UNIT- III

## TECHNICAL ENGLISH   - SHSA1101

# UNIT 3

# LANGUAGE AT THE DISCOURSE LEVEL - REPORTING

### 3.1 Listening:

### 3.1.1 Listening for Gist

What is Gist?



Gist is defined as the most important piece of information without details. In the context of language learning and teaching, gist is defined as the general meaning or purpose of a text, either written or spoken.

### Listening for Gist

Listening for Gist is when the learner tries to understand what is happening even if he or she can't understand every phrase or sentence. The learner is trying to pick up key words, intonation and other clues so as to make a guess at the meaning. Sometimes, finding the gist can be easy because, this is found at the beginning of the passage. But sometimes it is not too easy and it is necessary to listen to the whole conversation to understand its general meaning.

For example, words such as sand, cap, towel, waves, board and sunny have their own meanings. When you hear the words in a listening passage, they help you understand that the context in which they are used (the context of a beach trip).

Examples of Gist Questions

- What's the subject of the passage?
- What problem are they discussing?
- What does the speaker think about the topic?

- What's the topic of the passage?

- Look at the Pictures, What are the speaker talking about?

- What's the main idea of the passage?

- What's the purpose of the passage?

- What's the main point of the passage?

**Activity: Warmers**

Collect some pictures related to the topic and ask students to tell you what they think about the pictures.

Take a few words from the listening passage and ask students to tell what they think the listening is about.

Activity: 1.An audio will be played for which the students have to prepare the gist.

Activity: 2.A passage from the newspaper or magazine will be read out for which the students have to prepare the gist.

**3.1.2 Listening to summarize and to find the attitude and tone of the speaker**

When you're learning English, listening for a speaker's tone or attitude can be even harder than listening for meaning - here are some tips for how to make it work.

**Tone, Attitude & Certainty**

When you're learning to understand spoken English, you won't just have to understand what the speaker says. To really get the point, often you'll also have to pick up on clues about the speaker's tone, attitude or degree of certainty. In other words, it's not just about what someone says; it's about how she feels about it. Did she say it with a confident tone, an angry tone, a defeated tone or something else?

**Volume, Pitch and Speed**

Before we even get into the words themselves, we'll cover three clues that you can get just from listening to the sound of the speaker's voice: volume, pitch and

speed. One big clue that you can listen for is volume. **Volume** refers to how loudly or quietly a speaker is talking. In English, volume can indicate several different things:

- *Emphasis* - If a speaker thinks she is saying <u>something important</u>, she will probably say <u>it louder</u>. In the middle of a paragraph at normal volume, a sentence spoken more loudly stands out.

- *Strong emotion* - If a speaker has a <u>very strong opinion</u> on something, her volume will probably <u>increase</u>. This is true whether the emotion is positive or negative. People shout when they're angry, but also when they're excited.

- *Certainty* - people who are <u>sure of their opinions</u> tend to speak <u>more loudly.</u> On the other hand, people who <u>aren't confident</u> tend to speak <u>more quietly</u>.

A second clue is pitch. **Pitch** are not how high or low about the speaker's voice is. Rising pitch toward the end of a sentence in English generally indicates a question, as in 'Did you get the milk?' But, if a speaker's voice rises in pitch toward the end of all his sentences, it can show uncertainty. For example: Maybe he is supposed to be morally gray…? He is not good or bad…?'

A third clue is **speed**, or how fast the speaker is talking. In general, any change from a steady speaking pace indicates that something important is going on.
For example:

- Slowing down can indicate emphasis because, it's a sign that the speaker wants you to pay attention to every single word.

- Speeding up can indicate strong emotion because,English speakers tend to talk faster when they get excited about something.

**Activity: An audio will be played for which the students have to summarize and to find the attitude and tone of the speaker.**

Listen to the Audio Script on "Safety Instructions given in Singapore Airlines". Find the attitude and tone of the speaker.

*Technical English*

**Singapore Airlines Safety Video (Transcript)**

- Welcome aboard Singapore Airlines!

- We're now highlighting the safety features about aircraft.

- Your safety is of at most importance to us till drop this flight!

- Please watch the safety video presentation even if you may have seen it before.

- First store your hand luggage in the overhead compartment.

- Take care when opening the compartment and ensure that your luggage does not fall out.

- If there is sufficient space,

- You may also put your hand luggage under the seat in front of you.

- Any luggage which cannot be securely stored needs to be checked in.

- Transmitting devices including mobile phones must be switched off at all times.

- During takeoff and landing, the operation of any electronic equipment is not allowed.

- Please switch off your electronic equipment now.

- Secure your tray table and put your seat upright. Store your in seat video screen, hand set and footrest. Window shades should be up.

- And please keep your shoes on. Fasten your seatbelt and tighten it. To release it, lift the sketch.

- Seatbelts should remain fastened, whenever seated.

- When the fastened seat belt sign is switched on, infants should be lifted from the bassinet and held in arms with the infant seat belt fastened.

- In case of depressurization, oxygen masks will automatically drop from the

compartments above.

- Pull one mask downwards and place the mask over your nose and mouth. Pour the elastic strap over your head and tighten it, by pulling the ends of the straps.

- The oxygen supply is now regulated and it is normal that the oxygen bag may not fully inflate.

- Remain calm and breathe normally.

- If you are travelling with a child, attend to yourself first, then the child.

- In case of an emergency landing, put your seat upright

- Fasten your seatbelt and place your feet flat on the floor

- Being forward as far as possible Unlock your arms and position .Now the use of your life vest!

- Your life vest is under your seat

- Or under the armrest between the seats

- Remove its plastic cover, when prompted to do so. Set the life vest over your head.

- Bring the waist straps around your waist

- Connect the clip and tighten the strap by pulling it out words

- You should inflate your life vest

- Only when you're about to leave through the emergency exit

- Pull the red strap firmly downwards .To inflate it further

- Blow into the mouthpieces, Use your whistle and light to attract attention.

- Special life vest are available for children under the age of 4.

- Take note of the exit locations on this aircraft

- During evacuation do not take your personal belongings with you.

*Technical English*

- If smoke is present, keep low and follow the escape of lighting to the nearest exit.
- Emergency exits are fitted with slides, which can be used forlorn evacuations or as wax on water
- Remove any high-heeled shoes prior to using the evacuation slide.
- Passengers seated beside the emergency exit doors, may be called upon to assist the cabin crew.
- Please refer to the safety information card for details .
- This card also has details of the use of the life vest and oxygen mask as well as the location of emergency exits any evacuation groups.
- Smoking is not allowed, but on all our flights
- Smoking in the laboratory will set up a smoke alarm
- Thank you for your attention!! and Have a pleasant flight!!

**3.2 Speaking:** Making Group Presentations based on information gathered by eliciting responses.

**3.2.1Preparing for the group presentation**

A significant effort of work is necessary during the preparation stage. The group must be well organized because there are multiple individuals and therefore multiple personalities involved.

