UNIT III - *Listening and Note taking, Note making, Role-play, Reading and interpreting visual material (pictures/newspapers) Essay Writing - WH questions - Question Tags - Types of sentences - Compound Nouns. Technical Definitions*

1. Note making

Read the following passage on note making and write notes using the clues given in column A

Column A	Column B
Title: 2 Types of note making: 1. Note taking in the class 2. Note making while reading 2.1 advantages: 2.1.1. _____ 2.1.2 _____ 2.2. Format 2.3 Two ways of making notes 2.3.1_____ 2.3.1.1. Advantages: 2.3.1.2 Disadvantages: 2.3.2 _____ 2.4 . Advice - 2.4.1 _____	Example of Linear notes: 1. Good note-making 1.1 Think before you write 1.2 Keep brief notes 1.3 Keep notes organised 1.4 Use your own words 2 Useful strategies 2.1 Write phrases not sentences 2.2 Use headings 2.3 Number points 3 Unhelpful strategies 3.1 Copying chunks and phrases 3.2 Writing more notes than you can use
This is only an example given. You can add more points if needed	

Example : It is well known that there are basically two types of note making that a student will be faced with. While the first type involves taking down the notes in the class, the second type is done by a student when s/he learns a new topic area, especially when s/he reads a topic from different sources.

Writing notes is very useful to revise before the examination. It is observed by psychologists that writing once is equal to that of remembering something that is read for six times. So we usually observe that those who take and write notes score well in the exams than those who read and never prepare their own notes. There are also other advantages of taking notes. Note making allows a student to concentrate better. While revising the notes taken during a lecture, the student can understand what is understood and what is not understood.

Since every person has her / his way of taking notes at individual level, it should be remembered that only relevant points under headings and sub headings is advisable. Leaving space in between is a wise idea as new points can be added in subsequent readings or when new sources are referred. Typing the notes in word on personal computer/ lap top/ I pad/ tablet is also helpful as paper work is avoided and new additions can be done easily.

Never forget to jot down any references given in the class so as to read them later. Sometimes it is better to underline key phrases or use a highlighter pen. Finally, always ask the teacher for further explanation if there is something you do not understand. Remember writing notes is an excellent method for success in examinations

Note making is done in two ways: Linear Notes and pattern method. In linear method, the information is reorganized in one's own method and short hand type of writing. This allows a person to think analytically besides being easy to follow later. The disadvantage is it needs more time and cannot be done when a person has short time to prepare. In summary, though it may sound like time consuming method, it is probably the most useful method for expressing complex ideas.

In the second type i.e pattern method, diagrams are used. This helps a student to cover number of pages in a short place. This helps a student who remembers visuals better than written notes. If you are not a fan of remembering spellings, you can use this as it helps you to

avoid grammatical mistakes. But always remember to note down the source of information and references as sometimes you may need to go back to the main source for clarification.
Adapted from http://stud.carlisle.ac.uk/docs/Note--Making-tips.pdf

Abbreviations/ short forms for note taking

bet.	-	between	∴	-	therefore
orgn.	-	organisation	etc	-	etc ecetetra / and so on
req.	-	require	i.e.	-	that is
sym.	-	symbol	e.g.	-	example
adv.	-	advantage	III	-	Similar
ad.	-	advertisement	Smb	-	Somebody
govt.	-	government	sth	-	Something
≡	-	equivalent to	asst.	-	assistant
eq.	-	equation	appln	-	application
∆ lar	-	triangular	rly	-	railway

Units in SI Symbol

m	-	metre	Hz	-	Hertz
kg	-	kilogram	N.S	-	Newton - Second
s	-	second	N.M.S.	-	Newton - Metre - Second
M/s^2	-	Metre / $Second^2$	N/m	-	Newton / Metre
rad/s^2	-	radian / $Second^2$	M/s	-	Metre per second
			Pascal	-	Pa (N/m^2)
m^2	-	$Metre^2$	mN	-	Millinewton
kg/m^3	-	Kilogram / $Metre^3$			
N	-	Newton			

Go through the following passages and prepare notes in the standard format:

Task 1.The following passage describes the classification of roads in two countries. Read the passage and make notes in the correct format with a title:

Source: http://comparativegeometrics.wordpress.com/2013/02/05/road-classification-in-india/
http://ntl.bts.gov/lib/23000/23100/23121/09RoadFunction.pdf

Functional Classification (FC) 1 – An FC 1 facility is any type of surface paved road. These roads may include surfaces consisting of bituminous asphalt and aggregate, hot-mix asphaltic concrete, porcine cement concrete or some combination of these types of improved surface courses; generally overlaying an aggregate base course of varying depths.

In some ways it can be said that structured road networks have existed in India for almost 5,000 years. The Mohenjo-Daro urban settlement in the Indus valley (estimated population about 35,000) had a rectangular road grid and a system of major and lesser roads. More recently the Nagpur Plan of 1943 proposed four classes of roads. National highways are the roads which would pass through states, and places having national importance for strategic, administrative and other purposes. State highways are the roads which would be the other main roads of a state. District roads are the roads which would take traffic from the main roads to the interior of the district. According to the importance, some are considered as major district roads and the remaining as other district roads. Village roads are those which would link the villages to the road system.

