulses
Maharashtra	25	25	30	25
West Bengal	15	15	10	15
Tamil Nadu	45	30	30	35
Andhra Pradesh	35	20	25	40
Madhya Pradesh	35	20	25	30

The given table indicates the details about the production of food items in five states in the financial year 2007-2008. In Maharashtra and Tamil Nadu 45 million tonnes of rice was produced separately. This is followed by Andhra Pradesh each produced separately.

This is followed by Andhra Pradesh and Madhya Pradesh, each producing 85 million tonnes. In West Bengal it was only 10 millions.

Regarding maize it should be noted that Tamil Nadu topped by producing 80 million tonnes followed by Andhra Pradesh and Madhya Pradesh (25 tonnes), Maharashtra (25 tonnes) and West Bengal (10 million tonnes).

In the production of wheat Maharashtra and Tamil Nadu topped the list with 30 million tonnes each followed by AP & MP (25 million tonnes each) and West Bengal (10 million tonnes).

The production of pulses was the maximum at AP with 110 million tonnes followed by TN (85 tonnes) MP (30 tonnes), Maharashtra (25 tonnes) and WB (15 tonnes).

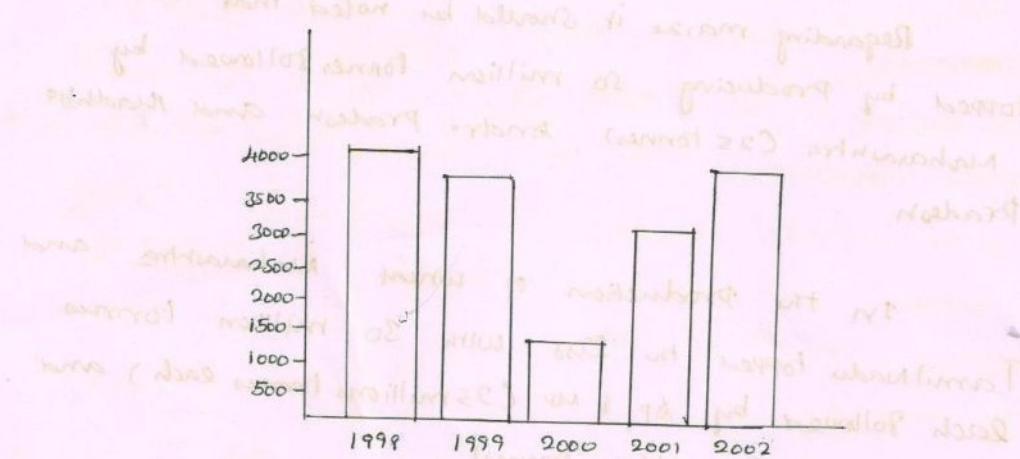
From this table it is understood that Tamil Nadu, AP, Maharashtra and Madhya Pradesh are good producers of food items and West Bengal is striding behind. It is suggested that necessary steps may be taken on war footing to cope up with the demand of the Society.

Andhra Pradesh is a major producer of rice, pulses and oilseeds.

West Bengal is also a major producer of rice, pulses and oilseeds.

Bar diagram: write a paragraph presenting the information contained in it.

Tea exported from India for five years



Paragraph: The given bar diagram represents the amounts of tea exported from India for five years. There is considerable variation in the amount of tea exported from our country.

The export of tea was maximum in the year 1998. The export market is not bound to be sound and steady. The reasons may be there would not have been adequate demand for tea for tea abroad.

1. Lack of Production due to the monsoon failure
2. Increased increase in the cost of tea
3. Lack of interest among farmers who plant tea

If these drawbacks are set right both will be may set a standard market for tea abroad

57

TECHNICAL ENGLISH-I -HS11

COMPREHENSION

TECHNICAL ENGLISH-I -HS11

EXERCISE- 1

Read the passage given below answer the questions that follow:

It is like a horror movie without an end. Scenes of death and devastation brought on by the –worst ever quake to hit the country since independence~~ll~~ are now etched permanently in our memory. On the morning of January 26, the unstable earth under the Rann of Kutch in northern Gujarat heaved and collapsed causing an earthquake that recorded 6.9 in the richter scale (China recorded 7.4 and the measured due to different methods of calculation).But no scale can possibly measure magnitude of the desolation and sorrow that the killer quake left behind in the villages, towns and cities of Gujarat. Places like Bhuj Anjar,Bachau and Sukhpur have been completely flattened. Building collapsed trapping thousands of people in the rubble and left the survivors with nothing to live for.We saw the grief-stricken faces of those who had lost their families, distraught men, women and children huddled in the open in the cold night, terrified villagers on foot desperately looking for places that might be safe.

What causes an earthquake? The surface of the earth is made of huge plates. They slowly move over, under, and past each other. Sometimes the movement is gradual. At other times the plates lock into one other unable to release the energy created by the movement. When the accumulated energy grows strong enough, the plates break free and snap into a new position. Vibrations make the structures around quiver and shake and fall.

The fracture in the earth's crust is called a –fault~~ll~~. If all the stress has not been released,more tremors (aftershocks) can occur in the fault zone. The epicenter is the point on the earth's surface directly above where the quake is focused.

Earthquakes can occur beneath the ocean floor. Then immense waves (tsunamis) as high as 15 metres caused by the freed energy travel across the waters at great speeds and reach the shores. They engulf the coastal areas and cause severe damage.

India has a grim history of earthquakes. Calcutta (1737), 300,000 dead and Assam (1897) saw the worst of them. A series of tremors ravaged Udaypur, Uttarkashi, Chamoli, Latur and Jabalpur in the last twelve years. The Rann of Kutch itself lost 2000 people in the 1819 quake and again last year. Dams built in the quake prone areas, concentrations of population, decrease in ground water level can all be reasons for these disasters, say environmentalists. Dr.R.Bilham of Colorado warns that because of the southward movement of the surface, 60 percent of the Himalayas are overdue for quake.

TECHNICAL ENGLISH-I -HS11**EXERCISE-2**

Read the following passage and answer the questions below: (12 marks)

The word ‘noise’ is derived from the Latin word *nausea*, meaning ‘seasickness’. Noise is among the most pervasive pollutants today. Noise pollution can broadly be defined as unwanted or offensive sounds that unreasonably intrude into our daily activities. Noises from traffic jet engines, barking dogs, garbage trucks, construction equipment, factories, lawn mowers, leaf blowers, televisions, boom boxes and car radios, to name a few, are among the audible litter that is routinely broadcast into the air.

One measure of pollution is the danger it poses to health. Noise negatively affects human health and well-being. Problems related to noise include hearing loss, stress, high blood pressure, sleeplessness, fright, distraction, and loss of productivity. Noise pollution also contributes to a general reduction in the quality of life and eliminates opportunities for tranquility.

A number of factors contribute to problems of growing noise levels. One is the increasing population, particularly when it leads to increasing urbanization and urban consolidation, as activities associated with urban living generally led to increased noise levels. Another is the increasing volume of road, rail, and air traffic. Some people would add to this list, a diminishing sense of civility and growing disrespect for the rights of others.

We experience noise in a number of ways. On some occasions, we can be both the cause and the victim of noise, such as when we are operating noisy appliances or equipment. There are also instances when we experience noise generated by others, just as people experiencing passive smoking. In both instances, noise is equally damaging. However, secondhand noise is generally more troubling, because it is put into the environment by others, without our consent.

The air into which second hand noise is exited and on which it travels is –a commons||. It belongs not to an individual person or a group, but to everyone. People, businesses, and organizations, therefore, do not have unlimited rights to broadcast noise as they please, as if the effects of noise were limited only to their private property. Those that disregard the obligation not to interfere with others’ use and enjoyment of the commons are acting like a bully in a school yard. Although they may do so unknowingly, they disregard the rights of others and claim for themselves rights that are not theirs.

Noise pollution differs from other forms of pollution in a number of ways. Noise is transient; once the pollution stops, the environment is free of it. This is not the case with air

TECHNICAL ENGLISH-I -HS11

1. Some health hazards of noise pollution are _____.
2. Second hand noise is more troubling because _____.
3. Population explosion is also responsible for _____.
4. One sound may be a source of annoyance to one but _____.

III Say whether the following statements are True / False according to the passage:

1. Air traffic contributes to noise pollution.
2. The root meaning of the word 'noise' itself is suggestive of its negative side.
3. Noise pollution leaves its impact on the environment permanently.
4. A Similar noise can be either pleasant or annoying to different persons.

IV Answer the following questions:

1. Define 'noise pollution'.
2. What does the writer call 'audible litter'?
3. In what sense do we become both the cause and victim of noise?
4. What factors decide the negative nature of a sound?

TECHNICAL ENGLISH-I -HS11

C. A child in darkness in bed is like -

1. someone who lives where there are no seasons.
2. an animal without the sense of touch.
3. a sea creature without sight or hearing.
4. a deaf child.

D. The "heavens" in this story are -

1. the Milky Way.
2. the sky.
3. the home of God.
4. the place above the clouds.

P.3 After months of colder weather, the days get longer, the buds come out in the trees, birds sing, and the world puts on a green dress. Spring passes into summer. Everyone knows that summer will not last. The power of all the wisest men and women in the world cannot keep it for us. The corn becomes ripe, the leaves turn brown and then drop to the ground, and the world changes its green dress for a dress of autumn colors.

A. During which season does the world put on a green dress?

1. Summer
2. Spring
3. Winter
4. Autumn

B. This story is mainly about -

1. the wisdom of nature.
2. the beauty of the seasons.
3. change.
4. the shortness of summer.

TECHNICAL ENGLISH-I -HS11

C. Water that flows into the Great Lakes flows on into the -

1. Atlantic Ocean.
2. Hudson Bay.
3. Gulf of Mexico.
4. Pacific Ocean.

D. Which one of these is not a shape?

1. box
2. cone
3. flow
4. globe

or if contemporary all in saying all shapes need all of shapes most there are shapes that

there are shapes that are not shapes all of shapes are shapes all shapes are shapes

are shapes all shapes are shapes all shapes are shapes all shapes are shapes

are shapes all shapes are shapes all shapes are shapes all shapes are shapes

are shapes all shapes are shapes all shapes are shapes all shapes are shapes

are shapes all shapes are shapes all shapes are shapes all shapes are shapes

are shapes all shapes are shapes all shapes are shapes all shapes are shapes

are shapes all shapes are shapes all shapes are shapes all shapes are shapes

are shapes all shapes are shapes all shapes are shapes all shapes are shapes

are shapes all shapes are shapes all shapes are shapes all shapes are shapes

are shapes all shapes are shapes all shapes are shapes all shapes are shapes

are shapes all shapes are shapes all shapes are shapes all shapes are shapes

are shapes all shapes are shapes all shapes are shapes all shapes are shapes

are shapes all shapes are shapes all shapes are shapes all shapes are shapes

are shapes all shapes are shapes all shapes are shapes all shapes are shapes

are shapes all shapes are shapes all shapes are shapes all shapes are shapes

are shapes all shapes are shapes all shapes are shapes all shapes are shapes

are shapes all shapes are shapes all shapes are shapes all shapes are shapes

are shapes all shapes are shapes all shapes are shapes all shapes are shapes

are shapes all shapes are shapes all shapes are shapes all shapes are shapes

are shapes all shapes are shapes all shapes are shapes all shapes are shapes

are shapes all shapes are shapes all shapes are shapes all shapes are shapes

are shapes all shapes are shapes all shapes are shapes all shapes are shapes

are shapes all shapes are shapes all shapes are shapes all shapes are shapes

are shapes all shapes are shapes all shapes are shapes all shapes are shapes

are shapes all shapes are shapes all shapes are shapes all shapes are shapes

are shapes all shapes are shapes all shapes are shapes all shapes are shapes

are shapes all shapes are shapes all shapes are shapes all shapes are shapes

are shapes all shapes are shapes all shapes are shapes all shapes are shapes

TECHNICAL ENGLISH-I -HS11

EXERCISE-5

Read the following passage and answer the following Questions:

A few years ago, it was impossible to operate on a patient whose heart was not working properly. Nowadays surgeons are able to stop a patient's heart and lungs temporarily so that they can carry out complicated operations on the various parts which lie inside the heart. All this was made possible in 1953, by the invention of the heart-lung machine.

The work of the heart can never be interrupted. The heart's job is to keep oxygen-rich blood flowing through the body. All the body's cells need a constant supply of oxygen, especially those in the brain. Brain cells live only four to five minutes after their oxygen supply is cut off, and death comes to the entire body.

The heart is a specialized muscle that serves as a pump. It is the pump of life. This pump is divided into four chambers connected by tiny doors called valves. The chambers work to keep the blood flowing around the body in a circle through alternate contractions.

The contractions of these four chambers are co-ordinated by electrical impulses that come from a special piece of tissue called the pacemaker. The heart beat starts with the contraction of both atria forcing the blood into the relaxed ventricles; next, the ventricles contract forcing blood up the artery and the aorta. The pacemaker, which co-ordinates this, is found in the right atrium. Normally about eighty signals are sent out every minute. These signals make the heart's chambers contract in the proper sequence.

Heart diseases can result from damage to the heart muscle, the valves or the pacemaker. If the muscle is damaged the heart is unable to pump properly. If the valves are damaged, blood cannot flow normally and easily from one chamber to another, and if the pacemaker is defective the contractions of the chambers will become un-coordinated. Until the twentieth century, few doctors dared to touch the heart. When surgeons did begin to operate on it, they had to work by touch alone. It was impossible to see inside a heart that was beating and filled with blood.

