

TECHNICAL ENGLISH - SHSA1105

UNIT 2

LANGUAGE AT THE SENTENCE LEVEL

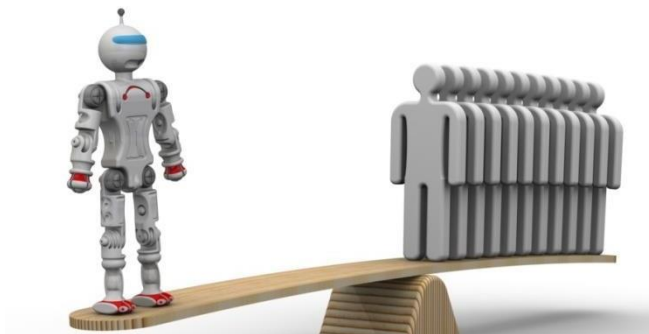
Read the following short story, state the topic sentence, and underline the connectives

Men Are Different



I'm an archaeologist, and Men are my business. Just the same, I wonder if

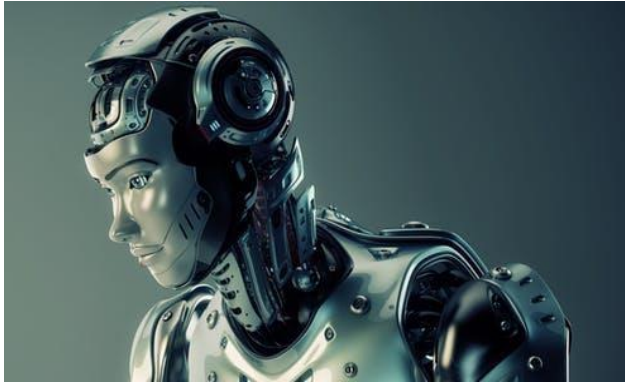
we'll ever find out about Men—I mean *really* find out what made Men different from us Robots—by digging around on the dead planets. You see, I lived with a Man once, and I know it isn't as simple as



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they told us back in school.

We have a few records, of course, and Robots like me are filling in some of the gaps, but I think now that we aren't really getting anywhere. We know, or at least the historians say we know, that Men came from a planet called Earth. We know, too, that they rode out bravely from star to star; and wherever they stopped, they left colonies—Men, Robots, and sometimes both— against their return. But they never came back. Those were the shining days of the world. But are we so old now? Men had a bright flame—the old word is "divine," I think—that flung them far across the



night skies, and we have lost the strands of the web they wove.

Our scientists tell us that Men were very much like us—and the skeleton of a Man is, to be sure, almost the same as the skeleton of a Robot, except that it's made

of some calcium compound instead of titanium. Just the same, there are other differences.

It was on my last field trip, to one of the inner planets, that I met the Man. He must have been the last Man in this system, and he'd forgotten how to talk—he'd been alone so long. Once he learned our language we got along fine together, and I planned to bring him back with me. Something happened to him, though.

One day, for no reason at all, he complained of the heat. I checked his temperature and decided that his thermostat circuits were shot. I had a kit of field spares with me, and he was obviously out of order, so I went to work. I turned him

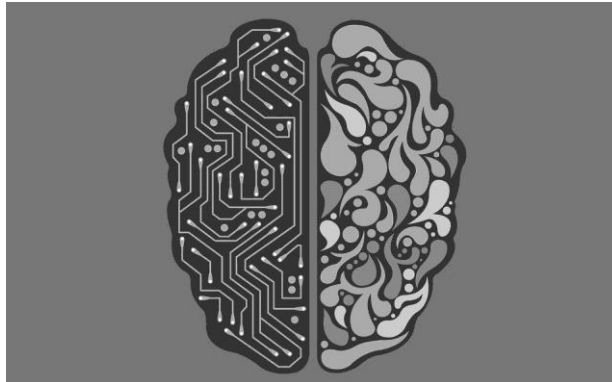
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off without any trouble. I pushed the needle into his neck to operate the cut-off switch, and he stopped moving, just like a Robot. But when I opened him up he wasn't the same inside. And when I put him back together I couldn't get him running again. Then he sort of weathered away—and by the time I was ready to come home, about a year later, there was nothing left of him but bones. Yes, Men are indeed different.

– Alan Bloach

Based on the above story

- (i) Attempt an essay on Human Life with that of a Robot.
- (ii) Underline the conjunctions.
- (III) Compare And Contrast

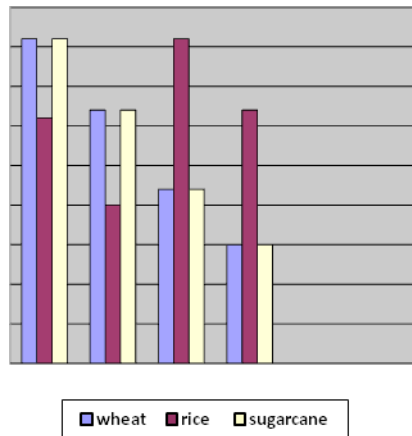


| HUMAN BEINGS | ROBOTS |
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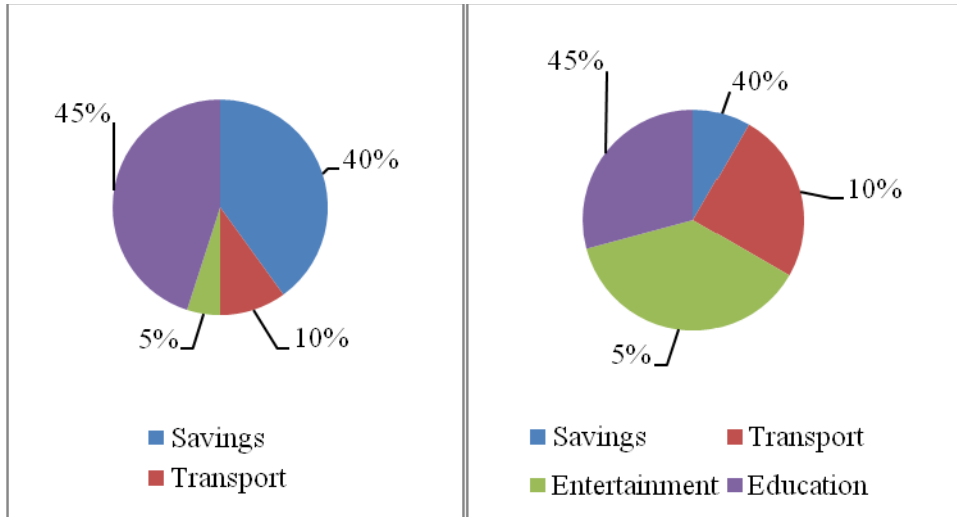
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Convert the Given Bar chart into a paragraph



Compare and contrast the life style of Family A and Family B based on the given Pie chart

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IV) Frame sentences using the following words to compare Human beings and Robots.

- a. Whereas b. on the other hand c. while d. But

WORDS USED TO COMPARE

SAME
SIMILAR
SIMILARLY
IN THE SAME WAY
THE SAME AS
BOTH
LIKE
IN COMMON
AS WELL
ALSO

WORDS USED TO CONTRAST

DIFFER
DIFFERENT
DIFFERENCE
HOWEVER
BUT
LIKE
ALTHOUGH
EVENTHOUGH
ON THE OTHER HAND
WHILE

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Process Description

Aim: To provide opportunities for the students to write paragraphs based on the language and vocabulary items taught in the previous lessons.

