

UNIT I: TECHNICAL VOCABULARY

1.0 Learning Objectives

1.1 What is Technical Vocabulary?

Technical Vocabulary is the specialized vocabulary of any field which evolves due to the need for experts in a field to communicate with clarity, precision, relevance and brevity. Prior to developing your technical vocabulary, to improve your general vocabulary in English is very essential. The thirst to learn new words, should be a continuous process; whenever you learn new words, try your best to use them while you communicate so that the words register in your mind.

There are different strategies you can adopt to learn the words. Learn by knowing their origin. A dictionary is an invaluable tool to build your vocabulary. Sometimes you infer the meaning of a word from the context; but the meaning may not be exact. Only the dictionary would provide with the exact meaning.

Once you have learnt to use the dictionary, you can improve your vocabulary in various ways. The most important one is word formation. Some of the methods of word formation are blending, compounding, coinage, borrowing clipping, etc.

It is only in the process of derivation, the form of the word changes. This derivation takes place with the help of affixes. Small bits of the English language are affixed to root words. Some of the affixes are un, mis, pre, ful, less, etc. Affixes can be divided into two categories:

- Prefixes
- Suffixes.

1.1.1 Word Formation

How words are formed?

Words are formed from existing ones by adding smaller units either at the beginning (prefix) or at the end (suffix) of an existing word.

1.1.2 Principles of word formation

- Affixation – Adding a unit/smaller word at the beginning (prefix) or end (suffix) of an existing word.
- Conversion
- Compounding

In this lesson we shall learn about Suffixes.

1.2 SUFFIX

- Suffixation is adding a new unit/word at the end of an existing word.
- Suffix often alters the word class of the base word.

We shall now learn some important aspects of suffixation. Suffixes can alter the word class of the base ;

For e.g. “KIND” (root word – adjective) becomes “KINDNESS”(abstract noun) on adding „ -ness“ as a suffix.

Let us now see some examples of suffixes that change the word-class

Common suffixes that alter word class –

1.3 NOUN to NOUN

- ster – gang/gangster
- er- teenage/teenager
- eer – profiteer (profit)
- ette – kitchenette/ kitchen

1.4 VERBS TO NOUNS

- er – work – worker
- ing – drive – driving
- age – cover – coverage

1.5 NOUN TO VERBS

- en – length – lengthen
- fy – beauty – beautify
- ze – apology – apologize

1.6 NOUN TO ADJECTIVE

- ful – cheer – cheerful
- less – care – careless
- ish – child – childish

1.7 ADJECTIVES TO NOUNS

- ness – bitter- bitterness
- th – deep – depth
- ce – distant – distance

1.8 VERBS TO ADJECTIVES

- ent – obey – obedient
- ant – please – pleasant
- tive – attend – attentive

1.9 LESS COMMON SUFFIXES

Less common suffixes associated with abstract nouns include

- ship – own – ownership
- dom – free – freedom
- th – deep – depth
- hood – adult – adulthood

1.10 COMPOUND ADJECTIVES

Adjectives made up of two parts, usually written with a hyphen. Examples – „well-dressed“, „never-ending

Its meaning is clear from the word it combines. The second part of the word is usually a present or past participle. A large number of compound adjectives are used to describe personal appearances and characters. (blue-eyed, curly- haired, easy-going, good-natured).

In some compound adjectives, the second word is often a preposition. For e.g.

- an all-out strike
- a broken-down bus
- a well-off gentleman

1.11 ARTICLES

Articles function as adjectives and modify nouns. They are used before nouns or adjectives and also used to clarify if a noun is specific or not specific. ‘A’, ‘An’ and ‘the’ are called articles. ‘A’ and ‘An’ are indefinite articles and ‘the’ is classified as ‘Definite’ article.

‘A’ and ‘An’ are used before a person, place or thing without being definite. e.g. He is a boy (can denote any boy) ‘The’ is used to refer to a specific person, place or thing.

The man in the blue suit is our Principal.

The train that stops in every station is a passenger train.

Indefinite article 'a' and 'an' are used before countable singular nouns. They are used before common nouns and abstract nouns.

Rahul is an engineer by profession.

A man with a turban sat next to me.

The difference between 'a' and 'an' is that 'a' is used before words with consonant sounds and 'an' is used before words with vowel sounds/starting with vowels.

A friend of mine visited me yesterday.

Studying in a university like Harvard is prestigious.

Mr. Ram is working as an honorary Professor.

Though the word university starts with a vowel 'u' the sound is like 'y' 'yuniversity. Y sound. So we use 'a' instead of 'an'. The word hour 'h' is silent and sounds like our. So 'an' is used before the word hour.

Indefinite articles are used before words like 'few' , little and for countable nouns .

Use of definite article 'the'

*It is used before singular and plural nouns when the noun is specific.

The girl who is dressed in violet.

The boy who broke our window glass.

*Used before uncountable nouns

He spilled the ink on my dress.

The information is not true.

*Used before rivers, oceans, seas, mountain, the ranges, the Indian Ocean, the Everest

*Used before Superlatives/cardinal numbers

Harry Potter is the best seller these days.

He is the first to arrive.

*Used before designations – the Governor, the Principal.

The article is omitted

1. Before a common noun used in its widest sense; as Man is mortal.
2. Before names of materials.

Platinum is very much in vogue today.

3. Before Proper nouns

America is considered to be the Super Power.

John Keats was a great poet.

When the article is used before proper nouns they become common nouns.

This girl is a second Florence Nightingale (i.e., She is a great nurse who works selflessly).
Coimbatore is considered to be the Manchester of South India.

1.12 Conjunctions and Prepositions

1.12.1 Conjunctions

The word conjunction means “to join with” and that is exactly what this part of speech does. It joins two clauses together and sometimes two words.

Common conjunctions – ‘and’, ‘or’ and ‘but’ – join or coordinate our thoughts.

For e.g. Ranjith and Ranjan left for US a few years ago.

The two parts of the subject, that is Ranjith and Ranjan are connected by ‘and’. Note the words that connect the following sentences

I couldn't decide whether I should read a book or clean the house.

The words read the book and clean the house are connected by ‘or’

David had always been short, but he finally grew as a teenager.

The clauses before and after the comma are connected by but, for, and, nor, but, or, yet and so coordinate words, phrases and clauses.

You can now use the acronym FANBOYS to remember these conjunctions. Because of their function they are called coordinating conjunctions.

There is another way of connecting equal parts of a sentence – using correlative conjunctions.

The difference between correlative and coordinating conjunction is that correlative conjunctions come in pairs that relate to one another.

Examples are: 1. either/or 2. neither/nor 3. both/and 4. not only/but also.

Either I will pass the test, or I won't be driving.

The rain ruined not only the flowers but also the grass.

He is both handsome and intelligent.

He is neither intelligent nor arduous.

Finally subordinating conjunctions function to connect or link dependent and independent clauses. You can identify the independent clauses. You can identify the independent clause by finding the part of each sentence that can stand alone.

Until I leave I'll be in charge (Independent clause).

As he was sick, he did not go to college.

When you call me, I'll put the dinner in the oven.

In the preceding sentences, the subordinating conjunctions are until, when and as.

Below is given a more complete list of subordinating conjunctions. after, before, as if, as long as, because, before, even if, except that, ever since if, if only, in case, just as, since, whenever, while etc.,

I returned home, after my brother went abroad.

As the bell rang, I rushed to my class.

We eat that we may live.

Truth will not come out unless we open our mouth.

She is stronger than her brother.

1.12.2 Prepositions

Preposition link or relate nouns, pronouns and phrases to other words in a sentence. It brings out the correct relationship between a noun/pronoun or an adjective and noun/pronoun or between a verb and noun/pronoun. There are two kinds of preposition simple and complex.

Simple prepositions comprise a single word –e.g. in, at, as, of and from.

Complex prepositions are combination of two or more words.

e.g. due to, ahead of

1.12.2.1 Use of prepositions

1. At, in

He studies at Pilani, in Rajasthan.

At is used for small towns and in is used for big cities or state.

2 By ; With

By is used before the doer of the action.

The deer was killed by the tiger.

With is used before the name of the tool.

I could not agree with her proposal.

The thief threatened the woman with a knife.

3. Between, among

Between is used with two persons or things.

The father divided the property between the two sons.

Among is used with more than two persons/things.

The father divided the property among all the children.

4. Beside, Besides

Beside means 'by the side of'.

I sat beside my teacher.

Besides means 'in addition to'.

Besides working in a bank, she also teaches dancing.

5. In, within

In means at the end of a certain period.

I will complete my assignment in three days.

Within means before the end of a certain period.

I shall stitch the dress within two hours.

6. Prepositions like ‘from’, ‘since’, ‘for’ and ‘during’ can be used with time. ‘From’ is used for an action that takes place between two specific time zones. E.g. We watched the movie from 2 p.m. to 5 p.m.

7. ‘For’ is used for a period of time. I was with my close friend for a week. ‘Since’ is used to refer to an action that started in the past and is continued into the present. It is usually used with perfect tenses.

He has been living in America since his birth.

‘During’ is used for a particular time.

I generally go to hill stations during the summer vacation.

8. Prepositions like ‘at’, ‘on’, ‘in’ etc. are used with place.

‘In’ is also used to indicate position.

He is sleeping in the room.

‘Into’ is used for an action in motion.

The ball fell into the well.

‘On’ can be used to express static/ dynamic action.

The book is on the table. (static)

The coconut fell on my head. (dynamic)

9. Prepositions like ‘above’ and ‘over’ refer to things above.

‘Over’ can also mean across.

I talked to my friend over the phone.

The dove flew above/over our heads.

Sometimes errors occur due to wrong use of prepositions after verbs, nouns and adjectives.

The table below gives you tips for correct prepositional usage.

The prepositions used after verbs are against, at, from, for, in, of, on, to, with.

Verb	Preposition
guard	Against
lean	Against
gaze	At
jump	At
laugh	From
save	From
differ	From
emerge	from
apologize	for
cry	for

long	for
pray	for
excel	in
fail	in
involve	in
approve	of
beware	of

boast	of
smell	of
based	on
comment	on
rely	on
belong	to
commit	to
surrender	to
coincide	with
fill	with
threaten	with
unite	with

Adjective	Preposition
amazed	at
slow	at
clever	at
absent	from
exempt	from
separate	from
backward	in
poor	in
dressed	in
afraid	of
capable	of
deprived	of
contrary	to
inferior	to
favourable	to

Noun	Preposition
enmity	with

relationship	with
quarrel	with
attachment	to
attention	to
access	to
resemblance	to
comparison	with
alliance	with
accordance	with
acquainted	with
busy	with
patient	with
affection	for
blame	for
reputation	for

escape	from
exemption	from
release	from
dislike	of
result	of
victim	of
dependence	on
expenditure	on
influence	on

1.13 Check Your Progress

1. Write two sentences using the words given below to bring out their difference in meaning when they are used as noun and as verb.

- i. Conduct
- ii. Record
- iii. Produce
- iv. Project
- v. Delight

2. Read the passage given below and write in your answer book the suitable articles (a, an or the) which you think should be used at the places indicated. Indicate also their corresponding numbers. It is not required to rewrite the passage.

Today it is not 1/___ easy task to define mechanical engineering, since it is necessarily combined with other types of engineering. Further, 2/___ whole field of engineering has become so complex that 3/___ high degree of specialization has become inevitable. For example, 4___ engineering field related to the making of aircrafts is known as aeronautical engineering; that of making ship engines as marine engineering and that of building of bridges or similar structures as structural or civil engineering and so on. But all these branches are concerned with mechanical engineering, for without it, they would not be able to make their own structures. 5/___ civil engineer, for instance, depends on a mechanical engineer for producing 6/___ motor parts he uses.

3. Each item has four alternate answers. Put a circle around the most appropriate PREPOSITION.

- a. The train will not leave ___ hour. (by, in, for, until)
- b. ___ last week, our agents had found no trace of the new weapon. (Until, Since, For, At)
- c. ___ tomorrow, I hope to have the plans finalized for you. (At, By, Until, Since)
- d. ___ ten days, mysterious package will arrive. (From, Before, After, Since)
- e. You must not signal our agent ___ 12 PM. (on, since, at, for)

1.14 Answers to check your progress

1.

- Seetha is known for her good conduct(noun)
- The entrance exam was conducted in an efficient manner.(verb)
- The champion broke his own record (noun)
- I recorded my teacher’s speech.(verb)
- The producer was thrilled at his movie’s success.(noun)
- The village school has produced some of the best scholars in their district.(verb)
- The Engineering students generally submit excellent projects.(noun)
- The iron rods were projecting on both sides of an incomplete building.(verb)
- Watching cartoons seems to be a great delight even to some old people(noun)
- I was delighted to hear that I won the first prize in the painting competition.(verb)

2. An, the, a, the, a ,the

3.

- a. For
- b. until
- c. by
- d. after
- e. at

1.15 Reference

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VOICE AND TENSE

2.0 LEARNING OBJECTIVES

2.1 ACTIVE AND PASSIVE VOICE

Look at the following sentences

1. The operators conducted a test on the turbo generator.
2. A test was conducted on the turbo generator by the operators.

You may observe in the first sentence the subject – (the operators) perform the action of the verb – (conducted). On the other hand, in the second sentence, the same subject receives the action of the verb. In other words, the former gives importance to the agent or the doer of the action. The verb “conducted” in the first sentence is a descriptive, action packed verb and is in active form. Hence this sentence is said to be in Active Voice. On the other hand, the verb “was conducted” containing an auxiliary verb “was” is. In Passive Voice

In grammar, the term voice is used to show the two different ways in which an action can be viewed – 1. Someone or something performing an action and 2. the action is being performed on someone or something.

Whenever we talk about a verb denoting an action, we also need to talk about the time at/during which the action occurs. This sense of time is reflected through the tense, a concept very fundamental to the grammar of any language. You might have observed in the sample sentences that there is a strong link between the voice of the verb and the tense. The table below gives an idea on how the verb in one voice changes into the other according to the tense that it denotes.

Tense/Verb form	Active Voice	Passive Voice
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Simple present	Analyses	is analysed
Present continuous	is analyzing	is being analysed
Simple past	Analysed	was analysed
Past continuous	was analysing	was being analysed
Present Perfect	has analysed	has been analysed
Past perfect	had analysed	had been analysed
Future	will analyse	will be analysed
Conditional	would analyse	would be analysed
Perfect conditional	would have analysed	would have been analysed
Present infinitive	to analyse	to be analysed

Perfect infinitive	to have analysed	to have been analysed
Present participle/gerund	analysing	being analysed
Perfect participle	having analysed	having analysed

As already mentioned the focus (agent or action) is different in the two voices. But you must be able to use both effectively in your academic writing. Though many a time, the action gets more emphasis in scientific or technical writing, sometimes the doer gets importance as shown in the following examples.

The project was completed on time (focus is on the project) Sohan’s team completed the project on time (focus is on Sohan’s team) You may recall the innumerable grammar exercises you had worked on while at school on changing the sentences in active voice into passive voice and vice versa. Let us review the steps involved in this process.

2.2 Changing Active Voice into Passive Voice

- Identify the subject (agent or thing that is causing the action) – who performed.
- Identify the object (what action has been done – performed what)
- Note the tense of the verb.
- Begin the passive sentence with the action (object of the active sentence)
- Use the third form of the verb (past participle) preceded by the appropriate auxiliary verb and followed by the phrase “by the”
- Complete the changed sentence with the agent or thing (subject of the active sentence).
Note that the agent in the Passive voice that comes at the end may be implicit as shown in brackets in the below give examples.
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Active Voice	Agent	Passive Voice
They will complete the project by Thursday.	They	The Project will be completed by them by Thursday.
I shall complete the project by noon.	I	The project shall be completed by me by noon.
This train would take you to Chennai.	This train	You would be taken to Chennai by this train.
Scientists have discovered traces of ice on the Mars.	Scientists (may or may not be included in the passive voice)	Traces of ice have been discovered on the surface of Mars. (by Scientists)

Sometimes people do not appreciate our efforts.	People	Sometimes our efforts are not appreciated. (by the people)
Leela was driving the car.	Leela	The car was being driven by Leela.
I will complete my assignment tomorrow.	I	My assignment will be completed (by me) tomorrow.
You have completed your work.	You	Your work has been completed by you.
The Police held him for interrogation.	The Police	He was held by the Police for interrogation.
I had already undergone this procedure last year.	I	This procedure had already been undergone by me last year.

2.3 Changing Passive Voice into Active

- Identify the doer/agent by noting carefully what follows the “by the..” phrase. If the agent is not specified, you may infer the agent from the action or context given in the following tables.
- Note down the action performed by the agent. (beginning of the passive sentence)
- Note the tense of the verb.
- Begin the active sentence with the agent.
- Choose the appropriate form of the verb according to the singular or plural form of the agent and the Simple Continuous, or perfect form of the tense of the verb.

Passive Voice	Agent	Active Voice
Multifarious operations are performed by these computers.	These computers	These computers perform multifarious operations.
The equipment for the practical examinations was being arranged by the technician.	Technician	The technician was arranging the equipment for the practical examinations.
Results will be published in the next issue of the journal.	Agent is not specified. It may be ‘researchers’ or the ‘association’.	The researchers will publish the results in the next issue of the journal.
The components were identified by Thomas and his associates.	Thomas and his associates.	Thomas and his associates identified the components.

More examples for active and passive voice sentences in different Tenses are given below

Simple Present Tense

Active – We add water to mixture

Passive – Water is added to the mixture (by us)

Simple Past Tense

Active – The Civil Engineers tried out different layouts.

Passive – Different layouts were tried out by the Civil Engineers.

Simple Future Tense

Active – We will not carry out any research in this area.

Passive – No research will be carried out in this area.

Present Perfect Tense

Active – The Committee has approved the Plan.

Passive – The Plan has been approved by the Committee.

Past Perfect Tense

Active – The Engineers had completed the job in time.

Passive – The job had been completed in time by the Engineers.

Present continuous and Past Continuous

Active – They are repairing the road.

Passive – The road is being repaired.

When to use Active Voice:

While the doer is given importance in the active voice, the action gets prominence in the Passive Voice. Active Voice is used for clear, direct and strong writing and therefore requires active verbs.

When to use Passive Voice:

Passive Voice is used in most formal writings such as reports, proposals and complaints or rejection letters, because the action and not the doer(is important) needs to be given emphasis.

Remember all sentences cannot be transformed from active into passive voice. Only transitive verbs (which takes an object) can be transformed into passive voice.

To sum up the discussion on Voice and Tense, we can say that the tense of the verb undergoes a change when you transfer one voice into another. Passive construction is verbose while active is crisp, direct and unambiguous.

2.4 ASSIGNMENT

1. Write at least five sentences each in Active and Passive Voice

2.5 Reference

1. A Book of Grammar, Usage and Composition
2. N.Krishnaswamy(Oxford university press publications)

NOTE MAKING

3.0 LEARNING OBJECTIVES

3.1 NOTE MAKING

Note making can be defined as a systematic method of writing down quickly, briefly and clearly the important points of reading a text. It is a productive skill which integrates both reading and writing skills.

Note making is used to

- Keep a record of the main points of a reading text for future use and reference
- Revise for an exam
- Update information
- To analyse a text

3.1.1 Reading strategy

A careful reading plan is to identify the central idea, important points and supporting details. It would enable you to understand the text quickly and make appropriate notes.