*Presentation moderator*

To assist with organization, the group should first decide on a presentation moderator - this is essentially the "leader". The presentation moderator can have the final say when decision-making is needed and during the Q&A portion of the presentation, he can decide which speakers will answer certain questions.

*Technical English*

*Understanding the audience*

To make your presentation engaging, you need to think about the audience so you can tailor it towards their needs. How much will the audience already know about this topic? What will they want to get from this presentation? For example, if you are presenting the topic of "Building a Bridge to a group of civil engineers", you can confidently use technical language. However, if you are presenting to secondary school students, you would need to use simpler language and not explain the methods in as much detail.

*The presentation's purpose*

As a group, ensure you agree on the purpose of the presentation so that you all understand the message that needs to be conveyed e.g. "We want to find out which treatment works best for social anxiety." Deciding on your message means that the group can start building key points around this - just keep in mind that each subtopic must contribute to the presentation's aim.

*Divide the presentation*

The presentation needs to be divided into main areas so there is a clear beginning, middle and end. This is where can you decide on the order of the subtopics. Presentations usually follow this structure:

**1. Introduction:**

- It is useful to agree on the first minute of the presentation as a team. This is because the audience should be interested from the start and convinced to listen.

- The presentation's aims are also discussed and an overview of the presentation's structure is provided. For example, "We set out to explore the effectiveness of different treatments for social anxiety. We will first cover the symptoms and prevalence of social anxiety, before explaining the

different treatments. This will then lead into a discussion about the pros and cons of each treatment route. Finally, we will explain which treatment route we decided was the most effective for this disorder."

**2. One or two middle sections:**

- These sections consist of providing the information that addresses your presentation's aim.
- There can be more of these sections depending on your topic.

**3. Conclusion:**

- After summarizing all of the key points, there must be a clear conclusion. It is beneficial to appoint the conclusion to the best speaker as this is where all the information is pooled together.
- After segmenting the presentation, a time sequence can be created so the group understands the order in which tasks must be completed. It is important to set deadlines for this.

*Share responsibility*

A frequent problem when working within a group is unequal participation as this can subsequently cause disharmony. But this is easily avoidable by assigning each speaker a section of the presentation to work on depending on their interests. This means that each speaker should be doing the research for their section and keeping together a speech and slides.

**Tips:**

*Technical English*

- It is important to specify exactly what each group member should be doing with their time.
- Make sure the length of time per speaker is agreed on.
- Do not change speakers more than necessary because this can reduce the coherency of the presentation.

*Build the presentation together*

For an audience to follow and enjoy a presentation, it must flow together. Meeting up and building the presentation helps with this because:

- This prevents the duplication of content.
- You can put the slides together, although only one individual should be responsible for merging the slides so there is consistency within the presentation.
- It is useful to receive feedback on the speeches before presenting to an audience.
- The team can agree on any edits.
- The team can agree on the conclusion.
- You can make sure that each speaker will talk for the equal time and cover a similar amount of information.
- The team can come up with the first minute of the presentation together.

**Activity: The class can be divided into 6 to 8 groups. Presentation Topics will be given to the students to perform group presentation**

*Technical English*

**Sample Presentation Topics**

- The Effects of Poor Nutrition
- Applications of Nanotechnology in Electronics
- Third Generation (3G) Wireless Technology
- Concentrated Solar Power
- Smart Car Wheels
- Wireless Battery Charger

**3.2.2**. **Preparinga questionnaire-** with open ended questions to make a survey about electronic gadgets/ social media/ environmental issues using elements of reasoning to make a presentation in the class.

**Open-ended questions** are phrased as a statement which requires a response. Students can answer based on their complete knowledge, feeling, and understanding. This means that response to this question is not limited to a set of options. Examples of open-ended questions: Tell me about your opinion with your supervisor.

**Creating Questionnaire Questions**

Developing well-crafted questionnaires is more difficult than it might seem. Researchers should carefully consider the type, content, wording, and order of the questions that they include. In this section, we discuss the steps involved in questionnaire development and the advantages and disadvantages of various techniques.

**Open-ended Vs. Closed-ended Questions**

All researchers must make two basic decisions when designing a survey--they must decide: 1) whether they are going to employ an oral, writtenor electronic method and 2) whether they are going to choose questions that are open or close-ended.

**Closed-Ended Questions:** Closed-ended questions limit respondents' answers to the survey. The participants are allowed to choose from either a pre-existing set of

dichotomous answers, such as yes/no, true/false, or multiple choice with an option for "other" to be filled in, or ranking scale response options. The most common of the ranking scale questions is called the Likert scale question. This kind of question asks the respondents to look at a statement according to the degree to which they agree ("I strongly agree, I somewhat agree, I have no opinion, I somewhat disagree, I strongly disagree").

**Open-Ended Questions:** Open-ended questions do not give respondents answers to choose from, but rather are phrased so that the respondents are encouraged to explain their answers and reactions to the question with a sentence, a paragraphor even a page or more, depending on the survey. If you wish to find out what respondents would come up with on their own, you might choose an open-ended question like "What do you think is the most important educational issue facing our nation in the year 2020?" rather than the Likert scale question. *Note:* Keep in mind that you do not have to use close-ended or open-ended questions exclusively. Many researchers use a combination of closed and open questions; often researchers use close-ended questions in the beginning of their survey, then allow for more expansive answers once the respondent has some background on the issue and is "warmed-up."

**Four important techniques:** directness, simplicity, specificity and discreteness.

1. Questions should be written in a straightforward, direct language.
2. Questions should be specifically tailored for a group of respondents.
3. Questions should be kept short and simple. Respondents should not be expected to learn new, complex information in order to answer questions.
4. Specific questions are for the most part better than general ones. Avoid questions that are extremely personal or direct.

**Activity:** The class can be divided into 3 to 6 groups. The students are asked to preparea questionnaire, with open ended questions to make a survey about electronic

gadgets/ social media/ environmental issues using elements of reasoning to make a presentation in the class.

**Ex:**

1) Do you feel that mobile phones or other electronic devices are necessary during class hours?

2) Do you think that electronic gadgets are mandatory for a successful research?

3) What is your opinion over the impact of the latest technology on education?

4) How do you see mobile phones, tablets and laptops as part of the educational process ?

5) Do you think that mobiles, tablets, and laptops are / can be useful teaching tools?

6) Do you think mobiles are a distraction to the students while they are in class?

7) How do you make use of the technology available in the classroom, such as "smart" boards?

8) Do you like to use any of the electronic devices in your academic work?

9) Do you check phone for messages or mails during class time?

10) Do you think that technology is important to education?

**3.3   Reading**   Skimming and Scanning to find specific information

**3.3.1 Skimming and Scanning** are reading techniques that use rapid eye movement and keywords to move quickly through text for different purposes.

There are three steps in reading:

1. Skimming –Reading a passage as fast as you can to get the gist of the passage.

2. Scanning –Reading to get specific information about the passage.

3. Detailed Reading- Reading to find answers for the questions given.

*Technical English*

Skimming is reading rapidly in order to get a general overview of the material. Scanning is reading rapidly in order to find specific facts. While skimming tells you what general information is within a section, scanning helps you locate a particular fact.