Objective: At the end of the lesson students will be able to write process description paragraphs by using cohesive devices, write sentences with factual information, construct sentences with appropriate tense and sentence structures, peer evaluate by using rubrics.

5.1. Pair Work: Read “Main Characteristics of a Paragraph” to mark the two most important points from your point of view:

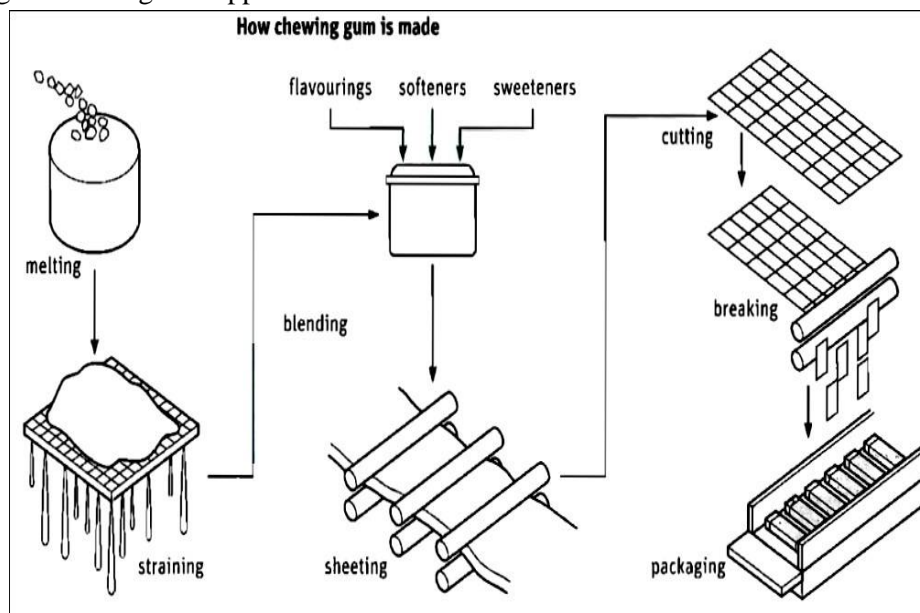
Main Characteristics of A Paragraph:

- 1 A paragraph has a topic sentence usually at the beginning to give a sense of direction to the reader. Topic sentence has two parts: the topic which in a word or phrase that is talked about and the controlling idea that limits or controls the topic to just one aspect.
- 2 A paragraph has unity i.e all sentences or supporting details are about one single topic or the main idea.
3. A paragraph has a concluding sentence - that summarizes, restates, or evaluates the most significant ideas of the paragraph. It could also predict the condition of the topic in the near future. Phrases such as: *In conclusion, In summary, To conclude, To summarize* are used.
4. A good title attracts the reader's attention. Interesting, short, simple and concise title is appealing than a sentence and an insipid title. Punctuation like starting with a capital letter, capitalizing important words, except the articles (a, an, the), the coordinating conjunctions (and, or, but), and the prepositions, such as: in, on, at, for is important.

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1.2. **Fill the blanks with correct form of the verb:** Use note book to write the answers

The flow diagram _ 1 _ (show) the process of preparing Chewing gum. The first stage _ 2 _ (involve) preparation of gum base. If gum base _ 3 _ (be) natural, it must first be _ 4 _ (harvest) and then processed. The process _ 5 _ (begin) by melting and purifying the gum base. Gum base _ 6 _ (place) in a warm room to dry for a day or two (hot air continually passes over the mixture). After the Gum base _ 7 _ (be) dry, then it (sterilize) and melted in a steam cooker. The substance _ 8 _ then (pump) to a high-powered centrifuge to rid the gum base of undesirable dirt and bark. The gum base _ 9 _ (cook) and mixed with softeners and sweeteners (and all others additives). The next step is kneading, where the Extruders (machines) _ 10 _ (use) to blend, smooth and form the gum. A cutting machine _ 11 _ (cut) the sheets into sticks or small pellets which _ 12 _ later candy (coat). Other machines then carefully wrap and package the gum in air tight wrappers for distribution and sale.



5.3: Do any one of the following tasks:

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1. Draw a flow chart for the process of making chewing gum based on the image given after 5.2
2. Draw a flow chart by listening to the transcript read by your classmate

Pair work: Student A listens and draws a flow chart to the transcript read by Student B on the **Process of Joining Google classroom.**

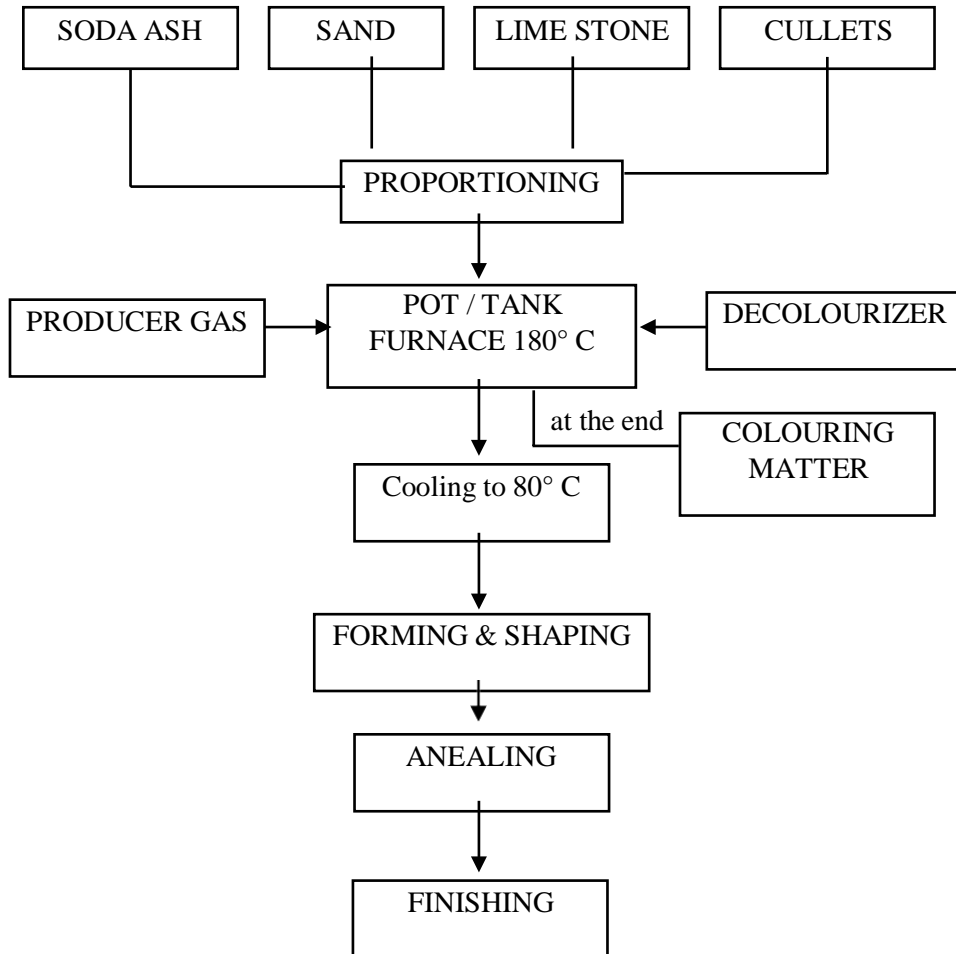
Transcript for Student B:

Process of Joining Google classroom: To join a Google class a student can have two ways- by using class code or accept invitation from the teacher or join a class with the class code shared by the teacher. The second way is to accept an invitation from the teacher. If an invitation is sent by the teacher, see the icon- Join on the class card on your Classroom homepage. If the class code is lost, deleted, or forgotten, the teacher can be asked to resend the code or set a new one. If the code isn't working, seek help from the teacher or the classmates. The class code is used to join the class, once joined, then the student is enrolled in the class. The code need not be re used. If you join a class from Computer Android iPhone & iPad always ensure that you must be signed in to Classroom before you can join a class.

