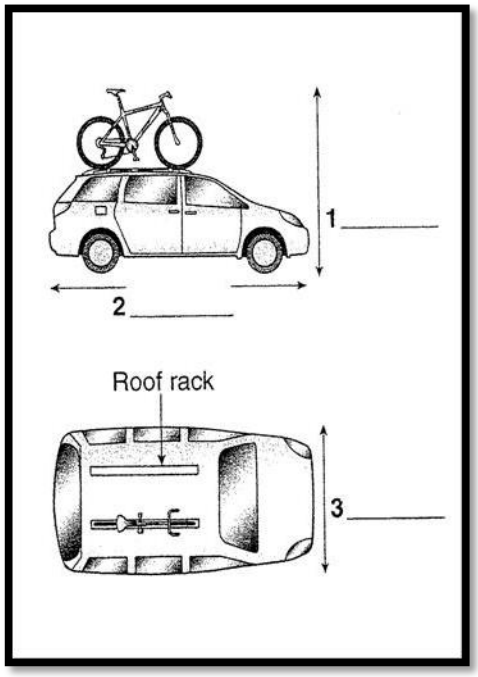
UNIT- IV

# TECHNICAL ENGLISH - SHSA1105

# UNIT IV

## LANGUAGE AT THE DISCOURSE LEVEL –PRODUCT DESCRIPTION




**Listening Task**

*A customer wants to drive her car onto a car ferry. Listen to her phone conversation with the sales staff of the ferry company. Complete the specifications of the customer's vehicle on the left.*

How
(1)___?

A. It's just under (2) _____ metres wide.

A. O.K, that's fine. The vehicle must not be (3)_____2 metres.

B. Great.

A. (4)_____?

B. It's exactly (5)_____metres long.

A. Please measure it again carefully. It must be (6)_____7 metres.

. OK. I'll do that and get back to you.

A. (7)_____?

B. It's just over (8)_____metres high, including the bicycles.

A. Mm, that's too high. The vehicle must not be (9)_____2.9 metres.

B. OK. I'll take the bikes off.

## SPEAKING

### Group Discussion

*Group Discussion* is a process where the exchange of ideas and opinions are debated upon. This process is mostly used for selecting candidates for admission. A typical GD comprises of a small group of candidates. Each group is given a topic for discussion.

The candidates are given a time limit for discussing this topic. Each participant has to give his or her views about this topic. The panelists have to judge the discussion. After the time limit is over, the best candidate from the group has to sum up what has been discussed and has to give conclusion.

### *Requirements to participate in a group discussion*

*1) Have subject knowledge*.

Be well aware of the latest happenings around you, not just in India but around the world as well. To be in a better position, make sure that you have in-depth knowledge on the subject.

*2) Make sure you Read Widely*

***Technical English***

Reading not only adds to your knowledge database but enhances your vocabulary skills as well. Plus reading over a period of time helps in your understanding of a particular subject/ topic better.

*3) Choose Magazines that are Rich in Content*

Always opt for magazines that are content rich and not just full of advertisements.

*4) Be Aware of Topics that are repeated*

Often, there are topics which re-appear with minute changes and minor variations. Be aware of such topics well in advance so that you have ample time to prepare for the same. E.g. the issues of terrorism, gender inequality, poverty. Make sure you know these topics well and can come up with some unique, insightful points along with dates, stating facts.

***Activity***

(i) The Importance of Gadgets in Our Lives.

(ii) The Impact of smartphones and mobile devices on human health and life.

## Technical words

**Aim:** To increase the vocabulary of the students by creating awareness of word formation

**Objective**: At the end of the lesson students identify, recognize word categories presented in the activities and demonstrate word knowledge by classifying, selecting and choosing them in appropriate contexts.

Students' Notes: Technical words are the specialized vocabulary of any field which evolves due to the need for experts in a field to communicate with clarity, precision,

***Technical English***
relevance and brevity

A good knowledge of how English words are formed is helpful in learning new words. English words are formed by blending, compounding, borrowing, using affixes, etc. Some examples are given below:

| | |
|---|---|
| Blending | • Electrocute (electrify and execute),Smog(smoke and fog)transistor (transfer and resistor)brunch (breakfast and lunch)<br>• televangelist (evangelical preacher who comes on TV asking for funds)<br>• rockumentary(documentary about rock music and musicians.)<br>• 'dancercise' (dance as exercise)<br>• Cubonics' (the combining of Cuban Spanish and English)and 'acrobranching' (a new sport involving acrobatics in trees) |
| Clipping | 'bro' from brother, 'dis' from disrespect *'maxing'* , from maximising. |

***Technical English***

| | |
|---|---|
| Acronyms | NASA - National Aeronautics and Space Administration<br>DARE - Drug Abuse Resistance Education<br>FAQ - Frequently Asked Questions<br>RADAR - Radio Detection And Ranging<br>SONAR - Sound Navigation And Ranging<br>SWOT - Strengths, Weaknesses, Opportunities, Threats<br>SMART Goals - Specific, Measurable, Attainable, Realistic, Time-bound Goals<br>TED (Talk) - Tell me, Explain to me, Describe to me (Talk)<br>FISH - First In, Still Here<br>KISS - Keep It Simple, Stupid<br>LOL - Laughing Out Loud<br>POS - Parents Over Shoulder<br>TTYL - Talk To You Later<br>CAD - Computer-aided design |
| Onomatopoeia and reduplicatives | Cuckoo, Splash, plop, whoop'<br>'honky-tonk', 'wishy-washy', 'mish-mash', 'ping-pong'.<br>'analysis-paralysis', 'chick-flick' |
| Compounding words: | Formation of words by joining two or more words:<br>Examples: Adobe Acrobat Reader, Back-end, Bandwidth, Bluetooth, Bookmark, Cloud computing, Hard disk, Search engine |
| abbreviations | A – ampere(s)<br>A/C – air conditioning<br>AC – alternating current<br>AI – artificial intelligence<br>AIM – amplitude intensity modulation<br>Al – aluminium<br>ALU – arithmetic logic unit<br>AM (radio) – amplitude modulation |