**Skimming to save time**

Skimming can save you hours of laborious reading. However, it is not always the most appropriate way to read. To skim, prepare yourself to move rapidly through the pages. You will not read every word. You will be alert for key words and phrases, the names of people and places, dates, nouns, and unfamiliar words. Good skimmers do not skim everything at the same rate or give equal attention to everything. While skimming is always faster than your normal reading speed, you should slow down in the following situations:

- When you skim introductory and concluding paragraphs
- When you skim topic sentences
- When you find an unfamiliar word
- When the material is very complicated

**Scanning:**Scanning is a technique that requires much concentration and may be tiring sometimes. You have to practice by not allowing your attention to wander. Choose a time and place that is comfortable for you.

**Scanning for Specific Information:** Scanning, too, uses keywords and organizational cues. But while the goal of skimming is a bird's-eye view of the material, the goal of scanning is to locate and swoop down on particular facts. Facts may be buried within long text passages that have relatively little else to do with your topic or claim.

Skim the material first to decide if it is likely to contain the facts you need. Don't forget to scan tables of contents, summaries, indexes, headings and typographical

cues. To make sense of lists and tables, skim them first to understand how they are organized: alphabetical, chronological or most-to-least, for example. If after skimming you decide the material will be useful, go ahead and scan:

1. Know what you're looking for.
2. Decide on few key words or phrases–search terms.
3. Look for only one keyword at a time. If you use multiple keywords, do multiple scans.
4. Let your eyes float rapidly down the page until you find the word or phrase you want.
5. When your eye catches one of your keywords, read the surrounding material carefully.

**Scanning to prepare notes**

If you are scanning for facts follow these steps:

1. Read each passage completely and choose your keywords
2. Scan separately for each line.
3. When you locate a keyword, read the surrounding text carefully to see, if it is relevant.
4. Re-read the passage to determine, if the content and notes are relevant.

*Activity:*Students are asked to skim and scan the passage on 'Making Effective presentation'

**Exercise:**

Successful presenters understand that what the audience sees in a presentation makes a stronger impact than the words they hear. We've been wired to take in information primarily through our eyes ever since cave dwellers began looking over their shoulders for approaching mastodons. Academic research demonstrates the importance of nonverbal communication. One study by Albert Mehrabian, professor

emeritus of psychology at UCLA, assigns only a 7% value to the choice of words in face-to-face communications, while tone of voice has a 38% value and facial expression 55%. The study was measuring the impact of single words in a laboratory setting, not in a presentation--but should be carefully considered by presenters who agonize over choice of words and give short shrift to preparing their presentation. There's a different way to break down the components of an effective presentation. Like the Mehrabian formula, this one has three parts and a percentage value for each. The first--and most important--part is to make an emotional connection with the audience, because without it the presenter's message will not be fully heard. The second is to generate and maintain a high level of energy to hold the audience's attention through the whole presentation. The third is to focus the content on the payoff for the audience. Many speakers under appreciate these components. Using them can help you improve your effectiveness at presenting by significant margins.

### 3.3.2 Note Making

Note Making is a way of recording important details from a source. This source can be any book, article, meeting, lecture, audio or any oral discussion. In note making, the writer records the essence of the information. It helps us to understand and clarify thinking. Note making saves a lot of time by going through the notes made. One can get a glimpse of a lot of information from a short note.

### Advantages of Note Making

A note making is a skill which is improved by practising. There are some advantages of note making. Let us get to know some of them.

- It has great importance in exams or in academic writing
- It is an organization of main points for future use
- Note making helps in keeping the information handy whenever we require
- It helps in recollecting and recalling the past events said or heard

*Technical English*

- It helps in concentrating, understanding and provides a permanent record
- Note making format helps a writer to go through bulky documents quicker
- It helps in understanding a material, if the notes are in own words
- It distinguishes main points and details

*Note Making Format*

There is a fixed note making format. One needs to follow this note making format in order to have a clear and unambiguous understanding. The note making format has

**Heading**

It shows the title or the heading of note.

**Subheading**

As the name suggests, a subheading is a subdivision of the main topic. One can use as many subheadings as he / she wants.

**Point**

Below subheading, there are some points which are the part of the main topics.

**Sub-subheading**

One can add more headings below the points for showing the category, types, advantages, etc.

**Key or Keywords**

The key portion of the note shows the various codes, symbols or the abbreviation used. It helps to get a clear understanding of the keys used in the note making format.

*The Procedure of Note Making*

- Read the passage provided
- Underline the important sentences. It helps to make headings and subheadings
- Make a rough note first so as to get an idea
- Organize them in logical order or sequence for the final note

*Technical English*

- Use the appropriate note making format
- Do not change the idea or the message of the passage

*Points to Remember for Note Making Format*

- Avoid using lengthy sentences as heading or title
- Focus the main idea of the passage
- Ignore unimportant information
- Be brief, clear and specific
- Use logical sequencing
- Use proper indention

- Leave no spaces to avoid confusion
- Do not include your own version or understandings
- Use abbreviations
- Make your note more memorable by adding colors, drawingsand symbols

*Different types of Note Making Format*

Note making involves the selection, analysis, summarization, and organization of information. There are different note making format.

**Split – page Format (A narrative note making format method)**

In this method, the page is divided into two columns. The first column had the standard notes. The second column will have a summary. This is the most common note making format to note down lecture notes.

**Diagram / Pattern format (A visual note making format method)**

Here, the information is presented by a diagram. The main topic is linked together by related ideas. This method is visually more appealing and easy to understand.

**Mind Map (A visual note making method)**

In this method, the main points and all the related points are presented through a map. It contains text and images both. For a clear understanding, the information is linked in the proper sequence.

**Outline Format (A visual note making format method)**

In this method, the information is presented as an outline. Proper titles and subtitles are numbered accordingly for this outline.

**Question and Prompt Format (A visual note making format method)**In this method, the main points are highlighted as a series of questions and appropriate answers. It helps in revising the note in an easy way.

**Activity:** Students are asked to make notes onthe given passage on 'Making Effective presentation' in the proper format.

**Making Effective presentation**

**Make an Emotional Connection with the Audience.** Consciously or not, the audience forms a bias for or against a presenter within seconds. We all make a tentative judgment about everyone we meet on scant evidence, though we may not admit it. Because we see ourselves as rational beings. More than anything else, it's the personal impression you make that determines whether or not the audience accepts your message. You must come across as likable and trustworthy. By speaking with genuine feeling, you'll make it clear you believe deeply in what you're saying. This will encourage the audience to believe in it, too.

**Practice the presentation** so well that you don't need a script. A script is a barrier against making an emotional connection because it keeps you from making

eye contact and communicating your passion for your message. Show them your humanity. This is particularly important for speakers who have power over the audience. Tell them some stories that reveal your vulnerability and express the values you have in common with them. Everyone loves a story. The audience has to know that you know your subject. Presenters whose expertise isn't recognized by the audience shouldn't try to establish it by describing their credentials. People like people who are similar to themselves.

