

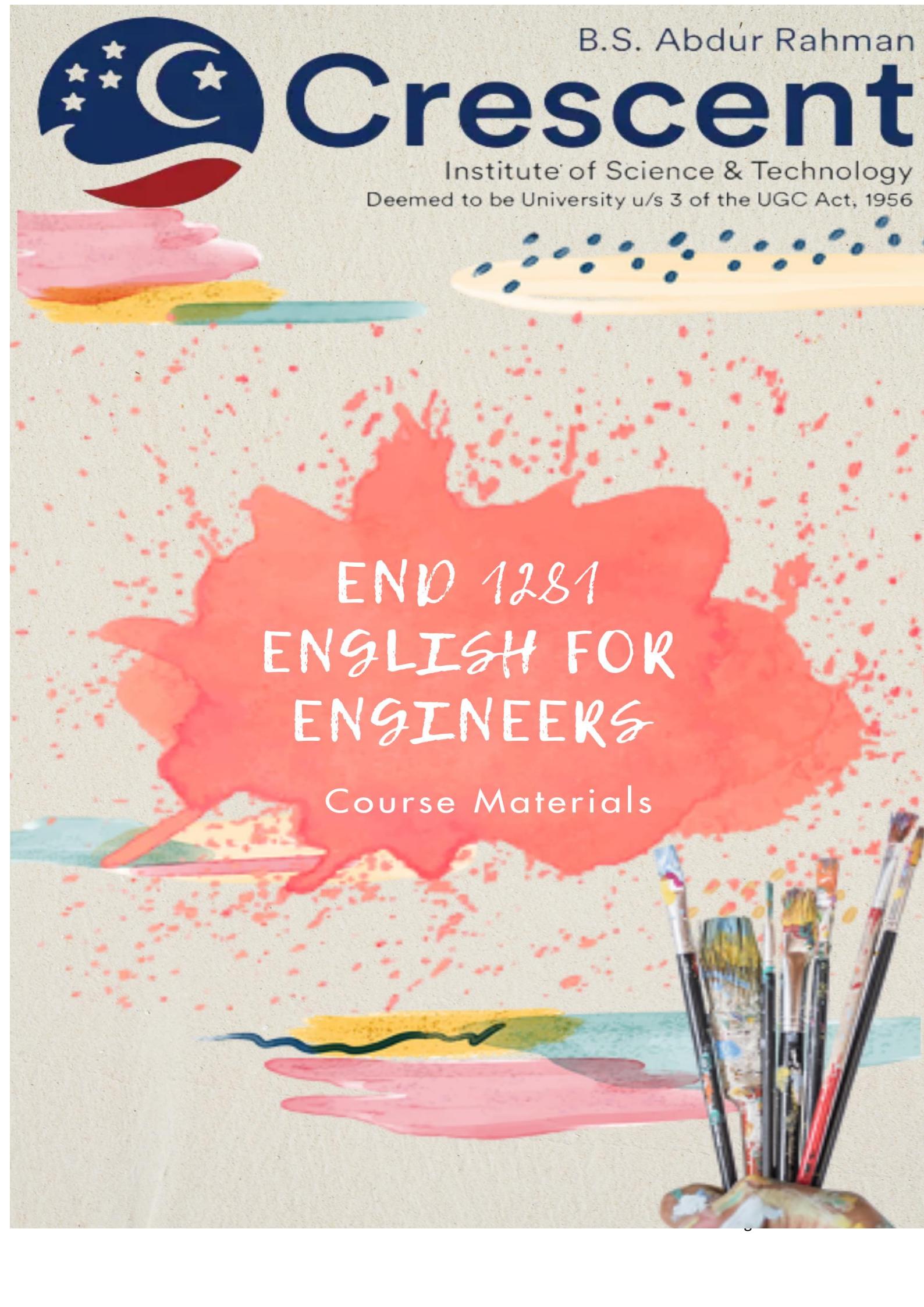


B.S. Abdur Rahman

Crescent

Institute of Science & Technology

Deemed to be University u/s 3 of the UGC Act, 1956



END 1281 ENGLISH FOR ENGINEERS

Course Materials

END 1281	ENGLISH FOR ENGINEERS	L	T	P	C					
SDG: 4		3	0	0	3					
COURSE OBJECTIVES:										
COB1: To train students to use appropriate vocabulary in academic and technical contexts										
COB2: To facilitate students to speak effectively while exchanging ideas and making presentations										
COB3: To develop students' listening skill for comprehending and analysing information										
COB4: To develop their reading skill through sub skills like skimming, scanning and critical reading of a text										
COB5: To sharpen their academic writing skills										
COB6: To expose them to the correct usage of language and help them to apply that knowledge appropriately										
MODULE I	Human Resources			10						
L: Listening to short texts – short formal & informal conversations.										
S: Introducing one self – exchanging personal info.										
R: Process of reading purposes, Reading comprehension, improving comprehension skills, Reading activities – short comprehension passages, practice in skimming & scanning.										
W: Scientific & Technical Writing, Editing skills, Activities – completing sentences, developing hints - Paragraph Writing										
Voc. development: Prefixes, Suffixes										
Lang. development: Articles, Countable and Uncountable nouns, Present tense, Wh–Questions, Yes or No questions.										
MODULE II	Transport			10						
L: Listening to long scientific talks										
S: Sharing personal information – greeting, leave taking.										
R: Comprehension passages with multiple choice questions / Wh–questions/ openended questions - Reading longer technical texts & completing exercises based on them.										
W: Use of reference words & discourse markers on a text, jumbled sentences, describing a process – flow chart, use of sequence words.										
Voc. development: Guessing meanings of words in context, vocabulary used in formal letters, e-mails & reports.										
Lang. development: Preposition of Time, Place & Date, Past tense, Conjunctions, Impersonal passive voice, Question tags, Numerical Adjectives.										
MODULE III	Energy			9						
L:Listening to talk on the topic & completing tasks.										
S: Asking about routine actions & expressing opinions.										

R: Locating Specific Information

W: Letter seeking permission for Industrial Visit / symposium – Letter of invitation

Voc. development: Sequence words, misspelt words.

Lang. development: Adverbs, Degrees of comparison, Future tense, Homophones

MODULE IV	Our Living Environment	8
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L: Listening to scientific texts & making notes – Effective ways of making notes.

S: Speaking about one's friend.

R: Reading texts & magazines for detailed comprehension. (Students can be asked to read any book of their choice to encourage reading habit)

W: Argumentative writing.

Voc. Development: Synonyms, antonyms, phrasal verbs.

Lang. development: If clauses, Subject - Verb Agreement

MODULE V	Technology	8
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L: Listening to talks (General & Scientific).

S: Short group conversations.

R: Reading and understanding technical articles, Short narratives & articles from Newspaper including conversations.

W: Short essays, Dialogue writing.

Voc. Development: Idioms & Phrases.

Lang. development: Modal verbs.

L 3 ; TOTAL HOURS 45

TEXT BOOKS:

Sample:

Author, Title, Publisher, Edition, Place, Year

1. Grewal B.S., "Higher Engineering Mathematics", Khanna Publishers, 43rd edition, New Delhi, 2012.

REFERENCES:

Sample :

1. Ashok N Kamthane, "Computer Programming", Pearson Education, 2nd Edition, India, 2012. (ISBN 13: 9788131704370)
2. Karavokyros, L., Katsiotis, N., Tzanis, E., Batis, G., and Beazi-Katsioti, M., "The Effect of Mix-Design and Corrosion Inhibitors on the Durability of Concrete", Journal of Materials Science and Chemical Engineering, Vol. 8, pp. 64-77, 2020. <https://doi.org/10.4236/msce.2020.84005>
3. <http://www.leanconstruction.org/readings.html>
4. Harvard University. *Soft robotic gripper for jellyfish* [Video], 2019. <https://www.youtube.com/watch?v=guRoWTYfxMs>

MODULE I

L: Listening to short texts – short formal & informal conversations.

S: Introducing one self – exchanging personal info.

R: Process of reading purposes, Reading comprehension, improving comprehension skills, Reading activities – short comprehension passages, practice in skimming & scanning.

Listening to short texts – short formal & informal conversation

Types of listening

- Informational Listening (Listening to Learn)
- Critical Listening (Listening to Evaluate and Analyse)
- Therapeutic or Empathetic Listening (Listening to Understand Feeling and Emotion)

Informational Listening (Listening to Learn)

- Whenever you listen to learn something, you are engaged in informational listening. These is true in many day-to-day situations, in education and at work, when you listen to the news, watch a documentary, when a friend tells you a recipe or when you are talked-through a technical problem with a computer – there are many other examples of informational listening too.
- Although all types of listening are ‘active’ – they require concentration and a conscious effort to understand. Informational listening is less active than many of the other types of listening. When we’re listening to learn or be instructed we are taking in new information and facts, we are not criticising or analysing. Informational listening, especially in formal settings like in work meetings or while in education, is often accompanied by note taking – a way of recording key information so that it can be reviewed later.
- Critical Listening

We can be said to be engaged in **critical listening** when the goal is to evaluate or scrutinise what is being said. Critical listening is a much more active behaviour than informational listening and usually involves some sort of problem solving or decision making. Critical listening is akin to critical reading; both involve analysis of the information being received and alignment with what we already know or believe. Whereas informational listening may be mostly concerned with receiving facts and/or new information - critical listening is about analysing opinion and making a judgement.

When the word ‘*critical*’ is used to describe listening, reading or thinking it does not necessarily mean that you are claiming that the information you are listening to is somehow faulty or flawed. Rather, critical listening means engaging in what you are listening to by asking yourself questions such as,

‘what is the speaker trying to say?’ or ‘what is the main argument being presented?’, ‘how does what I’m hearing differ from my beliefs, knowledge or opinion?’.

Many day-to-day decisions that we make are based on some form of ‘critical’ analysis, whether it be critical listening, reading or thought. Our opinions, values and beliefs are based on our ability to process information and formulate our own feelings about the world around us as well as weigh up the pros and cons to make an informed decision.

It is often important, when listening critically, to have an open-mind and not be biased by stereotypes or preconceived ideas. By doing this you will become a better listener and broaden your knowledge and perception of other people and your relationships.

Therapeutic or Empathic Listening

Empathic listening involves attempting to understand the feelings and emotions of the speaker – to put yourself into the speaker’s shoes and share their thoughts.

Empathy is a way of deeply connecting with another person and therapeutic or empathic listening can be particularly challenging. Empathy is not the same as sympathy, it involves more than being compassionate or feeling sorry for somebody else – it involves a deeper connection – a realisation and understanding of another person’s point of view.

Counsellors, therapists and some other professionals use therapeutic or empathic listening to understand and ultimately help their clients. This type of listening does not involve making judgements or offering advice but gently encouraging the speaker to explain and elaborate on their feelings and emotions. Skills such as clarification and reflection are often used to help avoid misunderstandings.

We are all capable of empathic listening and may practise it with friends, family and colleagues. Showing empathy is a desirable trait in many interpersonal relationships – you may well feel more comfortable talking about your own feelings and emotions with a particular person. They are likely to be better at listening empathetically to you than others, this is often based on similar perspectives, experiences, beliefs and values – a good friend, your spouse, a parent or sibling for example.

Videos for listening:

<https://www.cambridgeenglish.org/learning-english/activities-for-learners/b1l054-listening-to-dialogues>

<https://youtu.be/2FOptwGnD8I>

<https://youtu.be/sp3xU5WvRjA>

S: Introducing one self – exchanging personal info.

How to Introduce Yourself in a Casual Setting

1. Remember These Phrases to Break the Ice
2. “Break the ice” is a common English expression. It means “to get comfortable with someone.”
3. There are many ways to start talking to someone new. I recommend that you memorize only two or three, so you don’t forget them.
4. Pick ones that you can use anywhere, anytime. Which ones sound most natural to you? The most important thing is that you’re comfortable saying them when you introduce yourself.
5. Here’s the easiest one: just say hello and your name. Then, if possible, shake hands.
6. **Amy:** Hello. I’m Amy.
7. (Offer your hand.)
8. **Brian:** Hello, I’m Brian.
9. (Shake hands.)
10. **Amy:** Nice to meet you.
11. See? It’s that easy. You can also break the ice by using other common greetings like “good morning,” “good afternoon” and “good evening.”
12. After the first greeting, **the best way to break the ice is to ask for very basic information**. This gives you a reason for starting the conversation.
13. Here are some examples:
14. How are you?
15. Where are you from?
16. What are you doing here? *or* What brings you here?
17. Are you having a good time?
18. **Another great ice breaker is a compliment.** Find something you like about them and tell them.
19. Just be a little careful here when picking an object to compliment. A good rule of thumb is to **avoid discussing permanent characteristics** (e.g. someone’s physical appearance, accent, etc.) because it can really come off wrong. They might be offended or think it’s too forward (overly-friendly).
20. Instead, try a compliment like these:
21. I love your **dress**.
22. You have a beautiful **dog**.
23. Is that your **car**? I really like it.

24.2. Prepare Basic Answers About Yourself

25. Prepare some basic answers about yourself now, so that you can introduce yourself with confidence and perfect English in the moment.
26. **Keep your answers short and simple** so you have less time to make mistakes—and less time to lose someone’s attention!

27. Have answers ready for these questions:
28. Where are you from?
29. What do you do?
30. What are you doing here?
31. Do you like your job?
32. How was your trip?
33. Are you having a good time?
34. What do you think of the weather?
35. What do you think of the movie/event/conference/restaurant?
36. Even when questions are specific, you can have a general response prepared.
Say something generally positive, then add in more detail. Adding the detail keeps the conversation interesting. Then you can ask a question.
37. *Example 1:*
38. **Brian:** What do you think of the restaurant?
39. **Amy:** It's really nice. I especially liked the fish. Did you?
40. *Example 2:*
41. **Brian:** How do you find the conference?
42. **Amy:** It's really interesting. I especially liked the first speaker. What did you think?
43. *Example 3:*
44. **Brian:** How was your trip?
45. **Amy:** It was mostly fine. I only had one layover. How was yours?

46.3. Ask Follow-up Questions to Spark a Conversation

47. Now you need to keep the conversation going. Part of introducing yourself is **letting the person you're talking to introduce himself/herself, too.**
48. To do this, have more simple questions ready. Like before, have three or four questions memorized. These questions can be more general to spark a real conversation.
49. Questions are always better than comments, because they make the *other person* talk, and this gives you time so that you can think of new things to say.
50. Did you read the news about _____?
51. Have you seen [movie/TV show]?
52. Do you like this neighborhood/bar/city?
53. You can also use some of the questions that we discussed in section two.
54. Ask Even More Questions to Keep the Conversation Going
55. If you aren't confident in your English skills, it's much easier to listen to the other person than it is to speak.
56. Pay attention to the answers from your first questions and ask for more details.
People like talking about themselves, so this won't be a problem. Below are some sample conversations.
57. **Amy:** How are you?
58. **Brian:** A little tired.
- 59. Amy: Why is that?**

60. **Brian:** I didn't sleep well last night.
- 61. Amy:** I'm sorry to hear that. **What went wrong?**
62. **Brian:** I'm a bit jet-lagged from my flight.
- 63. Amy:** I bet. **Where did you fly from?**
64. **Brian:** I came from London last night.
- 65. Amy:** That's far! **Was it a long flight?**
66. **Brian:** Just a few hours. But I had a long layover in Frankfurt.
67. You can see how Amy keeps the conversation going each time by asking Brian for more information. When she does this, she also learns more about him.
68. Let's look at another example:
69. **Amy:** Where are you from?
70. **Brian:** I'm from England.
- 71. Amy:** Wow! That's far! **When did you arrive?**
72. **Brian:** I flew in last night.
- 73. Amy:** **Was it a long flight?**
74. **Brian:** Just a few hours. But I'm still feeling jet-lagged.
- 75. Amy:** **What's the time difference?**
76. We can see how this conversation is a little different, but the same questions still work.
77. When we meet people, we usually have similar conversations to introduce ourselves and get to know each other better. That's why it's important to practice these introductions and memorize some of these common questions.
78. Let's look at one more example. Let's say Amy and Brian are both at a business conference.
79. **Amy:** What are you doing here?
80. **Brian:** I'm here for the conference.
- 81. Amy:** So am I. **What company are you from?**
82. **Brian:** I'm with the Sales team from Samsung.
- 83. Amy:** That's really interesting. **Do you like it?**
84. **Brian:** Most of the time, yes.
- 85. Amy:** **What do you like about it?**
86. **Brian:** I get to travel to nice conferences like this!
87. When you're traveling for business, asking what people do for work is always a safe bet. However, be careful to keep the conversation positive. Don't say anything bad about their work in case they disagree with you!

88.5. Have an Exit Plan

89. Not all conversations are going to be good.
90. If you find you have nothing more to say or you're not connecting with the person you're talking with, you need a way to leave politely. Otherwise, there could be a lot of awkward silences. Here are a few key lines for leaving politely:
91. Excuse me, I need to [find my friend/go to a meeting]
92. Well, it's been lovely talking to you.
93. Best of luck.

94. Nice to meet you, Brian.
95. I hate to run off, but I need to go.
96. Let me give you my card before I go.
97. Enjoy your time here!
98. As you say these phrases, hold out your hand for a handshake, making it clear that you're ending the conversation.

Introducing Yourself in a Professional Setting

1. Prepare Some Background Information About Yourself to Break the Ice

A professional environment, be it a job interview, a networking event or any other situation where you have to show your professionalism, is not the same as meeting a friend at a bar or introducing yourself to your classmates.

Being professional means you have to be a bit or much more formal (depending on the context), use properly constructed sentences and, above all, **show the other person you're a professional, an asset, a person worth having in their life or team.**

If you're supposed to take part in a formal, professional situation, prepare a little bit of background basic information so you can introduce yourself professionally.

Remember that **first impressions are very important** and normally impossible to change once they happen, so take this first step very seriously.

Instead of saying:

Hi! My name's John.
Howdy, how you doing?
Hi, I'm John, from New York.

Try these:

Good morning, my name is John Doe. Very nice to meet you.
I'm John Doe from New York. Nice to meet you, Mr. Gordon.
Good morning, sir. My name is Doe, John Doe. I come from the New York office.
Good afternoon, Mr. Gordon. I'm John Doe from New York. I have heard a lot about you.
It's a pleasure to finally meet you, Mr. Gordon. My name is John Doe. I just arrived from New York.

2. Prepare a Short Presentation About Your Career Background

In your head! You don't need to go to the event with a projector and show them a PowerPoint presentation on who you are and what you do!

This will be the first real piece of information about you that these new people will be getting after you have introduced yourself, so be specific and choose the skills and qualities that match the kind of situation you're in.

You don't want to "kidnap" the conversation and make it all about you, and you also don't

want people to get bored because you've decided to tell them in detail what you did while you were working in Argentina for that amazing insurance company.

Be precise! If they have any questions, they'll ask, and you can always introduce part of your story later in the conversation when it fits much better.

.Prepare Relevant Information About Yourself Beforehand

As the conversation goes on, the situation you're in will determine what you speak about. If you're on a **job interview**, you most probably will have to answer questions about your last job, your experience in this and that field, or your strengths and weaknesses.

Regardless of the kind of event and the type of questions you get, make sure you're relevant and of value, and always try to answer the questions directly and to the point (unless they're uncomfortable or very out-of-place).

Here are a couple of examples of things you shouldn't say unless specifically asked about (which would be weird, nonetheless):

Oh yes, I love kittens!

I think McDonald's has the best coffee in town.

Facebook is full of handsome men and pretty women.

Instead, you might say the following:

I own my own translation company and I have four employees.

3. Think of Things That Make You Unique

Have you lived in five different countries? Are you a polyglot (a person who knows a number of languages)? Did you graduate with honors?

During a job interview or a professional event, there will come a time when you'll have to brag (boast proudly about yourself) a little bit about yourself.

Use that moment to shine like a diamond and show you are a valuable asset and a person worth keeping close.

Be unique, be brilliant and do it in a professional way!

Make a list of things that make you professionally unique. It can be anything you've achieved in your life that makes you feel proud of yourself.

Don't lie, exaggerate or beautify what you say. Honesty will get you further than lies, so don't say you speak Swahili fluently if you actually only know a few words in that language.

Avoid talking about things that could be detrimental (negative) for you or are so unimportant that they're not even worth mentioning:

4. Practice, Practice, Practice!

Introducing yourself professionally and being able to hold a formal conversation in such a (sometimes) stressful environment can be daunting (difficult, intimidating), but if you get ready beforehand and prepare some sentences and answers before you enter the situation, you'll be much more confident and calm.

Before you go to that professional event, it can help to practice possible conversations as much as you need until you feel comfortable and happy with your answers.

R: Process of reading purposes, Reading comprehension, improving comprehension skills, Reading activities – short comprehension passages, practice in skimming & scanning.

The Reading Process

Reading is a process that includes three phases: before reading, during reading and after reading. In the *before-reading* phase, the reader establishes in his or her mind a purpose and a plan for reading.

Then, the reader begins to read the written text—the *during-reading* phase. While he or she reads, the reader will think about the purpose for reading and about his or her prior knowledge. This may occur during short pauses taken while reading.

Finally, the *after-reading* phase of the process occurs when the reader finishes reading the written text. The reader takes time to think about what he or she knew before the reading and what he or she learned or connected with during the reading, and then he or she links this information together to build new knowledge.

Throughout the reading process, but specifically in the during-reading phase, reading strategies can be useful to improve comprehension.

Based on the work of Kylene Beers. Beers, Kylene. Reading Skills and Strategies: Reaching Reluctant Readers. Elements of Literature Series: Grades 6-12. Austin: Holt, Rinehart and Winston, 2000.

Reading Process Chart

The chart below gives some examples of specific activities that may help a reader during the three phases of the reading process.

<i>Before Reading</i>	<i>During Reading</i>	<i>After Reading</i>
<ul style="list-style-type: none"> ◆ Set a purpose <ul style="list-style-type: none"> -Why are you read this text? -What are your goals for reading it? ◆ Make a plan <ul style="list-style-type: none"> -How will you read this text (independently, with a partner/group, etc.)? -How much time will you spend reading? -What strategies will you use? ◆ Preview the material ◆ Activate prior knowledge <ul style="list-style-type: none"> -Brainstorm -Make a map/web/cluster -Discuss ◆ Make predictions ◆ THINK 	<ul style="list-style-type: none"> ◆ Read ◆ Pause and think about what you're reading ◆ Monitor comprehension <ul style="list-style-type: none"> -Use active reading strategies -Reread -Take notes -Discuss ◆ Pause and check predictions ◆ Make new predictions ◆ Ask yourself questions <ul style="list-style-type: none"> -What happened? -Why did it happen? -Does this make sense? -Do I understand? ◆ Pause and summarize ◆ Visualize ◆ THINK 	<ul style="list-style-type: none"> ◆ Pause and think about what you knew before reading, what you learned during reading, and what connections you made ◆ Try to create new knowledge by combining what you knew with what you learned ◆ Participate in discussion ◆ Create a graphic representation ◆ Summarize the story ◆ Search for answers to unanswered questions ◆ Write about what you read—put it in your words ◆ Share your interpretations and opinions ◆ THINK

7 reading strategies you can use to improve your comprehension skills

There are several reading strategies that you can begin implementing today to improve your reading comprehension skills. The more you practice, the better you will become at understanding what you are reading. The following are seven simple strategies you can use to work on your comprehension skills:

1. Improve your vocabulary.
2. Come up with questions about the text you are reading.
3. Use context clues.
4. Look for the main idea.
5. Write a summary of what you read.
6. Break up the reading into smaller sections.
7. Pace yourself.

1. Improve your vocabulary

Knowing what the words you are reading mean can improve your ability to comprehend the meaning of the text. To improve your vocabulary, you can:

- Take an online vocabulary quiz to assess your current level of vocabulary understanding
- Use flashcards to quiz yourself on words you don't know once or twice a week
- Make a point to use newly learned words in verbal and written communication
- Read as much as possible to improve your ability to guess what a word means in a certain context
- Make a list of unfamiliar words as you read and look them up in the dictionary

2. Come up with questions about the text you are reading

Asking questions about what you are reading can help improve your reading comprehension by allowing you to become invested in the text. It can also broaden your overall understanding of what you are reading by enabling you to explore themes, motifs and other components of text that you otherwise wouldn't inquire about. The following are examples of questions you could pose as you read:

- Why did the author begin the book at that location?
- What kind of relationship do these two characters share?
- What do we know about the main character up to this point in the book?
- Are there any themes that have consistently come up throughout the book? If so, what do they mean?

The more specific your questions, the more likely you will gain further insight into the text and its meaning.

3. Use context clues

Using context clues is a great way to understand what you are reading even if you don't know all the vocabulary being used. Context clues can be found in the words and sentences surrounding the word that you aren't familiar with. To use context clues, you can focus on the key phrases or ideas in a sentence and deduce the main idea of a sentence or paragraph based on this information. You can also look for nearby words that are synonyms or antonyms of the word you don't know.

4. Look for the main idea

Identifying the main idea of a paragraph or article can help you determine the importance of the article. Understanding why what you're reading is important can give you a better comprehension of what the author is trying to convey. When reading, pause every few paragraphs and see if you can decipher what the main idea is. Then, try to put the main idea in your own words for even further understanding.

5. Write a summary of what you read

A great way to increase your knowledge of what you have read is to write a summary. Summarizing requires you to decide what is important in the text and then put it in your own words. Summarizing allows you to determine if you truly understand what you have read and better remember what you have read in the long term.

6. Break up the reading into smaller sections

If you are reading longer or more challenging text, consider breaking it up into smaller sections. For example, you could read two paragraphs at a time and then pause to quickly summarize what you just read in your mind. Breaking up what you are reading can help you feel less overwhelmed and give you a better chance of truly comprehending the information in the text.

7. Pace yourself

Pacing yourself is also an effective way to work on your reading comprehension skills by allowing you to set realistic goals for your reading practice and habits. This is especially true for books or other literature that you find challenging. Set a goal for yourself that you know you can meet each day. For example, rather than saying that you want to read an entire book in two days, say that you will read three chapters a night. This allows you to reach your goals and also provides adequate time for you to process what you are reading between each session.

Skimming and Scanning

Skimming and Scanning

Skimming refers to the process of reading only main ideas within a passage to get an overall impression of the content of a reading selection.

How to Skim:

- * Read the title.
- * Read the introduction or the first paragraph.
- * Read the first sentence of every other paragraph.
- * Read any headings and sub-headings.
- * Notice any pictures, charts, or graphs.
- * Notice any italicized or boldface words or phrases.
- * Read the summary or last paragraph.

Scanning is a reading technique to be used when you want to find specific information quickly. In scanning you have a question in your mind and you read a passage only to find the answer, ignoring unrelated information.

How to Scan:

- * State the specific information you are looking for.
- * Try to anticipate how the answer will appear and what clues you might use to help you locate the answer. For example, if you were looking for a certain date, you would quickly read the paragraph looking only for numbers.

- * Use headings and any other aids that will help you identify which sections might contain the information you are looking for.
- * Selectively read and skip through sections of the passage.

References: <https://www.skillsyouneed.com/ips/listening-types.html>

<https://www.fluentu.com/blog/english/how-to-introduce-yourself-in-english/>

<https://www.indeed.com/career-advice/career-development/reading-comprehension-improvement-strategies>

SCIENTIFIC AND TECHNICAL WRITING

Introduction

Any branch of knowledge requiring a systematic study involves the use of scientific and technical writing for the purpose of recording and reporting information. Technical writing is used in all fields of science, technology, agriculture, engineering, social sciences, and even the humanities. Therefore, many forms of written communications fall within its range.