- Read the text quickly in order to identify its purpose, scope, central idea, logical organization and different writing techniques like narration, description, explanation and so on.
- Recognize the key lexical items related to the topic
- Identify the relationships among the units within the text
- Read the key points and signal words
- Ignore irrelevant matter and concentrate on the main parts
- Deduce meanings of words and phrases from their context and infer relationships
- Interpret graphic aids used in the text

3.1.2 How to make notes?

- Read the passage carefully
- Heading

What is the main idea of the passage? Frame a heading based on the central idea and write it in the middle of the page

- Subheadings

How was the main idea being presented and developed?

Are there two or three subordinate ideas?

You can frame subheadings based on these

- Points

Are there further details or points of the subtitles that you wish to keep in the notes?

All subheadings should be written at a uniform distance from the margin with indent i.e. with suitable space and number.

3.1.3 Indenting

Do not write full sentences. Use abbreviations wherever necessary. Help with abbreviations.

- 1) Use standard abbreviations and symbols

Capitalized first letters of words

Ex: U.P., USA, USSR, UK

Common abbreviations

Ex: Sc (Science), Geog (Geography), Mr, Mrs, Dr, Govt

- 2) Write the first few and last few letters of a word with an apostrophe in between.
can't(cannot) w'out(without), wrt'g (writing).
- 3) Use the first letters of the phrases

Kilogram Kg

Cubic Centimetre cc

Atomic Mass Unit AMU

Per annum P A

Curriculum Vitae CV

- 4) Use the first few letters of words or phrases

Approximately Approx

Difference Diff

Different Diffrt

Edition/edited Ed

Professor	Prof
Assistant	Asst
Month	Mnth
Subject	Sub
Reference	Ref
Minute	Min
Temperature	Temp
Hour	Hr
Computer	Comp
Education	Edn
Programme	Progm

5) Use of symbols

@	At the rate of
%	Percentage
+	in addition, moreover, plus
↑	Rising
↓	Falling
+ve	Positive
-ve	Negative
=	Equal to
^	Insert
“	Because, as, since
→	From to, leads to, results in, causes
-	Reduce, minus

6) Generally used abbreviations

e.g.	Example
viz	Namely
et al	and others
N.B.	Take note that
i.e.	That is
cf	compare with, refer to

Do not get over enthusiastic with abbreviations. You should not abbreviate every word. As a general rule the heading should not be abbreviated. You may use abbreviations in subheadings.

Your notes should look like this:

3.1.4 Heading

1) Sub heading

A. Point 1

B. Sub Sub heading

a) Sub point 1

b) Sub point 2

C. Point 3

2) Sub heading 2

A. Point 1

B. Sub – sub heading

a) Sub point 1

3.1.5 Format

1. Main heading: I, II, III, IV, etc.
2. Sub Heading: a, b, c, d, etc.
3. Sub sub heading: i, ii, iii, iv, etc.

3.1.6 Methods of note making

Three methods of note making:

Topicalising, schematting and sequencing

3.1.6.1 Topicalising

Main points and central idea should be rephrased in points. Redundant words and phrases are to be removed.

Schematizing:

Scientific and technical texts may contain forms or figures, classification, contrasts, processes and so on. So we can schematize notes i.e. organize notes in the form of tables and diagrams

Description of substances	Tables
Description of processes	Flow chart/ Diagram
Narrative description	Flow chart
Classificatory information	Tree diagram
Compare and contrast	Table/ Bar diagram

3.1.6.2 Sequencing

Sequencing refers to the process of making a clear layout for fast and accurate interpretation of notes.

- Use numerals/ letters/ Roman numerals – I, II, III for the main ideas
- Capital letters - A, B, C, D for main sub divisions
- Arabic numbers – 1, 2, 3, 4 for minor divisions
- Small letters - a, b, c, d for further sub divisions
- Small Roman letters - i, ii, iii, iv for further sub divisions
- After making notes, you are also expected to give a summary of the passage.

3.1.7 How do you summarize?

Summarizing is a skill which is essential in many facets of your life. In this technology driven world, everybody values time and hence the art of condensation whereby you give brief account that saves a lot of time. Summary provides maximum information in minimum number of words. Summarizing improves our ability to write concisely by making us aware of the kind of details that can be avoided to achieve precision.

The five C's are very important to summarize: completeness, compactness, conciseness, clarity and coherence.

- The summary must have all the essential elements/contents of the original.
- All the ideas should form a compact whole. Unity is important.
- Brevity is the soul of wit. All the ideas should be clear and concise.

- Clarity of expression is very essential. No vague statements
- All the sentences/ideas should have logical, chronological and spatial order. The linking of ideas should be coherent. Summarizing, like note making is a productive skill integrating both reading and writing skills. To write effective summaries you need to read the material carefully with good comprehension.

3.1.8 Reading Text

3.1.8.1 Skimming

Skimming is used to get the main idea of the text, or find a particular piece of information quickly. For example when you read a newspaper you usually read through the article to get what you want and not reading it word by word. Skimming is done at a speed, three to four times faster than normal reading. People often use skimming skill when they have lots of material to read in a limited amount of time. While skimming you make a distinction between main points and sub points, facts versus opinions, relevant and irrelevant, explicit and implicit.

3.1.8.2 Skim the material

- Try to pick out the main idea of the piece you are reading. Often you can find it in the title or the first paragraph
- Try to determine the organization method. What is the rhetorical strategy used? Is it cause and effect? Compare and contrast, narration, etc.
- Look for the definitions and difficult words that you must understand if you are to understand what follows
- Skim all the sub headings. They will give you an overview of the material
- Read the first sentence of every paragraph and also the last sentence which would help you to provide the context
- If something confuses you, try to figure it out. Read two or three times. If you are still unable to understand, move on
- Underline the main ideas, list supporting details and write an outline. After this write the summary.

3.1.9 Assignment

Skim through the passage and answer the questions given below in 40 seconds. You may

use the guidelines given in the preceding discussion. After predicting the content, encircle

the most appropriate answer or each question:

The food we eat seems to have profound effects on our health. Although science has made enormous steps in making food more fit to eat, it has, at the same time, made many foodstuffs unhealthful to eat. Some research has shown that perhaps eighty percent of all human illnesses are related to diet and forty percent of cancer is related to diet as well, especially cancer of the colon.

People of different cultures are more prone to contract certain illnesses because of the characteristic food they consume.

That food is related to illness is not a new discovery. In 1945, Government researchers realized that nitrites and nitrates (commonly used to preserve colour in meat) as well as other food additives caused cancer. Yet these carcinogenic additives remain in our food and it becomes more difficult all the time to know which ingredients on the packaging labels of processed food are helpful or harmful.

The additives we eat are not at all so direct. Farmers often give Penicillin to cattle to poultry and because of this, penicillin has been found in the milk of treated cows. Sometimes similar drugs are administered to animals not for medicinal purposes but for financial reasons. The farmers are simply trying to fatten the animals in order to get Skim through the passage and answer the questions given below in 40 seconds. You may use the guidelines given in the preceding discussion. After predicting the content, encircle the most appropriate answer or each question:

A healthy diet is directly related to good health. Often we are unaware of detrimental substances we ingest. Sometimes well-meaning of farmers or others do not realize the consequences add these substances to food without our knowledge.

1. What is the best title for this passage?
 - a. Harmful and harmless substances in food.
 - b. Improving health through natural diet.
 - c. The food you eat can affect your health.
 - d. Avoiding injurious substances in food.
2. Which one of the statements is true?
 - a. Drugs are always given to animals for medical reasons.
 - b. Some of the additives added in your food are added to food itself and some are given to living animals.
 - c. Food may cause forty percent of cancer in the world.

Answers:

1 -c

2 -a

Reference

1. Effective Technical Communication
2. M. Ashraf Rizvi (Tata McGraw-Hill)

3.2 PARAGRAPH WRITING

A paragraph is a group of related sentences that discuss and elaborate a single, complete idea. The sentences are connected like the links of a chain and together they develop a theme or a topic sentence.

The central or main idea of the paragraph should be expressed as a complete sentence, stating the idea and explaining it with details and examples. Be sure to express your topic sentence that clearly expresses the main idea in the form of a conclusion, observation or opinion.

A topic sentence should be general enough to be explained or supported with further discussion. Do not make the mistake of confusing a topic sentence with a subject or a title for writing. Remember the topic sentence expresses the entire theme of a paragraph in one sentence which serves a base. Avoid personal remarks and express the topic sentence in simple language. Do not elaborate complicated statements. Be precise and direct.

3.2.1 Salient features

How do you write a good paragraph; what are its salient features?

A good paragraph should possess unity and coherence.

3.2 .1.1 Unity

The first principle to be observed in constructing a paragraph is that of unity. Just as each sentence deals with one thought, each paragraph must deal with one topic or idea.

Every sentence in the paragraph must be closely connected with the main topic of the paragraph. If summarized they usually result in a single sentence and that is the topic sentence.

3.2.1.2 Coherence

The second principle of paragraph construction is coherence. The presentation should be logical and natural. There should be logical sequence of thought. Events must be related in order of their occurrence that it should be both logical and chronological order. All the ideas should be connected with the central idea and arranged according to their importance. Spatial order is also important. Visual descriptions often follow spatial order.

3.2.2 Key points to remember

- Try to understand the central idea around which the paragraph is built.
- Arrange the points in logical and chronological order.
- Pay attention to your first and last or concluding sentence. Both should be impressive.
- Write complete sentences in a simple and precise manner.
- Connect your sentences with transitions. Transitions are words and phrases that show how ideas in a sentence relate to each other. They act as verbal sign posts like, for example, to begin with, in addition to, furthermore, however, nevertheless, all the same, not withstanding, etc.

- Use pronouns and demonstrative adjectives – this, that, those, these and pronouns like many, each, some, either, such and easily connect sentences.

Notice how the underlined transitions in the following paragraph signal the connecting of ideas between sentences.

Each one of us can make a more productive effort to cut down on the use of fossil fuels in this country. To begin with, all of us can start reducing gas and oil consumption by driving only when we have a dire need. In addition, we can begin car-pooling to work once or twice a week and we can also buy smaller cars with better gas mileage. Another way to reduce our fuel consumption would be to use less gas and electricity at home.

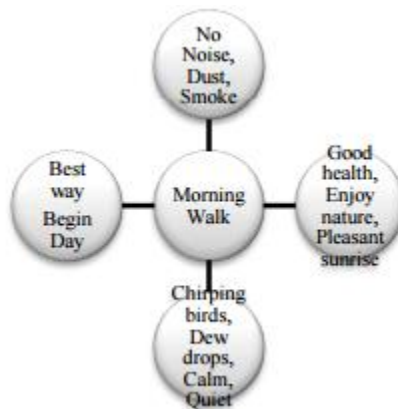
How many times for example have you walked out of a room and left the lights or fan on when no one else was there? Furthermore, why not use a microwave to cook instead of traditional gas ovens which consume more time? I am not suggesting that we must do all these things. However, each of us could start immediately to do some of them to cut down on our use of limited fossil fuels.

To build interest or to create a strong final effect it is sometimes good to begin with the least interesting or striking details or facts and save the strongest for the end. The following paragraph is an example for climactic order.

A dismissal drizzle of rain was falling as the dawn came to Washington after a night of terror. In the street, men stood in groups discussing the tragic drama on which the curtain had not fallen. The city was “in a blaze of excitement and rage”. Then at seven thirty, the tolling of all church bells in the town and hush in the streets; Lincoln was dead.

3.2.3 Assignment

2. Read the words and use them to write a paragraph on ‘Morning walk’.



3. Write a paragraph on any two:

- a. College life is for enjoyment and not studies.(Say the statement is not true and it is a combination of the two. Also give hints how you combine the two and make your life at college successful)
- b. I am rather a book worm.(you always study and you fail to indulge in extra - curricular activities)
- c. I never submit assignments in time (you are lazy and not disciplined. Though you want to give in time your laziness overtakes you)

4. Arrange the following sentences in the proper order changing into a complete paragraph and give a suitable title.

- 1) Students are taught by well trained teachers and are encouraged to continue studying at the university.
- 2) Finally Canada's cities are cleaned and efficiently managed
- 3) Canadian cities have many parks and lots of space for people to live
- 4) All Canadians have access to medical services at a reasonable price
- 5) As a result Canada is a desirable place to live.
- 6) There are three reasons why Canada is one of the best country in the world.
- 7) First Canada has an excellent health care system.
- 8) Canada has high standard of education

3.2.4 Answers

Order 6, 7, 4, 8, 1, 3, 2, 5

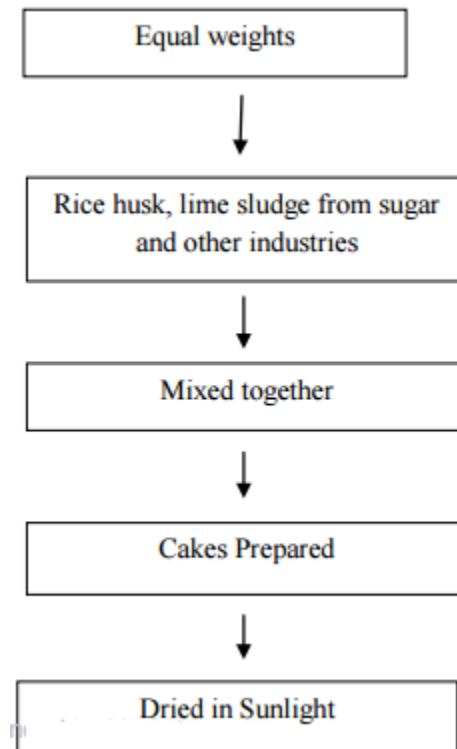
3.3 TRANSCODING

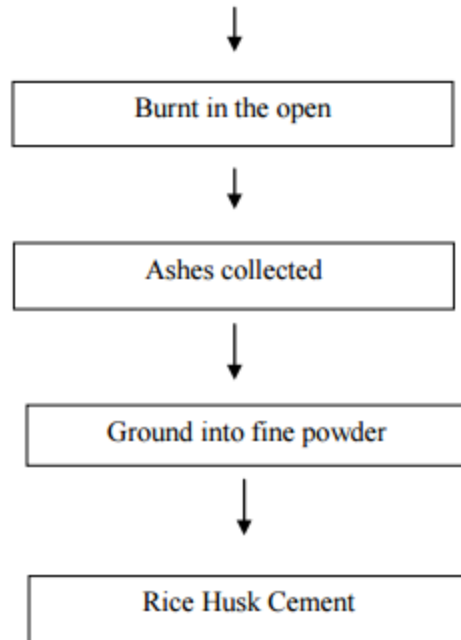
Transcoding is the transferring of information from text to graphic forms – bar charts, flow charts. Transfer of the information from verbal to visual and visual to verbal is an important study skill. In this chapter, we shall study how to illustrate text with figures and diagrams. Transcoding is one of the significant features of professional writing. Any report is made interesting with a couple of illustrations. Visual representation is an added advantage to any presentation. There are two categories of visuals, namely tables and figures. Figures may be further classified into graphs, maps, drawing, charts, diagrams and photographs.

We shall now learn about the flow charts and bar charts. Engineers and draughtsmen are often required to prepare charts and diagrams. The bar chart/graph makes it particularly easy to compare data. Bar graph is used to indicate for the different periods or quantity of different items during the same period. The length of each bar varies in proportion to the quantity or value they represent. But the bars have same width.

Flow charts deal with the different steps involved in making/manufacturing some material or the process of a person's growth or transfer of some information.

The given flow chart describes the process of manufacturing cement from rice husk by making use of appropriate technology.





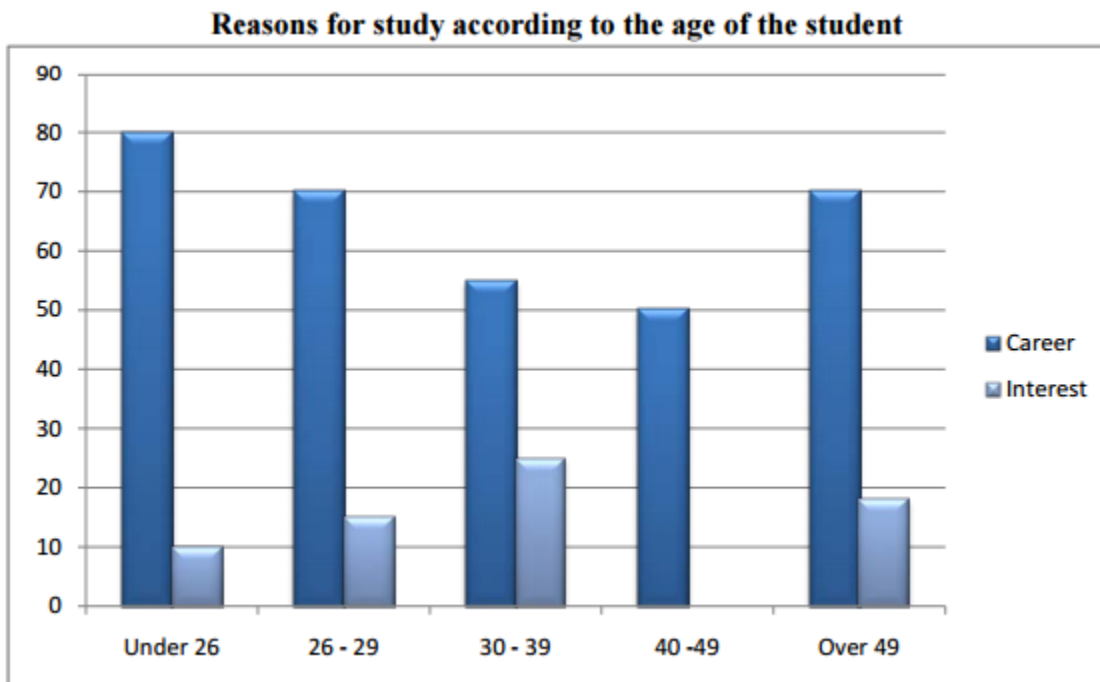
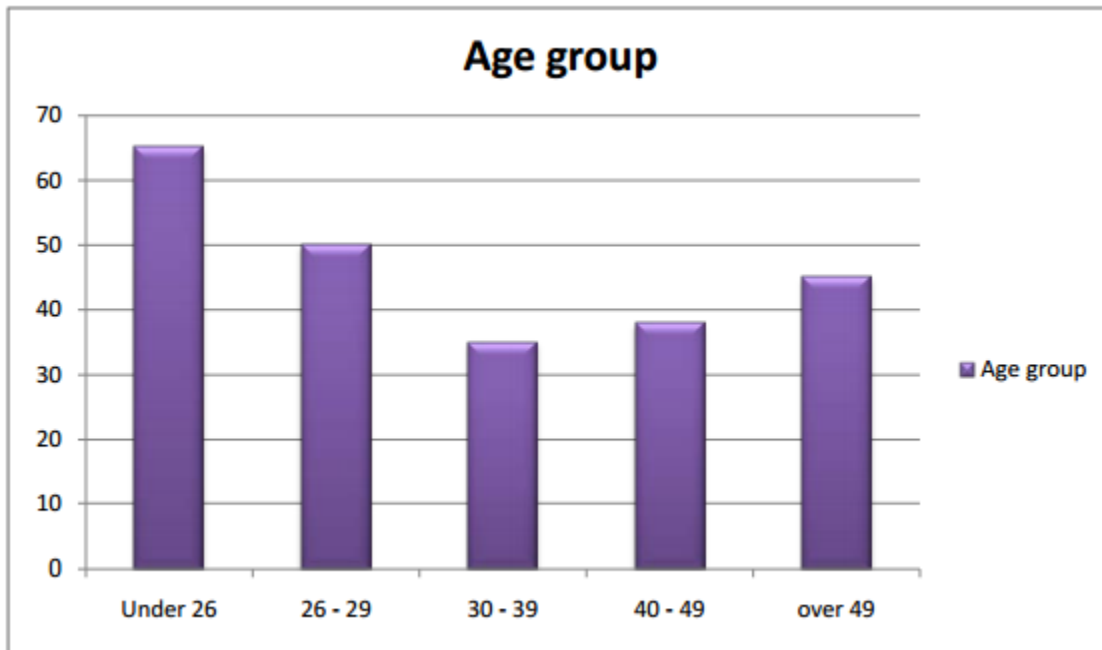
Write a paragraph of 100 words using the data given in the above flow chart.