**Be yourself**, but also try to fit in with the members of the audience as much as possible. Speak to the audience's level of knowledge. Cite references they recognize and respect. Express the feelings you share with them. Dress just a little bit better than the people in the audience. If you're announcing unwelcome news, express your empathy with the audience. Talk about specific incidents to show you understand the issues involved and are up to date with the details. If there's an opposing viewpoint, show the audience you understand it and acknowledge the parts you agree with. Keeping silent about the other viewpoint might infer you're afraid to challenge it. If you have to apologize for something, do it without making excuses. Whatever your message, speak directly and without circumlocution or Dilbert-speak. Make it clear you'll answer questions at the end--so be sure to leave enough time for them.If there are other speakers, come early, sit in the audience to hear what they have to say and expand on their comments when you present your message. Sitting in the audience helps build a bond between you and the audience members.

**Present with Energy.** Capture the audience's attention right away by telling a dramatic story and keep the energy level high all through your presentation. To get them excited about your idea you have to show them your own excitement about it. Walk in strong, move confidently to where you'll present, stand tall, smile, survey the room and begin to speak, with conviction. Underscore important points with

movement: your whole body, your arms, your hands, your head and your changing facial expressions. Vary your voice pitch and pace, using a dramatic pause when you get to something important. Use mostly short sentences, dynamic words, onomatopoeia ("bang!", "boo-hoo") and active verbs.

**Keep reading the audience**. If you feel their interest flagging, do something unexpected: Pause abruptly, change your voice level or tempo, bring out a hidden prop, ask a question or involve the audience in an exercise. Keep it short. The higher an audience's management level, the shorter its attention spans. You will earn points by taking less time than you were given and you'll maintain a high energy level all the way to the end of the presentation.

**Spell out the Payoff for the audience.** If you are presenting information, give lots of attention to describing its relevance and applicability rather than telling every little detail. If you want the audience to accept a change you are announcing, focus on the benefits for them. What is in it for me? Every audience wants know. Appeal to the head, with evidence the audience will find credibleand the heart, with inspiring descriptions of the payoff.

**3.4 Writing:** Framing open ended questions using elements of reasoning.

**3.4.1 Framing open ended questions**

Student's curiosity, reasoning ability, creativity and independence is stretched out through open-ended questions. One effective way to do this is by asking open-ended questions, with no single right or wrong answer. Instead of predictable answers, open-ended questions elicit fresh and sometimes even startling insights and ideas, opening minds and enabling teachers and students to build knowledge together. Asking open-ended questions is a great way to respond when the team is asking you a question. The open-ended question encourages the students to come up with their own solutions.

*Technical English*

**Characteristics of an open-ended questions :**

- Requires more than yes or no answer
- Requires more than a short answer, such as a specific fact or number
- Often starts with "What…," "How….", "Why. . ."
- Can also be phrased as statement: "Tell me…", "Describe . . .", "Please explain . . ."
- May take the participant a few seconds to think about their answer
- There are no right or wrong answers

**Elements of Reasoning**

Students can also learn to generate their own higher-level thinking questions. Using a technique called "guided peer questioning," students are first provided with a series of generic question stems that serve as cognitive prompts to trigger or stimulate different forms of critical thinking:

(a) "What are the implications of _____?"

(b) "Why is _____ important?"

(c) "What is another way to look at _____?"

Reasoning - and particularly higher order reasoning is valuable learning component and is related to higher orderquestioning,dialogue, language use, visualization use and so on.

So  students intentionally promote the development of critical thinking skills and assess themselves whether they are engaging in effective critical thinking when speaking, writing or studying. Each of the critical thinking skills is defined in terms of a corresponding mental action and is followed by a trio of sample questions designed to promote that particular form of thinking.

- How do you feel about [insert challenge element]?
- What kind of information do you need in order to go forward?

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- Why is that happening?
- What skills do you need to learn?
- Describe how you did that.
- Tell me what you want to work on next time.
- How can you work together to accomplish [insert challenge element]?

**Example: Open-Ended Questions in Customer and Client Interviews**

Finding out how satisfied your users are with your offer provides your marketing and product teams with valuable information that can be used to improve customer retention. Some questions that you could ask in this section are:

1. How often do you use the product or service?
2. Does the product help you achieve your goals?
3. What is your favorite tool or portion of the product or service?
4. What would you improve if you could?

**Open-text questions can be an instrumental asset when determining the core values of your customers. Here are open-text questions you can ask in your next survey:**

1. In your own words, describe how you feel about (insert company name or product here).
2. How can we improve your experience with the company?
3. What's working for you and why?
4. What can our employees do better?
5. Do you have any additional comments or feedback for us?

**Activity:** Students are asked to frame open-ended, divergent-thinking questions on a script/diagram/picture to use as a support for communicating their ideas orally.

### 3.4.2 Survey Report: Preparing and documenting to report the findings

Once you have finished conducting a survey, you need to write the survey report. A survey report describes a survey, its results and any patterns or trends found in the survey. Most survey reports follow a standard organization, broken up under certain headings. Each section has a specific purpose. Fill out each section correctly and proofread the paper to create a polished and professional report. There may be slight differences between reports but the headings are typically the same.

The standard headings for a survey report are

- Title Page
- Table of Contents
- Executive Summary
- Background and Objectives
- Methodology
- Results
- Conclusion and Recommendations
- Appendices

**Ex:**              **TITLE PAGE**

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**Report on the Quality of Water Supplied In Ramapuram**


**Submitted by**

**The Project Team**

**Sathyabama Institute of Science & Technology**



**Submitted to**

**Water Works Department**

**Chennai**

**June2019**

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**Time of Submitting the Report**: Within 30 days

**Introduction:**As per the requirements of the course completion of B. E / B. Tech, a team of students from I year Chemical Engineering have taken up mini project to check the quality of water supplied by RamapuramPanchayat.

**Need for the Study:**

- The ground water in Ramapuram is not edible because of metal contents. So there is need to supply water to the residents of the area.

- Ramapuram receives water from Porurlake and there is need to check its water quality.

**Methodology: In the survey the following method was used:**

- Door to door opinion of people in selected areas was taken

- The source of water- Porur Lake was checked to see if any industry around the area is releasing any pollutants into it.

- The residents living around the lake were also approached to get their opinion on the maintenance of the lake.

**Findings:**

The following findings are reported:

- The encroachers on the bank of the lake were letting polluted water into the lake.

- Garbage was found floating in the water.

- The laboratory reports showed bacteria in the water resource.

- Disinfectants that are used to maintain the water found to be used in dangerous preparations.

**Recommendations:**

The following recommendations should be immediately implemented:

- The encroachments around the Porur Lake should immediately be removed as they are causing major pollution to the water.

- Regular inspection and cleaning of the area around the lake should be done by the authorities.

- Proper disinfectants should be used to maintain the hygiene of the water, there by avoid bacteria in the water.