Scientific and technical writing may take the form of reports, articles, papers, dissertations and theses, manuals, and correspondence. Mechanics of style and techniques of technical writing are applied in all types of scientific and technical writing. Several forms of scientific and technical writing are as follows:

Reports

A scientific and technical report may follow a pattern according to its purpose and scope. The most important types of scientific and technical reports are form reports, article reports, and formal reports such as research papers, dissertations and theses.

Form reports are made on given proformas designed especially by an organization according to its specific requirements. The report writer has to fill in the columns and give the required facts under different heads. It is a true statement of facts, figure, or data, which form the basis for the evaluation of work in an institution or organization. Such reports are quite common in the fields of technical education, industry, and scientific research.

Article reports take the shape of technical articles. The use of headings and sub- headings, tables and figures, charts and graphs, etc. is made for effective communication of facts and findings. Related information may also be given in appendices, if it cannot be integrated into the text of the report.

Formal reports involve big institutions, scientific organizations, and technical establishments. Annual reports of institutions, formal reports of committees, commissions, public and private

enterprises fall under this category. A formal report takes the shape of a book and is divided into many chapter and sections. The writing of this report requires a sound selection of facts and careful organization of subject matter.

Articles

Scientific and technical writing often takes the shape of articles of varying length and specific format. Such articles may communicate knowledge on a particular subject for preservation and dissemination of ideas. These articles may be sub-divided into three categories-technical, semi-technical, and popular.

Technical articles contain highly specialized information and involve the use of technical vocabulary and scientific abbreviations, which are understood by experts belonging to a particular discipline. These are published in specialized journals.

The scope of semi-technical articles is much broader as they can also be understood and used by people working in similar disciplines. The use of technical vocabulary and abbreviations is, therefore, reduced to the minimum. These articles are also published in scientific journals but they have wider readership.

Popular articles on scientific and technological subjects are meant for the educated people who are not specialists. The use of technical vocabulary and abbreviations is, therefore, avoided. The emphasis is on easy and interesting communication of information and not on complicated details. These articles are published in periodicals and journals of common interest and are widely read.

Scientific/Research Papers

Scientific/Research papers are written and published reports describing original research results. A scientific experiment, no matter how spectacular the result, is not complete, until the results are published. In fact, the cornerstone of the philosophy of science is based on fundamental assumption that original research must be published. Only this way, new scientific knowledge be authenticated and then added to the existing data base that we call science. Research papers are instrumental in cross-fertilization of ideas in the fields of science, agriculture, and technology. These papers are published separately or included in journals of research brought out by universities and other educational institutions. The techniques of scientific and technical writing are strictly observed in research papers.

A scientific paper is primarily an exercise in organization. A scientific paper is, or should be, highly stylized, with distinctive and clearly evident components parts. Each scientific paper should have, in proper order, its Introduction, Materials and Methods, Results and

Discussion. Good organization is the key to good writing. However, there have been several somewhat different systems of organization that is preferred by some journals and some editors. The tendency towards uniformity is increasing nowadays; the same order is being followed.

Dissertations and Theses

Dissertations are like research papers, but they are wider in scope and longer in size. A dissertation is based on a student's research on a particular subject. Like research paper, it must conform to specific format requirement and should strictly follow the rules of scientific and technical writing. A thesis is also based on the research work of a student or a scholar. It often refers to the outstanding research work done by scientists in various disciplines. While the term dissertation is modest in connotation, the term thesis is high sounding; the former should, therefore, be preferred while referring to the research work done by a student at the masters or doctoral level.

Manuals

It is a functional form of scientific and technical writing, which aims at attracting the user's attention and providing him with easy and accurate information and guidance about methodology, experiments, a machine or a product. Information brochures, instruction books, guidance manuals and style manuals contain useful information for the users. All these publications require skill in scientific and technical writing. Manuals should, therefore, be written with great care to have the desired effect. The success of these manuals, to a great extent, depends on the effectiveness of the information provided in these booklets. Many industrial establishments engage experts to do this job.

Scientific Correspondence

Scientific communication may be in the form of correspondence between two different organizations or within the same organization for vertical and horizontal flow of scientific information. Both letters and memoranda are the two useful tools for scientific and technical communication. They help in recording technical information, making and seeking recommendations on scientific and technical matters, providing clarifications, co-coordinating projects, initiating action, and meeting many other requirements of different institutions. All these forms of scientific and technical writing are used by

students, scientists, scholars, administrators, and industrialists according to their specific needs.

Link: <http://ecoursesonline.iasri.res.in/mod/resource/view.php?id=88014>

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Editing Skills

Technical writers always want their work to be recognized by the audience. Technical writing and editing skills are highly associated with each other. Effective editing will help make bad writing good and good writing becomes even better. Experienced editing will catch both factual and grammatical errors in copy before it is published, preventing embarrassment, additional costs, and possible legal action. To become an experienced editor, here are some steps to improve your editing skills.

Step 1. Develop a mastery of the English language

It is very important for technical editors to learn and understand the basic rules of the language, such as sentence structure, grammar, and punctuation. Technical editors also need to develop advanced skills for editing the style and context of technical writing work.

Step 2. Know the purpose of the work you are editing

Technical editors need to define the goal of a writing work or the nature of its content in order to determine what kind of audience the writing is trying to focus on. Once the editors understand the purpose of the writing, they will be able to correct problems and help technical writers create sharp-looking documents.

Step 3. Familiarize yourself with the necessary style

Each type of technical writing has different standards and expectations that the piece must conform to. For example, user manuals such as hardware guides, software guides, and product operational manuals are written in an instructional style. These documents teach users how to operate technical products. Informative materials such as scientific testing reports, annual reports, and organizational manuals are produced in a factual style. They provide information of function on products or organizations to the public. Promotional materials such as advertising flyers, product campaign pamphlets,

and marketing brochures are designed in a commercial style. They help the sales department of a corporation promote and sell its products and services.

Step 4. Have the confidence to spot and fix errors

An experienced technical editor should have the judgment to search not only for syntax errors, but also for logical mistakes, and to fix them in a correct way. Many companies use technical documents to market their technologies; any illogical error in the content will cause negative effects to these companies. Good editors will help the organizations increase their profits.

Step 5. Give yourself time to do the job right

Rushing to edit a piece of writing work will cause missed errors and make the document look unprofessional. Technical editing experts have provided several guidelines to create a sharp-looking document. They include putting away writing for a day, reading it out loud, using text-to-speak program, building a checklist of writers' most common mistakes, customizing spell check, and reading back to front, bottom to top, right to left. **Step 6. Read it through once for comprehension**

Technical content always contains vital information on technologies and other important technical elements. Technical editors should read documents carefully before starting editing to understand all important information. This will lead the editing process in a positive direction and avoid major editing flaws.

Step 7. Re-read each sentence individually, making corrections as needed

Editors should make sure a sentence states its meaning clearly, using the right words, and ensure that the sentence is in the right place in the paragraph. They need to eliminate redundancy by deleting duplicate or unnecessary words, sentences, and paragraphs. Also they should check relevant facts and correct misspellings, syntax errors, incorrect punctuation, and superfluous emphasis. Step 8. Review the work again by paragraph or section

Technical editors should ensure the clarity of a writing work by reviewing the content thoroughly. A well-edited document will help the audience locate technical information from paragraphs or sections without difficulty.

Step 9. Run an electronic spell check

Technical editors should use the spell check to catch typo errors that they may have missed. An electronic spell check will be able to catch misspelled words, but it cannot catch correctly spelled words used incorrectly.

These guidelines provide great value to editors to help improve their editing skills. Technical editors and writers should work together to produce well polished documents that will assist corporations to market their products and also will help the audience learn about today's new technologies.

Link: <https://www.stc.org/notebook/2014/08/08/nine-steps-to-improve-technical-editing-skills/>

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Hints Development

Points to remember:

1. Read the passage twice or thrice carefully.
2. Understand the passage well.
3. Jot down the points.
4. If the events in the passage are in present tense, write the story in the past tense.
5. Arrange the matter in two or three paragraphs.
6. Give a suitable title.

Write an essay by developing the following hints:

Children in garden_giant's friend_____ seven years____ big wall____ notice board ____
 Nature's fury_____winter throughout the year____wonderful sight____little boy____giant's
 help____spring____giant's information____to the children____longing to see the small boy
 _____giant's sickness____little boy's arrival____giant dead.

Hints: An essay is written to express one's views and opinions on a topic. Given below is the format of an essay-

- A) Introduction
- B) Body (categorized in 3 paragraphs)
- C) Conclusion

Sample:

Let's write an essay based on the above given hints:

On the far hillside, few orphaned children used to live with an old woman. The old woman had taught these children to be hardworking, disciplined and compassionate. One of the little boys was quite weak and timid. He used to spend most of his time playing around in the garden. He met a friendly giant who became his friend.

After seven years had passed, the little boy and the giant had become best friends. They both used to play in the park and eat fresh fruits from the trees. There was a big wall in the garden with a huge notice board which informed the people about the upcoming winter storm. Everyone stayed indoors and witnessed nature's fury. The little boy was worried about his giant friend's health and whereabouts. So, he covered himself and ran out to find him. It started snowing and the little boy was amazed by the wonderful sight. The little boy was unaware that the roads were blocked and there was a disastrous storm coming his way. The giant arrived and saved the little boy, he took him into his huge cave and rested him on a soft bed. The boy thanked the giant for saving his life. As time passed, the little boy and the giant became inseparable. Soon, spring arrived and all the children ran around and enjoyed amidst the colorful garden. The little boy was helping the old woman with some chores when a young boy came running and told him about the giant's illness. The little boy ran as fast as he could and climbed the mountain to reach the giant's home. As he entered, he saw the giant lying weak on his bed. The boy sat beside him and read him his favourite story as the giant slowly closed his eyes and went closer to death. After the giant's death, the little boy honoured him by naming the garden after the giant.

Paragraph Writing

What is a Paragraph?

A series of sentences that are organized and coherent, and are all related to a single topic is called Paragraph. Breaking the large sentence essay or topic into smaller pieces in a well-structured form is known as Paragraph. The lines that should include in a paragraph are at least three to five, not more. It includes topic sentences, supporting sentences as well as concluding sentences that refer to an overall structure, which is a group of sentences focusing on a single topic.

Paragraph writing is not just expressing your views about the topic in a group of sentences. It is all about structuring ideas in a clear format to make the reader fall in love with the topic and continue their studying till the end of the topic. While writing paragraphs about any topic, it's more important to maintain the quality and flow of the paragraph than word count. Paragraphs are often thought of as a 'unit' of thought.

Therefore, start learning how to write a good paragraph and impress your audience with your experience about the topic. From this page, you will come to know how to write, what to focus while writing paragraphs in a format, type of paragraphs, and some of the topics on Paragraph writing.

Basic Paragraph Format to Write Effective Paragraphs on Single Topic

A paragraph explains one idea in detail and supports the expansion of an overall topic for the essay. Paragraph length will vary based on the purpose of the paragraph.

Parts of a Paragraph

The basic paragraph consists of three parts: a topic sentence, supporting details, and a concluding sentence. This basic paragraph format will help you to write and organize one paragraph and transition to the next.

Topic Sentence:

Often, the Topic sentence is the first sentence of a paragraph. Also, we can call an introduction sentence of a paragraph. It states the main idea of each paragraph and displays how the idea connects to the thesis or overall focus of the paper. All consequent points presented in the paragraphs must support the topic sentence.

Supporting Details: The supporting sentences explain more about the topic sentence by showing some facts, stats, or examples regarding the topic. It also includes the writer's experience & own analysis and used to develop the topic sentence. The following are common origins of supporting details:

- Expert Opinion
- Facts and Statistics
- Personal Experiences

- Others' Experiences
- Brief Stories
- Research Studies
- Your Own Analysis
- Interviews

Concluding Sentence

It is the end of the paragraph which is also known as final statement about the topic. It ties all ideas given in the paragraph and emphasizes the main idea one last time. In the concluding sentence, the writer usually restates their topic sentence or summarizes the main points of the paragraph.

Types of Paragraph

Having knowledge about what are the type of paragraphs is one of the most essential aspects while writing a paragraph. So, we thought of explaining a bit about paragraph writing types is a must. Okay, let's start about it.

There are four types of paragraphs that you need to know about: descriptive, narrative, expository, and persuasive. If you have a quick search on the web then you may find other types too but to make your paragraph simple and succinct, it's a good idea to study just these four.

1. Descriptive Type of Paragraph: This paragraph type describes the topic and displays the reader what's the subject included in it. The terms selected in the description type usually appeal to the five senses of touch, smell, sight, sound, and taste. This type of paragraph can be more artistic and may vary from grammatical standards.
2. Narrative Type of Paragraph: In simple words, this type of paragraph narrates a story that includes a sequence of topic sentences like a clear start, middle of the topic, an end to the paragraph.
3. Expository Type of Paragraph: It defines something or gives instruction. It may also explain a process and influence the reader step by step via a form of the method. This Expository Para usually needs research, but also it's possible to rely on the writer's own knowledge and experience.
4. Persuasive Type of Paragraph: This kind of paragraph seeks to make the audience to admit a writer's point of view or know his/her position. Persuasive paragraphs are often used by the teachers because it is beneficial when building an argument. Also, it makes a writer to research and collects some facts on the topic.

How to Write a Perfect Paragraph? Three Simple Steps to Compose a Good Paragraph

Determining how to write a good paragraph can be challenging as it demands knowing how to write

a great topic sentence, using supporting details and transitional words, including finding a strong concluding sentence. In a novel or story, writing a paragraph implies knowing which ideas work mutually and where a new paragraph should start.

Prior knowledge on How to write a paragraph helps students to put their thoughts collectively in a better way and attract readers' attention towards the topic. Hence, improve your skills in paragraph writing by practicing various topics using the belowmentioned important elements of a paragraph.

1. 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. Make clear what your Paragraph will be about.

2. Supporting Details

- What are the 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

3. 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.

If you follow these three elements properly while writing any paragraphs then your paragraph will be more attractive and interesting to the readers. So, to practice your paragraph writing skills we have compiled a list of paragraph writing topics on various categories like special events, technology, science, famous & inspiring legends, etc. You can even directly take our example to frame your own paragraph on the selected topic. Once, have a look at the below list of Paragraph writing topics and become an expert in writing new paragraphs on the topic.

Some Useful Transition Words to write a good Paragraph

- To show addition: again, and, also, besides, equally important, first (second, etc.), further, furthermore, in addition, in the first place, moreover, next, too
- To give examples: for example, for instance, in fact, specifically, that is, to illustrate
- To compare: also, in the same manner, likewise, similarly
- To contrast: although, and yet, at the same time, but, despite, even though, however, in contrast, in spite of, nevertheless, on the contrary, on the other hand, still, though, yet
- To summarize or conclude: all in all, in conclusion, in other words, in short, in summary, on the whole, that is, therefore, to sum up
- To show time: after, afterward, as, as long as, as soon as, at last, before, during, earlier, finally, formerly, immediately, later, meanwhile, next, since, shortly, subsequently, then, thereafter, until, when, while
- To show place or direction: above, below, beyond, close, elsewhere, farther on, here, nearby, opposite, to the left (north, etc.)
- To indicate a logical relationship: accordingly, as a result, because, consequently, for this reason, hence, if, otherwise, since, so, then, therefore, thus.

Link : <https://www.aplustopper.com/paragraph-writing/>

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English Prefixes and Suffixes

A prefix is a word part added to the beginning of a word or base word (for example, un-). If the prefix un- is added to helpful, the word is unhelpful.

A suffix is a word part added to the end of a word (for example, -ful). If you add the suffix -ful to the base word, help, and the word is helpful.

Prefixes

<i>ac-, ad-, af-, ag-, al-</i>	to, toward, near, adjacent to	aside (adverb): to or toward the side accompany (verb): to go with someone as a companion
<i>ap-, as-, at-</i>		adjust (verb): to correct, to move closer to a correct position
<i>a-, a</i> <i>n-</i>	not, without	apolitical (adjective): without interest in politics anarchy (noun): without a ruler, absence of government
<i>ab</i> <i>-</i> , <i>ab</i> <i>s-</i>	away from, off	abrupt (adjective): unexpected change abnormal (adjective): not normal
<i>ambi-, amphi</i>	both sides	ambidextrous (adjective): able to use both hands equally well amphibian (noun): an animal with characteristics of both fish and reptiles
<i>ante-</i>	before	anterior (adjective): before or near the front
<i>anti-</i>	against	antiwar (noun): against war
<i>arch-</i>	chief, principal, extreme	archenemy (noun): the principal enemy
<i>audio-</i>	hearing, sound	audiorecording (noun): a recording of sound
<i>auto-</i>	self	autobiography (noun): writing about yourself automotive (adjective): related to self-propelled machines
<i>bi-</i>	two	bicycle (noun): a vehicle with two wheels biped (noun): a two-footed animal
<i>bibli-, biblio-</i>	book	bibliography (noun): a list of books referred to in a text
<i>cat-, cat</i> <i>a-, cat</i> <i>h-</i>	down, with	category (noun): a class or set to which a thing belongs catalogue (noun): a book or pamphlet that lists and describes
<i>circum-</i>	around	circumvent (verb): to manage to get around a situation circumference (noun): the distance around a circle
<i>co-, cog-, col-, com-, con-, cor-</i>	together, with	cognate (adjective): related, similar in nature collaborate (verb): to work together correlation (noun): a relation between two or more things
<i>contra-</i>	against, opposite	contradict (verb) to state the opposite

<i>cosmo-</i>	universe	cosmopolitan (adjective): having a worldwide rather than a limited scope
<i>de-</i>	to do the opposite, to take away from	decrease (verb): to grow smaller, to become less desensitize (verb): to take away sensitivity
<i>dent-, denti-, dento-</i>	tooth	dentist (noun): a doctor specializing in teeth, jaws, and mouth
<i>dia-</i>	through, across	diameter (noun): the distance across a circle diagonal (adjective): passing through two non-adjacent corners

<i>di-, dif</i> <i>-</i> , <i>dis</i> <i>-</i>	apart, separate, two, opposite of, not, exclude	divide (verb): to separate into two or more parts differ (verb): to be unlike distrust (verb): to have no confidence or trust disagree (verb): to not agree with someone or something
<i>e-</i> , <i>e</i> <i>x-</i>	out, out of, from	emit (verb) to send out expel (verb): to force out exclude (verb): to close out of, keep out
<i>eco-</i>	habitat, environment	ecology (noun): the study of the environment
<i>en-, em-</i>	put into	enamor (verb): to cause to love, to "put" someone "into" love empower (verb): to give power, to put into power
<i>equa-, equi-</i>	equal	equator (noun): a line that divides the world into two equal halves
<i>extra-</i>	beyond	extraordinary (adjective): going beyond normal
<i>for-, fore-</i>	before	foresee (verb): to see beforehand
<i>ge-, geo-</i>	earth, ground, soil	geology (noun): the study of the earth
<i>hemi-</i>	half	hemisphere (noun): half of a sphere
<i>hetero-</i>	different	heterosexual (adjective): attracted to someone of the opposite sex
<i>homo-</i>	same	homogeneous (adjective): having a uniform structure or composition
<i>hydr-, hydro-</i>	water	hydroelectric (adjective): producing electricity using waterpower
<i>hyper-</i>	above, beyond	hyperactive (adjective): being excessively active
<i>il-, im-, in-, ir,</i>	not, in	illegible (adjective): cannot be read inaction (noun): lack of motion, idle

<i>in-, im-</i>	in, into	instead (adverb): in place of, an alternative import (verb): to bring into a country from another country
<i>inter-</i>	between, among	interject (verb): to throw something between other things international (adjective): between nations
<i>mal-</i>	bad	malfuction (noun): when something does not work properly
<i>micr-, micro-</i>	small	microscope (noun): an instrument used to see very small objects
<i>mis-</i>	wrong	misinterpret (verb): to interpret incorrectly
<i>mono</i>	one	monolingual (adjective): using or knowing only one language
<i>multi-</i>	many	multiply (verb): to increase in number
<i>non-</i>	not, no	nonsense (noun): something with no meaning or no sense
<i>ob-, oc-, of-, op-</i>	toward, against, in the way	obtain (verb): to gain or get, to get a hold of oppose (verb): to be against, to stand in the way of something
<i>omni-</i>	all, universally	omnivorous (adjective): eats both plants and animals

<i>over-</i>	excessive, above	overwork (verb): to have too much work
<i>pan-</i>	all, completely	pandemic (adjective): occurring over a wide geographic area
<i>para-</i>	beside	paralegal (noun): someone who works alongside a lawyer
<i>per-</i>	through	perform (verb): to carry out an act
<i>phot-, photo-</i>	light	photography (noun): producing an image by exposing film to light
<i>post-</i>	after	postpone (verb): to put off to a later time, to delay
<i>pre-</i>	before	precede (verb): to go before, to come in front of
<i>pro-</i>	for, forward	propel (verb): to push forward
<i>quadr-</i>	four	quadrilateral (adjective): having four sides
<i>re-</i>	back, again	redo (verb): to do again
<i>retro-</i>	backward	retrospect (noun) to look back at past events
<i>semi</i>	half	semiannual (adjective): occurring twice a year

<i>sub-, suc-, suf-, sup-, sur-, sus</i>	under, beneath, near, from below, secretly, above, up	submarine (adjective): underwater support (verb): to hold up, too keep up
<i>super-</i>	over, above	superimpose (verb): to place on top of something else
<i>syn-, sym-</i>	together, at the same time	sympathy (noun): sharing another person's feelings
<i>tele-, tel-</i>	distant, over a distance	telephone (noun): a device to transmit sound over a distance
<i>trans-</i>	across, beyond, change	transform (verb): to change shape
<i>tri-</i>	three	tripod (noun): a three-legged stand
<i>un-</i>	not, against, opposite	unceasing (adjective): never ending, continuous
<i>uni-</i>	one	uniform (adjective): having the same form or consistency
<i>util-</i>	use	utility (noun): something useful or designed for use

Suffixes

Suffixes to Create NOUNS

<i>-acy, -cy</i>	state or quality	privacy: the state of being alone infancy: the state of being a baby or young child
<i>-age</i>	activity, or result of action	courage: having the spirit to overcome fear
<i>-al</i>	action, result of action	referral: the action of directing a person to anotherplace
<i>-an</i>	person	artisan: a craftsman
<i>-ance, -ence</i>	action, state, quality or process	resistance: the action of opposing something independence: the state of not being under the control of others
<i>-ancy, -ency</i>	state, quality or capacity	vacancy: an empty room or position agency: the capacity to exert power or influence, a position or person that performs a function
<i>-ant, -ent</i>	an agent, something that performs the action	disinfectant: something that cleans dependent: a thing supported or determined by another

-ate	state, office, function	candidate: a person nominated for an office or position
-ation	action, resulting state	specialization: the result of being distinguished by one quality or ability
-dom	place, state of being	wisdom: possessing knowledge
-er, -or	person or thing that does something	baker: a person who bakes collector: a person who collects or gathers things
-ful	an amount or quantity that fills	mouthful: an amount that fills the mouth
-ian, -an	related to, one that is	politician: a person works in politics
-ia	names, diseases	phobia: an illogical fear of something
-iatry	art of healing	psychiatry: branch of medicine dealing with the mind and emotions
-ic, -ics	related to the arts and sciences	arithmetic: a branch of math dealing with non-negative numbers economics: the social science related to studying business
-ice	act	malice: the desire to do evil
-ing	material made for, activity, result of an activity	swimming: the activity of swimming through water building: the result of making a structure
-ion	condition or action	abduction: the action of carrying someone away by force
-ism	doctrine, belief, action or conduct	formalism: a belief in sticking to prescribed forms
-ist	person or member	podiatrist: a foot doctor
-ite	product or part	graphite: a black material used in making pencils
-ity, -ty	state or quality	novelty: something new or unusual

-ive	condition	native: a person born in a specific place
-ment	condition or result	document: official paper showing proof or evidence of something
-ness	state, condition, quality	kindness: the quality of being kind or nice
-ology	the study of	biology: the study of life

-or	condition or activity	valor: bravery, courage
-ory	place for, serves for	territory: an area around a place
-ship	status, condition	friendship: the state of being a friend
-ure	act, condition, process, function	exposure: the condition of being exposed or unprotected
-y	state, condition, result of an activity	society: companionship victory: the result of winning something

Suffixes to Create VERBS

-ate	cause to be	graduate: to give a degree to, to pass from one stage to the next
-ed	past tense	attained: something that has been reached or grasped
-en	to cause to become	moisten: to cause to become moist or damp
-er, -or	action	ponder: to think about clamor: to make noise, to call for loudly
-ify	cause	specify: to name or indicate in detail
-ing	present participle	depicting: showing, describing with images or pictures
-ize	cause	fantasize: to create images in the mind
-ure	act	conjecture: to come to a conclusion by supposition or guesswork

Suffixes to Create ADJECTIVES

-able, -ible	worth, ability	solvable: able to be solved or explained incredible: not able to be believed, amazing
-al, -ial, -ical	quality, relation	structural: related to the physical make up of a thing territorial: related to nearby or local areas categorical: related to a category, absolute
-ant, -ent, -ient	indicating, being	important: indicating value or worth dependent: relying upon something else
-ar, -ary	resembling, related to	spectacular: related to something that is eye-catching or amazing unitary: related to units or single groups representing quantities
-ate	kind of state	inviolate: not disturbed, pure

-ed	having the quality of	terraced: having terraces or steps
-en	material	silken: made from silk, a fiber produced by worms
-er	comparative	brighter: more light
-est	superlative	strongest: having the most strength
-ful	having, giving, marked by	fanciful: marked by imagination
-ic	quality, relation	generic: related to a whole group
-ile	having the qualities of	projectile: something thrown with an outside force
-ing	activity	cohering: the act of sticking together
-ish	having the character of, about, almost	newish: modern, recent
-ive, -ative, -itive	having the quality of	festive: having the quality of a festival or party cooperative: being able or willing to work together sensitive: easily felt, responsive to the senses
-less	without, missing	penniless: a person without any money
-ous, -eous, -ose, -ious	having the quality of, relating to	adventurous: characterized by the desire to seek adventures courageous: characterized by courage, brave verbose: having more words than needed
-y	marked by, having	hungry: having hunger, marked by a desire

Suffixes to Create ADVERBS

-fold	in a manner of, marked by	fourfold: being four times as great
-ly	in the manner of	fluently: marked by ease of movement, effortlessly smooth
-ward	in a direction or manner	homeward: toward home
-wise	in the manner of, with regard to	timewise: with regard to time

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Article

The English language uses articles to identify nouns. Articles act much like adjectives. Articles clarify whether a noun is specific or general, singular or plural. An article appears before the noun it accompanies.

There are three types of articles:

- **Definite article: the**
- **Indefinite article: a, an.**
- **No article**

We use A/AN with:

1. Singular nouns and the first time we refer to a person, animal or thing.a child, an elephant, a television
2. We don't use A/AN with possessive pronouns, demonstratives or cardinal numbers.My shirt is dirty. This car is expensive. One person is in the reception.
3. We use ONE (or more) instead of A/AN when the number is important.There is only one exit from the airport.

What is the difference between A and AN?