The U.S. DOT's Federal Highway Administration (FHWA) classifies its Nation's urban and rural roadways by *road function*. Each function class is based on the type of service the road

provides to the motoring public, and the designation is used for data and planning purposes. Design standards are tied to function class. Each class has a range of allowable lane widths, shoulder widths, curve radii, etc. The four major road function classifications are : Interstates, Other Arterials, Collectors, and Local roads. The amount of mobility and land access offered by these road types differs greatly.

Interstate System is the highest classification of roadways in the United States. These arterial roads provide the highest level of mobility and the highest speeds over the longest uninterrupted distance. Interstates nationwide usually have posted speeds between 55 and 75 mi/h. Collectors are major and minor roads that connect local roads and streets with arterials. Collectors provide less mobility than arterials at lower speeds and for shorter distances. They balance mobility with land access. The posted speed limit on collectors is usually between 35 and 55 mi/h. Other Arterials include freeways, multilane highways, and other important roadways that supplement the Interstate System. They connect, as directly as practicable, the Nation's principal urbanized areas, cities, and industrial centers. Land access is limited. Posted speed limits on arterials usually range between 50 and 70 mi/h.Local roads provide limited mobility and are the primary access to residential areas, businesses, farms, and other local areas. Local roads, with posted speed limits usually between 20 and 45 mi/h, are the majority of roads in the U.S.

Task 2: Read the following article on nuclear energy and prepare notes in the correct format:

The relative costs and benefits of nuclear energy have been the subject of heated debate in recent years thanks to a combination of factors, including the need to cut carbon emissions and the 2011 accident at Fukushima, Japan. Critics argue that nuclear is not only dangerous but also unnecessary for tackling climate change; supporters claim the risks are small and that abandoning nuclear would make an already huge challenge even harder and more expensive.

One thing that's clear is that decarbonising electric power will be critical for solving climate change. Even assuming big gains in efficiency, the world will need about twice as much electricity in 2050 as it does today. The main low-carbon options for the coming years and decades, in no particular order, are hydro, wind, nuclear, biofuels, solar power and coal and gas burned in plants that can capture and store the carbon emissions (CCS). The availability of hydro, wind and solar depends, to varying degrees, on local conditions. Wind and solar are intermittent and cannot provide 'baseload' power (a drawback that can be mitigated to some degree, at a cost, by large connecting power networks or large-scale energy storage). Biofuels depend on the availability of plant materials. For these reasons a mixture of sources will be needed and the optimum choices will be different in different parts of the world. CCS is the only low-carbon option other than nuclear that can provide baseload power in regions where hydro or large-scale biofuel materials are not available….

There is a lot of uncertainty about the cost of nuclear power compared to the alternatives. A recent UK study estimated the cost of nuclear as falling somewhere above 'low cost' options such as onshore wind, mini-hydro and some biofuels, Early stage technologies such as wave are estimated as having still higher costs. The report suggests that the uncertainties are considerable and that these increase as one looks towards the future. Comparatively, solar power is expensive today but its cost has been declining sharply and it could emerge as a highly competitive option, especially in sunny parts of the world. ..Following the Fukushima accident, most of the developing countries with plans for new nuclear stations, and many of the developed countries, are expected to press ahead, though with some delay for safety reviews. However, Germany, where 23% of electricity was nuclear, has decided to phase out nuclear power entirely by 2020 while also seeking to reduce greenhouse gas emissions 40% below 1990 levels. The jury is still out on how successful this will be. Germany can be

expected to pioneer the way towards much heavier reliance on renewables but some analysts are concerned about the cost and the possible need for additional gas or even coal plants.
Not surprisingly, energy modellers do not all agree on which low-carbon energy technologies will be needed most in 2050.

All in all, there is no simple answer to this question. If you believe strongly enough that we should phase out nuclear then with sufficiently strong political commitment around the world, this could be done consistently with tackling climate change…. Balancing the problems of nuclear power against its contribution to climate mitigation (and other energy policy objectives) is an inescapable dilemma.

•*Taken from the article was written by Neil Hirst of the* Grantham Institute for Climate Change*,* Imperial College London*, in collaboration with the Guardian.*

2. Role Play

Tips for Role-play exercise
Prepare for your role-play exercise and ensure you are ready:

1. Try to stay relaxed: Your ability to work under pressure and to perform on the spot is a key competency which the role-play exercise is assessing.
2. Assume the role and get in character: One of the hardest parts of role-play exercises is taking the exercise seriously and really committing to character. Ensuring that during the exercise, you take the role seriously, get in character and psych yourself up before hand, helping you to assume the role more readily.
3. Research the role: This is an essential and obvious necessity before undertaking a role-play exercise and assessment centre in general. Ensuring you know the key competencies looked for by the company, the skill set needed for the role and background of the organisation itself.
4. Emphasise the key competencies: Depending on the role, certain competencies will be more important and are highly sought after in candidates. For example, in a sales role candidates should try and emphasise their persuasion skills by using their charisma and influence.
5. Time keeping: Ensure that an appropriate pace is kept throughout the exercise. You shouldn't put yourself in a position where you need to rush, or where you need to slow down because you have been working too quickly.

Tips for getting into character
Ensuring you are in character is a vital aspect of the role-play, as without committing to the role, you will not take the exercise seriously. Here are some tips for getting into character, and adopting the mindset of the role you are assuming:

1. Adopt the character before the exercise: Begin to think and act like your character well before the start of the exercise, this means that when the exercise begins, the "psyching" process has already finished.
2. Confirming when the exercise begins: Ensuring you know exactly when the exercise has started can avoid awkwardness, and put your mind at ease.
3. But also be yourself: Don't try and complicate matters by adopting a whole new alter ego. Just imagine that you have the job which you are role-playing, and other than that you are exactly the same person.