**Single Line Summary**:

The proportion of chemicals used to disinfect water is harmful to the citizens, encroachers around the area should be removed

**Signature**

................

**Activity:** Write a survey report on the condition of roads in Rajiv Gandhi Salai. Submit the report in the format given above

### 3.4.3 Arranging the sentences in the right order

In these types of questions, the student is given a set of six to eight sentences which are in jumbled order. The given sentences should be arranged properly to form a meaningful paragraph. The sentences given below are taken from a story, but they are  not arranged in the proper order. Rearrange them in their logical sequence. The best way is to establish a link between any two (or more) statements. Once a link is found, you get to know which statements will come together. Then, look in the options. Select the option with those statements together.

1. Try to find out the **topic addressed** in the paragraph. This can be done by looking for the words that are repeated often in the given sentences.

2. If a particular **word** is **repeated** in more than one sentence then the sentences can be placed one by one in the paragraph

3. If a sentence starts with a **'name'** of a person, then that sentence will definitely be the **1st** sentence in the paragraph to be formed

4. If a sentence starts with pronouns other than **'I'** and **'You'**, then that sentence will not be the **1st** sentence of the paragraph

5. The sentences starting with the words **'That', 'These', 'Thus'** and **'Those'** , then those sentences will not come **1st** in the paragraph

6. If an article namely **'a', 'an'** or **'the'** is present at the starting of a sentence. Then the chances of that sentence to be the 1st in the arrangement is more

7. If all the **articles (a, an, the)** are present as the starting words of different sentences then they are arranged as follows

   - The sentence starting with **'A' comes first**
   - The sentences starting with **'An'** and **'The'** will follow the sentence starting with 'A' according to their content

8) If there are 3-sentences starting with the words **'But', 'So'** and **'Now'** respectively. Then those 3-sentences will be arranged in the following order

   - sentence starting with 'But'
   - sentence starting with 'So'
   - sentence starting with 'Now'

9) If the given set of sentences consists of **simple, compound and complex sentences** they are arranged in the following order

   1. Simple sentence – a sentence that consists of basic elements like a subject, a verb and a completed thought. For example,

   Arun waited for the bus.

   2. Compound sentence – a sentence that consists of 2-independent clauses connected to one another with a conjunction.For example,

   Arun waited for the bus, but the bus was late.

3.      Complex sentence – a sentence that consists of an independent clause and one or more dependent clauses connected to it.For example,

Arun realized that the bus was late while he waited at the bus stop.

(Or)

While he waited at the bus stop, Arun realized that the bus was late.

10)     If a sentence starts with the words Hence, Finally or Therefore then that sentence comes last in the arrangement.

**Activity:1 Rearrange the following sentences into the correct order**

1. The young man sold his share of the property and left for another country.
2. The father tried to dissuade his son, but he wouldn't listen to his father whom he regarded as old and ignorant.
3. Years went by. The younger son began to get restless because he was unhappy with his lot.
4. He led a luxurious life and spent a lot of money on gambling.
5. They were living together happily.
6. Soon all his money was gone and he became a pauper.
7. Once there lived a rich farmer.
8. He went to his father and asked for his share of the property.
9. So the father gave him a third of his property.
10. He had two sons.

**Activity:2 Rearrange the following sentences into the correct order to tell the story.**

1. It was just after midnight on July 17th last year.
2. The police officers weren't surprised when James told them the story.
3. The road was clear and he was driving carefully.

4. He was still looking under the car when the police car pulled up.

5. She was wearing a dark coat and a blue scarf.

6. He got out and looked under the car but, to his surprise, there was nothing there.

7. "Since then several people have seen her ghost there".

8. James tried to stop but it was too late.

9. While he was looking under the car, he felt a cold wind on his face and he shivered. Everything felt strange.

10. "A girl was killed in a car crash on this road in July 1971".

11. James was driving home from work.

12. Suddenly a young girl stepped out into the road in front of him.

**Activity: 3 Rearrange the Jumbled sentences in the correct order.**

**Electronic Flight Bags**

Pilots can also receive push notifications from their operations department, check email and even text message. No doubt, EFBs are every pilot's dream. With 3G and Wi-Fi readily available, pilots can update company publications and check the schedule as often as they'd like. Flight manuals are heavy, costly and time-consuming to keep updated. For instance, EFBs consolidate the pounds of baggage into a simple hand-held device. Presently, EFBsare currently making their way into aircraft all over the world in the form of iPods and other devices. In addition to the large amount of data that can be held in EFBs. Moreover, they can also pro-vide GPS moving map displaysand video surveillance from the flight attendant stations and galleys to the cockpit.

**3.5 Vocabulary:** Word classification, word associations, paired expressions

**3.5.1 Word classification**

The most common way to classify words is by their parts of speech. Traditional English grammar classifies words based on eight parts of speech: noun,

pronoun, verb, adjective, adverb, preposition, conjunction and interjection. You can categorize a word into one of these groups by analyzing its function or role in a sentence. Think about how the word affects or relates to the words around it. Some words may fall into more than one category.

**Vocabulary Focus : Classification**

**Give one word for**

1)   plates, glasses, cups, saucers, bowls etc _____

2)   knives, forks, spoons, serving spoons, tea spoons _____

3)   bed sheet, bed cover, towels, napkin, table cloth etc _____

4)   pens, pencils, books, paper, crayons, files, etc _____

5)   curtains, blinds, drapes, screens _____

6)   seat covers, sofa covers, sofa backs, sofa material _____

7)   lipstick, nail polish, creams, lotions, etc _____

8)   nuts, bolts, nails, hammer, hinges etc _____

9)   soap, shampoo, tooth paste, tooth brush, shaving cream _____

10)  basin, flush, pot, mug, shower etc _____

11)  tables, chairs, desks, sofas, cabinets etc _____

12)  belts, bags, caps, scarves, cabinets etc _____

13)  chains, rings, earning, necklace, bangles etc _____

14)  dolls, decoration pieces, crystal, vases etc _____

15)  bread, butter, vegetables, and other food items _____

16)  pants, shirts, dresses, sarees, skirts, blouses, etc _____

17)  sweets, toffees, cakes, pastries etc _____

18)  bread, buns, cakes, pies, biscuits etc _____

19)  soaps, washing powder, phenyl, soda, scrubs etc _____

20)  cars, scooters, buses, trucks, cycles, vans etc _____

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

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

23) chicken, hen, geese, birds etc _____

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

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

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

The main word classes in English are listed below.

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

**Noun**

A noun is a word that identifies:

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

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**Verb**

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

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

**Adjective**

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

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

**Adverb**

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

**Pronoun**

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

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

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

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

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

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

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

**Preposition**

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

**Conjunction**

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

**Determiner**

A determiner is a word that introduces a noun, such as ***a/an***, ***the***, ***every***, ***this***, ***those***, or ***many*** (as in ***a*** *dog,* ***the*** *dog,* ***this*** *dog,* ***those*** *dogs,* ***every*** *dog,* ***many*** *dogs*).