***Technical English***

| | |
|---|---|
| | amp – ampere(s)/ amplifier<br>app – (smartphone) application<br>approx. – approximately (= around/ about/ more or less)<br>ASCII - American Standard Code for Information Interchange<br>ASDL – asymmetric digital subscriber line<br>aux – auxiliary<br>AV – audio-visual<br>BCC – blind carbon copy<br>biotech – biotechnology<br>bot – robot<br>BSI – British Standards Institution<br>C – carbon<br>c – centi- (as in "cm" for "centimetres" and "cl" for "centilitres")<br>Ca – calcium<br>CAD (CAM) – computer aided design (computer aided manufacture)<br>(K)cal – (kilo)calorie(s)<br>CC – carbon copy (also a verb, meaning to copy someone in)<br>cc – cubic centimetres<br>CCTV – closed circuit television<br>CD – compact disc (player)<br>CDU – central display unit<br>cell(phone) – cellular phone<br>CGI – computer generated imagery<br>CIO – chief information officer/ chief investment officer<br>CO2 – carbon dioxide<br>coax - coaxial (cable)<br>comms – communications<br>CPU – central processing unit<br>CSIRO – Commonwealth Scientific and Industrial Research Organisation (of Australia)<br>CTO – chief technology officer<br>H&S – health and safety<br>ha – hectare<br>HD(TV/ recorder) – high definition (television/ recorder)<br>HDD – hard disk drive<br>HDMI – high definition multimedia interface<br>He – helium |

## READING AND CONTEXTUAL GUESSING BY READING ABOUT PRODUCTS

### Points to Remember

i. Remember that words in isolation convey one meaning and integrated word groups convey another. So, word groups need to be perceived as thought units or sense groups.

ii. Do not stop reading if you are not able to recall the meaning on a certain word or phrase. Rather continue reading till you complete a reasonable portion of the message.

iii. At times, you may infer the meaning of an unknown word through its extended definition or stated qualities.

iv. If you come across an antonym of the unknown word, you may be able to guess the meaning.

v. Remembering the words through the appropriate phrases is another excellent wayof getting the meaning though you may not know the meaning of those words in isolation. The phrases 'to whet your appetite', 'incorrigible liar'.

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

The average computer user has between 5 and 15 username/password combinations to log in to email accounts, social networking sites, discussion boards, news and entertainment sites, online stores, online banking accounts, or other websites. For people who use email or other internet applications at work, the numberof required username/password combinations may surpass 30. Some of these accounts demand that you use a specific number of symbols and digits, while others require you to change your password every 60days. When you add to this list the codes needed to access things like ATMs, home alarm systems, padlocks, or voicemail, the number

of passwords becomes staggering. The feeling of frustration that results from maintaining a memorized list of login credentials has grown so prevalent that it actually has a name: password fatigue. Having to remember so many different passwords is irritating, but it can also be dangerous. Because it is virtually impossible to remember a unique password for each of these accounts, many people leave handwritten lists of usernames and passwords on or next to their computers. Others solve this problem by using the same password for every account or using extremely simple passwords. While these practices make it easier to remember login information, they also make it exponentially easier for thieves to hack into accounts. Single sign-on (SSO) authentication and password management software can help mitigate this problem, but there are drawbacks to both approaches. SSO authentication can be used for related, but independent software systems. With SSO, users log in once to access a variety of different applications. Users only need to remember one password to log in to the main system; the SSO software then automatically logs the user in to other accounts within the system. SSO software is typically used by large companies, schools, or libraries. Password management software, such as Kee Pass and Password Safe, is most often used on personal computers. These software programs—which have been built into many major web browsers—store passwords in a remote database and automatically "remember" users' passwords for a variety of sites. The problem with both SSO authentication and password management software is that the feature that makes them useful is also what makes them vulnerable. If a user loses or forgets the password required to log into SSO software, the user will then lose access to all of the applications linked to the SSO account. Furthermore, if a hacker can crack the SSO password, he or she will then have access to all of the linked accounts. Users who rely on password management software are susceptible to the same problems, but they also incur the added threat of passwords being compromised because of computer theft. Although most websites or network systems allow users to recover or change lost passwords byproviding email addresses or answering a prompt, this process can waste time and cause further frustration. What is more, recovering a forgotten password is only a temporary solution; it does not address the larger problem of

password fatigue. Some computer scientists have suggested that instead of passwords, computers rely on biometrics. This is a method of recognizing human users based on unique traits, such as fingerprints, voice, or DNA. Biometric identification is currently used by some government agencies and private companies, including the Department of Defense and Disney World. While biometrics would certainly eliminate the need for people to remember passwords, the use of biometrics raises ethical questions concerning privacy and can also be expensive to implement. The problems associated with SSO, password management software, and biometrics continue to stimulate software engineers and computer security experts to search for the cure to password fatigue. Until they find the perfect solution, however, everyone will simply have to rely on the flawed password system currently in place

*1) Which of the following best describes the organization of the passage?*

A. The passage organizes ideas in order of increasing importance.
B. The author presents an argument and then uses evidence to dismiss opposing views.
C. The author explains a problem, explores solutions, and then dismisses these solutions as inadequate.
D. The author explains a problem and then persuades readers to agree with his or her solution to the problem.
E. The author explains a problem, contextualizes the problem, and ultimately dismisses it as an unnecessary concern.

*2) The passage discusses all of the following solutions to password fatigue except*

A. writing the passwords down on a piece of paper
B. voice-recognition software
C. KeePass
D. using very simple passwords
E. intelligent encryption

***Technical English***

*3) Which is the best synonym for mitigate?*

A. predict
B. postpone
C. investigate
D. lessen
E. complicate

*4) According to the passage, SSO authentication software may be safer than password management software because*

I. stolen personal computers contain passwords memorized by a user's web browser
II. if a user of password management software forgets his or her login credentials, the user can no longer access any of the applications protected by the password
III. hackers who access password management software can gain access to all of the applications protected by that password

A. I only
B. II only
C. I and II only
D. II and III only
E. I, II, and III

*5) Which of the following statements from the passage represents an opinion, as opposed to a fact?*

A. "For people who use email or other internet applications at work, the number of required username/password combinations may surpass 30."
B. "The feeling of frustration that results from maintaining a memorized list of login credentials has grown so prevalent that it actually has a name: password fatigue."

C. "Having to remember so many different passwords is irritating, but it can also be dangerous."

D. "Additionally, recovering a forgotten password is only a temporary solution; it does not address the larger problem of password fatigue."

E. "The problems associated with SOS, password management software, and biometrics continue to stimulate software engineers and computer security experts to search for the cure to password fatigue."

*6) Author notes that "the use of biometrics raises ethical questions concerning privacy." Which of the following situations could be used as an example to illustrate this point?*

A. A thief steals a personal computer with password management software and gains access to private email accounts, credit card numbers, and bank statements.