Answer:

Initially lime sludge is collected from the sugar and other industries while rice husk is collected from the rice mill. Then equal weights of rice husk and lime sludge are mixed together using adequate water. From the mixture, cakes are prepared and subsequently dried in the sunlight. Then they are burnt in the open uniformly well. The ashes resulting from the process are collected either manually or mechanical means. When they are ground into nice powder, we get rice husk cement.

The charts below show the main reasons for study among students of different age groups and the amount of support they received from employers. Summarize the information in 150 words selecting and reporting the main features and make comparisons where relevant.

Employer Support by Age Group



Answer

The first chart deals with employer support with age group and the second deals with the reason of study according to the age group.

The employer support for the different age groups is 65, 50, 35, 38 and 45% respectively. Career option decreases and interest option increases over the age.

The first graph shows that employer support is maximum (approximately 60%) for the under 26 years old students. It drops rapidly to 32% up to the third decade of life, and then decreases in late adulthood up to 44%. It is unclear whether employer support is only for career-focused study, but the highest level is for those students who mainly study for career purposes.

The second graph shows that there is a gradual decrease in study for career reasons with age. Nearly 80% of students under 26 years study for their career. This percentage gradually declines by 10-20%. Every decade only 40% of 40-49 year olds and 18% of over 49 year olds are studying for career reasons in the late adulthood.

Conversely, the second graph also shows that study stemming from interest increased with age. There are only 10% of under 26 year olds studying out of interest. The percentage increases slowly till the beginning of the fourth decade, and increases dramatically in late adulthood. Nearly same number of 40-49 year olds study for career and interest. However 70% of over 49 year olds study for interest in comparison to 18% studying for career reasons in that age group.

3.4 Role play

3.4.1 Conversational Techniques, Discussions, Oral Reporting

Do you remember the last time you addressed a gathering? What was the occasion and how did you perform? Whatever the situation, chances are that you were slightly nervous about the presentation. You must have rehearsed the same a few times. Some of you would have practised standing before the mirror in order to give a perfect show. This is where role playing can be useful. In this lesson we will look at what role play is and we'll see how you and your team can use this technique to prepare for a variety of challenging and difficult situations.

Incorporating role play into the classroom adds variety, a change of pace of opportunities for a lot of language production and a lot of fun.

3.4.1.1 What is role play?

Role play is any speaking activity when you imagine and act as somebody or put yourself in an imaginary position/situation. The joy of role play is you students can become anyone you aspire to be – The President, The Prime Minister, Queen, King, millionaire, pop star, great musician – the choice is endless. Imaginary situations – Functional language for a multitude of scenarios can be activated and practised in role play. 'At the restaurant', 'At the hospital', 'In a shop', 'In a classroom', 'In a railway carriage' – are all possible role plays.

3.4.1.2 Why use role play?

It is widely agreed that learning takes place when activities are engaging and memorable. It is fun and motivating.

Quiet students get a chance to express themselves. The world of the classroom is broadened to include the outside world. Real situations can be created and students can benefit from the practice.

Role playing takes place between two or more people, who act out roles to explore a particular scenario. It is most useful for preparing for unfamiliar situations.

By acting scenarios, you can explore how other people respond to different approaches; and you can get a feel for the approaches that are likely to work and for those that might be counter-productive. You can also get a sense of what other people are likely to be thinking and feeling in the situation.

By preparing for a situation using role play, you build up experience and self-confidence, with handling it in real life; and you develop quick and instinctively correct reactions to situations. This means that you will react effectively as situations evolve rather than making mistakes or becoming overwhelmed by events.

You can also use role play to speak brain storming sessions, to improve communication between team members and to see problems or situations from different perspectives.

3.4.1.3 How to use role playing?

Follow the steps given below:

1. Identify the situation: To start the process, gather people together, introduce the problem and encourage an open discussion to uncover all of the relevant issues
2. Add details: Make sure that everyone is clear about the problem that you are working on.
3. Assign roles to yourselves: Identify the various characters you are going to play and prepare to fulfil the character's perspective goals, motivation and feelings.
4. Act out the scenario: Test and practise different approaches for handling situations.
5. Discuss what you have learnt: Share your experiences after the role play and welcome suggestions to improve further.

Some people feel nervous when asked to play a role as they may not be confident. To such students, two of you may write the dialogue, enact or demonstrate and ask them to follow. Give them the role they want to play. Help them to fight out their inhibitions.

Role playing exercises teach skills that are often assumed to be learnt outside the classroom. The students are required to use their imagination, background knowledge appropriate to the character being role played and communication skills.

3.4.1.4 Ground rules for interactive exercises:

- Argue your character's view point as best as you can
- Be courteous and open minded. Let the argument not be heated.
- Develop listening skills – be patient
- Avoid rhetorical tricks like interrupting speaking for longer than you need in order to keep your opponents and critics silent.
- Logical well-thought-out arguments are more likely to convince others
- While debating stay on the topic and seek a solution even if you have to compromise

3.4.2 Role play example

At a doctor's clinic:

Patient: Good evening doctor

Doctor: Hello Mrs.Ratnam, How are you?

Patient: Not at all well doctor! I'm feeling giddy, my stomach is troubling me. I have an acute pain and....

Doctor: Come on Mrs.Ratnam, Sit down and relax. Let me see what's troubling you what did you eat this morning?

Patient: I had 6 puris and three cups of channa masala for breakfast. I also had an omelette. I finished my breakfast with a glass of lassi.

Doctor: Oh! For lunch?

Patient: Nothing much doctor! I had two chappathis, fried rice, sambar rice, vegetable curry, chicken 65, curd rice and one glass of mango milk shake.

Doctor: Oh My God! Did you have some tea in the evening?

Patient: Of course doctor. I had two samosas and two masala dosas.

Doctor: Mrs Ratnam, for the next two days take some salads and lemon juice.

Patient: After meals or before meals doctor?

Doctor: ?

3.5.3 Roleplay - conversational Techniques discussions – Oral

3.5.3.1 Reporting.

Roleplay being a speaking activity, you have to put yourself into someone else's shoes and become that person for which you should have good conversational skills. Unless you learn to talk and express your opinions in public, it is very difficult to climb the ladder and reach the top in your field.

Conversational Techniques play a very important role in developing one's speaking skills; converse action is a mental occupation and it is merely speaking whatever comes to your mind. A good conversationalist should first be a good listener. All of us talk but there is a difference between simple talking and trained conversation. A good conversationalist is neither one who dominates the show nor is a silent spectator.

Mastering the art of conversation would make us better engineers, better managers, better readers and people would like us. There are types of conversation.

Chat: The least formal of all conversations

Tete - & - Tete- (French) Confidential conversation

Dialogue - two way conversation

Communion -takes place at a higher level where words are not necessary – Communion with Nature – God etc.

Good conversation should involve people concerned, sustain interest, listen intently, give way for new ideas and use suitable language according to situation, occasion and people.

While speaking body language is very important – non verbal cues.

Conversational Techniques include tips like – make your audience feel important, making others feel appreciated, reflecting the underlying feelings & implications express opinions and preferences in an objective manner, disagree in a polite and convincing manner, give reasons and offer explanations.

Once you learn Conversational Techniques one should take part in discussion of various subjects.

Three friends meet at the college after writing their exams.

Vinod: Hello everybody

Ashok: Hi, Vinod, How did the exam go?

Vinod: I think I have done well

Ashok: What about you David?

David: I have done all my exams well except maths

Ashok: I think I am going to fail in basic mechanics

Vinod: Let's forget exams for a while

David: I wish we had a better maths teacher

Vinod: Why? I think he was okay only problem was he gave too many sums to work out

David: yes, because you have done well you'll ask such questions

Ashok: Will both of you stop now let's go out and enjoy. We shall go for a movie and then to our famous food joint.

Dev and Sohan discuss coeducation

Dev: Thank God I studied in a coeducation school. CBSE schools are great. We have lots of talented girls and boys and lovely cultural shows.

Sohan: Of course we do have lots of fun at the same time we have a healthy competition between boys and girls.

Dev: Non coeducation schools believe in segregation of boys and girls. It is very sad for those boys and girls who do not have the opportunity to mingle with the opposite sex.

Sohan: They are so old fashioned. It is high time they change with the times

Dev: Yes I hope so. They must understand that when boys and girls do not study together, their exposure is very limited and they find it very difficult when they have to work together. Atleast initially they find it a great problem.

Sohan: Co- education removes misunderstanding, mistrust and false fears prevailing among boys and girls. It brings the best out of them.

3.5.4 Assignment

Write a conversation among friends discussing examinations

3.5.5 Answer:

Govind:Hi Ramesh, Had a nice week-end?

Ramesh: Yes, I watched three movies.

Radha: Three movies?

Ramesh: Yes, What's wrong? After all I saw them at home. Govind, How was your week –end?

Govind: Boring. I tried studying but

Radha: I am thoroughly prepared for the first 4 exams. I am only worried about basic electronics and physics.

Ramesh: Don't tell me you are preparing for the exams during the week end.

Radha: Of course. Our exams start in three days..

Ramesh: Ha! Ha! Three days to go. I shall study tomorrow.

Govind: Be serious Ramesh. I think we should start studying right now. We cannot afford to have arrears or else our placement would be affected.

Ramesh: I think you are right. Let us follow Radha and start studying.

3.5.6 Reference

Technical Communication

Meenakshi Raman Sangeeta Sharma

Vocabulary Items

4.0 Learning Outcomes

4.1 Vocabulary Items

4.1.1 Prefix

4.1.1.1 Words with prefixes – ‘multi-‘

Multi – more than one many

Multicoloured	Having many colours
Multi-cultural	Relating to or made up of many cultural or ethnic groups
Multi-faceted	Having many sides or aspects
Multi-farious	Having great variety, different kinds of
Multilateral	Involving three or more participants
Multilingual	Using several languages
Multimedia	Using more than one means of providing information. Computing a system providing video and audio as well as text
Multimillionaire	A person with assets worth several million pounds or dollars
Multinational	Involving several countries or nationalities. A company operating in several countries
Multiparty	Involving several political parties
Multiple	Having or involving several different things
Multiple choice	Giving a question with several possible answers from which the candidate must choose one
Multiplex	Made up of several elements in a complex relationship A cinema hall with several screens
Multiplicand	A quantity which is to be multiplied by another
Multiplication	Process of multiplying
Multiplicity	A large number or variety
Multipurpose	Having several purposes
Multiracial	Having to do with people of many races
Multistorey	A building having several storeys
Multitasking	Computing or carrying out more than one program at the same time
Multitude	A large number of people or things, the mass of ordinary people
Multitudinous	Very numerous

4.1.1.2 Words with prefix ‘under-‘

Under –

- o Extending directly below/beneath
- o At a lower level
- o Expressing control by
- o According to the rules of
- o Used to express grouping or classification
- o Lower in status
- o Insufficiently
- o Incompletely

Words:

Underage	Too young to take part in a particular activity
Underarm	(of a throw or stroke in sport) made with the arm or hand below shoulder level
Underbelly	The soft underside of an animal A hidden or criminal part of society
Undercarriage	A wheeled structure beneath an aircraft which supports the aircraft on the ground The supporting frame on the body of a vehicle
Underchange	Charge a price or amount that is too low
Underclass	The lowest social class in a society, country or community consisting of the poor and unemployed
Undercoat	Layer of paint applied after the primer and before the top coat
Undercover	Involving secret work for spying or investigation
Undercurrent	Current of water below the surface and moving in a different direction
Undercut Undercuttings	Offer goods or services at lower price (than the competitor) Cut or wear away the part under Weaken; undermine
Underdeveloped	Not fully developed A country which has not advanced economically
Underdog	A competitor thought to have little chance of winning a fight or contest
Underemployed	Not having enough work
Underestimate	Estimate (something) to be smaller or less important than it really is
Undergo Underwent	Experience something difficult or unpleasant
Undergraduate	Student of a university who has not yet taken the first degree
Underground	Beneath the surface of the ground

	In secrecy or hiding An underground railway A secret group or movement working against an existing government
Undergrowth	A dense growth of shrubs and other plants
Underhand	Acting or done in a secret or dishonest way
Underling	A person of lower status
Undermine	Damage or weaken Weaken the base or foundation Dig beneath so as to make it collapse
Undernourished	Not having enough food or the right type of food
Underpass	Road or tunnel passing under another road or railway
Underperform	Perform or less than expected
Underplay	Try to make something seem less than important than it really is
Underprivileged	Not enjoying the same rights or standard of living as the majority of the population
Undersea	Relating to or situated below the sea
Undersigned	The person who has signed the document in question
Undertake	Make oneself responsible for
Undertaker	Person whose business is preparing dead bodies for burial or cremation and making arrangements for funerals
Undertaking	Formal promise to do something
Underweight	Below the normal weight
Underworld	The world of criminals or of organized crime In myths or legends, home of the dead, imagined as being under the earth

4.2 Asking and answering questions

4.2.1 YES / NO question Forms

YES / NO questions are formed with the help of auxiliary verbs / helping verbs and with modal verbs.

The auxiliary verbs are, was, were, being, been, have, has, had, do, does, did, done and the modal verbs are will, would, shall, should, can, could, must and may.

For example

1. Have the children left for school?

Yes, they have.

2. Has she finished her home work?

No, not yet.

3. Was he at home when you left for office?

Yes, he was there.

4. Do you know swimming?

Yes, I do.

5. Do you like my classes?

Yes, sure Madam.

6. Could you please move away from the doorway?

Yes, I will.

7. Could you please hand over this parcel to your neighbour?

No, I'm sorry. I'm going home late.

8. Are you impressed with the lecture ?

No, not really.

9. Could you please draw the blinds?

Yes, I can.

10. Would you mind lending me a pen?

No. I can give it to you.

4.2.2 Tag Questions

A statement followed by a mini question is termed as 'tag question', whereas the mini question at the end is called 'question tag'.

Tag questions are used at the end of statements to ask for confirmation or ascertain something. Thus you restate, in question form, the previously spoken sentence. The format of tag question is as follows:

Positive statement + negative tag

The auxiliary verb is positive in the sentence the tag question will be negative.

Negative statement + Positive tag

If auxiliary verb is negative, the tag question will be positive.

Example, the movie is not good, is it?

If there is no auxiliary verb in the sentence, we use do

Example You don't like milk, do you?

Tag questions are used in the following ways.

1. We use tag questions to confirm information

The book is boring, isn't it?

That function was badly conducted, wasn't it?

2. Used when one is already sure of the answer and just wants a confirmation or to check information.

You haven't got diamond necklace, have you?

You don't visit your parents every Sunday, do you?

The stopper shop is closed tomorrow, isn't it?

While using tag questions points to be remembered are:

1) In the present tense, if the subject is 'I', the auxiliary changes to are or aren't ?

I am always your friend, aren't I?

2) With let's the tag question is shall we

Lets go for a walk, shall we?

3) With an imperative the tag question is will you?

Oh, come on, play for a while, will you?

4) We use a positive tag question after a sentence containing a negative word such as never, hardly, nobody, etc.

They hardly go to movies, do they?

You have never liked maths, have you?

5) When the subject is nothing we use it in the tag question.

Nothing interesting happened, did it?

6) When the subject is nobody, somebody, everybody, no one, someone or everyone, use they in the tag question.

Everybody was waiting to see the Hero, did they?

7) When the main verb in the sentence is have (not an auxiliary verb) it is more common to use do the tag question.

You have a 'Honda City' car, don't you?

8) With used to we use didn't in the tag question

You used to dance well, didn't you?

9) We can use positive question tags after positive sentences to express a reaction such as surprise or interest.

You are going on a world trip, are you?

4.2.3 Information (or Question word) questions

When did they arrive home?

Where do the girls play the match?

Why have you postponed your visit?

How will they get here?

Each of the question begin with the question word, when, where, why and how. These questions are called information questions, because they ask for information and not just yes or no.

Look at the information that each of the following questions asked for

Statement	Question word	Information Required
They arrived home	When?	The time of their arrival
The girls play a match	Where?	The venue of the match
You have postponed your visit	Why?	The reason for the postponement
They will get here	How?	The manner of their getting here

The information question asks for information about information about time, place, reason and manner. Words and phrases which supplies the information are either adverbs or adverbials that is which do the work of adverbs.

4.3 Spelling and Punctuation

4.3.1 Spelling

Keep a record of the word misspelt and learn to spell them correctly. Spelling troubles one in English because many words are not spelled as they sound.

A first step to improved spelling is to pronounce words carefully and exactly. Many misspellings are due

- to careless omissions of syllables e.g. accident –ly for accident-tal-ly
- careless addition of syllables disas-ter-ous for disastrous.
- Changing of syllables

Prespiration for perspiration

Listen to good speakers and often check pronunciation dictionary.

There are no infallible guides to spelling in English, but the following are helpful.

➤ i-e. or e-i

use I before E

Except after C

➤ e-i

neighbour

weigh

➤ i - e

believe, chief, field, grief, piece

➤ After C

Receive, receipt, ceiling, deceit conceive

➤ When sounded as A

freight, vein, reign

exceptions to remember

neither, either, leisure, seize, weird height weight

➤ Drop final silent

Drop the 'e'

➤ When suffix begins with a vowel

Curse cursing

Arrive arriving

Pursue pursuing

Arrange arranging

Keep the 'e'

➤ When suffix begins with a consonant

Live – lively

Nine – ninety

Hope – hopeful

Love – loveless

➤ Change Y to

When Y is preceded by a consonant

Gully – gullies

Fly - flies

Party – parties

Baby – babies

Story – stories

➤ Do not change

When ‘Y’ is preceded by a vowel the plural does not change only ‘S’ is added

Valley – valleys

Attorney – attorneys

Monkey – monkeys

Key – keys

➤ Double consonant

If the suffix begins with the consonant do not double the final consonant of the base word; man, manly.

If the suffix begins with the vowel double it.

When final consonant is preceded by a single vowel

Pen – penned

Blot – blotted

Hot – hotter

Sit – sitting

➤ Exceptions where you do not double

Despair – despairing

Greet – greeting

Lead – leading

Bear – bearing

Add s or es

Add s

For plurals of most nouns add s

Girl – girls

Boy – boys

Book – books

Pen – pens

For nouns ending in o preceded by a vowel

Radio – radios

Cameo – cameos

Add es

When the plural has an extra syllable add es

Church – churches

Fox –foxes

Thrush – thrushes

Brush – brushes

Usually for nouns ending in o preceded by a consonant

Add es

Potato – potatoes

Negro – Negroes

Dynamo – Dynamoes

4.3.2 Punctuation

A knowledge of the conventions of punctuations is essential to clear and easy reading. It helps to indicate pauses, intonations and gestures used in speaking.