In 1953, all this changed. After twenty years of hard work and research, Dr.John Gibbon of the Jefferson Medical College, in Philadelphia, U.S.A., has developed a machine that could take over the vital function of purifying and pumping blood temporarily from the heart and lungs. Blood could be routed through the machine, bypassing the heart so that surgeons could work inside it and see what they were doing. The era of open heart surgery had begun.

Blood enters the heart-lung machine from the veins that empty into the heart. This blood is returning from its circuit of the body, having given up its oxygen in exchange for carbon dioxide. Normally the heart would pump it into the lungs, where the carbon dioxide would be exchanged for a fresh oxygen supply. The heart-lung machine performs this same exchange in an oxygenator. When it has finished this 'breathing' it pumps the blood back into the body through

TECHNICAL ENGLISH-I -HS11

C. Say whether the statements are true or false:

- 1) A vein is a blood vessel leading from the heart.
- 2) The heart lung machine enables the surgeons to open the heart without stopping the supply of blood to the body cells.
- 3) Pacemakers can function with the help of batteries.
- 4) Open heart surgery was possible even before 1953.

D. Answer the following Questions:

- 1) Why heart is called the pump of life?
- 2) Why can't the work of the heart ever be interrupted?
- 3) What is the greatest contribution of Dr.John Gibbon?
- 4) What function does an oxygenator do?

TECHNICAL ENGLISH-I -HS11

EXERCISE-8

(i) Answer in a sentence or two:

- 1) What is technology?
- 2) What is the common feature between the technologies developed by advanced and less advanced civilizations?
- 3) In what respect is the modern technology different from that of the past?
- 4) What are the techniques used by the Eskimos to better their life?

(ii) Say whether the following statements are true or false:

- 1) Technology is typical of only a few societies.
- 2) Humans have used simple tools since time immemorial.
- 3) Other animals can modify their environment.
- 4) Eskimos represent less developed society.

(iii) Complete the following appropriately:

- 1) Human beings have achieved a powerful position on earth because of their _____.
- 2) The spear or the bow and arrow are _____.
- 3) In this passage, the present age is referred to as the _____.
- 4) A tool becomes a machine _____.

(iv) Give the meanings of the following words:

- 1) Hospitable-
- 2) Dominant-
- 3) Durable-
- 4) Breed-

TECHNICAL ENGLISH-I -HS11

EXERCISE-7

What is so common among highly successful people and organizations? It is their vision, the power to look beyond the present and to visualize the possibilities of the future. It is not only their vision, but their determination to transform their dreams into realities that have made them great. Thinking ahead is the privilege given to man alone. Man learns from the past experience, analyses the present and plans for the future. Management is defined as the art of getting things done through and with the people. Therefore, to be successful, a manager needs to do a lot of planning not only for himself but also for his people. Planning is an important management function.

The planning process takes into account the following factors:

- A. PEOPLE: who are going to carry out the plan? How many people do we need? What are the kinds of people required and how to involve them?
- B. PRODUCTS: What are the products necessary for achieving the goal?
- C. DEADLINE: What is the time-grace needed for achieving the goal?

Planning also takes into account the strengths, which are to be made use of and weaknesses which are to be avoided during the execution of any task. It considers how to capitalize on the available opportunities and how to safeguard against competitive developments and the changing scenario.

Planning is of different kinds depending on the planner and his objectives. For example, companies have Corporate Visions which stem from individual vision. To achieve these, they make short-term and long-term plans. A long term plan is derived from a long range vision of the organization's destiny.

It is involved in setting broad objectives and the procedures for achieving them. This is essential for the survival and future growth of any business. Senior Managers are involved in long-term planning, thinking of new products and services, and of new ways of obtaining resources. Short-term plans are drawn up to realize more immediate goals and take care of the step by step activities needed for achieving the over-all objectives of a long- term.

It is necessary that planning should be realistic. While planning, one must accept the reality and set objectives which can be accomplished. Whenever one develops a plan, it is important to devise back up actions and alternative plans, just in case something goes wrong. Flexibility is vital to any good business plan. After planning, clear communication to all concerned is the key to success. Then implementation within a time frame must follow Planning and monitoring must go together, because, planning cannot be really effective without regular monitoring and good control.

TECHNICAL ENGLISH-I -HS11

4. Successful planning

- a) helps management settle amicably labour unrest.
- b) takes to task those who waste raw material
- c) punishes those who are not systematic in their work
- d) ensures maximum input utilization, continuous monitoring and periodic evaluation.

ii) Decide whether the following statements are 'true' or 'false':

1. The future growth of any business depends only on the procurement of resources by senior managers.
2. The success of planning depends on how well it is implemented with regular monitoring, within the time limit, securing the support of all concerned.
3. Short-term plans help not only to realize immediate goals, but also to monitor the step-by-step activities in achieving the over-all objectives of a long term plan.
4. Success in life depends on thinking big alone.

iii) Choose the most accurate definitions of the terms taken from the text:

1. Privilege
 - (a) Special right or advantage
 - (b) Special choice
 - (c) Special prize
 - (d) Special respect
2. Safeguard
 - (a) to improve or better something
 - (b) to violate something
 - (c) to protect or guard something
 - (d) to despise something
3. to accomplish
 - (a) to master something
 - (b) to complete successfully something
 - (c) to help another to do something illegal
 - (d) to fail to achieve something
4. Implementation
 - (a) Division of labour
 - (b) A tool or instrument
 - (c) Involvement
 - (d) Carrying out effectively.

(LECTURE NOTES)

Unit -III

compre

Different Forms and Uses of Words

It is the position a word occupies that determines its part of speech. The same word may function as a noun in one sentence and a verb in another. In speech, the difference in usage is brought out by placing the stress on different syllables. While using the word as noun, the stress is usually on the first syllable. On the other hand, when the word is used as verb, the stress is on the second syllable. The following are some of the words which may belong to different parts of speech, according to the way in which they are used.

Examples:-

1. Fire :-

The fire destroyed fifty acres of forest (Noun)

The GM will fire that clerk. (Verb)

2. Watch :-

I have lost my watch. (Noun)

We require a watch dog. (Adjective)

(LECTURE NOTES)

Adjective / Pronoun:

A demonstrative Pronoun (this, that, these, or those) may also be used as an adjective. If the word is used alone in place of a noun, it is pronoun. If used before a noun to tell 'which one', it is an adjective.

Examples:-

The tiger Kitten is hers. (Pronoun)

Her black Lancer is over there. (Adjective)

Adverb / Adjectives:-

If the word modifies a noun or pronoun and tells which one, what kind, how many, or how much, it is an adjective. If the word modifies any other kind of word and tells where, when, how, or to what extent, it is an adverb.

Examples:-

The Plane flew low. (Adverb)

Sara played a low note. (Adjective)

Adverb / Preposition

A number of words may be used

(LECTURE NOTES)

either as prepositions or as adverbs. A Preposition is never used alone. It is always followed by a noun or a pronoun. So if the word is in a phrase it is a preposition. If the word has no object it is an adverb.

Examples:-

The sundial had been knocked down. (Adverb)

The sundial rolled down the hill (Preposition)

Noun	Verb	Adjectives
Association	Associate	Associable
Application	Apply	Applicable
Adjustment	Adjust	Adjustable
Allocation	Allocate	Allocable
Conveyance	Convey	Conveyable
Cultivation	Cultivate	Cultivable
Depth	Deepen	deep
Conductance	conduct	conductive
Conclusion	conclude	Conclusive

(LECTURE NOTES)**Telephone Etiquette Guide****Answering Calls for Your Department/Office**

1. Answer promptly (before the third ring if possible).
2. Before picking up the receiver, discontinue any other conversation or activity such as eating, radio, etc that can be heard by the calling party.
3. Identify yourself and your department on answering.
4. Speak clearly and distinctly in a pleasant tone of voice.
5. Learn to listen actively and listen to others without interrupting.
6. Use the hold button so that the caller does not accidentally hear you querying/clarifying a response for them.
7. When transferring a call, be sure to explain to the caller that you are doing so and where you are transferring them.
8. Remember that you may be the first and only contact a person may have with your department, and that first impression will stay with the caller long after the call is completed.
9. If the caller has reached the wrong department, be patient and polite, sometimes they have been transferred all over the place. If possible, attempt to find out where they should call/to whom they should speak. If this is not possible take their name and number and pass it on to the most appropriate person who can help them/
10. When you are out of the office or away from your desk for more than a few minutes, forward your phone to voicemail.
11. When they are looking for is not in, the following responses should be used both to protect the privacy of the office staff and to give a more tactful response:

What You Mean:	Tell the Caller:
"He is out."	"He is not in the office at the moment. Would you like to leave a message on his voicemail?"
"I don't know where she is."	"She has stepped out of the office. Would you like to leave a message on her voicemail?"
"He is in the canteen."	"He has stepped out of the office. Would you like to leave a message on his voicemail?"
"She isn't here."	"I expect her shortly. Would you like to leave a message on her voicemail?"
"He is on leave."	"He is out of the office for the day. Can someone else help you or would you like his voicemail?"
"She can't be disturbed."	"She is unavailable at the moment. Would you like to leave a message on her voicemail?"
"He is busy at other meetings"	"He is unavailable at the moment. Would you like to leave a message on his voicemail?"

(LECTURE NOTES)**Taking Messages**

1. Be prepared with pen and message slip when you answer the phone.
2. When taking messages be sure to ask for the caller's name (asking the caller for correct spelling) and the phone number and/or extension (including area code)
3. Repeat the message to the caller.
4. Be sure to fill in the date, time, and your initials.
5. Place the message slip on your colleague's desk or in a conspicuous place in their office, such as their chair.
6. Don't forget that you can transfer them to voicemail instead of taking a paper message, but don't forget to ask, "Would you like me to transfer you to _____'s voicemail?" Do not assume that the caller would rather go to voicemail. Always ask first.

Handling Rude or Impatient Callers

1. Stay calm, try to remain diplomatic and polite, speak slowly and calmly. Getting angry will only make them angrier.
2. Always show willingness to resolve the problem or conflict.
3. Try to think like the caller. Remember, their problems and concerns are important.
4. Offer to have your manager talk to the caller or call him/her back if the caller persists.

Handling Nuisance Callers

If you have tried to deal with the caller as above and the caller persists in making nuisance calls do not engage him/her in conversation. If he or she is abusive then you should end the call and report it to your Line Manager. Do not hang up the phone, first tell the caller that you will not listen to abuse and that you will be terminating the call. If the caller remains abusive you should use the following wording:

Excuse me, you are being abusive and that is unacceptable.. I am sorry but I have to end this phone call now. Good bye.

Hang up the phone

If you are concerned about security as a result of the call convey your concerns to your Line Manager.

Making Calls on behalf of the HSE

(LECTURE NOTES)

CRITICAL READING STRATEGIES

Reading effectively requires approaching texts with a *critical eye*: evaluating what you read for not just *what* it says, but *how* and *why* it says it. Effective reading is central to both effective *research* (when you evaluate sources) and effective *writing* (when you understand how what you read is written, you can work to incorporate those techniques into your own writing). Being an effective reader also means being able to evaluate your own practices, working to develop your critical reading skills.

IDENTIFY WHAT YOU'RE READING FOR

Knowing *why* you're reading a given text can help you organize both your reading and how you can use what you read.

Before you read a text, ask and answer the following kinds of questions: Are you reading only for general content? For data? For specific information or for general thematic concerns? For arguments that support or contest your thesis in a writing assignment? For information that you know you'll need for an assignment, or for information to get you thinking *about* what you'll need?

ALLOW ENOUGH TIME TO READ, AND TAKE YOUR TIME.

Reading critically is not a fast process. Many students do not set aside enough study time for reading (and rereading), and read everything either too quickly or at the same speed. If you know what you're reading for, you can better distinguish information that can be skimmed from that which should be more closely examined, and make better use of your reading time.

Preview or survey the text before detailed reading begins, looking for clues related to its purpose, its relevance, its difficulty, and how it connects with ideas or information you already know.

Be willing to struggle with the text in order to understand it—but don't get hung up on single, tough details in first readings. Rather, hold confusing passages in mental suspension, and continue to read with the idea that what seems difficult to understand now may be cleared up as you go along.

REMEMBER THAT RE-READING IS A PART OF EFFECTIVE, CRITICAL READING.

Just as having more than one conversation with another person leads to closer understanding, conducting a number of readings leads to a richer and more meaningful relationship with, and understanding of, a text.

If your first reading is for basic information and evaluation, subsequent readings can take on different levels of focus (on style and tone, on details, on examples, on intellectual or ideological tradition, etc.).

In re-reading, work to separate parts of arguments (e.g., thesis idea, evidence, preview, counterarguments) and to understand how these parts work to support the author's thesis.

(LECTURE NOTES)

1. When you call someone and they answer the phone, first identify yourself: "This is _____ To whom am I speaking?"
2. Always know and state the purpose of the communication.
3. When you reach a wrong number, don't hang up or ignore the person who answered the call. Say: "I'm sorry, I must have the wrong number. Please excuse me." And then hang up.
4. If you told a person you would call at a certain time, call them as you promised. If you need to delay the conversation, call to postpone it, but do not make the other person wait around for your call.
5. If you don't leave a number/message for someone to call you back, don't be surprised if they are not available when you call again.

VoiceMail Etiquette

VoiceMail has many benefits and advantages when used properly. However, you should not hide behind voicemail. If callers constantly reach your voicemail instead of you, they will suspect that you are avoiding calls. Here are a few tips on such things as greetings and responding to voicemail.

