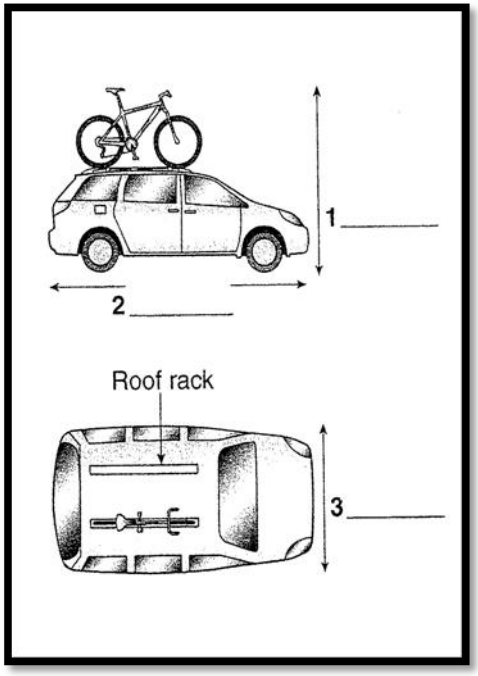
UNIT- VI

TECHNICAL ENGLISH - SHSA1101

UNIT IV

LANGUAGE AT THE DISCOURSE LEVEL –PRODUCT DESCRIPTION

Classifying information related products -Group discussion on current topics to arrive at solutions to problems by using elements of reasoning -Reading to prepare notes, categorizing under headings and subheadings by reading Short Extracts from User Manuals - Reading and contextual guessing by reading about products-Instructions and recommendations - Preparation of User Manual on the electronic products incurrent usage - Classification of words - descriptive words about products – definitions - compound nouns - Reported Speech - causatives and double negatives - Tag questions.



4.1 Listening Task

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

A. How (1) _____?

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

A. O.K, that's fine. The vehicle must not be (3) _____ 2 metres.

B. Great.

A. (4) _____?

B. It's exactly (5) _____ metres long.

A. Please measure it again carefully. It must be (6) _____ 7 metres.

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

A. (7) _____?

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

A. Mm, that's too high. The vehicle must not be (9) _____ 2.9 metres.

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

SPEAKING

4.2 Group Discussion

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

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

4.2.1. Requirements to participate in a group discussion

1) Have subject knowledge.

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

2) Makesure you Read Widely

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

3) Choose Magazines that are Rich in Content

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

4) Be Aware of Topics that are repeated

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

4.2.2 Activity

(i) The Importance of Gadgets in Our Lives.

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

4.3 NOTE MAKING

Note Making is a process of writing down important details from a source. When the available information is vast, there is a need for briefing down the details. It helps to go through a lot of information in less time. A person should write notes in a specific format.

4.3.1 Format to be followed in Note-Making.

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	

Abbreviations/ short forms for note taking

bet.	-	between
orgn.	-	organisation
req.	-	require
sym.	-	symbol
adv.	-	advantage
ad.	-	advertisement
govt.	-	government
≡	-	equivalent to
eq.	-	equation
Δ lar	-	triangular

∴	-	therefore
etc	-	etcecetetra / and so on
i.e.	-	that is
e.g.	-	example
III	-	Similar
Smb	-	Somebody
sth	-	Something
asst.	-	assistant
appln	-	application
rly	-	railway

Units in SI Symbol

m	-	metre
kg	-	kilogram
s	-	second
M/s^2	-	Metre / $Second^2$
rad/s^2	-	radian / $Second^2$
m^2	-	$Metre^2$
kg/m^3	-	Kilogram / $Metre^3$
N	-	Newton

Hz	-	Hertz
N.S	-	Newton - Second
N.M.S.	-	Newton - Metre - Second
N/m	-	Newton / Metre
M/s	-	Metre per second
Pascal	-	Pa (N/m^2)

Ex. 4.3.1.1. Make notes for the following in the standard format.

Microwave Oven

The idea for using microwaves to cook food was discovered by Percy Spencer who was working for Raytheon and was building magnetrons for radar sets. One day he was working on an active radar set when he had noticed a sudden and strange sensation, and saw that a chocolate bar he had in his pocket had melted. The holder of 120 patents, Spencer was no stranger to discovery and experiment, and realized what was happening. The first food to be deliberately cooked with microwaves was popcorn, and the second was an egg (which exploded in the face of one of the experimenters).