The determiner ***the*** is sometimes known as the *definite article* and the determiner ***a*** (or ***an***) as the *indefinite article*.

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**Exclamation**

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

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

1. Transportation by large and long-range aircraft, the flight of space shuttles, and the realization of the space station are some examples of recent developments in aerospace engineering.

2. These developments highlighted cutting-edge technologies such as light-weight high-strength materials, heat-resistant structures, miniaturization, high performance propulsion systems, reduction of air drag, large scale numerical simulation, and the construction of large structures in space.

3. Aircraft for transportation and artificial satellites for communication and weather forecast are now commonly related to our daily lives.

4. These aerospace technologies are key technologies in support of our society.

**3.5.2 Word Associations**

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

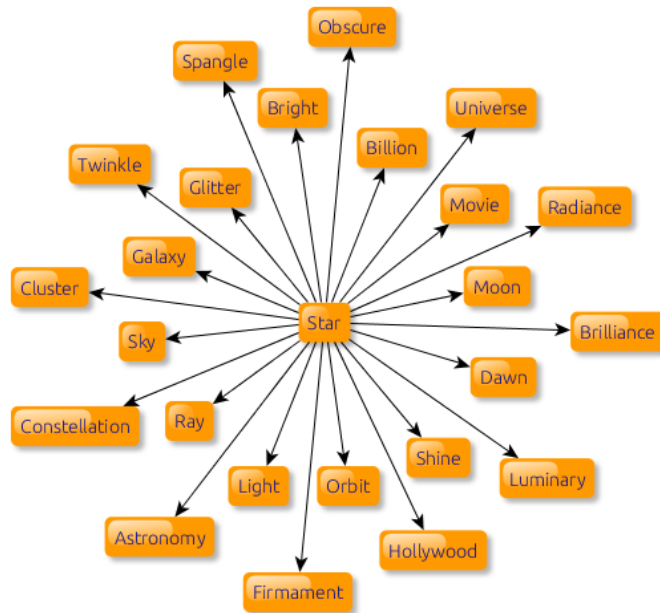**The Definition of Word Association**

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

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**Classification of Associations**

Since Aristotle's age, people distinguish association by similarity, contrast and contiguity.



- *Association by similarity* is based on the fact that the associated phenomena have some common features. (Eg: woe - unhappiness, sorrow, grief, sadness, and so on).

- *Association by similarity* is association by contrast, the origin of which is explained by the presence in phenomena of opposite features. (For example, the phenomenon of antonyms: grief - joy, happiness – unhappiness, and so on).

- *Association by contiguity* comes into existence when events are situated close together in time or space. (for example, a flower - a rose, a disease - death, and so on).

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

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



### 3.5.3 Paired Expressions

In English grammar, a **paired** construction is a balanced arrangement of two roughly equal parts in a sentence. ... By convention, items in a **paired** construction appear in parallel grammatical form: a noun phrase is **paired** with another noun phrase, an -ing form with another -ing form, and so on.

| Selected expressions with and: Beginner | Selected expressions with and: Intermediate | Selected expressions with or: Beginner |
|---|---|---|
| • Before and after | • By and large | • All or nothing |
| • Black and white | • Bright and early | • In or out |
| • Come and go | • Far and away | • like it or not |
| • Dos and don'ts | • Far and wide | • me or you |
| • Each and every | • For and against | • more or less |
| • In and out | • Forgive and forget | • once or twice |
| • Ladies and gentleman | • Hit and run | • one or another |
| • Large and small | • Live and let live | • one or more |

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| Selected expressions with and: Beginner | Selected expressions with and: Intermediate | Selected expressions with or: Beginner |
|---|---|---|
| • Mother and father<br>• One and only<br>• Round and round<br>• There and then<br>• This and that<br>• Top and bottom<br>• Up and down<br>• Where and when<br>• With and without<br>• Yes and no | • Off and on<br>• Once and for all<br>• Over and above<br>• Pros and cons<br>• Pure and simple<br>• Safe and sound<br>• So and so<br>• Whys and wherefores | • one or two<br>• some or all<br>• something or other<br>• this or that<br>• up or down<br>• yes  or no |

**Selected expressions with or: Intermediate**

- By hook or by crook
- Factor fiction
- For richer or poorer
- Give or take
- Right(ly) or wrong(ly)
- Sink or swim
- Sooner or later
- Take it or leave it
- True or false
- Whether or not

*Technical English*

**Parallel structure** is important in English, but it is all too often used incorrectly. From simple words to complex phrases, the basic rule of parallel structure is that all the elements must be equal (i.e., they must match) on either side of the comma or conjunction. Parallel structure is especially important when it comes to **paired joining terms** such as *not only…but also, either…or, neither…nor,* and *both…and*. Listed below are some of the rules, examples, and tricky cases that you can use when teaching your students about these terms.

**General Rules of Parallel Structure**

There must be a match in **form** and **function** when joining words, phrases, clauses, or sentences in English. The **form** must be the same; i.e., nouns must be joined to other nouns, verb + object phrases must be joined to other verb + object phrases, SVO clauses must be joined to other SVO clauses, etc.

**Examples:**

- She cleaned the kitchen, the bathroomand dusted the living room. (*wrong*: N, N, V + N)
- She cleaned the kitchen, the bathroomand the living room. (*correct*: N, N, N)
- I wrote the report, called the clientand the storeroom was organized. (*wrong*: V + N, V+ N, N + V)
- I wrote the report, called the clientand organized the storeroom. (*correct*: V + N, V + N, V + N)

The grammatical **function** must also be the same; i.e., adjectives must be joined to other adjectives, past verbs should be joined to other past verbs, gerunds must be joined to other gerunds, etc.

**Examples:**

- The house was old but a beauty. (*wrong*: Adj, N)
- The house was old but beautiful. (*correct*: Adj, Adj)

**Specific Cases of Parallel Structure: Paired Joining Terms**

The following expressions are mainly used for **emphasis**. They are especially common in writing. The most important thing to remember about these expressions is that the first joining term must be placed before the part of the sentence that has the same form and function as the second part of the sentence that you are trying to match.

**1. Not Only…But Also**

- We **not only** ate pizza, **but also** pasta. (*wrong*: V + N, N)
- We ate **not only** pizza, but **also pasta**. (*correct*: N, N)

When joining two sentences (using *not only* at the beginning of the sentence),the subject and verb become **inverted**.

- **Not only** *she will* take a test, **but** she will **also** give a presentation. (*wrong*: no inversion)
- **Not only** *will she* take a test, **but** she will **also** give a presentation. (*correct*: inversion)

For practice with *not only…but also*

**2. Either…Or**

- The students can **either** choose to study **or** to exercise. (*wrong*: V + Infinitive, Infinitive)
- The students can choose **either** to study **or** to exercise. (*correct*: Infinitive, Infinitive)

**3. Neither…Nor**

- My roommate **neither** likes the red dress **nor** the green dress. (*wrong*: V + N, N)

- My roommate likes **neither** the red dress **nor** the green dress. (*correct*: N, N)

Using *not* with *either…or* has the same meaning as *neither…nor*. *Neither…nor* is quite formal and not often used in speaking, so understanding how to change it to *not* with *either…or* is useful for students.