VoiceMail Greeting

1. Be sure to record your own personal greeting. People tend to feel that they have already lost the personal communication touch because of voicemail. If a female voice says that "Joe Smith is not available", the caller will not be convinced that you listen to your voicemail.
2. Write down what you want to say in your greeting and practice saying it a few times before recording.
3. Include in your greeting your name and department so that people know they have reached the correct person.
4. Your regular greeting should include your normal work hours. If you know that you will be on leave or out of the office for a few days or have different hours temporarily, you should record an alternate greeting to let callers know this. Callers will know that they cannot expect a callback for a few hours or a few days.
5. When you leave for the day or will be away from your desk for an extended period of time, forward your line to your voicemail using the call forward feature as a courtesy to your callers. Call forwarding means that your callers don't have to wait through an entire ring cycle (12 seconds/3 rings) before leaving a voicemail message for you.

Checking Messages and Returning Calls

1. Check your messages daily and return messages within 24 hours (or Monday if messages come in at the weekend). If it will take longer than 24 hours to get a response, call the person and advise him/her.
2. Reply, forward, or delete messages immediately. Keep your mailbox clean. Saved messages take up needless space in your mailbox.
3. If you forward a message, be sure to explain to the person to whom you are forwarding the message why you are sending it to them.

Leaving a Voicemail Message for Another Person

(LECTURE NOTES)**ENGAGE WITH THE TEXT TO GET THE MOST OUT OF IT.**

Read with a pen or pencil, highlighting key statements, parts, or points — even those you find confusing. Also, make note of words or terms you don't understand so you can look them up later.

Note where and how the text relates to lectures or discussions, as well as general or specific questions you might wish to ask your instructor in class or office hours. Record your own questions, points of agreement or disagreement, references to related ideas, and points at which ideas match up with each other. In other words, work to enter into a *dialogue* with the text, mark it up, and make it your own.

ASK YOURSELF IF YOU CAN EXPLAIN BOTH WHAT THE TEXT SAYS AND WHAT IT DOES.

In other words, can you both provide a *summary* of key claims and theses and understand its *purpose*, what this text seeks to do (to report or state facts, to contest a certain idea, to persuade, to open new inquiries, etc.)?

- Keep in mind that all texts filter reality — distort, persuade, and arrive at different conclusions — and that all texts are trying to change your view in some way.

ATTEMPT TO UNDERSTAND HOW EACH WRITER'S BACKGROUND AND PURPOSES INFLUENCE WHAT THEY WRITE.

Reading a text critically requires that you ask questions about the writer's authority and agenda. You may need to put yourself in the author's shoes and recognize that those shoes fit a certain way of thinking.

Work to determine and understand an author's context, purpose, and intended audience.

WORK TO UNDERSTAND YOUR OWN STRATEGIES AND TO IMPROVE THEM.

Ask yourself questions about how you read: Do you read too quickly or slowly? Do you tend to lose your focus? Can you scan for key information or ideas? Consider the characteristics of effective reading above, in relation to those practices and strategies you already employ, to get a sense of your current reading strategies and how they might be improved.

(LECTURE NOTES)**Purpose of a Biographical Sketch**

There a few reasons why you would write a biographical sketch for yourself or someone else.

- If you are considering writing one for yourself perhaps you need a biographical sketch for a book or maybe you are making a presentation and it was requested that you provide a biographical sketch to be included in a program.

Most of the time when you are writing a biographical sketch about yourself it is for self promotion such as when seeking employment. Sometimes people will make professional portfolios that include a resume, pieces of their professional work and the biographical sketch.

- In instances where the biographical sketch is written about someone else, it is mainly for the purpose of informing an audience about that person's life. These types of biographical sketches usually provide a very detailed account of a person's life and will include such information as the person's full name, occupation and their life's activities.

When writing a biographical sketch for yourself or about someone else it is important to consider why you are writing such a piece as this will help you decide what information to add to complete the sketch.

Writing a Biographical Sketch

Here are a few tips to help you compile and format all the information which is needed.

1. Get basic information about the subject - In order to effectively write a biographical sketch about a person, you need to obtain basic information about that individual. Such information as the person's full name, date and place of birth and family background are some examples of basic information that can be used in a biographical sketch.
2. List Achievements and Influences - When writing a biographical sketch about an individual, you should mention his/her personal achievements and how accomplishing certain feats affected his or her life. Likewise, you can also incorporate any personal influences into the autobiographical sketch. There are many people who have a number of personal influences.
3. Arrangement of Information - Once you have gathered all the information that is needed to compose a biographical sketch, it is important that you have a format in which you will present the information. When writing a biographical sketch, there are a number of ways that you can format all the details. There are many sketches that are presented in book format with the story of a person's life presented in chronological order. This is one of the more popular ways to present a biographical sketch, as it allows the reader trace the subject's life from beginning to present day.
4. Verify Information - Before publishing or presenting a biographical sketch on an individual, it is very important that the information is confirmed as being accurate. If you are writing a biographical sketch, the subject is the best person to provide information about him or herself. If you obtain information about your subject from other sources make sure verify its veracity.

Writing Your Own Biographical Sketch

The tips on writing a biographical sketch can also be used to write your own story. When a person writes their own biographical sketch it is called an autobiography. Writing an autobiography is something that many people do. There are many famous people who have published autobiographies to either share their life story or to counter an unauthorized biographical sketch that was written about them.

Even you can write your own biographical sketch, and your personal biographical sketch can be an ongoing project that you can build upon until you are ready to share it with others.

(LECTURE NOTES)**Your Childhood**

You may not have had the most interesting childhood in the world; but then again, you may have had an experience that was more interesting the most. The idea is to highlight the best parts when you can. And always remember that the things that don't seem very interesting to you may be interesting to others.

If you live in an inner city, for instance, you should realize that many people who grew up in the country have never ridden a subway, never walked to school, never ridden in a taxi, and never walked to a store.

There will always be something about your childhood that will seem unique to others. You just have to step outside your life for a moment and address the readers as if they knew nothing about your region and culture.

Your Culture

Your culture is the overall way of life, including the customs that come from your family's values and beliefs. Culture includes the holidays you observe, the customs you practice, the foods you eat, the clothes you wear, the games you play, the special phrases you use, the language you speak, and the rituals you practice.

As you write your autobiography, think about the ways that your family celebrated or observed certain days (birthdays), events (harvests), and months (December), and tell your audience about special moments. Consider these questions:

- What was the most special gift you ever received? What was the event or occasion surrounding that gift?
- Is there a certain food that you identify with a certain day of the year?
- Is there an outfit that you wear only during a special event?
- Have you ever ridden on a donkey?
- What about a limousine, train, mountain bike, eighteen-wheel truck, tractor, Police car, power boat, sailboat, or ski lift?
- Have you ever walked the beach or a mountain trail?

How was your experience on one of these topics related to your family culture? Learn to tie together all the interesting elements of your life story and craft them into an engaging essay.

(LECTURE NOTES)

3

READING.

When you're reading for your course, you need to make sure you're actively involved with the text. It's a waste of your time to just passively read, the way you'd read a thriller on holiday.

Always make notes to keep up your concentration and understanding.

Here are four tips for active reading.

Underlining and highlighting

Pick out what you think are the most important parts of what you are reading. Do this with your own copy of texts or on photocopies, not with borrowed books.

If you are a visual learner, you'll find it helpful to use different colours to highlight different aspects of what you're reading.

Note key words

Record the main headings as you read. Use one or two keywords for each point. When you don't want to mark the text, keep a folder of notes you make while reading.

Questions

Before you start reading something like an article, a chapter or a whole book, prepare for your reading by noting down questions you want the material to answer. While you're reading, note down questions which the author raises.

Summaries

Pause after you've read a section of text. Then:
put what you've read into your own words;
skim through the text and check how accurate your summary is and
fill in any gaps.

A tip for speeding up your active reading

You should learn a huge amount from your reading. If you read passively, without learning, you're wasting your time. So train your mind to learn.

Try the SQ3R technique. SQ3R stands for Survey, Question, Read, Recall and Review.

Survey

Gather the information you need to focus on the work and set goals;

(LECTURE NOTES)

Read the title to help prepare for the subject

Read the introduction or summary to see what the author thinks are the key points

Notice the boldface headings to see what the structure is

Notice any maps, graphs or charts. They are there for a purpose

Notice the reading aids, italics, bold face, questions at the end of the chapter. They are all there to help you understand and remember.

Question- Help your mind to engage and concentrate. Your mind is engaged in learning when it is actively looking for answers to questions.

Try turning the boldface headings into questions you think the section should answer.

Read - Read the first section with your questions in mind. Look for the answers, and make up new questions if necessary.

Recall - After each section, stop and think back to your questions. See if you can answer them from memory. If not, take a look back at the text. Do this as often as you need to.

Review - Once you have finished the whole chapter, go back over all the questions from all the headings. See if you can still answer them. If not, look back and refresh your memory.

See also: Taking notes, Gathering information

Spotting authors' navigation aids

Learn to recognise sequence signals, for example:

"Three advantages of..." or "A number of methods are available..." leads you to expect several points to follow.

The first sentence of a paragraph will often indicate a sequence: "One important cause of..." followed by "Another important factor..." and so on, until "The final cause of..."

General points are often illustrated by particular examples, for example:

General: Birds' beaks are appropriately shaped for feeding.

Particular: Sparrows and other seed-eating birds have short, stubby beaks; wrens and other insect eaters have thin pointed beaks; herons and other fish hunters have long, sharp beaks for spearing their prey.

(LECTURE NOTES)

Whatever you are reading, be aware of the author's background. It is important to recognise the bias given to writing by a writer's political, religious, social background. Learn which newspapers and journals represent a particular standpoint.

Words and vocabulary

When you're a graduate people expect you to use a vocabulary which is wider than a school-leaver's. To expand your vocabulary:

Choose a large dictionary rather than one which is 'compact' or 'concise'. You want one which is big enough to define words clearly and helpfully (around 1,500 pages is a good size).

Avoid dictionaries which send you round in circles by just giving synonyms. A pocket dictionary might suggest: 'impetuous = rash'.

A more comprehensive dictionary will tell you that impetuous means 'rushing with force and violence', while another gives 'liable to act without consideration', and add to your understanding by giving the derivation '14th century, from late Latin impetus = violent'.

It will tell you that rash means 'acting without due consideration or thought', and is derived from Old High German rasc = hurried.

So underlying these two similar words is the difference between violence and hurrying.

There are over 600,000 words in the Oxford English Dictionary; most of them have different meanings, (only a small proportion are synonyms).

Avoid dictionaries which send you round in circles by using very complicated language to define the term you're looking up, leaving you struggling to understand half a dozen new words.

Keep your dictionary at hand when you're studying. Look up unfamiliar words and work to understand what they mean.

Improve your vocabulary by reading widely.

If you haven't got your dictionary with you, note down words which you don't understand and look them up later.

(LECTURE NOTES)Definitions

A definition is a kind of explanation about a thing or an apparatus or an instrument. A definition should be brief and informative, preferably in a single sentence.

1.) Generator:-

A generator is a machine that converts mechanical energy into an electrical energy.

2.) Voltmeter:-

It is an instrument used to measure voltage.

3.) Camera:-

It is a mechanical and electrical device for taking photographs.

4.) Telescope:-

It is a scientific instrument to view far looking objects.

5.) Sensor:-

It is a device to monitor the presence of any quality and effect.

(LECTURE NOTES)

- 6.) Facsimile:-
It is a device that copies documents and sends them down telephone lines to another place.
- 7.) Patent:-
It is a document that gives the official right to make or sell a new product.
- 8.) Calculator:-
It is an electronic device for doing arithmetic operations easily.
- 9.) Solar cell:-
It is a device which displays characters and graphics on a television-like screen.
- 10.) Sensor:-
It is a device to monitor the presence of any quality and effect.
- 11.) Rheostat:-
It is an electrical device for controlling the flow of current.

(LECTURE NOTES)

12.) Abacus:-

An abacus is an ancient device that is used for arithmetic calculation.

13.) Transformer:-

A transformer is a device used to increase or decrease the electricity's voltage and current.

14.) Reactor:-

A Reactor is a device to force a controlled reaction with a given substance.

15.) Rheostat:-

A Rheostat is a device that uses resistance to regulate electrical current.

16.) Hydrometer:-

A Hydrometer is an instrument used to measure the specific gravity of a solution.

17.) Thermometer:-

A thermometer is a measuring instrument for measuring temperature.

(LECTURE NOTES)

18.) calculator:-

A calculator is a small machine that is used for mathematical calculations.

19.) Generator:-

A generator is a machine that produces electricity.

20.) Acoustics:-

Acoustics is a branch of science that deals with sounds.

21.). Arithmetic Unit:-

An arithmetic Unit is the part that performs arithmetic operations.

22.) Cathode:-

A cathode is the electrode in a cell where reduction occurs.

23.). Air Pump:-

An air pump is a pump that moves air in and out of something.

(LECTURE NOTES)

What are Recommendations

Professionals such as administrators, scientists, managers and engineers often write reports on different occasions. An engineer writes a report providing technical data. The reports play a vital role in the technical fields because they help in important decision making.

A Report is a presentation of facts and findings. It is a formal document for a specific audience. A report helps in presenting the following.