And Finally...
Role-play exercises can be a more entertaining and fun form of selection procedure when compared to competency based interviews and psychometric tests. If at all possible, try and enjoy the role-play as it will help you to get into character, put your nerves at ease and make a great impression.

3. Reading and Interpreting visual material

A visual speaks more than the texts so in the modern days all types of media are focusing on presenting the information through visuals. Even the uneducated can understand the visuals very easily but the educated should look into the visuals for more details. The following thinksheet will help you to interpret the visual.

Thinksheet for Interpeting a Visual

Sl. No.	Pictures, Photos, Advertisements, Paintings, Sketches	✓
1.	Read title or captions	
2.	Identify the subject/s (Who?)	
3.	Identify the time Period (When?)	
4.	Identify the location/Country(Where?)	
5.	What is happening in the picture ?	
6.	Identify important symbols and details	
7.	Interpret the Image	
8.	Analyze the image and its point of view	
9.	Summarise the image	

Choose any image that is impressive for you and keep interepreting it with the above thinksheet in your mind.

- Ensure yourself that you are redrawing the image with the words that you know.
- Add as many adjectives, adverbs and appt words as possible to describe it.
- Read the image carefully for a few minutes to understand the indepth details.
- Read that passage written by you whether it has a pictorial quality.
- Observe whether all details are written in the passage with the proper words.

4. Focus on Writing: ARGUMENTATIVE ESSAY

In this kind of essay, we not only give information but also present an argument with the PROS (supporting ideas) and CONS (opposing ideas) of an argumentative issue. We should clearly take our stand and write as if we are trying to persuade an opposing audience to adopt new beliefs or behavior. The primary objective is to persuade people to change beliefs that many of them do not want to change.

Organization: All argumentative topics have Pros and Cons. Before starting writing, it is imperative to make a list of these ideas and choose the most suitable ones among them for supporting and refuting.

Topics for Argumentative writing:

1. Is space exploration necessary?
2. Is mono rail system useful in Chennai?
3. Is nuclear energy useful to the man?
4. Do we need examination system?
5. Does formal education encourage innovation and creative thinking?

The following tasks focus on various steps in writing an essay.

STEP 1: GET IDEAS

1. Choose an opinion from the above ideas or any other current topics of interest.
2. Try free writing first. That is, write or note down your ideas without stopping.
3. While writing think of the reasons for supporting your ideas.
4.Are your opinions good enough to support your opinion? If not add more reasons.

Task 1 : The two news reports present the opinion of two different set of people, one supporting Nuclear energy, the other opposing it. Read the reports and identify the main ideas and support ideas.

News Report from an Indian Paper:

Director of Center for Environmental Studies, GITAM University here, Prof Shivji Rao has opposed former president Dr Abdul Kalam's view on nuclear power that it not be abandoned for the risks it poses to man. Prof Rao argued the nuclear technology in India faces higher levels of failures and risks, “since even advanced economies like USA, Japan and Germany have failed to master the nuclear safety problems".On Sunday, while interacting with the students of an engineering college at Sivakasi in Tamil Nadu, Dr Kalam had said that nuclear power could not be abandoned for the risks it poses to man just "as aircrafts and automobiles have not been abandoned following accidents.

"However, in a statement Prof Rao said, "This statement is highly improper in view of the Indian ethos. While automobile and aircraft accidents kill individuals and harm the interests of only one generation, the damaging impacts of nuclear power can ruin interests of several generations of human beings and other forms of life, on which man depends for his survival." "Since even advanced economies like USA, Japan and Germany failed to master the nuclear safety problems, India should refrain from starting new major reactors at Jaitapur in

Maharasthra, Bhavnagar in Gujarat and Kovvada in Andhra Pradesh to avoid turning India into a nuclear grave yard," he added. "Hence the contention of Dr Kalam that India cannot abandon nuclear power because of the safety concerns is highly unethical and immoral and it is opposed to the Gandhian ideology that establishes that science without human concerns is a social evil like knowledge without character and commerce without morality," he said. Prof Rao said that "there is ample evidence from the nuclear disasters at Three Mile Island in USA, Chernobyl in Ukraine and Fukushima in Japan that operational practices are prone to electrical, mechanical and human failures, because the operational practices are not only monotonous and also are not easy to change."

See more at:
http://www.indianexpress.com/news/nuclear-energy-in-india-faces-high-risk-of-failure expert/810319/#sthash.wNCOq8Dl.dpuf

News Report from a Pakistani Paper

ISLAMABAD: Nuclear energy is vital for economic development and overcoming the prevalent energy crisis. The international community can help Pakistan access the global nuclear market in this regard.

This was the crux of a conference on “Pakistan and Peaceful Uses of Nuclear Energy”, organised by Centre for International Strategic Studies (CISS) on Tuesday.

Former minister of state for foreign affairs Malik Amad Khan was chief guest on the ocassion… The speakers agreed that the country’s potential in civil nuclear sector, particularly nuclear energy, has the capacity to improve its economy. They observed that the country has five-decade long history of managing and indigenising its civil nuclear related operations.

Amad Khan said Pakistan is a fossil fuel-deficient country with growing demand for energy. He added the gap in power sector between demand and supply stands at 5,000mw.

“The prevalent geo-strategic challenges, economic and energy crises and international barriers could not halt our entirely peaceful nuclear programme,” he added.