B. An employee at a company uses a voice recognition system to log in to his computer, only to be called away by his boss. While he is away from the computer but still logged in, another employee snoops on his computer and reads personal email correspondence.

C. A computer hacker gains access to a system that uses SSO software by cracking the password, thus gaining private access to all linked accounts.

D. A company that employs fingerprint identification security software turns over its database of fingerprints to the local police department when a violent crime occurs on its grounds.

E. Even when a person is on password-protected websites, an internet browser tracks the person's internet use and collects information in order to tailor advertisements to his or her interests.

*7) In the final paragraph, the author's tone can best be described as*

A. angry
B. resigned
C. confused
D. hopeful
E. depressed

1. Black & Decker Simple Start allows you to start your car without getting wet. It plugs into the 12-volt socket in your car, and it's designed to restart your car in ten minutes.

2. This is designed to jump, drive, roll and move over and under water at 30 mph using a 175-hp engine. Innerspace Sea Breacher is a two0seat, 5-metre long, underwater vehicle, shaped like a dolphin. Its acts as a jetski and as a fast submarine.

**CAUSATIVE VERBS**

*Causative verbs* express an action which is caused to happen. In other words, when I have something done for me I cause it to happen. In other words, I do not actually do anything, but ask someone else to do it for me. This is the sense of causative verbs. Causative verbs in English: *Make, Let,Have* and *Get.*

**Causative # 1– HAVE/GET SOMETHING DONE**

This means that someone does something for you because you pay or ask them to do it, but you don't say who this person is.

**Examples**

| **HAVE / GET** | **SOMETHING** | **DONE** |
|---|---|---|
| He had / got | his hair | cut |
| She didn't have / get | her teeth | checked. |
| I had / got | the leak in the roof | fixed |
| Did you have / get | the TV | repaired? |

**Causative # 2– HAVE SOMEONE DO SOMETHING**

This means that someone does something for you because you pay or ask them to do

it, but you also say who this person is.

**Examples**

| HAVE | SOMEONE | DO SOMETHING |
|---|---|---|
| The teacher had | the students | write a test. |
| I'll have | my assistant | call you with the details. |
| I had | the handyman | fix the leak. |
| Did you have | the electrician | repair the TV |

**Causative # 3– GET SOMEONE TO DO SOMETHING**

This means someone does something for you because you persuade (= encourage, tell them that you'd like them to do something) them to do it. So this construction feels less neutral than the previous ones.

**Examples**

| GET | SOMEONE | TO DO SOMETHING |
|---|---|---|
| I (finally) got | my kids | to go to bed. |
| I can never get | my wife | to cook dinner |
| Can you ever get | your sisters | to stop fighting? |
| Kevin got | his brothers | to take him on an adventure |

**Causative # 4 – MAKE SOMEONE DO SOMETHING**

This means that you force someone/something to do something for you.

**Examples**

| MAKE | SOMEONE/SOMETHING | DO SOMETHING |
|---|---|---|
| You make | your hips | sway. |
| Don't make | her (Sarah) | cry. |
| The teacher made | him (Peter) | work hard. |
| Why do you make | them (your parents) | worry so much about you? |

**Causative # 5 – LET SOMEONE/SOMETHING DO SOMETHING**

This means that you allow (= let, give permission to do something) someone to do

something or you allow something to happen.

***Examples***

| LET | SOMEONE/SOMETHING | DO SOMETHING |
|---|---|---|
| She let | the kids | stay up past midnight |
| I let | the chicken | burn in the oven |
| Why did he let | this | happen? |
| Let | me | go! |

***Exercise***

*Have / Get Something Done*

Change these examples into the structure:

'have + object+ past participle' or 'get + object + past participle'

***For example***:

I cleaned my kitchen (have)→ I had my kitchen cleaned.

| | | |
|---|---|---|
| 1. | I washed my car. (have) | |
| 2. | I cut my hair. (get) | |
| 3. | I typed the documents. (have) | |
| 4. | I fixed my washing machine. (get) | |
| 5. | I edited the article. (have) | |
| 6. | I printed the photo. (have) | |
| 7. | I delivered the furniture. (have) | |
| 8. | I wrote the report. (have) | |
| 9. | I sent the money. (have) | |
| 10. | I cleaned the carpets. (get) | |

## REPORTED SPEECH

***Direct speech*** is a report of the exact words used by a speaker or writer. It is also called as reporting speech. It is usually placed in between quotation marks and accompanied by a reporting verbs, phrases and other punctuation marks.

***Indirect speech*** is a statement/comment of a third person, who has not involved in the conversation. It is also called as reported speech. It omits quotation marks and other punctuation marks but includes conjunctions required.

***Changes during conversion from direct to indirect speechTense Change***

| S.No | Direct Speech | Indirect Speech |
|---|---|---|
| 1. | Simple present<br>e.g. write/ writes | Simple past<br>e.g. wrote |
| 2. | Present Continuous<br>e.g. is/are writing | Past Continuous<br>e.g. was/were writing |
| 3. | Present Perfect<br>e.g. has/have written | Past Perfect<br>e.g. had written |
| 4. | Present Perfect Continuous<br>e.g. has/have been writing | Past Perfect Continuous<br>e.g. had been writing |
| 5. | Past Tense<br>e.g. wrote | Past Perfect<br>e.g. had written |
| 6. | Past Continuous<br>e.g. was/were writing | Past Perfect Continuous<br>e.g. had been writing |
| 7. | Past Perfect<br>e.g. had written | No Change<br>e.g. had written |
| 8. | Will/shall/can/may/must | Would/should/could/might/must |

***Time Change***

| Direct Speech | Indirect Speech |
|---|---|

| | |
|---|---|
| this | that |
| these | those |
| now | then |
| ago | before/earlier |
| today | yesterday/ that day |
| tonight | that night |
| tomorrow | the next day/ the following day |
| this week | that week/last week |
| last year | the day before/ the previous year |
| next month | the month after/the following month |
| an hour ago | an hour before/an hour earlier |

***Changes in Pronouns***

| **Direct Speech** | **Indirect Speech** |
|---|---|
| I | He/she |
| my | his/her |
| myself | himself/herself |
| me | him/her |
| we | they |
| mine | his/hers |
| us | them |
| our | their |
| ourselves | themselves |

***Changes in Verbs***

| **Direct Speech** | **Indirect Speech** |
|---|---|
| am | was |
| is | was |
| are | were |
| has/have | had |
| do/does | did |
| go | went |

**Kinds of Sentences that can be converted into Indirect Speech.**

**1. Statement**

The statement is a sentence which does not need an answer from the listener. It

is up to the receiver / listener whether to reply or not.