In 1946 Raytheon patented the microwave cooking process and in 1947, they built the first commercial microwave oven, the Radarange. It was almost 6 feet (1.8 m) tall and weighed 750 pounds (340 kg). It was water-cooled and produced 3000 watts, about three times the amount of radiation produced by microwave ovens today. This first step was so successful that Raytheon eventually purchased Amana to round-out a complete home appliance product suite.

A number of other companies joined in the market, and for a time most systems were built by defense contractors, who were the most familiar with the magnetron. Litton was particularly well known in the restaurant business. By the late 1970s the technology had improved to the point where prices were falling rapidly. Formerly found only in large industrial applications, microwaves were increasingly becoming a standard fixture of most (western) kitchens. The rapidly falling price of microprocessors also helped by adding electronic controls to make the ovens easier to use. By the late 1980s they were almost universal and currently it is estimated that nearly 95% of American households have a microwave.

A microwave oven consists of a magnetron, a magnetron control circuit (usually with a microcontroller), a waveguide, and a cooking chamber. A microwave oven works by passing microwave radiation, usually at a frequency of 2450 MHz (a wavelength of 12.24 cm), through the food. Water, fat, and sugarmolecules in the food absorb energy from the microwave beam in a process called dielectric heating. Most molecules are electric dipoles, meaning that they have a positive charge at one end and a negative charge at the other, and is therefore twisted to and fro as it tries to align itself with the alternating electric field induced by the microwave beam. This molecular movement creates heat. Microwave heating is most efficient on liquid water, and much less so on fats, sugars, and frozen water. Microwave heating is sometimes incorrectly explained as resonance of water molecules, but this occurs only at much higher frequencies, in the tens of gigahertz.

The cooking chamber itself is a Faraday cage enclosure to prevent the microwaves escaping into the surroundings. The oven door is usually a glass panel, but has a layer of conductive mesh to maintain the shielding. Since the mesh width is much less than the wavelength of 12 cm, the microwave radiation cannot pass through the door, while visible light (with a much shorter wavelength) can.

Professional chefs generally find microwave ovens to be of limited usefulness. See Microwaving for a discussion of this reason. With wireless computer

networksgaining in popularity, microwave interference has become a concern among those with wireless networks. Microwave ovens are capable of disrupting wireless network transmissions due to the fact that the microwave creates radio waves at about 2450 MHz. This is about the same frequency that wireless networks use, so microwave ovens in use can interfere with network signals and cause connection issues.

A microwave oven does not convert all electrical energy into microwaves. A typical consumer microwave oven could consume 1100 W, and deliver 700 W of microwave power. The remaining 400 W are dissipated as heat by components of the oven. The main source of energy loss is the magnetron tube which is much less than 100% efficient at generating microwave output from the power source. Lesser amounts of power are consumed by the oven lamp, AC power transformer losses, magnetron cooling fan, food turntable motor and control circuits. This waste heat does not end up in the food but is mostly expelled from the cooling vents on the oven and heats the air in the kitchen. Most of the actual microwave power will end up heating the food inside the oven, unless the microwave oven is loaded with a very small amount of absorbing food. In that case, the magnetron element will reabsorb the microwaves, which can lead to overheating

Food is heated for so short a time that it is often cooked unevenly. Microwave ovens are frequently used for reheating previously cooked food, and bacterial contamination may not be killed by the reheating, resulting in foodborne illness. The uneven heating is partly due to the uneven distribution of microwave energy inside the oven, and partly due to the different rates of energy absorption in different parts of the food. The first problem is reduced by a stirrer, a type of fan that reflects microwave energy to different parts of the oven as it rotates, and by a turntable that turns the food. The second problem must be addressed by the cook, who should arrange the food so that it absorbs energy evenly, and periodically test and shield any parts of the food that overheat.

4.3.1.2. Make notes for the following passage.

Digital Camera

The quality of pictures that a digital camera is capable of taking is primarily based on its megapixel rating. The higher the megapixels, the better the picture quality. For example, a 10 MP (megapixel) digital camera takes better pictures than a 7-megapixel digital camera.