3. Write a paragraph of 200 words based on your understanding of the flow chart on *the process of glass manufacturing*. Refer to 4.3, Exercise 4 for more information and vocabulary related to the topic.

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Process of Glass Manufacturing



5.4.1. Peer Evaluation: Go through the flow chart drawn by your partner on the process of making chewing gum, to give marks as per the suggestions given below:

Flow Chart (12 marks) : Title for the diagram (1)

- Each process is given in box (1)
- The boxes are to be connected by straight or arrows (1)

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- Each box should have consistency- starting with verb or noun – same throughout, no mix up (2 marks)
- All steps mentioned with no point missing showing understanding of what is read(4)
- Neat diagram with no spelling errors (3 marks)

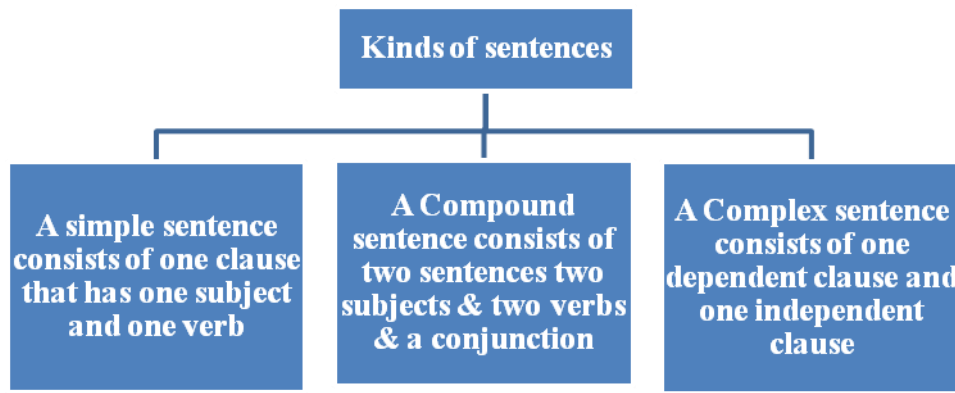
Transformation of Sentences (Simple, Compound & Complex)

1. To transform the simple sentence into a compound sentence:

A simple sentence can be transformed into a compound sentence by enlarging phrase or word into a co-ordinate clause.

Example-1:

- He must work hard to make up for the lost time.
This sentence can be made into two parts and those two parts can be joined by a conjunction 'and'.
- He must work hard and make up the lost time.



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Example-2:

- To his eternal disgrace, he betrayed his country.
- He betrayed his country and this was to his eternal disgrace.

Example-3:

- Besides robbing the poor child, he also murdered the child.
- He not only robbed the poor child but also murdered the child.

Example-4:

- The teacher punished the children for disobedience.
- The children were disobedient so the teacher punished them

2. To transform a compound sentence into a simple sentence:

Example-1:

- We must eat or we cannot live.
- We must eat to live.

Example-2:

- You must either pay the bill at once or return the goods.
- Failing prompt payment, the goods must be returned by you.

Example-3:

- He must not be late or he will be returned.
- In the event of his being late, he will be returned.

Example-4:

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- He is rich, yet he is not contented.
- In spite being rich, he is not contented.

Example-5:

- This coat cannot be mine, for it is too big.
- For its big size, it cannot be mine.

Example-6:

- He is very poor, but he does not complain.
- In spite of being poor, he does not complain.

3. To transform a simple sentence into a complex sentence:

A simple sentence can be transformed into a complex sentence by enlarging a phrase into a subordinate clause. The clause may be Noun, Adjective or Adverb.

Example-1:

- He confessed his crime.
Here the noun (his crime) has been changed into a subordinated clause.
- He confessed that he was guilty of the crime.

Example-2:

- On the arrival of the mails, the steamer will leave.
Here the adverbial phrase has been changed into a subordinate clause.
- The steamer will leave as soon as the mails arrive.

Example-3:

- I saw a wounded bird.

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Here the adjective phrase has been changed into a subordinate clause.

- I saw a bird that was wounded.

Example-4:

- On being punished, he wept.
- When he was punished, he wept.

You can see how the Transformations of Sentence take place without changing the meaning of the sentence.

4. To transform a Complex Sentence into a Simple Sentence:

The following sentences will make it clear how to transform the complex sentences into the simple sentence.

Example-1:

- He said that he was an innocent.
 - This Complex Sentence has been changed into a Simple Sentence as follows.
- He declared his innocence.

Example-2:

- How long I will stay is doubtful.

Here, the Subordinate Clause has been changed into a Noun Clause.
- The duration of my stay is doubtful.

Example-3:

- Tell me where you live.

Here also, the Subordinate Clause has been changed into a Noun Clause.
- Tell me your address.

Example-4:

- He died in the village where he lived.

Here the Subordinate Clause has been changed into an Adjective Clause.
- He died in his native place.

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Example-5:

- The moment that is lost is lost for ever.
Here also the Subordinate Clause has been changed into an Adjective Clause.
- The lost moment is lost forever.

Example-6:

- He was too tired that he could stand.
Here the Subordinate Clause has been changed into an Adverb Clause.
- He was too tired to stand.

Example-7:

- He will not pay unless he is compelled.
Here also, the Subordinate Clause has been changed into an Adverb Clause.
- He will pay only under compulsion.

5. Conversion of Compound sentences into Complex sentences:

We can change Compound sentences into Complex sentences, by removing the conjunction ‘and’ and using other conjunction suitable to the context.

Example-1:

Consider this Compound sentence:

- Search his pocket and you will find the watch. (Compound Sentence)
By removing the conjunction ‘and’ and adding another conjunction ‘if’, we can change this sentence into a Complex Sentence.
- If you search his pocket, you will find the watch. (Complex sentence)

Example-2:

He wished to become learned; he studied very well. (Compound)

Here, the use of same pronoun for the second time is avoided to convert the sentence into a complex sentence.

He studied very well to become learned. (Complex)

Now, you may see how the Transformations of Sentences have taken place.