*Direct Speech: "I have to talk to you about something," said David.*

*Indirect Speech: David said that he had to talk to me about something.*

**2. Interrogatives**

*a) Verbal Questions/ Yes Or No Questions*

Questions that start with verbs such as am, is, was, are, were, has, have, had, do, did, does, will, would, shall, should, can, could, may, might etc.

Conjunction if/whether is used as a connective.

*Direct Speech: Kathy said to Judy "Have you bought your ticket?"*

*Indirect Speech: Kathy asked Judy if/whether Judy has bought her ticket.*

*b) Nonverbal Questions/ WH Questions*

Questions that start with "WH" such as what, when, where, why, who, whom, whose, how, how long, how much etc.

No conjunction is used for nonverbal questions.

*Direct Speech:* I said to Helen "Where did you have lunch?"

*Indirect Speech:*I asked Helen where she had lunch.

**3. Imperatives**

*a) Commands/ Orders*

Sentences that express a sense of command or order.

*Direct Speech:* The teacher shouted at the students, "Wait outside".

*Indirect Speech:*The teacher ordered the students to wait outside.

*b) Requests*

Sentences that express a sense of request.

*Direct Speech:* We asked the strangers, "Please help us to search this address"

*Indirect Speech:*We requested the strangers to help us to search that address.

*c) Negatives*

Sentences that express negative ideas.

Don't is converted into "not to"

*Direct Speech:* Don't worry about the exams" my mother said.

*Indirect Speech: My mother comforted me not to worry about the exams.*

***Exercises***

**Change the following direct speech into reported speech**

1. 'That's correct. The new ring road will be built through the wood.'

Ans: The government official *confirmed that the new ring road would be built through the wood.*

2. 'Don't worry. I'll repair the back door this weekend.'

Ans: Colin _____

3. 'Alright, it's true. It was me who scratched the car.'

Ans: Karen _____

4. 'You must come to Dave's party with me on Saturday.'

Ans: Hilary _____

5. 'If you don't give me $5000, I'm going to tell the police all about it.'

Ans: Maurice _____

6. 'Oh, I'm the best tennis player at the college.'

Ans: Jemima _____

7. 'Would you mind repeating the question, Dr. Mc Bianchi?'

Ans: Dr. Jackson _____

8. 'The service in this restaurant is incredibly slow.'

Ans: George _____

9. "Honest to God, I've never seen this money before in my life" said Mr. Penfold.

Ans: Mr. Penfold _____

10. 'I think it might be better to wait until the manager gets here.'

Ans: The shop assistant _____

## INSTRUCTIONS AND RECOMMENDATIONS.

### *Giving Instructions*

Instructions are important in technical writing. Here, the sentences start with the verb in present tense and the negatives can be expressed using *don't, avoid, stop, keep away, stay away etc.*

***Sample Instructions***

**Instructions to be followed for Steam Iron box**

1. Always place the Steam Iron on a stable, flat, heat-resistant surface. Ensure that the surface can take the weight of the unit during use and also when the Steam Iron is resting on its stand.

2. Always keep the Steam Iron out of the reach of children.

3. Do not leave the Steam Iron unattended when in use or when connected to the mains electrical supply.

4. Do not relocate or store the Steam Iron while it is operating or while it is connected to the mains electrical supply.

5. Do not operate the Steam Iron if the plug or power cord have been damaged, or if it is not working properly.

6. Check the Steam Iron power cord regularly for damage. If the power cord is damaged in any way, it must be replaced by the manufacturer or its service agent or a similarly qualified person in order to avoid an electrical hazard.

7. Do not allow the power cord to hang over sharp table edges or come into contact with hot surfaces.

8. Do not use the Steam Iron outdoors.

9. Always switch the power OFF before removing the plug from the mains electrical supply.

10. To unplug the Steam Iron, grasp the plug firmly and remove it from the mains electrical supply. DO NOT PULL ON THE CORD

11. Never use the Steam Iron if it is damaged in any way.

*Write a set of 10 Instructions to be followed while using Smart HomeGadgets.*

## WRITING RECOMMENDATIONS.

The recommendations are suggestions about what should be done. Your reputation as a professional can be influenced by the quality of your recommendations. Therefore, the quality of the content must be good. The notes below will help you to produce recommendations with good content and language.

Some of the **Key words** to be used while writing recommendations are

Should, should be, must, must be, can, can be, have to,

Have to be, ought to, ought to be, need to, need to be,

***Sample Recommendations***

**<u>Recommendations to secure your android smartphone from being hacked</u>**

1. A strong, secure passcode should be given.

2. Passwords need to be changed often and should be private.
3. Your apps must be locked always.
4. Security software on the Android phone ought to be installed.
5. Wi-Fi, Bluetooth and Cellular Data have to be disabled when not in use.
6. Phone need to be charged only on trusted USB ports
7. Auto-login should be avoided
8. It is recommended that too much personal information on social mediashould not be shared.
9. Suspicious emails must not be opened.

**Activity**

*The following sentences are a combination of instructions and recommendations for preparing a User Manual. Arrange them properly inthe table.*

1. Include the appropriate cover and title pages.
2. Add references to related documents in the preface.
3. Include a table of contents if the manual exceeds ten pages
4. You have to put instructions/procedures and reference materials in the body of the manual
5. Procedures should be written in a consistent structure throughout the instruction section of the manual.
6. Begin with an overview of the task, then describe what the user has to do.
7. Number the steps and begin with action verbs, as the steps in each section of this article are written.
8. Reference materials should include lists of options, troubleshooting tips and frequently asked questions.
9. Glossaries and indexes ought to be added at the end of the manual.
10. Although a list of frequently used terms can appear at the front, the index

need to be omitted if the manual runs less than 20 pages.

11. Use graphic images as needed to support the text
12. Choose a few readable fonts
13. Consider the type of binding for the user manual
14. It is necessary to define the user is.
15. Write to the user's needs in a way the user can understand.
16. You must explain the problem the user is trying to solve, and then present the solution to it.

| S.no | Instructions | Recommendations |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

*Convert the following sentences into recommendations. Underline the recommendation keywords.*

**a. <u>How to Clean an Iron with Baking Soda and Water</u>**

1. In the bowl, make a paste by combining two parts baking soda with one part distilled water. (You don't want to use tap water as it can leave additional mineral deposits behind.)
2. Make sure the iron is unplugged and absolutely cool.
3. Spread the paste over the iron's soleplate.
4. Use a damp microfiber cloth to wipe the paste away, making sure you remove all of it.
5. Dip a cotton swab into distilled water.
6. Use this to clean the steam holes on the iron's soleplate.