- i) Presenting data
- ii) Analyzing the problems and suggesting Solutions
- iii) Presenting the happenings
- iv) Offering recommendations

Reports are of many types. All reports invariably have to offer recommendations. The recommendations are the suggestions given by the committee submitting the report. Based on the recommendations, the management will have to take

(LECTURE NOTES)

decisions. While writing recommendations, the writer can use certain specific patterns of statements. They are -

- i) It is advised to allot more funds for advertisement
- ii) It is recommended to remodel the showroom with more space.
- iii) It is suggested to appoint highly talented marketing executives.
- iv) It is mandatory to give more free gifts to the regular customers.

Exercises:-

- i) Write a list of eight recommendations for Safety in a chemistry lab.
 - 1.) It is recommended not to pipette out concentrated Solutions by mouth.
 - 2.) It is recommended to read the chemical Safety information and follow the recommendations for safe use and disposal of the material.
 - 3.) It is recommended to identify the Safety equipment
 - 4.) It is recommended to wear lab coat and shoes.

(LECTURE NOTES)

- 5.) It is recommended not to taste or sniff chemicals as they are harmful.
 - 6.) It is recommended not to casually dispose of chemicals down the drain.
 - 7.) It is recommended not to haphazardly mix chemicals.
 - 8.) It is recommended to take data only during the laboratory session.
- 2.) Write a set of eight recommendations for a Student preparing for the University Examinations.
- 1.) It is recommended to collect all the University Question papers relating to the subjects he is going to appear for.
 - 2.) It is recommended to maintain a record of what he has studied.
 - 3.) It is recommended to check whether materials are available for all papers.
 - 4.) It is recommended to have group study with regard to the difficult topics.
 - 5.) It is recommended to keep himself thorough with all the topics at least 15 days before the commencement of the examinations.

(LECTURE NOTES)

Instructions

To give instructions the root forms of verbs should be used. A type of sentence that gives advice or instructions or that expresses a request or command is called an imperative type instruction.

Example:-

- 1) Write a set of eight instructions followed for maintaining your computer in good conditions.
- i) Creating emergency start up diskett.
- ii) Backing up important documents on a regular basis.
- iii) Scanning the hard drive.
- iv) Defragmenting the hard drive for performance improvement.
- v) Protecting from viruses.
- vi) Managing the hard drive for space.
- vii) Using a UPS for a continuous flow of power.
- viii) Cleaning - computer case, Keyboard, Screen and mouse.

read in form

(LECTURE NOTES)

2) Write a set of eight important instructions to be given to students while joining two metal plates together.

1. First clean the ends of the metal articles thoroughly.
2. Leave no dirt on them.
3. Then heat the ends to a white heat.
4. For doing this, use an oxy-acetylene torch.
5. Then apply flux to the weld.
6. After that, press the surfaces together.
7. Take care to squeeze out the whole of the flux.
8. Then smooth off the joint.

3) Write a set of eight instructions to maintain safety when students are working in a chemistry lab.

- 1.) Concentrated acids not to be sucked by mouth.
- 2.) Carefully reading chemical safety information.
- 3.) Wearing proper dress.
- 4.) Keeping safety equipment ready.
- 5.) Not tasting chemicals.
- 6.) Not to dispose of chemicals down the drain.
- 7.) Not mixing chemicals haphazardly.
- 8.) Avoiding eating.

(LECTURE NOTES)

- 4.) Write a set of eight important instructions that are followed by the citizens of India in order to preserve the environment.
- 1.) Making all areas litter free zones
 - 2.) Directing the waste water to the trees and garden
 - 3.) Growing grass to beautify the places
 - 4.) Rain water Harvesting
 - 5.) Avoiding plastic products
 - 6.) Not allowing cattle to roam about
 - 7.) Awareness programmes for protecting the environment.
 - 8.) Deepening the rivers every year.
- 5.) Write a set of eight instructions to be followed by a student while writing an examination
- 1.) Occupy the seat before fifteen minutes
 - 2.) Before entering check whether you have the hall ticket and identity card.
 - 3.) On receiving the answer booklet, write the register number and other particulars
 - 4.) On receiving the question paper, start answering the questions you can write well
 - 5.) Manage time efficiently for answering all the questions

(LECTURE NOTES)

- 6.) Underline the important points using a pencil
- 7.) Draw the diagrams neatly
- 8.) Don't write anything on the question paper.
- 6.) Write a set of eight important instructions to be given to students while joining two metal plates together.
 - 1.) First clean the ends of the metal articles thoroughly
 - 2.) Leave no dirt on them.
 - 3.) Then heat the ends to a white heat
 - 4.) For doing this, use an oxy-acetylene torch
 - 5.) Then apply flux to the weld
 - 6.) After that, press the surfaces together
 - 7.) Take care to squeeze out the whole of the flux
 - 8.) Then smooth off the joint.

(LECTURE NOTES)

Use of Imperatives

An imperative sentence begins with the main verb and generally it does not have a subject. 'You' is implied as the subject.

Imperative is a type of sentence which expresses a command, request, advice, recommendations, and directions. This type of sentences gives the direction or command directly to the individual.

Example:-

Sit down.

Close the window.

Don't show your face to me.

Imperative verbs are used for various purpose in a sentence.

We can use an imperative verb to give a direct order.

1. Stand up straight.

2. Give me the details.

(LECTURE NOTES)

We can use the imperative to give instructions.

1. Open your book.
2. Take a left and then a right.

We can use the imperative on signs and notices.

1. Push
2. Insert one dollar

We can make the imperative 'more polite' by adding 'do'

1. Do be quiet
2. Do come

We can use the imperative to give friendly informal advice.

1. Speak to him. Tell him how you feel.
2. Have a quiet word with her about it.

We can use the imperative to make an invitation.

1. Come in and sit down. Make yourself at home.
2. Please start without me. I'll be there shortly.

(LECTURE NOTES)

Subject- Verb Agreement

The Verb must agree with its Subject in number and person. If the Subject is Singular, the Verb will also be singular. If the Subject is Plural, the Verb must also be plural. This is also called Subject- Verb agreement or Concord.

Examples:-

1. Two or more nouns joined by 'and' takes the plural Verb.

(eg) Two and Two make four.

Swetha and Rani have come.

2. But, when two or more nouns refer to one general thing, Singular Verb is used.

(eg) Bread and Butter is a wholesome food.

2. When two titles/designations are connected by 'and' and used to refer to two different persons, plural Verb follows:-

(eg) The Poet and the Philanthropist are coming for the function.

(LECTURE NOTES)

3. The Pattern 'one of' is always followed by a Plural noun. The Verb agrees with 'one', not with the plural noun.

(eg) One of the books is missing.

4. When words are added to a Singular Subject by 'with', 'together with', 'along with', 'in addition to', 'as well as', etc, the Verb is singular.

(eg) A citation, along with a cash award, was given.

5. When two or more nouns or pronouns in the singular are connected by 'or', 'nor', 'either...or', 'neither...nor', the Verb is singular.

(eg) Either Ramu or his friend has come.

6. When 'or', 'nor', 'either...or', 'neither...nor', joins different persons, the Verb agrees with the nearest Subject.

(eg) Either he or you are lying.

Neither they or she is going to the movie.

7. Certain nouns, though singular in form, are considered as plural and take the plural Verb.

(eg) The Police were forced to act.

(LECTURE NOTES)

8. There are several nouns plural in form but singular in meaning and take the singular Verb.

(eg) Politics is a dirty game.

9. A lot of, a great deal of, plenty of, most of are singular when they refer to amount or quantity, but plural when they refer to number.

(eg) There are plenty of I.T. courses available now.

10. Class nouns such as furniture, Stationery, food, cutlery, equipment etc. are considered as singular.

(eg) The cutlery in the cupboard is elegant.

11. 'Many a' and 'more than one' are followed by a singular noun and takes the singular Verb.

(eg) More than one candidate was absent in the meeting.

12. Titles or names of books, quotations take the singular Verb only.

(eg) "Honesty is the best policy" is a saying.

13. Singular noun joined by a preposition, takes the singular Verb.

(eg) City after city is captured by the Americans.

(LECTURE NOTES)

14. When the Subject of a Sentence begins with specific quantity, amount or distance, the Verb is Singular when considered as a whole.

(eg) Four hundred miles is not a big distance.

15. The nationality words referring to the people of a particular nation take the plural Verb.

(eg) The Japanese are hardworking.

16. If a Sentence begins with 'a number of', the Verb is plural; Whereas if it begins with 'the number of' the Verb is Singular.

(eg) A Number of students are playing in the ground.

The Number of students good at sports is very few.

17. Some nouns have one meaning in the singular and another in the plural.

(eg) There is one quarter of the food remaining.

I live in the Government quarters.

18. One should be followed by one.

(eg) One should do one's duty.

(LECTURE NOTES)

Compound Words

A Compound Word is a grammatical form in which nouns are linked together to express a new concept.

Expansion of Compound Words

1. Box top - top of the box
2. Code file - file which contains codes
3. Computer memory - memory capacity of the computer
4. Engine repair - repair works related to engine
5. Diesel Engine - engine using diesel
6. Copper Wire - wire made of copper
7. Toy Factory - factory for making toys
8. Stop Valve - valve made to stop the passage
9. oil Pump - Pump for removing oil
10. Washing Machine - machine used for washing

(LECTURE NOTES)

- 11.) Heat transfer - transfer of heat
- 12.) Friction losses - losses caused by friction
- 13.) Nickel alloy - alloy containing Nickel
- 14.) Petrol engine - engine using Petrol
- 15.) Research laboratory - laboratory for doing research.
- 16.) Power cable - cable for generating power
- 17.) Steel chain - chain made of steel
- 18.) Video screen - screen of the video
- 19.) Temperature drop - drop in temperature
- 20.) Cylinder walls - walls of the cylinder
- 21.) Power source - a source of power
- 22.) Roller mill - mill for rolling.
- 23.) Steel box - box made of steel
- 24.) Dam construction - construction of dam.
- 25.) Control centre - centre to control.



(LECTURE NOTES)

Connotation

Connotations and Denotations are two Principal methods of describing the meanings of words. Connotations refers to the wider array of positive and negative associations that most words naturally carry with them. In other words Connotation is the emotional and imaginative associations surrounding a word, Whereas denotation is the strict dictionary meaning of a word. Connotations can be broadly classified into two types.

1. Positive connotations
2. Negative connotations

Positive Connotations:-

The word "smile" simply denotes an action. But it has the positive connotations of someone who is happy, someone is in a good mood.

(LECTURE NOTES)

Negative Connotation :-

The word "snake" simply denotes a reptile. But it has the connotation of someone who can not be trusted, someone who cheats or someone who will do harm to you if they can.

Examples :-

Positive Connotations

Childlike

Dove

Lean

Modest

Slender

Youthful

Challenging

Economical

Studious

Tardy

Hollywood

Elderly

Confident

Negative Connotations

Chatty

Chicken

Miserly

Mutt

Procrastination

Skinny

Difficult

Miserly

Nerdy

Delayed

Lackadaisical

old

Cocky

(LECTURE NOTES)

TECHNICAL ENGLISH-I -HS11

EXPRESSING CAUSE AND EFFECT

(LECTURE NOTES)**TECHNICAL ENGLISH-I -HS11**

Exercise: Connect the following using cause or effect connectives:

1. He was speaking slowly. It was difficult to follow him.
2. Grease is applied on the plate. It repels water.
3. He wanted to become rich. He went to the USA.
4. He is not keeping well. He sent me instead.
5. He was honest. He suffered a lot in life.
6. He got selected in the interview. He fared well.
7. Gold is a precious metal. Gold has attracted people all over the world.
8. There was opposition in the UN. The second resolution was not passed.
9. The weather has improved. The game will be played as per the schedule.
10. The students worked hard. They secured good marks.

(LECTURE NOTES)

TECHNICAL ENGLISH-I -HS11

PARAGRAPH WRITING

(LECTURE NOTES)**TECHNICAL ENGLISH-I -HS11****WHAT IS A PARAGRAPH?**

A paragraph usually contains a general idea in one sentence, and 4 - 5 supporting sentences which expand this idea by giving explanation, details and/or examples to support the main idea. Length can vary.

On the page, the paragraph is a solid block of writing (like this!) To start a new paragraph, you should leave a whole line and start at the beginning of the line after. You can indent - if handwriting (start about 2 cm from the left), but this is not necessary if you have left a line.

Many people need help writing a paragraph. If you don't know how to write a paragraph, it can be a difficult thing to do.

Before you start writing a paragraph, you need to decide two things. What are you writing about? What do you want to say? The purpose of any paragraph is to express an idea. Most paragraphs consist of a few related sentences.

You can write a successful paragraph by starting off with a plan. The key to doing a successful paragraph is to break down the writing into short, simple steps.

- **Subject of your paragraph**

Write down the subject of your paragraph. To express your subject, write only a word or phrase. Who or what are you writing about?

- **Pre-writing for your paragraph**

Begin by brainstorming. Brainstorming doesn't involve writing complete sentences or paragraphs. Brainstorming involves coming up with ideas using words or short phrases.

- One popular way to create pre-writing ideas is to ask yourself questions about your subject.

Here are some questions you might ask yourself:

What do I know about this subject? How does this subject relate to me? What do I like or dislike about this subject? What words best describe it?

Write only a word or phrase in response to each question.

(LECTURE NOTES)**TECHNICAL ENGLISH-I -HS11****Topic Sentence**

What is the topic sentence?

The topic sentence is the first sentence in a paragraph.

What does it do?

It introduces the main idea of the paragraph.

How do I write one?

Summarize the main idea of your paragraph. Indicate to the reader what your paragraph will be about.

Example:

There are three reasons why Canada is one of the best countries in the world.