Where did you go last evening asked Shilpa in an angry tone only to the market dear will I go anywhere without you answered her mother come baby get ready to go to school.

Without punctuation the above sentences are not clear. Now see how much clearer the passage becomes

“Where did you go last evening?” asked Shilpa in an angry tone. “only to the market dear. Will I go anywhere without you?” answered her mother.

“come baby get ready to go to school.”

Many experienced people punctuate always by habit, but even they have to begin by learning to follow generally accepted practices.

The principal punctuation marks are

- The full stop (.)
- The question mark (?)
- The exclamation mark (!)
- The comma (,)
- The apostrophe (‘)
- The semi colon (;)
- The colon (:)
- Quotation marks(“...”)
- The dash (-----)
- The hyphen (-)

4.3.2.1 The full stop

- a) This indicates the longest pause. It is used to mark the end of every sentence which is a statement or a comment.

She sang well.

Children are playing in the garden.

- b) It is used to separate complete sentences.

He did well. He did not win.

Your father is sick. He wants to see you.

- c) To mark abbreviations

M.A. – Master of Arts

A.I.R. - All India Radio

4.3.2.2 The Question mark

It is used at the end of the every sentence, which is a direct question.

What is your name?

How old are you?

Why are you so unhappy?

What are you doing?

Is something troubling you?

4.3.2.3 The exclamation mark

It is used at the end of a sentence, in direct speech to show an emotional way of saying the sentence. It can be both feelings of joy and sorrow.

Hurrah! India has won the match.

Alas! She lost her hand bag.

Oh God! I have missed the bus again.

What a beautiful flower!

Animation

4.3.2.4 The Comma

The modern tendency is to be sparing in the use of the comma. It should be used

- a) to separate the same parts of speech (adjectives, verbs, adverbs, nouns) except where two single words are joined by

Mary is a slim, tall and good looking girl.

- b) To separate the subordinate adverb clause or participial phrase from the rest of the sentence.

I hope, when I return home from work, the rain would stop

Remaining invisible, Ariel sang a song.

- c) Between short co-ordinate sentences found usually by 'then', 'and', 'but' 'or 'for' men may come, men may go, but I go on forever.
- d) Before and after such words as however, moreover, finally, for example and phrases such as, at last, of course, in fact, etc.

I am not hungry, however, I shall have my dinner as it is too late.

- e) Between words in apposition

Alexander, the Great, died of Malaria

Socrates, the great philosopher, was forced to take poison.

- f) After a verb of saying which introduces a quotation

He said "If winter comes, can spring be far behind?"

- g) Before the inverted commas of a speech

He said, "I am very tired."

- h) Various parts of writing a letter In the address, salutations & complimentary close.

4.3.2.5 The Apostrophe (')

It is used to indicate

- a) The possessive of nouns or indefinite pronouns

Singular – the girl's bag

Plural – the girls' bags

If the noun is singular add an apostrophe and an 's'

If the noun is plural, and ends in 's' add an apostrophe but not an 's'

- b) The contraction in the form of a word

It's time to go to school

Don't talk too much

I'm = I am can't = cannot

4.3.2.6 Semi - colon (;)

This indicates a longer pause than a comma. It should separate only complete sentences which go closely together in meaning. It is used:

- a) To separate two related sentences where a new idea is expressed in the second sentence.

Raja is Venkat's son; he is very shrewd.

Joseph has a big house; he has a big mango orchard in his compound.

- b) To separate short balanced sentences-when a more emphatic pause than a comma is required.

To err is human; to forgive, is divine.

4.3.2.7 The colon (:)

This indicates a longer pause than the semi-colon. Though it is dying out, it is still used:

- a) To divide two complete sentences that are in clear antithesis but are not connected by conjunction:

Man proposes: God disposes

- b) Use a colon before quotations, statements and series which are introduced formally.

John Keats says: "Heard melodies are sweet, those unheard are Sweeter."

- c) Use a colon between hours and minutes to indicate time

12:15 P.M.

4.3.2.8 Quotation Marks

These marks are used when the actual words of the speaker are given

I said, "Please be ready by 7 P.M."

"Who are you? Why did you come here?" asked the watchman.

Note that when the quotation comes at the beginning of the sentence, the comma is put immediately at the end of the quotation and before the quotation is closed.

4.3.2.9 The Hyphen

Is used

- a) To join two or more words to form a compound word.

Market – place, tree – box, Son-in-law

b) It used after certain prefixes

Post – war, Post-graduate, Pre – medical, re-cover, re-form

4.3.2.10 Capital letters

A capital letter is used

a) in the beginning of the sentence

I am going to Madras

b) used for a proper noun

Ragul, Vijay, Delhi

a. for the first letter in the word in inverted commas in direct speech.

“Why are you so careless?” asked Ram’s mother.

b. At the beginning of the word, which is a title placed before the name of a person.

Mahatma Gandhi, Pandit Jawaharlal Nehru, Sir C.V.Raman

c. For the personal pronoun I

I like my college. Once I complete my degree, I shall leave.

d. Always as the first letter of the God

e. At the beginning of the name of the festival Diwali, Christmas, Bakrith.

4.3.2.11 Parentheses ()

Parentheses is loosely related comment or explanation within the sentence, to enclose figures, numbering items in a series and to enclose figures spelled out to avoid misreading.

The oil well (the company drilled it only as an experiment) produced 2000 barrels a day.

I hereby agree to pay a sum of 3000 dollars (\$3,000.00)

4.3.2.12 Brackets []

Brackets are used to enclose material inserted within a quotation to explain or correct it or to enclose a parenthesis within a parenthesis

Mark Twain [SLC] is the pseudonym of Samuel Langhorne Clemens

4.4 Reading Comprehension

4.4.1 Scanning for Information

Effective communication skills are always essential for your academic and professional career. Reading comprehension improves your reading speed. When you read a text you comprehend the following

- Author's purpose
- Central idea
- Cause & effect
- Compare & contrast
- Facts and Opinions
- Sequencing
- Draw inferences
- Summarize

4.4.2 Two Levels of Reading

Reading without comprehension is just equal hearing and not listening. Reading can be done at two levels; Intensive Reading and Extensive reading. Intensive reading is done for complete understanding of the text by focusing on various aspects as mentioned in reading comprehension while extensive reading is done only for overall understanding.

It is done at a superficial level. Intensive reading involves several skills, namely predicting the content, understanding the gist, scanning, role of paragraphs and sequences of sentences.

Many people think they need to read a text from beginning to end to find relevant information. However this is not necessary always. Developing effective reading strategies helps you locate specific information in a text without having to read it.

Scanning is a reading skill used to locate key or specific information quickly example dates, numbers, examples and definitions. Scanning is the technique you use when you are looking up a name in the Telephone Directory. You move your eye quickly over the pages to find particular words or phrases that are relevant to the task you are doing. It is useful to scan parts of text to see if they are going to be useful to you.

- The introduction of preface of the book
- • The first or last paras of chapters
- • The concluding chapter of the book

4.4.3 Steps for Scanning

- ❖ Look for highlighted words – e.g. words in 'italics' and 'bold' keywords Look
- ❖ Look for definitions

- ❖ Look for numbers, dates and statistics
- ❖ Look for examples including diagrams
- ❖ Do not stop the movement of your eyes till you find the specific information
- ❖ Have a thorough knowledge of the organization and content of complex material
- ❖ Use a pointer to help you move swiftly through the text.
- ❖ Try to be accurate

4.5 Listening and Guided Note – taking

Students who do not have a systematic approach to listening, face difficulties in the class room, lecture halls and in every activity where listening is important.

4.5.1 Levels of Listening

Listening has 3 levels.

Level 1 indicates full concentration understanding and comprehending whatever said. Being empathetic he listens to the speaker intently. This is the best level.

Level 2 As it is the second level the attention span is partial. It over looks non verbal cues and lacks complete attention. Distracted in between and does not have full attention.

Level 3 is the lowest level. The listener has too many distractions; is impatient, gets irritated, loses temper and has no concentration. These factors cause stress and listening does not take place.

4.5.2 The Barriers to listening

There are various factors that impede the process of effective listening.

- a. Due to variation in language and culture, the absence of a common language between the speaker and the listener leads to disinterest and boredom. Sometimes cultural barriers can also impede listening.
- b. Noisy transmittance: If the atmosphere is not conducive and very noisy, listening does not take place. The P A system may be bad and ineffective.

4.5 .3 Complex Inter personal relationship

Lack of confidence in the speaker or inferiority / superiority complex can affect the interpretation and evaluation.

4.5.4 Misread the non verbal cues

The listener tends to misread or over read the speakers body language. Regional accents, queer looks, unusual mannerisms and bad taste in dressing can distract the listener.

Different levels of perception and premature evaluation can also impede listening

4.4.4.1 Rules of good listening

- 1) Stop talking: Do not talk while listening; concentrate on the speaker's words and respond.
- 2) Stop thinking: Do not allow your mind to wander; it is not enough if you stop talking ,stop thinking about anything other than the speech. Remove all distractions.
- 3) Be patient – do not be irritated at the speakers mannerisms.
- 4) Do not prejudge the speaker;empathise with the speaker.

Thus the listener has to consciously learn the art of listening. Only effective listening can guide you to note - taking; unless you concentrate on the listening whole heartedly you cannot do justice to note taking.

Always carry a pen and note pad when you attend a lecture. Note down the important points. Note taking is the process of summarizing information from spoken material when you take notes write on the top ,the name of the speaker, the topic and the date.

4.5.5 Note taking study skills

- Don't write down everything
- Concentrate on picking out the relevant points only
- Write notes in points form with separate sub headings
- Leave plenty of space in between so that you can add connected points later
- Jot down any reference given in the class
- Underline key points, key phrases
- Use highlighters, markers
- Develop your own abbreviations & symbols
- Comments can be added in the margin. Use visuals like tables, figures – tree diagrams, flow charts etc.,
- Use titles, sub titles, bullet points
- Use short forms for discourse markers and signal words
- Avoid lengthy prose
- Produce a summary list / table at the end

4.5.6 Listening for details

The purpose of the activity is to highlight the need to listen for details in a specific situation. For example, you receive an urgent message to be conveyed to your boss, unless you have listened effectively with thorough concentration you will not be able to communicate it in the same spirit as it was conveyed to you. This is an essential listening skill in many work and social situations. Taking down a telephone message also is listening for details, listening in the lab to the instructor, listening to safety warnings, listening to the announcements in an Airport or a

Railway station, Instructions given before a listening Skill Test, Quiz, Viva, Boss' instructions – all these involve listening for details.

Listening skill is the most important one among the communication skill. When you fail to listen to details, the consequences could be fatal. It would lead to miscommunication and you know how it can affect. So in order to avoid confusion and misshapeness, listening for details is very essential.

Some of the ways to improve your listening for details would be listen in your class and take notes. Listen to a recorded message and jot down points; play the recordings and try to listen in a group. After listening, without jotting down points, discuss how easy or how hard it was to listen for the purpose – what helped you, what made it difficult, what were the salient features and what was not important and how useful the experience was.

Learners can also work in pairs. One person uses headphones and listens to a recorded message then passes the message on to their partner, then may ask for clarification or repetition. Later the partner also listens to the recording and both discuss.

4.5.7 Assignment

Listen to recorded lectures and jot down points

4.6 Paragraph writing

Paragraph writing – using notes giving suitable headings, sub headings for paragraphs. A paragraph is a group of sentences or a single sentence that forms a unit. It is also a group of related sentences that express a single idea. Paragraphs help the reader to understand the framework of any essay / material as they denote where the topics begin and end. Once the paragraphs are well organized, the essay or the presentation is considered to be a well structured and organized material.

4.6.1 The structure of a Paragraph

Topic sentence, supporting ideas, unity, coherence and concluding or closing sentence.

4.6.1.1 Topic Sentence

A topic sentence is a sentence that expresses the central theme or main idea of the paragraph. All the other sentences should contribute to the idea presented in the topic sentence. If they are not connected to the topic sentence, the paragraph will lack unity, coherence and development.

Topic sentence can appear in the beginning, middle or at the end of a paragraph. Below given are two paragraphs from which you can identify the topic sentence and structure of the paragraph.

Para I Clean drinking water is the key to human survival. The connection between disease and lack of clean water is a well established fact. Surveys conducted by WHO in the seventies disclosed that 80 percent of all diseases were associated with contaminated water.

It is obvious that first sentence is the topic sentence as it forms the central theme of the paragraph. All the other sentences contribute to the main theme and serve as supporting details. Thus the paragraph is a well developed unit.

Para II In order to meet the job requirements it became clear that a micro computer would be required to do this type of work. Micro computers are very compact and portable. They are easily programmed and can be used for a wide variety of data processing. These computers are normally quite easy to operate and capable of storing large amounts of data both inside and out side of the computer itself. The middle sentence – ‘Microcomputers are very compact and portable’ is the topic sentence.

Coherence is an integral part of a good paragraph. All the sentences should be connected to the topic sentence or the main idea. For example

My house is located in the heart of the Town. It is situated in a place where, in two kilometres on the left is the Railway station and a few yards walk to the right is the main Bus station. There are shops and temples close by. All my friends like my house.

The first sentence is the topic sentence and you see all the sentences are well connected to the main idea. There is unity and coherence. The concluding sentence serves as a good finish.

Coherence means the sentences should be organized in a logical manner and should follow a definite plan of development. As in the above paragraph all the details are connected to the house. All the sentences talk only about the house and not something different. Using the notes given, should be able to give headings to the paragraphs. In the first paragraph the title could be Clean Drinking Water. In the second, the title could be

Micro computers and the third ‘My house’. The title or heading should be connected to the main idea of the paragraph.

Using notes giving suitable headings and sub headings for paragraphs.

4.6.2 Note making

4.6.2.1 Assignment

Read the passage and make notes using suitable short forms. Give the notes a suitable title.

Obesity – linked “adult on set” diabetes mellitus is for the first time being reported in children and adolescents in the UK and many other countries. A landmark study of obesity and television

viewing found a clear association between the number of hours of television a child watched and the risk of that child becoming obese or overweight.

In 12 to 17 year-olds, the prevalence of obesity increased by two percent for every hour of weekly television time. A more recent study found that while eight percent of children watching one hour or less television a day were obese, 18 percent of children watching four or more hours were obese.

The more television children watch the more they eat. Television viewing prompts children to consume more food while they consume less energy, an ideal recipe for obesity.

When children dictate family food choices as is increasingly the case in the US, entire households are immersed in an infection of one-dimensional sweet taste that reinforces personal preferences. Marketing soft, sweet and salty foods is good business and children are the most vulnerable targets.

Childhood obesity rates are highest in countries where advertising on children's television programmes is least regulated – in Australia, the US and England, Sweden and Norway maintain a virtual ban on advertising to children; and have consistent low levels of childhood obesity. Ireland, Belgium, Italy and Denmark pose restrictions on children's advertising and are pressing the other states of the European Union to do the same.

The US and other countries can afford to do no less. Public nutrition campaigns should go beyond vague recommendations to exercise and eat a balanced diet; the link between inactivity, junk food consumption and obesity should be made explicit. The food industry will lobby against these efforts, of course, cleaning that they constitute "legislation of food choices."

4.6.2.2 ANSWER

Title – Obesity and T.V. Viewing.

Sub heading (I) Link between T.V. Viewing and obesity

	Age	hours	% increase in obesity
Earlier findings	12-17	1 week	2 %
Recent findings		I week or less	8 %
		4 hrs a week	18 %

II Reasons

(i) eat more

(ii) consume less energy

(iii) attracted by ads. For sweet / salty foods

III Public Nutrition Campaigns

(i) Countries ban ads. to children

Australia, US, England, Sweden, Norway – obesity less

(ii) Junk food and obesity link

4.7 Comparing and Contrasting using expressions of comparisons

Comparison means showing ‘likenesses’. Comparison is done only between two equal objects and similar characteristics. Contrast means ‘showing differences’. We generally show likenesses and differences between two persons, ideas, actions or things for the purpose of clarifying meaning for making a point. We generally use the technique of comparison and contrast in order to convince the reader of an idea. We have – that is X is better than Y – more intelligent, very gregarious, systematic etc. For several reasons the comparison contrast theme requires strong control of thesis and organization. Initially you have more basic material to work with two subject areas. Next you have to know everything about both X and Y. Finally your theme must have a point to make beyond the obvious one of simply comparing and contrasting.

Once you have a frame work of points of comparison select from your lists, the characteristics and details about the subject. List them.

There are two methods of organizing the material when you use the rhetorical strategy, comparison and contrast. The Block method, we discuss one paragraph of comparison and one on contrast giving about equal time to each. In the part to part or point by point method, one in comparison and one in contrast show similarities and difference. In choosing the pattern, choose the one which you would feel free to express and also have the audience in mind and discuss the same.

4.7.1 Example

There are very significant differences between fairy tales and dreams. In dreams, more often than not the wish fulfilment is disguised, while in fairy tales much of it is openly expressed. To considerable degree dreams are the results of inner pressures which have found no relief, of problems which beset a person to which he knows no solution and to which the dream finds none. The fairy tales does the opposite; it projects the relief for all pressures and not only offer ways to solve problems but promises that a happy solution to be found.

The above paragraph discusses similarities and differences between fairy tales and dreams. Notice how points are organized. Spot out where the topic sentence appears. Specific details are given to support the statements. Finally it is made very clear how they differ at the end. The dream does not find any solution for the problems while the fairy tale does the opposite; it

projects the relief all pressures and not only offers ways to solve the problem but promises that a happy solution will be found.

In real life also we use comparison and contrast thinking at crucial hour of decision like the elective we choose in school based on the future career, which university we should go, which car to buy, choice in marriage etc. Sometimes even in career, when we plan for a change comparison and contrast thinking is very useful.

Comparison and contrast writing increases the understanding of concept by showing similarities or differences between it and another related concept.

Some tips:

Similarity Terms

Just as

In the same way

Similarly

Also

Likewise

Contrast Terms

So In contrast

Unlike

On the other hand

However

Whereas

4.8 Discussing creative ideas

Two teachers are supposed to teach the parts of speech – basic grammar about noun, verb, adverb, adjective, preposition, conjunction etc. The first one starts explaining about what is a noun, verb and so on. The second one writes a small story on the board and makes the children read the story. Once she has arrested the interest of the audience gradually through the story she introduces the noun, verb family to the students. The second teacher is a better teacher as her approach is different and she is creative!

Creativity is not something that is confined to a gifted few. It is only in the mind. One has to set down consciously and learn to think differently, try to look for new avenues; new methods; the urge to be somebody different. When one makes a continuous effort to think differently then he becomes creative.

There are a few steps to be creative the first step is the preparation stage. If you want to create a better atmosphere in your college or workplace do not directly talk about the subject. Start discussing about certain institutions you know without disclosing the names. Talk about both the

best and the bad gradually impress upon them to come out with their own opinions how to change their place for the better.

In the incubation stage, sub-consciously your mind is always occupied with new thoughts which you want to execute or introduce in your place. One part of your mind should work upon the change which would change the company or college into an ideal place.

The next stage is brightening stage where you try to implement all the bright ideas you have read and heard from people; make sure that the wonderful idea is well connected to your message.

The final stage is verification stage where you check the validity of your ideas. You can use your novel ideas in your presentation.