Strategic Studies Institute Islamabad Director General Dr Shireen Mazari, said the Pakistan-China nuclear
deal is peaceful and will not affect the stability of the region. She also termed Iran’s efforts to obtain civil nuclear technology legitimate and said its programme is entirely peaceful.
Published in The Express Tribune, March 20th, 2013.

Task : 2 Based on your understanding of the above news paper reports complete the outline:

Questions about speakers’ opinion	Indian News Paper	Pakistani News Paper
1. What is the opinion of the speaker?		
2. Whose idea he is opposing?		Not given in the passage
3. Which sentence you find his opinion?		
4. How many reasons the speaker gives for the opinion? What are they?		
5. Which line do you find the most important reason?		
6. Why is it necessary to support an opinion with reasons?		
7. What facts the speaker used to support his reasons?		
8. Why is it necessary to support reasons with facts or examples?		
9 What do you interpret from the last sentence?		

Task 3 : Go through the task 3 on nuclear energy in note making and write a short essay supporting your stand on nuclear energy. Before you start jot down all your ideas, and arrange them order using the outline given before:

Task 4 : **Speaking: Speak for two minutes- Express your opinion on the necessity for huge spending on nuclear energy. Is it needed or not?**

In my view *I think that…* *It seems to me that…* *I would argue that…* *I do not believe that…* *I am unconvinced that…* *I do not agree that…*	*I don't think* *In my opinion,...* *If you ask me* *to my mind* *I reckon:(what is likely to happen)* *I feel: (strong personal opinion)* *if you ask me: (disagree)* *to be honest (with you) (rude)* *as far as I'm concerned*
Agreeing: *That's exactly what I think.* *That's a good point.* *Quite right, I couldn't agree more* *That's just what I was thinking.* *I agree entirely.* *Yes, I'm all in favour of that.*	*Disagree politely:* *I see What you mean, but.....* *I don't think it's such a good idea.....* *That's true, but on the other hand....* *I don't quite agree because.....* *May be, but don't you think... ?*

Task 5 : **Expressing opinion: Is Space Exploration Necessary? YES!**

Professor Stephen Hawking, celebrated expert on the cosmological theories of gravity and black holes, believes that traveling into space is the only way humans will be able to survive in the long-term. He has said, "Life on Earth is at the ever-increasing risk of being wiped out by a disaster such as sudden global warming, nuclear war, a genetically engineered virus or other dangers ... I think the human race has no future if it doesn't go into space." Another of his famous quotes reiterates his position that we need to get off the planet relatively soon. "I don't think the human race will survive the next 1,000 years unless we spread into space."

Task 6 : **Asking questions:** Work in pairs and answer the following questions:

1. Whose opinions are presented here?
2. What is his stand?
3. What are the reasons he gives for supporting his stand?
4. Does he give any reasonable data to support his stand?

Task 7 : **Read ' MIKE HESS' views on space exploration and complete the outline:**

Is Space Exploration that that Necessary? NO

By **MIKE HESS**

…With all of the debt, recession and financial/fuel/housing woes our country (and the world) is facing, is space exploration really necessary? Or, a more controversial opinion is it necessary at all?

While I'm all for scientific pioneering and learning as much as we can about the world we live in until we're completely obliterated one day, what has space exploration really done for us in the past, oh, 25 years — totally excluding repair missions and satellite launches? Sure, we've seen photos of the surface of Mars and have done some other interesting things, but at the end of the day, is it worth all of the money (and I'll have to mention the lives lost in shuttle tragedies along the way)? In the business there's something called QPR: Quality to Price Ratio. For instance, if you can get a something from Portugal for $8 that acts like something that acts like a $30 in your country, that's a QPR steal.

So, what I'm going at here is what's the educational and human benefit of what we're doing in

space? Are the billions of dollars actually paying off in knowledge, or is it simply a matter of binge spending to fuel the ego of our country (and keep thousands of NASA employees, well, employed)? There's a checks-and-balances … or at least there's supposed to be … on government spending, so why not apply this to NASA? If the hundreds of millions of dollars being poured into a mission or the program itself aren't worth the end game, I say all systems should't be go. Keep that shuttle on the ground, and put the money into our schools where people really learn something valuable. …
adapted from http://trueslant.com/mikehess/2009/07/16/is-space-exploration-really-that-necessary/

Step: 2. Prepare An Outline:

Task 8 : Based on your understanding on 'No to Nuclear Energy', complete the following sheet:

Outline of Space Exploration is not necessary:

Opinion:

Reason 1 :

Support:

Reason 2:

Support:

Reason 3

Support

Conclusion

STEP: 3: ORGANISE YOUR IDEAS:

1. Go through your worksheet on comparing opinions of an Indian news paper and Pakistani news paper on nuclear energy. Prepare an outline on similar line.
2. Use the sheet on arranging ideas given for Space Exploration to organize your ideas in logical order.
3. Use conjunctions (discussed in Unit 1) for adding and contracting ideas. While writing, coherence or unity is very important.
4. Stick to your logic and don't argue against your opinion. To bring in cohesion conjunctions are necessary. You can even repeat some words, use pronouns to bring unity in your writing.
5. Don't forget about topic line. Every new idea needs a new paragraph. Don't put too many ideas in the same paragraph.
6. Go ahead with your paper on a topic given by your teacher or the topics given for argumentative writing.
7. Edit your paper on the following lines:

My Partner's Paper

Opinion:

Reason 1:

Support:
Reason 2:
Support:
Reason 3:
Support:
Conclusion:

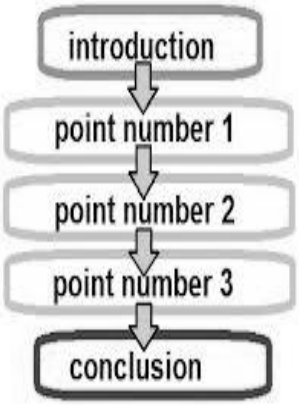
STEP 5: REWISE: Task : 8. Exchange your paper with your partner. Outline your partner's paper below:

Task 9 : **After you complete your partner's paper ask each other the following questions:**

1. What is the opinion expressed in the paper by your partner?
2. Has s/he given enough reasons to convince you?
3. Do all reasons support the main idea?
4. Has s/he given facts to support the reason?
5. Does the write up need any conjunctions, transitional words or phrases to make the points clear?
6. Is there anything difficult to understand?
7. Has the writer strongly supported his/ her stand?

STEP 5: REWRITE:

Task: 10. Based on the feedback given by your partner, revise your paper. Change or add anything that you need to.



STEP 6: EDIT YOUR PAPER: Task: 10. Edit your paper based on the following instructions:

Instructions for Editing:

Look at every sentence -

1. Check whether every sentence has a subject and verb.
2. Check for any fragments.
3. Rewrite run on sentences.

Look at the Verbs-

4. Ensure that all the verbs are in the correct tense.
5. See that all the verbs in the correct from.
6. Correct the verb if it does not agree with the subject.

Look at the punctuation and capitalization :

7. Place a comma in each compound sentence.
8. Place a comma only when they are needed in complex sentences.

Look at the words :

1. Write correct spelling to every word.

Reference for expressing opinion: Singleton J.2004. Writers at Work: A Guide to Basic Writing. Cambridge University Press. USA

Practice writing essays on the following topics :

1. Advantages and Disadvantages of Internet
2. Is human cloning a good or bad idea?
3. Do cell phones and social media make family relationships stronger ?
4. Cellphones and teenage
5. Dresscode in colleges
6. Relationship with Environment
7. The future of technology
8. Relationships and communication gadgets
9. Manpower and Machinepower
10. Renewable and non-renewable resources
11. Nuclear radiation and its consequences
12. Importance of sports
13. Importance of physical fitness
14. The role of individual against corruption
15. Science - boon or bane
16. Student developmental activities in schools
17. Politics and youngsters
18. Education system in India
19. Education and moral values
20. Impact of multimedia on children

5. Framing Questions

Framing question is very important in technical writing. Two types are questions are usually asked. i)Verbal and ii)Nonverbal Questions

Task : 1 Frame (yes / no) verbal questions for the following situation

You want to know whether aviation technology has advanced the computer technology.

Task : 2 Frame suitable Wh-questions for the following situations

1. You want to know the things that are prevented to carry for the aircraft passengers.
2. You want to know the adverse effects of unexpected landing of an aircraft.

Task : 3 Frame questions, to which the bold italicized words are the answers

1. Airbus has dropped ***lithium-ion batteries*** that forced the grounding of Boeing's 787 the Dreamliner.
2. ***Fuel vapours*** from the air craft are heavier than the air.
3. The commercial aircraft industry requires ***huge capital investments.***
4. ***Gliding distance*** is an imperfect measure of an airliners aerodynamic efficiency.

Task 4: Put the words in the right order and ask the question

1. Good / pay / want / pilot to / be / why / do / you / besides / a/ professional
2. fly /to /if /could/ you/ what/ would/ due /you/ no/ longer/ medical/ reasons /do
3. pilot / yourself /for /a/ this/ professional/ and trip/; if /early /morning/ you/ were how/ had/ an / would/ you/ prepare/ trip
4. most /had/ to /decision/ the/ difficult/ make/ during/ what /is/ that /you /Aviation

SPEAKING

Task 5: Imagine that you are one among the interviewers conducting a Pilot Interview. Ask as many possible questions to the candidate.

Eg :

How did you get started in Aviation?

You smell smoke in the cockpit, what initial action should you take?

You find yourself flying with an arrogant Captain., and you have a real personality clash, how do you deal with this?

Task : 6 Imagine that you are a pilot and you have been cleared for take-off, upon getting airborne with the gear, what kind of conversation are you going to have with the Captain?

4. b. Adding Tag Questions:

We use tag questions at the end of statements to ask for confirmation. They mean something like: "Am I right?" or "Do you agree?" They are very common in English.

The basic structure is:

Statement	question tag
+ Positive statement,	- negative tag?
She is beautiful,	**isn't she?**
- Negative statement,	+ positive tag?
You didn't come yesterday,	**did you?**

Positive Statement Tag Questions

Look at these examples with **positive statements**. You will see that most of the time, the auxiliary verb from the positive statement is repeated in the tag and changed to negative.