I. A is used when the next word begins with a consonant sound (b, c, d, f, g, h, j, k etc).a book, a table, a clock, a university (because the beginning of university sounds like YOU-niversity)

- Use a or an to identify nouns that are not definite and not specific. - Think of a and anas meaning any or one among many. e.g., a book (any book) a dog (any dog) a cat (one cat) a house (one among many houses)
- Use a or an only for singular nouns.
- Do not use an article for a plural, indefinite noun. - Think of a plural, indefinite noun as meaning all. e.g., Students should study hard. (All students should study hard.)

When to use a and when to use an

- Choose when to use a or an according to the sound of the noun that follows it.
- Use a before consonant sounds. e.g., a book a dog
- Use a before a sounded h, a long u, and o with the sound of w.e.g., a hat a house a union a uniform a one-hour appointment

II. AN is used when the next word begins with a vowel sound (a, e, i, o, u).

an apple, an elephant, an umbrella, an hour (because the H is silent)

- Use an before vowel sounds (except long u). e.g., an asset an essay an index an onion an umbrella

- Use an when h is not sounded. e.g., an honor an hour

III. The Definite Article – THE

We use THE with:

1. A singular or plural noun when it is clear/obvious which person or thing we are talking about.

There is a lamp in my bedroom. (we mention the lamp for the first time) The lamp is next to the desk.

2. Anything which we identify immediately.

We watched the new Brad Pitt movie last night.

3. Musical instruments (the violin, the guitar, the drums, the flute, the piccolo). She plays the piano.

4. Something that is unique or there is only one. the sun, the moon, the internet.

5. Names of rivers, seas, oceans, mountain ranges and deserts (always in capitals). The Mississippi River, The Black Sea, The Andes, The Sahara Desert

6. Directions (cardinal points).

the west, the south-east, the north-west

IV. No Article

We use no article with:

1. When we refer to general ideas, plurals or uncountable nouns we do not use THE.

Religion is an important issue. (NOT The religion is an important issue)

Mexican food is spicy. (NOT The Mexican food is spicy).

2. Names of people, books and plays (unless it is part of the title). I

have read Romeo and Juliet.

3. Towns, cities, states and countries.

Cape Town, Montana, Vietnam

(Exceptions – The USA, The UK, The Netherlands, The Czech Republic, The Philippines).

4. Lakes, single islands, continents or mountains.Lake

Victoria, Jamaica, Asia, Mt Fuji

5. Planets

Mars, Jupiter, Saturn

6. Sports or games

Soccer, tennis, skiing, monopoly

7. Meals

Breakfast, lunch, dinner, supper

Exercise:

Choose the correct article in each sentence:

1)Did you bring _____(a, an, the) umbrella? 2)Are
you looking for _____(a, an, the) shampoo?3)I
checked _____(a, an, the) mailbox again.

4)Can I have _____(a, an, the) spoon please? 5)I
was born into _____(a, an, the) poor family.

6)She will come back in _____(a, an, the) hour.

7)Have you been to _____(a, an, the) Space Needle Tower in Seattle?8)I
would love to talk to one of _____(a, an, the) managers.

9)What _____(a, an, the) amazing view!

10) The helicopter landed on _____(a, an, the) roof of a building.

_____XXXXXXXXXXXX_____

Countable and uncountable nouns

Explanation

Nouns can be countable or uncountable. Countable nouns can be counted, e.g. an apple, two apples, three apples, etc. Uncountable nouns cannot be counted, e.g. air, rice, water, etc. When you learn a new noun, you should check if it is countable or uncountable and note how it is used in a sentence.

Countable nouns

For positive sentences we can use a/an for singular nouns or some for plurals. There's a man at the door.

I have some friends in New York.

For negatives we can use a/an for singular nouns or any for plurals. I don't have a dog.

There aren't any seats.

Uncountable nouns

Here are some examples of uncountable nouns:

bread	rice	coffee	information
money	advice	luggage	furniture

We use some with uncountable nouns in positive sentences and any with negatives.

There's some milk in the fridge.

There isn't any coffee.

Questions

In questions we use a/an, any or how many with countable nouns. Is there an email address to write to?

Are there any chairs?

How many chairs are there?

- And we use any or how much with uncountable nouns.

Is there any sugar?

How much orange juice is there?

- But when we are offering something or asking for something, we normally use some.

Do you want some chocolate?

Can we have some more chairs, please?

- We also use some in a question when we think the answer will be 'yes'.

Have you got some new glasses?

Other expressions of quantity

A lot of (or lots of) can be used with both countable and uncountable nouns. There are lots of apples on the trees.

There is a lot of snow on the road.

Notice that we don't usually use many or much in positive sentences. We use a lot of instead.

They have a lot of money.

- However, in negative sentences we use not many with countable nouns and not much with uncountable nouns.

There are a lot of carrots but there aren't many potatoes. There's lots of juice but there isn't much water.

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Simple Present Tense

The simple present tense uses the same verb form as the root form of the verb. We use the simple present tense in the following conditions:

- To show a fact or something that is always true
- For activities that we do daily -regularly or habitually
- To express thoughts, feelings, opinions and beliefs
- For a planned action or an event that will happen in the future
- We use this tense with a few adverbs to indicate something that happens rarely
- We use it in news, reported speech such as in sports commentaries, a narration of books and stories etc
- For schedules, plans and programmes
- To give instructions

Formulating a Simple Present Tense

Structure:

Subject (third person singular number) + verb in simple present form + s/es +

When the singular form of the subject or a singular pronoun is used, the verb is used in the simple present tense by adding a ‘-s’ to it. For example,

- This person **goes** to the library often.
- When **does** the flight to Seychelles depart from Mumbai airport?
- I always **wake** up at 6 am.
- We **agree** with most of your plan.
- I **like** chocolates.

Present Continuous Tense

This tense describes a continued or ongoing action at the present time. In other words, it expresses an action which is in progress at the time of speaking and has not yet been completed. In the following conditions we use the present continuous tense:

- As mentioned above, when an action that is occurring at the time of speaking
- When an action in the future is mentioned without specifying when it will occur
- When we talk about a planned or arranged event or action that is set to take place at a specified time in the future.

- In conditions where the action or event is occurring but not necessarily while we speak
- It is used in a changing situation
- We use it with adverbs such as ‘always’ which describe an action that happens frequently.

Formulating the Present Continuous Tense

Structure:

Subject + am/is/are + verb + *ing* +

It is formed from the present tense of the auxiliary verb ‘to be’ and the present participle of the verb ‘-ing’. For example,

- The noise is *beginning to* give me a headache.
- I am *complaining to* his mother about him.
- Why aren’t you *doing your* homework, Ravi?

Present Perfect Tense

The Present Perfect Tense is used in case of repeated actions, in those actions where the time is not important, and actions that began in the past but are not finished yet and will probably finish in the present as we speak. We can use the present perfect tense in the following scenarios:

- For actions or events that began in the past and have continued into the present
- To show an action that has been completed
- To indicate a time period that has not yet finished
- Used with phrases that begin with “This is the first” or “second time” and so on.
- To describe or express an action that is repeated in the past
- Used to indicate or describe actions that have been completed in the recent past

Formulating the Present Perfect Tense

Structure:

Subject + have/has + verb in the past participle form +

To form the present perfect tense, we need to use the simple present tense of the auxiliary verb ‘have’ or ‘has’ based on whether the noun being referred to is plural or singular. The

past participle of the verb follows the auxiliary verb. We can also write as: have/has + pastparticiple.

Let us see some examples,

- We *have known* each other for a very long time.
- There *have been* many contenders for this role.
- *Has there ever been* a war during your lifetime?
- I *have just eaten*.
- We *have had* the same car for 8 years.

Present Perfect Continuous Tense

To describe or indicate an event that is going on at this moment we use the present perfect continuous tense. We use this tense in the following conditions:

- To describe an event that began in the past and is continuing into the future
- To tell about an activity or event that began in the past and is now over(just recently completed or over)
- When there is no mention of time.

Formulating the Present Perfect Continuous Tense

Structure:

Subject + have/has + been + verb with ing +

The two parts of the present perfect continuous tense are:

- i. The present perfect tense of the verb 'to be': 'have been' or 'has been' and
- ii. The present participle of the main verb '-ing.

Some examples of present perfect continuous tense are,

- My hands are very dirty as I *have been painting* the walls.
- They *have been trying* to contact her.
- I *have been working* for them for the last seven months.
- The party *has been going* on all night.

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WH- questions (Question Words)

WH-questions are questions starting with WH-words including: what, when, where, who, whom, which, whose, why and how, how many, howmuch, how far, how long, how often...

Question words are used to ask about specific qualities, times, places, people and so on. Below is a list of question words and example sentences:

What	to ask about things	- What are you doing? - What do you think about the movie?
When	to ask about time	- When will the meeting start? - When are you leaving?
Where	to ask about places	- Where's my bag? - Where do you live?
Who	to ask about people	- Who do you love the most in your family? - Who told you that story?
Whom	to ask about people (object of verb)	- Whom did you see in the morning? I saw Mr. Mark, my English teacher. - Whom was Jim talking to? He was talking to Jack, his new roommate.
Which	to ask about choices	- Which one do you choose? The left or right? - Of all the drinks in the menu, which one would you like?
Whose	to ask about possession	- Whose pencil is this? Is it yours? - Whose books are these?
Why	to ask about reasons/ causes	- Why did it happen? I didn't understand. - Why is he crying?
How	to ask about manner/ process	- How can you explain this problem? Please tell us. - How can you get here?
How far	Distance	- How far should he walk to reduce weight?
How long	Length/duration	- How long is this drain?

How many	What number	- How many Professors are there?
How much	Quantity	- How much is this?
How often	Frequency	- How often will you go to Gym?

I. How to form WH-questions?

1. with an auxiliary

Wh-word + auxiliary + subject + main verb ...?

- Auxiliary verbs are helping verbs (not main verbs).
- Common auxiliary verbs include be, do, have. Others are will, shall, would, can, could, must, should, may, might, etc.

- What do you do for a living?
- Why should we read books?
- When is she coming?

2. without any auxiliary

(when WH-words replace subjects already)

Wh-word + main verb ...?

- What happened to Peter? - A bad accident happened to him today.
- Who won the game? - Tio won the game.
- Who gave you this present? - My cousin gave me this present.

II. Responding to WH-questions

1. What

- What is it? - It's a table.
- What is your mom doing? - She's cooking in the kitchen.
- What do you think about the party? - Well. It's fun. I like the music best.
- What will happen if our team loses this time? - We'll be out of the game.

2. When

- When will the train arrive? - The train will arrive in 30 minutes.
- When does she get up? - She gets up at 6 am.
- When did the party end? - It ended before 8 pm.

3. Where

- Where do you live? - I live in Washington D.C.
- Where are you going? - I'm going to the zoo.
- Where's the coffee bar? - It's between the supermarket and the cinema.
- Where did you leave my jacket? - I left it in my bedroom.

4. Who

- Who's this? - She's my new roommate.
- Who wants to be a scientist in the future? - My sister does. I don't.
- Who told you that secret? - Jenny did. She told me everything.
- Who do you like the most in this class? - I like Henry. He's so friendly.

5. Whom

- Whom should we talk to? - We should talk to the principal.
- Whom did you see yesterday? - I saw Kevin and his girlfriend.
- Whom would you like to interview? - I would like to interview Mr. Patrick, the director.
- Whom are you going to invite? - I'm going to invite all of my classmates

6. Which

- Which shirt do you like? - I like the one with the big yellow star on it.
- Which color do you choose? - I choose red.
- Which is the longest river in the world? - That's the Nile.
- Which one is yours? - Mine is the biggest one.

7. Whose

- Whose jacket is this? - It's my mom's.
- Whose birthday is today? - It's Jenny's.

- Whose pencil is on the floor? - That's mine.

8. Why

- Why don't we visit him now? - It's a good idea.
- Why did you leave so early? - Because I didn't enjoy the party.
- Why are you so late? - Sorry, teacher. I missed the bus.

9. How

- How's the weather? - It's too hot.
- How do you feel? - I feel much better now.
- How did you know him? - We were old friends.
- How many students are there in your class? - There are 60 of them.

Yes / No questions

Yes / No questions are those questions that expect 'yes' or 'no' as answer. These questions do not take the question words when, what, where etc.

Yes / No questions are used to check information or ask for confirmation. 'Are you

coming with us?' 'Yes.'

'Has he returned the car?' 'No, he hasn't.'

'Do you live in Chicago?' 'No, I don't.'

'Does she speak English?' 'Yes, she does.'

'Did you meet John yesterday?' 'No, I didn't.'

Note the use of auxiliary verbs in the above examples.

When we answer Yes / No questions we do not normally repeat the complete the question. Instead, we use an appropriate auxiliary verb. This auxiliary is usually present in the question.

'Does Mike live with you?' 'Yes, he does.'

‘Did Maya tell you she wasn’t coming?’ ‘No, she didn’t.’

In negative answers we use the auxiliary verb and not. Usually a contracted form is used.

‘Have you ever visited Argentina?’ ‘Yes, I have.’ ‘Will
you help me?’ ‘No, I won’t.’ (won’t = will not)

Here is an overview of Yes / No questions in different tenses.

Present Simple

‘Do you speak English?’ ‘Yes, I do.’

‘Does she speak English?’ ‘No, she doesn’t.’

Present continuous

‘Are you coming with us?’ ‘Yes, I am.’ ‘Is

it raining?’ ‘Yes, it is.’

‘Is it snowing?’ ‘No, it isn’t.’

Present Perfect

‘Have you received the letter?’ ‘Yes, I have.’ ‘Has he

returned from Mumbai?’ ‘No, he hasn’t.’

Past Simple

‘Did you know the answer?’ ‘No, I didn’t.’

‘Did he get the letter?’ ‘Yes, he did.’

Past Continuous

‘Were you sleeping then?’ ‘Yes, I was.’

‘Was he reading his lessons?’ ‘No, he wasn’t.’

Future Simple

‘Will you come with me?’ ‘Yes, I will.’

‘Will you help me?’ ‘No, I won’t.’

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MODULE II

Transport

READING COMPREHENSION

Passage 1.

The Geography of Maritime Transport

The geography over which maritime transportation operates is unique, with its combination of physical, strategic, and commercial imperatives. Physical issues are obviously stable across time, but strategic, and especially commercial considerations continually shift with the ebb and flow of globalization. The physiography of maritime transport is composed of oceanic and river systems of circulation, which are well defined by criteria such as depth, currents, winds (historically significant), and the configuration of coastlines and passages. Although oceans account for 71% of the earth's surface, maritime transport mostly takes place only along specific routes that are regularly used in shipping itineraries. These routes are a function of obligatory points of passage, which are strategic locations, of physical constraints (coasts, winds, marine currents, depth, reefs, ice), and of political borders. The configuration of the global maritime network is relatively simple and is organized along circum-equatorial corridor linking North America, Europe, and Pacific Asia through the Suez Canal, the Strait of Malacca, and the Panama Canal. Limited use is made of the northernmost parts of the Atlantic, as well as the southernmost parts of the Atlantic, Indian, and Pacific oceans, because of hazardous navigation conditions (mainly ice) and their remoteness from the centers of economic activity. During the summer monsoon season (April to October), navigation may become more hazardous in the Indian Ocean and the South China Sea. Climate change may also provide maritime transport with shorter shipping routes through the Arctic, but such prospects remain limited at this point.

(PDF) *Maritime Transport*. Available from:

https://www.researchgate.net/publication/315398501_Maritime_Transport [accessed Mar 10 2022].

Answer the following questions:

1. What does the phrase 'maritime transport' mean?

2. The essentials that determine the maritime transportation are
 - a. -----

 - b. -----

 - c. -----

3. Why are maritime routes organized along circum-equatorial corridor? Give two reasons.
 - a.
 - b.
4. Guess the meaning of circum-equatorial from the passage.
5. Guess the meaning of the phrase ebb and flow from the passage.
6. Say True or False.

Very soon new sea routes will open up through The Arctic.

7. Give the name of a sea port located in your State.
-
-

WRITING

WHAT ARE REFERENCE WORDS?

Reference words are used to refer backwards or forwards to other words or ideas that have already appeared in the text or are about to appear in the text. Reference words help in reducing redundancy and improving coherence in passages.

Look at the following sentence:

Education is our fundamental right and education must be free.

It can be rewritten using a reference word.

Education is our fundamental right and It must be free.

Personal and impersonal pronouns, possessive pronouns, demonstratives, comparatives, adverbials of place and time and the definite article are used as reference words.

Sentences for practice:

Mark the reference words in the following examples and indicate the words or ideas they refer to by drawing an arrow mark.

1. When geologists study about rocks, they find that they are of different sizes and minerals.

2. Sen's computer doesn't work. So he has bought a new one.
3. Successful English language learners try to talk to people who speak English and they ask them to correct them when they make mistakes.
4. The shirts were of fine quality and I wanted to buy more.
5. A camera takes the light rays that bounce off the subjects being photographed and focuses them on a sheet of film for an instant. This light makes chemical changes in the coating on the film

Passages for practice:

Many types of animals combine the advantage of family association with those conferred by membership in still larger groups. Bees congregate in hives; some fish move in schools; ants gather in mounds; wolves live in packs; deer associate in herds. The main advantage of membership in a mass community is the safety that it provides. A large group of prey may be easier for a predator to find at any given point than is a small one, and predator may think twice before taking on such a group; if a predator does decide to challenge a large group, it may merely encounter a confusing mass of moving bodies and possibly may not succeed in its primary goal.

<https://evelintampubolon.files.wordpress.com/2015/01/6-recognizing-references-and-connectives.pdf>

There are two main types of science: Historical science, and experimental science. In the latter scientists come up with a hypothesis (an idea you can test) and conduct experiments to see if they can disprove their idea. If they can't disprove the hypothesis and other scientists can't find experiments that disprove the same, it becomes a scientific theory. In historical science, scientists work a little bit differently. They come up with a hypothesis, but rather than conduct experiments to disprove the hypothesis, they go out and try to find evidence that supports the hypothesis. If enough evidence is found to support the hypothesis, it is accepted as a scientific theory.

WHAT ARE DISCOURSE MARKERS?

Discourse markers are used to organise and manage what we are saying using words and phrases to connect ideas and to express how we feel about what we are saying. They are also used to help you think about what to say next using fillers correctly to sound natural in your delivery.

You may refer to the following links for further information and practice.

(<https://ielts.idp.com/colombia/prepare/article-discourse-markers-ielts-speaking>)

<https://warwick.ac.uk/fac/soc/al/globalpad-rip/openhouse/academicenglishskills/grammar/discourse/>

Examples:

Sequencing: First, the first thing, first of all, firstly, the next one, to begin with, moving on to the next reason, secondly, thirdly, subsequently, on top of that, later, after this, finally etc.

Expressing opinion or attitude: unfortunately, actually, to be honest, definitely, essentially, frankly, basically, clearly, I'm afraid, if you ask me, sadly, thankfully, in fact, seriously, as a matter of fact etc.

Adding information: Another thing that comes to mind, also, and, besides, additionally, another good example of this is, another reason for this, and one more thing

Comparing and contrasting: Similarly, in the same way, equally, likewise, in a similar fashion, if I compare it to my country, however, although, instead of, despite, on one hand, on the other hand, in the opposite way, in contrast, whereas

Result: As a result, because of this, therefore, consequently, so, then

Passage for practice:

Identify and underline the discourse markers in the following passage.

Once upon a time, there was a boy called Tom. He lived on a hill and picked berries for a living. He would save some berries for himself and his family and sell the rest to a fruit seller in a nearby town. The fruit seller was very happy with Tom because he would bring him a wide variety of berries. For instance, he would bring him strawberries, cherries, raspberries, blackberries, blueberries and mulberries. Furthermore, he would throw away the rotten ones

and wash and clean the good ones before giving them to the fruit seller. Therefore, as a reward the fruit seller would give Tom one dozen bananas and mangoes each month for free.

As Tom grew older he grew tired of picking berries. He wanted to become a woodcutter like his father. However, his father insisted that Tom continued to do his old work for some time. Tom had two elder brothers, Jack and Mark. Jack was a cobbler in the town, whereas Mark made bread in a bakery there. Similarly, Tom's mother also worked as a seamstress at the tailoring shop in the town.

<https://englishan.com/discourse-markers/>

WHAT ARE SEQUENCE WORDS?

Sequence words are used to tell the order of steps or events as may be required in description of a process, task, event or even in telling stories.

Examples: Initially, then, first, the first thing, first of all, firstly, the next one, to begin with, moving on to the next reason, secondly, thirdly, subsequently, on top of that, later, after this, finally etc.

DESCRIBING A PROCESS

A process is described using a set of instructions or procedures to do something or to get somewhere. Such descriptions are often used in cooking recipes, product manuals (assembly manuals like 'How to assemble a bike') and map directions.

While describing a process the following points are to be noted.

- Write in simple language.
- Write in chronological / sequential order

The description can be written using

- Imperatives
- Passive voice

Examples:

Imperatives. 1. Boil water in a kettle.

2. Place a tea bag in cup
3. Pour boiling water into the cup
4. Stir the tea bag until water turns black
5. Add the required amount of milk and sugar and then stir.

Passive voice	<ol style="list-style-type: none"> 1. The storage tank is cleaned first. 2. The valves must be closed. 3. Water is pumped into the tank using a motor. 4. The storage tank is always kept covered to prevent evaporation. 5. The pressure at different water levels is to be recorded.
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While writing the same as a paragraph use reference words, link words / signal words / sequence markers like First, Initially, Then, Later, After that, Next, Later, Finally, At last, In the end etc.

Example: *First*, we boil some water, and place a teabag in a cup. *Then*, when the water is boiled, we pour it onto the teabag and leave it for about three minutes. *After that*, we remove the tea bag. *Next*, we add some sugar and stir well. *Finally*, we add either milk or a slice of lemon and enjoy our cup of tea!

Exercises:

I. A recipe for potato chips is given below. But the order of steps is all mixed up. Read all the instructions and write the recipe in the correct order.

1. Fry potatoes in hot oil until golden brown, 3-4 minutes, stirring frequently.
2. Drain potatoes, place on paper towels and pat dry.
3. Cut potatoes into very thin slices.
4. Store in an airtight container.
5. Remove them from oil with a slotted spoon.
6. Soak for 30 minutes
7. Place the cut potatoes in a large bowl.
8. Add ice water and salt to the cut potatoes.
9. Immediately sprinkle with seasoning mixture.

II. After writing in the sequential order write a small paragraph on '*How to Make Crisp Potato Chips At Home*' using suitable link / sequence words.

III. You are requested to write the same in passive voice too.

IV. Read the installation instructions and draw a simple flowchart for the process. You may use simple shapes like oval for START and END, a rectangle for OPERATION a diamond for DECISION and an arrow to show DIRECTION

Installation Instructions <https://skillsbar.eu/practical-english/describing-a-process/>

1. Carefully remove the TV set from the cardboard outer packaging.
2. Using a small knife or scissors, cut away the transparent foil wrapper from your TV set.
3. Attach the stand as shown in Diagram 1.
4. Insert two AAA batteries in the remote control unit.
5. Place the TV set on top of a cabinet, and make sure to allow at least 10cm between it and other surfaces.
6. Insert the electrical plug into an electrical power socket 220/240V.
7. Use the ON/OFF button on the remote control unit to turn on the TV set in standby mode.

V. Read the following instructions and write a small paragraph on '*How to Wall Mount Your TV*' using suitable link / sequence words.

1. Decide where you want to mount the TV.
2. Mark the places where you want to drill the holes with a pencil or marker.
3. Drill pilot holes for driving screws in.
4. Attach the mounting bracket to the wall using screws.
5. Attach the mounting plate to the back of the TV firmly.
6. Mount the TV on the wall.

VI. Read the following instructions and write a small paragraph on '*How to Borrow a Book from a Library*' using suitable link / sequence words.

1. Search the catalogue either by the title or the author of the book.
2. Look for the location of the book.
3. Note down the call number of the book.
4. Look at the library map or ask the assistant to direct you to the section.
5. Find the book.
6. Go to the librarian and get the book issued to you.

VII. Fill in the blanks suitably. Don't use any word more than once.

----- we fill the prescribed form giving our name, father's name, address, date of birth etc. ----- we submit this filled form along with a fitness certificate from a registered medical practitioner. ----- we pay the required fee with the clerk concerned and get a receipt. ----- he directs us to report to the inspector. ----- we drive the vehicle in the presence of the inspector. ----- after asking us some questions about traffic signals and what they indicate he signs the papers.

VOCABULARY DEVELOPMENT

Guessing meanings of words in context, vocabulary used in formal letters, e mails and reports.

Guessing meanings of words in context

Whenever you read extended texts in English (like a novel, story, newspaper articles etc.) you will come across words that are unknown or unfamiliar to you. Looking up in a dictionary everytime is time-consuming ; it also disrupts the flow of reading. However there are ways to overcome this problem.

Guessing meanings of unknown or unfamiliar words is an important skill in reading. It helps in speed reading and extensive reading. Vocabulary learning strategies can be developed on the basis of guessing from

- contexts
- situations
- Prefixes
- Suffixes
- Root words

Look at the following examples:

1. Noodles is **ubiquitous** in the diet of children today. Noodles are **ubiquitous** on the shelves of supermarkets. (Meaning: present everywhere)
2. The football player was shown a yellow card for his **rash** behavior on the field. (Meaning: reckless)

3. NaCl or common salt is **hydrophilic** in nature. You must have seen a cook putting lots of salt on freshly cut potatoes. The salt draws the water out of the potatoes, due to the strong attraction between the ion molecules of salt and the polar regions of the water molecules. (Meaning: having a strong attraction / affinity for water)

4. People used to call rabies **hydrophobia**. The reason is that the infection causes intense spasms in the throat when a person tries to swallow. Even the thought of swallowing water can cause spasms, making it appear that the individual is afraid of water. (Meaning: fear of water)

5. America's Founding Fathers did not believe in women's **suffrage**. Only men could vote in the United States until 1920. Fortunately Indian women did not have to fight for **suffrage**. Indian Constitution guarantees universal adult **suffrage** for all citizens. (Meaning: voting right)

Note: Kindly refer to the section on Prefixes and suffixes of previous module.

Exercises:

1. The stadium was full of **debris** including paper cups, plates, polythene covers and empty water bottles after the match.
2. She is known for her **magnanimity**. She has donated a large part of her property to build a home for the poor.
3. I want to give a **unique** gift to my mother on her birthday. It has to be unusual and special.
4. I am surprised that his driving license is not **revoked** yet even after he has caused three accidents in this month.
5. A huge tree has fallen on the road near the second traffic signal in the main road and hence the traffic is **diverted** to auxiliary lanes.

Words and phrases used in formal letters.

Salutation:

Dear Sir / Madam / Professor + name / Mr. + name / Ms.* + name / Mrs. +name

(Where do you use Ms.?)

Respected Sir / Madam

Starting:

- We are writing to inform you / to confirm ... / to request .../ to enquire about ...
- I am contacting you for the following reason.
- I recently read/heard about . . . and would like to know . . .
- Having seen your advertisement in . . . , I would like to ...
- I would be interested in (obtaining/receiving) ...
- I received your address from ... and would like to ...

Making a request:

- We would appreciate it if you would ...
- I would be grateful if you could...
- Could you please send me . . .
- Could you possibly tell us/let us have...
- In addition, I would like to receive ...
- It would be helpful if you could send us ...
- I am interested in (obtaining/receiving...)
- I would appreciate your immediate attention to this matter.
- Please let me know what action you propose to take.

Registering a complaint

- I am writing to express my dissatisfaction with ...
- I am writing to complain about ...
- Please note that the goods we ordered on (date) have not yet arrived.
- We regret to inform you that our order

Offering apology:

- We are sorry for the delay in ...
- I regret any inconvenience caused
- I would like to apologize for ...