Example-3:

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- He is buried near Rome. Myrtles grow around his grave. (Compound)
- He is buried in a place where myrtles grow. (Complex)

Examples:

- He aimed to win the prize and worked hard. (Compound)
- He worked hard so that he might win the prize. (Complex)
- He put on his hat and went out. (Compound)
- Putting his hat on, he went out. (Complex)
- Do your best. You will never regret. (Compound)
- By doing your best, you will never regret. (Complex)
- Be diligent and you will succeed. (Compound)
- Diligence will make you succeed you. (Complex)
- Your diligence will give you success. (Complex)
- Do this and you will be punished. (Compound)
- If you do this, you will be punished. (Complex)
- Give me the book and I will read it. (Compound)
- If you give me the book, I will read it. (Complex)
- Take quinine, and your fever will be cured. (Compound)
- If you take quinine, your fever will be cured. (Complex)
- I tell him to be quite, but he takes no notice of it. (Compound)
- Although I tell him to be quite, he takes no notice of it. (Complex)
- Be just, fear not. (Compound)
- If you are just, you need not fear. (Complex)
- You called me and here I am. (Compound)
- Because you called me, I am here. (Complex)
- The master is nearly blind and the boys are sorry for him. (Compound)
- The boys are sorry for the master for near-blindness of him. (Complex)
- You have paid the bill, but you will get no credit for it. (Compound)
- Although you have paid the bill, you will not get the credit for it. (Complex)
- Listen and I will tell you all. (Compound)
- If you listen, I will tell you all. (Complex)
- Be careful in your diet and you will be healthy. (Compound)

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- If you are careful, you will be healthy. (Complex)

6. Conversion of Complex sentences into Compound sentences:

As we have converted the Compound sentences into Complex sentences, We have to convert the Complex sentences into Compound sentences. .

Example-1:

- I am glad that he has recovered from illness.

In this sentence, two actions are noted. 'I am glad' is one simple sentence and 'he has recovered from illness' is another Simple sentence.

Now using the conjunction 'and', we can convert this sentence into a Compound sentence.

- He has recovered from illness and I am glad of it.

Now, you may see how the Transformations of Sentences have taken place.

Example-2:

- As soon as he received the telegram, he left in taxi.

In this sentence also, there are two actions. We have to bring in both the actions into a single sentence by using conjunction 'and'.

- He received a telegram, and he left in taxi.

Examples:

- We can prove that the earth is round. (Complex)
- The earth is round and we can prove it. (Compound)
- When you have rested, go on with the work. (Complex)

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- You take rest and you go on with the work. (Compound)
- I know what you told him. (Complex)
- You told him something and I know that. (Compound)

Now, you may see how the Transformations of Sentences have taken place.

- We eat so that we may live. (Complex)
- We have to live so we have to eat. (Compound)
- He was educated in Public school where he learned Latin. (Complex)
- He was educated in a public school and there he learned Latin. (Compound)
- He was so learned that he seemed to know everything. (Complex)
- He was very learned and seemed to know everything. (Compound)
- He failed because he was so rash. (Complex)
- He was too rash and therefore failed. (Compound)

Reading and Summarizing

Making a habit of summarizing what you read is a useful tool for improving reader comprehension, and also a valuable critical thinking exercise. Summarizing a reading assignment increases recall and condenses an author's idea down to a few sentences.

Instructions

1. Use your own words.
2. Present your ideas in an order.
3. Pull out main ideas
4. Focus on key details
5. Use key words and phrases
6. Break down the larger ideas
7. Write only enough to convey the gist
8. Take succinct but complete notes

Steps:

- Students have to do selective underlining on a selection.
- Students have to create a summarised paragraph of what they can remember of the key
- They have to write successively shorter summaries,.
- They should reduce their written piece until the most essential and relevant information remains.
- Try to get it down to two or three sentences; and ultimately a single sentence.

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Guidelines

1. A summary is a shorter version of a longer piece of writing.
2. Summarizing exercises are usually set to test your understanding of the original, and your ability to re-state its main purpose.
3. Summarizing is also a useful skill in doing research.
4. The summary should be expressed in your own words.
5. Aim for something like one tenth of the original. [A summary which is half the length of the original would not be a summary.]
6. Read the original quickly, and try to understand its main subject or purpose.
7. Underline or make a marginal note of the main issues.
8. Use a highlighter if this helps.
9. Work through the text to identify its main sections or arguments. These might be expressed as paragraphs or web pages.
10. Remember that the purpose [and definition] of a paragraph is that it deals with one issue or topic.
11. Draw up a list of the topics – or make a diagram. [A simple picture of boxes or a spider diagram can often be helpful.]
12. Write a sentence which states the central idea of the original text.
13. The final summary should concisely and accurately capture the central meaning of the original.
14. Remember that it must be in your own words. By writing in this way, you help to re-create the meaning of the original in a way which makes sense to you.

Tips for summarising

- Tips for summarising
 - **Read** the text very carefully, then **REREAD** it
 - Check any new or difficult vocabulary
 - Mark the key points by highlighting or underlining
 - Make notes of the main ideas you want to summarise (don't include any minor details)
 - Combine these ideas together in your own words
 - Do not include your own opinion or add extra information
 - Use your own words and not those of the original author (unless using quotation marks)
 - Remember to cite your source using a recognised referencing format
 - Check your summary to make sure it is accurate and nothing has been missed.

Paraphrasing

To paraphrase means to express someone else's ideas in your own language. To paraphrase" comes from the Greek "paraphrasis," meaning literally "to tell in other words. Paraphrase and summary are indispensable tools in writing a paper/report because they allow you to include other people's ideas without cluttering up your report with quotations. Ultimately, be sure not to rely too heavily on either paraphrase or summary. Your ideas are what matter most.

Following points may be useful:

1. When you are at the note-taking stage, and you come across a passage that may be useful for your essay, do not copy the passage verbatim unless you think you want to quote it.

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2. If you think you want to paraphrase the passage, make a note only of the author's basic point. You don't even need to use full sentences.
3. In your note, you should already be translating the language of the original into your own words. What matters is that you capture the original idea.
4. Make sure to include the page number of the original passage so that you can make a proper reference later on.

Paraphrasing

- 1) **Read the following passage and Paraphrase it one third of its length. Write Rough draft and Fair draft.**

A line organization is one in which there is a direct flow of authority from the top executive to the rank and file employee, usually through several lesser executives at various managerial levels. It is sometimes called the military type because each person has someone immediately over him. Although modern armies have become too complex to rely exclusively on a line organization, they still use the direct chain of command.

There are many advantages inherent in this form. It is simple and easy to understand. Responsibility is clearly defined and each worker, regardless of his rank, reports to but one individual. This simplifies discipline. Decisions can usually be rendered quickly and executives must produce or be replaced. As long as each employee carries out the orders of his immediate superior, he is relatively free from criticism, which makes for harmonious working conditions.

There are, however, many disadvantages to the line type of organization. Each superior needs to be a master of many diverse angles to his job. He should be able to handle his men, keep the machines running, invent new processes, recommend pay increases and train new employees. Frequently he may be

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outstanding at one or two of his numerous responsibilities and very poor at others. The line organization also has the disadvantage of placing so much final authority and direction at the top that the individual concerned, instead of devoting his attention to working out important matters of policy and general practices, finds most of his time devoted to reading reports and rendering decisions or operating problems. Co-ordination of the different 'lines' is difficult to achieve, particularly in a complex, large-scale industry.