7. Let the iron dry completely before plugging it in and using it again

**b. <u>How to clean a spark plug</u>**

1. Take off the spark plug cover.
2. Loosen the spark plug with a special wrench
3. Remove the spark plug from the socket
4. Clean the spark plug using a wire brush
5. Replace the spark plug in the socket
6. Tighten the spark plug using the wrench
7. Put the cover back on the spark plug

## MANUAL PREPARATION

Writing a manual on an important function at work can demonstrate your abilities to your superiors. It demonstrates your ability to complete a project on your own.

***What is a Manual?***

A **user guide** or **user's guide** is commonly known as a **manual**. It is a technical communication document intended to give assistance to people using a particular system.

- It is usually written by technical writers, programmers, product or project managers, or other technical staff.
- User guides are most commonly provided with electronic goods, computer hardware and software.

***Contents of a User Manual***

The sections of a user manual often include:

- A cover page
- A title page and copyright page
- A preface, containing details of related documents and information on how to navigate the user guide
- A contents page
- A guide on how to do or use something or the main functions of the system

- A troubleshooting section detailing possible errors or problems that may occur, along with how to fix them
- A FAQ (Frequently Asked Questions)
- Where to find further help, and contact details
- A glossary and, for larger documents, an index

User manuals accompany computers and other electronic devices such as televisions, stereos, telephone systems, and MP3 players, as well as household appliances and lawn and garden equipment. Good user manuals educate users about the product's features while teaching them how to use those features effectively and are laid out to be easily read and referred to. When creating effective content for and designing the layout of a user manual the following rules are to be followed.*(Ref:en.wikipedia.org/wiki/User_guide)*

***Rules:***

1. Include the appropriate cover and title pages.
2. Put references to related documents in the preface.
3. Include a table of contents if the manual exceeds 10 pages
4. You have to put instructions/procedures and reference materials in the body of the manual
5. Procedures should be written in a consistent structure throughout the instruction section of the manual.
6. Begin with an overview of the task, then describe what the user has to do.
7. Steps should be numbered and begin with action verbs, as the steps in each section of this article are written.
8. Reference materials should include lists of options, troubleshooting tips, and frequently asked questions.
9. Glossaries and indexes ought to be added near the end of the manual, although a list of frequently used terms can appear at the front.
10. The index need to be omitted if the manual runs less than 20 pages.
11. Use graphic images as needed to support the text

12. Choose a few readable fonts
13. Consider the type of binding for the user manual
14. It is necessary to define who your user is.
15. Write to your user's needs in a way the user can understand.

*Prepare a user manual for mobile phones in the proper format.*

**TITLE PAGE**

# USER MANUAL

**for**

Samsung GALAXY S II™

***Product Description:***

The Samsung Galaxy S II is a touchscreen-enabled, slate-format Androidsmartphone designed, developed, and marketed by Samsung Electronics. It has additional software features, expanded hardware, and a redesigned physique compared to its predecessor, the Samsung Galaxy S. The S II was launched with Android 2.3 "Gingerbread", with updates to Android 4.1.2 "Jelly Bean". It was one of

the slimmest smartphones of the time, mostly 8.49 mm thick, except for two small bulges which take the maximum thickness of the phone to 9.91 mm. The S2 features a unique Hyperskin mesh back panel which gives added grip and prevents the phone from heating up during extended calls.

**User Friendly Features:**

Touch screen provides quick response to a variety of in-phone menus and options including applications and seven home screens

- Solid Android Gingerbread platform
- Ready access to the Internet
- Built-in Bluetooth and Wi-Fi technology
- Brilliant wide-screen AMOLED display
- 8 Megapixel camera and camcorder
- AT&T GPS Navigation functionality provides real-time navigation
- micro SD card compatibility for use in data storage and access
- HSDPA 7.2 mbps high speed download capability
- Assisted GPS (TeleNav GPS Navigation)
- Up to 32GB expandable memory slot
- Sync and update social network applications

**Important Safety Instructions**

**DO'S**

- Always use a protective case for optimum mobile phone safety.
- Use anti-virus and anti-spyware software on your phone.
- Check your privacy & security settings.
- Do put your phone on silent when inside the church, cinema, the library and other places where complete silence is necessary.
- Put a password on your wireless carrier account to keep others from accessing your account.
- Try not to store sensitive information on your phone.
- Always use official app stores to download and install an app. Disable the option to allow installation of third party apps.

**DON'TS**

- Don't Talk and Drive

- Do not let the phone or battery come in contact with liquids.
- Do not dispose of the phone or the battery in a fire.
- Never watch videos, such as a movie or clip, or play video games while operating a vehicle.
- Don't sleep with your phone next to you. Excessive use of your phone could cause problems to your health because of the radiation it emits.
- Do not click dangerous links.

**Troubleshooting (Problems& Solutions)**

1. How to prevent the phone from over-heating?

**Ans:** *Keep It Cool and Inactive*- For starters, your phone should be kept out of direct sunlight and stored in a dry, shaded bag or pocket that won't transfer the sun's heat. After removing outside heat sources, take some time to relax your busy phone by reducing brightness, closing apps, abstaining from overbearing Wi-Fi or data use, and making sure to postpone downloads or updates until you're in more ideal circumstances, like when you plug your phone in at night.

2. What should be done, if the phone is constantly crashing?

Ans: ***Restart and Reset***Begin by simply restarting your device to clear temporary memory and active app data. If the phone is frozen, you'll need to force the device to shut down. Then, check to see if you can widen your available storage space by deleting some unnecessary data. In the end, if you're still having trouble, a factory reset may be the best thing you can do to give your phone a clean slate. If the problem lies with malfunctioning or aging hardware, you may need to visit the repair shop and go from there.

**3. What has to be done if the Phone is responding slowly**

**Ans:** *Clear the Cache*- Start by closing apps that you aren't using, and alter your settings to keep unimportant apps from running in the background at all times. These eat up valuable RAM space. Feel free to delete apps and software that you don't need and free up storage space by moving photos and other content to a cloud service.