Negative Statement Tag Questions

Look at these examples with **negative statements**. Notice that the negative verb in the original statement is changed to positive in the tag.

positive statement [+]				**negative tag [-]**			*notes:*
subject	auxiliary	main verb		auxiliary	not	personalpronoun (same as subject)	
I	am	teaching,		are	n't	I ?	
You	have	completed		have	n't	you?	
You	do	Like	English	do	n't	you?	
You		Like	English	do	n't	you?	You (do) like...*
We	will	sing,		wo	n't	we?	won't = will not
I	can	dance,		can	't	I?	
We	must	pray,		must	n't	we?	
You	should	Work	hard	should	n't	you?	
You		Are	North Indian	are	n't	you?	no auxiliary for main verb **be** present & past

negative statement [-]						**positive tag [+]**	
subject	auxiliary		main verb			auxiliary	**personal pronoun** (same as subject)

It	is	not	working			is	it?
We	have	scarcely	started		the work,	have	we?
You	do	n't	Come here		often,	do	you?
They	will	Not	waste		water	will	they?
They	wo	n't	hit		the road,	will	they?
I	can	Never	give		up,	can	I?
We	must	n't	hurt		her,	must	we?
He	should	n't	waste		time,	should	he?
You	wo	n't	be		cunning,	will	you?
You			are	n't	South Indian,	are	you?
Jhansi			was	not	there,	was	he?

Answering Tag Questions: How do we answer a tag question? Often, we just say *Yes* or *No*. Sometimes we may repeat the tag and reverse it (They don't live here, *do they*? Yes, *they do*).
Here are some more examples, with correct answers:

- The earth goes round the sun, doesn't it? Yes, it does.
- The water is precious, isn't it? Yes, it is.
- The water purifier is working, isn't it? **No**, it **isn't**!
- You don't like rice, do you? **Yes**, I **do**!
- Students don't waste time, do they? No, they don't.
- The English language has vowels and consonants, doesn't it? Yes, it **does.**

Tag Question Special Cases: Negative Adverbs:

The adverbs never, rarely, seldom, hardly, barely and scarcely have a negative sense. Even though they may be in a positive statement, the feeling of the statement is negative. We treat statements with these words like negative statements, so the question tag is normally positive. Look at these examples:

positive statement treated as negative statement	**positive tag**
The machine never works,	does it?
She rarely visits her,	does she?
I hardly understand her,	Do I ?
I **barely follow you** ,	do I?
It scarcely rains these days,	does it?

Imperatives

Sometimes we use question tags with imperatives (invitations, orders), but the sentence remains an imperative and does not require a direct answer. We use *won't* for invitations. We use *can, can't, will, would* for orders.

	imperative + question tag	*notes:*
invitation	Please sit down , won't you?	Polite
order	Open the door, can you?	quite friendly
	Open the door, can't you?	quite friendly (some irritation?)
	Close the door, would you?	quite polite
	Close it now, will you?	less polite
	Don't close, will you?	with negative imperatives only *will* is possible

Task:1. Add tag questions to the following, will you?

1. It is very warm now, ……
2. It isn't very warm, …….
3. You don't remember them, ……..
4. David is a nice boy, …….
5. You can home, ……

6. You will stay in touch, ……
7. They are good, …….
8. I am a fool to believe him, …….
9. I am not a member, ……
10. Nobody likes her, ……
11. Poor lady, nobody helped her, ……..
12. We rarely meet these days …….
14. He hardly finds time to read, ……..
15. Don't go there…….

Acknowledgement: Notes on Parts of Speech, Sentence Pattern and question tag taken from : Nagini, P S et al (2005) "***Excellence Through Communication*****,** Shri Jai Publications. Chennai.

6. Types of Sentences

Based on the structure three types

1.Simple 2.Compound 3.Complex

Based on the pattern four types

1. Assertive 2.Interrogative 3.Imperative 4.Exclamatory

A sentence which has only one subject and only one predicate is called simple sentence.
When two simple sentences are joined by a conjunction, it is called compound sentence
A sentence which has only one main clause and one or more sub ordinate clause, is called complex sentence.

Simple, Compound, Complex

Sentence Combinations: Sentences can be combined in different ways. For journalists, the most common combinations are *simple sentences*, *compound sentences*, and *complex sentences*:

1. **Simple Sentence:** One clause (subject + predicate)
    a. Twenty Freeport citizens protested the ban against smoking.
2. **Compound Sentence:** Two complete sentences joined by a *comma* + coordinate conjunction (*and*, *or, nor, but*, *for*, *because*, etc.)
    a. Twenty Freeport citizens protested the smoking ban, but the newspaper failed to cover the story.
3. **Complex Sentences**: One complete sentence (also known as an independent or main clause) + 1 subordinate (or dependent) clause (missing either a subject or a predicate; or introduced by a conjunctive adverb — *although*, *however*, *moreover*, etc.)
    a. *Although* 20 Freeport citizens protested the smoking ban, the news paper failed to cover the story.

Task 1 ***: Identify the sentence type:***

1. She brought a good thing.
2. What she brought was good.
3. She brought something and it was good.
4. The date on which we got freedom was 15th August.
5. We got freedom on 15th August.
6. We got freedom in the month of August and the date was 15th.
7. The bridge was constructed last year, but it was washed away in the floods this year.

8. The bridge that was constructed last year was washed away in the floods this year.
9. One year constructed bridge was washed away by floods.
10. The leaders we have today talk more than they work.
11. Today's leaders talk more and they do less work.
12. Today's leaders do more talk and do less work.
13. She has gone either for tea or has gone for lunch.
14. He had not studies well never the less he attended the exam.
15. She was both beautiful and intelligent.