First, Canada has an excellent health care system. All Canadians have access to medical services at a reasonable price. Second, Canada has a high standard of education. Students are taught by well-trained teachers and are encouraged to continue studying at university. Finally, Canada's cities are clean and efficiently managed. Canadian cities have many parks and lots of space for people to live. As a result, Canada is a desirable place to live.

Supporting Details

What are supporting sentences?

They come after the topic sentence, making up the body of a paragraph.

What do they do?

They give details to develop and support the main idea of the paragraph.

How do I write them?

You should give supporting facts, details, and examples.

Example:

There are three reasons why Canada is one of the best countries in the world. First, Canada has an excellent health care system. All Canadians have access to medical services at a reasonable price. Second, Canada has a high standard of education. Students are taught by well-trained teachers and are encouraged to continue studying at university. Finally, Canada's cities are clean and efficiently managed. Canadian cities have many parks and lots of space for people to live. As a result, Canada is a desirable place to live.

(LECTURE NOTES)**TECHNICAL ENGLISH-I -HS11****Closing Sentence**

What is the closing sentence?

The closing sentence is the last sentence in a paragraph.

What does it do?

It restates the main idea of your paragraph.

How do I write one?

Restate the main idea of the paragraph using different words.

Example:

There are three reasons why Canada is one of the best countries in the world. First, Canada has an excellent health care system. All Canadians have access to medical services at a reasonable price. Second, Canada has a high standard of education. Students are taught by well-trained teachers and are encouraged to continue studying at university. Finally, Canada's cities are clean and efficiently managed. Canadian cities have many parks and lots of space for people to live. As a result, Canada is a desirable place to live.

What is the prewriting stage?

The prewriting stage is when you think carefully and organize your ideas for your paragraph before you begin writing.

Six Prewriting Steps:

1. Think carefully about what you are going to write. Ask yourself: What question am I going to answer in this paragraph or essay? How can I best answer this question? What is the most important part of my answer? How can I make an introductory sentence (or thesis statement) from the most important part of my answer? What facts or ideas can I use to support my introductory sentence? How can I make this paragraph or essay interesting? Do I need more facts on this topic? Where can I find more facts on this topic?

2. Open your notebook. Write out your answers to the above questions. You do not need to spend a lot of time doing this; just write enough to help you remember why and how you are going to write your paragraph or essay.

3. Collect facts related to your paragraph or essay topic. Look for and write down facts that will help you to answer your question. Timesaving hint: make sure the facts you are writing are related to the exact question you are going to answer in your paragraph or essay.

(LECTURE NOTES)**TECHNICAL ENGLISH-I -HS11**

5. Find the main idea of your paragraph or essay. Choose the most important point you are going to present. If you cannot decide which point is the most important, just choose one point and stick to it throughout your paragraph or essay.

6. Organize your facts and ideas in a way that develops your main idea. Once you have chosen the most important point of your paragraph or essay, you must find the best way to tell your reader about it. Look at the facts you have written. Look at your own ideas on the topic. Decide which facts and ideas will best support the main idea of your paragraph. Once you have chosen the facts and ideas you plan to use, ask yourself which order to put them in the paragraph. Write down your own note set that you can use to guide yourself as you write your paragraph or essay

What is the writing stage?

The writing stage is when you turn your ideas into sentences.

Five Writing Steps:

1. Open your notebook and word processor.
2. Write the topic sentence, supporting sentences, and closing sentence.
3. Write clear and simple sentences to express your meaning.
4. Focus on the main idea of your paragraph.
5. Use the dictionary to help you find additional words to express your ideas.

Grammar and Spelling

1. Check your spelling.
2. Check your grammar.
3. Read your essay again.
4. Make sure each sentence has a subject.
5. See if your subjects and verbs agree with each other.
6. Check the verb tenses of each sentence.
7. Make sure that each sentence makes sense.

Style and Organization

1. Make sure your paragraph has a topic sentence.
2. Make sure your supporting sentences focus on the main idea.
3. Make sure you have a closing sentence.
4. Check that all your sentences focus on the main idea.
5. See if your paragraph is interesting.

(LECTURE NOTES)**TECHNICAL ENGLISH-I -HS11**

When writing a classification paragraph, you group things or ideas into specific categories.

Example: Write a paragraph discussing two types of energy resources.

The following words can help you to write a good classification paragraph:

is a kind of

Coal is a kind of non-renewable resource.

can be divided into

Energy resources can be divided into two types.

is a type of

Coal is a type of non-renewable resource.

falls under

Coal falls under the category of non-renewable resources.

belongs to

Coal belongs to the category of non-renewable resources.

is a part of

Coal is a part of the category of non-renewable resources.

fits into

Coal fits into the category of non-renewable resources.

is grouped with

Coal is grouped with non-renewable resources.

is related to

Coal is related to other non-renewable resources.

is associated with

Coal is associated with other non-renewable resources.

(LECTURE NOTES)**TECHNICAL ENGLISH-I -HS11****Description Paragraph**

In a description paragraph, you are writing about what a person, place, or thing is like. Sometimes, you may describe where a place is located.

The following words can help you to write a good description paragraph:

Helper Words:**Properties****size**

Example: Polar bears are big in size.

colour

Example: Polar bears are usually white in colour.

shape

Example: Polar bears have a special shape.

purpose

Example: The purpose of the polar bear's fur is to keep it warm.

Measurement**length**

Example: The length of a polar bear's claws is 20 cm.

width

Example: The width of a polar bear's head is about 50 cm.

mass / weight

Example: Polar bears weigh up to 650 kg.

speed

Example: Polar bears can swim at a speed of 40 km per hour.

Analogy**is like**

Example: A polar bear is like other bears in shape.

resembles

Example: A polar bear resembles other bears in shape.

(LECTURE NOTES)**TECHNICAL ENGLISH-I -HS11****in**

Example: Most of Canada's manufacturing is located **in** Ontario and Quebec.

above

Example: The ceiling is **above** us.

below

Example: Most of Ontario is **below** Hudson Bay.

beside

Example: Quebec is located **beside** Ontario.

near

Example: Many companies are located **near** Toronto.

north / east / south / west

Example: Ontario is **west** of Quebec.

Compare and Contrast Paragraph

In a compare and contrast paragraph, you write about the similarities and differences between two or more people, places, things, or ideas.

Example: Write a paragraph comparing the weather in Vancouver and Halifax.

The following words can help you to write a good compare and contrast paragraph:

Helper Words:

Similarities

is similar to

Example: Spring weather in Vancouver **is similar to** spring weather in Halifax.

both

Example: Both Vancouver and Halifax have rain in the spring.

also

Example: Halifax **also** has a rainy spring season.

too

Example: Halifax has a rainy spring season, **too**.

(LECTURE NOTES)**TECHNICAL ENGLISH-I -HS11****as well**

Example: As well, Halifax has rainy spring season.

Differences**on the other hand**

Example: On the other hand, winter is much colder in Halifax.

however

Example: However, winter is much colder in Halifax.

but

Example: Vancouver has a mild winter, but Halifax has a cold one.

in contrast to

Example: In contrast to Vancouver, Halifax has a cold winter.

differs from

Example: Halifax differs from Vancouver by having a cold winter.

while

Example: While Vancouver has a mild winter, Halifax has a cold winter.

Sequence Paragraph

In a sequencing paragraph, you are writing to describe a series of events or a process in some sort of order. Usually, this order is based on time.

Example: Write a paragraph outlining how a person becomes the prime minister.

The following words can help you to write a good sequence paragraph.

Order**first, second, third, etc.**

Example: First, you need to become a leader of a political party. Second, you need to win a seat in the House of Commons. Third, your party must have a majority of seats.

in the beginning

Example: In the beginning, you need to become a leader of a political party.

before

Example: Before becoming the prime minister, you need to become the leader of a political party.

(LECTURE NOTES)**TECHNICAL ENGLISH-I -HS11****then**

Example: Then, you must win a seat in the House of Commons.

after

Example: After winning a seat in the House of Commons, you must make sure you have a majority of seats.

finally

Example: Finally, after all these steps, you can call yourself the prime minister.

at last

Example: At last, you can call yourself the prime minister.

subsequently

Example: Subsequently, you must make sure you have a majority of seats in the House of Commons.

Time**recently**

Example: She was recently elected prime minister.

previously

Example: She is the new prime minister. Previously, she worked as a lawyer in Toronto.

afterwards

Example: She won the party leadership last year. Afterwards, she won the election.

when

Example: When she won the party leadership, she was still working as a lawyer.

after

Example: After winning a seat in the House of Commons, you must make sure you have a majority of seats.

Choice Paragraph

In a paragraph where you have to make a choice, you need to choose which object, idea, or action that you prefer. Often, you will need to give your opinion on a choice of actions or events.

Example: Write a paragraph stating whether you would prefer to play hockey or lacrosse.

The following words can help you to write a good choice paragraph:

(LECTURE NOTES)

TECHNICAL ENGLISH-I -HS11

Point of View**in my opinion**

Example: In my opinion, hockey is more fun than lacrosse.

belief

Example: My belief is that hockey is more fun than lacrosse.

idea

Example: My idea is that hockey is more fun than lacrosse.

understanding

Example: My understanding is that hockey is more fun than lacrosse.

I think that

Example: I think that I would prefer to play hockey and not lacrosse.

I consider

Example: I consider hockey to be more exciting than lacrosse.

I believe

Example: I believe hockey is more exciting than lacrosse.

it seems to me

Example: It seems to me that hockey is more exciting than lacrosse.

I prefer

Example: I prefer hockey over lacrosse.

Personal Opinions**like/dislike**

Example: I like the sport of hockey because it is fast and exciting.

hope

Example: I hope that I can play hockey in the future.

feel

Example: I feel that hockey is my favorite sport.

(LECTURE NOTES)**TECHNICAL ENGLISH-I -HS11****Explanation Paragraph**

In an explanation paragraph, you need to explain how or why something happens. Very often in social studies class, you will be asked to explore causes and effects of certain events.

Example: Write a paragraph explaining why so many Europeans moved to Canada during the nineteenth century.

The following words can help you to write a good explanation paragraph:

Cause

because

Example: People moved to Canada from Europe during the nineteenth century because they had poor living conditions in Europe.

since

Example: Since living conditions in Europe were terrible, many people moved to Canada.

as a result of

Example: People moved to Canada from Europe as a result of poor living conditions in Europe.

is due to / was due to

Example: The large influx of people to Canada was due to economic pressures in Europe.

Effect

therefore

Example: Living conditions in Europe were terrible. Therefore, many people moved to Canada for a better life.

thus

Example: Living conditions in Europe were terrible. Thus, many people moved to Canada for a better life.

consequently

Example: Living conditions were terrible in Europe. Consequently, many people moved to Canada.

hence

Example: Living conditions were terrible in Europe. Hence, many people moved to Canada.

it follows that

Example: Living conditions were terrible in Europe. It follows that many people moved to Canada.

(LECTURE NOTES)**TECHNICAL ENGLISH-I -HS11****if ... then**

Example: If living conditions were better in Europe, then fewer people would have moved to Canada.

Evaluation Paragraph

In an evaluation paragraph, you make judgments about people, ideas, and possible actions. You need to make your evaluation based on certain criteria that you develop. In the paragraph, you will state your evaluation or recommendation and then support it by referring to your criteria.

Example: Write a paragraph evaluating whether pesticides should be used on farms.

The following words can help you to write a good evaluation paragraph:

Criteria**good / bad**

Example: The use of pesticides such as DDT is **bad** for the environment.

correct / incorrect

Example: The belief that pesticides must be used is **incorrect**.

moral / immoral

Example: The use of pesticides to control pests is **immoral** because it harms the environment.

right / wrong

Example: It is **wrong** to use pesticides because they harm the environment.

important / trivial

Example: The issue of pesticides is an **important** one because it affects the environment.

Recommendation**suggest**

Example: I suggest that pesticides should not be used to control pests.

recommend

Example: I recommend that pesticides should not be used because they are harmful to the environment.

advise

Example: I would advise farmers not to use pesticides if possible.

argue

Example: I would argue that pesticides should not be used because they harm the environment.

(LECTURE NOTES)

a^s-b^s

TECHNICAL ENGLISH-I -HS11

DEGREES OF COMPARISON

(LECTURE NOTES)**TECHNICAL ENGLISH-I -HS11****DEGREES OF COMPARISON**

In English grammar the degree of comparison of an adjective or adverb describes the relational value of one thing with something in another clause of a sentence. An adjective may simply describe a quality, (the *positive*); it may compare the quality with that of another of its kind (comparative degree); and it may compare the quality with many or all others (superlative degree).

Degrees of Comparison are used when we compare one person or one thing with another.

There are three Degrees of Comparison in English.

They are:

1. Positive degree.
2. Comparative degree.
3. Superlative degree.

1. The positive degree is the most basic form of the adjective, positive because it does not relate to any superior or inferior qualities of other things in speech.
2. The comparative degree denotes a greater amount of a quality relative to something else. The phrase –Anna is taller than her father|| means that Anna's degree of tallness is greater than her father's degree of tallness.
3. The superlative degree denotes the most, the largest, etc., by which it differs from other things.

(LECTURE NOTES)**TECHNICAL ENGLISH-I -HS11****1. Positive degree.**

When we speak about only one person or thing, we use the Positive degree.

Examples:

- This house is big.

In this sentence only one noun –The house is talked about.

- He is a tall student.

- This flower is beautiful.

- He is an intelligent boy.

Each sentence mentioned above talks about only one noun.

The second one in the Degrees of Comparison is...

2. Comparative degree.

When we compare two persons or two things with each other,

We use both the Positive degree and Comparative degree.