- They ate **neither** the apples **nor** the oranges. (*correct*, but formal, used in formal writing)

- They did**n't** eat **either** the apples **or** the oranges. (*correct*, more common in informal writing and speaking)

- They did**n't** eat the apples **or** the oranges. (*correct*, the most common in speaking)

**4. Both…And**

- The child **both** wanted to ride the roller coaster **and** ice cream. (*wrong*: V + Infinitive + N, N)

- The child wanted **both** to ride the roller coaster **and** ice cream. (*wrong*: Infinitive + N, N)

- The child wanted **both** to ride the roller coaster **and** to eat ice cream. (*correct*: Infinitive + N, Infinitive + N)

Ex:**Either…or** , **neither…nor** , **not only…but also, both…and** .They are used to introduce alternatives. Study the following pairs of sentences given below.

- **Either** he **or** she cooks dinner.

- Lily eats **not only** string beans **but also** broccoli

- **Neither** Italy **nor** France got to the quarter finals last year.

- She can have **either** tea **or** coffee.
- He **either** washes the clothes himself **or** asks her to wash them.
- The game is suitable **both** for children **and** adults.
- She **not only** wrote the text **but also** researched the photographs
- He was determined **both** to beat the record **and** to win over the crowd.

**Activity:Combine the following pairs of sentences using either…or or neither…nor**

1. I don't like John. I don't like Peter.
2. He keeps the keys himself. Or he leaves them with his wife.
3. He did not come. He did not call.
4. He wasn't wearing a shirt. He wasn't wearing a coat.
5. He will not come here. He will not send a representative.
6. He may attend the function. Or his wife may attend the function.
7. Give me freedom. Or give me death.
8. He must have done this. Or his brother must have done this.

**3.6 Language focus:** Subject verb agreement, punctuation, Common errors in spelling

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

*Subject/Verb Agreement Examples*

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

- My **dog** always growls at the postal carrier.
- **Basketballs** roll across the floor.
- **I** don't understand the assignment.

- These **clothes** are too small for me.
- **Peter** doesn't like vegetables.

## Compound Subjects

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

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

When using "or" or "nor" in a compound subject containing a singular and plural subject, the verb agrees with the closest subject. Examples of compound subjects using or, neither-nor, or either-or include:

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

## Singular Indefinite Pronouns

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

- **Each** gets a trophy for playing.
- **Somebody** will pay for this.

- **Anybody** is more fun than you.
- **Something** is very wrong here.
- **Everybody** enjoys a good book.
- **Nothing** has been determined as of yet.

## Plural Indefinite Pronouns

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

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

## Midsentence Phrase or Clause

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

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

## Collective Nouns

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

- The **committee** meets here every Thursday. (singular)
- The **crowd** is getting angry. (singular)
- The **jury** has finally reached a decision. (singular)

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- The **majority** rules most of the time. (plural)
- The **staff** have gone their separate ways for the holidays. (plural)

## Inverted Subjects

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

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

### 3.6.2 Punctuation

Punctuation Elements

1. Periods/Full stop
2. Commas
3. Semicolons
4. Colons
5. Quotation Marks
6. Parentheses and Brackets
7. Apostrophes
8. Hyphens
9. Dashes
10. Ellipses
11. Question Marks
12. Exclamation mark
13. Slashes

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1. Punctuation Must be Parallel

When punctuation is parallel it means that interrupting a main clause with a dash or a comma requires the same punctuation at both the beginning and end of the clause.

- **Incorrect**: The teenagers, students from Mrs. Smith's art class-went on a field trip to the museum.

- **Correct**: The teenagers, students from Mrs. Smith's art class, went on a field trip to the museum.

- **Correct**: The teenagers-students from Mrs. Smith's art class-went on a field trip to the museum.

  This rule also means that you should not use a semicolon to set off just one item in a list.

- **Incorrect**: I have lived in Des Moines, Iowa, Seattle, Washington; and Boise, Idaho.

- **Correct**: I have lived in Des Moines, Iowa; Seattle, Washington; and Boise, Idaho.

2. An Emdash is a Strong Comma

An emdash (the longest of the three dashes) can be used for many of the same purposes as a comma. A pair of emdashes might be used if the sentence already contains commas. Similarly, it might be used to mark off information for emphasis. An emdash can also act alone, drawing attention to a modifier or an extra piece of information. Here are a few examples:

- Sarah hated walking to school-it was all uphill-but she had no choice, she had missed the bus again.

- For his birthday, Mark received a sweater, a jacket, a savings bond-and a new bike!

- Pizza, chocolate, and ice cream-these are my favorite foods.

3. A Colon Appears at the End of a Main Clause

If you have trouble deciding when to use a colon in your writing, it helps to ask yourself if a period or question mark would be appropriate in the same location. If the sentence is already complete, you may use a colon to add a list, elaboration, or restatement.

- **List**: I have three brothers: David, Kent, and Jacob.
- **Elaboration**: I have decided not to move to San Francisco: I have been offered a better job in Milwaukee.
- **Restatement**: Thinking back, Jenny wasn't sure who started yesterday's fight: she couldn't decide whether she was at fault or her friend Annie.

4. A Semicolon is Used for Equal Emphasis

In a compound sentence that has no coordinating conjunction, a semicolon can join related independent clauses that are of equal importance.

- Sarah answered my question abruptly; she seemed preoccupied.

A semicolon can also be used before a conjunctive adverb joining two clauses in a compound sentence.

- The restaurant was very crowded; however, the waitress took our order immediately.

5. Parentheses Show Related, Nonessential Elements

Parentheses can be used to show elements in a sentence that are related but not necessary to understand the meaning of the sentence. Parentheses can be replaced by commas in most cases, although the use of parentheses tends to de-emphasize a piece of information.

My family visited several countries (Italy, France, Portugal, and Spain) on our vacation last year.

If the information inside the parentheses forms a complete sentence within the larger sentence, no punctuation is necessary.

6. Apostrophes Show Possession or Indicate an Omission

An apostrophe is used to show possession or ownership. An apostrophe and an -s should be added to singular possessive nouns, plural possessive nouns that do not end in -s, and singular possessive nouns that end in -s. Only an apostrophe should be used when showing possession or ownership for a plural possessive noun that ends in -s.

- **Singular possessive noun**: Susan's book
- **Singular possessive noun ending in -s**: Chris's car
- **Plural possessive nouns**: the children's school
- **Plural possessive noun that ends in -s**: my parents' house

An apostrophe can also be used to show that a letter has been omitted from a word to form a contraction. For example, "they're" is a contraction of "they are" and "it's" is a contraction of "it is." (Note that "its" is a possessive pronoun.)