Enclosing documents:

- I am enclosing ...
- Please find enclosed herewith
- You will find enclosed ...

Close the letter:

- If we can be of any further assistance, please let us know
- If I can help in any way, please do not hesitate to contact me
- If you require more information ...
- For further details ...
- Thank you for taking this into consideration
- Thank you for your help.
- We hope you are happy with this arrangement.
- We hope you can settle this matter to our satisfaction.

Subscription:

- Sincerely,
 - Yours sincerely,
 - Sincerely yours,
 - Regards
-
-

Words and phrases used in e-mails.**Subject:**

Be brief and specific like - Request / Reply / Follow-up / Enquiry / Application / Acknowledgement / Resume / Thanks for / Apologies / Congratulations /

Opening phrases:

- Dear Sir / Madam / Professor + name / Mr. + name / Ms.* + name / Mrs. +name
 - (**Where do you use Ms.?**)
- Hi
- Respected Sir / Madam
- Dear all
- To: All students / All graduate engineers (Note the colon after To)

Closing phrases:

- If you need more information.. / just let me know / please do not hesitate to contact me /
 - I would appreciate if you reply /
 - Should you need more information
-
-

Words and phrases used in reports.

Use formal language. Use academic / business / technical / scientific vocabulary depending on the nature of report. Be specific, clear and brief. Use judiciously the link words / connectors.

Reports are factual. Hence **AVOID** using the following words / phrases so as not to invite contradiction.

Obviously, generally, apparently, as we all know, as everybody knows, clearly, undoubtedly, plainly, normally, usually, assumption, possibility, probability, tendency, appear, suggest, may, might, could, it is believed etc.*

*They are called hedge words.

Instead you can use the following words / phrases to state your points emphatically without ambiguity.

According to, assert(s) that.., conclude(s).., established by emphasise, explains, found that ..., demonstrate, assert, conclude, declare, explain, reiterate, stipulate, refute, affirm, contradict, reveal, validate, indicate, infer, etc.

You get more information on writing reports in

https://www.open.edu/openlearncreate/pluginfile.php/183122/mod_resource/content/1/Report%20writingGRSQ61.pdf

Questions /Tasks for practice.

1. Write a congratulatory mail to your friend on winning ‘The Young Scientist’ award.
2. Write a Thank You mail to your friend who has sent a beautiful gift on your birthday.

3. Write an e mail to the librarian of your college library enquiring whether the Autobiography of Charles Darwin is available in the library.
4. Write an e mail to the Transport Officer of your college to operate buses 10 minutes early on exam days.
5. You were taken to an automobile factory for a field trip by your college. Write a report on your visit for publication in your college journal.
6. Your department students have successfully erected solar panels in your department. Write a report to the Vice Chancellor of your university including the details of the study made by the students, steps taken by them, cost and benefits of the project.
7. Write a letter to the Manager (HR) of Global Solutions requesting him to change the day of your interview as you have an exam on the day mentioned in the interview letter.
8. Write a letter to the concerned authorities to increase the number of buses plying in your area.
9. Write in sequential order the steps involved in making a paper swan.
10. Write a short paragraph on assembling a bicycle using reference words, discourse markers and sequence words. Highlight the reference words, discourse markers and sequence words in three different colours.

Greetings

Greeting requires the ability to notice people who are familiar in a social setting, glance at them, and use words or gestures to greet them and it serve as a social function.

- **Greetings is a “unit of social interaction often observed when people come into another's presence, which includes a distinctive exchange of gestures or utterances in which each person appears to signal to the other, directly and explicitly, that he has been seen.**
- **Greeting is one of the basic functions of communication and triggers positive conversations. It helps us connect to people at a more personal level. A hello can**

make friends of two strangers; it can bring a smile to someone who is alone. A hello can change how we feel about a person, place and ourselves.

Ways to Greet Someone

- 1. Hello.** This is the most basic greeting in English. ...
- 2. Hi. ...**
- 3. Hey. ...**
- 4. Good morning. / Good afternoon. / Good evening. ...**
- 5. Note:** We use "good night" to say goodbye, but we can never use "good night" to say hello. ...
- 6. It's nice to meet you. ...**
- 7. It's a pleasure to meet you. ...**
- 8. It's good to see you again.**

Informal Greeting

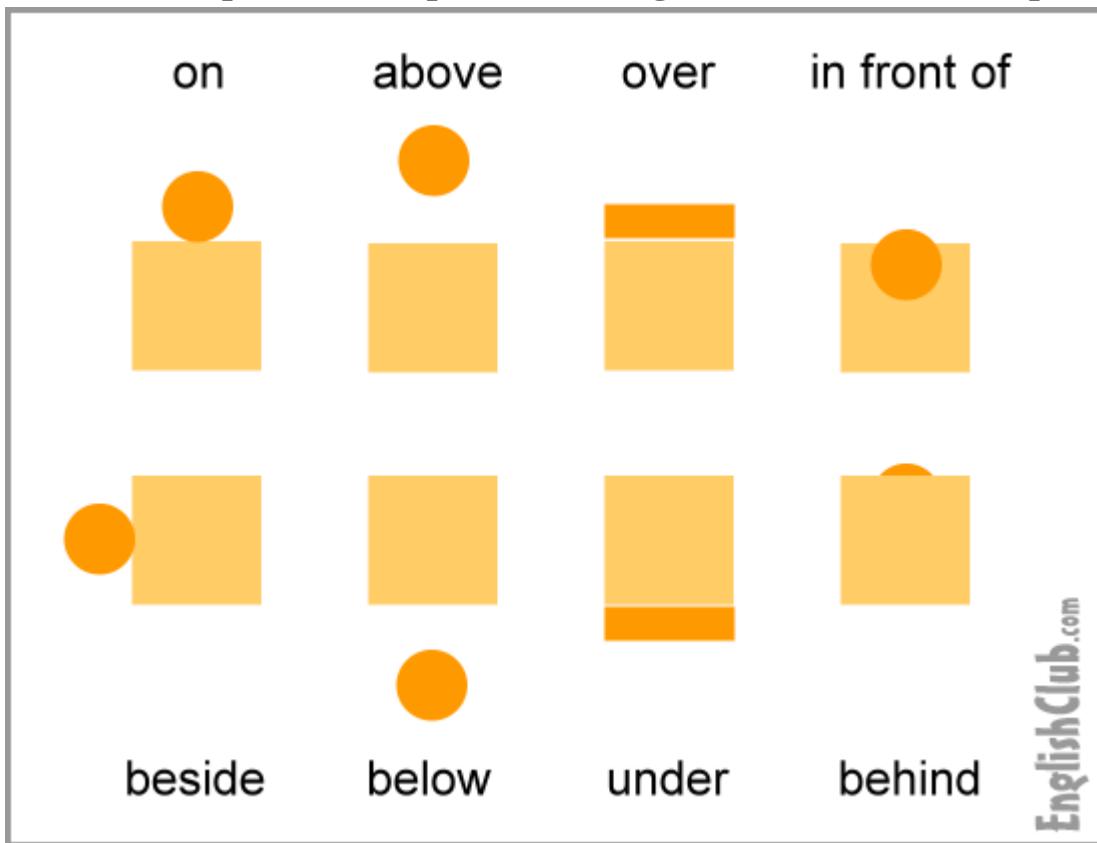
- 1. Yo!** This extremely informal greeting is common in America.
- 2. Are you OK?, You alright?, or Alright mate?** This casual way of asking both "hello" and "how are you" is common in Britain.
- 3. Howdy!** This is a very informal abbreviation of "how do you do?"
- 4. Sup? or Whazzup? ...**
- 5. G'day mate! .**

Preposition

A preposition is a word that shows the relationship between a noun or a pronoun and some other word in the rest of the sentence. It precedes a noun or a pronoun a noun or pronoun to show direction, time, place, location, spatial relationships, or to introduce an object. Some examples of prepositions are words like "in," "at," "on," "of," and "to."

Prepositions of place.

It describes the position of a person or thing in relation to another person



Examples with Explanation

1. Above

Indicates a higher position or place than something or someone.

Example

Our friends in the apartment above us are really noisy.

2. After

One follows the other

Example

He ran after her with the book.

3. By

Near or at the side of

Example

The telephone is by the window.

4. Below

Indicates a lower position or place than something or someone.

Example

He dived below the surface of the water.

5. Behind

At or towards the back of a thing or person.

Example

The horse fell behind in the race.

6. Under

Below or at a lower level than something or covered by something.

Example

We slept under the open sky.

7. Over

On something or covering it.

Example

She held the umbrella over both of us.

8. In front of.

Farther forward than someone or something.

Example

They massed in front of the city hall.

Prepositions of Place

(At, On, In)

1. There is a tall tree **on** the corner of the room.
(Located in an open area)
2. There is a box **in** the corner of the room.
(Located in an enclosed area)
3. Put the box **on** the table.
(Touching a surface physically)
4. We met **at** the corner of the street.
(At a point)

5. I work in a stationary shop.

(The kind of a place)

6. I work at I and I company

(Name of the company)

Prepositions of Time

1. I will meet you at ten O' clock on Monday.

(At stands before a particular time, on stands before a particular day)

2. I met my friend John, last on August 18 in 1999.

(On before a particular date of a month, in before a particular year)

3. My mother was born on in the month of July 1989.

(In making a phrase as in the month of)

4. She has been to Switzerland for five years.

(Period of time)

5. He has been binding books since five O'clock.

(Point of time)

6. The train will be on time.

(Particular point in future)

7. We reached the station in time.

(a point of time fixed in Past)

Exercises:

1. She lives **in Chennai.**

2. I was born **in 1989.**

3. He prefers to work **on a form.**

4. They will return **at sunset.**

5. The Prime minister lives **at 10 Car Street.**

6. She will come **at Christmas.**

7. She will come **on Christmas day.**

8. We will come **in summer.**

9. Try to be **on time.**

10. They have stay inside **during the storm.**

Past Tense

The **simple past** is a verb tense that is used to talk about things that happened or existed. Simple past emphasizes that the action is finished.

Example

Wolfgang **entered** a hula hoop contest.

He **won** the silver medal.

The past tense in English is used:

- to talk about the **past**
- to talk about **hypotheses** (when we imagine something)
- for **politeness**.

There are four past tense forms in English:

Past simple	I worked
Past Continuous	I was working
Past Perfect	I had worked
Past Perfect Continuous	I had been working

We use the past tense to talk about:

- **something that happened once in the past:**

I **met** my wife in 1983.

We **went** to Spain for our holidays.

They **got** home very late last night.

- **something that happened several times in the past**

When I was a boy, I **walked** a mile to school every day.

We **swam** a lot while we were on holiday.

They always **enjoyed** visiting their friends.

➤ **something that was true for some time in the past:**

I **lived** abroad for ten years.

He **enjoyed** being a student.

She **played** a lot of tennis when she was younger.

➤ **we often use expressions with ago with the past simple:**

I **met** my friend **a long time ago**.

➤ **We use did to make questions with the past simple:**

Did she play tennis when she was younger?

Did you live abroad?

When did you meet your wife?

Where did you go for your holidays?

➤ **But questions with *who* often don't use *did*:**

Who discovered penicillin?

Who wrote Don Quixote?

Past Tenses Exercises

1. She ____ college last year.

2. Our team ____ them yesterday.

3. I ____ TV when dad arrived.

4. After she ____ her breakfast, she____ to work.

5. By the time I ____ the station, the train _____.

6. She ____ here yesterday.

7. He_____ home late when the accident _____.

8. The guests_____ before I ____ home.

9. I _____ well last night.

10. Every morning, he____for a walk.

11. She_____ when she ___ the news.

12. I_____ -of it just when you ___ your mouth.

Conjunctions

Conjunctions are words that join other words or groups of words. Each serving its own, distinct purpose, but all working to bring words together.

There are three types of Conjunctions:

- **Coordinating**
- **subordinating**
- **Correlative.**



Coordinating Conjunction

It connects words, phrases, and clauses of equal importance.

The main coordinating conjunctions are *and*, *or*, *but*.

Example

- They bought apples, pears, and oranges.
- You can wait either on the steps *or* in the car.
- The paintings are pleasant *but* bland.

Subordinating Conjunction

It introduces a subordinate clause (a clause that does not form a simple sentence by itself) and joins it to a main clause (a clause that can be used as a simple sentence by itself).

Example

- She waited until they were seated.
- It had been quiet since the children left.

Correlative conjunctions

These conjunctions are one of the three main types of conjunctions used in the English language to create smooth flow and reduce sentence fragments.

Correlative conjunctions work in pairs to correlate two parts of a sentence of equal importance. The most common pairs are either...or, neither ... nor, and not only ... but also

Example

- They could *either* continue searching *or* go to the police.
- *Both* Clara *and* Jeanette graduated from Stanford.
- He could *neither* sing *nor* dance.

- *Not only the money but also the jewelry had been found.*
- **Some adverbs such as *afterwards, consequently, for example, however, nonetheless, and therefore*, act like conjunctions by linking either two main clauses separated by a semicolon, or two separate sentences.**

Example

They didn't agree; *however*, each understood the other's opinion.

We'll probably regret it; *still*, we really have no choice.

Examples of Correlative Conjunctions

1. Both/and:

Using “both” and “and” implies a correlation between two Subjects that are performing the same action.

For example

“We'll both be leaving the party and taking one car.”

2. Either/or:

Using “either” and “or” connects two positive statements of equal weight.

For example

“My brother is either working upstairs or slacking off downstairs.”

3. Neither/nor

“Neither/nor” connects two negative statements of equal weight.

For Example

“I will neither watch the show nor read the book.”

4. Whether/or

“Whether/or” connects two possible actions of a subject.

For example

“I was not sure whether you would show up or not.”

5. Not only/but also

For example

“I’m not only hungry but also tired.”

6. Rather/than:

“Rather/than” presents a subject’s preference for one thing over another.

For example

“I would rather have coffee than tea.

7. Such/that

“Such/that” connects two independent clauses in a way that applies a reason for an action.

For example

“Such is the pain of my headache that I cannot get out of bed.”

Subordinating Conjunction Exercises:

1. I visit the Grand Canyon _____ I go to Arizona. (once, whenever, wherever)
2. This is the place _____ we stayed last time we visited. (where, when, how)
3. _____ you win first place, you will receive a prize. (wherever, if, unless)
4. You won’t pass the test _____ you study. (when, if, unless)
5. I could not get a seat, _____ I came early. (as, though, when)
6. We are leaving Wednesday _____ or not it rains. (if, whether, though)
7. Pay attention to your work _____ you will not make mistakes. (so that, unless, or)
8. The musicians delivered a rousing performance _____ they had rehearsed often. (though, as, once)
9. She’s honest _____ everyone trusts her. (if, so, when)

Answers: 1 – **whenever**, 2 – **where**, 3 – **if**, 4 – **unless**, 5 – **though**, 6 – **whether**, 7- **so that**, 8 – **as**, 9 – **so**,

Coordinating Conjunction Exercises:

1. My car has a radio _____ a CD player. (but, or, and)
2. Sharon hates to listen to rap music, _____ will she tolerate heavy metal. (but, nor, or)

3. Carol wanted to drive to Colorado, _____ Bill insisted that they fly. (and, or, but)
4. I'm afraid of heights, _____ I appreciate the view from the top of this building. (and, yet, nor)
5. I have to be on time, _____ my boss will be annoyed if I'm late. (and, nor, for)
6. Do you like chocolate _____ vanilla ice cream better? (or, nor, and)
7. I have to go to work at six, _____ I'm waking up at four. (but, so, yet)
8. I was on time, _____ everyone else was late. (so, but, for)
9. Nadia doesn't like to drive, _____ she takes the bus everywhere. (but, yet, so)
10. Our trip to the museum was interesting, _____ there were several new artefacts on display. (but, for, yet)

Answers: 1 – **and**, 2 – **nor**, 3 – **but**, 4 – **yet**, 5 – **for**, 6 – **or**, 7- **so**, 8 – **but**, 9 – **so**, 10 – **for**

Correlative Conjunction Exercises:

1. I plan to take my vacation _____ in June _____ in July. (whether / or, either / or, as / if)
2. _____ I'm feeling happy _____ sad, I try to keep a positive attitude. (either / or, whether / or, when / I'm)
3. _____ had I taken my shoes off _____ I found out we had to leave again. (no sooner / than, rather / than, whether / or)
4. _____ only is dark chocolate delicious, _____ it can be healthy. (whether / or, not / but, just as / so)
5. _____ I have salad for dinner, _____ I can have ice cream for dessert. (if /then, when / than, whether / or)
6. _____ flowers _____ trees grow _____ during warm weather. (not only / or, both / and, not / but)
7. _____ do we enjoy summer vacation, _____ we _____ enjoy winter break. (whether / or, not only / but also, either / or)
8. Calculus is _____ easy _____ difficult _____ (not / but, both / and, either / or)

9. It's _____ going to rain _____ snow tonight. (as / if, either / or, as / as)
 10. Savory flavors are _____ sweet _____ sour. (often / and, neither / nor, both / and)

Answers: 1 – **either / or**, 2 – **whether / or**, 3 – **no sooner / than**, 4 – **not / but**, 5 – **if / then**, 6 – **both / and**, 7 – **not only / but also**, 8 – **not / but**, 9 – **either / or**, 10 – **neither / nor**

Numeral adjectives

Adjective

An adjective is a word that helps give us more information about a noun.

Example

The brown cat, "brown" is the adjective - it tells us more about the noun "cat".

Numeral adjectives

A numeral adjective is an adjective that tells us about how many or how much or in what order the noun is in.

For example:

He bought **three** eggs at the supermarket.

There were **seven** patients in the doctor's waiting room and Max was the **first**.

The **eleventh** batsman has the most stress of making runs in cricket.



There are three kinds of numeral adjectives:

Definite numeral adjectives use cardinal (numbers used in an amount) and ordinals (numbers used as an order).

Examples:

Three cats ran up the steps - the word "three" is a cardinal number telling us the number of cats.

The third cat was the brown cat - the word "third" is an ordinal number telling us some information about the position of the brown cat (i.e. it was third in line).

Indefinite numeral adjectives give us an idea as to how many, but it's not specific.

Example:

A few cats ran up the stairs - was it three? four? more? "Few" tells us something about the number of cats but nothing definite.

Distributive numeral adjectives tell us something about the a group.

Example:

Each cat that ran up the stairs had blue eyes

Definite Numerals and Indefinite Numerals

Example Sentences of Definite Numeral Adjectives in Cardinals:

1. There is only **one** ticket available for you.
2. There are **two** ways to reach this place.
3. The prize money has been distributed among **three** members equally.
4. This booklet contains only **four** chapters.
5. Kamal acted in **five** films simultaneously.
6. He ordered **six** shirts.
7. Mr. Reddy has been teaching English for **twenty** years.

Example Sentences of Definite Numeral Adjectives in Ordinal:

1. I am the **first** person to reach the ground.
2. I don't understand the **second** chapter of this book.
3. Sheela secured the **third** position in the recent exams.
4. This is my **fourth** motorbike.
5. Children's day is celebrated on **fourteenth** November

6. Independence day is celebrated on *fifteenth* August.

Example Sentences of Distributive Numeral Adjectives in Ordinal:

1. **Each** person got a turn to ride the pony.
2. Jessica gave **each** girl a piece of candy.
3. **Every** person at the masquerade wore a mask.
4. I run a mile **every** day.
5. **Either** path will get us out of the woods.
6. There could be a hairy spider in **either** box.
7. **Neither** man knew how to fly a plane.
8. **Neither** answer sounded right.
9. **Both** cats chased the mouse.

Impersonal passive voice

- The impersonal passive: is a formal way of reporting thoughts, saying, beliefs and opinions.
- The verbs that are used in impersonal passive construction.
(Think, believe, say, report, know, expect, consider, and understand)
- Examples:- People say that children are afraid of ghosts.
It is said that children are afraid of ghosts.
- People say that this orchestra is the best in the world.
This orchestra is said to be the best in the world.
- They think that he will be attending the meeting.
He is thought to be attending the meeting.
- People say that Mr. Brown owns a lot of land in the north.
Mr. Brown is said to own a lot of land in the north.
- People think that learning a new language also presents the brain with unique challenges.
It is thought that learning a new language also presents the brain with unique challenges

Rules :

(It + passive construction + that-clause)
 E.g. The students say that the exam was easy.
 It is said that the exam was easy .

(S + passive construction + to + inf.)
 E.g. The students say that the exam was easy.
 The exam is said to have been easy.

The passive voice of these verbs (Think, believe, say, report, know, expect, consider, and understand:

Present simple: Is / are	
understood Past simple: was / were	Thought, believed, said, reported, known, expected, considered,
Present perfect simple: have / has been	

Changes on the verbs after (to): V1(s/es) / V(inf.)

V1(s/es) / V (inf.) His parents say that he goes to school by bus.	To + V (inf.) he is said to go to school by bus.
V2 People say that this team played well in the match.	To + Have + V3 this team is said to have played well in the match
Will + V (inf.) The teachers say that we will go on a school trip.	To + V (inf.) We are said to go on a school trip.
Don't / Doesn't + V (inf.) The doctor says that you don't do daily exercises.	Not to V (inf.) You are said not to do daily exercises.
Didn't V (inf.) Mum says that I didn't have any dangerous diseases in the past.	Not to have + V3 I am said not to have had any dangerous diseases in the past.
Isn't / Aren't The students say that the exam is difficult	Not to be The exam is said to be difficult.

Wasn't / weren't The students say that the exam was easy.	Not to have been The exam is said to have been easy.
---	--

Exercises:

1. They say that fish is good for the brain.

It _____

Fish _____

2. People think that we use a small percentage of our brain power.

It _____

We _____

3. They claim that we remember things we hear in our sleep.

It _____

We _____

4. People believe that solving puzzles keeps the brain active.

It _____

Solving puzzles _____

5. Experts have proved that exercise is good for concentration.

It _____

Exercise _____

Question Tag

A question tag is a small question that is attached, or "tagged", to the end of a sentence. Rather than repeat the main verb, a form of "be" or other auxiliary verb or modal is used in the tag.

Examples:You came by train, **didn't you?**It's very windy today, **isn't it?**You can meet me at the station, **can't you?**You couldn't give me a ride, **could you?****Pattern for question tag**

If the sentence is negative, the tag is usually positive.

Example:

You didn't tell him, **did you?**

Note: Sentences with negative words are considered to be negative. Therefore, they require positive tag question endings.

Example:

He never drinks alcohol, **does he?**

Nobody left a message, **did they?**

If the sentence is positive, the tag is usually negative.

Example:

You told him, **didn't you?**

Twelve Rules for Tag Questions

After "let's", the tag begins with "shall".	Let's invite the neighbours over for dinner on the weekend, shall we?
Use "aren't I" in tags to mean "I am not".	I'm on time, aren't I? (correct) I'm on time, am't I? (incorrect)
Use "won't" for polite request tags.	You'll bring the other things, won't you?
Use "will" or "would" with imperative sentences (commands).	Wait here until I return, will you? Wait here until I return, would you?
Use "mustn't" with the modal "must".	This must be the address, mustn't it?
Two endings are possible when "have" is the main verb of the sentence.	You have enough money, haven't you? (British English) You have enough money, don't you? (North American English)
Use pronouns for people, not proper names, and in question tags.	Paul is a good tennis player, isn't he? Betty has a good job, hasn't she?
Use "it" in a question tag when the sentence includes the words "this" or "that".	This is your pen, isn't it?

Use “they” in a question tag when the sentence includes “these” or “those”.	Those are your sandals, aren't they?
Use “there” in a question tag when the sentence includes “there + a form of be”.	There is a lot of work to do today, isn't there?
Use “they” in a question tag when the sentence includes indefinite pronouns (nobody, no one, someone, somebody, everyone, and everybody).	Everyone is here now, aren't they? Nobody has eaten yet, have they?
Use “didn't” in a question tag when the sentence includes the verb “used to”.	You used to go skating very often, didn't you?

Exercises:

1. She is collecting stickers, **isn't she?**
2. We often watch TV in the afternoon, **don't we?**
3. You have cleaned your bike, **haven't you?**
4. John and Max don't like maths, **do they?**
5. Peter played handball yesterday, **didn't he?**
6. They are going home from school, **aren't they?**
7. Mary didn't do her homework last Monday, **did she?**
8. He could have bought a new car, **couldn't he?**
9. Kevin will come tonight, **won't he?**
10. I'm clever, **aren't I?**

MODULE III

Energy

Listening to talk on the topic & completing tasks

<https://www.bbc.co.uk/learningenglish/english/features/6-minute-english/ep-210422>

<https://www.bbc.co.uk/learningenglish/english/features/6-minute-english/ep-211007>

<https://www.bbc.co.uk/learningenglish/english/features/6-minute-english/ep-211216>

<https://www.bbc.co.uk/learningenglish/english/features/6-minute-english/ep-211125>

Asking about routine actions



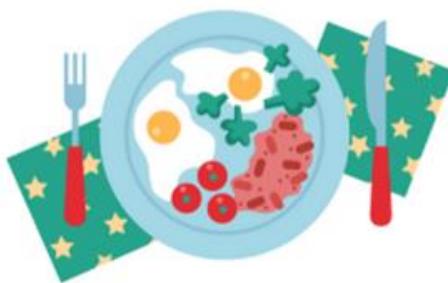
Daily Routines



wake up / get up



have breakfast



brush your teeth



take a shower



get dressed



go to school



study



practice the guitar



have lunch



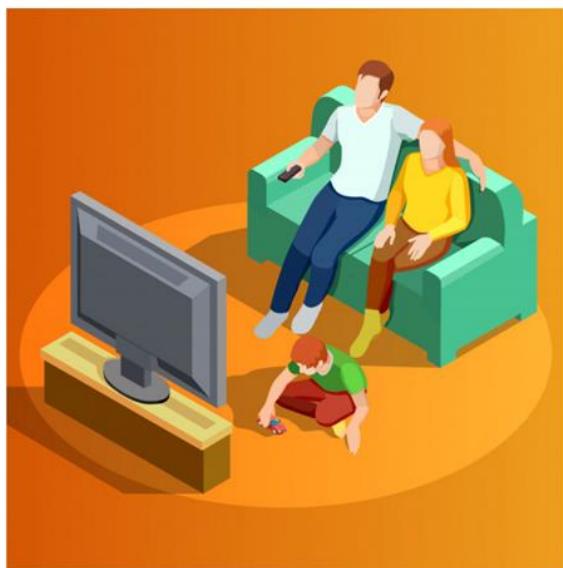
do your homework



cook dinner



watch TV



read a book



go to bed



Expressing opinion

1. Personal point of view We use these words and phrases to express a personal point of view:
 - In my experience...
 - As far as I'm concerned...
 - Speaking for myself...
 - In my opinion...
 - Personally, I think...
 - I'd say that...
 - I'd suggest that...
 - I'd like to point out that...
 - I believe that...
 - What I mean is...
2. General point of view We use these words and phrases to express a point of view that is generally thought by people:
 - It is thought that...
 - Some people say that...
 - It is considered...
 - It is generally accepted that...
3. Agreeing with an opinion We use these words and phrases to agree with someone else's point of view:
 - Of course.
 - You're absolutely right.
 - Yes, I agree.
 - I think so too.
 - That's a good point.
 - Exactly.
 - I don't think so either.
 - So do I.
 - I'd go along with that.
 - That's true.
 - Neither do I.
 - I agree with you entirely.
 - That's just what I was thinking.
 - I couldn't agree more.
4. Disagreeing with an opinion We use these words and phrases to disagree with someone else's point of view:
 - That's different.
 - That's not entirely true.
 - On the contrary...
 - I'm sorry to disagree with you, but...
 - Yes, but don't you think...
 - That's not the same thing at all.
 - I'm afraid I have to disagree.
 - I'm not so sure about that.
 - I must take issue with you on that.
 - It's unjustifiable to say that...
5. What's your opinion about it?
6. We are not alone in the universe.
7. Money can buy you happiness.