Examples:

- a. This house is bigger than that one. (Comparative degree)

This house is not as big as that one. (Positive degree)

The term –bigger|| is comparative version of the term –big||.

Both these sentences convey the same meaning.

- b. This flower is more beautiful than that. (Comparative)

This flower is not as beautiful as that. (Positive)

The term –more beautiful|| is comparative version of the term –beautiful||.

(LECTURE NOTES)**TECHNICAL ENGLISH-I -HS11**

c. He is more intelligent than this boy. (Comparative)

He is not as intelligent as this boy. (Positive)

The term –more intelligent|| is comparative version of the term –intelligent||.

Both these sentences convey the same meaning.

d. He is taller than Mr. Hulas. (Comparative)

He is not as tall as Mr. Hulas. (Positive)

The term –taller|| is comparative version of the term –tall||.

Both these sentences convey the same meaning.

The third one in the Degrees of Comparison is...

3. Superlative degree:

When we compare more than two persons or things with one another,

We use all the three Positive, Comparative and Superlative degrees.

Examples:

a. This is the biggest house in this street. (Superlative)

This house is bigger than any other house in this street. (Comparative)

No other house in this street is as big as this one. (Positive)

The term –biggest|| is the superlative version of the term –big||.

All the three sentences mean the same meaning.

b. This flower is the most beautiful one in this garden. (Superlative)

This flower is more beautiful than any other flower in this garden. (Comparative)

No other flower in this garden is as beautiful as this one. (Comparative)

The term –most beautiful|| is the superlative version of the term –beautiful||.

(LECTURE NOTES)**TECHNICAL ENGLISH-I -HS11**

c. He is more intelligent than this boy. (Comparative)

He is not as intelligent as this boy. (Positive)

The term –more intelligent|| is comparative version of the term –intelligent||.

Both these sentences convey the same meaning.

d. He is taller than Mr. Hulas. (Comparative)

He is not as tall as Mr. Hulas. (Positive)

The term –taller|| is comparative version of the term –tall||.

Both these sentences convey the same meaning.

The third one in the Degrees of Comparison is...

3. Superlative degree:

When we compare more than two persons or things with one another,

We use all the three Positive, Comparative and Superlative degrees.

Examples:

a. This is the biggest house in this street. (Superlative)

This house is bigger than any other house in this street. (Comparative)

No other house in this street is as big as this one. (Positive)

The term –biggest|| is the superlative version of the term –big||.

All the three sentences mean the same meaning.

b. This flower is the most beautiful one in this garden. (Superlative)

This flower is more beautiful than any other flower in this garden. (Comparative)

No other flower in this garden is as beautiful as this one. (Comparative)

The term –most beautiful|| is the superlative version of the term –beautiful||.

(LECTURE NOTES)**TECHNICAL ENGLISH-I -HS11**

c. He is the most intelligent in this class. (Superlative)

He is more intelligent than other boys in the class. (Comparative)

No other boy is as intelligent as this boy. (Positive)

The term –most intelligent|| is superlative version of the term –intelligent||.

Both these sentences convey the same meaning.

d. He is the tallest student in this class. (Superlative)

He is taller than other students in this class. (Comparative)

No other student is as tall as this student. (Positive)

The term –tallest|| is superlative version of the term –tall||.

Both these sentences convey the same meaning.

Degrees of Comparison are applicable only to Adjectives and Adverbs

Nouns and verbs do not have degrees of comparisons

He is the tallest student in the class.

The term –tallest|| is an adjective.

Among the members of the group, Mr. Clinton speaks most effectively.

The term –effectively|| is an adverb.

All the terms used in the above-examples are either adjectives or adverbs.

Model -1: –The best||:

Examples:

i. This is the best hotel in this area.

No other hotel is as better as this one in this area.

No other hotel is as good as this one in this area

(LECTURE NOTES)**TECHNICAL ENGLISH-I -HS11**

- ii. Unemployment is the most serious problem facing our country.
- Unemployment is more serious than any other problem facing our country.
- No other problem facing our country is as serious as unemployment.

Model-2: –One of the best||:

Examples:

- i. Calcutta is one of the largest cities in India.
Calcutta is large than most other cities in India.
Very few cities in India are as large as Calcutta.
- ii. Satin Tendulkar is one of the best batsmen in the world. Satin
Tendulkar is better than most other batsmen in the world. No
other batman in the world is as good as Satin Tendulkar.

Model-3: –Not the best||:

Examples:

- i. This is not the best solution to the problem.
- ii. This is not better than few other solutions to this problem.
- iii. Other solutions to this problem are not as good as this one.
- iv. New York is not the largest city in America.
- v. New York is not bigger than many other cities in America.

Unit 1 : Adverbs

AIM: To enable the students understand or to have clear cut vision about verb modifiers.

OBJECTIVES:

- * To enable the students understand Adverbs and their classifications
- * Hence, let the students use them in framing their own sentence with suitable verb modifiers.

Lecture Notes:

The two main parts of a sentence are the subject and the predicate. These two parts are

called (i) a noun group (ii) a verb group.

The verb-group may have verb modifiers called adverbs. There are three types of adverbs as

follows :

- (i) Adverbs of manner (can generally answer the question How ?)
- (ii) Adverbs of time (can generally answer the question when ?)
- (iii) Adverbs of place (generally answer the question where ?)

For Example:

1. He happily went inside. (of Manner)
2. The bus usually stops here. (of time)
3. The match takes place in the stadium (of place).

Type 1:

which are the verb modifiers (adverbs, prepositions-groups, clauses) in the following sentences? Mark the headwords.

1. Many years ago we played football.
2. When they go to Madurai, they always go to the temple.
3. Yesterday I tried to read a book, although there was a lot of noise.

Type 2:

Make sentences in which the following adverbs modify a verb.

slowly, lazily, sometimes, violently, later

Forms of Adverbs

It is generally thought that the adverbs end in 'ly'. (eg) extremely, similarly, slightly. There are many adverbs that do end in 'ly' but some of the adverbs do not end in 'ly'.

Single word Substitutes:

"Single word substitutes" as the phrase indicates itself are the words that replace group of words or a full sentence effectively without creating any kind of ambiguity in the meaning of the sentence. Like the word "Autobiography" can be used in place of the sentence "The life story of a man written by himself".

Examples:

- | | |
|--|------------------|
| 1. One who is out to subvert a Government | - Anarchist |
| 2. One who is recovering from illness | - Convalescent |
| 3. One who is all powerful | - Omnipotent |
| 4. One who is present everywhere | - Omnipresent |
| 5. One who knows everything | - Omniscient |
| 6. One who is easily deceived | - Gullible |
| 7. One who does not make mistakes | - Infallible |
| 8. One who can do anything for money | - Mercenary |
| 9. One who changes sides | - Turncoat |
| 10. One who works for free | - Volunteer |
| 11. One who can speak two languages | - Bilingual |
| 12. One who hates mankind | - Misanthrope |
| 13. One who loves mankind | - Philanthropist |
| 14. One who looks on the bright side of things | - Optimist |
| 15. One who looks on the dark side of things | - Pessimist |
| 16. One who doubts the existence of God | - Agnostic |
| 17. One who pretends to be what he is not | - Hypocrite |
| 18. One incapable of being tired | - Indebatigable |
| 19. One who helps others crowd | - Samaritan |
| 20. One who copies from other writers | - Plagiarist |

- 21) One who hates women - Misogynist
 22) One who knows many languages - Polyglot
 23) One who is fond of Sensuous Pleasures - Epicure
 24) One who thinks of only himself - Egoist
 25) One who has strange habits - Eccentric
 26) One who speaks less - Reticent
 27) One who goes on foot - Pedestrian
 28) One who believes in fate - Fatalist
 29) One who dies without a will - Intestate
 30) A Government by a king or queen - Monarchy
 31) A Government by the officials - Bureaucracy
 32) A Government by the rich - Plutocracy
 33) A Government by the few - Oligarchy
 34) A Government by the nobles - Aristocracy
 35) A Government by one - Autocracy
 36) Rule by the mob - Mobocracy
 37) That through which light can partly pass - Translucent
 38) A sentence whose meaning is unclear - Ambiguous
 39) That which cannot be described - Indescribable
 40) That which cannot be imitated - Inimitable
 41) A Position for which no salary is paid - Honorary
 42) That which cannot be defended - Indefensible
 43) Practice of having several wives - Polygamy
 44) Practice of having several husbands - Polyandry
 45) Practice of having one wife or husband - Monogamy
 46) Murder of a mother - Matricide
 47) Murder of a father - Patricide
 48) Murder of a brother - Fratricide
 49) Murder of an infant - Infanticide
 50) Murder of a king - Regicide.

ABBREVIATIONS AND ACRONYMS

A Shortened form of a word or phrase used chiefly in writing to represent the complete form is called as abbreviation. In general, it is a form of a word or phrase that is shorter than the full form of the word or the phrase.

Examples:

1. Comt. - Comptoment
2. doc. - document
3. E.T.A - Estimated time of arrival
4. Rly. Stn. - Railway Station.

Similarly many abbreviations are derived from latin words. Some of them are listed below:

Ex:

- | | | |
|------|--------------------|---|
| etc. | - Et cetera | - "and the others" "and other things"
"and the rest" |
| A.D. | - (anno domini) | - in the year of Lord |
| a.m. | - (ante meridiem) | - before midday |
| p.m. | - (post meridiem) | - after midday |
| C.V. | - curriculum vital | - Course of life
- "Note well" |
| N.B. | - (Nota bene) | |

Acronyms:

A word from the initial letters of a name, such as WHO for World Health Organization, BSNL or Bharath Sanchar Nigam limited or by combining initial letters or parts of a series of words, such as RADAR or Radio detecting and ranging is called as Acronyms.

<u>Ex:</u>	<u>EXPRESSIONS AND INFORMATION</u>	
<u>Acronym</u>	<u>meaning</u>	
ASAP	As Soon as Possible	As soon as possible
BTW	By the way	Information
FYI	For your information	Informed
IMHO	In my humble opinion	Opinion
IMO	Laughing out loud	Laughing
LOL	Rolling on the floor laughing	Rolling
ROFL	Thinking in advance	Thinking
TIA	Thank you in advance	Thank you

Review exercises:

1. Qty - Quantity
2. Thx - Thanks
3. Pls cfm - Please confirm
4. a/c - account
5. A.G.M. - Annual General meeting
6. Attn - For the attention of
7. I.P.O - Initial Public Officer
8. ASAP - As soon as possible
9. Re - With reference to
10. C.O.D - Cash on delivery
11. Approx - Approximately
12. E.G.M. - Extraordinary General meeting
13. Pls - Please
14. No - Number
15. Jr - Junior
16. Inc - Incorporated
17. H.P - Hire Purchase
18. VAT - Value added tax.

19. N/A - NOT applicable
20. P.W. - per week
- Public limited company
21. Plc - per annum assistant
22. PA - per annum
23. P.a - limited
24. Ltd - Paid
25. Pd - Public Relations
26. PR - copies to
27. CC - Please turn over
28. PTO - Academy
29. Acad - altitude
30. alt - Association
31. Assn - Avenue
32. Ave - Corporation
33. Corp - department
34. dept - distinct
35. dist - division
36. div - doctor
37. Dr. -
38. Ed. - edited
39. est. - estimated
40. ft - feet
41. Gov - Governor
42. Grad. - graduated

Essay writing:

Many Students need help to write an essay. If you don't know how to write an essay, it can be a very difficult thing to do. There is an approach to making writing an essay a more manageable task. Before you start writing an essay, you need to decide three things. What are you writing about? Who do you imagine will be reading your essay? What do you want to tell them? A popular kind of essay is to offer your reader an opinion or argument. You can write a successful essay by starting off with a plan. The key to doing a successful essay is to break the writing down into short, simple steps.

Methods to write an essay:

1. Select the topic of your essay.
2. Choose the central idea, or thesis of your essay.
3. Outline your essay into introductory, body and summary paragraphs.
4. The introductory Paragraph begins with an interesting sentence, or quotations, or phrases or some catchy words.
5. After this first sentence, add your thesis statement from above.
6. Use one sentence to introduce everybody Paragraph & follow.
7. Finish the introductory paragraph with a short summary or goal statement.
8. In each of the body Paragraphs (usually two or three) the ideas first presented in the introductory Paragraph are developed.
9. Develop your body Paragraphs by giving detailed information and examples.
10. Body Paragraphs should develop the central idea and finish with a summary of that idea. There should be at least two examples or facts in each body Paragraph to support the central idea.

12) Begin the Summary Paragraph by quickly restating the principal ideas of your body Paragraphs.

13) The Penultimate Sentence Should restate your basic thesis of the essay.

14) Your Final Statement can be a Future Prediction based on what you have shown in the essay.

ESSAY ON COMMUNICATION:

Communication is a two way process in which the receiver and sender, both should be involved actively. Communication involves means such as listening, speaking, writing and reading. All these means can be used for an active communication process. Essays on communication can be of many to depict any one or many means of communication. Essays on communication can involve on Public relations. 'Communication skills' is a broad field and essay on Communication skills should contain some information about the communication skills that are relevant to the topic of essay on communication. For essay on interpersonal communication, the relationships between the two communications should be highlighted in the essay on communication. Similarly essay on team communication should contain information about how a team can develop interpersonal communication between each other. For all kinds of communication essays should keep in mind that they should write keeping view the topic of the communication essay. The matter in an essay on communication should be relevant to the topic and should be informative regarding to the topic of communication essay.