**4. What to do if the battery doesn't seem to hold up?**

**Ans:** *Maximize Your Standby Time*- First, make sure the charger you are using is optimized for your battery. Then, shorten your screen timeout setting so that your phone will fall asleep sooner when not in use, and reduce your brightness when possible. If your phone has a battery saving mode, initiate it whenever you need your phone to be accessible without plugging it in for several hours. Finally, and maybe most importantly, alter your settings so that system-hogging apps and updates don't run in the background.

***Service Advantage***

*Samsung Galaxy S II* offers you a limited warranty that the enclosed subscriber unit and its enclosed accessories will be free from defects in material and workmanship, according to the following terms and conditions:

- The limited warranty for the product extends for 12 months beginning on the date of purchase of the product with valid proof of purchase.
- The limited warranty extends only to the original purchaser of the product and is not assignable or transferable to any subsequent purchaser/end user.
- The external housing and cosmetic parts shall be free of defects at the time of shipment and, therefore, shall not be covered under these limited warranty terms.

**Contact Details**

*Samsung Galaxy S II*
Samsung Telecommunications
Tel. 1-800-793-8896 or Fax. 1-800-448-4026
E-mail: servicehead.in@samsung.com
Or visit http://www.lg.com/us/support.
Correspondence may also be mailed to: P.O. Box 240007,
Huntsville, AL 35824

***Task***

**Work in pairs, A and B. Play *twenty questions***

**Student A:** Think of an everyday object. It could be an electronic gadgets, vehicle, a tool, or any devices. Don't tell your partner what it is. Answer your partner's questions.

**Student B:** Ask a maximum of 20 questions and try to guess Student A's object. You can't ask directly *what it is?*But you can ask questions like these:

- *Appearance*: What does it look like? What colour is it? What shape it is?
- *Use*: What's it for? What's it used for? What does it do?
- *Materials*: What's it made of?
- *Properties*: Is it flexible?
- *Dimensions*: How long is it?

[When you have finished, change roles]

***Prepare a user manual for any product of your choice.***

***Speaking***

1. Think of some tools or device you use. Discuss why they are useful with a partner.
2. Find out about an important engine or a piece of equipment used in your laboratory.

*Get information about:* the principle behind it/the function of the main parts/how it works [Give a short talk about this in the class].

## Word classification

The most common way to classify words is by their parts of speech. Traditional English grammar classifies words based on eight parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction and interjection. You can categorize a word into one of these groups by analyzing its function or role in a

sentence. Think about how the word affects or relates to the words around it. Some words may fall into more than one category.

**Vocabulary Focus : Classification**

**Give one word for**

1) plates, glasses, cups, saucers, bowls etc _____
2) knives, forks, spoons, serving spoons, tea spoons _____
3) bed sheet, bed cover, towels, napkin, table cloth etc _____
4) pens, pencils, books, paper, crayons, files, etc _____
5) curtains, blinds, drapes, screens _____
6) seat covers, sofa covers, sofa backs, sofa material _____
7) lipstick, nail polish, creams, lotions, etc _____
8) nuts, bolts, nails, hammer, hinges etc _____
9) soap, shampoo, tooth paste, tooth brush, shaving cream _____
10) basin, flush, pot, mug, shower etc _____
11) tables, chairs, desks, sofas, cabinets etc _____
12) belts, bags, caps, scarves, cabinets etc _____
13) chains, rings, earning, necklace, bangles etc _____
14) dolls, decoration pieces, crystal, vases etc _____
15) bread, butter, vegetables, and other food items _____
16) pants, shirts, dresses, sarees, skirts, blouses, etc _____
17) sweets, toffees, cakes, pastries etc _____
18) bread, buns, cakes, pies, biscuits etc _____
19) soaps, washing powder, phenyl, soda, scrubs etc _____
20) cars, scooters, buses, trucks, cycles, vans etc _____

21) milk, butter, cheese, curds, cream, etc _____

22) TVs, fridges, music systems, microwaves, mixies, etc _____

23) chicken, hen, geese, birds etc _____

24) pots, pans, tava, cookers, etc _____

25) diamonds, sapphires, rubies, emeralds, pearls etc _____

In English, **words** are **classified** into parts of speech such as nouns, verbs, adjectives, and adverbs. The **word** function is **classified** as both a verb and a noun. All words belong to categories called word classes (or parts of speech) according to the part they play in a sentence.

The main word classes in English are listed below.

- Noun
- Verb
- Adjective
- Adverb
- Pronoun
- Preposition
- Conjunction
- Determiner
- Exclamation

## Noun

A noun is a word that identifies:

- a person (*man, girl, engineer, friend*)
- a place (house, library, Chennai)
- a thing (*horse, wall, flower, country*)
- an idea, quality, or state (*anger, courage, life, luckiness*)

## Verb

A verb describes what a person or thing does or what happens. For example, verbs describe:

- an action – *jump, stop, explore*
- an event – *snow, happen*
- a situation – *be, seem, have*
- a change – *evolve, shrink, widen*

## Adjective

An adjective is a word that describes a noun, giving additional information about it. For example:

- *an **exciting** adventure*
- *a **green** apple*
- *a **tidy** room*

## Adverb

An adverb is a word that is used to give information about a verb, adjective, or other adverb. They can make the meaning of a verb, adjective, or other adverb stronger or weaker, and often appear between the subject and its verb (*She* **nearly** *lost everything.*)

## Pronoun

Pronouns are used in place of a noun that is already known or has already been mentioned. This is often done in order to avoid repeating the noun. For example:

*Laura left early because **she** was tired.*

*Anthony brought the avocados with **him**.*

***That** is the only option left.*

***Something** will have to change.*

Personal pronouns are used in place of nouns referring to specific people or things, for example *I, me, mine, you, yours, his, her, hers, we, they,* or *them*. They canbe divided into various different categories according to their role in a sentence, as follows:

- Subjective pronouns
- Objective pronouns
- Possessive pronouns
- Reflexive pronouns

## Preposition

A preposition is a word such as *after, in, to, on,* and *with*. Prepositions are usually used in front of nouns or pronouns and they show the relationship between the noun or pronoun and other words in a sentence. They describe, for example, the position of something, the time when something happens, or the way in which something is done.