Task II : . Sentence Types: 1. Identify the clauses in the following sentences:

1. You make up a plan of where to meet your family after an earthquake.
2. If you're in a car, stop the car and stay inside the car until the earthquake stops.
3. Stay away from beaches as Tsunamis sometimes hit after the ground has stopped shaking
4. If you're at college or work, follow the emergency plan or the instructions of the person in charge.
5. On 11 July 2006, UK researchers have developed a new type of polymer scaffold support for growing cultured human skin cells.

Task III : Identify the type of sentence - Simple, Compound, Complex and rewrite by changing into other two types of sentences:

1. The safe spots in a room during an earth quake are inside walls, under sturdy tables, desks or archways and the danger spots are windows, mirrors, hanging objects, fireplaces and tall, unsecured furniture.
2. If you have children and elders in the family, you must help them to place themselves in safe locations.
3. Learning first and CPR is very helpful.
4. Those that live in earth quake prone areas should keep a list of emergency numbers and also must prepare a family emergency kit with supplies for at least 72 hours.
5. Elevators should not be used during an earth quake as they may stop mid way due to lack of electricity.
6. It is advisable to protect one's head during an earth quake because head injuries may be fatal.
7. After the quake, do not move any seriously injured individuals unless they are in immediate danger.
8. In an emergency, purify water by straining through a paper towel or several layers of clean cloth and by boiling vigorously for at least six minutes.
9. Do not use the telephone unless there is a severe injury or fire to report.
10. Remember to stay calm and lend a hand to others in need.

Task IV : **Rewrite the sentences with the given sentence starter and identify the sentence type for each sentence you have rewritten:**

Example: The student showed brilliant performance in the international competition and brought laurels to the University.

Ans: Because of his brilliant performance, the student brought laurels to the University.

Sentence type (of the sentence rewritten as answer): complex sentence

1. A single person couldn't lift the machine because it was very heavy.

The machine was so ….....

2.The order arrived late but we were able to supply the goods on time.
Although .....

3. All regarded that Though Edison was a fool.
All regarded……

1. Since James Watt was a mechanical engineer, he conducted several experiments involving the use of steam.James Watt was a
……

Task V : Identify the Types of sentences (simple/compound/complex)

1.Gliding distance is an imperfect measure of an airliner's aerodynamic efficiency, since it is not designed for gliding.
2.Technology is changing the way we do business everywhere, and it's no different in the aviation world.
3.ADS-B is the livelihood of the FAA's NextGen program, which promises to increase capacity for the nation's expanding number of aircraft

Task VI : Transformation of Sentences

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 and also using connectives.
2. To transform a compound sentence into a simple sentence:
Make two sentences into one by using verb+ing form
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.
4. To transform a Complex Sentence into a Simple Sentence:
Remove the relative pronoun or other connectives and form one sentence using verb+ing form
5.Conversion of Compound sentences into Complex sentences:
Change the Compound sentences into Complex sentences, by removing the conjunction 'and' and using other conjunction suitable to the context.
2. Conversion of Complex sentences into Compound sentences:
Add necessary conjunction and remove the unnecessary one.

Task VII: Rewrite the following as directed

1. You have paid the bill, but you will get no credit for it.(Into complex)
2. The earth is round. We can prove it. (into Complex)
3. You told him something. I know that. (into complex)
4. It you take quinine, your fever will be cured. (into compound)
5. The moment that is lost is lost for ever.(into simple)
6.

7. Compound Noun

A compound noun is a noun that is made up of two or more words. Most compound nouns in English are formed by nouns modified by other nouns or adjectives.

For example:
The words ***tooth*** and ***paste*** are each nouns in their own right, but if you join them together they form a new word - ***toothpaste***.
The word ***black*** is an adjective and ***board*** is a noun, but if you join them together they form a new word - ***blackboard***.

In both these example the first word modifies or describes the second word, telling us what kind of object or person it is, or what its purpose is. And the second part identifies the object or person in question.

Compound nouns can also be formed using the following combinations of words:-

Noun	**+**	**noun**	bus stop
			fire-fly
			football
Adjective	**+**	**noun**	full moon
			blackboard
			software
verb(-ing)	**+**	**noun**	breakfast
			washing machine
			swimming pool
Noun	**+**	**verb(-ing)**	sunrise
			haircut
			train-spotting
Verb	**+**	**preposition**	check-out
Noun	**+**	**prepositional phrase**	mother-in-law
Preposition	**+**	**noun**	underworld
Noun	**+**	**adjective**	truckful

The two parts may be written in a number of ways:-

1. Sometimes the two words are joined together.
   Example: ***tooth + paste = toothpaste | bed + room = bedroom***
2. Sometimes they are joined using a hyphen.
   Example: ***check-in***
3. Sometimes they appear as two separate words.
   Example: ***full moon***

Expanding the Compound Nouns :

Make the last word as the first word and then expand it. Use appropriate prepositions for expanding or use appropriate verb to expand the compound noun.

Options: If the last word is singular, start with ‘a/an’. If the last word is plural, start with ‘the’.