8. Mankind will eventually destroy the planet.
9. Terminally ill people have the right to end their life.
10. The death penalty is justifiable for some crimes.
11. Some drugs should be legalized.
12. Life was better twenty years ago.
13. It is better to take any job than to be unemployed.
14. Social networking websites are a waste of time.
15. Living in a city is better than living in the country.
16. Women are not capable of performing jobs in the military field as well as man.
17. It is never acceptable to take another person's life, whatever crime they have committed.

Locating Specific Information

READING STRATEGIES

Skimming and scanning



How can we improve our reading?

Two important techniques include:

Skimming

Scanning

SKIMMING



What is Skimming?

“To read quickly to get the general idea of a passage”

When Skimming

Don't read everything but try to skip the text.

Read the *first* and *last* sentences of paragraphs.

Read the *introduction* and the *summary*.

Read a few examples until you understand the concepts they are meant to illustrate.

Getting The Gist

Not
skipping



First and
Last
paragraph

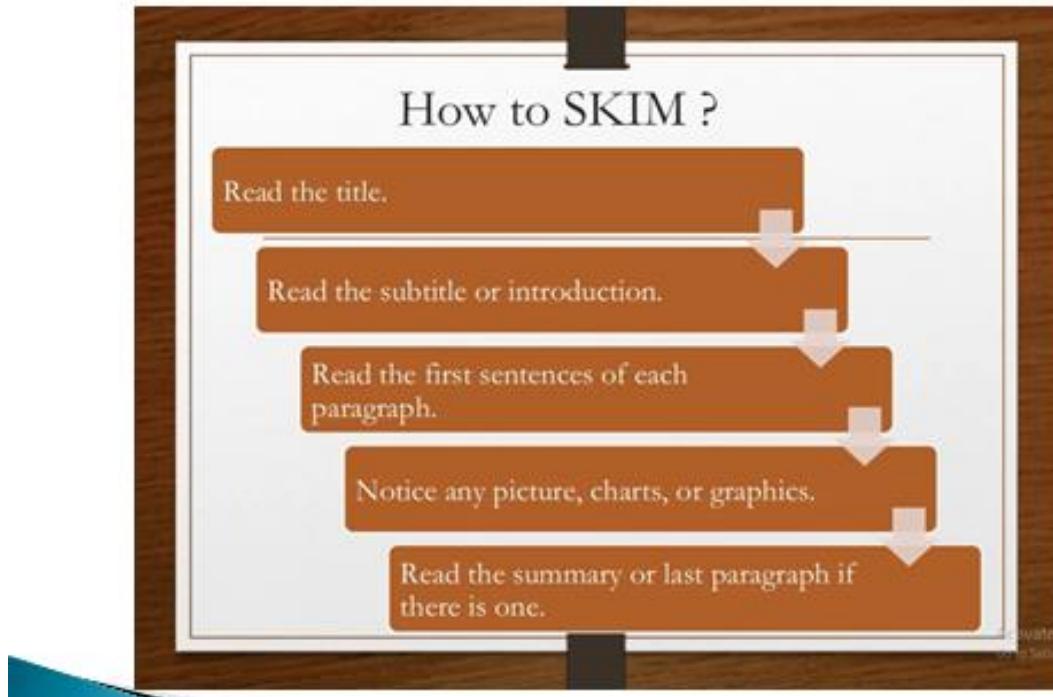


Topic
sentences



Read fast





The slide has a title "Let's practice skimming using the questions below." in a large, bold, serif font. Below the title is a horizontal line. To the left of the line is a text box containing instructions: "Choose a heading that best matches the upcoming paragraph. Remember to underline your key words." To the right of the line is a bulleted list of five options, each preceded by a small black circle:

- Parents are to blame for the state of children today.
- A report with many conclusions and worries about the United Kingdom.
- Growing up unhappy generation
- There are so many social problems young people face today.

Let's skim the first and last sentences from the passage.

In recent years, evidence has been collected which suggests that the proportion of British children and teenagers who are unhappy is higher than in many other developed countries around the world. For example, a recently published report set out to measure 'well-being' among young people in nineteen European countries, found that the United Kingdom came bottom. The report was based on statistics and surveys in which young people answered questions on a wide range of subject. The United Kingdom is a relatively unequal country with a relatively high proportion of young people living in households. With less than half the national average income. This seems to have a negative effect on how they feel about themselves.

So what's our answer?

- Choose the heading that best matches the previous paragraph.
- Parents are to blame for the state of children today
 - A report with many conclusions and worries about the United Kingdom
 - Growing up unhappy generation
 - There are so many social problems young people face today

Activity
Time for Reading

SCANNING

Search for specific information (key words)

Particular Name

Number

Telephone Number

Program

Date

The Cosine "32°"



Scanning – Get only what you need.

- Scanning is rapidly running your eyes over the text in order to locate specific details.

Three steps to scanning include:

search for key words

move quickly over the page

Less reading and more searching

Let's practice Scanning using the question below.

- How many European countries are in first report?
Remember to underline your key words.

What is your key word?

Number

Now let's scan for the info we selected.

In recent years, evidence has been collected which suggests that the proportion of British children and teenagers who are unhappy is higher than in many other developed countries around the world. For example, a recently published report set out to measure 'well-being' among young people in nineteen European countries, found that the United Kingdom came bottom. The report was based on statistics and surveys in which young people answered questions on a wide range of subject. The United Kingdom is a relatively unequal country with a relatively high proportion of young people living in households. With less than half the national average income. This seems to have a negative effect on how they feel about themselves.

How many European countries are in the first report?

Nineteen

Activision
Software

So.....

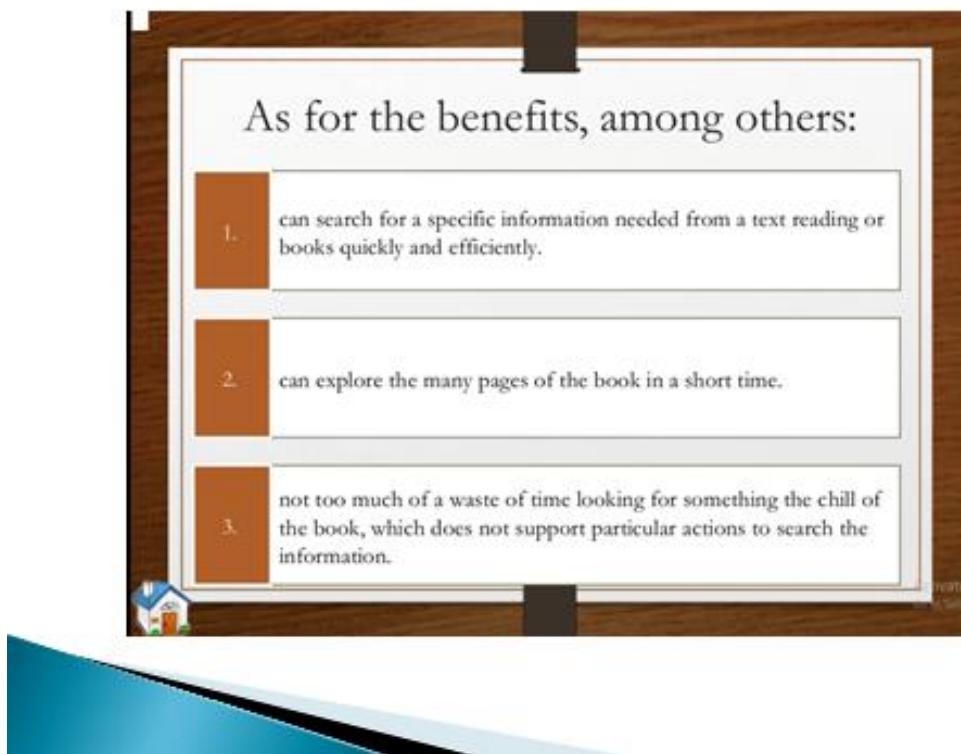
Skim

- to understand the general idea of a passage

Scan

- for specific words, numbers, details or answers.





Conclusion

- Skimming and scanning is used when reading all types of documents.
- We skim to get the idea of what a document is about and typically skim all documents before we actually begin to read.
- As we skim, we...
 - ❖ think about the topic
 - ❖ think about what we already know about the topic
 - ❖ start to guess or anticipate the details we are going to read about.
- We scan for specific information
- We work quickly when we skim and scan.

Thank You



Language development: Adverbs, Degrees of comparison, Future tense, Homophones**Adverb****Adverb:**

An adverb is a word/a set of words that modifies verbs, adjectives, and other adverbs. It tells when, where, and how an action is performed or indicates the quality or degree of the action.

Many adverbs end in -ly but some words which end in -ly (such as friendly) are not adverbs. Many words can be both adverbs and adjectives according to their activity in the sentence.

Examples:

- Robin is always hungry for success.
- I love her very much.
- He is running fast.
- Alex works hard.
- He wrote that willingly.

Adverb Clauses and Adverb Phrases are clauses and phrases that modify the verbs, adjectives or other adverbs in the sentence.

Examples:

- He ran toward the bus until he was tired. (Adverb Clause)
- He came carrying his box with two hands. (Adverb Phrase)
- We were panicked without any reason. (Adverb Phrase)

Types of Adverbs:

- Conjunctive Adverbs
- Sentence Adverbs
- Adverbs of Time/Frequency (When?)
- Adverbs of Place/Direction (Where?)
- Adverbs of Degree (How Much?)
- Adverbs of Manner (How?)
- Interrogative Adverb
- Relative Adverb

Conjunctive Adverbs:

A conjunctive adverb connects phrases or independent clauses. It provides transitions between ideas and shows relationships.

Conjunctive adverbs are also called connectors.

Examples:

- It rained last night. Nonetheless, the final match has not been canceled.
- We are still confused, however, if the umpires will come.
- Last season there was a great drought; consequently, we could not grow crops.

Sentence Adverbs:

A sentence adverb starts the sentence and modifies the whole sentence.

Examples:

- Hopefully, we will win the match.
- Apparently, the sky is getting cloudy.
- Certainly, I did not think of coming here.

Adverbs of Time/Frequency (When?)

Adverbs of time/frequency indicate time or frequency of the action in the sentence. They answer the question ‘when/how frequently is the action performed?’.

Always, never, often, eventually, now, frequently, occasionally, once, forever, seldom, before, Sunday, Monday, 10 AM, 12 PM, etc. are common adverbs of time/frequency.

Examples:

- I went to school a little late yesterday.
- He always gets a good result.
- I will leave Monday.
- He smokes occasionally.

Adverbs of Place/Direction (Where?)

Adverbs of place/direction that indicate place/direction of the action in the sentence. They answer the question ‘ where is the action performed?’.

Across, over, under, in, out, through, backward, there, around, here, sideways, upstairs, in the park, in the field, in that place, etc. are some common adverbs of place/direction.

Examples:

- I went through the jungle.
- He plays in the field.
- Alex is going to school.
- He is staying at my home.

Adverbs of Degree (How Much?)

Adverbs that express the importance/degree/level of the action in the sentence are called adverbs of degree. They answer the question ‘how much is the action performed?’.

Completely, nearly, entirely, less, mildly, most, thoroughly, somewhat, excessively, much, etc. are common adverbs of degree.

Examples:

- She completely forgot about her anniversary.
- I read the newspaper thoroughly.
- I am so excited about the new job.
- Robin hardly studies

Adverbs of Manner (How?)

Adverbs that express the manner/approach/process of the action in the sentence are called adverbs of manner. They answer the question ‘how is the action performed?’.

Beautifully, equally, thankfully, carefully, handily, quickly, coldly, hotly, resentfully, earnestly, nicely, tirelessly, etc. are common adverbs of manner. These adverbs usually end in ly.

Examples:

- Let's divide the prizes equally.
- Please, handle the camera carefully.
- Mike is walking slowly.
- He is running fast.

Interrogative Adverbs

These adverbs are used to ask questions and are placed at the beginning of a sentence.

Examples:

- **How** is your brother now?
- **Why** didn't she come last night?
- **Where** is my bag?
- **When** did you go to Malaysia?
- **How** long was your flight to India?

Relative Adverbs

As the name suggests, these adverbs relate or connect two clauses or two sentences. They are called relative adverbs because they refer to something mentioned earlier. They are where, when and why.

Examples:

- This is the village **where** I grew up.
- I don't remember **when** I went to bed last night.
- Do you know the reason **why** the shops are closed today?
- She remembers the day **when** she first met her husband.
- I know the hospital **where** my brother was born.

Examples:

- We will go to a movie **tonight**.
- She went shopping **yesterday**.
- Max likes to finish his work **early**.
- Aarti will be back from work **soon**.
- May I go home **now**?
- I searched for my lost pen **everywhere**.
- The lady went **inside** her house.
- Let's go **out**.
- He went **downstairs** to the basement.
- It was too crowded **here**, so they went **there**.
- Mike practices the violin **regularly**.
- My grandparents visit us **frequently**.
- She has only been to the theatre **once**.
- I go to the park **often**.
- My friends will come **again**.

- Rohit speaks English **fluently**.
- Her uncle is **seriously** ill.
- I was **terribly** upset with my brother.
- The soldiers fought the war **bravely**.
- You should handle fragile items **carefully**.
- It is a **bit** chilly outside.
- Your question confused me a **little**.
- Shikha is **least** interested in sports.
- He was **slightly** feverish yesterday.
- We were **somewhat** surprised by his behaviour.
- This room is **sufficiently** big.
- Her dress is **pretty** expensive.
- The ceiling in this room is **fairly** high.
- She looked **rather** nice yesterday.
- This pasta is **quite** tasty.
- Manish **really** loves reading books.
- I am **very** sorry I couldn't come yesterday.
- She is **extremely** beautiful.
- He is **too** weak to walk.
- Shikha is **immensely** talented.

Question: Identify the adverbs in the following sentences and state the kind of adverb.

- Arjun usually walks to school.
- Megha dances gracefully.
- We are moving to a new house soon.
- Keep the vase here.

- I woke up late since it is a holiday.
- When is the next bus to college?
- I remember the summer when it was scorching hot.
- She is extremely tall.

Solution:

- Arjun **usually** walks to school. (Adverb of frequency)
- Megha dances **gracefully**. (Adverb of manner)
- We are moving to a new house **soon**. (Adverb of time)
- Keep the vase **here**. (Adverb of place)
- I woke up **late since** it is a holiday. (late – Adverb of time, since – Adverb of reason)
- **When** is the next bus to college? (Interrogative adverb)
- I remember the summer **when** it was scorching hot. (Relative adverb)
- She is **extremely** tall. (Adverb of degree)

Complete each sentence using the words from the table in the correct adjective or adverb forms.

careful	complete	continuous	financial	fluent
happy	nervous	perfect	quick	special

1. Our holiday was too short. The time passed very _____.
2. Tom doesn't take risks when he's driving. He's always _____.
3. Sally works _____. She never seems to stop.
4. Alice and Stan are very _____ married.
5. Monica's English is very _____ although she makes a lot of mistakes.
6. I cooked this meal _____ for you, so I hope you like it.
7. Everything was very quiet. There was _____ silence.
8. I tried on the shoes and they fitted me _____.
9. Do you usually feel _____ before examinations?
10. I'd like to buy a car but it's _____ impossible for me at the moment.

2. Choose the adjective or adverb form of the word.

11. The driver of the car was _____ injured.
 12. The driver of the car had _____ injuries.
 13. I think you behaved very_____
 14. Rose is _____ upset about losing her job.
 15. There was a _____ change in the weather.
 16. Everybody at the party was _____ dressed.
 17. Linda likes wearing _____ clothes.
 18. She fell and hurt herself quite _____
 19. Don't go up that ladder. It doesn't look _____
 20. He looked at me _____ when I interrupted him.

Answers

1. quickly
 2. careful
 3. continuously
 4. happily
 5. fluent
 6. specially
 7. complete
 8. perfectly
 9. nervous
 10. financially
 11. seriously
 12. serious
 13. selfishly
 14. terribly
 15. sudden
 16. colorfully
 17. colorful
 18. badly
 19. safe
 20. angrily

Degrees of Comparison

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. Positive Degree : When we speak about only one person or thing, We use the Positive degree. The positive degree is the simplest form of the adjective and has no special ending. It merely describes the quality, without expressing or

suggesting any comparison.

Example

Thomas is not as strong as William.

Thus, the positive degree of the adjective strong is strong. .

2.Comparative degree :The comparative degree of an adjective is formed by adding the termination -er to the positive degree. It denotes that the quality exists in the object described in a higher degree than in some other object.

Example

William is stronger than Thomas.

Thus, the **comparative degree** of the adjective strong is stronger.

3.Superlative Degree: It is formed by adding -est to the positive degree. It denotes that the quality exists in the highest degree in the object described.

Example

Mount Everest is the tallest mountain.

Comparative levels of Adjective

Positive	Comparative	Superlative
Brave	Braver	Bravest
Small	Smaller	Smallest
Big	Bigger	Biggest
Thick	Thicker	Thickest
Relevant	More relevant	Most relevant
Precious	More precious	Most precious
Important	More important	Most important

Rules

- i. No other bird is as beautiful as peacock.(Positive)
Peacock is more beautiful than any other bird. (Comparative)
Peacock is the most beautiful bird (Superlative)
- ii. Very few metal is as useful as iron. (Positive)
Iron is more useful than many other metals. (Comparative)
Iron is one of the most useful metals. (Superlative)
- iii. John is as tall as Ravi (Positive)
Ravi is not taller than John (Comparative)
Superlative degree is not available

Worksheet

II. Fill in the blanks with appropriate forms of adjectives (degrees of comparison). Choose your answers from the options given below.

1. James is as as his brother.

- a. Tall b. taller c. tallest
2. Alexander was one of kings who ever lived.
a. great the b. greatest c. the greater
3. Martin is than any other boy in the class.
a. more industrious b. the more industrious c. the most industrious
4. Chennai is than Mumbai.
a. hot b. hotter c. hottest
5. Very few cities in Asia are as as Hong Kong.
a. big b. bigger c. biggest
6. This cathedral is the in South India.
a. big b. bigger c. biggest
7. An airplane flies than birds.
a. more fast b. more faster c. faster
8. Kitchen appliances have made cooking
a. more easy b. more easier c. easier
9. Very few countries are as rich America.
a. than b. as c. so
10. Some beans are at least as meat.
a. more nutritious b. as nutritious c. nutritious
11. Naomi is than her sister.
a. less clever b. less cleverer c. lesser clever
12. Clara is than Sara.
a. more clever b. more cleverer c. cleverer
13. She is than her sister.
a. pretty b. prettier c. prettiest
14. Martha is a girl.
a. nice b. nicer c. nicest

15. Supriya is the girl in the class.

- a. intelligent b. more intelligent c. most intelligent

Answers:

1. as tall as
2. greatest
3. more industrious
4. hotter
5. as big as
6. the biggest
7. faster
8. easier
9. as rich as
10. as nutritious as
11. less clever
12. cleverer
13. prettier
14. nice
15. most intelligent

III. Change the degrees of the sentences as directed:

1. Hemanth is more intelligent than other boys in the class. (Change to positive)
2. Chris is the tallest student in this class. (Change to comparative)
3. Calcutta is one of the largest cities in India. (Change to positive)
4. Sachin Tendulkar is better than most other batsmen in the world. (Change to positive)
5. Greenland is larger than any other island in the world. (Change to superlative)
6. Water is not as light as air. (Change to comparative)
7. Shakespeare is the most famous of all writers in English. (Change to comparative)
8. No other girl in the class is as smart as Julie. (Change to superlative)
9. India is not as large as China. (Change to comparative)
10. Few English poets were as great as Wordsworth. (Change to superlative)
11. Solomon was wiser than any other king. (Change to positive)
12. Very few books are as popular as David Copperfield. (Change to superlative)
13. Shimla is more famous than many other hill stations in India. (Change to superlative)
14. Milk is more nourishing than any other food. (Change to positive)
15. Radium is one of the most valuable metals. (Change to comparative)

Answers

1. Other boys in the class are not as intelligent as Hemanth.
2. Chris is taller than any other student in the class.
3. In India very few cities are as large as Calcutta.
4. Very few batsmen are as good as Sachin Tendulkar in the world.
5. Greenland is the largest island in the world.
6. Air is lighter than water.
7. Shakespeare is more famous than any other writer in English.
8. Julie is the smartest girl in the class.
9. China is larger than India
10. Wordsworth is one of the greatest poets.
11. No other king was as wise as Solomon.
12. David Copperfield is one of the most popular books.
13. Very few hill stations in India are as famous as Shimla.
14. No other food is as nourishing as milk.
15. Radium is more valuable than many other metals.

Homophones

Homophones: Words that have the same pronunciation, but different spelling and different meanings.

Examples:

- 1) **accept:** to accept is to receive, admit or take on responsibility

I **accept** responsibility for the car accident.

except: usually a preposition meaning other than or a conjunction meaning if it weren't for the fact that

I have every card **except** the ace of spades.

- 2) **affect:** usually a verb meaning to have an influence on, to bring about a change

Eating too much can **affect** your weight.

effect: usually a noun meaning result

The **effect** of the frost will be higher fruit prices.

- 3) **advice:** a noun meaning an opinion about an action

The pediatrician gave **advice** on how to bathe infants.

advise: a verb meaning to offer advice or recommend

I would **advise** you not to speed at night.

- 4) **forth:** an adverb meaning forward in time, place or order

We went **forth** with our plans to move.

fourth: follows third

I was **fourth** in line.

- 5) **its:** shows possession, answers the question, "Whose?"

Its gas tank was empty.

it's: contraction of it is

It's the third Sunday of the month.

- 6) **lose:** to misplace something

How can you **lose** your wallet?

loose: not tight, to set free

We let the dog **loose** during the day.

- 7) **no:** the negative

Staying home alone is **no** way to spend a Saturday night.

know: to possess knowledge

I **know** the entire alphabet.

8) **new:** not old

Every summer I buy a **new** swimsuit.

knew: past tense of know

I **knew** the answer but did not raise my hand.

9) **of:** a preposition that links words

The lion is the king **of** beasts.

10) **have:** a verb meaning to possess

They have eight children.

11) **principal:** adjective meaning important or having to do with interest/capital

the adjective is always spelled with an a

The principal of Denton High School is Bob Richards.

principle: noun that refers to a basic truth or law or a policy

It was against my **principles** to argue with the elderly man.

12) **there:** (1) indicates direction: The dog is over **there**.

(2) subject: **There** are five cookies left.

their: shows possession: That is **their** new home.

they're: contraction of they are: **They're** going to be late.

13) **to:** (1) preposition used to link words: Mary went **to** the library.

(2) infinitive form of the verb: Bob likes **to** juggle.

too: (1) refers to quantity: I ate **too** much.

(2) also: Sandy is going to the library **too**.

two: the number two: We had **two** flowers to plant.

14) **were:** verb: The twins **were** tired.

where: direction or place: **Where** did I leave my glasses?

15) **whose:** shows possession: **Whose** dirty shoes are on the carpet?

who's: contraction of who is: **Who's** coming for supper?

16) **your:** shows possession: Those are **your** dirty shoes.

you're: contraction of you are: **You're** always late for supper.

Directions: Choose the correct word.

Example: Please try not to waste (*waste, waist*) paper.

1. Can I go to the party (to, **too**, two)?
2. This is my favorite (pare, **pair**, pear) of jeans.
3. I (**sent**, scent, cent) a letter to my aunt in Vietnam.
4. The children got (**bored**, board) during the lecture.
5. Mr. and Mrs. Rodriguez like to work in (there, they're, **their**) garden.
6. Alec is going to (**wear**, ware) his work boots today.
7. Do you think it is going to (rein, **rain**, reign) this afternoon?
8. I saw a restaurant just off the (rode, **road**) about a mile back.
9. David's brother is in a (**band**, banned) which plays Russian music.
10. Juana wants her socks because her (tows, **toes**) are cold.
11. The teachers walked down the (**aisle**, isle) between the rows of desks.
12. Hadil has a (pane, **pain**) in her shoulder.
13. The school (**principal**, principle) spoke to a group of parents.
14. The clerk wants to (**sell**, cell) as many TVs as possible.
15. I don't want to talk about the (passed, **past**) anymore.
16. Nobody (**knows**, nose) what you are thinking.
17. I have (for, **four**, fore) dollars in my pocket.
18. I need to take a (**break**, brake) from this exercise!
19. Humans have hands. Dogs have (**paws**, pause).
20. (**He'll**, Heel, Heal) be here in a few minutes.

Future Tense

Tense in which we talk about the Future action or event are Future Tense. Basically, this Tense mentions something which follows the spoken or written sentence. For eg. She will dance at the party tomorrow. They are divided into four Parts-

Simple Future

Future Perfect Tense

Future Continuous Tense

Future Perfect Continuous Tense

Simple Future Tense

The Tense tells us about an action that has not occurred yet and will occur after saying or in the Future.

Rule- Subject+ Will/ Shall + Verb(First form)

Uses-

1. No Plan

We use Simple Future when there is no plan for any activity or action until we speak or write. We make decisions at the time of speaking.

For Example-

- I will see what has to be done.
- Maybe we will go to a movie tonight.
- I think I will go to work tomorrow.

2. Predictions

This Tense is used to make predictions about the Future. They are not facts or certain statements but just predictions.

For Example-

- It will rain tomorrow.
- Who do you think will be our next President?
- Elon Musk won't launch Roadster before 2022.

3. Be

When the verb “be” is used in a sentence we use Simple Future Tense.

For Example

- I'll be in Delhi the day after tomorrow.
- Will you play with me tomorrow?

Future Continuous Tense

Future Continuous Tense is used when we talk about the time which will be happening in the Future. The action will start sometime before that moment but would not have been finished till the moment.

Rule-

Subject +Auxiliary verb WILL + Auxiliary verb BE + Main verb

For Example-

- I will be playing tennis at 8 pm tomorrow.
- They won't be watching TV at 9 pm tonight.
- What will you be doing

Positive Sentence-

She will be writing a book.

Negative Sentence-

She will not be writing a book.

Interrogative Sentence-

Will she be writing a book?

Interrogative Negative Sentence-

Will she not be writing a book?

Future Perfect Tense

This Tense talks about the past in the Future. It talks about the action which would have been completed in the Future.

Rule-

Subject + Auxiliary Verb WILL + auxiliary verb HAVE + main verb(Third form)

Uses-

1- To express the action in the Future before another action in the Future.

Example-

- I will have arrived at work by 9 am tomorrow.
- Sapna won't be in school when you arrive. Really? Where will she have gone?

Positive Sentence-

She will have written the book.

Negative Sentence-

She will not have written the book

Interrogative Sentence-

Will she have written the book?

Interrogative Negative Sentence-

Will she not have written the book?

Future Perfect Continuous Tense

It is used to talk about actions that will commence at a fixed time in the Future and will continue for some time in the Future. If there is no time reference, then it is not a Future Perfect Continuous Tense.

Without continued time reference, such sentences are Future Continuous Tense. Continued time reference only differentiates between Future Continuous Tense and Future Perfect Continuous Tense.