Introduce your topic with a bang; make it very impressive. Use colourful and star studded audio visuals. Define your topic give a spell bound introduction generate as many solutions as possible for all the questions asked. Brainstorm ideas with your teammates listen to everybody patiently. Try to take a decision which everybody would approve of. Reading books and discussing them can help one to trigger off their imagination or creative cells. Generally meet over a cup of tea and discuss new ideas. Creativity is an integral part of everyone and it is for you to tap it and bring it out. Discussing various topics helps one to think and grow and there buds the creativity. Conscious effort to nurture it would lead to creative ideas and discussions.

4.9 Use of Modals verbs

Auxiliary verbs are divided into 2 categories

(a) Primary auxiliaries

(b) Modal auxiliaries

Primary auxiliaries are the forms of the verbs to be, to have, to do. Modal Auxiliaries are shall, should, will, would, can, could, may, might, dare, need, ought to, used to.

Modals are followed by principal/main verbs. They express the mode or manner of happening of an action or event. They are used to give an expression to ideas of ability, probability, possibility, permission, obligation, duty, threat, determination, etc.

- Modals do not change according to the number or person of the subject. The modal does not go alone. It always goes with a full verb.

Rama can run. They can run.

- Can/could, may/might, will/would, shall/should and must are followed by infinitive without 'to'.

Sita must go to hospital.

Santhosh will help you.

She should keep up her word.

He might leave India shortly.

- Ought and used are followed by the infinitive with 'to'.

You ought to keep up your promise.

He used to teach French.

- The negative is formed by putting 'not' after the auxiliary.

Students must not wear heavy Jewellery with uniform.

She couldn't walk as she fell down recently.

Can is used to express

(a) Ability – I can speak English fluently.

(b) Permission – can I smoke in the campus? You can go home now.

(c) Possibility – malaria can be dangerous.

Could is the past tense of can. It is used to express:

(a) Ability in the past – I could easily run fast those days.

(b) A polite request in the present; in the form of a question – Could I see the manager for a minute?

May is used for all persons in the present and future. It is followed by the infinitive without 'to'.

May is used to

(a) Seek or grant permission – May I go home in the afternoon?

(b) Express possibility – It may rain in the afternoon.

(c) Express a wish or prayer – May God bless you.

(d) Express a purpose – He goes to gym so that he may be trim.

Might is the past tense of May. It is used to express

(a) A doubtful possibility – He might go to a movie.

- (b) Permission in the present tense – Might I ask a doubt?
- (c) To show permission – He told me I might use his car.
- (d) Purpose – He left office early so that he might go for a function.
- (e) Suggestion – you might visit the big temple which is on your way to college.

Notice the difference between May and Might.

You may put the lights on. (Giving permission)

You might put the lights on. (Suggesting)

Might is used as the past tense of May.

My mother said, “You may go to movie at three.

My mother told me that I might go to the movie at three-o-clock.

Shall is used to express the future when the subject is I or We.

I shall be sixteen next year.

Shall is used to express:

- (a) Certainty– If you sing well, you shall be the winner.
- (b) Assurance – Take the medicine regularly and you shall be well.
- (c) Promise – If you win the match, you shall have a holiday.
- (d) Threat – If you do not pass in the exam, you shall be retained in the same class.
- (e) Command – All students shall reach the prayer hall by 4.00p.m.

When shall is used in questions, it asks the will or the desire of the person addressed.

Shall I go with you for the movie?

Shall we go to the market?

Should is the past tense of shall. Should is used to express:

- (a) Duty or moral obligation

We should take care of our parents during oldage.

- (b) Advice or instruction or opinion.

You should lock the door when you leave home.

(c) High degree probability

The team should win the trophy for all the efforts taken.

Should is used as the past tense of shall. Should have expresses a past unfulfilled duty or a sensible action which was not performed. You should have worn a grand dress for the party.

Must refers to the present or the future tense. It is used to express:

(a) Obligation or necessity – We must obey our parents.

(b) Compulsion – You must finish your assignment by tomorrow.

(c) Possibility – She should have reached home by now.

Ought is used nearly in the same sense as should. It is followed by the infinitive ‘to’. It is

(a) Used to express duty or moral binding – You ought to send money to your parents.

(b) An inference – The train ought to be arriving late, hence the platform is crowded.

(c) Possibility – He has done well in the interview. He ought to get the job.

4.9.1 Tips to understand the functioning of Modals

Modals are usually used in statements to express the following:

- Ability – can, could
- Advice – had better, ought to, should certainly or
- Intention – shall, will, would
- Necessity – must, need to
- Obligation – ought to, should
- Permission – can, may
- Possibility – could, may, might
- Willingness – shall, will, would

Modals are used in questions for various purposes, such as the following:

- To find out about a person’s ability – can/can’t/could/couldn’t (for the past)
- To get suggestions or advice – shall/should/shouldn’t/ought to/ought not to
- To find if something is the right thing to do –must/mustn’t/should/shouldn’t /ought to/ought not to
- To offer help – can/can’t/could/couldn’t/may/shall/will/won’t/would
- To get an opinion – will/would/won’t/wouldn’t

– To express uncertainty– could/might/should

May is normally used with the subjects I and we in questions. The modal shan't is not used in questions.

COMPOUND NOUNS- NEGATIVE PREFIXES

5.0 LEARNING OBJECTIVES

5.1 COMPOUND NOUNS- NEGATIVE PREFIXES

5.1.1 COMPOUND NOUNS

A noun is the part of speech which names a person, an animal, place, a thing or a quality of a thing. It can be further classified into abstract noun, collective noun, common noun, compound noun, concrete noun, countable noun, uncountable noun, gerund noun and proper noun.

Common noun – girl, boy, woman, book, town, country

Abstract noun – honesty, charity, wisdom

Collective noun – crowd, fleet, team, group

Concrete noun – iron, gold, silver

Countable noun – refers to things that can be counted; pens, chairs, people, car. They can be singular or plural.

Uncountable noun - sugar

Proper nouns - names; Sita, Rama, Madras, Delhi

Gerund nouns - nouns that are formed from a verb by adding ‘ing’ are called gerund nouns; It can follow a verb, preposition or adjective; I love singing.

A compound noun is an expression which is made up of more than one word and functions as a noun.

They are formed by nouns modified by adjectives or nouns. Most frequently they are combination of two nouns like bank-account, baby-sitter, letter-box, etc.

Black bird – adjective+noun

Under-water – preposition+noun

Hair cut – noun+verb

They can be written as one word or with hyphen in between or as two separate words.

Tin opener – just separate words

Pen-name – hyphen in between

Earring – one word

Compound nouns may be countable, uncountable or only used in singular or the plural.

Common Countable Compound Nouns:

Tea-bag, contact lens, credit card, food token, hand cuffs, windscreen

Common Uncountable Compound Nouns:

Income-tax, data-processing, family-planning, pocket money, swine-flu, fast-food

Compound nouns used only in Singular:

Generation-gap, brain drain, mother-tongue, labour force, death-penalty, blood-pressure

Compound Nouns used only in the plural:

Roadworks, traffic-lights, dancing shoes, sun-glasses, human rights

Assignment:

Choose any article in a magazine or newspaper and write down all the compound words

Or

Make a list of compound nouns you are familiar with.

5.2 PREFIXES

Prefixes are often used to give adjectives a negative meaning. The opposite of ‘similar is dissimilar. The opposite of kind is unkind. Opposite of decent is indecent.

Opposite of obedient is disobedient. Unfortunately, there is no easy way of knowing which prefix any adjective will use to form the opposite. When you learn a new adjective note down whether it has an opposite formed with a prefix and if so what it is.

Some rules to remember:

- in- becomes im- before a root beginning with ‘m’ or ‘p’, e.g., immature, impatient, improbable.
- Similarly in- becomes ir- before a word beginning with ‘r’ and il- before a word beginning with ‘l’, e.g., irreplaceable, irreversible, illegal, illegible, illiterate.

- The prefix in- does not always have a negative meaning, often it gives the idea of inside or into, e.g., impart, internal, insert, income.

Although it is mainly adjectives, that are made negative by prefixes, in- and dis- can also form the opposites of verbs too, e.g., appear – disappear. The prefix is used here to reverse the action of the verb. Here are some more examples – disagree, disapprove, disbelieve, disconnect, discredit, dislike, dismount, disqualify, unbend, undo, undress, unfold, unload, unlock, unveil, unwrap, unzip.

Many other prefixes are used in English. Here is a list of prefixes which are useful in helping you to understand unfamiliar words. Some of these words are used with a hyphen.

Prefix	Meaning	Examples
anti	against	antiwar, antisocial, antibiotic
auto	of or by oneself	auto graph, auto pilot, auto biography
bi	two, twice	Bicycle, bimonthly, biannual, bilingual.
ex	former	Ex-wife, ex-student, ex-president.
ex	out of	extract, exhale, excommunicate
micro	small	microcomputer, microwave, microscopic
mis	badly/wrongly	misunderstand, mistranslate,
mono	one, single	monotonous, monologue, monogamous
multi	many	multinational, multi-purpose, multi-racial
over	too much	overdo, overtired, oversleep, overheat
post	after	post war, post graduate, post revolutionary
pro	in favour of	pro-revolutionary, pro-Indian
pseudo	false	pseudo intellectual
re	again	re-type, replace, rewind
semi	half	semi circle, semi-finals, semi-detached
sub	under	subway, sub marine, sub-diversion
under	not enough	undercooked, under worked, under used
neo	new	Neoclassism
tri	three	tri-cycle, triangle

- ‘un’- is used before adjectives or participles, universe, unexpected, unassuming.
- ‘non’- is used before adjectives, nouns etc., non-specific, non-entity.
- ‘a’- is used before adjectives and nouns, amoral, anarchy, amorphous.

❖ Reversative Prefixes:

These prefixes have the meaning reversal of action indicated by the base. They do not have negative implication un-, de-, dis-.

e.g., undo, untie, unpack, dehydrate, decode, defrost, decentralise, disown.

❖ Perforative Prefixes:

These prefixes give the sense ill, bad, wrong, wrongly, not in the right way
mis-, mal-, pseudo.

e.g., misuse, misunderstanding, malfunction, malnutrition, pseudo intellectual.

❖ Prefixes of Degree or Size

❖ arch-, super-, out-, sur-, sub-, over-, under-, hyper-, ultra-mini-.

e.g., archbishop, supernatural, superfluous, superman, out grow, surcharge, sub standard,
sub normal, over eat, underfed, hyper activity, ultra-modern, mini-skirt.

Please note:

‘arch’-, ‘over’-, ‘under’- and ‘hyper’- may have perforative implications.

e.g., arch-enemy, over dressed, underworked, hyperactive.

❖ Prefixes of Time and Order:

fore-, pre-, post-, ex-, re-.

Examples: fore warn, pre-war, post-war, ex-president, reappear.

❖ Prefixes that change word-class:

Be-, en-, a These three convert the base into different word class.

e.g., bewitch, empower, astray

The old witch bewitched the dogs (verb from noun).

She gave them a bewitching smile (adjective).

They empowered him to do that (verb from noun).

He was led astray by bad companions (adverb from verb).

❖ Hyphenation of Prefixes:

Ordinarily prefixes are not separated by hyphens. These are a few exceptions:

- a. When last letter of the prefix is the same as the first letter of the base: co-operate, pre-election, re-enter.
- b. When the prefix 'self' - is used: self-control, self-educated.
- c. When the prefix 'pan' - is used: Pan-American, Pan-Indian.
- d. When the prefix 'ex' - is used: ex-president, ex-chairman.
- e. When confusion would otherwise result between similar words:

Re-act (to perform again)

React (to respond to a stimulus)

Re-form (to form again)- Reform (to change something for the better)

5.2.1 Negative Prefixes

A prefix is a syllable which is put at the beginning of a word to get another word. The prefix need not have any meaning in isolation. Yet they can change the meaning of the word. For example, by putting the prefix 'im' before the word 'polite', we get the word 'impolite' which is the opposite.

The following prefixes reverse or negate the meaning of the word: a, de, il-, im-,

in-, ir-, dis-, mis-, non-, un-.

a – (moral – amoral)

de – (centralize – decentralize)

dis – (respect – disrespect)

il – (logical – illogical), (legal – illegal)

im – (balance – imbalance), (mature – immature)

in – (animate – inanimate)

ir – (rational – irrational), (responsible – irresponsible)

non – (cooperation – non cooperation)

un – (tidy – untidy), (even – uneven)

5.3 Assignment

Write at least 5 examples from the above given negative prefixes.

5.4 Antonym

An antonym is the word opposite in meaning to another. The antonym of any word must be the same part of the speech as that word.

Verb – Antonym – (to hate-to love)

Adjective – Antonym – (good-bad)

Noun – Antonym – (strength-weakness)

The antonym of a word can be formed in three ways:

- 1) By adding a prefix before a word.

Responsible – irresponsible

- 2) By altering a suffix at the end of the word.

Thoughtful – thoughtless,

cheerful – cheerless

- 3) By giving a completely new word.

Proud – humble

Beautiful - ugly

5.5 List of Antonyms

Acquit – convict

Amateur- profession

Acme – nadir

Abstain – indulge

Angry – calm

Bombastic – simple

Chaste – promiscuous

Barren – fertile

create – destroy

Bold – timid

childish – adult like

Bland – spicy

diligent – lazy

Decrease – increase

extrovert – introvert

Emerge – disappear

fatal – harmless

Elastic – rigid

feeble – strong

Early – late

fantastic – ordinary

Genuine – fake

imitation – real

Hostile – friendly

lasting – ephemeral

Meek – assertive

lazy – active

Mysterious – obvious

oppressive – lenient

Reserved – gregarious

prior – later

Sensible – foolish

stupendous – ordinary

Youth – oldage

5.6 Assignment

Write two examples of each type of compounds you have learnt.

5.6.1 Noun and verb compounds

Sun + set – Sunset

Rain + fall - Rainfall

Wood + work - Woodwork

Way + Lay - Waylay

Treasure + Hunt - Treasure hunt

Hood + Wink - Hoodwink

5.6.2 Noun and Gerunds

Cock + Fighting - Cockfighting

Match + Fixing - Match fixing

Thanks + Giving - Thanks giving

Site + Seeing - Site seeing

Sooth + Saying` - Soothsaying

5.6.3 Gerund and Noun

Working + Day - Working day

Cleaning + Powder - Cleaning powder

Swimming + Suit - Swimming suit

Washing + Machine - Washing machine

Turning + Point - Turning point

Walking + Stick - Walking stick

5.6.4 Noun to noun

Class + Teacher - Class teacher

Tea + Cup - Tea cup

Wind + Mill - Wind mill

Bread + Winner - Bread winner

Letter + Box - Letter box

Voltage + Stabilizer - Voltage stabilizer

5.6.5 Noun and adjective

Jerm + Free - germ free

Home + Sick - Home sick

Blood + Red - Blood red

Sea + Blue - Sea blue

Litter + Free - Litter free

5.6.6 Prepositions and Noun

Out + Patient - Out patient

In + Door - In door

Out + Door - Out door

Over + Load - Over load

Up + Hill - Up hill

5.7 Making sentences using phrases

- Apple of one's eye

Someone who is very precious

It is surprising that even certain objects are treated as apple of one's eye.

- At Logger heads

To fight with each other over certain issue

Geetha and sita were at logger heads during the debate in the class

- At loss

Not able to manage

Asha was at loss of words when she experienced a red carpet welcome

- Apple of discord

Reason for misunderstanding

Owning the father's property turned out to be the apple of discord between the brothers.

- Bolt from the blue

An unexpected happening

The earthquake was like a bolt from the blue for the people living in heart of the city

- Be- all and end-all

Completely considering something as the best

Working in multinational company was a be-all and end-all of Ram's life

- Bounden duty

A duty that one is bound to do

It's the bounden duty of every child to take care of parents.

- break the ice

break the silence and start the conversation

in every conference the first activity is to break the ice among the participants.

- Call a spade as spade

Be honest about one's opinion; straight forward

People should have the courage to call a spade a spade

- Enter a lion's den

To be afraid to meet somebody

Entering a principal's office is like entering into a lion's den for some people.

- Fall on deaf ears

Not paying attention

Sometimes lectures in classrooms seem to be falling on deaf ears

- Feather one's nest

Trying to gain something for them

Some politicians are very keen in feathering their nest

- Feather in one's cap

Adding to one's achievement

Winning the match added a feather to the
captain's cap

- Hit and run

Happen in moment and not paid attention to

Hit and run accidents have become common in
the metro cities

- Ignorance is bliss

Not knowing anything keeps fools happy

Sometimes ignorance is bliss when we are not

aware of the bad things that are going to happen

- In a nutshell

Explaining something briefly

Sometimes teachers should be able to express certain concepts in a nutshell.

- Last ditch

Last effort

Shilpa made a last ditch to patch up the fight between her friends

- Leave no stone unturned

To try all the possibilities

The student should leave no stone unturned in his effort to be the topper

- Lion's share

Major share

Shyam was lucky in getting the lion's share from his father's property

- Midas touch

The golden touch or turning everything fruitful

Some people are fortunate to experience the Midas touch

- No love lost

Absence of true love

In today's mechanical world we find there is no love lost even among siblings

- Pay through the nose

Pay heavily

Today parents pay through their nose for their children's education

- So near yet so far

Seeming near but very far- deceptive

In today's world values seem to be near yet become so far

- Gray mood

In unhappy mood

We get into a gray mood often for no reason

- Red carpet welcome

A royal or privileged treatment

Some people are lucky to receive red carpet welcome wherever they go

- On a shoe's string

Low budget

Nick was very unhappy that his birthday was celebrated on a shoe's string budget

- Stumbling block

Hindrance

Laziness is stumbling block in one's achievements

- Take some one for a ride

Fooling somebody or deceiving somebody

My friend took me for a ride on April fool's day.

5.8 Assignment

Write atleast ten more sentences using phrases

Tips: look into reference books or surf the internet

TENSES – SIMPLE PAST AND PRESENT PERFECT

6.0 Learning Objectives

6.1 TENSES – SIMPLE PAST AND PRESENT PERFECT

6.1.1 Present Perfect Tense

The Present Perfect Tense is used to:

- 1) Express an action having taken place in the past and continuing in the present.
 - a. Preeti has studied in this school for ten years.
 - b. Kaushik has known me since last year.
 - c. I have not seen Shyam for several days. He has been busy.
- 2) To express an action which has just been completed
 - a. My mother just returned from her trip.
 - b. The insect bite has turned his hand blue.
 - c. She has completed her needle work.

We use the present perfect tense like the simple past tense, to talk about completed actions. However, unlike the simple past tense which is used with definite time phases, we do not state the exact time of action with the present perfect tense.

Simple Past Tense	Present Perfect Tense
conducted a summer workshop for school students.	My teacher has conducted a summer workshop for school students.

- 3) To express recent actions when the time is not mentioned
 - a. I have studied for the exam, but I am not confident.
 - b. He has gone for a movie. He just left a few minutes ago.
- 4) We use the Present Perfect Tense and not the simple past tense with verbs of in definite time such as already and just to show completed actions and yet to show that an action is expected to happen but has not taken place at the time of speaking.
 - a. Leading Software Company has signed an MOU with our college. (completed action)
 - b. Have you ever noticed the colorful fish in my pond? (did you notice them in the past?)
 - c. Used with lately, recently, never, ever, yet

I have been busy lately.

Have you ever seen a falling star?

No, I have never seen one.