**1) Read the following passage and Paraphrase it one third of its length.
Write Rough draft and Fair draft.**

Most robots of today consist of little more than a mechanical arm and a computer memory. The memory allows the arm to repeat a simple motion like moving a part from one work- bench to another. Because its memory can store a collection of motions, the robot can switch quickly from one simple task to another. It will not complain of boredom, balk at job demarcation lines, take tea-break or go sick.

This faithful servant is also a stupid one. It has no problem – solving “intelligence” also it lacks our senses that would alert it.

A robot is less capable than a man groping in the dark. At least a man can tell by touch if he merely bumps into something.

Although robots are gradually gaining more senses and more “brains”, to-day's growth robotics has come about largely because industry has learnt how to accommodate these mindless, mechanical workers. The automobile industry, which employs some 60 percent of the world's 20,000 robots, has been leading the way to applications.

That should be no surprise assembly- line production is repeated with the sort of simple, repetitive jobs that robots can do so well. Robots are being put to work

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loading and unloading conveyors, welding car bodies together and spray-painting the finished product. Parts of a car have long been carried to human workers on conveyor belts. It takes only a bit of careful engineering to ensure that the parts sent along to robots are presented in precisely the same position each time. Given that accommodation to their senselessness, robots can boost productivity with their untiring speed, and boost quality with their mindless ability to do the same job in exactly the same way every time.

Even smaller manufacturers are finding places for robots in their factories. Some are simply using robots to perform tasks like loading and unloading moulds and presses, which are similar to the jobs, jobs robots do in assembly-line plants.

2) Read the following passage and Paraphrase it one third of its length. Write Rough draft and Fair draft.

Few of those who knew Christian Bernard were surprised that the pioneering South African heart surgeon died at a European beach resort on September 2 while reading one of his own books. the circumstances of his death illuminated the many ironies and paradoxes in the life of a poor Afrikaner farm boy who made his works a mark on the history of medical science with the world's first heart transplant.

Dr. Bernard born on November 8, 1922 was the son of an impoverished farmer near the town of Beaufort West in the Karoo. He studied medicine at the University of Cape Town. He did specialized studies and became a resident at the City's Groote Schuur Hospital before winning a scholarship to Minnesota to work under two famous heart surgeons. He returned to Cape Town where, with the help of a lung-heart machine donated by America, he developed one of the best heart surgery units in the world.

On a December night in 1967 he and a team of surgeons at Groote Schuur took the heart of Denise Darvell, 25, a motor accident victim and stitched it into Louis Waskkansy, 53, a grocer. He went on to perform several more heart transplants more

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successful than the first. in 1974 he was first to demonstrate a technique to give heart disease victims a second heart, and in June 1977 became the first surgeon, to transplant a live animal heart- a baboon's into a woman aged 25 who died shortly after.

On January 2, 1968, less than a month after his first success, Bernard performed his second heart transplant. The recipient was Philip Blaiberg, a retired dentist aged 58. and the donor Clive Hanpt, a 24 year old coloured man who had died from a stroke. The transplant of the heart of a coloured man to a white in S. Africa aroused racial controversy.

He was awarded numerous prizes fellowships and honorary degrees. His publications included "Surgery of common congenital cardiac Malformations"(1968) Heart Attack. 'You don't have to Die' (1971). 'The Arthritis Hand Book'(1984), four novels and papers in scholarly Journals. He died in Cyprus; the cause of death was thought to be a heart attack.

Prepositions & Prepositional Phrases

Exercises:

I. Choose the appropriate Prepositional Phrases:

(At the corner, with the tattered cover, over the grass, after the school hours, beside the red one, under the bed, with white paws, Over the mountain, during movies, against all odds,

1. The Sun rose_____
2. I will meet Mohan_____
3. Arjunlooked_____to see if he could find his Phone.
4. People should avoid talking _____
5. I adopted a black cat _____
6. The store_____sells sandwiches.
7. The tiger crept _____
8. The car_____is the one I want to buy.
9. Our team won_____.
10. The book_____has been loved by all.

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Fill in the blanks with appropriate prepositions. Choose your answers from the options given in the brackets.

1. This material is different.....that. (from / to / with)
2. You should explain this them. (to / at / with)
3. He has been absentMonday. (since /for / from)
4. I haven't been to the theatre a long time. (since / for /from)
5. He goesschool by car. (to / at / on)
6. This is a comfortable house to live (on / at / in)
7. They are calleddifferent names. (by / with / for)
8. We should not spend money luxuries. (for / on / with)
9. I gave him a chair to sit..... (on / at / in)
10. The new term begins..... June 1st. (on / in / from)
11. He poured the tea..... the mug. (into / on / in)
12. He said that he was very pleased..... my work. (with / on / at)

Phrasal verbs

Complete the following sentences using appropriate phrasal verbs.

1. Before I could say anything, he dashed
a) out b) off c) on
2. If you have any questions or suggestions, feel free to dash.....an email to us.
a) up b) off c) out
3. The truth finally dawned him.
a) at b) on c) about
4. The excitement soon died
a) down b) off c) out

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5. The giant pandas are dying
a) away b) down c) out
6. He spent the whole day digging the garden.
a) down b) in c) over
7. Many countries have done the capital punishment.
a) away b) away with c) with
8. The late hours eventually did him
a) out b) in c) up
9. The offer was too good to
a) pass up b) pass out c) pass away d) pass on e) put aside
10. Let's our personal differences and work for the common good.
a) put aside b) put away c) put down d) put back e) put about
11. I don't like it when you in front of your friends.
a) put me down b) put me off c) put me about
d) put me across e) put me away
12. You will have to a lot of hard work if you want to be a successful entrepreneur.
a) put in b) put off c) put on d) put out e) put away

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Concord

Subject Verb Agreement simply means the subject and verb must agree in number. This means both need to be singular or both need to be plural. Subject/verb agreement is essential to ensure that a sentence is grammatically correct

Subject/Verb Agreement Examples

Here are some examples of subject verb agreement (the subject is bolded and the verb underlined):

- My **dog** always growls at the postal carrier.
- **Basketballs** roll across the floor.
- **I** don't understand the assignment.
- These **clothes** are too small for me.
- **Peter** doesn't like vegetables.

Compound Subjects

Compound subjects (two subjects in the same sentence) usually take a plural verb, unless the combination is treated as singular in popular usage or the two subjects refer to the same thing or person. Here are some examples of subject verb agreement with compound subjects:

- **Sugar and flour** are needed for the recipe.
- **Neither my dad nor my brothers** know how to ski.
- **Pepperoni and cheese** are great on a pizza.
- **Corned beef and cabbage** is a traditional meal in Ireland. (popular usage)
- **The creator and producer** is arriving soon. (both refer to same person)

When using "or" or "nor" in a compound subject containing a singular and plural subject, the verb agrees with the closest subject. Examples of compound subjects

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using or, neither-nor, or either-or include:

- **My mom or dad** is coming to the play. (singular)
- Neither **gray nor white** is my favorite color. (singular)
- Either **Grandpa or my sisters** are going to the park. (closest subject is plural)
- Either **my sisters or Grandpa** is going to the park. (closest subject is singular)
- Neither **she nor I** am going to college. (closest subject is singular)

Singular Indefinite Pronouns

Here are some examples of subject verb agreement with singular indefinite pronouns:

- **Each** gets a trophy for playing.
- **Somebody** will pay for this.
- **Anybody** is more fun than you.
- **Something** is very wrong here.
- **Everybody** enjoys a good book.
- **Nothing** has been determined as of yet.