Rule-

Subject + Auxiliary verb WILL + Auxiliary verb HAVE BEEN + Verb(First form) +ing

Positive Sentence-

She will have been writing the book.

Negative Sentence-

She will not have been writing the book.

Interrogative Sentence-

Will she have been writing the book?

Interrogative Negative Sentence-

Will she not have been writing the book?

Exercise

1. The bus ----- (to arrive) at 12:30.
2. We ----- (to have) lunch at mountain top café.
3. Rohit ----- (to fly) to New Delhi on Wednesday evening.
4. Are you still reading that book? If you----- (to finish) by 4 pm we can go out for ice cream.
5. I----- (to see) my mother in May.
6. Look at the weather. It ----- (to rain) in a few minutes.
7. Wait! I ----- (to drive) you to the airport.
8. I'm sorry but you need to stay in the office until you _____ (to finish) your work
9. I don't think you _____ (to have) any problems when you land in Boston

Answers-

1. Arrives
2. are going to have
3. is flying
4. finish
5. am going to see
6. is going to rain
7. will drive

8.have finished

9.will have

Future Tense and Types

Tenses are verbs that specify the time frame in which an action or event occurred. Tenses are divided into three categories based on the time of occurrence:

- Past Tense
- Present Tense
- Future Tense

A Tense is a word form used to denote the time of an incident in relation to the time of speech. It denotes the end of a task or the continuation of one. Whether you're a school student or preparing for a competitive Examination or another English proficiency test, having a thorough understanding of Tenses will undoubtedly help you score higher. Let's look at some samples of different Tenses rules and usage!

What is the Future Tense?

The Future Tense agenda includes any action that is scheduled to occur in the Future. Future Tense, like any other Tense, can be identified by the verb form and auxiliaries utilized.

Types Of Future Tense

Simple Future Tense Rules

When describing an action that will take place in the Future, the Simple Future Tense is employed. It expresses assurance and facts. The following is an example of how to use this Tense:

Subject + will/shall + V1 + Object

Example:

- We'll relocate to another city.
- He'll arrive in New York tomorrow.

Future Continuous Tense Rules

The Future Continuous Tense portrays an action that will most likely occur in the future and last for a predetermined amount of time. It's made up of the [words](#) 'will+be+past participle.' The following Tense is used:

Subject + will be/shall be + ing + V1 + Object

Example:

- I'll be sleeping till around 6 a.m. tomorrow.
- They'll be playing at this time the next day.

Future Perfect Tense Rules

The Future Perfect Tense is used to indicate an action that will take place at a Future date and time. The Tense is generated by combining the words "will" and "have" with the verb's past participle. It's used for:

Subject + will have/shall have + V3 + Object

Example:

- I plan to finish the homework by Monday.
- Before her father arrives, she will have cleaned the house.

Future Perfect Continuous Tense Rules

The Future Perfect Continuous Tense describes an action that will last until a Future date. It's made up of the participle will+have+been+present. It's used for:

Subject + will have been + V1 + ing + Object

Example:

- He'll have run for an hour on the treadmill the next day.
- We'll have spent the entire winter soaking in the afternoon sun.

Future Tense Rules

The Future Tense is used to represent Future occurrences that haven't happened yet but may happen in the Future. It's a Future-Tense version of the verb that doesn't exist right now.

Example:

- She'll be performing her dance to classical music.
- We'll be moving to the house in upstate New York first thing tomorrow morning.
- In ten minutes, the train will depart.

Sequence words

1. Karen is rich; ___, her cousin Kate is poor.

a. therefore

b. however

c. otherwise

2. You'd better take a taxi. ___, you'll arrive late.

a. Consequently

b. Furthermore

c. Otherwise

3. I enjoy reading this new magazine. ___, it has good articles.

a. Moreover

b. Nevertheless

c. However

4. Jack wasn't tired. ___, he took a nap.

a. Otherwise

b. Hence

c. Nevertheless

5. Phil was not thirsty; ___, he drank five glasses of water.

a. however

b. moreover

c. furthermore

6. The kids didn't study. ___, they failed the course.

a. Therefore

b. Nonetheless

c. Otherwise

7. The weather was terrible. ___, we decided to delay our trip.

a. Furthermore

b. Besides

c. Therefore

8. You must buy the tickets; ___, we won't be able to see that play.

a. otherwise

b. although

c. besides

9. The neighborhood isn't very interesting. I like the house, ____.

a. moreover

b. thus

c. though

10. We live in the same building; ___, we hardly see each other.

a. however

b. therefore

c. furthermore

11. He didn't earn enough money. ___, his wife decided to get a job.

a. Moreover

b. Therefore

c. Although

12. That house isn't big enough for us, and ___, it's too expensive.

a. furthermore

- b. hence
- c. although

13. We have plenty of money and workers; ___, we hope to finish the house remodeling soon.

- a. nevertheless
- b. unless
- c. thus**

14. She's extremely rich; ___, she's not snobbish.

- a. hence
- b. however**
- c. otherwise

15. It was a windy and rainy night. ___, I decided to go out.

- a. nevertheless**
- b. otherwise
- c. hence

Choose words from the box to fill in the spaces in the exercise below.

moreover

firstly

on the other hand

whereas

at least

then

however

actually

besides

though

1. I had a terrible day at work and lost my umbrella too. **At least** I spoke that nice guy who works in the coffee shop at last!

2. Television turns people into lazy couch potatoes. **On the other hand**, there are some educational programmes on.
3. **Firstly**, I would like to welcome you all to the conference today.
4. **Though** the film was a little boring, we still had a nice evening out.
5. I've always known Caroline as a mean person. **However**, she lent me \$10 yesterday without having to ask twice!
6. I got up at 9 o'clock yesterday and had a cold shower. **Then**, I had breakfast and left for work.
7. My brother works in a large office **whereas** I work on my own at home.
8. Why don't you think I would want to go out tonight? **Actually**, I would be delighted to get out of the house.
9. You should go to university as it gives you a chance to meet so many new people. **Moreover**, it gives you the chance to get important qualifications and get a better job.
10. I don't want to go to the football game. Football bores me and I don't want to pay \$40 for a ticket. **Besides**, look at the weather! All that rain!

Misspelled Words

Spelling seems like such a minor thing. And don't we all have the spell-check feature in our computers? But it's actually one of the most problematic issues we deal with in the business world. Bad spelling can put a dent in your professional reputation.

According to [one survey](#), 43% of hiring managers automatically chuck a candidate's resume if it has spelling errors. Another showed that [79% of recruiters and human resource managers](#) said spelling and grammatical mistakes were the biggest "deal breakers" in job hunting.

Here are some of the most commonly misspelled words in American English, along with their common misspellings, and tips on how to get them right the first time:

1. accommodate

Common misspellings: acommodate, accomodate

To spell this correctly, just remember that there are two sets of double letters — “cc” and “mm.”

2. acknowledgment

Common misspelling: acknowledgement

Even though you might be corrected if you slap that “e” in between the “g” and the “m,” the spelling is still right! With the “e” is the typical British spelling, without the “e” is American. So unless you’re looking for a job across the pond, stick with “acknowledgment.”

3. acquire

Common misspelling: aquire

People often forget to include the “c,” but there’s an old memory trick to get around that oversight: “I c that you want to acquire that.”

4. apparent

Common misspellings: apparant, aparent, apparrent, aparrent

Apparently a lot of people find this tough to spell. One tip is to think of an *app* (spelled with two “p” letters) to help you become a better *parent*.

5. calendar

Common misspelling: calender

To most people, that “ar” as an ending looks weird, so they naturally want to write it as “er.” The reason for the “ar”? Calendar comes from the Latin word *kalendarium*, and we English speakers chopped off the “ium.”

6. colleague

Common misspellings: collaegue, collegue, coleague

Just think that you'll become a major *league* speller when you spell "colleague" correctly — and remember, it's with two "l's."

7. conscientious

Common misspelling: consciencious

This one has a "t" and not a "c" near the end, even though it comes from the word conscience. One mnemonic: If you're conscientious, you don't only dot your "i's," you also cross your "t's" (so put a "t" in this word)!

8. consensus

Common misspelling: concensus

It's tempting to spell this with a "c" because we know the word "census." But census has nothing to do with consensus. In fact, it actually comes straight from the Latin word *consensus* (meaning agreement or common feeling).

9. entrepreneur

Common misspellings: entrepeneur , entreprenur , entreperneur

Entrepreneur consistently appears on lists of the most commonly misspelled business words. The problem? It's a French word, so its spelling doesn't fit standard English rules. Most people drop the "r" in the "pre" or transpose it, so it's "perneur." Your best bet is just to memorize the spelling.

10. experience

Common misspelling: exeriace

The problem here is that the “ance” and “ence” endings both usually mean the same thing, and can sound similar. The differences in spelling usually depend on the original Latin root word and how it came into English. We say skip the rules and just memorize the difference (or seek assistance).

Other “ance” and “ence” words that are commonly misspelled:

- **guidance** (not guidence)
 - **occurrence** (not occurrence)
 - **perseverance** (not perseverence)
 - **reference** (not referance)
 - **perseverance** (not perseverance)
-

11. fulfill

Common misspelling: fulfil

Fulfill is used a lot if you’re in sales, so it pays to spell it correctly. Technically, both spellings — “fulfill” and “fulfil” — are correct. Here in the U.S., though, it’s best to go with the first. In the U.K., it’s the other way around. (But wherever you are, never forget that first “l.”)

12. indispensable

Common misspelling: indispendible

This is an “able” — and not an “ible” — ending word. There are some general rules about when to use which, but the problem with those rules is that there’s a lot of overlap. For example, one rule says that if the root word ends in “e,” you usually drop the “e” and add “able” ... but there are a number of “ible” ending words where you do the same thing! Your best bet? Memorize the correct spelling!

13. led

Common misspelling: lead

This consistently ranks at the top for most misspelled words on resumes. So let’s get it straight: the past tense of “to lead” is written and pronounced “led.” But a lot of people instead write “lead,” probably because they’re thinking of the mineral lead.

14. laid off

Common misspelling: layed off

The past tense is “laid.” There is no such word (at least nowadays) as “layed.”

15. liaison

Common misspelling: liasion

This word often trips people up because the spelling is so non-standard for English — which makes sense, since it’s a French word. It’s easy to put the vowels in the wrong order to make it look “right” to our eyes (or to completely miss that second “i”)!

16. license

Common misspellings: licence, lisence

The “c” and the “s” are what can make license tough to spell. People often switch them around, or replace one with the other. In American English, it’s always “license.” But in British English, it’s spelled “licence” when it’s a noun, and “license” when it’s a verb.

17. maintenance

Common misspellings: maintainance, maintnance

It’s tempting to take “maintain” and just attach the suffix “ance.” There’s a “ten” in there instead of a “tain.” Just memorize this sentence: “I have to do it *ten* times for proper maintenance.”

18. necessary

Common misspellings: neccessary, necessery

A word we all see and use frequently, but that throws many of us off when it comes to spelling. Typically the dilemma is which consonant is doubled — the “s”? The “c”? Or both? The right answer is just the “s.”

19. occasion

Common misspelling: occassion

Let's take this occasion to say that there's only one "s" in this word. The reason is that the "sion" is actually a form of a "tion" ending, as in *action*. There's no double "t" there, no double "s" here.

20. occurred

Common misspelling: occured

Always two "r" letters! According to English pronunciation rules, with one "r," it would be pronounced as "oh-cured" which means ... nothing!

21. pastime

Common misspelling: passtime

Unlike some other compound words consisting of two words ending and beginning with the same letter (see "underrate" below), pastime doesn't have two "t's."

22. privilege

Common misspellings: privelege, priviledge

Only one "e" and no "d," even though it sounds like it needs it. For this spelling, blame the Romans. That last part "lege" is a form of the word *lex*, or law (with no "d" either).

23. publicly

Common misspelling: publically

The most commonly misspelled word, according to the [Oxford Dictionary](#). One reason is that this word violates a general spelling rule in English: for words ending in "ic," you should add "ally" (e.g., logically). There's one only major exception to this rule — and yep, you guessed it: "Public," which adds an "ly."

24. receive

Common misspelling: recieve

This is also on [Oxford Dictionary's top 10 most misspelled words](#), but it really shouldn't be. We all learned "i before e, except after c" when we were kids — and that's definitely a "c" in there!

25. recommend

Common misspellings: recomend, reccommend

Here's another case where double letters confuse people. They often think there are two sets of double letters instead of just one, or none at all. Just keep in mind that this word combines "commend" with the prefix "re" — and it'll spell itself.

Permission letter

EXAMPLE 1: Permission letter for industrial visit to HOD.

You can use this example as a **permission letter for industrial visit from college**, modify as per your requirements.

S. Suresh
B. S. A University
Chennai-600048

Date : 14th August, 2022.

The HoD
ABC Standard School
Shilaa Pur,
Jila, New Delhi.

Subject: Application for industrial visit.

Respected sir

My name is Nampui L, from your prestigious college, and I am now enrolled in and is my roll number 92.

I'm writing on behalf of Btech() Department students to ask for permission to visit Dalmia Cement Factory for an industrial tour. The visit would take place on 9th September, 2022.

This visit may aid students in gaining a thorough understanding of preferred fields, making it easier for them to comprehend the real workings of the apparatus.

I guarantee that all kids will maintain the appropriate level of decorum in the classroom.

I anxiously anticipate your good response since I am required to tell all of the pupils.

Yours Faithfully,

Name of the student

Class : _____

Roll Number: _____

Mobile No: _____.

Letter of Invitation

Invitation Letter for Event – Formal Invitation Letter for Graduation Ceremony

S. Suresh
B. S. A University
Chennai-600048

07/01/2022

Dr. Shankar Devan
21/56, E C Layout
East Tambaram
Chennai – 600089

Subject: Formal Invitation to be the Chief Guest for the Graduation Ceremony

Dear Sir

We are pleased to invite you to be the Chief Guest for the Graduation Ceremony that is to be held on the 24th of January, 2022 at Karpagam College of Arts and Science. We would be honoured to have you present our students with their degree certificates. It would be a great chance for the students also to interact with you about the different career opportunities they have.

We genuinely hope that you would accept our invitation. It would be highly appreciated if you could reply to us by the 13th of January, 2022, so that we can make the necessary arrangements for your travel and accommodation.

Looking forward to hearing from you.

Yours sincerely,

Signature

S. Suresh

MODULE IV

Our Living Environment

Listening

Listening to scientific texts & making notes - Effective ways of making notes.

<https://www.bbc.co.uk/learningenglish/english/features/6-minute-english/ep-211216>

Transcript:

Note: This is not a word-for-word transcript

Neil

Hello. This is 6 Minute English from BBC Learning English. I'm Neil.

Sam

And I'm Sam. It's hard to feel positive when you hear about climate change, don't you think, Neil?

Neil

Yes. According to the UN's COP26 conference, we're heading for a catastrophic global temperature rise of three degrees by the end of this century... Fires are blazing from the Amazon to the Arctic... And even if we stopped burning all fossil fuels tomorrow, it would take decades to feel the effects. It's all very depressing!

Sam

I agree, but there is hope that catastrophes can be avoided thanks to some amazing ideas by some very imaginative scientists. In this programme, we'll be discussing geoengineering – the name for a collection of new scientific plans to remove carbon from the atmosphere and stop global warming.

Neil

Also called 'climate repair', geoengineering is still in the experimental stages. Some technologies are controversial because they interfere with natural climate systems, and others may not even be possible.

Sam

One ingenious idea to cool the planet involves spraying diamond dust in the sky to deflect the Sun's rays.

Neil

Amazing! But before we find out more, I have a question for you, Sam. Spraying diamond dust in the sky sounds futuristic, but in the 1960s there was a band who wrote a song called 'Lucy in the Sky with Diamonds'. But which band? Was it:

- a) The Rolling Stones?
- b) The Beach Boys? or
- c) The Beatles?

Sam

I think most people would say the answer is c) The Beatles

Neil

OK, we'll find out the answer later in the programme. Now, throwing diamonds in the sky might sound crazy but it's far from the wildest idea scientists have thought up to decarbonise the planet.

Sam

Oceans hold sixteen times more carbon than the Earth's atmosphere and could hold even more if the fish and plankton living there had more available nutrients – food that animals and plants need to grow.

Neil

But how to provide these nutrients? Believe it or not, one answer involves - you guessed it - whale poo

Sam

David King chairs the Centre for Climate Repair at Cambridge University. He explained how his unusual idea would work to BBC World Service programme, Discovery:

David King

Image now a pod of whales all coming up and pooing in the same area of the ocean. This could be in an eddy current, and it could lead to something like 10,000 to 20,000 square kilometres being covered in nutrients, including iron. And as we know from observations today, within three months that region is chock-a-block with fish.

Neil

Whales live in groups called pods. They swim up to the ocean surface to poo, and this poo can be spread in an eddy – a large current of water moving in a circular motion, like a giant whirlpool.

Sam

As a result, huge areas of the ocean are covered in nutrients, and become chock-a-block with fish – an informal way to say ‘full of fish’.

Neil

Another original idea being explored is ‘rock weathering’. Carbon is slowly locked into rocks and mountains over thousands of years by natural geological processes. This literally ground-breaking idea would speed up the process by locking carbon into rocks that have been dug up through industrial mining.

Sam

Listen as geochemist, Professor Rachael James, explains her idea to BBC World Service's, Discovery:

Rachael James

For every tonne of rock that's mined, only a very tiny proportion, a couple of grams of that, is actually diamond. The rest of it is effectively waste. So, mine waste material is potentially a really great source of material that could be repurposed for enhanced rock weathering, and I think that's really good because it creates a circular economy.

Sam

Mining for diamonds creates tonnes of waste rock which could be used to capture carbon. Professor James wants to repurpose this rock – to find a new use for it.

Neil

Not only would this lock more carbon, it also creates a circular economy – an economic model which involves sharing, reusing and recycling products for as long as possible to avoid waste and to reduce levels of carbon.

Sam

While these ideas might sound strange, they're all theoretically possible. And looking to science for positive solutions reminds some people of the early ecological movement which started in the 1960s and now, fifty years later, is being taken seriously.

Neil

Speaking of the 1960s, it's time to reveal the answer to my question, Sam.

Sam

Ah yes, you asked me which sixties band wrote the song, Lucy in the Sky with Diamonds. I said, confidently, c) The Beatles.

Neil

Which was, of course... the correct answer! John Lennon and Paul McCartney wrote the song in 1967 but I doubt even they could have predicted that it would inspire a scientific idea to save the planet!

Sam

OK, let's recap the vocabulary from the programme, starting with nutrients – food that plants and animals need to grow.

Neil

Whales and other sea mammals like dolphins live in a group called a pod.

Sam

An eddy is a large current of water moving in a circular motion.

Neil

Chock-a-block is an informal way to say 'full of something'.

Sam

If you repurpose something, you find a new use for it – a use other than what was originally intended.

Neil

And finally, the planet's future might depend on the circular economy – an economic system which values sharing, reusing and recycling over consumption and waste.

Sam

These incredible scientific innovations might mean that time is not yet up for planet Earth - but time is up for this programme.

Neil

Join us again soon for more trending topics and related vocabulary here at 6 Minute English. Goodbye for now!

Sam

Bye!

Note Making :

Note making (also known as note-taking) is the practice of keeping the record from different sources. By taking notes, one can record the essence of the information, freeing their minds from having to recall everything. Notes are commonly drawn from a brief source, such as a lecture or an oral discussion at a meeting in which case the notes may be the only record of the event or from a long content. Note making is not just only about writing down everything you read or hear but also a process of synthesizing and reviewing ideas from your lectures or reading.

Three stages of note-making and they are as follows.

Before note-making: Prepare by finding out what you need to know and the purpose of the meeting, reading, or lecture.

During note-making: Note down the main ideas and keywords. Then techniques that work for you.

After note-making: Reflect, review, and then set your notes.

Points to remember- Note making and summarizing:

- ✓ Select only the relevant data and include only the essential phrases from the passage.
- ✓ Try to use a minimum amount of words. Complete sentences would not be accepted as notes. Thus, the usage of full sentences must be avoided.
- ✓ Only really important examples need to be included.
- ✓ Eliminate the use of auxiliary verbs, prepositions etc.
- ✓ It is necessary to give a suitable title to notes and maintain proper indentation.
- ✓ It is mandatory to make at least four headings and subheadings.
- ✓ The summary should be brief and should be made using notes prepared. It is important that one keeps in mind the word limit of the summary and strictly adheres to the notes.
- ✓ It is mandatory to include at least four abbreviations in your notes. Add a full stop after each abbreviation to make it clear for the reader. They should be common and easily identifiable. For example- “carbs.” for carbohydrates
- ✓ It is necessary to prepare a key to abbreviations (minimum four) and enclose it within a box.
- ✓ The presentation of this writing skill is of utmost importance.

8. NOTE MAKING

EXAMPLE : 1

Read the following passage carefully and make notes :

There are many different kinds of musical instruments. They are divided into three main classes according to the way they are played. Those that are played by blowing air into them are called wind instruments. These are made of wood, brass and other materials. The family of wood instruments includes the flute, the clarinet, the bassoon, the trumpet, the mouthorgan and the bagpipe. The instruments that are played by banging or striking them are known as percussion instruments. An example is the drum. Then there are stringed instruments which are played by plucking the strings or by drawing a bow across the strings. Examples of this are violin and the cello.

ANSWER:

I. Musical instruments

I. i. 3 main class

I. i. a) the way played

I.i. a. A. Wind instruments

I.i.a. A. 1. Played blowing air

I.i.a. B. made of wood, brasss, other materials

I.i. a. C. Ex

I.i. a C. 1. the flute

I.i.a. C. 2. the clarinet

I.i. a. C. 3. the bassoon

I.i. a. C. 4. the mouthorgan

I.i. a C. 5. bagpipe

I.i.a. B. Percussion instruments

I.i. a. B. 2. played - banging/striking

I.i. a. C. 1. Ex.

I.i.a. C. 1. The drum

I.i.a. C. 3. Stringed instruments

I.i.a. C. 1. plucking strings draw a bow across the strings

I.i.a. C. Ex.

I.i.a. C. 1 the violin

I.i.a. C. 2 the cello

EXAMPLE 2:

Read the following passage carefully and make notes:

Linguistics views language as a symbolic system. In language, words act as symbols of which signifier (form) and signifie (meaning) are part. Linguistic symbols are primarily vocal symbols. As far as linguistics is concerned, language is primarily speech because even now there exist many preliterate societies for which speech is the only manifestation of language since they do not have scripts. Language is also a *system of systems*. Language achieves what people want of it by means of an interrelating series of different systems - systems of sounds, systems of grammatical patterning, systems of word meanings, and systems of reference to non-linguistic events. Linguistic symbols are *arbitrary*. In general, there is no necessary inherent relation between the sounds that make up a word and the object signified by it. There is no reason why the four-legged domestic pet, which is generally regarded as man's best friend, should be called dog in English, *kuttha* in Hindi, *hund* in German. Even onomatopoeic words differ from language to language - the crowing of a cock is expressed differently in different languages.

ANSWER:**I. Language - symbolic system - linguistics****I. i. symbols****I. i. a) signifier (form)****I. i. b) signifie (meaning)****I. i. c) language - primarily-vocal****I. i. c.1 many lang - no scripts****I. i. d. 1 people - language to interrelate diff. system****I. i. d. 1.A systems of sounds****I. i. d. 1.B systems of grammatical patterns****I. i. d. 1.C. systems of word meanings****I. i. d. 1.D. system of reference to non-linguistic events****I. i. d. 2. symbols- arbitrary****I. i. d. 2.A. no relation ~ sounds - the word & object****I. i. d. 2.A. 4- legged domestic pet-dog-called**

'dog' in English, 'Kuttha' in Hindi, 'hund' in German

Ref: <https://www.vedantu.com/commerce/note-making>

<https://www.successcds.net/learn-english/writing-skills/note-making-and-summarising-format.html>

Speaking : Speaking about one's friend.

<https://www.youtube.com/watch?v=nCdB7iTbhUE>

Describe a friend that you spend time with.

You should say:

- How often you see the friend
- What you do together
- Where you go

And explain why you like him/her

Notes:

John, my best friend from primary school

During university holidays

We play football, tennis, computer games

To the sports centre, park, cinema

He is nice, friendly and funny

Here is a sample answer:

I spend a lot of time with my best friend John. I've known him since primary school where we were in the same class.

We only see each other during our university holidays because we don't study in the same city. My university is in London but he lives in Liverpool.

When we are together we always play lots of sports like football and tennis. John loves Manchester United and he is a very good footballer. I prefer tennis but I am not as good as my friend. We also both enjoy playing computer games. Our favourite is probably World of Warcraft which many of my friends play too.

As we live in a small town there aren't many places to go so we normally hang out at the sports centre or in the big park near my house. We're both big film buffs so we go to the cinema quite often and we get a student discount.

I really like spending time with John, he's such a nice person and very friendly. I always have a good time when we are together and he never fails to make me laugh. In fact, I think he's the funniest person I know.

Ref: <https://www.stgeorges.co.uk/ielts-speaking-test-part-2-describing-a-friend-you-spend-time-with/>

Writing :

Argumentative Writing:

An argumentative essay is a piece of writing that takes an attitude on an issue. In a good argumentative essay, a writer attempts to persuade readers to understand and support their point of view about a topic by stating their reasoning and providing evidence to back it up.

How To Outline an Argumentative Essay in 4 Steps

Argumentative essays should have a straightforward structure so they are easy for readers to follow. The goal of an argumentative essay is to clearly outline a point of view, reasoning, and evidence. A good argumentative essay should follow this structure:

Introductory paragraph. The first paragraph of your essay should outline the topic, provide background information necessary to understand your argument, outline the evidence you will present and states your thesis.

The thesis statement. This is part of your first paragraph. It is a concise, one-sentence summary of your main point and claim.

Body paragraphs. A typical argumentative essay comprises three or more paragraphs that explain the reasons why you support your thesis. Each body paragraph should cover a different idea or piece of evidence and contain a topic sentence that clearly and concisely explains why the reader should agree with your position. Body paragraphs are where you back up your claims with examples, research, statistics, studies, and text citations. Address opposing points of view and disprove them or explain why you disagree with them. Presenting facts and considering a topic from every angle adds credibility and will help you gain a reader's trust.

Conclusion. One paragraph that restates your thesis and summarizes all of the arguments made in your body paragraphs. Rather than introducing new facts or more arguments, a good conclusion will appeal to a reader's emotions. In some cases, writers will use a personal anecdote explaining how the topic personally affects them.

Ref: <https://www.masterclass.com/articles/how-to-write-a-good-argumentative-essay#:~:text=An%20argumentative%20essay%20is%20a,evidence%20to%20back%20it%20up.>

Vocabulary Development:

Synonyms:

Synonyms are words that have the same, or almost the same, meaning as another word.

EXAMPLES:

amazing: astounding, surprising, stunning

fertile: fruitful, abundant, productive

polite: courteous, cordial, gracious

annihilation: destruction, carnage, extinction

gargantuan: colossal, mammoth, tremendous

portion: piece, part, segment

benefit: profit, revenue, yield

hungry: empty, ravenous, starved

risky: dangerous, perilous, treacherous

brave: courageous, valiant, heroic

injured: damaged, wounded, harmed

sleepy: drowsy, listless, sluggish

cohesive: united, connected, close-knit

intelligent: brilliant, clever, smart

senseless: absurd, illogical, unreasonable

cunning: keen, sharp, slick

kindle: ignite, inflame, burn

tumultuous: hectic, raucous, turbulent

destitute: poor, bankrupt, impoverished

loyal: faithful, ardent, devoted

vacant: empty, deserted, uninhabited

deterioration: pollution, defilement, adulteration

old: elderly, aged, senior

veracity: authenticity, credibility, truthfulness

enormous: huge, gigantic, massive

organization: association, institution, management

wet: damp, moist, soggy

feisty: excitable, fiery, lively

partner: associate, colleague, companion

young: budding, fledgling, tenderfoot

Antonyms:

Antonyms are words that have the opposite meaning of another word.