Tense is as follows:

(active voice) : subject + helping verb (has/have) + the past participle + object

6.1.1.1 Present Perfect Tense in Affirmative sentences

With he, she, it and a singular noun, has is used.

- 1) Pranav has travelled all over Europe.
- 2) He has gone out.
- 3) Somebody has stolen my bag.
- 4) She has found a new job.
- 5) She has finished her assigned work.

With I, we, you, they and plural nouns, have is used.

- 1) I have been to England.
- 2) We have done with the new assignment.
- 3) I have never seen a movie.
- 4) You have done a great job.
- 5) They have had enough problems.

6.1.1.2 Present Perfect Tense in Interrogative sentences

The helping verb is placed before the subject and the principal verb after the subject.

- 1) Have you ever been to the USA?
- 2) Has he returned home?

6.2 Negative Sentences

Not

- 1) She says that she hasn't had any work to do since the morning. is placed between the helping verb and the principal verb
- 2) Haven't you heard the sensational news?

The passive voice structure is:

Subject + helping verb (has/have been) + third form of the verb + by + object

- 1) Sita has helped me (Active)
- 2) I have been helped by Sita (Passive)
- 3) You have written it (Active)

- 4) It has been written by you (Passive)

6.3 SIMPLE PAST TENSE

- 1) We use simple past tense for an action or an event that occurred in the past and is finished at the time of speaking. To indicate the past we use adverbs or phrases of time such as the following: at one time, many years ago, in 2011, last month, later, once.
 - a. I met my aunt yesterday.
 - b. India won freedom in 1947.
 - c. Valmiki wrote the Ramayana.
 - d. Yamini left for New York yesterday.
- 2) We use simple past tense to express a habit or custom in the past.
 - a. Everyday he read the bible.
 - b. They never drank whiskey.
 - c. The old man went for walking regularly.
 - d. She went to the church every Sunday during her school days.
- 3) Sometimes this tense is used without an adverb of time. In such cases, the time may be either implied or indicated by the context.
 - a. I read the 'Bhagavadh Gita' during holidays.
 - b. India defeated Australia in the world cup cricket.
 - c. I finished my work.
- 4) We use used to + base form of the verb to refer to an action or an event which took place regularly in the past but which does not happen anymore.
 - a. We used to play cards every Sunday while we were in college.
 - b. I was a good dancer when I was in school.

6.4 The Narrative Past

Annual day was celebrated at school yesterday. The XI students performed a western dance beautifully. XII students enacted a scene from Othello. A magic show was conducted. The magician showed many tricks. He placed a cap on the table, covered it with a cloth and waved a stick/magic wand over it. When he took off the cloth, the cap changed into a rabbit.

Note that in the case of Present Simple Tense, adverbs of frequency like always, usually, regularly, are associated with the simple past when it expresses a habitual or repeated action.

The underlined words are in past tense. The tense is used to narrate past actions or events which form a sequence. This is narrative past.

6.5 Reported Speech

There are two ways of reporting what a person has said:

We may reproduce the actual words of the speaker.

1. Ravi said, "I am fed up with my job".

The speech has been introduced by a reporting word said. This is called direct speech.

When we convey fully the sense but not the actual words of the speaker.

2. Ravi said that he was fed up with his job.

Note that the language is altered slightly but the meaning is conveyed fully.

The conjunction 'that' has been placed between the introductory (reporting) verb and the reported statement. The inverted commas (" ") have been removed or omitted. There is no comma after the introductory verb said. This is indirect speech.

Points to be considered while changing a speech from direct to indirect speech:

You should consider:

- a) The kind of each sentence in the speech whether it is declarative (i.e. a statement), imperative, interrogative or exclamatory.
- b) The tense of the verbs.
- c) The person of pronouns
- d) The demonstrative adjectives and adverbs showing nearness in time or place.
(Example: this, here)
- e) The tense of the introductory verb. Indirect speech is however usually introduced by a verb in the past tense.

Reporting verb in the present tense:

Rule: if the reporting verb is in present tense, there will not be any change in the tense of the verb in the indirect form of narration.

1. Statement:

Students say, "we are going for an excursion tomorrow"

Students say that they were going for an excursion the next day.

2. Questions:

The master says, "where is the map?"

The master asks where the map is.

3. Imperatives:

He says to Rajiv, “do it”.

He orders Rajiv to do it.

He says to Ram, “do not swim in the sea”.

He advises ram not to swim in the sea.

4. A wish or exclamation:

He says, “Ah! I am extremely lucky”

He exclaims that he is lucky.

My grandmother says, “Ah! My grandson is so cute!”.

My grandmother exclaims that her grandson is so cute.

6.5.1 Reporting verb in the past tense:

When you report a declarative sentence, a question, a wish or an explanation in the indirect way, you may have to change the tense of the verbs in the reported speech.

- I. In the indirect reported speech usually becomes a subordinate clause. Hence the rules of the sequence of tenses govern the verbs in it. Thus verbs in the direct speech have to be changed into a corresponding indirect speech. So its tense is not changed.

She said, “I never tell a lie” – direct simple present

She said, that she never told a lie

Sita said, “I love chocolates”

Sita said that she loved chocolates.

Ram said, “I have won a price”

Ram said that he had won a price.

- II. The past indefinite changes into a past perfect and a past continuous into past perfect continuous.

My brother said, “we moved to Delhi two years ago”

My brother told that they moved to Delhi two years ago

My servant said to me, “I was waiting for you”.

My servant told me that she had been waiting for me.

- III. The past perfect and the past perfect continuous tenses remain unchanged in the indirect narration.

Shilpa said, “ I had seen the principal an hour before the function”.

Shilpa said that she had seen the principal an hour before the function

Mohan said, “I had been reading a book all through the night”

Mohan said that he had been reading a book all through the night.

- IV. In the future tense, shall changes to should and will into would. However the more common practice is to change both shall and will into would.

Jothi said, “I shall dance well”

Jothi said that she would dance well

My boss said, “I will be arriving this evening”

My boss said that he would be arriving that evening

6.5.2 Change of pronouns and possessive adjectives

The first person in the reported speech changes according to the subject of the reporting verb.

The second person changes according to the subject of the reporting verb. The third person does not change in the indirect speech.

Change of pronouns:

I	You, he, she, it
We	You, they
You (singular)	I, he, she, it
You (plural)	We, they
Me	Me, you
Us	Them
My	Your, his, her
Our	Your, their

6.5.3 Adverbs and adverbial phrases of time

Words denoting nearness in time and place are changed into words denoting distance.

<i>Direct speech</i>	<i>Indirect speech</i>
Today	That day
Tonight	That night
Last night	Previous night
Tomorrow	The next day
The day after tomorrow	In two days time
Yesterday	The day before
The day before yesterday	Two days before
Thus	In that way
Ago	Before, earlier
Last week	Previous week
Next week	The following week
A year ago	The previous year

6.5.4 Interrogative sentences

In order to change the interrogative sentences into indirect form of narration, the following changes take place

- The verb said is changed into asked, enquired, queried, questioned, demanded, etc.
- The connective if is used in the negative sentences and whether is used in all kinds of interrogative sentences
- If an interrogative sentence begins with a preposition, the latter will still retain its position in the indirect form
- The helping verb shifts its position from before the subject to after the subject

Examples:

The master said to his servant, “have you cleaned the house?”

The master asked the servant whether he had cleaned the house

I asked the guard, “when shall we reach Mumbai?”

I asked the guard when we would reach Mumbai

The police asked a man, “what have you got in your bag?”

The police asked a man what he had got in his bag.

“shall I ever see him again?”, he wondered.

He wondered if he would see him again.

6.5.5 Exclamatory sentences

- The reporting verb say is changed into exclaim cry out, regret, admit, confess, etc.
- The sentence becomes an assertive one and the sign of exclamation is replaced by a full stop.
- In most cases the conjunction that is used after the reporting verb

They said “hurrah we have won the match”

They exclaimed that they won the match.

The king said, “alas! I have lost all my children”

The king exclaimed with sorrow that he had lost all his children.

6.5.6 Imperative sentences

In order to change the imperative sentences into indirect speech the imperative mood has to be changed to infinitive mood. In addition the word said is replaced by advise, command, request, plead, admonish, warn, suggest, forgive, threaten, forbid, solicit, propose, exhort, prompt, persuade, instruct, dictate and so on.

Examples:

- i. He said to his peon, “shut the door”

He ordered his peon to shut the door

- ii. The teacher, “obey your parents”

The teacher advised the students to obey their parents

- iii. My friend said to me, “keep trying you will win”

My friend encouraged me to keep trying so that I would win

- iv. Dilip said to me, “let us go for shopping”

Dilip proposed to me that we should go for shopping

6.5.7 Assignment

Rewrite the following sentences in the indirect speech using the following reporting verbs appropriately.

Request / deny / admit / complain / refuse

1) The convict said to the Inspector, “please allow me to see my sick father.”

2) The girl said, “I have not taken your golden necklace.”

3) The father said, “I am responsible for the child’s bad behaviour.”

4) The tourist said to the hotel manager, “there is too much noise in the neighbourhood at night.”

5) The minister said, “I will not apologise to anyone for this.”

6.5.8 Answers

1) The convict requested the Inspector to allow him to go and see his sick father.

2) The girl denied that she had taken the golden necklace

3) The father admitted that he was responsible for the child’s bad behaviour

4) The tourist complained to the hotel manager, that there was too much noise in the neighbourhood at night.

5) The minister refused apologise to anyone for that.

6.6 Reading and guessing meanings in context

Gray (Gray Williams S. “The major aspects of Reading” in Helen Robinson (ed);), ‘Sequential Development of Reading Abilities’ (Supplementary Educational Monographs, No 90, University of Chicago Press, Chicago 1960, pp 13-19) suggested that different levels of meaning could be obtained from the same material. He identified a literal level which relates the material to its context, a significance level which involves implications and an evaluative level which requires the reader to react to the material in his own terms. Recently a prominent linguist wrote, “Anyone who has learnt to read can read many sentences whose meanings are completely unknown to him”.

While we read certain texts, we are unable to get the meaning. We try to infer from the facts which are not stated explicitly. We read again and try to guess the meaning with the help of the context. To avoid this and improve our reading skill we should know the morphology and the rules of word formation. Enhancing your vocabulary will certainly help you to increase the speed of your reading. Every time you infer, the meaning may not be correct. To know the exact meaning you will have to refer the dictionary. Such a practice would decrease your reading speed. Sometimes a word would have a meaning when used in isolation and a different meaning when used in a group of words.

Reading requires you to make inferences that depend on your previous knowledge. Guessing the lexical and contextual meanings is the first step in understanding a written message. Below given are some suggestions which would help you to recognise the meanings of words in context in which they appear.

- Unless you are familiar with the subject you will not be able to comprehend the meaning. So try to understand the technicalities. Only a fair knowledge of the subject will enable you to infer the meaning.
- Do not stop reading if you are not able to get the meaning of a certain word. Continue reading and gradually you will learn.
- Try to understand the syntax-the sentence structure and guess the meaning of the words with the help of context clues, signal words and derive at the meaning of the unknown words. Prefixes and suffixes and root words can help you.
- You can also get the clue to the meaning of the word from the context. For example, Her prolonged illness has made her very weak and she is not able to walk long distances. From the above sentence you get the meaning of the word prolonged by understanding the conditions mentioned as an effect of illness.
- You may infer the meaning of an unknown word through its extended definition or qualities mentioned. Example:
In order to be forgiven for her carelessness Shilpa rendered profound apology to her teacher.
You may guess the meaning of profound (as heartfelt, sincere) from the reason stated

- If you come across an antonym of the unknown word you may be able to guess the meaning. Example:
Few years ago, real estate was a dull business. While today, it is a very lucrative one.

The meaning of lucrative (making large profit) is derived from the word dull.

Read the following passage and answer the questions that follow:

Monsoons have arrived and so have the mosquitoes. As drains get water logged and stagnant pools form in the by-lanes, mosquitoes seem to breed in millions. Incidence of malaria increases manifold and no part of the city remains devoid of the problem.

People use various means to protect themselves from these little biting, blood sucking vampires. Whatever the season, some like to sleep under the mosquito net. There are others who feel safe after switching on mosquito repelling machines or applying mosquito repellent creams. Some go mad trying the various new contraptions introduced in the market every year. The grumbling sorts spend their nights clapping and trapping, hitting sundry objects and pillows. But the mosquitoes are the ones to have the last laugh.

Blessed are those to whom any number of mosquitoes playing orchestra near their ears makes no difference. However, we are as much to be blamed for the problem as is the weather. Coolers are no longer used but the water is never changed or coolers emptied making them a breeding place. Municipal staff claims that delisting and cleaning out drains is done regularly. But the choked sewers and drains overflowing with polythene bags tell another tale. People do not understand

Mosquitoes do not demarcate between colonies. Diseases do not choose people. When they strike, they strike everywhere equally. When we act, we don't reach at the root of the problem. We only look for cures but it is already too late for prevention.

6.6.1 Assignment

I. Match the table of the words with their meaning given:

- a) Delisting – Helps to drive away the mosquitoes.
- b) Stagnant – Removing mud and sand.
- c) Repellent – Strange looking devices.
- d) Contraptions – Still water

II. Find the opposites of the following words from the passage.

- a) Decrease
- b) Cursed
- c) Few
- d) Filled

6.6.2 Answer

I. Match the table of the words with their meaning given:

- a) Removing mud and sand
- b) Still water
- c) Helps to drive away the mosquitoes
- d) Strange looking devices.

II. Find the opposites of the following words from the passage.

- a) Increase
- b) Blessed
- c) Manifold
- d) Empty

6.7 LISTENING AND NOTE TAKING

Listening is very important and essential skill that all students must develop. It has been established through research findings that lack of effective listening tends to impede one's career advancement in varied forms. Tom Peters, an acclaimed management guru, avers that listening is a potential skill incorporating both management and leadership qualities. Complete comprehension of any oral message / speech / lecture is more challenging than reading. While reading, if you happen to miss a few lines, you can reread and understand the link. But when you are listening to an important lecture or in a meeting, you cannot always ask the speaker to repeat, especially while you are in edge of a big gathering or in closed chambers meeting with the head of your company.

Here comes the art of developing effective listening and the habit of note taking. You cannot remember everything you have been listening. So while listening, if you take notes, it can be used productively on a later date.

The process of listening comprises of four stages:

Perception	Interpretation	Evaluation	Action
The listener observes and focuses on the message sensing.	The listener decodes/interprets the message.	The listener judges the contents of the message.	The listener responds to it.
	Decoding	Valuation	Response

Listening is a complex process which involves perceiving and interpreting the sound correctly as well as understanding the implied or explicit meaning of the message. It includes skills like scanning, prediction, speech decoding, comprehending and oral discourse analysis. Scanning is the ability to locate specific information in a conversation, in a speech/presentation or argument whereas prediction is guessing information.

Effective listening strategies:

Most students, who do not have systematic approach to listening, face difficulties in understanding a lecture, a seminar or a discussion. They suffer from lack of concentration, boredom and poor comprehension.

Ten rules for good listening:

1. Stop talking: Do not talk while listening. One cannot be a speaker and a listener at the same time.
2. Stop thinking: It is not enough if you can stop talking; you cannot listen effectively when you are involved in thinking.
3. Remove distractions: Should avoid all distractions; concentrate on listening.
4. Do not let your mind wander.
5. Put your speaker at ease.
6. Do not prejudge, give the speaker a chance to complete.
7. Do not be angry; control your anger if you are irritated with speaker's ideas.
8. Empathize with the speaker.
9. Be patient.
10. Take notes.

6.7.1 Techniques of note taking while listening

Taking notes while listening to lectures and talks is an academic activity. There

are four steps:

- Listening
- Filtering
- Paraphrasing
- Noting

6.7.1.1 Listening

1. Follow the rules for good listening and apply active listening techniques for better comprehension.
2. Carefully listen to the verbal message in order to identify its purpose and scope.

3. Identify different modes of styles for example – reading style, conversational style, informal, rhetorical, so on.
4. Deduce meanings of words and phrases from their context and infer relationships.
5. Recognize key terms related to the subject.
6. Recognize function of stress and intonation.
7. Recognize function of nonverbal cues as markers of emphasis and attitude.

6.7.1.2 Filtering

1. Do not try to write everything.
2. Filter the information received.
3. Concentrate on the verbal signposts to recognize the organization and main points of the speech.
4. Identify the relationships among units within the speech (that is main points, supporting points, minor points, and hypothesis illustrations and so on).
5. Look out for key words and phrases.
6. Identify the role of discourse markers.
7. Identify the salient points.

6.7.1.3 Paraphrasing

1. After identifying the core information, rephrase suitably.
2. Use appropriate words and phrases to express the central idea, main points and supporting details.
3. Do not use complete sentences anywhere; use words, phrases, and clauses.

I. Note:

1. After restructuring and rephrasing the core information, jot them down.
2. Use appropriate reduction techniques such as abbreviations and symbols to save time.
3. Use numerals, numbers, and decimalization and so on.
4. Use note cards and notebooks.

6.7.1.4 Note taking

- ❖ Jot down points
- ❖ Use abbreviations and symbols
- ❖ Use subordinating techniques and a suitable method of sequencing; numerals, numbers, decimalization etc

Use note cards and note books to jot down points

6.8 Channel Conversation from text to chart

It is very important to comprehend the textual information of the technical messages that you read. Similarly it is equally important to understand and interpret the technical messages presented in visuals such as tables, graphs, charts and diagrams.

Visual aids add flavour to technical writing. Always visuals make a better impact rather than just the text. It saves time and effort in explaining and interpreting complex ideas. It simplifies numerical data, makes your descriptions eye – catching. It gives the professional touch.

When you create charts and diagrams, remember to keep in mind certain aspects. In graphs and charts do not forget to mention the items on x axis and y axis. In the graphs and pie charts give different colours and shading to all the items and name them correctly. Also give a key box in some corner of the chart indicating all the items. Line graphs and bar graphs and pie charts most effectively present channel conversation from text to chart. Line graphs are used to depict trends over a period. The constant is normally plotted on the x axis or the horizontal axis and the variable on the y axis. Both the scales begin at zero and proceed in equal increments. Avoid plotting too many variables.

Bar graphs are effective in emphasizing the comparison of various items in your data. If the graphs depict more than one variable, two colours or two designs are used as to highlight the difference between two variables. The bar graphs can also be used with three dimensional effects.

The data that involve division or classification are shown through a pie chart. Great skill is required to convert the text into visual form. The following steps can be used.

1. Draw a table, pie chart, or bar graph as the case may be with a number of divisions and sub divisions required.
2. Read the given information one by one and enter in the diagram carefully.
3. Check for accuracy and details

In case of a pie chart you can convert the data into percentage.

Read the following text and render them into suitable visuals.

1. There are as many as five different modes of transport used by college going students in a locality. Bus is the most preferred mode of transport for as many as hundred and twenty students. This is followed by bicycle with the hundred students opting for it. The moped comes next with the usage of sixty students. As many as forty students commute by train to the college. Only a meagre twenty students use cars as mode of transport to college.