Plural Indefinite Pronouns

Here are some examples of subject verb agreement with plural indefinite pronouns:

- **Both** are qualified for the job.
- **Many** went to the beach and got sunburned.
- **Few** know what it really takes to get ahead.
- **Several** are already on location.
- **Some** sugar is required for taste. (sugar is uncountable so singular verb used)
- **Most** of the cookies were eaten. (cookies are countable so plural verb used)

Midsentence Phrase or Clause

Here are some examples of subject verb agreement with a phrase or clause between

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the subject and verb:

- A **theory** of physics ascertains that a body in motion stays in motion.
- A **virus** in all the company's computers is a real threat to security.
- The **causes** of this prevalent disease are bad diet and lack of exercise.
- The **couch and chair** I got at the store look really nice in here.
- The **members** of the choir are very happy with the performance.

Collective Nouns

Collective nouns can be singular or plural depending on meaning. Here are some examples of subject verb agreement with collective nouns:

- The **committee** meets here every Thursday. (singular)
- The **crowd** is getting angry. (singular)
- The **jury** has finally reached a decision. (singular)
- The **majority** rules most of the time. (plural)
- The **staff** have gone their separate ways for the holidays. (plural)

Inverted Subjects

Here are some examples of subject verb agreement with inverted subjects where the subject follows the verb:

- There are seven clean **plates** in the dining room.
- There is a **hair** in my lasagna.
- Over the rainbow flies a **bird**.
- How are the **employees** enjoying the new building?
- A good gift is a **gift card**.

Connectives

a. Complete the following sentences using an appropriate connective

1. People ran for shelter, the storm broke out.
when
as
because
2. The audience left the hall the performance was over. (time)
when
as
since
3. Go you like. (place)
wherever
there
4. The accident occurred the four roads meet. (place)
where
there
when
5. The train cannot start the signal is given.
when
after
before
6. His wife fainted she heard the news. (time)
when
as
while

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7. We eat..... we may live.
that
so
such that
8. He wore a coatthat he may not catch cold.
such that
so that
in order that
Either 'so that' or 'in order that'
9. I finish this book, I will begin another.
no sooner
as soon as
hardly
10. I wouldn't do it it were possible.
if
even if
even though
11. He looks he were on the brink of a nervous breakdown.
as if
as though
even though
Either 'as if' or 'as though'
- b. Complete the following sentences using an appropriate connective**
1. I waited for him..... 7 o'clock and then I went home.
a) until b) till c) Either a or b could be used here
2. I will make a cakeI have time.
a) if b) when c) unless
3. They had leftthe time I reached their place.
a) by b) before c) as soon as
4. the teacher left the classroom, the students started chatting.
a) No sooner b) As soon as c) Hardly
5. I will call you I leave.

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- a) till b) before c) Either a or b could be used here
6. Take this bag with youyou leave.
- a) when b) after c) Either a or b could be used here
7. She was depressed she didn't know what to do.
- a) because b) because of c) Either a or b could be used here
8. We must reach there..... he leaves.
- a) before b) until c) Either a or b could be used here
9. I cut myself I was shaving.
- a) while b) whenever c) Either could be used here
10. We cancelled the trip it was raining.
- a) because b) in case c) if

c. Read the following paragraphs, state the topic sentence, and underline the connectives

Chess is an ancient game its invention has been ascribed at various times to the Greeks, Egyptians, Arabs, Persians and Indians. Today it is generally agreed that the original home of chess was India, where it was a popular game known by the name of *chaturang*. Sir William Jones, the great ideologist, gathered evidence which showed that the game was exported from India to Persia and not the other way about as claimed by some historians. The Arabs learnt the game from the Persians and called it *shatranj*. The next stage in the history of chess was its spread to the West. The Muslim conquerors brought it to Spain, and the Byzantines to Italy. From these countries it spread to France and then Scandinavia and England. Soon all Europe was playing the game. It was a recreation of the nobility who not only played the game but also patronised good players. But chess as it was played in those days was very different from the *chaturang* of India. The 'minister', who could move only two squares of the same colour became the queen with greater power and freedom to move. Rules governing the bishop, the pawn and the king also changed. When, finally, castling was introduced, the old game virtually disappeared. Today chess is an international game. Teams from over 50 nations take part in the Olympiads which are held at regular intervals. The International Chess Federation, or FIDE

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(abbreviation for its French name, Federation Internationale des Echecs) is the body that controls these world events, enunciates and revises the rules of the game.

Choose the appropriate word:

English has without a 1)_____ become the second language of Europe and the world. European countries which have most 2)_____ assimilated English into daily life are England's neighbours in Northern Europe: Ireland, the Netherlands, Sweden, Norway, and the 3)_____ of Scandinavia.

The situation is so 4)_____ that any visitor to the Netherlands will soon be 5)_____ of the pressure of English on daily life: television, radio and print 6)_____ it into every home and the schoolyard 7)_____ of children; advertisers use it to 8)_____ up their message, journalists take refuge in it when their home-bred skills 9)_____ them. Increasingly one hears the 10) _____ that Dutch will give way to English as the national tongue within two or three generations ...

- 1 a) question b) doubt c) problem d) thought
- 2 a) successfully b) victorious c) successful d) lucrative
- 3 a) rest b) additional c) remaining d) extra
- 4 a) plain b) open c) blatant d) marked
- 5 a) ignorant b) aware c) oblivious d) acquainted
- 6 a) guide b) bring c) shift d) haul
- 7 a) conversation b) head-to-head c) consultation d) dialogue
- 8 a) life b) energy c) enthusiasm d) pep
- 9 a) succeed b) fall c) fail d) fizzle
- 10 a) feeling b) posture c) judgement d) view

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Trinity College was 1)_____ by Sir Thomas Pope in 1555. A devout catholic with no surviving children, Thomas Pope saw the Foundation of an Oxford college as a means of 2)_____ that he and his family would always be remembered in the prayers and masses of its members. He came from a family of small 3)_____ in Oxfordshire, trained as a lawyer, and rose rapidly to prominence 4)_____ Henry VIII. As Treasurer of the Court of Augmentations he handled the estates of the monasteries 5)_____ at the Reformation, and amassed a considerable personal 6)_____. Pope was a discreet and trusted privy counsellor of Mary Tudor, and it was from Mary and Philip that he 7)_____ Letters Patent and royal approval for his new foundation. Pope died in 1559. Although his religious 8)_____ were never fully realised - Elizabeth I had succeeded her sister and England 9)_____ to the Protestant faith - nonetheless the memory of his name, like his college, has endured the fluctuating fortunes of over 400 years. His wife, Lady Elizabeth Pope, was a particularly influential 10)_____ in Trinity's early years. Pope's foundation was for a President, twelve Fellows and twelve scholars, all supported by the income from his 11)_____ endowment of lands, and for up to twenty undergraduates. The Fellows, all men, were required to take Holy Orders and remain unmarried. The College Statutes set out rules for a simple monastic life of religious observance and study. The Garden was an informal grove of trees, mainly elms, amongst which the members of the College could 12)_____ and meditate.