EXAMPLES:

achieve - fail

giant - dwarf

random - specific

afraid - confident

gloomy - cheerful

rigid - flexible

ancient - modern

individual - group

shame - honor

arrive - depart

innocent - guilty

simple - complicated

arrogant - humble

knowledge - ignorance

single - married

attack - defend

liquid - solid

sunny - cloudy

blunt - sharp

marvelous - terrible

timid - bold

brave - cowardly

noisy - quiet

toward - away

cautious - careless

partial - complete

tragic - comic

complex - simple

passive - active

transparent - opaque

crazy - sane

permanent - unstable

triumph - defeat

crooked - straight

plentiful - sparse

union - separation

demand - supply

positive - negative

unique - common

destroy - create

powerful - weak

upset - relaxed

divide - unite

praise - criticism

urge - deter
drunk - sober
private - public
vacant - occupied
expand - contract
problem - solution
vague - definite
freeze - boil
professional - amateur
villain - hero
full - empty
profit - loss
wax - wane
generous - stingy
quality - inferiority
wealth – poverty

<https://examples.yourdictionary.com/examples-of-antonyms-synonyms-and-homonyms.html>

Phrasal verb:

A phrase (such as take off or look down on) that combines a verb with a preposition or adverb or both and that functions as a verb whose meaning is different from the combined meanings of the individual words.

Verb	Meaning	Example
blow up	explode	The terrorists tried to <u>blow up</u> the railroad station.
bring up	mention a topic	My mother <u>brought up</u> that little matter of my prison record again.

bring up	raise children	It isn't easy to <u>bring up</u> children nowadays.
call off	cancel	They <u>called off</u> this afternoon's meeting
do over	repeat a job	<u>Do</u> this homework <u>over</u> .
fill out	complete a form	<u>Fill out</u> this application form and mail it in.
fill up	fill to capacity	She <u>filled up</u> the grocery cart with free food.
find out	discover	My sister <u>found out</u> that her husband had been planning a surprise party for her.
give away	give something to someone else for free	The filling station was <u>giving away</u> free gas.
give back	return an object	My brother borrowed my car. I have a feeling he's not about to <u>give it back</u> .
hand in	submit something (assignment)	The students <u>handed in</u> their papers and left the room.
hang up	put something on hook or receiver	She <u>hung up</u> the phone before she hung up her clothes.
hold up	delay	I hate to <u>hold up</u> the meeting, but I have to go to the bathroom.
hold up (2)	rob	Three masked gunmen <u>held up</u> the Security Bank this afternoon.
leave out	omit	You <u>left out</u> the part about the police chase down Asylum Avenue.
look over	examine, check	The lawyers <u>looked over</u> the papers carefully before questioning the witness. (They <u>looked them over</u> carefully.)
look up	search in a list	You've misspelled this word again. You'd better <u>look it up</u> .
make up	invent a story or lie	She knew she was in trouble, so she <u>made up</u> a story about going to the movies with her friends.
make out	hear, understand	He was so far away, we really couldn't <u>make out</u> what he was saying.
pick out	choose	There were three men in the line-up. She <u>picked out</u> the guy she thought had stolen her purse.

pick up	lift something off something else	The crane <u>picked up</u> the entire house. (Watch them <u>pick it up</u> .)
point out	call attention to	As we drove through Paris, Francoise <u>pointed out</u> the major historical sites.
put away	save or store	We <u>put away</u> money for our retirement. She <u>put away</u> the cereal boxes.
put off	postpone	We asked the boss to <u>put off</u> the meeting until tomorrow. (Please <u>put it off</u> for another day.)
put on	put clothing on the body	I <u>put on</u> a sweater and a jacket. (I <u>put them on</u> quickly.)
put out	extinguish	The firefighters <u>put out</u> the house fire before it could spread. (They <u>put it out</u> quickly.)
read over	peruse	I <u>read over</u> the homework, but couldn't make any sense of it.
set up	to arrange, begin	My wife <u>set up</u> the living room exactly the way she wanted it. She <u>set it up</u> .
take down	make a written note	These are your instructions. <u>Write them down</u> before you forget.
take off	remove clothing	It was so hot that I had to <u>take off</u> my shirt.
talk over	discuss	We have serious problems here. Let's <u>talk them over</u> like adults.
throw away	discard	That's a lot of money! Don't just <u>throw it away</u> .
try on	put clothing on to see if it fits	She <u>tried on</u> fifteen dresses before she found one she liked.
try out	test	I <u>tried out</u> four cars before I could find one that pleased me.
turn down	lower volume	Your radio is driving me crazy! Please <u>turn it down</u> .
turn down (2)	reject	He applied for a promotion twice this year, but he was <u>turned down</u> both times.
turn up	raise the volume	Grandpa couldn't hear, so he <u>turned up</u> his hearing aid.

turn off	switch off electricity	We <u>turned off</u> the lights before anyone could see us.
turn off (2)	repulse	It was a disgusting movie. It really <u>turned</u> me <u>off</u> .
turn on	switch on the electricity	<u>Turn on</u> the CD player so we can dance.
use up	exhaust, use completely	The gang members <u>used up</u> all the money and went out to rob some more banks.

Examples:

- ✓ Ella **tore up** the letter after she read it.
- ✓ Their car **broke down** two miles out of town.
- ✓ Did the manager **deal with** that customer's complaint.
- ✓ Be sure to **put on** a life jacket before getting into the boat.
- ✓ We **left out** the trash for pickup.
- ✓ It's time to **get on** the plane.
- ✓ What will she **think up** next?
- ✓ I'm having some trouble **working out** the solution to this equation.
- ✓ We're going to have to **put off** our vacation until next year.
- ✓ **Stand up** when speaking in class, please.
- ✓ We'll have to **wake up** early if we want breakfast.
- ✓ **Take off** your shoes before you walk on the carpet.
- ✓ My dog likes to **break out** of his kennel to chase squirrels.

<http://guidetogrammar.org/grammar/phrasals.htm>

<https://www.gingersoftware.com/content/grammar-rules/verbs/phrasal-verbs/>

If Clauses:

Conditional Sentences are also known as Conditional Clauses or If Clauses. They are used to express that the action in the main clause (without if) can only take place if a certain condition (in the clause with if) is fulfilled. There are three types of Conditional Sentences.

Conditional Sentence Type I:

→ **It is possible and also very likely that the condition will be fulfilled.**

Form: if + Simple Present, will-Future

Examples:

1. If I find her address, I'll send her an invitation.
2. I will answer if he calls me.
3. If I study really hard, I'll ace this test.
4. If the weather is good, our crops will flourish.
5. You will succeed in college if you're diligent in your studies.
6. My sister will cry if she watches this movie.
7. Jenny will buy this dress if it's on sale.
8. I will attend the wedding if I'm invited.
9. If the kids eat too much candy, they'll have a stomachache.
10. If you're free later, we can go for a walk.

Conditional Sentence Type II:

→ It is possible but very unlikely, that the condition will be fulfilled.

Form: if + Simple Past, Conditional I (= would + Infinitive)

Examples:

1. If I found her address, I would send her an invitation.
2. I would answer if he called.
3. If the weather improved, our crops would flourish.
4. If you resolved to be diligent in your studies, you would succeed in college.
5. I would faint if I ever met Brad Pitt.
6. You'd understand the joke if you were there.
7. If I were rich, I'd never work again.
8. Harry would help you move if he knew where you lived.
9. The children would eat their vegetables if they tasted better.
10. If she saw a snake, she would be terrified.

Conditional Sentence Type III:

→ It is impossible that the condition will be fulfilled because it refers to the past.

Form: if + Past Perfect, Conditional II (= would + have + Past Participle)

Examples:

1. If I had found her address, I would have sent her an invitation.
2. I would have helped if I'd known you were in trouble.
3. If Bonnie had studied, she would have passed the test.
4. My family wouldn't have bought the house if they had seen the broken pipes.
5. Your dog would have bitten my dog if he hadn't been on a leash.

6. If she had arrived five minutes earlier, she would have seen the whole show.
7. If my nephew had gotten the job, he would have been set for life.
8. Pearl wouldn't have made that comment if she knew her brother was listening.
9. The teacher would have assigned less homework if the class had finished their assignment.
- 10. If I hadn't learnt English, I wouldn't have got this job.**

<https://grammar.yourdictionary.com/grammar/sentences/conditional-sentences.html>

SUBJECT – VERB AGREEMENT

In English, a subject and a verb must agree in (i) number and (ii) person. For example,

The boys are playing in the garden

NOT

The boys is playing in the garden/ The boys am playing in the garden.

Care must be taken to use appropriate verb form as there are many singular nouns with plural verbs, plural expressions with singular verbs and singular and plural mixed structures and so on. The following rules and examples will help you understand better.

- Two or more nouns joined by and take the plural verb.

Spelling and pronunciation differ in English language.

- However, when two nouns refer to one single unit, singular verb is used.

Slow and steady wins the race.

Bread and butter is the basic concern of many people.

- When two or more nouns are joined by words such as with, together with, along with, in addition to, as well as, besides, etc., the verb agrees with the number of the first noun.

The Prime Minister with his cabinet ministers is attending a global summit.

- When one of + plural noun is used, the verb is always singular as the subject is one.

One of the students has won the Best Player award.

However, after expressions like one of the + plural noun followed by relative pronouns who, which or that, usually plural verb is used.

Umesh is one of the students who have won the Best Player award.

- When two singular subjects are connected by or, nor, either ... or, neither ... nor, the verb is singular.

Either the Manager or the Senior Accountant has to attend the meeting.

- When one singular and one plural subject are connected by or, nor, either ... or, neither ... nor, the verb agrees with the number of the nearest subject.

Neither the Management nor the employees are willing to compromise.

- The words each, every, each one, every one, everybody, anybody, either, neither, no one, nobody take the singular verb.

Everyone has to pay the exam fee before 15th of this month.

- When plural is same as singular, for example, collective nouns such as crew, family, team, public, board, audience etc., the subject can take a singular or plural verb; singular if we consider the word to mean a single group or unit:

Our team has won the match.

Or plural if we take it to mean a number of individuals:

Our team are tired after rigorous practice.

- Certain words are always plural and take a plural verb:

For example, garments consisting of two parts such as breeches, pants, trousers, etc., and tools and instruments consisting of two parts like binoculars, pliers, scissors, spectacles, glasses, etc.

Where are the scissors?

The spectacles are on the table.

- Words plural in form but singular in meaning:

Words include news, certain diseases like mumps, rickets, shingles and certain games such as billiards, darts, draughts, bowls, dominoes, etc.

The news is quite surprising.

- Many singular quantifying expressions such as a number of, a lot of, a group of, the majority of can be used with plural nouns and they take plural verbs.

A number of students have applied for admission in foreign universities.

- When none, neither and either are followed by of + plural noun/pronoun, they are normally used with singular verbs. Plural verbs are possible depending on the countable or uncountable noun.

Neither of my parents has/have passports.

None of the money is missing.

None of the tables are in good condition.

Examples:

I. Fill in the blanks with suitable verb given in brackets:

1. Ooty is one the places that ----- (is/are) frequently visited by tourists.
2. The police ----- (is/are) investigating the murder.
3. One of the computers ----- (needs/need) to be serviced.
4. My friend with his pet dogs ----- (go/goes) for walking every day.
5. The committee ----- (has/have) selected their President unanimously.
6. None of your answers ----- (was/were) right.
7. Neither the Captain nor the players ----- (is/are) ready for the function.
8. Your binoculars ----- (has/have) been broken by the child.
9. Two weeks ----- (is/are) a long time to complete this assignment.
10. A team of experts ----- (has/have) arrived for investigation.

MODULE V

Listening to talks:

Listening is the ability to accurately receive and interpret messages in the communication process.

Listening is key to all effective communication. Without the ability to listen effectively, messages are easily misunderstood. As a result, communication breaks down and the sender of the message can easily become frustrated or irritated.

Listening is Not the Same as Hearing

Hearing refers to the sounds that enter your ears. It is a physical process that, provided you do not have any hearing problems, happens automatically.

Listening, however, requires more than that: it requires focus and concentrated effort, both mental and sometimes physical as well.

Listening means paying attention not only to the story, but how it is told, the use of language and voice, and how the other person uses his or her body. In other words, it means being aware of both verbal and non-verbal messages. Your ability to listen effectively depends on the degree to which you perceive and understand these messages.

Listening is not a passive process. In fact, the listener can, and should, be at least as engaged in the process as the speaker. The phrase '***active listening***' is used to describe this process of being fully involved.

Given below are the sample listening tasks – both general and scientific:

Listening to talks (General)

1. Careers - <https://listenaminute.com/c/careers.mp3>

Transcript:

Choosing a career is one of the biggest decisions we make in life. It used to be that we chose only one career. People would start a job when they were 18, 19 or 20 and stay in that same career for life. Their career path was quite straightforward. Nowadays, it is normal for people to change careers, five, six, seven times. New technology and globalization mean things change quickly. We need to study and keep up with all the changes. I've had four different careers now. I like moving from one job to another. It means life never gets boring. It's much better to keep learning different things in different careers. I have no idea what career I'll choose next. Perhaps one that doesn't even exist today.

2. Business - <https://listenaminute.com/b/business.mp3>

Transcript:

Business isn't so good at the moment. In fact, it's the worst time for businesses for decades. Many businesses are going bust because of the global financial crisis. Even sound businesses like the car industry and electronics are going through a really bad time. Many small businesses have gone out of business. It's a real shame because so many lives are being ruined. With a lot of businesses, it's a real fight for survival. I really respect people for trying to make a go of their business. I don't have much business sense. I wouldn't know where to start in opening my own business. I suppose the best thing would be to look at business startups on the Internet. An online business might be good. There seems to be less risk.

3. Quality of Life - https://listenaminute.com/q/quality_of_life.mp3

Transcript:

Quality of life is important to all of us. It's something we all try to improve. I'm just wondering how easy it is to improve your quality of life. The biggest things that affect how happy you are your job, house, holidays and friends. Of course, there are others. It's quite difficult to change these things. If you don't like your job, it can be difficult to find a better one. My job really affects my quality of life. If it's really stressful, my quality of life goes down. You also need somewhere nice to live. That can be difficult to change. It's important to find a home that feels like home. Holidays can add a lot to your happiness, but we don't have lots of those. And then there are friends. They really improve your quality of life.

Listening to talks (Scientific)

1. Genetic Engineering - https://listenaminute.com/g/genetic_engineering.mp3

Transcript:

I think the idea of genetic engineering is fascinating. It's also quite dangerous. Fiddling around with what makes us human might make us less human. We could end up creating a Frankenstein's monster. The idea of genetic engineering has been around for centuries. Scientists have always wanted to change us. The real breakthrough came in the latter half of last century. Geneticists cracked the genetic code and found ways of altering our genes. Now they can clone animals and reproduce human tissue and organs. I don't think it'll be too long before scientists clone a person. Once all the fuss has died down, younger generations will be more accepting of genetic engineering. We might even live to be two hundred years old.

2. Nuclear Weapons - https://listenaminute.com/n/nuclear_weapons.mp3

Transcript:

Nuclear weapons are the worst thing invented by man. The day we invented them was a black day in our history. Fortunately, they have only been used a few times. We only need to read the history of what happened in Japan to understand why nuclear weapons must never be used again. The Japanese cities of Hiroshima and Nagasaki were destroyed in an instant. Hundreds of thousands died. Today, nuclear weapons are a hundred times more powerful. It's scary to think how much harm one nuclear bomb could cause. Even scarier, is what happens if terrorists get hold of nuclear weapons. I fear for our future. One day, all countries will have nuclear weapons and then we'll be in real trouble.

3. UFOs - <https://listenaminute.com/u/ufo.mp3>

Transcript:

The whole world is fascinated by UFOs. Do they exist or don't they? I bet you know someone who says they have seen a UFO. Probably someone a little crazy. If you think about it, UFOs are real. There are many things flying around in space and scientists don't know what they are. That means they are unidentified flying objects, UFOs. Now, it's a different matter about UFOs being space ships full of little green men. I'm not sure that's true. I'm sure if aliens in space ships traveled all the way to Earth, they would pop in and say hello. I'm also sure that if there were UFOs flying around our galaxy, NASA telescopes could spot them. One day, our space ships will be UFOs and we'll be the aliens.

Short Group conversations – Speaking Activity Tasks

Conversation is the way that humans have always thought together. In conversation we discover shared meaning. Small group conversations are at the heart of Conversational Leadership, but there are several challenges to be overcome if they are to be effective. Since group conversations are a collaborative task, deciding the optimum group size for a conversation or decision making is critical in small group work. The groups should be no more than 3 or 4 people (at the most 5) in size.

Few Things to be noted:

- Everyone has an equal voice.
- The quieter people should feel comfortable enough to open up.
- The more dominating speakers should be sufficiently aware of their style to tone things down a little.
- Anything that gets in the way of the natural flow of the conversation should be eliminated or minimized.

Making small talk can help you:

- Avoid awkward silences
- Easily get to know someone new
- Seem friendlier
- Become closer with acquaintances and coworkers
- Sound more like a native speaker

Conversation starters for any situation:

- Tell me about yourself.
- Have you done anything exciting lately?
- What made you smile today?
- What's your favorite form of social media?
- What was the last good book you read?
- Do you listen to any podcasts? Which is your favorite?
- What do you think is the best show on Netflix right now?
- Have you been on any interesting trips lately?
- What do you think has been the best movie of the year so far?
- Where do you want to be in five years?
- What superpower do you wish you could have?
- Where would you go on vacation if you had no budget?
- If you could travel back in time, what decade would you choose to live in?

Speaking Activities:

For all the speaking activities, students can be grouped into 4 to 5 per team.

Situation 1

- In Japan today, robot engineers are making robots to help old people and to keep them company. I'd say we are another 10 to 20 years away from robots being everywhere in our lives. There'll be no jobs. They will vacuum the floor, wash the dishes, perhaps even drive our cars. What will happen to us when the world is full of robots? Initiate a short group conversation with your team and discuss the positives, the negatives and the ways to use robots for human and not to replace humans.

Situation 2

- There are so many people on Earth and so many resources. If there are too many people, there won't be enough resources to sustain us – to provide us with food, water, shelter and other basics. Experts are trying to figure out how we can develop and sustain the human population. This is tricky. Anyone can see this is difficult. How can there be enough water, farmland, trees and raw materials for us to maintain our luxury lives? Initiate a short group conversation with your team and discuss the ways for the sustainable development to balance Earth's survival and the human survival.

Situation 3

- There is a problem with the Indian Standard Time (IST) because it is trying to make country that's almost function under one time zone. Is India's single time zone hurting its people?

You Tube Video - <https://www.youtube.com/watch?v=U6upmuHClEw>

Watch this video and discuss with your team – the problems people in India face because of the single time zone and provide your suggestions to solve the same.

Situation 4

- We are living in an age of information. Everybody uses search engines like Google. Have you ever wondered how come a product you searched in Flipkart or Amazon features the similar advertisement in some other webpage when you are working for your college assignment or a research report?

What are the remedial measures to be taken by an individual before searching for or posting something online?

Initiate a short group conversation with your team and discuss how your personal information and your browsing history turns out to be a marketing data for online sellers and the ways to handle the same.

Reading:

Reading and understanding technical articles:

Read the article given below and answer the questions given below:

Single Time Zone Costs India Rs 29,000 Crore, Impairs Education, Wages: Study

IndiaSpend

Published on: 01:13 PM IST, 14 Feb 2019

Each evening, the sun sets more than 90 minutes later in western India than in the east of the country, yet the entire country follows the same time zone. Later sunset means people stay awake longer, which induces sleep deprivation among children and negatively affects their study efforts, a new

study by a research scholar at Cornell University has found.

As a result of sleeping late, children are less likely to complete primary and middle school, and this effect is most pronounced among poor households, says the study, ‘Poor Sleep: Sunset Time and Human Capital Production’, which analysed the consequences India faces by operating under a single time zone.

“Back-of-the-envelope estimates suggest that India incurs annual human capital costs of roughly \$4.1 billion (nearly Rs 29,000 crore) or 0.2 percent of nominal GDP [gross domestic product] due to the existing policy regulating time zone boundaries,” Maulik Jagnani, the author of the study, told IndiaSpend in an email interview.

How Time Zones Work

As per convention, each time zone is spaced by 15 degrees’ longitude, which divides countries around the globe into 24 time zones to enable coordination—for railway and flight services, for example.

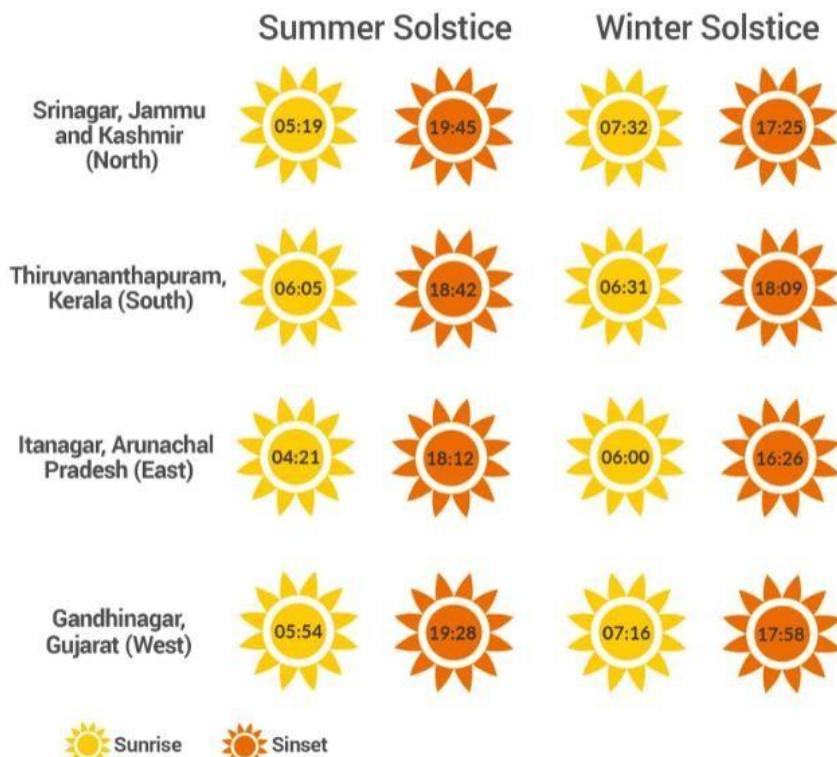
Many countries such as Australia, the United Kingdom, France, Russia, New Zealand, Mexico and Brazil use multiple time zones across their territories. As many as 70 countries in Africa and North and South America use daylight saving time—by setting their clocks forward, usually by an hour, from the standard in summer and back in winter—to make better use of daylight.

Some countries such as the US and France have multiple time zones and DST.

Some 70 countries use neither DST nor multiple time zones, and India is among them.

Early Sunrise, Late Sunset

SUNSET AND SUNRISE TIMES ACROSS FOUR 'EXTREME' REGIONS



Source: Economic & Political Weekly

Bloomberg | Quint

Single Time Zone Costs India Rs 29,000 Crore, Impairs Education, Wages: Study

Geographically, there is a 30-degree longitudinal difference between Arunachal Pradesh in the east and Gujarat in the west of India. This qualifies for a twin time-zones setup.

Before Independence, India had two time zones—Bombay Time and Calcutta Time—in large part to help traders make use of daylight.

However, when policies were made for independent India, the government decided to go with a single timezone, at longitude 82.5° east and 5.5 hours ahead of Greenwich Mean Time.

All institutions across the country follow a single Indian Standard Time, even though sunrise and sunset times vary widely. For instance, the sun rises as late as 8 a.m. in Gujarat, where schools start functioning as early as 8.30 a.m., when children's body clocks are not aligned to the daily solar cycle. At the same time, the sun is out until 8 p.m. (depending on the time of year), yet schools and offices close by 5.00-6.00 p.m.

Much natural light and people's ability to stay awake are wasted and compromised to follow the country-wide standard time.

When the clock says it is time to sleep while there is still daylight, the body's natural signals based on its circadian clock—which coordinates the body's rhythms with the sun--are contradicted. This can lead to sleep deprivation in children and adults, Jagnani quoted previous research to explain.

Using 24-hour time-use data for 1998-99 from the India Time Use Survey, Jagnani found that sleep deprivation due to later sunset could amount to 30 minutes. This implies that when sunsets are late and daylight is more, people will experience sleep deprivation.

Costs of Daylight Lost

The effects are clearly visible in educational outcomes at school, Jagnani said.

"When the sun sets later, children go to bed later; by contrast, wake-up times are not regulated by solar cues. Sleep-deprived students decrease study effort, consistent with a model where sleep is productivity-enhancing and increases the marginal returns of effort," he said. Sleep makes study effort more productive, but as later sunset reduces sleep duration, it makes studying less effective, decreasing children's study time.

Other findings of the study state that an hour's delay in sunset time reduces children's sleep by roughly 30 minutes, and by reducing the likelihood of children completing primary and middle school education, reduces their time in school by 0.8 years on average. It reduces school enrolment by 11 percent, and significantly decreases students' mathematics test scores, he found.

Further, among adults, later sunsets are also associated with fewer hours of sleep and lower wages, an effect more visible among the poor, Jagnani said. "[T]he non-poor adjust their sleep schedules when the sun sets later; the negative effects of later sunset on sleep are most pronounced among the poor, especially in periods when households face severe financial constraints."

Setting school start times later could enable children to compensate for later bedtimes, and reduce the sleepdeprivation-cognition relationship, the study suggests. Starting schools after 8.30 a.m., as recommended by the American Academy of Pediatrics, may reduce the effects of later sunset on test scores by roughly 50 percent, Jagnani said.

Advancing IST by just half-an-hour would result in annual savings of 2.7 billion units of electricity in all Indian states together, an earlier research by professors D.P. Sengupta and Dilip Ahuja of the National Institute of Advanced Studies had established, Jagnani said, adding that his own study does not recommend an optimal time zone or DST.

(GV Neelambari is a Master's student of Journalism and Communication at the University of Madras, and an intern with IndiaSpend.)

Source: <https://www.bloombergquint.com/global-economics/single-time-zone-costs-india-rs-29000-crore-impairs-education-wages-study>

Comprehension Questions:

1. What are the major findings in this article?
2. Are there any solutions provided? If yes, Explain.
3. How does time zones work in other countries?
4. What are the results achieved by following multiple time zones?
5. If you are asked to give a solution for fixing time zones for educational institutions in



How to approach Reading Test Part One

- In this part of the Reading Test you match seven statements with four short texts.
- First read each short text and then read the sentences to see which ones refer to the text.
- Make sure you read each text for overall meaning. Do not choose an answer just because you can see the same words in the text.

- Look at the sentences below and the advice for secretaries and personal assistants about dealing with a new manager on the opposite page.
- Which company (**A**, **B**, **C** or **D**) does each sentence 1 – 7 refer to?
- For each sentence 1 – 7, mark one letter (**A**, **B**, **C** or **D**) on your Answer Sheet.
- You will need to use some of the letters more than once.