## Conjunction

A conjunction (also called a connective) is a word such as *and, because, but, for, if, or,* and *when*. Conjunctions are used to connect phrases, clauses, and sentences. The two main kinds are known as *coordinating conjunctions* and *subordinating conjunctions.*

## Determiner

A determiner is a word that introduces a noun, such as ***a/an***, ***the***, ***every***, ***this***, ***those***, or ***many*** (as in ***a*** *dog,* ***the*** *dog,* ***this*** *dog,* ***those*** *dogs,* ***every*** *dog,* ***many*** *dogs*). The determiner ***the*** is sometimes known as the *definite article* and the determiner ***a*** (or ***an***) as the *indefinite article.*

## Exclamation

An exclamation (also called an interjection) is a word or phrase that expresses strong emotion, such as surprise, pleasure, or anger. Exclamations often stand on their own, and in writing they are usually followed by an exclamation mark rather than a full stop.

**Activity: Classify the words in the following sentences.**

1. Transportation by large and long-range aircraft, the flight of space shuttles, and the realization of the space station are some examples of recent developments in aerospace engineering.
2. These developments highlighted cutting-edge technologies such as light-weight high-strength materials, heat-resistant structures, miniaturization, high performance propulsion systems, reduction of air drag, large scale numerical simulation, and the construction of large structures in space.
3. Aircraft for transportation and artificial satellites for communication and weather forecast are now commonly related to our daily lives.
4. These aerospace technologies are key technologies in support of our society.

## Word Associations

Word associations arise in the human's mind when reading or saying a word, or just thinking about the word. It is also possible to search for a word by the first letter.

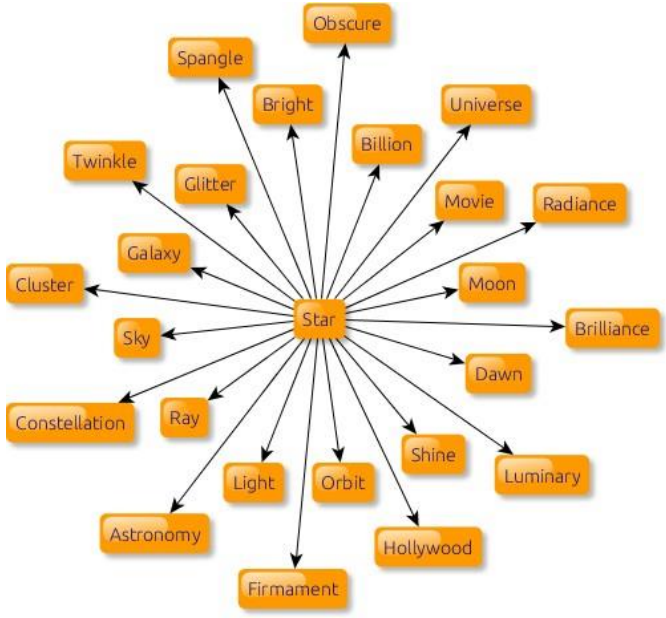
## The Definition of Word Association

Association is one of the basic mechanisms of memory. In a sense, they can be called natural classifiers of the conceptual content of the vocabulary of the language. Under certain conditions, a revival of one idea or concept is accompanied by a revival of others ideas correlated with it. This phenomenon is called the Association.

### Classification of Associations

Since Aristotle's age,

people distinguish association by similarity, contrast and contiguity.




- *Association by similarity* is based on the fact that the associated phenomena have some common features. (Eg: woe - unhappiness, sorrow, grief, sadness, and so on).
- *Association by similarity* is association by contrast, the origin of which is explained by the presence in phenomena of opposite features. (For example, the phenomenon of antonyms: grief - joy, happiness – unhappiness, and so on).
- *Association by contiguity* comes into existence when events are situated close together in time or space. (for example, a flower - a rose, a disease - death, and so on).

**Activity: Write word association for the underlined words.**

A considerable advantage when landing a commercial aircraft isthat most big planes today have automatic landing capability,which relies on a combination of onboard electronics and signalsfrom airport runway lights and transmitters. The system is meantto help pilots in times of low visibility and can be used onlyunder certain wind conditions.


## Basic Sentence Patterns in English: Rules and Structures You Need to Know

In English grammar, there are five basic sentence types you need to be familiar with.

### *The Basic Elements of a Sentence*

A sentence has two basic elements: the subject and the predicate. The subject is always a noun, a pronoun, or a group of words acting as a noun. It is what the entire sentence is about. Meanwhile, the predicate contains a verb that describes the subject. Take note, verbs do not always have to be action verbs. Lastly, subjects and predicates can be either simple or compound.

A **sentence** is a group of words that usually contain a subject (S) and a verb (V) and expresses a complete idea.

The subject is a noun, noun phrases, or pronoun that usually comes before the main verb. It also represents the person or thing that acts as the verb, or about which something is stated.

**Verb,** on the other hand, is a word or group of words that describes an action or state.
A ***transitive verb*** has an object.
An ***intransitive verb*** does not have an object.
In the following examples, the subjects are in bold, while the predicates are italicized:

**Grandma** *is awake.*
**He** *makes cakes and cookies.*

Aside from the subject and predicate, sentences also contain objects. We have two kinds of objects in English grammar: **Direct and Indirect object.**

A ***Direct Object*** refers to the person or thing affected by the action of the verb. (He bought a ball.)

An ***Indirect Object*** usually refers to the person who 'benefits' from the action of the verb. (He bought her a ball.)

Additionally, we have the complement. A **complement** tells us something about the nature of the Subject or Object. There are two types of complements: Subject Complement and Object Complement.

***Subject Complement*** = She is happy. **S=C**
***Object Complement*** = He made her happy. **O=C**

And lastly, we have the modifier. A **modifier** is a word or group of words that modifies another word or group.
Now that we're done with this recap, it is time to proceed to the lesson properly.

## The Five Basic Sentence Patterns in English

You might have not noticed this one, but English sentences may present themselves in varying patterns. These patterns refer to the arrangements of the elements of a sentence. It starts from the most basic, to the most complex. As mentioned, there are five basic sentence patterns in English. Among them are:

**1. Subject + Linking Verb + Complement** ( S – LV – C)
**2. Subject + Intransitive Verb** ( S – IV )
**3. Subject + Transitive Verb + Direct Object** ( S – TV – DO )
**4. Subject + Transitive Verb + Indirect Object + Direct Object** ( S – TV – IO – DO )
**5. Subject + Transitive Verb + Direct Object + Object Complement** ( S – TV – DO – OC)

***S – LV – C***

The first basic sentence pattern in English we have the S–LV–C. This includes a subject, a linking verb, and a complement. Linking verbs are the types of verbs that join the subject with an adjective or another noun. Some commonly used linking verbs include be, am, are, is, was, were, and seem.