Other factors that can affect picture quality include the type of camera lens, size of the lens (measured in millimeters), and type of camera itself. Lower cost digital cameras often feature a lower quality and standard size lens and provide minimal zoom capability. Higher priced, higher quality digital cameras include a better quality lens, possibly a larger size lens, and feature increased zoom capabilities.

Some digital cameras, like a digital SLR camera, allow users to adjust lighting, aperture, shutter speed, and other settings, providing improved control over picture quality. These digital cameras also allow for accessory attachments to increase or decrease the size of a lens and length of zoom.

Although the idea for a digital camera originated in 1961, the technology to create one didn't exist. The first digital camera was invented in 1975 by Steven Sasson, an engineer at Eastman Kodak. It primarily used a charge coupled device, a type of image sensor, but originally used a camera tube for image capture. That functionality was later digitized by Kodak. The first digital cameras were used by the military and for scientific purposes. Medical businesses and News reporting companies began to use digital cameras a few years later.

Digital cameras did not become common consumer electronic devices until the mid-1990s. By the mid-2000s, digital cameras mostly replaced film cameras as the camera of choice by consumers.

If you have an old-style camera, you'll know that it's useless without one vital piece of equipment: a film. A film is a long spool of flexible plastic coated with special chemicals (based on compounds of silver) that are sensitive to light. To stop light spoiling the film, it is wrapped up inside a tough, light-proof plastic cylinder—the thing you put in your camera.

When you want to take a photograph with a film camera, you have to press a button. This operates a mechanism called the shutter, which makes a hole (the aperture) open briefly at the front of the camera, allowing light to enter through the lens (a thick piece of glass or plastic mounted on the front). The light causes reactions to take place in the chemicals on the film, thus storing the picture in front of you.

This isn't quite the end of the process, however. When the film is full, you have to take it to a drugstore (chemist's) to have it developed. Usually, this involves placing the film into a huge automated developing machine. The machine opens up the film container, pulls out the film, and dips it in various other chemicals to make your photos appear. This process turns the film into a series of "negative" pictures—ghostly reverse versions of what you actually saw. In a negative, the black areas look light and vice-versa and all the colors look weird too because the negative stores them as their opposites. Once the machine has made the negatives, it uses them to make prints (finished versions) of your photos.

If you want to take only one or two photographs, all of this can be a bit of a nuisance. Most people have found themselves wasting photographs simply to "finish off the film." Often, you have to wait several days for your film to be developed and your prints (the finished photographs) returned to you. It's no wonder that digital photography has become very popular—because it solves all these problems at a stroke.

4.4 READING AND CONTEXTUAL GUESSING BY READINGABOUT PRODUCTS

Points to Remember

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

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

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

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

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

4.4.1 Read the passage and answer the questions below.

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

voicemail, the number of passwords becomes staggering. The feeling of frustration that results from maintaining a memorized list of login credentials has grown so prevalent that it actually has a name: password fatigue. Having to remember so many different passwords is irritating, but it can also be dangerous. Because it is virtually impossible to remember a unique password for each of these accounts, many people leave handwritten lists of usernames and passwords on or next to their computers. Others solve this problem by using the same password for every account or using extremely simple passwords. While these practices make it easier to remember login information, they also make it exponentially easier for thieves to hack into accounts. Single sign-on (SSO) authentication and password management software can help mitigate this problem, but there are drawbacks to both approaches. SSO authentication can be used for related, but independent software systems. With SSO, users log in once to access a variety of different applications. Users only need to remember one password to log in to the main system; the SSO software then automatically logs the user in to other accounts within the system. SSO software is typically used by large companies, schools, or libraries. Password management software, such as Kee Pass and Password Safe, is most often used on personal computers. These software programs—which have been built into many major web browsers—store passwords in a remote database and automatically "remember" users' passwords for a variety of sites. The problem with both SSO authentication and password management software is that the feature that makes them useful is also what makes them vulnerable. If a user loses or forgets the password required to log in to SSO software, the user will then lose access to all of the applications linked to the SSO account. Furthermore, if a hacker can crack the SSO password, he or she will then have access to all of the linked accounts. Users who rely on password management software are susceptible to the same problems, but they also incur the added threat of passwords being compromised because of computer theft. Although most websites or network systems allow users to recover or change lost passwords by providing email addresses or answering a prompt, this process can waste time and

cause further frustration. What is more, recovering a forgotten password is only a temporary solution; it does not address the larger problem of password fatigue.Some computer scientists have suggested that instead of passwords, computers rely on biometrics. This is a method of recognizing human users based on unique traits, such as fingerprints, voice, or DNA. Biometric identification is currently used by some government agencies and private companies, including the Department of Defense and Disney World. While biometrics would certainly eliminate the need for people to remember passwords, the use of biometrics raises ethical questions concerning privacy and can also be expensive to implement. The problems associated with SSO, password management software, and biometrics continue to stimulate software engineers and computer security experts to search for the cure to password fatigue. Until they find the perfect solution, however, everyone will simply have to rely on the flawed password system currently in place