Example:

- 0** You will probably be pleased with some of the innovations that your new manager introduces
(Answer: A)
- 1** You may be able to explore your career development with your new manager.
2 You may need to point out why certain procedures are in place.
3 Help your new manager to feel relaxed when they take up the position.
4 You should resist taking on extra tasks which you do not consider part of your role.
5 You may need help in settling differences with your new manager.
6 You should not encourage colleagues to become hostile towards your new manager.
7 A new manager may benefit from your knowledge of conventions and attitudes within the company.
 India, what would you suggest? Why?

Reading Short Narratives – Activity 1

A

If you are a secretary, or personal assistant, getting a new manager means that your job will probably change, too. The new person is likely to have different ideas about how things should be done, and you may well find that some of these are changes for the better. But remember that the new manager might be feeling nervous. If you treat their first day in the job as though it's your own first day, too, it will ease the transition for them, and benefit you both.

B

Your new manager may have different ideas from your previous one about personal habits, such as eating at your desk, and you will have to accept that. Their changes may not always be appropriate or helpful, however. It could be that you are asked to open the post later on in the day, when you know that it is important to get it sorted first thing. In this case, rather than grumbling about it and spreading discontent around the office, explain if there is a genuine reason for a particular way of working.

C

If your new manager has joined the company from outside, they will be on a steep learning curve. You can really show your worth by bringing them up to speed on the company history and culture. The appointment of a new manager is also the ideal opportunity for you to discuss your prospects for training and promotion with them, though raising the subject on their first day is unlikely to give them a good impression of you.

D

If you are concerned about changes that your new manager wants to make to your job, first check your job description, if you have one, then speak to him or her calmly about it. If work is being put your way that is someone else's responsibility, say so. Make it clear what you believe to be the limits of your job. Ideally, the two of you will come to an agreement that suits both parties. Failing that, consider contacting the human resources department to see if it can act as mediator.

Reading Short Narratives – Activity 2



How to approach Reading Test Part One

- In this part of the Reading Test you match seven statements with four short texts.
- First read each short text and then read the sentences to see which ones refer to the text.
- Make sure you read each text for overall meaning. Do not choose an answer just because you can see the same words in the text.

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Example:

- 0** You will probably be pleased with some of the innovations that your new manager introduces
(Answer: A)
- 1** You may be able to explore your career development with your new manager.
2 You may need to point out why certain procedures are in place.
3 Help your new manager to feel relaxed when they take up the position.
4 You should resist taking on extra tasks which you do not consider part of your role.
5 You may need help in settling differences with your new manager.
6 You should not encourage colleagues to become hostile towards your new manager.
7 A new manager may benefit from your knowledge of conventions and attitudes within the company.

A

If you are a secretary, or personal assistant, getting a new manager means that your job will probably change, too. The new person is likely to have different ideas about how things should be done, and you may well find that some of these are changes for the better. But remember that the new manager might be feeling nervous. If you treat their first day in the job as though it's your own first day, too, it will ease the transition for them, and benefit you both.

B

Your new manager may have different ideas from your previous one about personal habits, such as eating at your desk, and you will have to accept that. Their changes may not always be appropriate or helpful, however. It could be that you are asked to open the post later on in the day, when you know that it is important to get it sorted first thing. In this case, rather than grumbling about it and spreading discontent around the office, explain if there is a genuine reason for a particular way of working.

C

If your new manager has joined the company from outside, they will be on a steep learning curve. You can really show your worth by bringing them up to speed on the company history and culture. The appointment of a new manager is also the ideal opportunity for you to discuss your prospects for training and promotion with them, though raising the subject on their first day is unlikely to give them a good impression of you.

D

If you are concerned about changes that your new manager wants to make to your job, first check your job description, if you have one, then speak to him or her calmly about it. If work is being put your way that is someone else's responsibility, say so. Make it clear what you believe to be the limits of your job. Ideally, the two of you will come to an agreement that suits both parties. Failing that, consider contacting the human resources department to see if it can act as mediator.

Reading Conversations:**Conversation One:**

Read the conversation of a man telephoning his office from a trade fair.

Look at the notes below. Write one or two words in the numbered spaces on the notes given.

John here. I'm calling from the fair. Things are going pretty well. I thought you'd like an update. OK, well, you'll be pleased to know that the high resolution monitor looks good on the stand, and we're getting a very warm reception for the latest scanner, which is encouraging. The stand's fairly crowded most of the time. In terms of actual sales, it's the wireless cable set that's performing best. The new keyboard's also doing OK, so there's plenty of good news. I have to say that I'm a bit disappointed with the take-up for the automatic typing software, as I thought that would sell really well. Perhaps it'll pick up in time. We'll need to give it some thought. What else? Oh, yes – the e-cards are great. That was an inspired idea. Everyone's taking a copy of the brochure, so I'm glad we brought the extra boxes. And we're getting through the demonstration disks quickly – can you get some more sent down this afternoon? I think that's everything. Bye.

Message from John – trade fair

- new (1) is very popular
- most orders taken for (2) package
- not many orders for (3) software
- send more (4) today

Conversation Two:

Read the conversation of a woman leaving a message about a meeting.

Look at the notes below. Write one or two words in the numbered spaces on the notes given.

- M Stephanie Mallet's phone.
 F Is Stephanie there?
 M I'm afraid she's out all day. Can I take a message?
 F Would you? It's Celia. She'll need to know a couple of things in advance of Monday's meeting. There's a lot to get through on the day. After we've gone through the sales figures, we'll have her outline what we can learn from the reader survey conducted last month. But she'll have to keep it brief. Then we'll be wanting her to contribute ideas for the e-commerce pages – should we model that on the IT supplement, or do something different? In fact, we need to make a decision on the alterations to the lay-out during the meeting. We can't put it off any longer.
 M Right, I think I've got all that. Anything else?
 F Oh yes, I need her to print off the cover designs and send them round, so we can all think about them before the meeting. It'll save a bit of time. Thanks.
 M Thank you.

TODAY BUSINESS MAGAZINE

Message

To: Stephanie	From: Celia
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At Monday's meeting:

- report results of latest (5)
- discuss new (6) section
- agree changes in (7)

NB: circulate examples of (8) before meeting

Conversation Three:

Read the conversation of a woman telephoning about a recent report.

Look at the notes below. Write one or two words in the numbered spaces on the notes given.

- M Hello.
- F Fred. Hi, I thought I should let you know about the consultant's report. It won't be printed up until next week, but I can tell you the main points.
- M Oh good, yes. Fire away.
- F Well, it's a mixed bag, really. Bringing in outside trainers remains a possibility, but in the meantime the series of in-house training sessions is described as working well and producing good results.
- M That's good to hear.
- F And also on the plus side he said that starting up the suggestion scheme was useful, and went on to endorse the proposal for the intranet, so we seem to be getting some things right.
- M What a relief.
- F However ...
- M Oh dear!
- F He is worried about staffing issues, and criticises our present recruitment, which he says needs to be better directed. He doesn't think we're attracting the right people.
- M We'll need to work on that.
- F Anyway, we'll discuss all the findings next week. The MD's asked the development group to get together for that.
- M I'll see you then.

<p>Report - summary</p> <p>programme of (9) is effective</p> <p>introduction of (10) was worthwhile</p> <p>current (11) lacks focus</p> <p>Important: review results with the (12) next week</p>

Reading News Paper Articles:

- Read the article on the opposite page about a club for company chairmen and women.
 - Choose the best sentence from below to fill each of the gaps.
 - For each gap 8 – 12, mark one letter (A – G) on your Answer Sheet.
 - Do not use any letter more than once.
 - There is an example at the beginning, (0).
- A** Currently almost all of them head listed companies – although generally not the biggest – and some come from private companies and the public sector.
- B** Among other things, it came down in favour of companies separating the roles of chairman and chief executive.
- C** Many also regard the opportunity to test new thinking as a major benefit.
- D** Some forum members suspect that many of those in powerful positions think they know it all already.
- E** Dividing the decision-making process into parts, each with its own focus, achieved the desired outcome.
- F** There are no clear guidelines.
- G** His plan was to hold another one at which the issue would be resolved.

A forum for chairmen and women to exchange ideas

When Cadbury Schweppes was considering selling its food and health products businesses in the mid-1980s, Sir Adrian Cadbury, chairman at the time, called a board meeting and told the directors not to make up their minds, but simply to talk about selling the businesses. (0) At that first meeting, everyone spoke up. Opinion was divided. The second meeting was different. ‘We had a very large degree of agreement,’ Sir Adrian says. (8) ... He had feared that attempting to deal with the matter just in one meeting would inhibit open discussion.

How to chair a company has been a long-time preoccupation of Sir Adrian’s. The committee he headed in the early 1990s – set up by the British government to investigate corporate governance – produced the Cadbury report. (9) ... This was just one of its many recommendations, which had a major impact on how companies are managed.

Being chairman is a difficult job, Sir Adrian says. (10) ... For that reason, he has helped set up the Chairmen’s Forum, a club of like-minded people who get together to exchange ideas and learn how to chair companies. As well as hosting dinners, addressed by major players

in the business world, the forum has held seminars to discuss issues such as how to get the best out of the board and how to respond to a crisis.

James Watson, head of the forum’s steering committee, believes the organisation should do more to publicise its existence. One of the reasons is that he wants to attract a more diverse group of chairmen and women as the forum increases its size to the 100 members he regards as optimal. (11) ... But all are UK-based and the vast majority are male. The forum wants to attract more women and more non-British members to what it believes is the world’s only chairmen’s club.

Most chairmen of the biggest UK companies have stayed away. (12) ... Sir Adrian is more charitable: he believes chairmen of large groups do not have time for forum meetings. But he argues that one should not underestimate how difficult the job is. Chairing any meeting is a challenge. And as Jane Kelly, the first woman to join the organisation, says, leading is often a solitary task. ‘The higher up you move in any organisation, the lonelier you can be. At each level, the number of people you can talk to is smaller.’ Hence the value of a club like the Chairmen’s Forum.

Writing Skills: Short Essays

- Decide what kind of essay to write
- Brainstorm your topic
- Research the topic
- Choose a writing style
- Develop a central idea
- Outline your essay
- Write your essay
- Edit your writing to check spelling and grammar

How to write an opinion essay:

Information will soon be so easy to find on the internet that people will not need to remember anything. Do you agree?

Tips:

1. Read the question carefully. Respond to all ideas in it or all parts of it.
2. Plan your ideas first and then choose the best ones.
3. Introduce your essay by restating the question in your own words.
4. Show understanding of both sides of the argument.
5. Use linking words to connect your ideas.
6. Draw your conclusion from the main ideas in your essay. Don't introduce new ideas at the end.

Preparation task

Information will soon be so easy to find on the internet that people will not need to remember anything. Do you agree?

Tick the four ideas that are most relevant to this question.

You can find information about everything on the internet.

Not everyone has access to the internet all the time.

Internet banking is very popular now.

People use the internet to commit crimes.

It is quicker to remember something than to look it up online.

Not everything you read on the internet is true.

The internet is an important tool for marketing.

Sample Essay:

Information will soon be so easy to find on the internet that people will not need to remember anything. Do you agree?

Nowadays all the information we could ever need is available online and some people say that means the end of having to learn anything.

It is true that these days everything you want to know is a few clicks away as long as you have internet access. However, not everyone has working internet all the time, for example in certain buildings or remote locations, so we do need to be able to remember information. Moreover, it takes time to look up everything you need to know online, whereas remembering something is immediate. The human memory is a much more efficient system.

Another problem is the quality of the information online. How do we know if it is accurate or reliable? We need to think about other facts we know and remember how to compare information from different websites. Knowing (and remembering) how to find certain information will be more important than knowing the information itself.

Finally, the internet is a good tool but it is not a useful replacement for our brains. If we did not remember anything, we would all spend even more time on our phones and computers than we already do, which is not good for society.

In conclusion, the internet offers us many things but it is still important to use our knowledge and memories. We need our memories to function without the internet and we also need to know how to use the internet properly.

Task 1

Write a number (1–5) to put the essay paragraphs in order.

_____ Main point – the advantages of using memory over searching online

_____ Main point – the negative social effects of internet use

_____ Introduction – an explanation of the essay question in other words

_____ Conclusion – the internet cannot replace memory

_____ Main point – the difficulty of finding good quality information online

Task 2

Write the linking words and phrases in the correct group.

To sum up	On the other hand	However
What's more	Moreover	As well as
Whereas	Finally	In conclusion

Contrasting	Adding ideas	Finishing

Task 3

Complete the sentences.

other hand	Moreover	Finally
Nowadays	However	whereas
more	conclusion	As well as

-, people are living longer and staying active until later in their lives.
- Most people agree that living longer is a good thing., an ageing population presents some challenges for society.
- In the past, people lived on average 14 years past retirement age, now they can expect to live 30.
- People's retirement savings have to last longer., there may be little or no support available from a state pension.
- On the, many companies can benefit from the experience and expertise of older workers. What's, many retired people say they enjoy working occasionally on one-off projects.
- contributing to the workplace, older members of society can spend valuable time with their children and grandchildren.

Write short essays on the following using the tips you learnt from the previous activity!

1. Scientists and technology experts seem to be more valued by modern society than musicians and artists. To what extent do you agree?
2. We live in a world of technology these days. While the internet brings with it clear advantages, the problems in terms of control and security of information outweighs the advantages. To what extent do you agree?
3. Some people argue that technological inventions, such as mobile phones, are making people socially less interactive. Do you agree or disagree?
4. Many things that used to be done in the home by hands like washing clothes, utensils, cleaning floors, are now being done by machines. Does this development bring more advantages or disadvantages?

Writing Skills: Dialogue Writing

Dialogue is basically a conversation between two or more people. In fiction, it is a verbal conversation between two or more conversations. Sometimes it is a self-talking dialogue, they are known as a Monolog.

Tips to Write Dialogue

1. Speak out the Dialogue loudly as it will help you resonate on your own dialogue and make you understand how it will sound to the reader.
2. Keep your dialogue brief and impactful as adding extra details will only deviate the reader's mind from the main point.
3. Give each character a unique way of talking or voice. It will add an extra character trait and readers can identify the character just by reading his dialogue.
4. While writing the dialogue always remember whom the dialogue is being addressed to.
5. Dialogues should not be lengthy and confusing for the readers as through the dialogue only the story moves.

Format of Dialogue Writing

1. New Paragraph for Every Speaker

Every speaker gets a new paragraph. Each time a speaker says something, you have to put in a fresh paragraph, even if it is just one word.

2. Punctuations Come under Quotation Marks

All the punctuations used with dialogue must be put under the quotes.

3. Remove End Quote if the Paragraph is Long

If the paragraph of dialogue is too long and you need to change the paragraph, then there is no need to put end quotes.

4. Dialogue Tags

Dialogue tags i.e. He says/she says are always written outside the dialogue and is separated by a comma. When dialogue ends in a question or exclamation mark, tags that follow start in lower case.

For eg- He says, “We should start our own business.”

5. Use Single Quotation Mark to Quote Something with a Dialogue

If you have to quote something within a dialogue we should put single quotes as double quotes are already enclosing the main dialogue.

For eg- Bill shouted, “‘boo!’ you lost the game.

6. The Dialogue Ends with an Ellipsis

If the Dialogue ends with an ellipsis, we should not add a comma or any other punctuation. For eg- She stared at the sunset. “I guess you’ll go back to doing what you do and I will...” her voice drifted off.

Dialogue Tag:

A dialogue tag is anything that indicates which character spoke and describes how they spoke.

Example:

“You really shouldn’t have done that,” he whispered.

Here are some common examples of dialogue tags:

- He said
- She whispered

- They bellowed
- He hollered
- They sniped
- She huffed
- He cooed
- They responded

Sample - Dialogue between a student and a teacher – choice of course to study at vacations.

Student- Good Morning Sir, how

are you? Teacher- I am completely

fine. What about you?

Student- I was wondering which course to learn in my vacation.

Teacher- It can be confusing with so many options online. You should make a list and narrow it down as per your interest.

Student- I have tried that but still I am left with three options- Artificial Intelligence, Machinelearning or Data science.

Teacher- Well! All of them are very interesting courses, but as far as I remember you have always been interested in Artificial Intelligence.

Student- Yes! I do because I feel it is our future.

Teacher- Well then, it's no harm in pursuing it and later if you find it less interesting you can always switch.

Student- Yes it sounds like a great idea. Thanks!

Complete the following Dialogues-

Megha calls up Rajat to make a plan for New year. Complete the dialogue between Megha and Rajat by filling in the gaps.

Megha : (i) this New year?

Rajat: I don't have any plans.

Megha: How do you like the idea (ii) the Sapna's party?

Rajat: That sounds fantastic, But I (iii) my parent's permission.

Megha: I'll come to your house this evening and request your parents to allow you to join me to go to a party.

Rajat: Ok.

Megha : (iv)in the evening?

Rajat: Yes. They will be at home.

Rohit: Then I'll surely come.

Exercise: Write a dialogue between

- Mother and daughter about junk food
- Railway reservation clerk and passenger on booking a ticket
- The bank manager and customer for opening a new account
- Teacher and student about exams
- Bank manager and student for education loan
- HOD and Student for getting permission for OD
- Registrar and a Professor on the performance of students
- Students and Professors on coordinating an online event
- Admin and a candidate on interview details
- HR and a new recruit on negotiation of salary
- Customer Care Executive and Customer on return and refund claim of a product

Vocabulary Development: Idioms and Phrases

An idiom is a phrase that is common to a certain population. It is typically figurative and usually is not understandable based solely on the words within the phrase. A prior understanding of its usage is usually necessary. Idioms are crucial to the progression of language.

1. ‘The best of both worlds’ – means you can enjoy two different opportunities at the same time.

“By working part-time and looking after her kids two days a week she managed to get the best of both worlds.”

2. ‘Speak of the devil’ – this means that the person you’re just talking about actually appears at that moment.

“Hi Tom, speak of the devil, I was just telling Sara about your new car.”

3. ‘See eye to eye’ – this means agreeing with someone. “They finally saw eye to eye on the business deal.”

4. ‘Once in a blue moon’ – an event that happens infrequently. “I only go to the cinema once in a blue moon.”

5. ‘When pigs fly’ – something that will never happen. “When pigs fly she’ll tidy up her room.”

6. ‘To cost an arm and a leg’ – something is very expensive. “Fuel these days costs an arm and a leg.”

7. ‘A piece of cake’ – something is very easy. “The English test was a piece of cake.”

8. ‘Let the cat out of the bag’ – to accidentally reveal a secret. “I let the cat out of the bag about their wedding plans.”

9. ‘To feel under the weather’ – to not feel well. “I’m really feeling under the weather today; I have a terrible cold.”

10. ‘To kill two birds with one stone’ – to solve two problems at once. “By taking my dad on holiday, I killed two birds with one stone. I got to go away but also spend time with him.”

11. ‘To cut corners’ – to do something badly or cheaply. “They really cut corners when they built this bathroom; the shower is leaking.”

12. ‘To add insult to injury’ – to make a situation worse. “To add insult to injury the car drove off without stopping after knocking me off my bike.”

13. ‘You can’t judge a book by its cover’ – to not judge someone or something based solely on appearance. “I thought this no-brand bread would be horrible; turns out you can’t judge a book by its cover.”

14. ‘Break a leg’ – means ‘good luck’ (often said to actors before they go on

stage). “Break a leg Sam, I’m sure your performance will be great.”

15. ‘To hit the nail on the head’ – to describe exactly what is causing a situation or problem.

“He hit the nail on the head when he said this company needs more HR support.”

16. ‘A blessing in disguise’ – An misfortune that eventually results in something good happening later on.

17. ‘Call it a day’ – Stop working on something

18. ‘Let someone off the hook’ – To allow someone, who have been caught, to not be punished.

19. ‘No pain no gain’ – You have to work hard for something you want.

20. ‘Bite the bullet’ – Decide to do something unpleasant that you have avoiding doing.

21. ‘Getting a taste of your own medicine’ – Being treated the same unpleasant way you have treated others.

22. ‘Giving someone the cold shoulder’ – To ignore someone.

23. ‘The last straw’ – The final source of irritation for someone to finally lose patience.

24. ‘The elephant in the room’ -

A matter or problem that is obvious of great importance but that is not discussed openly.

25. ‘Stealing someone’s thunder’ – Taking credit for someone else achievements.

Fill in the blank with idiomatic phrases!

- 1) I can’t afford this purse! It _____. I won’t be able to pay my rent!
- 2) His birthday was supposed to be a surprise! I can’t believe you _____. Now he knows!
- 3) Ha! John has been promising to paint the house for five years.... Maybe when _____.
- 4) Yeah, it’ll _____. I need to sign some papers at Jenny’s school anyway so I’ll pick her up for you too.
- 5) I don’t really like going out to bars anymore. I only go _____.
- 6) I’m sorry I can’t come into work today. I’m _____. I have a sore throat and runny nose.
- 7) They tried _____ when installing the pipes for the house and now we

have leaksonly one month after purchasing it!

- 8) We missed our flight to Paris because the connecting flight was late and to _____ they made us pay f
- 9) I can't wait to see you perform on stage tonight!_____!
- 10) Jane is just never on time to work, it's really annoying. O wow, _____here shecomes...
- 11) So we're going to London, then Munich, then we will fly out of Athens, right?
Great.I'm so glad to be traveling with someone I_____with.
- 12) Wow, she found her dream man and has now landed an amazing job. She really
doeshave_____.
- 13) OK, she might not be the most attractive but_____. I'm sure she is a sweetheart.
- 14) I have been trying to figure this out for ages. Thanks so much, you're right. You
_____.
- 15) I can't believe that was our test. I think it was easier than some of our
homework! Itwas a_____.

Vocabulary Development: Modal Verbs

The modal verbs are:

<i>can</i>	<i>could</i>
<i>may</i>	<i>might</i>
<i>must</i>	
<i>shall</i>	<i>should</i>
<i>will</i>	<i>would</i>

We use modals to show if we believe something is certain, possible or impossible:

*My keys must be in
the car. It might rain
tomorrow.*

That can't be Peter's coat. It's too small.

We also use them to do things like talk about ability, ask permission, and make requests and offers:

I can't swim.

May I ask a question?

Could I have some tea, please?

Would you like some help?

Modal Verbs are different from normal verbs:

- 1: They don't use an 's' for the third person singular.
- 2: They make questions by inversion ('she can go' becomes 'can she go?').
- 3: They are followed directly by the infinitive of another verb (without 'to').

Probability:

First, they can be used when we want to say how sure we are that something happened / is happening / will happen. We often call these 'modals of deduction' or 'speculation' or 'certainty' or 'probability'.

For example:

- It's snowing, so it **must be** very cold outside.
- I don't know where John is. He **could have missed** the train.
- This bill **can't be** right. £200 for two cups of coffee!

Ability:

We use 'can' and 'could' to talk about a skill or ability.

For example:

- She **can speak** six languages.
- My grandfather **could play** golf very well.

- I can't drive.

Obligation and Advice:

We can use verbs such as 'must' or 'should' to say when something is necessary or unnecessary, or to give advice.

For example:

- Children **must do** their homework.
- We **have to wear** a uniform at work.
- You **should stop** smoking.

Permission:

We can use verbs such as 'can', 'could' and 'may' to ask for and give permission.

We also use modal verbs to say something is not allowed.

For example:

- **Could I leave** early today, please?
- You **may not use** the car tonight.
- **Can we swim** in the lake?

Habits

We can use 'will' and 'would' to talk about habits or things we usually do, or did in the past.

For example:

- When I lived in Italy, we **would** often **eat** in the restaurant next to my flat.
- John **will** always **be** late!

Past modals

The past modals 'could have + past participle', 'should have + past participle' and 'would have + past participle' can be confusing.

Could have + past participle

1: **Could have + past participle** means that something was possible in the past, or you had theability to do something in the past, but that you didn't do it. (See also [modals of ability](#).)

- I could have stayed up late, but I decided to go to bed early.
- They could have won the race, but they didn't try hard enough.
- Julie could have bought the book, but she borrowed it from the library instead.
- He could have studied harder, but he was too lazy and that's why he failed the exam.

Couldn't have + past participle means that something wasn't possible in the past, even if youhad wanted to do it.

- I couldn't have arrived any earlier. There was a terrible traffic jam (= it was impossible for me tohave arrived any earlier).
- He couldn't have passed the exam, even if he had studied harder. It's a really, really difficultexam.

2: We use **could have + past participle** when we want to make a guess about something that happened in the past. In this case, we don't know if what we're saying is true or not true. We're just talking about our opinion of what maybe happened.

Why is John late?

- He could have got stuck in traffic.
- He could have forgotten that we were meeting today.
- He could have overslept.

We can also choose to use **might have + past participle** to mean the same thing:

- He might have got stuck in traffic.
- He might have forgotten that we were meeting today.
- He might have overslept.

Should have + past participle

1: **Should have + past participle** can mean something that would have been a good idea, butthat you didn't do it. It's like giving advice about the past when you say it to someone else, or regretting what you did or didn't do when you're talking about yourself.

Shouldn't have + past participle means that something wasn't a good idea, but you did it anyway.

- I should have studied harder! (= I didn't study very hard and so I failed the exam. I'm sorry about this now.)
- I should have gone to bed early (= I didn't go to bed early and now I'm tired).
- I shouldn't have eaten so much cake! (= I did eat a lot of cake and now I don't feel good.)
- You should have called me when you arrived (= you didn't call me and I was worried. I wish that you had called me).
- John should have left early, then he wouldn't have missed the plane (= but he didn't leave early and so he did miss the plane).

2: We can also use **should have + past participle** to talk about something that, if everything is normal and okay, we think has already happened. But we're not certain that everything is fine, so we use 'should have' and not the present perfect or past simple. It's often used with 'by now'.

- His plane should have arrived by now (= if everything is fine, the plane has arrived).
- John should have finished work by now (= if everything is normal, John has finished work).

We can also use this to talk about something that would have happened if everything was fine, but hasn't happened.

- Lucy should have arrived by now, but she hasn't.

Would have + past participle

1: Part of the **third conditional**.

- If I had had enough money, I would have bought a car (but I didn't have enough money, so I didn't buy a car).

2: Because 'would' (and will) can also be used to show if you want to do something or not (volition), we can also use **would have + past participle** to talk about something you wanted to do but didn't. This is very similar to the third conditional, but we don't need an 'if clause'.

- I would have gone to the party, but I was really busy.
 (= I wanted to go to the party, but I didn't because I was busy. If I hadn't been so busy, I would have gone to the party.)

- I would have called you, but I didn't know your number.
(= I wanted to call you but I didn't know your number, so I didn't call you.)
- A: Nobody volunteered to help us with the fair
B: I would have helped you. I didn't know you needed help.
(= If I had known that you needed help, I would have helped you.)

Exercises:

1. There are plenty of tomatoes in the fridge. You_____ buy any.
2. This is a hospital. You _____ smoke here.
3. He had been working for more than 11 hours. He_____ be tired after such hard work. He prefer to get some rest.
4. The teacher said we_____ read this book for our own pleasure as it is optional. But we____ read it if we don't want to.
5. _____ you stand on your head for more than a minute? No, I_____
6. If you want to learn to speak English fluently, you_____ worry. We will help you become a fluent speaker but you have to work hard.
7. Take an umbrella. It_____ rain later.
8. You_____ leave small objects lying around . Such objects_____be swallowed by children.
9. People_____ walk on the grass
10. You _____ take your umbrella. It is not raining.