For writing communication essay, the writers have to follow some guidelines, which will help them in writing a communication essay that will be of good quality. Essay is also a form of communication so it should be communicated with clear messages and simple language so the reader

Faces no problem in comprehension of the idea delivered in the essay on communication. Essays on communication should have a well defined introduction, some body paragraphs for the discussion in terms of communication topic and conclusion, which should summarize the whole essay and should come to one point after the discussion that is done in the body section. In case of a well-organized communication essay, the reader of an essay on communication will be able to get the arguments written by a writer of essay on communication. Every paragraph given in an essay on communication should be able to describe only one idea or thought, in case of more than one idea or thought in one paragraph, the reader faces difficulty in getting the meaning of the whole paragraph as it is jumbled down with a number of ideas. The introductory paragraph should have the description of the topic of your essay on communication. There should be a thesis statement. A thesis statement is stated in one sentence or more than one sentence but it is suggested that it should be one sentence. The thesis statement gives the main idea of the essays on communication.

There are also custom writing sites like us from where you can get Plagiarism free essay on communication, and get professional assistance how to write an communication issues.

TECHNICAL ENGLISH-I -HS11

Science and technology for rural India

Introduction :

Though the importance of science and technology for rural India was appreciated in the 1930s by Gandhi, giving rise to the work of the Centre for Science for Villages, advanced institutions of education, science and technology turned their attention to this area only in the 1970s. The most well-known ASTRA (recently renamed as Centre for Sustainable Technologies) was based on a model of science-technology interactions in a 'dual society' like India with a small affluent elite amidst a large economically deprived majority living primarily in rural areas.

THE necessity of harnessing science and technology for transforming rural India has long been recognized. In fact, Gandhi had clearly shown an appreciation of this necessity. As early as 1935, at the All India Village Industries Association, Gandhi initiated a movement called 'Science for People', with an advisory board of national personalities including scientists like J. C. Bose, P. C. Ray and C. V. Raman..

Growth:

By and large, post-independence Indian science became western-oriented and Indian technology focused on the needs of urban settlements, industry, the central government and to much smaller extent, the state governments. Thus, the main thrust of post-independence S&T effort was *not* in favour of the needs of rural areas. This conclusion is supported by (i) the bias in R&D expenditure, (ii) the bias in the distribution of institutions, (iii) the bias in the distribution of technical personnel, and (iv) the bias in the focus of Plans.

ASTRA – an institutional experiment and its Growth

It was against this backdrop that there arose in the 1970s a number of new attempts to reorient Indian S&T toward the needs of rural India APPLICATION OF S&T TO RURAL AREAS

The ASTRA institutional experiment was based on a model of technology-rural society interactions. Models,

The following are the main features of the ASTRA model:

Technological development and societal demands are dialectically related, each transforming the other.

Technological development is driven by societal demands

Demands must be distinguished from wants

TECHNICAL ENGLISH-I -HS11

Constraints and opportunities of using Renewable Energy

Renewable energy flows involve natural phenomena such as sunlight, wind, tides and geothermal heat.

Renewable energy is derived from natural processes that are replenished constantly. In its various forms, it derives directly from the sun, or from heat generated deep within the earth. Each of these sources has unique characteristics which influence how and where they are used.

Wind power

Wind power is renewable and produces no greenhouse gases during operation, such as carbon dioxide and methane. More and more people are considering wind energy as they look for affordable and reliable sources of electricity. Small wind electric systems can make a significant contribution to our nation's energy needs.

Hydropower

Energy in water can be harnessed and used. Since water is about 800 times denser than air, even a slow flowing stream of water, or moderate sea swell, can yield considerable amounts of energy. There are many forms of water energy:

Solar energy

Solar energy is the energy derived from the sun through the form of solar radiation. Solar powered electrical generation relies on photovoltaics and heat engines. Solar technologies are broadly characterized as either passive solar or active solar depending on the way they capture, convert and distribute solar energy. Active solar techniques include the use of photovoltaic panels and solar thermal collectors to harness the energy. Passive solar techniques include orienting a building to the Sun, selecting materials with favorable thermal mass or light dispersing properties, and designing spaces that naturally circulate air.

TECHNICAL ENGLISH-I -HS11

CHAPTER ONE

Equally however, the deployment of renewable may be stimulated by increasing environmental concerns over the generally much more significant global impacts of using conventional energy technologies e.g. global warming from the emission of greenhouse gases like carbon dioxide produced when fossil fuels are burnt . The local and global impacts have to be traded off against each other.

Conclusion

Obviously the future of renewable will depend on a wide range of technical, economic, environmental and political factors , as well as other policy concerns and political developments, nationally and internationally.

→ cost of energy is still very high but cost of energy will drop, demand is going down
→ growing demand in energy storage, wind and wave energy and solar power
→ cost of energy is still very high but cost of energy will drop, demand is going down
→ growing demand in energy storage, wind and wave energy and solar power

→ cost of energy is still very high but cost of energy will drop, demand is going down
→ growing demand in energy storage, wind and wave energy and solar power
→ cost of energy is still very high but cost of energy will drop, demand is going down
→ growing demand in energy storage, wind and wave energy and solar power

→ cost of energy is still very high but cost of energy will drop, demand is going down
→ growing demand in energy storage, wind and wave energy and solar power
→ cost of energy is still very high but cost of energy will drop, demand is going down
→ growing demand in energy storage, wind and wave energy and solar power

TECHNICAL ENGLISH-I -HS11

CYBER CRIMES

Introduction

Computers have improved a great deal from the time that they were invented to the present. They have even improved a great deal from year to year. This may be positive, but then again it has a negative effect on society. The use and advancement of technology has increased different types of crimes like the following; terrorism, black marketing, and theft crimes. It is also responsible for the success of their respective criminal assets.

These technologies related crimes are described by one word, which is **cyber crime**.

Cyber-Terrorism

Cyber-Terrorism is a reality in the modern age of rapid technological advancement. As fast as new technology is established, people find ways to hack and corrupt it. Many times there is malicious intent behind such actions. These acts can include everything from computer viruses to contraband network servers to pirated IP addresses and credit account fraud. All of the stories we hear and those annoying emails that warn of a multitude of viruses can lull us into complacency when none of them come to fruition.

Today, bullies can simply connect to the Internet and create aliases (real or anonymous) through free e-mail services, instant messaging services, and social networking services. They then use these means to effectively bully someone without the victim ever knowing who they may actually be. This cyber bullying has naturally taken flight within some of the most popular platforms available on the Internet; including massively multiplayer online role playing games such as World of War

Cyber Bullying

Cyber bullying has been a topic for scholarly inquiry, political debate, and policy reform since the commercialization of the Internet. Pre-internet bullying involved socially marginalized children and teenagers picking on their friends and other marginalized children in the school yard. Traditional discipline included detentions, phone calls to their parents, and some sort of reconciliation between the children involved. Today however, the climate for bullies has dramatically changed and the risk-reward balance has been significantly tilted in favour of the

TECHNICAL ENGLISH-I -HS11

TRANSPORTATION AND GROWTH

Introduction :

India's transport sector is large and diverse; it caters to the needs of 1.1 billion people. In 2007, the sector contributed about 5.5 percent to the nation's GDP, with road transportation contributing the lion's share.

Good physical connectivity in the urban and rural areas is essential for economic growth. Since the early 1990s, India's growing economy has witnessed a rise in demand for transport infrastructure and services.

Railways.

Indian Railways is one of the largest railways under single management. It carries some 17 million passengers and 2 million tonnes of freight a day in year 2007 and is one of the world's largest employers. The railways play a leading role in carrying passengers and cargo across India's vast territory. However, most of its major corridors have capacity constraint requiring capacity enhancement plans.

Roads.

Roads are the dominant mode of transportation in India today. They carry almost 90 percent of the country's passenger traffic and 65 percent of its freight. However, most highways in India are narrow and congested with poor surface quality, and 40 percent of India's villages do not have access to all-weather roads.

Ports.

India has 12 major and 187 minor and intermediate ports along its more than 7500 km long coastline. These ports serve the country's growing foreign trade in petroleum products, iron ore, and coal, as well as the increasing movement of containers. Inland water transportation remains largely undeveloped despite India's 14,000 kilometers of navigable rivers and canals.

TECHNICAL ENGLISH-I -HS11

THE FUTURE OF COMPUTERS**INTRODUCTION:**

The future is still uncertain, especially when it comes to technology. We build computers and machines to aid us in completing specific tedious tasks. The world is changing everyday and these machines become tailored to suit the task we need. Computers could fill the gap, replacing humans at the grunt level of labor with a robot tailored to the task which can out perform and outlast any human competition.

Computers are already controlling the world . Everybody in the modern world uses computers in a some way. even when you are using electricity your are using computersWhen you watch T.V you watch broadcasts that are controlled and broadcasted with the assistance of computers . Almost Everywhere we go , every thing we do is some how related to computers

Computer and Technology

Computers are one of the most important inventions ever. If computers had not been invented, technology would not be developed to its current state. Since the computers invention, society has changed drastically. Computer technology is so helpful, that it is even used to create newer, better computer equipment. Almost everything today is linked in some way, to computers. Before computers were invented, very little was known about outer space. With the technology we have now, we are learning new things everyday. Computers are used to follow the paths of asteroids and predict their future movements.

The Past and Future of Computer Technology

Computers are a relatively new invention. The first computers were built fifty years ago and it is only in the last thirty or so years that their influence has affected our everyday life. Personal computers were introduced as recently as the early eighties. In this short time they have made a tremendous impact on our lives. We are now so dependent on computers that it is hard to imagine what things would be like today without them. You have only got to go into a bank when their main computer is broken to appreciate the chaos that would occur if computers were suddenly removed world-wide.

In the future computers will be used to create bigger and even more sophisticated computers. The prospects for this are quite alarming. They will be so complex that no individual could hope to understand how they work. They will bring a lot of benefits but they will also increase the potential for unimaginable chaos. They will, for example, be able to fly planes and they will be able to co ordinate

TECHNICAL ENGLISH-I -HS11

INTERNET- A BLESSING AND CURSE**Introduction**

THE FASTEST way to access the best of information is undoubtedly through the Internet. It is said to be the cheapest and everyone agrees with it. Browsing is considered much easier than flipping through pages and pages of books in the library. With technological advancement, today's youth find it easier to Google for anything on the internet. Is it safe to browse through anything over the Internet is still a question that confronts many.

Internet for Students

As a student, we always deal with the Internet. We search for information from Internet to complete our assignment. It is faster and save a lot of our time. The information that we get are also more compact compared to an encyclopedia. Despite of it, we can exchange and share information by sending what we have found to our friends through e-mail. If it is a group work, each of the group member can do part of the work and combine together, it saves our time. For student in primary and also secondary school, there is some tutorial website purposely made for them. They do self study at home by visiting these websites,

Social Net Working

Thanks to the Internet, nobody, who boasts of a connection today, feels lonely or friendless. Today, without a friend in the world, there is merely no one. Every person socializes these days - not necessarily by going out – but just by clicking the mouse we are with the people we want to be with.

Social networking sites are a boon to Internet users. It is fortunate to remain connected with anyone in the world. Internet brings us a lot of advantages; people depend on it very much nowadays. They are in fact obsessed with it. It is a network, which can link you with all the people around the world; or we can say that it is a network that we can't see but all the same, connects us with 'n' number of people. The social networking websites are going through a boom. Sites like Orkut, Wayn, Facebook and Myspace help in establishing social contacts.

TECHNICAL ENGLISH-I -HS11

These days it is really easy to browse through any profile online and ascertain the personal details of any person. So if you are using the networking sites, you should be careful. You never know who is watching you. It is a web and a trap that offers the good and the bad. Go for the good because the lamp of Internet not only spreads light but can also plunge you into darkness.

The Internet has no place limit; we can do our jobs at any place around the world just with a computer link with the Internet. When we only deal with the computer for a whole day, we will also act like a machine or like a robot that is lack of humanities. Internet also is a news media; we can get the fastest information by visit to www

Conclusion:

Whichever it may be the internet has proved it self very helpful tool in many ways, it has opened a gateway for people; it made it possible for us to communicate with people from the other side of the world. Allowing us to meet new people and discover new places even though we are not there. The internet is easily accessible to everyone because it is inexpensive and can be afforded by most. While some consider it as a blessing others regard it as a curse, because the internet like everything else in the world has a good and a bad side to it. The one of the main reasons that many people blame is that there is no sense of censorship in the world of the internet.

(LECTURE NOTES)

(LECTURE NOTES)

Speaking Skills

1. Greeting

There are different ways to greet people:

Greeting means welcoming someone with particular words or a particular action.

When meeting people formally for the first time, we greet by shaking hands and saying "How do you do?" or "Pleased to meet you."

"How do you do?" isn't really a question, it just means "Hello".

Generally we do not greet by shaking hands with people we know well. We greet by just saying 'hi' or 'hello'

Here are some expressions you can use to greet people.

Greeting

- Hi, hello.
- Good morning, good afternoon,
good evening.
- How are you?
- How are you doing?
- How do you do?

Responding to greeting

- Hi, hello.
- Good morning/Good afternoon/Good evening.
- I'm fine thank you (thanks)/Okey! Thank you (thanks)/Can't complain/Not bad.
- How about you?/And you?
- How do you do?

Things to remember about greeting:

When you greet someone and say:

"How do you do?"

- this isn't really a question, it just means "Hello".

2. Saying Goodbye

Parting phrases

There are different expressions or phrases to say goodbye. These parting phrases depend on situations and the people involved, their social status and personal relationship.