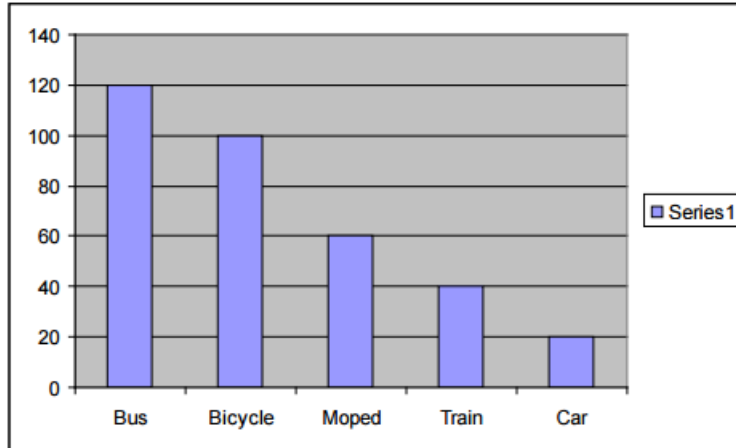


Fig 1

2. Draw a diagram to indicate the people's preference for different jobs. In a survey made among hundred educated employed people, the following facts came to light. Teaching is preferred by 30% of the people, medicine by 20%, engineering by 40% and banking by the remaining 10%.

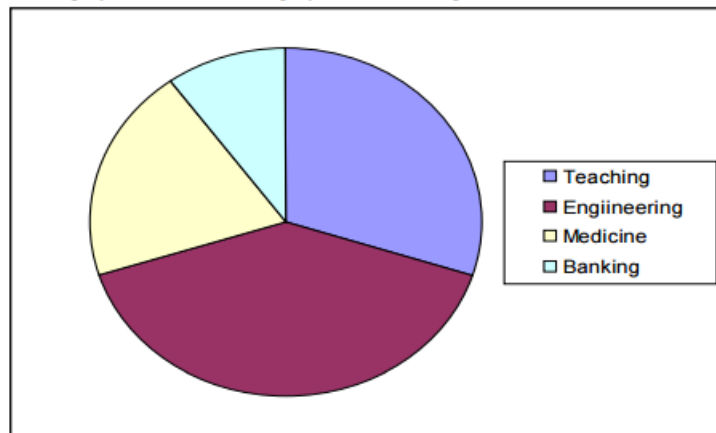


Fig 2

6.9 Making Recommendations

Making recommendations forms fundamental part of any technical writing; taking sufficient time in drafting them is essential. Without recommendation a report has reduced chances of achieving change. Recommendation writing requires specific skills.

Practical guidance is useful. Discuss and prioritize issues – formulate problem statement; generate and describe alternative solutions to problems along with implications for the various alternatives.

6.9.1 Process for making recommendation

Focus each recommendation around one particular problem or issue. Give a concise background of the issue; provide a rationale. Why is this change important?

What will be the impact if the recommendation is put in place or not put in place.

Include information about the various solutions the committee discussed including implications and pros & cons. Identify involve and consult appropriate members and strive to achieve group consensus. Propose a recommendation which includes the plan, the time frame, responsible members etc.

How do you make recommendation for positive changes?

Show understanding – Make positive and negative comments.

Use expressions like

You could

You might

You need to

If I were you, I would

What I would do is

What you want is

Think about changing the lay out

Use words like

Perhaps, may be, might

You could perhaps think about changing the format

It is just that I think it needs a stronger image...

Each recommendation should address one specific issue only – specific actions should be clearly defined. You should check whether the recommendation addresses

- a) only one specific problem
- b) Are individual action points clearly differentiated within the recommendations. Are the proposed actions directly related to the recommendations.
- c) Does the recommendation identify the desired state of affairs for the future actions to that end rather than merely describing the problem and calling for change.

While making recommendations, the type of audience for whom you are writing recommendations must be taken into consideration.

In certain cases you provide temporary solutions, which may have to be considered in the future.

Examples of sets of recommendations.

Sample 1

Task: Write a set of recommendation to do things in time and not to procrastinate.

- 1) Modern life is full of competition. To win in the rat race one should not lag behind – must work towards progress.
- 2) Progress is made only by hard working people.
- 3) Fortune favours the brave who gets into action at the right time.
- 4) Seize the opportunity and make the most
- 5) If you miss the opportunity or put it off you are sure to stagnate.
- 6) It is not the stars that make your destiny; you make it yourself
- 7) Time and Tide waits for no man; so hurry; do not miss the bus; get in.

Sample 2

Task: Write a set of recommendations that will keep your city green and clean.

- 1) Take steps to save all the trees on the road side
- 2) Request all vehicle owners to do periodic emission check for their vehicles.
- 3) Promote car pool system, so that number of cars plying on the road will decrease
- 4) Control noise pollution by requesting all the religions not to play their hymns with loud speakers.
- 5) Prohibit crackers during festivals
- 6) Donate saplings whenever possible and encourage homes and institutions to grow trees and stop cutting trees to give way to buildings
- 7) Try to get sponsors to maintain gardens in the city and the roadside trees
- 8) Create awareness all over the city to have plants / gardens in their homes and also in offices to go green

Sample 3

Write an article to your college magazine regarding the growing threat to your health, caused by the misuse of chemicals and the over use of pesticides and chemical manures. Give suitable recommendations to solve the problem.

Chemicals and pesticides – Grave Threat to Health

We first cannot imagine to what extent is our food contaminated. Gone are the days when we ate fresh grains and cereals or vegetables. Today farmers do not use natural manure anymore in the fields. Due to the growing population, the pressure on the land is increasing. To increase the produce, farmers use chemical fertilizers. In order to take home maximum benefit all kinds of chemical fertilizers are used. Adding to it pesticides are sprayed in the fields and vegetable gardens.

The most dangerous thing that affects our health is the use of toxic colours in sweets is the ice creams. They have disastrous effects on health. Reports have confirmed increase in cancer deaths due to pesticides in food.

The Ministry of Health and Social Welfare must take immediate steps to put an end to these harmful practices. Use of chemicals and fertilizers should be regulated.

Organic produce should be encouraged and awarded. There should be a blanket ban on use of toxic colours in sweets and ice creams. People should buy only from shops which advertise organic produce. A conscious effort from the government and people can stop this danger.

6.10 Discussion – Role play explaining and convincing

Role playing is an enlightening and interesting way to help people see a problem from another person's perspective. It serves as a bridge between people, so that they can understand the feelings and emotions on the other side since statements made while playing a character are not binding on any participant, role playing facilitates involvement of the participants without any bondage.

How to handle the role play situation?

One of the best ways of learning how to handle a situation is to practice with a friend the two of you pretend to be interesting in the troublesome situation you try out different approaches and reach a solution. Your partner shows you several ways the person might react to your statements. The two of them discuss problems; in the process offer suggestions words and encouragements which ultimately leads to art of explaining and convincing.

The situation is two brothers are discussing an issue. The elder one Madhav has completed his Engineering and works for an MNC drawing an handsome salary at the age of 22. His younger brother Keshav is not convinced what course he should choose after his XII std. Finally Madhav explains and convinces his brother about the merits of becoming an engineer.

Madhav: Hi Keshav how was the day? had a nice time with your friends.

Keshav: Yes, of course, some of them are planning to join engineering, some planning to do medicine but I feel I should take up pure sciences. Yet I'm not sure.

Madhav: Come on Keshav, seeing my success, I was sure you would want to take up engineering.

Keshav: Oh no, I do not want to be like you. You have done Electronics and now working for a software firm. Money is not everything.

Madhav: I am in a software company but are you aware that I am working on an Electronics project? I am very much using the knowledge I have acquired from my Electronics degree; people are not aware of the different kinds of projects we do in the multinational companies.

Keshav: Hmm... I still feel you must be working in a Core company. As you do not have the patience to wait, you take the placement offer which comes to you first.

Madhav: Keshav, you may be partially correct, yet you forget one valid point. Our dad has lost his job due to the company running on a loss; our sister is to be married soon. Do you agree my salary is very useful to the family at present and would be a great support in the future? Similarly if you become an engineer in four years time after joining one of the premier institutions, you will also be placed in an A class company and the family would be so happy and prosperous. So what do you say now?

Keshav: God, though it was a lengthy speech, it has certainly convinced me, that I must become an engineer. I shall start working towards that ... from this moment my dear brother! Thanks!

6.11 Expanding Nominal Compounds – Words with multiple meanings

Nominal compound is a grammatical structure in which nouns are linked together to indicate a new concept. Adjectives are used to describe the characteristics of nouns for example

Long table

Broken table

Noun in noun compounds can also serve this function though they usually describe categories rather than characteristics.

Example – metal table

Picnic table – card table

Noun compounds consisting of two nouns occur in many everyday activities.

Example – Dinner plate, tooth brush, book shelf, hair – clip, rain coat etc. In American English nominal compounds are not hyphenated.

The difficulty of understanding noun compounds can be alleviated in most cases by teaching the parallels between the categories of English Definitions and the categories of nominal compounds.

Drinking water

Washing machine

Maintenance crew

Cat food

Oil pump

Dog house

Glass door

Food bowl

Newspaper

Bullet hole

The first member of the nominal compound can be either be a common noun or proper noun We can define a nominal compound as a string of two or more nouns having the same distribution as noun - Student invention, Repair man, Cooling device – head noun is interpreted as subject. The action nominal is interpreted as denoting a permanent role or function of the reversed meaning and eventually acceptability are affected.

The analysis of Nominal Compounds represents an important and largely unsolved problem from a theoretical point of view. In Some Linguists perspective, Nominal compounds have turned out to be an important stumbling block for systems that attempt to deal with real life text especially in technical domains.

6.12 Error Correction

English being a foreign language the non native speakers, tend to translate from their mother tongue or regional language due to which errors occur. Only practice helps one to develop correct usage.

6.12.1 Common Pronoun errors

1. × She took me

√ She took shilpa and me for a ride

2. × He was driven crazy by him
√ He was driven crazy by nagging his nagging
3. × Hari and me
√ Hari and I drove to Salem drove to Salem
4. × Just between you and I, the food was terrible
√ Just between you and me, the food was terrible
5. × Anyone who wants to join should see their
√ Anyone who wants to join should see counselor his or her counsellor
6. × The people which
√ The people you befriend will not forget you whom you befriend will not forget you

6.12.2 Adverbial expressions

7. × I am very much excited after my results
√ I am very excited after my result
8. × I am very much happy as you have come home.
√ I am very happy as you have come home.

But the following sentences are correct.

He is very much afraid he will miss the opportunity.

We were much surprised at her behaviour.

I am very much relieved to hear that dad is getting back to normal after the severe attack

6.12.3 Confusion with prepositions & infinitives

9. x He went for the garden to pluck flowers
√ He went to the garden to pluck flowers
10. x My brother works in Delhi
√ My brother works at Delhi.

She studies at Pilani in Rajasthan (at with small places and in with cities)

11. x The father divided the property among his two children.
√ The father divided the property between his two children.
(More than two among is used)
Female indicates sex
Should not be used to refer to a girl or women
12. x That female is a snob
√ That lady / girl is a snob
13. x I hope you are keeping good health
√ I hope you are enjoying good health
Leave should not be used in the sense of holidays.
14. x Where are you planning to go in the leave?
Where are you planning to go during the holidays?
Use of the expression family members
15. x Please convey my regards to your family members.
√ Please convey my regards to the members of your family.
16. x Google are going to take over the world
√ Google is going to take over the world.
17. x I am not speaking to nobody in the class (using double negative)
√ I am not speaking to anybody in the class
18. x It was the most funniest comedy I saw (using double superlative)
√ It was the funniest comedy I saw

All right – these words should always be written as two separate words and not as alright.

Rather and Very should not be used together

x He is rather very foolish

√ He is rather foolish and not as you think

The use the same for an pronoun it, them, they is incorrect.

x When you have altered the shirt, return the same

√ When you have altered the shirt return it

x I kindly request you to grant leave

√ I request you to kindly grant leave

List of commonly confused words

Words	Meanings
There – their	Place – possession
Fair – fare	Complexion – bus fare
Affect – effect	Cause a change – bring about
Biannual – biennial	Twice a year – once in two years
Deprecate – Depreciate	Disapprove of – Lower in value
Ingenious - Ingenuous	Well thought off – Innocent / honest
Imply – Infer	Suggest strongly – Deduce
Loose - lose	Not fastened –lose something
Perquisite - prerequisite	Special right – needed in advance
Prescribe – proscribe	Recommend with authority / Prescription – Forbid or condemn
Refute – Repudiate	Prove a statement to be wrong – Refuse to accept / reject
Tortuous – Torturous	Twisting / devious – tormenting / causing torture

6.13 Assignment

Write 10 pairs of confused words you know.

6.14 Answer

Adapt – adopt

accept – except

Assent – accent

Adverse – averse

Beside – besides

Censure – censor

Climactic – climatic

Deduce – deduct

Illusion – allusion

6.15 Compound Adjectives

A compound adjective is an adjective which is made up of two parts and usually written with hyphen. Eg. Well – dressed, never – ending, etc. Its meaning is usually clear from the word it combines. The second part of the compound adjective is frequently a present or past participle. A large number of compound adjectives describe personal appearance. Eg. Curly – haired, thin – lipped, sun – tanned, blue – eyed, long –legged, etc.

Another set of compound adjectives describes a person’s character. Eg. Absent - minded, Easy - going, good - tempered, warm – hearted, quick – witted, etc. The next one is where the second part is a preposition.

Eg. An all - out strike

A burnt - out car

A broken – down bus

A built – up area

A well – off gentleman

A drive – in - theatre

Some more compound Adjectives

Record – breaking, bullet – proof, long – distance, fool – proof, drip – dry, so – called, part – time, world – famous, time – consuming, long – standing, interest – free, etc.

You can vary the compound adjectives listed by changing one part of the adjective. Eg.

Curly – haired can be changed as red – haired, straight – haired, etc.

6.16 Assignment

Answer the questions by using a compound adjectives which is opposite in meaning to the adjective in question. Note that the answer may or may not have the same element as in the adjective in the question.

1. Isn't she rather short – sighted

2. Is your brother well behaved

3. Are your shoes high – heeled

Fill each of the blanks to form a new adjective

1. _____ eyed

2. _____ made

3. _____ proof

4. _____ necked

5. _____ headed

6. _____ hearted

6.17 Answers

1. Long - sighted

2. Badly - behaved

3. Flat - heeled

4. Blue – eyed

5. self – made

6. fool – proof

7. Long – necked

8. Strong – headed

9. warm – hearted

SIMPLE PAST AND PRESENT PERFECT TENSE

7.0 Learning Objectives

7.1 SIMPLE PAST AND PRESENT PERFECT TENSE

You are familiar with the simple past tense and present perfect. Now read the answers and try to guess what the questions may have been.

7.1.1 Answer

- (a) I have driven my brother's car.
- (b) I have spoken to a film star.
- (c) No I haven't seen it. (movie)
- (d) Yes he has.

7.1.2 Questions

- (a) Have you ever driven a car?
- (b) Who have you spoken to?
- (c) Have you seen the movie?
- (d) Has he met you?

I. Read the questions and answer.

- (a) Has your mother returned from the U.S.?
- (b) Have you met my sister, Nirmala?
- (c) Has your friend returned your book?
- (d) Which is the best temple you have visited in Tamilnadu?

7.1.2.1 Answers

- (a) Yes. She has.
- (b) No. I haven't.
- (c) No. He hasn't.
- (d) Big temple at Tanjore is the best temple I have visited in Tamilnadu.

Simple past tense is used to report what has happened.

Describe what happened in class yesterday.

We reached college at 8.30 a.m. The bell rang at 8.35 a.m. We entered class at 8.40 a.m. The teacher was in the class. He asked us to stay outside. Suddenly, Vishnu fainted in the corridor. The HOD was on his rounds. He enquired what happened to Vishnu.

We rushed him to the hospital. He was attended by the doctor. He regained consciousness when he was given some milk to drink. He had not had his breakfast and that created all the problem.

7.3 Assignment

Write a paragraph about the most unforgettable incident in your school.(refer notes for help)

7.4 Reading – Prediction of content

Reading is generally defined as a process that helps us to

- a) decode, decipher and identify the words in print
- b) articulate, speak and pronounce the words in print
- c) understand, interpret and sense the meaning of words or text in print

The first one consumes time if done alone. With the guidance of teacher the concept becomes clear.

The second one pertains to reading aloud with the guidance of the teacher. For beginners loud reading helps them to discover how writing is associated with the spoken words. Yet reading aloud is a complex activity because our attention is divided between reading and speaking. Also it slows down the reading speed and often impedes understanding.

The third one is what contributes silent reading or reading for comprehension. It is an activity that we normally do while reading newspapers, books, posters, road signs, etc. moreover silent reading is faster than loud reading as the reader concentrates on the written matter.

A lot of written material can be understood even without understanding the meaning of the individual words and sentences. Many unknown words can be comprehended by placing them in the overall context of the sentence. We normally, guess, predict and anticipate many things about the content, ideas of the text, as we read the text.

Thus predicting the content of a given reading passage helps you to speed up the process of comprehension. In order to guess and predict the meaning you should develop rapid reading skill, your knowledge about the subject, topic sentences in every paragraph, headings, sub-

headings, charts, diagrams, graphs and cohesive markers like pronouns, repetitions, transitions and synonyms would enable you in the process of prediction.

Predicting the content of any given Passage enables you to comprehend quickly. When you are able to guess or predict the meaning even before completing the reading of the Passage, you understand the Passage completely. In order to predict, you should develop the skill of rapid reading because any good reader is able to think ahead, hypothesize and predict.

While reading you may find certain hints that would help you to predict the content. If the subject is a known one, you would easily spot the topic sentence in every paragraph, the headings, subheadings, the diagrams, illustration and the cohesive markers like pronouns, repetitions and transitions which would help you in the process of prediction.

Now quickly run through the below given passage and answer the questions given below.

The film industry is facing the challenge of the television screen, which, because of its ready availability and nearness to entertainment seekers is becoming very popular, particularly in the west where television programmes are as indispensable to people as newspaper material. Sustained entertainment for multitudes lasting two or three hours is possible only in big cinema halls. Scenic beauty, background effects and colour techniques, which have made the products of cinema industry so attractive and delightful may not be reproduced by television programme organisers and therefore the important invention in the field of wireless communication, in spite of having become a big rival of the cinema may not succeed in replacing it.

The motion picture has also stepped into the international sphere as an agent of goodwill and co-operation among nations. As cultural agents movies can cement ties of love and brotherhood among nations and teach them to confer on each other the benefits of all the rich and glorious achievements of the present enlightened age. Film festivals which many European and Asian countries have been organising from time to time have also proved to be of immense value in reducing social barriers, colour prejudices and other causes of friction between nations.

In the spheres of human conduct and behaviour, movies are an inexhaustible source of inventiveness. All our new fashions in respect of the clothes we wear, the cut of our hair, the shape of our footwear, interior decoration of our rooms and even our manners and habits at social gatherings owe their origin to cinema industry. In the screen world nothing ever grows dull and stale; even the most ordinary things look with exquisite charm. The science of makeup is mainly responsible for the glamour. Tailors, photographers, barbers, shoe makers, manufacturers of articles, of cosmetics and traders of thousand other varieties of luxury goods look to this industry for guidance and inspiration for they enrich their professional knowledge which helps them to meet their customer's demands.

1. The main idea expressed in the first paragraph is

- a) Television is a major rival of the cinema.
 - b) Films are more attractive than television programmes.
 - c) Television can never replace cinema.
2. Mention three essential aspects of cinema that cannot be reproduced by the television.
 3. Describe the role of movies as cultural agents.

Answers: 1. (a)

2. Scenic beauty, background effects and colour techniques.
3. Movies can serve as cultural agents for creating goodwill, cooperation and harmony in international cinema.