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

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

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

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

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

A. predict

B. postpone

C. investigate

D. lessen

E. complicate

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

I. stolen personal computers contain passwords memorized by a user's web browser

II. if a user of password management software forgets his or her login credentials, the user can no longer access any of the applications protected by the password

III. hackers who access password management software can gain access to all of the applications protected by that password

A. I only

B. II only

C. I and II only

D. II and III only

E. I, II, and III

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

A. "For people who use email or other internet applications at work, the number of required username/password combinations may surpass 30."

B. "The feeling of frustration that results from maintaining a memorized list of login credentials has grown so prevalent that it actually has a name: password fatigue."

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

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

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

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

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

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

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

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

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

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

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

4.5 INSTRUCTIONS AND RECOMMENDATIONS.

Giving Instructions

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

4.5.1.Sample Instructions

Instructions to be followed for Steam Iron box

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

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

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

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

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

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

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

8. Do not use the Steam Iron outdoors.

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

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

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

4.5.1.1.*Write a set of 10 Instructions to be followed while using Smart Home Gadgets*.

4.5.2 WRITING RECOMMENDATIONS.

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

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

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

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

4.5.2.1 *Sample Recommendations*

Recommendations to secure your android smartphone from being hacked

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

Activity

4.5.2.2 The following sentences are a combination of instructions and recommendations for preparing a User Manual. Arrange them properly in the table.

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

9. Glossaries and indexes ought to be added at the end of the manual.
10. Although a list of frequently used terms can appear at the front, the index need to be omitted if the manual runs less than 20 pages.
11. Use graphic images as needed to support the text
12. Choose a few readable fonts
13. Consider the type of binding for the user manual
14. It is necessary to define the user is.
15. Write to the user's needs in a way the user can understand.
16. You must explain the problem the user is trying to solve, and then present the solution to it.

S.no	Instructions	Recommendations

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

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

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

5. Dip a cotton swab into distilled water.
6. Use this to clean the steam holes on the iron's soleplate.
7. Let the iron dry completely before plugging it in and using it again

b. How to clean a spark plug

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

4.6 MANUAL PREPARATION

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

4.6.1 What is a Manual?

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

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

4.6.2 Contents of a User Manual

The sections of a user manual often include:

- A cover page
- A title page and copyright page
- A preface, containing details of related documents and information on how to navigate the user guide

- A contents page
- A guide on how to do or use something or the main functions of the system
- A troubleshooting section detailing possible errors or problems that may occur, along with how to fix them
- A FAQ (Frequently Asked Questions)
- Where to find further help, and contact details
- A glossary and, for larger documents, an index

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

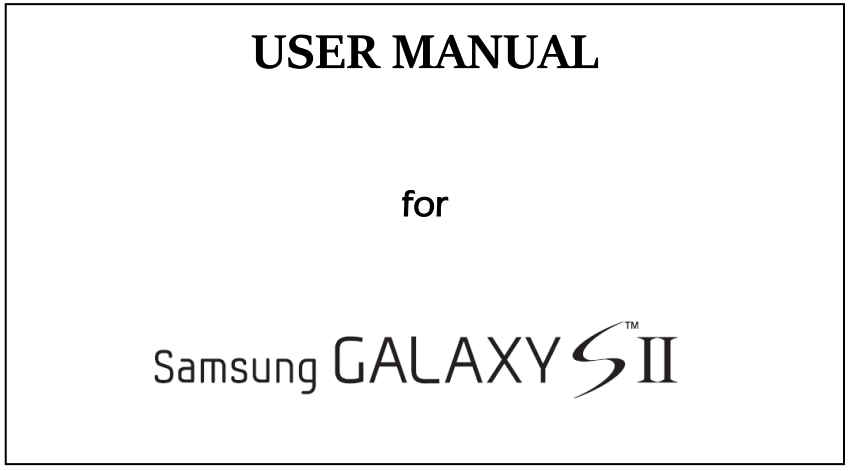
4.6.3. Rules:

1. Include the appropriate cover and title pages.
2. Put references to related documents in the preface.
3. Include a table of contents if the manual exceeds 10 pages
4. You have to put instructions/procedures and reference materials in the body of the manual
5. Procedures should be written in a consistent structure throughout the instruction section of the manual.
6. Begin with an overview of the task, then describe what the user has to do.
7. Steps should be numbered and begin with action verbs, as the steps in each section of this article are written.
8. Reference materials should include lists of options, troubleshooting tips, and frequently asked questions.

9. Glossaries and indexes ought to be added near the end of the manual, although a list of frequently used terms can appear at the front.
10. The index need to be omitted if the manual runs less than 20 pages.
11. Use graphic images as needed to support the text
12. Choose a few readable fonts
13. Consider the type of binding for the user manual
14. It is necessary to define who your user is.
15. Write to your user's needs in a way the user can understand.

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

TITLE PAGE



Product Description:

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

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

User Friendly Features:

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

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

Important Safety Instructions

DO'S

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

- Always use official app stores to download and install an app. Disable the option to allow installation of third party apps.

DON'TS

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

Troubleshooting (Problems& Solutions)

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

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

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

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

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

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

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

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

Service Advantage

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

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

Contact Details

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

4.6.3.2. Task

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

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

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

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

[When you have finished, change roles]

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

4.6.3.4 Speaking

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

Technical English

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

4.6.3.5. Read these advertisements and match with the objects with their descriptions.

1. Use the X-beam wrench for loosening tight and rusty bolts without hurting your hands. The end are at ninety degrees to each other, so you always grip a wide, flat surface, not a narrow edge.

2. What you do if your car battery goes flat in a storm, and you don't have jump leads or roads assistance? The Black & Decker Simple Start allows you to start your car without getting wet. It plugs into the 12-volt socket in your car, and it's designed to restart your car in ten minutes.

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

4. Have you forgotten where you put your keys? Use this smart device to find them. Simply attach the electronic tag to your keys. Then, if you can't find them later, switch on Loc8tor, and it will point in the right direction-not only left or right, but up or down too. It will show where your keys are. At the same time, the tag on your keys will emit a beeping sound.

TASK

4.7.1. Identify the equipment from the description. Use the words in the box.

Battery/ digital receiver/ disk drive/ modem/ router/ starter motor

1. This device can change digital signals into analogue signals for a TV
2. This device stores electricity. When it is flat, you recharge it.
3. This equipment can connect two or more computers to one modem.
4. This device connects a computer to the internet through a phone line
5. This machine uses electricity from a battery. It starts the engine of a car.
6. This hardware can copy data from a computer to a CD-ROM.

4.7.2. Match the products with industries. Use a dictionary to help if necessary.

1.	Diesel oil	a. the pharmaceutical industry
2.	Car components	b. the construction industry
3.	Buildings	c. the textile industry
4.	Drugs	d. the electronic industry
5.	Jet engines	e. the petrochemical industry
6.	Cardboard boxes	f. the aerospace industry
7.	Semi-conductors	g. the telecommunications industry
8.	gold	h. the automotive industry
9.	Cloth	i. the packaging industry
10.	Mobile phones	j. the mining industry

4.7.3. Complete the sentences with the most suitable word from the box

Lubricated / tripped / blown / snapped / leak / loose / crashed / expand / fault / jammed / cursor / restore

a. The fuse has ----------.
b. I think you should ---------- the memory
c. My computer has ----------.
d. The gearing mechanism has ---------- again
e. Can you help me to ---------- the data?
f. The blade has ---------- off
g. My mouse isn't working, I can't move the ----------.
h. There has been an oil ----------.
i. The safety switch has ----------
j. The bolt has worked ----------.
k. I think there is a ---------- in the program.
l. Have you ---------- all the moving parts?

4.7.4. Complete the following sentence by using the words in the box.

break/ kick/ pick up/ press/pull/ switch on/ touch

1. The passenger activates the ticket machine by *touching* the screen.
2. You switch on the phone by _____ the handset and _____ the green button.
3. The user starts the outboard motor by _____ the handle of the cord.
4. The rider starts the engine by _____ the battery and _____ the lever downwards.
5. The burglar activates the alarm by _____ the laser beam.