**Activity:1**

**The following sentences have errors in grammar,spelling,and punctuation. Find**



**the errors and write the corrected sentence. (15 mistakes)**

**Futuristic Flight**

One of the trendest topics in aviation is futuristic design and innovation. While green energy and dron technology is often incorporated into futuristic plans, more outlandish design quirk are also exciting engineers. The prime example is **Airbus' 2030 Concept Plane**, which features

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elements that airplanes might have 20 to 40 years from now. Conceptual component include self-cleaning cabins, smart seats that form to passengers bodies, and see-through walls floors and ceilings. Engineers even imagine holowgraphic projections that could turn the cabin into a home office or Zen garden. It's not a real aircraft, and all the technologies it features, though feasible, are not likely to come together in the same manner. Here we are stretching our imagination and think beyond our usual boundaries," says charles champion, vice president of engineering at Airbus. Still these designs might provide the keys to safer greener and more comfortable air travel.

**Activity:2**

**Work in pairs and complete these sentences by deciding which punctuation mark is `explained' or `illustrated'. The first one is an example.**



**PUNCTUATION MARKS**

| | |
|---|---|
| ( . ) FULL STOP | ( " " ) INVERTED COMMAS |
| ( , ) COMMA | ( - ) HYPHEN |
| ( : ) COLON | ( ... ) ELLIPSIS |
| ( ; ) SEMI-COLON | ( _ ) DASH |
| ( ' ) APOSTROPHE | ( ) PARENTHESIS |
| ( ! ) EXCLAMATION MARK | [ ] BRAKETS |
| ( ? ) QUESTION MARK | ( / ) SLASH |

1. The words `explained' or `illustrated' in this sentence are between single quotes.
2. A _____ marks the end of a sentence.
3. A _____ shows that there is some doubt, doesn't it? What do you think?
4. A _____ is used for word-division or word-joining.
5. And it should not be confused with another-longer-mark: this is used to separate ideas or words-usually added as an afterthought _____.

6. When writers wish to express emphasis or even surprise they use the _____

7. _____. This is no problem!

8. " _____ are used to show what someone actually said".

9. Sometimes you may wish to separate two sentences; but they are somehow closely connected; this is when you can use the _____ instead of the full stop.

10. NOTE: a _____ can help to emphasize what is coming next: to list things: reports, letters, memos and so on.

11. If a person wants to show alternatives, he/she can separate them by using a

12. _____ / _____        / _____.

13. And if they are using words (i.e. phrases or expressions) which are not of primary importance they can be placed between (_____)

14. An        _____ is used in possessives (Mr.Jone's) and it's also used in contractions, is't it?

### 3.6.3 Common errors in spelling

*Correct: Calendar*

*Incorrect: Calender*

When we pronounce calendar, it sounds like -er at the end – but the correct way to write it is with -ar.

*Correct: Committee*

*Incorrect: Commitee*

Remember that a committee is a group of people – and the word committee itself has three "groups" of double letters.

*Technical English*

*Correct: Curiosity*

*Incorrect: Curiousity*

The adjective curious contains the letter "u", but the noun curiosity does not. The strong syllable is also different:

- ▪ He was a curious boy.(CUR-i-ous)
- ▪ His curiosity got him into trouble.(cur-i-OS-i-ty)

*Correct: Definitely*

*Incorrect: Definately*

It's definitely wrong to spell definitely with an "a"!


*Correct: Embarrassed*

*Incorrect: Embarassed*


Make sure to include two Rs in embarrass, embarrassed, and embarrassing.


*Correct: Forty*

*Incorrect: Fourty*

The words four (4) and fourteen have a "u," but the word forty (40) does not.


*Correct: Forward*

*Incorrect: Foward*

Sometimes forward is pronounced as though the first R wasn't there, but when written it has two Rs.

*Technical English*

*Correct: Independent, Independence*

*Incorrect: Independant, Independance*

Independent has only Is and Es, but no As!


*Correct: Knowledge*

*Incorrect: Knowlege*

Don't show your lack of knowledge by forgetting the D in knowledge! Other words that end in -dge include bridge, judge, and pledge.

*Correct: Necessary*

*Incorrect: Neccessary*

Only one C is necessary in the word necessary. (But two Ss).

*Correct: Occurred, Occurring*

*Incorrect: Occured, Occuring*


The word occur is a more formal word for "happen." When adding -ed and -ing, we need to double the R: occurred, occurring


*Correct: Propaganda*

*Incorrect: Propoganda*

Propaganda refers to content (articles, advertisements, videos) made specifically to convince you to think a certain way.

*Technical English*

*Correct: Minuscule*

*Incorrect: Miniscule*

Minuscule describes something very, very small. It *sounds like* "miniscule" when we pronounce it, and we do use the prefix mini- to talk about small versions of things… but minuscule starts with minu.

*Correct: Separate*

*Incorrect: Seperate*

We actually usually pronounce this somewhat like *sep-rit* (when an adjective) and *sep-a-rate* (when a verb).

*Correct: Truly*

*Incorrect: Truely*

The adjective true has an "e," but the adverb truly does not.

**Confusable words:**

**Activity: Choose the appropriate word from the options given:**

1.  The bells began to _____ (peel / peal) at the end of the church service.

2.  Maria _____ (praise / prays / preys) her thanks before she eats every meal.

3.  The film _____ (board / bored) him so he slept through most of it.

4.  I need to buy some _____ (flour / flower) before I make that chocolate cake.

5.  _____ ( petrol / patrol ) is needed for vehicles.

6.  He cut  his _____  (vein / vain ) while doing work.

7.  He has to climb the _____ (story / storey) to reach the apartment

8.  He is the  _____ ( soul / sole ) person who earns in the family.

9.  His smile had a strange (effect / affect) on me.

10.  I (advice / advise) everybody to be nice to their fellow men.

11.  I always (accept / except) good advice."

12.  I asked him to come to the cinema but he'd (all ready / already) seen the film.

13.  I need a _____ ( quiet / quite ) atmosphere .

14.  It is a beautiful _____ (seen / scene )

15.  J.F. Kennedy was a man of _____ (principle / principal)

16.  She teaches every day (accept / except) Sunday(s).

17.  The _____ (route / root) was not correct

18.  The bus _____ (fair / fare) is not high in Chennai

19.  The colours blue and green (complement / Compliment) each other.

20.  The dove is a _____ of peace (symbol / cymbal)

21.  The driver applied _____ (break / brake) in time

22.  The minister was the _____ Speaker (Principal / principle)

23.  The sun _____ (rises / raises ) in the east.

24.  The U.N. aims to establish _____ (peace / piece) throughout the world

25.  The waiter asked if we were (all together / altogether).

26.  They made me feel like I was (a part / apart) of the family.

27.  We have to _____ ( peel / peal ) the outer layer of orange.

28.  We should not _____ ( waste / vast ) water.

29.  "Are you (all ready / already) for the test?" the teacher asked

30.  The _____ ( way / weigh ) is clear .

**3.7 Language Lab:** Digital literacy: Use interactive power point tools like Prezi, Slideshare to makepresentation on the survey report to share link in the Google classroom.