Apart from linking verbs, we can also use sense verbs to make this type of sentence pattern. A sense verb is a verb that describes one of the five senses: sight, hearing, smell, touch, and taste.

On the other hand, a subjective complement is a word or a group of words that often follow a linking/sense verb. Subjective complements can either be nouns, pronouns, or adjectives.

***Consider the order of the subject, linking/sense verb, and complements in the following sentences:***

1. She looks happy.

**S:** She
**LV:** looks
**C:** happy

2. Orange and Yellow are bright colors.

**S:** Orange and Yellow
**LV:** are
**C:** bright colors
3. The food tastes bad.

**S:** The food
**LV:** tastes
**C:** bad

***S – IV***

When learning the basic sentence patterns, the S–IV pattern is the simplest sentence type. It includes just a subject and an intransitive verb. Grammatically, intransitive verbs do not need a direct object. Unlike transitive verbs, verbs belonging to this type don't answer the question "what?". In most cases, dynamic and locomotive verbs (or verbs that express movement) belong to this sentence pattern.
Also, this pattern uses verbs that are in the base form and doesn't need supporting information. This means that the thought of the sentence was already completed by the action of the verb.

***Below are sample sentences with the S-IV sentence pattern.***

1. She swims.

2. The book fell.

3. Peter marches.

4. Peter sneezed.

5. Evil exists.

***S – TV – DO***

This time let's move on to the third basic sentence patterns in English we all are familiar with: the S–TV–DO pattern. This pattern includes a subject, a transitive verb, and a direct object. Here, we use transitive verbs, which means that we need a direct object. The trick here is to make sure our verb answers the question "what?"

Moreover, this pattern uses a verb that is in the =s form, most especially the stative verbs. The S-TV-DO pattern, unlike the S-IV pattern, needs supporting information, especially the object pointed about in the sentence (noun).

***In the sample sentences we have below, the subject, transitive verb, and direct object are placed in a fixed order.***

1. They are baking cookies and cakes.

**S:** they
**TV:** are baking
**DO:** cookies and cakes

2. The batter hit the ball.

**S:** The batter
**TV:** hit
**DO:** the ball

3. She teaches English.

S: She

TV: teaches

DO: English

***S – TV – IO – DO***

Next in the list of basic sentence patterns is the S–TV–IO–DO sentence. This type includes a subject, a transitive verb, an indirect object, and a direct

object. If you have forgotten what indirect and direct objects are, CLICK here for a refresher.

***In the sentences below, you'll notice that the subject, the transitive verb, the indirect object, and the direct object are placed in the correct order.***

1. Mary lent Josh money.

**S:** Mary
**TV:** lent
**IO:** Josh
**DO:** money

2. Ana taught her the answer.

**S:** Ana
**TV:** taught
**IO:** her
**DO:** the answer

3. He gave him the money.

**S:** He
**TV:** gave
**IO:** him
**DO:** the money

Interestingly, there are instances where the Direct Objects come first before Indirect Object in the sentences. And although some grammarians insist on its correctness, some consider the pattern acceptable in English. *So, instead of S–TV–IO–DO, the pattern then becomes S–TV–DO-IO.*

***For example:***

He gave him the money. (S–TV–IO-DO)
He gave the money to him. (S–TV–DO-IO)

***S – TV – DO – OC***

The last basic sentence pattern we have in English is the S–TV–DO–OC sentence type. This sentence pattern includes a subject, transitive verb, direct object, and an objective complement. Unlike subjective complements, objective complements describe a direct object.

The object complement in this sentence pattern refers to a specific description of the direct object being done by the subject, with the use of the verb. Generally, the OC in this pattern could be a noun, an adjective, or an adverb.

***Check out the examples we have below.***

1. She called the boy attractive.

**S:** She
**TV:** called
**DO:** the boy
**OC:** attractive

2. They painted the house blue.

**S:** They
**TV:** painted
**DO:** the house
**OC:** blue

**Basic Sentence Patterns in English: Important notes to learn**

As you move forward in learning English grammar, understanding the basic sentence patterns in English is essential. Although there are over 10 sentence patterns in English, the five basic sentence patterns that we discussed are the most common. They are the following.

**1. Subject + Linking Verb + Complement ( S – LV – C)**
***For example:***
I am happy.
**2. Subject + Intransitive Verb ( S – IV )**
***For example:***
Horses run.
**3. Subject + Transitive Verb + Direct Object ( S – TV – DO )**
***For example:***
Amy tutors Chris.
**4. Subject + Transitive Verb + Indirect Object + Direct Object ( S – TV – IO – DO )**

***For example:***

The instructor assigned Steve poetry.

**5. Subject + Transitive Verb + Direct Object + Object Complement ( S – TV – DO – OC)**

***For example:***

Mary considered Ana her friend.

EXERCISE:

1. She / will come

a) **SV**

b) SVO

c) SVC

d) SVOC

2. She / became / a teacher

a) SVCA

b) SVO

c) SVA

d) **SVC**

3. One of the boys must go

a) SVC

b) SVOA

c) SVCA

d) **SV**

4. I wish you Happy new year

a) SV

b) **SV IO DO**

c) SVC

d)SVOC

5. It is dark everywhere

a) SVC

b) **SVCA**

c) SVA

d) SVOA

1. Monkeys/ eat/ bananas.

S V DO

2. She/ loves/ her job.

S V DO

3. He's/ eating /an orange.

S V DO

4. The teacher/ gave/ her students /A's.

S V IO DO

5. Grandfather /will leave/ the dogs /his money.

S V IO DO

6. The pirate /sold /me /a boat.

S V IO DO

Activity:

1. Books convey ideas.
2. Dolphins leap.
3. The pitcher threw the catcher a curve ball.
4. John hates lima beans.
5. The sea is beautiful even in winter.
6. The writer sold his publisher a three-part story.
7. You seem worried.
8. Elizabeth will swim.

**Subject + verb**

8. Elizabeth will swim.
2. Dolphins leap.

**Subject + verb + direct object**

4. John hates lima beans.

1. Books convey ideas.

**Subject + linking verb + subject complement**

5. The sea is beautiful even in winter.

7. You seem worried.

**Subject + verb + indirect object + direct object**

6. The writer sold his publisher a three-part story.

3. The pitcher threw the catcher a curve ball.

Language Lab: Digital literacy: Using online discussion forum