Examples:

Sl. No.	Compound Noun	Expansion
1.	Animal Behavior	The behaviour of an animal
2.	Aluminium Extraction	The extraction of aluminium
3.	Boat House	Boat used as a house
4.	Cable television	Television signals transmitted through cables
5.	Calculator memory	Memory of a calculator
6.	Carbondioxide	dioxide of carbon
7.	Concrete Structure:	Structure made of concrete
8.	Control Centre	Centre from where control is exerted

9.	Copper wire	Wire made of copper
10.	Diesel Engine	An engine that runs on diesel
11.	Dish Antenna	Antenna in the shape of a dish
12.	Food source	The source of food
13.	Disk drive	Drive of a disk
14.	Friction losses	Losses caused by friction
15.	Gear Mechanism:	Mechanism for operating the gear
16.	Generator Power output	Output of power from the generator
17.	Grease gun	Gun used for injecting grease
18.	Heat treatment	Transmit with or by heat
19.	Hot water	Water that is hot in condition
20.	Inflation rate	The rate of inflation
21.	Cooling Tower	Tower for the purpose of Cooling
22.	Battery Car	A Car that runs on battery
23.	Battery Valve	Valve of a battery
24.	Coal gas	Gas obtained from coal
25.	Computer diagnosis	Diagnosis made by computer
26.	Mass Production	Production in Mass
27.	Data Input	Input of Data
28.	Flood Damage	Damage caused by flood
29.	Air supply	Supply of air
30.	Information Centre	Centre for giving information

8. Technical definitions

Definition is a statement or a phrase that gives the meaning of a word or expression. It must set out the essential attributes of the thing defined. There are two types of definitions, - single sentence definition and extended definition. ***Single sentence definition*** is a term appropriately defined in just one sentence. In an ***Extended definition***, three points are taken into consideration – (i). category to which the term belongs, (ii). description or explanation, and (iii). uses

Points to Remember

i. It should avoid circularity and must not be too wide or too narrow.
ii. It must be applicable to everything to which the defined term applies, and to nothing else (i.e. not include any things to which the defined term would not truly apply)
iii. The definition must not be obscure, as the purpose of a definition is to explain the meaning of a term which may be obscure or difficult.
iv. A good definition should be specific. To define something, we need to start with what kind of object it is; then move on to say about its purpose or function. For example, photocopier is a machine.which copies documents onto paper by photographing them. Engineer is a person .who uses scientific knowledge to design, construct and maintain engines

Examples :

RESISTOR **:** Resistor is an electrical device that resists the flow of electrical current.

AMPLIFIER **:** Amplifier is an electronic instrument for increasing the amplitude of electrical signals, used chiefly in sound reproduction.

INDUCTOR : Industor is a component in an electric or electronic circuit that possesses inductance.

CAPACITOR : Capacitor is a device used to store an electric charge, consisting of one or more pairs of conductors separated by an insulator.

DICTIONARY : Dictionary is a book that lists the words of a language in alphabetical order and gives their meaning, or that gives the equivalent words in a different language.

ELECTRONICS : Electronics is the branch of physics and technology concerned with the design of circuits using transistors and microchips, and with the behavior and movement of electrons in a semiconductor, conductor, vacuum, or gas.

COMPUTER : Computer is an electronic device for storing and processing data, typically in binary form, according to instructions given to it in a variable program.

INTERNET : Internet is an international computer network providing e-mail and information from computers in educational institutions, government agencies, and industry, accessible to the general public via modem links.

CASTING : Casting is a method of making an object by pouring molten metal or other material into a mold.

WELDING : Welding is a process to join together (metal pieces or parts) by heating the surfaces to the point of melting with a blowpipe, electric arc, or other means, and uniting them by pressing, hamering, etc.

THERMODYNAMICS : Thermodynamics is the branch of physical science that deals with the relations between heat and other forms of energy (such as mechanical, electrical, or chemical energy), and, by extension, of the relationships and inter convertibility of all forms of energy.

SOLAR ENERGY : Solar energy is an energy which is derived from the sun that is converted into thermal or electrical energy.

FLOW CHART : Flow chart is a diagram of the sequence of movements or actions of people or things involved in a complex system or activity.

REFRIGERATION : Refrigeration is the process of cooling or freezing (e.g., food) for preservative purposes.

HARD DISK : Hard disk is a rigid non-removable magnetic disk with a large data storage capacity which is used in the computers.

ADAPTER : Adapter is a device for connecting pieces of electrical or electronic equipment that cannot be connected directly.

COAL : Coal is a combustible black or dark brown rock consisting mainly of carbonized plant matter, found mainly in underground deposits and widely used as fuel.

ACOUSTICS : Acoustics is the study of the physical properties of sound.

E - MAIL : Electronic mail (computer science)is known as E-mail, which is a system of world-wide electronic communication in which a computer user can compose a message at one terminal that can be regenerated at the recipient's terminal when the recipient logs in.

SCANNER : **1.** Scanner is a device for examining, reading, or monitoring something, in particular.

2. Scanner is a machine that examines the body through the use

of radiation, ultrasound, or magnetic resonance imaging, as a diagnostic aid.

PRINTER : 1. Printer is a device for examining, reading, or monitoring something, in particular.
2. Printer is a machine that examines the body through the use of radiation, ultrasound, or magnetic resonance imaging, as a diagnostic aid.

MOUSE : Mouse is a small hand-held device that is dragged across a flat surface to move the cursor on a computer screen, typically having buttons that are pressed to control computer functions.

PEN DRIVE : A *pen drive* is a portable data-storage device.

KEYBOARD : Keyboard is a panel of keys that operate a computer or typewriter.

DATA : Data refers to Facts and statistics collected together for reference or analysis.

LUBRICANT : Lubricant is a substance that is used to reduce friction.

BIT : Bit is the most basic unit of information in a computer.

CHIP : Chip is a small piece of silicon in a computer, with electronic circuits for storing information or perform complicated logical operations.

DYNAMITE : Dynamite is a mixture that can cause a powerful explosion.