4.8 DEFINITIONS

4.8.1 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

Word	Be	Type	Pronoun	Function
Life Guard	is	an alarm system	which	can find an MOB
Music World	is	a website	that	downloads dance music
Inventors	are	people	who	create new devices

- *which* is used with things
- *who* is used with people
- *that* can replace *which* or *who*

4.8.1.1 Fill in the blanks with the most suitable 'type' nouns in the box. Combine each pair of sentences in 3 into a single sentence in the form of a definition. Use which, who or that.

Eg. A solar panel is a **device***which* converts sunlight into electricity.

1. A solar panel is a/an ----------. It converts sunlight into electricity.
2. The hovercraft is a/an ----------. It carries people over land and sea.

3. A lab assistant is a/an ----------. He maintains the equipment in the laboratory.
4. A torque wrench is a/an ----------. It tightens nuts and bolts.
5. GPS is a satellite ----------. It gives the location of objects on the ground.
6. An ammeter is a/an ----------. It measures electric current.\

4.8.1.2. Match the following and make definitions

E.g.An MP3 player is a *devicewhich* download and play music from a computer

1.	An MP3 player	instrument	loosen and tighten nuts on wheels
2.	fiberglass	system	repair underwater pipes and machines
3.	Artificial respiration	tool	powered by electricity from solar panel
4.	GPS	technician	download and play music from a computer
5.	A sub-sea mechanic	vehicle	use satellites to locate your position
6.	A solar-powered car	procedure	calculate diver's depth in the water
7.	A wheel wrench	device	used for making hulls of boats
8.	A depth gauge	material	helps a casualty to breathe

COMPOUND NOUN

4.9.1. 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.

4.9.2. *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***

4.9.3. How to Expand 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'.

Sl. No.	Compound Noun	Expansion
1.	Animal Behavior	The behavior of an animal
2.	Aluminum Extraction	The extraction of aluminum
3.	Boat House	Boat used as a house
4.	Cable television	Television signals transmitted through cables
5.	Calculator memory	Memory of a calculator
6.	Carbon dioxide	dioxide of carbon
7.	Concrete Structure:	Structure made of concrete

Sl. No.	Compound Noun	Expansion
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

4.9.3.1. Task

Expand these phrases by adding information:

1. a gas flow meter : *a meter which measures/ for measuring the flow of gas*.
2. an engine speed dial : ----------
3. a tyre pressure gauge :----------
4. a bass volume indicator : ----------
5. an air pressure sensor :----------
6. a fuel intake port : ----------

4.10. CAUSATIVE VERBS

4.10.1. *Causative verbs* express an action which is caused to happen. In other words, when I have something done for me I cause it to happen. In other words, I do not actually do anything, but ask someone else to do it for me. This is the

sense of causative verbs. Causative verbs in English: *Make, Let, Have* and *Get.*

Causative # 1– HAVE/GET SOMETHING DONE

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

Examples

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

Causative # 2– HAVE SOMEONE DO SOMETHING

This means that someone does something for you because you pay or ask them to do it, but you also say who this person is.

Examples

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

Causative # 3– GET SOMEONE TO DO SOMETHING

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

Examples

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

Causative # 4 – MAKE SOMEONE DO SOMETHING

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

Examples

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

Causative # 5 – LET SOMEONE/SOMETHING DO SOMETHING

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

Examples

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

4.10.1.1. Exercise

Have / Get Something Done

Change these examples into the structure:

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

For example:

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

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

4.11. DOUBLE NEGATIVES

Double negatives are two negative words used in the same sentence. Using two negatives turns the thought or sentence into a positive one. Most negative words are adjectives or adverbs.Only one negative word is needed to give a sentence a negative meeting. Putting in more than one is as sentence error called a double negative.