- 1 a) founded b) set c) begin d) starting
- 2 a) securing b) ensuring c) clinching d) verifying
- 3 a) owners b) landowners c) freeholders d) mistresses
- 4 a) with b) on c) under d) because
- 5 a) dissolved b) disintegrated c) crumbled d) withered
- 6 a) fortune b) wealth c) rich d) money
- 7 a) inherited b) conferred c) received d) excepted

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- 8 a) ideals b) examples c) belief d) value
9 a) rejoined b) repeated c) returned d) reinstated
10 a) outline b) symbol c) shape d) figure
11 a) generous b) generosity c) bounty d) teeming
12 a) prowl b) walk c) promenade d) yomp

Complete the following sentences using an appropriate word or phrase.

1. One of the reasons the impressionists caused such a scandal wastheir colors were too bright.
a) because b) because of
2. What is known as schizophrenia is a mental disorder that in human societies for many centuries.
a) has witnessed b) has been witnessed
3. Impressionism was a major movement in painting that developed in France during the..... half of the 19th century.
a) later b) latter
4. Cultural is very important when you do business internationally.
a) sensibility b) sensitivity
5. Being sensitive is like having good manners with people from another culture.
a) cultural b) culturally
6. While doing business internationally it is crucial for business people to with certain aspects of the local culture.
a) familiarize b) familiarize themselves
7. The Asiatic tiger is in danger of
a) extinct b) extinction

What is a Preposition?

A **preposition** links nouns, pronouns and phrases to other words in a sentence. The word or phrase that the preposition introduces is called the object of the preposition.

A preposition usually indicates the temporal, spatial or logical relationship of its object to the rest of the sentence as in the following examples:

The book is **on** the table.

The book is **beneath** the table.

The book is leaning **against** the table.

The book is **beside** the table.

She held the book **over** the table.

She read the book **during** class.

In each of the preceding sentences, a preposition locates the noun "book" in space or in time.

A prepositional phrase is made up of the preposition, its object and any associated adjectives or adverbs.

A prepositional phrase can function as a noun, an adjective, or an adverb. The most common prepositions are "about," "above," "across," "after," "against," "along," "among," "around," "at," "before," "behind," "below," "beneath," "beside," "between," "beyond," "but," "by," "despite," "down," "during," "except," "for," "from," "in," "inside," "into," "like," "near," "of," "off," "on," "onto," "out,"

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"outside," "over," "past," "since," "through," "throughout," "till," "to," "toward," "under," "underneath," "until," "up," "upon," "with," "within," and "without."

Each of the **highlighted** words in the following sentences is a preposition:

The children climbed the mountain **without** fear.

In this sentence, the preposition "without" introduces the noun "fear." The prepositional phrase "without fear" functions as an adverb describing how the children climbed.

There was rejoicing **throughout** the land when the government was defeated.

Here, the preposition "throughout" introduces the noun phrase "the land." The prepositional phrase acts as an adverb describing the location of the rejoicing.

The spider crawled slowly **along** the banister.

The preposition "along" introduces the noun phrase "the banister" and the prepositional phrase "along the banister" acts as an adverb, describing where the spider crawled.

The dog is hiding **under** the porch because it knows it will be punished **for** chewing up a new pair **of** shoes.

Here the preposition "under" introduces the prepositional phrase "under the porch," which acts as an adverb modifying the compound verb "is hiding."

The screenwriter searched **for** the manuscript he was certain was somewhere **in** his office.

Similarly in this sentence, the preposition "in" introduces a prepositional phrase "in his office," this acts as an adverb describing the location of the missing papers.

What is a Conjunction?

You can use a **conjunction** to link words, phrases, and clauses, as in the following example:

I ate the pizza **and** the pasta.

Call the movers **when** you are ready.

Co-ordinating Conjunctions

You use a **co-ordinating conjunction** ("and," "but," "or," "nor," "for," "so," or "yet") to join individual words, phrases, and independent clauses. Note that you can also use the conjunctions "but" and "for" as prepositions.

In the following sentences, each of the **highlighted** words is a co-ordinating conjunction:

Lilacs **and** violets are usually purple.

In this example, the co-ordinating conjunction "and" links two nouns.

This movie is particularly interesting to feminist film theorists, **for** the screenplay was written by Mae West.

In this example, the co-ordinating conjunction "for" is used to link two independent clauses.

Daniel's uncle claimed that he spent most of his youth dancing on rooftops **and** swallowing goldfish.

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Here the co-ordinating conjunction "and" links two participle phrases ("dancing on rooftops" and "swallowing goldfish") which act as adverbs describing the verb "spends."

Subordinating Conjunctions

A **subordinating conjunction** introduces a dependent clause and indicates the nature of the relationship among the independent clause(s) and the dependent clause(s).

The most common subordinating conjunctions are "after," "although," "as," "because," "before," "how," "if," "once," "since," "than," "that," "though," "till," "until," "when," "where," "whether," and "while."

Each of the **highlighted** words in the following sentences is a subordinating conjunction:

After she had learned to drive, Alice felt more independent.

The subordinating conjunction "after" introduces the dependent clause "After she had learned to drive."

If the paperwork arrives on time, your cheque will be mailed on Tuesday.

Similarly, the subordinating conjunction "if" introduces the dependent clause "If the paperwork arrives on time."

Gerald had to begin his thesis over again **when** his computer crashed.

The subordinating conjunction "when" introduces the dependent clause "when his computer crashed."

Midwifery advocates argue that home births are safer **because** the mother and baby are exposed to fewer people and fewer germs.

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In this sentence, the dependent clause "because the mother and baby are exposed to fewer people and fewer germs" is introduced by the subordinating conjunction "because."

Conjunction:

Conjunction is a word that connects or joins clauses, words and phrases together in a sentence. They are used to coordinate words in a sentence.

For example:

When people first learn to write, they usually begin with short, basic sentences like these: "My name is Ted. I am a boy. I like dogs." One of the most important job conjunctions do is to connect these short sentences so they sound more like this: "I am a boy named Ted, and I like dogs."

Some other examples are given below:

1. Peter and paul are good friends.
2. I ran fast, but came second.
3. He failed in the exam because he didn't prepare well.

Exercises:

Pick out the conjunctions in the following:

1. The boy is honest though he is poor.
2. We should not talk while the teacher is lecturing.
3. My mother knows that I will get first mark
4. As the head of the department entered the class, the students stood up.
5. He is taller than me.

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Choose the correct conjunction to complete each sentence.

1. My brother loves animals. He just brought a puppy_____a kitten to home with him.
a)But b)Or c)Yet d)And
2. I want to go for a hike_____I have to go to work today.
a)But b)Yet c)Or d)For
3. I'd like to thank you_____the lovely gift.
a)Or b)For c)And d)Yet
4. Types of Conjunction:
Coordinating conjunction
Subordinating conjunction
Correlative conjunction.

Coordinating conjunction:

A coordinating conjunction connects words, phrases, and clauses of equal importance. The main coordinating conjunctions are *and*, *or*, and *but*.

Eg:

1. They bought apples, pears, and oranges.
2. You can wait either on the steps or in the car.
3. The paintings are pleasant but bland.
4. I try very hard in school, yet I am not receiving good grades
5. You can eat your cake with a spoon or fork.

Exercises:

Complete each sentence using the correct coordinating conjunction:

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)

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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 artifacts on display. (but, for, yet)

Subordinating conjunction:

A subordinating conjunction 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).