Leaving and saying goodbye

- All right, everyone, it's time to head off.
- Anyway, guys I'm going to make a move.
- Ok, everyone, it's time to leave you.
- See you later / tomorrow / soon.
- Talk to you later!

If you want to say goodbye in a hurry

- I'm so sorry, I've got to rush off / run / hurry!
- I'm afraid I'm going to have to rush off / run / hurry!

Saying goodbye politely after meeting someone

- Nice to see you.
- It's been lovely to see you.
- It was great to see you.
- Good to see you.
- Have a lovely / nice evening.
- Have a good day.

Saying goodbye to your hosts

- Thanks very much for dinner/ lunch - it was lovely!
- Thank you very much for having me.

Other ways to say goodbye

- Take care
- Bye!
- Bye Bye!
- Later man / bro!
- Have a good one!
- It's time to be going!
- So Long!

Jack: How do you do?

Nicolas: How do you do?

Things to remember:

- When introducing yourself or other people in a formal situation use full names. ("I'm Alex Litterman.")
- "How do you do?" isn't really a question, it just means "Hello"

4. Talking about ability

How to express ability

To express that someone has the power or skill to do something, *can* and *be able* are used.

Examples:

- I can't help you. I am busy.
- I'm unable to help you.
- When I was young I was able to earn my living pretty well; I could work hard. Now I can't. I'm too old.
- I can stand on my head for five minutes.
- Can you speak Arabic?
- Yes, I can.

Expressing ability

In the present:

Express ability in the present as follows:

- I can speak good English.
- I can't stand on my head.

In the past

Express ability in the past as follows

- I was unable to visit him.
- I couldn't eat at all when I was ill.

In the future

Express ability in the future as follows

- Please feel free.

Refusing to give permission:

- No, please don't.
- I'm sorry, but that's not possible.
- I'm afraid, but you can't.

Dialogue:

Liza, eight years old, is asking her mother for permission to use the computer...

- Liza: Please mum, can I use the computer?
Her mother: No, dear you can't. It's time to go to bed.
Liza: May I read a story before I sleep?
Her mother: Sure! But try to sleep early.
Liza: Thanks a lot mummy.

6. Talking About Favorite Things

Talking about favorite things

When you talk about your favorite things you talk about the best liked or most enjoyed things.

Examples:

- "What's your favorite color?" "Green."

Study the dialogue:

Leila is talking to her new friend Cathy:

- Leila: What kind of films do you like best?
Cathy: Science fiction. And you?
Leila: Comedy. And who's your favorite actor?
Cathy: Tom Cruise.
Leila: I like Robert de Nero most.

Asking about favorite things:

- What's your favorite sport?
- What sport do you like best?
- What sport do you like most?
- What kind of sport do you like best?
- Who's your favorite football player?

Responding:

- My favorite sport is football.
- I like football best.
- I like football most.
- My favorite football player is Ronaldo.

Things to remember:

- "Favourite" is British spelling.
- "Favorite" is American spelling.

7. Telling The Time

How to tell the time in English?

There are two common ways of telling the time in English.
For 2:40 you can use one of these two ways.

- Digital: the easier way - "Two forty"
- Classical: you say the minutes first then the hour - "twenty to three"

Here are the different ways to ask for and tell the time.

Asking about the time:

What	time is it?
	time do you make it?
	's the time?
Have you got	the right time?

Example:

Question: What's the time, please?

Answer: It's two o'clock.

8. Making Offers

How to make offers in English?

It is common that English speakers make offers in conversations in order to be polite and helpful. When they do so they use these expressions:

Can I... ?

Shall I... ?

Would you like ... ?

How about ...?

English learner must be able to make offers as well as accept or reject them. The following are useful expressions to do so.

Making offers:

Can	I	help you?
Shall		get you some juice?
Would you like		a glass of water ?
How about		some pizza?

Examples:

- "Can I help you?"
- "Shall I open the window for you?"
- "Would you like another cup of coffee?"
- "Would you like me to clean the board?"
- "How about a juice?"

Remember:

- Shall, can and will are followed by the verb without to.
Example:
"Can I help you?"
"Shall I bring you the mobile phone?"
- Shall is more formal than can.
- Would you like... is followed either by a noun, or by the verb with to.
Example:

12. Preferences

Talking about your preferences:

Questions about preferences

- Which do you prefer tea or coffee?
- Which do you prefer drinking science or physics?
- Which do you prefer to drink juice or mineral water? (Notice: prefer to + present simple)
- Which do you like better basketball or football?
- Do you prefer pizza or spaghetti?
- Would you prefer to eat a cake or a fruit?
- Would you rather eat a cake or a fruit?

Replies

- I prefer baseball.
- I'd prefer to drink juice
- I'd rather drink mineral water
- If I had a choice, I would eat a sandwich.
- A cup of coffee would be suitable.

Things to remember about preferences

1. "I'd prefer" + to + verb
2. "I'd rather" + verb

13. Making invitations

Making invitations

Do you know how to invite someone to your house for dinner or to go to the movies?

What do you say in English when someone invites you?

Here are some common expressions you can use when making or responding to invitations

Inviting:

- Do you want to go to the movies tonight?
- Would you like to go to the theater tomorrow?
- Would you be interested in going to the stadium next Sunday?

- How do you fancy going to the the restaurant for dinner?
- How about going to the movies?
- Care to come over for lunch?
- I was just wondering if you would like to come over for a drink.
- We'd be delighted to have you over for my birthday party.

Accepting invitations:

- Sure. What time?
- I'd love to, thanks.
- That's very kind of you, thanks.
- That sounds,lovely, thank you.
- What a great idea, thank you.
- Sure. When should I be there?

Declining invitations:

- I can't. I have to work.
- This evening is no good. I have an appointment.
- I'm busy tomorrow. Can I take a rain check* on that?
- That's very kind of you, but actually I'm doing something else this afternoon.
- Well, I'd love to, but I'm already going out to the restaurant.
- I'm really sorry, but I've got something else on.
- I really don't think I can - I'm supposed to be doing something else.

(*rain check: used to tell someone that you cannot accept invitations now, but would like to do so at a later time)

Dialogue:

Mike and Ann are in a wedding party:

- Mike: Do you want to dance?
Ann: No thanks. I'm a bit tired right now
Mike: How about having a drink?
Ann: Sure, I'd love to!

- If I were you, I would go to the dentist.
- Why don't you go to the dentist?
- You'd better brush your teeth regularly.
- You ought to/should avoid eating sweets.
- If you take my advice, you'll go to the dentist.
- It might be a good idea to brush your teeth on a regular basis.
- I advise you to brush your teeth on a regular basis.
- Have you thought about seeing a dentist.

Declining to give advice

- I don't know what to advise, I'm afraid.
- I wish I could suggest something, but I can't.
- I wish I could help.
- I'm afraid I can't really help you.

Things to remember about asking for and giving advice:

1. "Advise" is a verb.

Example:

"I advise you to learn English. You will undoubtedly need it in your higher studies"

2. "Advice" is a noun.

Example:

"My father gave me this piece of **advice** when I was young: never give up"

3. "Ought to" has nearly the same meaning as "should". The only difference is that "ought to" refers to a moral or external obligation but should is more of an advice.

Example:

"You **ought to** stop smoking."

"You **should** stop smoking."

4. "You'd better" is the short form of "you had better"

Example:

"You'd better see a doctor!" = "You **had better** see the doctor"

Study the dialogue:

Student: I'm terrible at English and I think I should do something about it. *What do you advise me to do?*

Teacher: *I think you should try this website.* It's a fantastic website for beginners.

Student: I've heard about it, but *what do you think I should start with?*

What is Direct Speech?

1 Consider the following sentence:

Rama said : ' A fine lesson will be taught to the wicked Ravana.'

The given sentence is in direct speech.

Here the exact words of the speaker have been put within quotation marks.

There is a colon after 'said'.

The first word inside the quotation marks starts with a capital letter.

What is an indirect speech then?

- Let's consider the indirect speech of the sentence under consideration ,

Rama said (that) a fine lesson would be taught to the wicked Ravana.

In Indirect speech

- The quotation marks as well as the colon after said are removed.
- The conjunction "that" introduces to us the words (not exact) spoken by the speaker.

However the latest trend is to drop 'that'

RULES FOR CHANGING DIRECT INTO INDIRECT SPEECH

Get one thing straight-you do not have to learn the rules by heart. Simply understand what they ask you to do and apply the same in converting a sentence from direct to indirect

RULE ONE:-If in direct speech you find say/says or will say then DO NOT CHANGE THE TENSE that you can find within the quotation marks

EXAMPLES-RULE ONE

I say ' I am elated"

I say I am elated

He says," I was a fool then"

He says he was a fool then.

She says," I will be more experienced then"

She says she will be more experienced then

I will say," He loves cricket"

I will say he loves cricket

She will say," He was in the land of nod then"

She will say he was in the land of nod then.

They will say," We will achieve greatness"

They will say we will achieve greatness.

RULE TWO

- If in direct speech the words within the quotation marks talk of a universal truth or habitual action then RULE ONE is followed or in other words the tense inside the quotation marks is not changed at all.. For e.g.
- The teacher said," The sun rises in the east"

The teacher said the sun rises in the east

RULE THREE

- * If there is 'said' in the direct speech then the tense of the words inside quotation marks is changed to the past tense.
- * I said," I am suffering from a fit of ennui"
- * I said I was suffering from a fit of ennui.

Help List one

Words indicating nearness are changed into words showing distance

- o Here-there tomorrow-the next/following day
- o This-that yesterday-the previous day
- o These-those the next week-the following week
- o Today-that day now-then
- o Tonight-that night

Help List Two

- o The following changes in the tense need to be considered
- o Is/am-was

- o Are-were
- o Is (sleeping)-was (sleeping)
- o Are (sleeping)-were (sleeping)
- o Has/have killed-had killed
- o Was/were laughing-had been laughing
- o Can-could; will-would; shall-should; may-might
- o Did-had done

Rule 3 --Some examples

- I said,” My mother cooks well”

I said my mother cooked well.

She said, “ I am reading a whodunit now”

She said she was reading a whodunit then.

He said,” I killed an ant”

He said he had killed an ant.

We said ,” They have done their job”

We said they had done their job

n She said,” We were all laughing uncontrollably”

She said they had been all laughing uncontrollably.

He said,” I can do it”

He said he could do it.

She said to me,” You may need help”

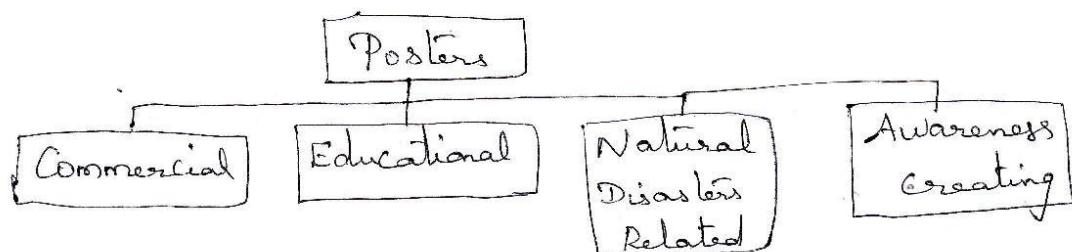
She told me I might need help.

He said ,” She will do this task quickly”

He said she would do that task quickly.

Poster Making

Posters can be created for varied purposes.



Posters in general are made with pictures, photos, logos, emblems etc. Students of engineering courses involve in creating posters for association activities and important functions.

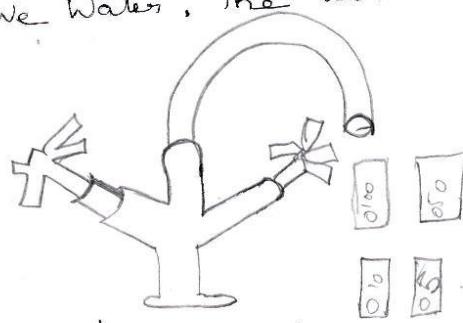
Important Points for Writing Poster Making:-

- * Selection of Concepts
- * Size of the poster
- * Allocating sufficient time for preparation
- * Making the sketch of the poster first
- * Arranging the content in proper order.
- * Appearance of the title at the top.
- * Brief introduction at the upper left.
- * Conclusion at the lower right
- * Methods and results in the remaining place
- * Limited Verbal explanations

- * General Suggestions
- * Use of active voice
- * Font sizes.

Example:- Interpreting Posters:

Create a water conservation poster with the concept 'Save Water'. The world is in your hands.



Water is Highly Valuable

Answer:-

Population of the World increases and subsequently related problems also shoot up. Food, Water, shelter are the essentials of the society. Now a days, particularly in cities water is becoming a scarce resource sometimes. When monsoon fails water problem becomes a critical issue. In cities like Chennai, the builders construct multi-storied apartments and ground water is pumped everyday in large quantities and this results in the ground water level going so low. Sometimes, this gives rise to the seepage of sea water to the inland areas.

Observing these, we must take Cautious steps to preserve rain water. Rain Water Harvesting is one such thing. Not only the individual is to be careful about water but also he must not hesitate to instruct others on this.

Discourse Markers

Discourse Markers are words which connect what is being expressed and what follows next in the spoken and written language.

Some of the discourse markers are Then, and, so, But, And then, Soon, here, Suddenly, so again, Meanwhile, Yet, usually, Even now, However.

Example :-

- i) I will finish the book work. Then I will plan to go somewhere
- ii) so, will you meet me this afternoon?
- iii) Suddenly, the drunkard came into the