NEGATIVE WORDS
never/ nobody/ no one / not/ nowhere/ no/none/ nor/ nothing/ /neither /hardly/ scarcely/ rarely/ n't

- ***To correct a double negative, remove one of the negative words or change one to a positive.***

CORRECTING DOUBLE NEGATIVES	
Double Negative	**Corrected Sentence**
We can't let nobody know about it	We can't let anybody know about it/ We can let nobody know about it
I can't find the dog nowhere	I can't find the dog anywhere/ I can find the cat nowhere

a. Double Negative Examples

1. That won't do you no good.
2. I ain't got no time for supper.
3. Nobody with any sense isn't going.
4. I can't find my keys nowhere.
5. She never goes with nobody.
6. John says he has not seen neither Alice nor Susan all day.
7. You can't see no one in this crowd.
8. There aren't no presents left to open.
9. The secret cave did not have none of the treasures they wanted.
10. All the witnesses claimed that didn't see nothing.
11. The pilot can't find no place to land.

b. Double Negatives Using Prefixes

Sometimes a negative can be formed by attaching the prefixes ir-, in-, non- and un-. Here are some examples:

- The evidence is certainly not irrefutable.
- This gem is not uncommon.
- The results are not inconclusive.
- His rebuttal was clearly not nonsensical.
- The price of the car is not insignificant.
- It is not unnecessary to tell the truth all the time.
- The new disease wasn't non-infectious.
- He wasn't irresponsible about his duties.

c. Double Negatives with Negative Words

You can create a double negative by using a negative word with a word that acts like a negative. Here are some examples:

- Barely - I can't barely see where I am going in this fog.

- Barely - She did not barely understand the instructions.
- Hardly - I hardly have no money.
- Hardly - It wasn't hardly midnight when we saw the meteor shower.
- Rarely - He is not rarely a visitor at the park.
- Scarcely - The news of the company's bankruptcy made scarcely no impact.
- Scarcely - The Southeast had scarcely no rain last year.
- Seldom - We don't watch movies seldom.

4.11.1. Task

I. Each of these sentences contains a double negative. Rewrite each sentence so that it makes sense and only contains one negative.

1. George *doesn't* listen to *no-one*.
   Ans: George *doesn't* listen to anyone.
2. They'll *never*make *no* money when they go into business.
   Ans: _____
3. Khadija *hasn't* met *nobody*who can spell her name properly.
   Ans: _____
4. That attitude *won't*get you *nowhere*
   Ans: _____
5. It *isn'tno* big deal that I've lost my job.
   Ans: _____
6. Make sure you *don't* get into *no* trouble
   Ans: _____
7. I *can't*wait *no* longer
   Ans: _____
8. She *can't* make friends with *nobody*.
   Ans: _____
9. Why *doesn'tnobody* help me?
   Ans: _____
10. We *couldn'thardly* wait
    Ans: _____

II. Write a sentence of your own correctly using each negative word given:

1. [nowhere] _____

2. [but] _____
3. [shouldn't] _____
4. [hardly] _____
5. [never] _____

4.12. REPORTED SPEECH

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

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

4.12.2 Changes during conversion from direct to indirect speech

Tense Change

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

Time Change

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

Changes in Pronouns

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

Changes in Verbs

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

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

1. Statement

The statement is a sentence which does not need an answer from the listener. It is up to the receiver / listener whether to reply or not.

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

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

2. Interrogatives

a) Verbal Questions/ Yes Or No Questions

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

Conjunction if/whether is used as a connective.

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

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

b) Nonverbal Questions/ WH Questions

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

No conjunction is used for nonverbal questions.

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

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

3. Imperatives

a) Commands/ Orders

Sentences that express a sense of command or order.

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

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

b) Requests

Sentences that express a sense of request.

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

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

c) Negatives

Sentences that express negative ideas.

Don't is converted into "not to"

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

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

4.12.3.1. Exercises

Change the following direct speech into reported speech

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

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

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

Ans: Colin _____

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

Ans: Karen _____

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

Ans: Hilary _____

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

Ans: Maurice _____

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

Ans: Jemima _____

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

Ans: Dr. Jackson _____

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

Ans: George _____

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

Ans: Mr. Penfold _____

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

Ans: The shop assistant _____

4.13. QUESTION TAGS

4.13.1. What is a Tag question?

A tag question comes when someone finishes their sentence with a short question and speaker wants to know the view of listener about their sentence. Basically a tag question is one where a statement is made, but the speaker wants a response from the listener to make sure their information is correct or to seek argument. A 'Tag Question' or 'Question Tag' always added at the end of a sentence.