A subordinate conjunction performs two functions within a sentence. First, it illustrates the importance of the independent clause. Second, it provides a transition between two ideas in the same sentence. The transition always indicates a place, time, or cause and effect relationship.

For example:

1. We looked in the metal canister, where Ginger often hides her candy.
2. She waited *until* they were seated.
3. It had been quiet *since* the children left.
4. Sara begins to sneeze whenever she opens the window to get a breath of fresh air.
5. When the doorbell rang, my dog Skeeter barked loudly

Exercises:

Choose the best answer to complete each sentence.

1. _____ the basement flooded, we spent all day cleaning up.
a)After b)Although c)Before d)Even if

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- 2) I don't want to go to the movies _____ I hate the smell of popcorn.
a)Although b)Because c)Whenever d)So that
3. I paid Larry, _____ garden design work is top-notch.
a)Whenever b)Whose c)After d)If
4. _____ spring arrives, we have to be prepared for more snow.
a)Because b)Until c)Although d)Now that
5. _____ the alarm goes off, I hit the snooze button.
a)As soon as b)Because c)Before d)Now that

Complete each sentence using the subordinating conjunction:

1. _____ you win first place, you will receive a prize. (wherever, if, unless)
2. You won't pass the test _____ you study. (when, if, unless)
3. I could not get a seat, _____ I came early. (as, though, when)
4. Pay attention to your work _____ you will not make mistakes. (so that, unless, or)
5. The musicians delivered a rousing performance _____ they had rehearsed often. (though, as, once)

Correlative conjunction:

These conjunctions correlate, working in pairs to join phrases or words that carry equal importance within a sentence.

The most common pairs are either ... or, both ... and, neither ... nor, and not only ... but (also).

Examples:

1. She is both intelligent and beautiful.
2. I will either go for a hike or stay home and watch TV.
3. Jerry is neither rich nor famous.
4. He is not only intelligent, but also very funny.
5. Would you rather go shopping or spend the day at the beach?

Exercises:

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Complete each sentence using the correct correlative conjunction pair from the parenthesis:

- a) I plan to take my vacation _____ in June _____ in July. (whether / or, either / or, as / if)
- b) _____ I'm feeling happy _____ sad, I try to keep a positive attitude. (either / or, whether / or, when / I'm)
- c) _____ had I taken my shoes off _____ I found out we had to leave again. (no sooner / than, rather / than, whether / or)
- d) _____ only is dark chocolate delicious, _____ it can be healthy. (whether / or, not / but, just as / so)
- e) _____ I have salad for dinner, _____ I can have ice cream for dessert. (if / then, when / than, whether / or)
- f) _____ flowers _____ trees grow _____ during warm weather. (not only / or, both / and, not / but)
- g) _____ do we enjoy summer vacation, _____ we _____ enjoy winter break. (whether / or, not only / but also, either / or)
- h) Calculus is _____ easy _____ difficult _____ (not / but, both / and, either / or)
- i) It's _____ going to rain _____ snow tonight. (as / if, either / or, as / as)
- j) Savory flavors are _____ sweet _____ sour. (often / and, neither / nor, both / and)

Class Room Activity

Debate / Jam on the Following Topics

Examples:

- 1. Demonetarization
- 2. Dress code in Institutions

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3. Speed thrills but kills!
4. For mad words, Deaf ears!
5. Privatization of the Government sectors.

Impersonal Passive Voice

An impersonal Passive Voice sentence, is a passive voice sentence without by+object / the doer of the action is not mentioned.

PASSIVE VOICE: The book was taken by Kala

IMPERSONAL PASSIVE VOICE: The book was taken.

PASSIVE VOICE: The record was submitted by Mohan.

IMPERSONAL PASSIVE VOICE: The record was submitted.

Look at the Impersonal Passive sentences carefully!

- A. *The tiger was chasing the deer.*

ANS: The deer was being chased (Impersonal)

- B. *She has learned her lessons.*

ANS: Her lessons have been learned (Impersonal)

- C. *Have you finished the report?*

ANS: Has the report been finished (Impersonal)

- D. *She is writing a letter.*

ANS: A letter is being written (Impersonal)

- E. *Somebody cooks meal every day.*

ANS: Meal **is cooked** by someone (Impersonal)

The impersonal voice is sometimes called pseudo-passive voice. It is a verb voice that decreases the valency of an intransitive verb (which has valency one) to

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zero. The impersonal passive deletes the subject of an intransitive verb. Impersonal Passive is only possible with verbs of perception (e. g. say, think, know).

Examples:

1. They say that women live longer than men.
- It is said that women live longer than men.
2. They report that two people were injured in the accident
- it is reported that two were injured in the accident
3. They say he was studying hard for his exam
- It is said that he was studying very hard for his exam

Exercises:

1. (convert active voice into impersonal passive voice)
2. People say that he got married in London
3. We understand she doesn't like football
4. People think he is waiting for us now
5. People expect that he will join the company soon
6. They say that many smartphones are stolen every day
7. They think dinner is being cooked as we speak
8. People expect that taxes will be raised next year
9. People think that he has left for good
10. They know she has been working very hard
11. They say he has been planning to his plan

Fill in the blanks with suitable verbs forms

1. The flower show, which _____ (opens/is open) until 5 p.m. every day, has been a complete success.
2. Do you know this city at all?
 - a. --- No, this is the first time I _____ (am coming/have been) here.

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3. 3. After the interview, she realized that she had no useful skills that _____ (was interesting/is interesting)
4. 4. We have _____ (come to/been in) the city for a week. Now it's time for us _____ (to leave/leaving).
5. 5. I wonder if he _____ (come/will come). If he _____ (will arrive/arrives), please let me know as soon as possible
6. He asked the crowd if they _____ (have thought / thought), that the politician _____ (was telling/told) a lie.
7. I _____ (had read /read) the book on the reading list before I attended the lecture.
8. He is ill. He _____ (is lying/ has been lying) in bed for 3 weeks.
9. How many people does the doctor know _____ (has died/ are dying) of the disease?
10. It _____ (rains/has been raining) everyday so far this week.

Exercises:

II. Write Simple Past tense / Past perfect tense

1. Arvind _____ (play) with these toys yesterday.
2. Mohan _____ (Board) the train before it _____ (Start)
3. The Servants _____ (Clean) the table before the guests _____ (arrive)
4. Last year this city was _____ (flood)
5. Sujan _____ (book) the tickets before I _____ (reach) the station
6. Kala _____ (sleep) before her father _____ (arrive)
7. A thief _____ (Break) into that house last night.
8. The bell _____ (ring) on time but before that the students _____ (start)
9. Ravi _____ (answer) all the questions before I _____ (answer)
10. Ranjith _____ (go) to Paris last year.

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Exercises:

III. Write Simple Past tense / simple future Tense

1. Kishan_____ (complete) the work tomorrow
2. Last night it _____ (rain) heavily.
3. The Servants _____ (Clean) the plates later.
4. Long ago there _____ (live) a king
5. Next year Arun _____ (get) an award for his contribution.
6. Arjun _____ (teach) me this lesson yesterday.
7. Next week the students _____ (write) a test.
8. She _____ (draw) beautiful paintings last week.
9. Tomorrow all the guests _____ (arrive)
10. In 1981 this bridge was _____ (Construct)