4.13.2. Form

auxiliary verb + subject

1. We use the same auxiliary verb in the tag as in the main sentence. If there is no auxiliary verb in the main sentence, we use *do* in the tag.
   - You live in Spain, **don't you?**
2. If the auxiliary verb in the sentence is affirmative, the tag is negative.
   - You'**re** Spanish, **aren't you?**
3. If the auxiliary verb in the sentence is negative, the tag is affirmative.
   - You'**re not** Spanish, **are you?**

4.13.3. Meaning

1. We use tag questions to confirm or check information or ask for agreement.
   - You want to come with me, **don't you?**
   - You can swim, **can't you?**
   - You don't know where the boss is, **do you**?

- This meal is horrible, **isn't it?**
- That film was fantastic, **wasn't it?**

2. We use tag questions to check whether something is true.
   - The meeting's tomorrow at 9am, **isn't it**?
   - You won't go without me, **will you**?

4.13.4. Rules

1. In the present form of *be*: if the subject is "I", the auxiliary changes to *are* or *aren't* in the tag question.
   - I'm sitting next to you, **aren't I?**
   - I'm a little red, **aren't I?**
2. With *let's*, the tag question is *shall we*?
   - Let's go to the beach, **shall we?**
   - Let's have a coffee, **shall we?**
3. With an imperative, the tag question is *will you*?
   - Close the window, **will you?**
   - Hold this, **will you?**
4. We use an affirmative tag question after a sentence containing a negative word such as *never, hardly, nobody*.
   - Nobody lives in this house, **do they?**
   - You've never liked me, **have you?**
5. When the subject is *nothing*, we use "it" in the tag question.
   - Nothing bad happened, **did it?**
   - Nothing ever happens, **does it?**
6. If the subject is *nobody, somebody, everybody, no one, someone or everyone*, we use "they" in the tag question.
   - Nobody asked for me, **did they?**
   - Nobody lives here, **do they?**
7. If the main verb in the sentence is *have* (not an auxiliary verb), it is more common to use *do* in the tag question.
   - You have a Ferrari, **don't you?**

- She had a great time, **didn't she?**

8. With *used to*, we use "didn't" in the tag question.
   - You used to work here, **didn't you?**
   - He used to have long hair, **didn't he?**
9. We can use affirmative tag questions after affirmative sentences to express a reaction such as surprise or interest.
   - You're moving to Brazil, **are you?**

I. Affirmative statement	**Negative tag**
He is excellent at languages,	isn't he?
You were late,	weren't you?
They are working on a new project,	aren't they?
She writes good poems,	doesn't she?
We have worked hard to earn this money,	haven't we?
He called her,	didn't he?
You should see a doctor,	shouldn't you?
He can drive,	can't he?
You will help us,	won't you?
II. Negative statement	**Affirmative tag**
He isn't an athlete,	is he?
They weren't early,	were they?
You aren't writing a new book,	are you?
She doesn't work in a hospital,	does she?
He hasn't found the solution,	has he?
You didn't visit the museum,	did you?
We shouldn't sleep late,	should we?
You won't tell her,	will you?

III. Imperative	**Tag**
keep quiet	won't you ?
	Can't you?

4.13.4. Exercise

Match the beginnings of the sentences to the correct endings.

S.No	Statement	Question Tags
1.	as looking forward to that film, but it was a load of rubbish,	a. isn't it?
2.	talked and talked about the same topic for hours,	b. have they?
3.	That's my coat,	c. doesn't she?
4.	You don't know the answer,	d. didn't he?
5.	They haven't been married very long,	e. does he?
6.	You won't be home till after midnight,	f. had we
7.	Peter doesn't like chocolates,	g. do you?
8.	We hadn't been there very long,	h. wasn't it?
9.	She lives in Paris,	i. can you?
10.	You can't swim,	j. will you?

II. Complete the sentences with a suitable question tag.

1. Oh no! They're vegetarians, _____? And I've made a chicken casserole!
2. Your sister couldn't give me a lift, _____? My car won't start.
3. The flight from Paris arrives at ten o'clock, _____?
4. Let's go out tonight, _____?
5. You will remember to get some petrol before you set off, _____?
6. There weren't any mistakes in my essay, _____?
7. Don't forget to turn off the computer before you leave, _____?
8. Everybody enjoyed Tom's party, _____?
9. I really messed up, _____?
10. The jury has taken its decision, _____?