7.5 Understanding Advertisements

Today we live in the world of advertisements. Starting from a small trader to million dollar turn over company depend so much on their advertisement for public response. It is the main medium through which they become known to the world. It is a powerful tool which is deliberately used to influence the minds, tastes and even motives of the masses. Newspapers, magazines, TV, radio, and cinema are extensively used by the corporate world, commercial establishments and government and social institutions for various purposes. Advertisements can be in the form of catchy phrases, half sentences and even slogans.

7.5.1 How to draft advertisements?

- Business advertisement's main aim is the promotion of sales and business. So make it attractive using colours and lovely designs luring the people.
- Always use a catchy, simple and effective language.
- Content and style should be well blended and natural. The main issue should be in block fashion
- The advertisement should be brief and precise.
- Use different fonts.
- The tone, mood and style of an advertisement must match with the subject matter.
- Go through the classified advertisement and commercial advertisement from the above mentioned sources and learn the art of drafting advertisements.

Advertisements are of various kinds. There are newspaper ads/advertisements which cover all the subjects like situations vacant/wanted placement services, educational, or accommodation,

real estate, travels and tours, business proposals, for product sales/promotion, etc. They are known as classified advertisements.

Points to be noted on a newspaper advertisement:

- Maximum word limit differs as per the subject
- They are short and to the point. They are charged at the rate of per word and line.
- No blocks or designs allowed in classified advertisements.
- Pictures are allowed when is paid as per norms.
- Catchy words are used.
- Colours can also be used.
- Language should be simple, factual and formal

Today television or radio advertisements have become very popular. As it is audio visual, it reaches the public faster than print media.

- 1) Johnson engineering works, Ambattur Industrial Estate, Chennai needs engineers with electronics and electrical background immediately. Write an advertisement.

Looking for fresh engineering graduates with electronics and electrical specialization. Candidates who have passed with distinction preferred. Apply with complete bio-data within 7 days to –

The Chief Engineer,
Johnson Engineering works,
Ambattur Industrial Estate,
Chennai.

- 2) You are an engineer with computer science specialization. You have an experience of 5 years in software company .You are looking for a better opportunity. Draft an advertisement for a newspaper giving particulars of qualifications and experience

An ambitious engineering graduate in computer science with a valuable experience of 5 years in the software industry seeks an executive ranking job in a reputed software firm. Worked as a team leader and software engineer for 5 years in one of the Fortune 500 companies Capable of handling various projects in software. Contact for further details:

Sri.N.R.Srivasan,
2/30, Rajiv Apartments,
Ranga Road,

Mylapore,

Chennai – 600004.

3) You are Shilpa and Sourav of Bangalore. You have been selected for an overseas assignment and would be going abroad shortly. You have a rosewood dining table and sofa set, television and refrigerator for sale. Draft a suitable advertisement to be published in the classified columns of Times o India, Bangalore.

For immediate sale – an antique rosewood sofa set and dining table with 4 chairs, a double door refrigerator and 24 inches Sony TV. Owner leaving India shortly. Attractive offer. Hurry . First come first basis. Rush to

Mr and Mrs Sourav,

5, 9th Cross,

R.V.Puram,

Bangalore-19.

Phone Number: 080 - 22334455

7.6 Scanning the text and comprehension check

Scan the following text – pay attention to the introduction, identify the main points to be covered, the heading and the conclusion. I have visited 100 places, away from tourist traps, over the past two decades. Yet I feel my travels have not begun. I have not even experienced a fragment of the natural bounty,. we Indians are fortunate to possess. In truth, India is many countries rolled up in one. Not because of its size but its diversity. Cold deserts and frozen, snow bound mountains sweeping, windswept coastlines dropping rainforests arid scrublands fading into sandy ‘deserts, islands in the sun where travellers can walk under shady green canopies or dive beneath azure, glassy blue waters.

Himalayan havens in Kashmir, Ladakh, Garshwal, Himachal Pradesh, Assam and arunachal Pradesh are all dotted with sanctuaries and national parks of indescribable beauty such remote wildernesses protect the vast bulk of our water sources and have been reversed for centuries. Apart from ancient civilizations and cultures, these bio diversity vaults harbours black bears, pheasants, deer and carnivores, all of which cluing to a fragile existence in a world decorated by orchids and towering peaks. These are also places where people can discover themselves.

There is something humbling about nature. Even as the deep sea or a towering mountain or even a complex rainforest forces humility upon your, nature ego intact. On the other hand ifyou

respect its power and tread lightly upon its earth, the Himalayas will protect you and deliver to you the satisfactory of being cocooned in pure nature.

Almost anywhere you go, the traditional hospitality of the hill people will ensure that you obtain a hot meal, a friendly welcome and a place to rest your tired body for the night.

At the foothills of the Himalayas are located tiger reserves such as Dudhwa and Corbett the land of roar and trumpet such forests provide us with a glimpse of pre history. Higher up are alpine forests such as the great Himalayan National park, accessible from Kulu valley.

One of my abiding sorrow is the fact that Kashmir's happy valley has been so traumatized in the past few years. I have often walked up 2000 meters to the famous Oak forests of the Dachigam sanctuary near Srinagar. It seems difficult to imagine that so much blood has been shed in the beautiful Kashmir valley and I worry about the fate of Kashmir's endangered wildlife. I have also walked the alpine forests of Overa near Pahalgam and watched white capped Redstarts build nests over swift flowing rivers.

If our cities were managed with even a fraction of the efficiency of a forest, disease, congestion and filth would become things of the past! Now that's the thought to take back to your city home from the wilds where I hope you will holiday this summer.

7.7 Answer the following

1. Why does the author say 'India is many Countries rolled up in One'?
2. Mention the contrasting features seen in India
3. Give the names of the Himalayan Havens that are all dotted with sanctuaries and natural parks.
4. Where are the tiger reserves located?
5. What is the sorrow mentioned by the author?

7.8 Answers

1. The author says India is many countries rolled up in one because of its diversity.
2. Dripping rainforests and arid scrublands are the contrasting features seen in India.
3. Ladakh, Ghorwal, Himachal Pradesh, Assam and Arunachal Pradesh.
4. At the foothills of Himalayas.
5. The author finds it difficult to imagine that so much blood has been shed in the beautiful Kashmir valley and he is sad about how people are traumatized there.

7.9 Listening for details – Listening Comprehension

Being a complex process that involves perceiving and interpreting the sounds correctly as well as understanding the explicit and implied meaning of the oral message, listening comprehension includes several skills. These skills include scanning, prediction, speech decoding, comprehending and oral discourse analysis. Scanning is the ability to locate specific information in a conversation or presentation and prediction is guessing information. Speech decoding involves sound perception and recognition, word recognition and accent recognition.

7.9.1 What is comprehending?

Comprehending a verbal message involves the ability to

- Identify the main theme and supporting ideas
- Understand various levels
- Deduce incomplete information
- Analyse critically relevant and irrelevant information
- Identify the speaker's attitude
- Evaluate the speaker
- Make inferences and interpret the non verbal clues and body language of the speaker

Listening can be passive and active. Passive listening is almost equal to hearing as it has no involvement rather comprehension does not take place whereas active listening is a dynamic interactive communicative process in which the listener

- Pays attention with utmost involvement
- Shows interest in the speaker and the speech
- Takes note of the speaker's body language
- Does not get distracted
- Responds to the speaker through his body language and encourages the speaker

To be an active listener, one has to be involved deeply in listening to the speaker. His posture must reflect his interest and involvement; body language indicates the keenness to listen. Active listening includes non verbal skills improving speaker's contribution, asking questions, making clarifications and analysing an oral message.

A good listener has to involve himself/herself during the speech session, interact with the speaker and ask questions.

Asking questions forms an important part of the listening process as it leads to some kind of rapport between the speaker and listener. Asking relevant questions shows that the listener is active and it encourages the speaker. While asking questions the listener should be polite. The speaker should not be interrupted while he is in the course of speaking. The purpose of asking questions should be to get clarifications and indicate comprehension. Clarify what the speaker is

saying by jotting down notes and summarize the key points. This serves to be the hall mark of an active listener.

As an active listener one should interpret and analyse what one hears in order to understand both the explicit and implicit meaning of the message. Infer the meaning of unfamiliar words from contextual clues; finally draw inferences and conclusions from the speech.

7.9.2 How to become an effective listener?

Keenly listen to signal phrases, logical connectors and transitional signal.

Examples of signal phrases:

- What I'm going to discuss is.....
- The main point of the discussion today.....
- To begin with.....
- In the first place.....
- The most significant point is.....
- The best solution to the problem is.....
- In contrast.....
- On the other hand.....
- If we make a comparative study.....
- Finally to conclude.....
- I would like to sum up.....

7.9.3 Logical Connectors and Transitional Signals

Moreover, in addition, next, further more, similarly, likewise, in contrast, in comparison, however, nevertheless, for example, for instance, after, before, eventually, since, until, as a result, consequently, as you can see, actually, naturally, of course...

Some speakers may add a visual between the speech which enhances the presentation. Such visuals might be helpful to understand that part of the presentation.

7.9.4 Active Listening Quiz

Try this simple self scoring quiz to find out if you actively listen. If you usually practise the skills below, score yourself with "2". If you sometimes practise the skill, give yourself "1". If you don't practise at all, give yourself "0". Keep this quiz with you and refer to it from time to time, so as to find out whether you have improved in areas where you were lacking and have become a really active listener. Above all, be very honest in scoring yourself. Ideal answers are not required. This quiz is your own confidential one. So rate yourself honestly to find out how you can improve.

- 1) I talk with others personally _____.
- 2) I'm asked for advice by other people _____.

- 3) I'm the kind of person whom people feel easy to talk to _____
- 4) I don't talk with someone unless I have something to talk about _____
- 5) I'm willing to say something to others usually _____
- 6) When I don't follow what the other person is talking about, I ask him to clarify _____
- 7) I listen to the other person putting myself in his shoes _____
- 8) I listen to the other person, summarizing in my mind what he has said _____
- 9) I sometimes give the other person a brief summary of what he has said _____
- 10) I can mutually understand anybody _____
- 11) I can take interest in anybody _____
- 12) I tend to listen to others seriously _____
- 13) I can listen to the other person even if he has different opinion than mine _____
- 14) I tend to talk in a direct and persuasive way while talking with others _____
- 15) When I begin to talk at the same time as the other person did, I let him talk _____
- 16) I listened to the other person paying attention to his unexpressed feelings _____
- 17) When the other person is hesitating, I wait for him to talk _____
- 18) While listening, I'm careful not to interrupt the other person's talk _____
- 19) I don't get tired from listening to others _____
- 20) I ignore phones or other distractions while listening to a person _____
- 21) While talking to someone, I use the person's name often _____
- 22) In emotional conversations, I paraphrase the speaker at key points _____
- 23) I thank the speaker for sharing his feelings with me _____
- 24) As far as possible, I avoid speaking during the conversation, unless the speaker explicitly asks me to _____
- 25) I am not irritated even if he repeats himself often _____

7.10 Role play – Discussion speculating about future

Definition is the statement giving the meaning of any word or term explicitly in a straight forward manner. Definitions are considered to be the foundation of technical writing. Definitions are two types - Simple and Extended

A simple definition denotes the class to which the term belongs and gives its characteristics in a brief way. An extended definition is more elaborate which includes examples, procedures and descriptions in addition to the term, type and distinguishing characteristics. Writing definitions help to locate an object, concept or process within some system of knowing. While writing a definition one has to use specific language, that is, it has to be scientific and technical. Apt choice of words must be used in a definition. A concept must be framed in simple but appealing manner with brevity.

Definitions are also expanded by using methods such as comparison and contrast, analogy, example and derivation. Look at the following definition. The XPI series is an electronic product that has been designed and built to take low DC voltage power from batteries and converted to AC power.

Extended definition

The XPI series is a DC to AC with auto line to battery transfer an integrated charging system, XPI series powers from AC power to DC source serving as an extended run UPS. When AC cable is connected to a wall socket, utility power goes to connected equipments and / or charges the battery set via charging system. In UPS mode, the XPI series automatically converts battery energy into AC power for backing up the connected devices.

7.10.1 Comparison

Comparison brings out the similar characteristics, aspects or qualities in two objects. While developing a paragraph, using the comparison mode, you need to decide the points of similarities and also think of specific examples to explain that similarity. The following conjunctions can be used to construct comparison paragraphs.

Similarly - In the same way

...likewise - A is similar to B in that they....

...the same - A and B are similar

...The same as - Like A and B (verb)

....also - One way in which

....too - A similar to

.....both - Another way in A is

7.10.2 Contrast

In contrast you bring out the dissimilar or contradictory aspects of the two main subjects. You have to think of specific examples to explain the differences.

7.10.2.1 Conjunctions and expressions to be used

However – on the other hand

In contrast – even though + sentence

By contrast – although + sentence

But – whereas + sentence

Yet – Unlike + sentence

While

Nevertheless

All the same

Definition writing provides a simple or complex explanation of a term or concept. It also may offer a unique perspective on a common term or concept. Simple definitions usually use the verb ‘to be’, followed by a general category and ending with more specific aspect of the term. Example“ A membrane is a sheet of tissue which covers or lines surface or divides an organ into lobes.”

A membrane is = A sheet of tissue = Which covers or lines surface or divides an organ into lobes =	Verb “BE” General category More specific information
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When you express simple definitions, the part of the sentence that provides specific information is an adjective class. That class usually begins with that are which, but it can also begin with other relative pronouns depending on the information being provided.

Learning to write definitions of various levels is an integral part of technical writing. It helps in expressing one’s views and purpose of presenting certain subject. Formal definition, informal definition (appears in brackets in a sentence to help clarify a concept), an extended definition and definitions expanded by using methods such as comparison and contrast are some of the key skills involved in writing technical descriptions. To express one’s views and the purpose of writing, using rhetorical strategies like definitions, compare and contrast, descriptions, analogy and classifications are used.

7.10.3 Assignment

Compile a set of terms relating to a topic that interest you like computers, maths, engineering, nature, grammar etc. and give them to a friend or classmates. Ask your friends to ask you a definition for each term and exchange roles after five words.

7.11 Role play – Discussion speculating about future

Role playing is learning how best to handle a situation in an honest and skilful manner. When two students take up roleplay the first salient feature of roleplay is both should be interested in playing their roles. There should not be the slightest reluctance; in fact they should be enthusiastic about the roles they should plan the parts and how they would enact their roles. In the class room they can be in their usual costume but add colour to their roles by their

presentation the dialogue delivery and their expressions should explicitly tell the situation enacted. They should make the role play situation similar to the real situation.

Below given is a discussion between two friends speculating about future. Leela and Radha are two good friends since their school days. One has finished engineering and the other medicine. They speculate about their future.

Leela: Radha, now that you have completed your MBBS and become a doctor, what are your future plans? Are you going for your post graduation or decided to work?

Radha: Yes, you are lucky you have a job at hand.

Leela: Ofcourse I am happy that I have a job but I am not satisfied with a mere B.E. degree I would like to go abroad and do my M.S.

Radha: Even I would love to do M.D. but the seats are very few and I am not very sure I can secure admission on merit. If I apply in a private institution I can not imagine the amount my dad has to pay for my seat. Though my dad would certainly take some loan and manage, I am convinced that I should not be such a burden. I am not happy to stop with MBBS either.

Leela: Same here, I can take a loan or my dad could finance my studies abroad; yet I feel after my post graduation when I return, my parents would want me to get married once again, the expenditure. My god! I really wonder what should we do?

Radha: I think we should have a frank chat with our parents and then decide.

FORMATION OF NOUNS, VERBS AND ADJECTIVES FROM ROOT WORDS

8.0 Learning Objectives

8.1 Formation of Nouns, Verbs and Adjective from Root Words

Language has continued to evolve and change in many directions. Every student should be familiar with words usage and meaning in today's context. The study of words helps you to recognize parts of speech by their structure and also shows the relationship between classes of words – noun, verb, adjective, etc.

Often new words are formed from the existing root words by adding small units either at the beginning or the end - this is known as word formation. As you are aware, the three important principles in word formation are affixation, conversion and compounding. Now we shall see the role of derivational affix in changing grammatical category of words.

8.2 Verb to Noun

Accept – Acceptance

Accredit – Accreditation

Achieve – Achievement

Appreciate – Appreciation

Apprehend – Apprehension

Boost – Booster

Calculate – Calculation

Disturb – Disturbance

Document – Documentary

Fashion – Fashionable

Greet – Greeting

Grumble – Grumbling

Guide – Guideline

Immerse – Immersion

Imitate – Imitation

Partner – Partnership

Refrigerate – Refrigerator

8.3 Verb to Adjective

Absorb – Absorbed

Bereave – Bereaved

Captivated – Captivating

Care – Careless

Fascinate – Fascinated

Grieve – Grievous

Manipulate – Manipulative

Thank – Thankful

8.4 Noun to Adjective

Access – Accessible

Distress – Distressed

Effusion – Effusive

Efficiency – Efficient

Truth – Truthful

Effort – Effortless

Farce – Farcical

Hazard – Hazardous

Provision – Provisional

Spite – Spiteful

Root	Meanings	Sample Words and Definitions
a/n	not, without	Abyss (noun) - without bottom Anhydrous (adjective) - without water
a	on	Ashore (verb) - on the shore; aside (verb) - on the side, carry away by force, abnormal (Adjective, noun) abnormally (verb)
ac, ad	to, toward, near	Accelerate (verb) - to increase the speed of; accessible (adjective, noun, verb) - easily entered, approached admittance (noun) admitted (verb)
acro	top, height, tip, beginning	acrobat (noun) - a high walker; acrophobia (noun) - fear of height Aerobatic (adjective)
ami/o	love	amiable (adjective) - friendly
aqu/a	water	Aquarium (noun) – container where fish is kept. for fish Aquatic (adjective)
bell/i	war	bellicose (noun, adjective) - warlike; belligerent (adjective) – hostile
bene	Good well	Benefactor (noun) – a person who gives money to a cause Benevolent (adjective) Beneficial (verb)
capt, cept, ceive	take, hold	intercept (verb) - to stop or interrupt; captivating (adjective)

Root	Meanings	Sample Words and Definitions
cede, ceed, cess	go, yield	exceed (verb) - to go beyond the limits; recede (verb) - to go back; accessible (noun, adjective) - easily entered
cerebr/o	brain	cerebral (noun, adjective) - pertaining to brain; cerebrate (verb) - to use the brain;
clud, clus	close	conclusion (noun) - the end; conclude (verb) - exclusion - shutting out (noun), exclude (verb)
col	together, jointly	Collaborate (verb) - to work together; collision (noun) - smashing together
dec/a, deka	ten	decade (noun) - 10 years;
dent, dont	tooth	dental (verb) - relating to teeth; dentist (noun) - a doctor for the teeth; dentures - a set of false teeth
di/s	apart, away, not, to the opposite	digression (noun) - a departure from the main issue, diagnose (verb) disappear (verb) - to move out of sight; dissect (verb) - to cut apart piece by piece.
domin	master	dominate (verb) - to be the master of; domineering (adjective) - excessively controlling; predominate (verb) - to have more power than others
ego	self	egoistic (adjective) - self-centered; egomania (noun) - excessive preoccupation with oneself.
en, in	inside, inwards	envision (verb) - to picture in the mind; enclose (verb) - lock inside; enclosure (noun)
ethno	race, people	ethnic (adjective, noun) - pertaining to a defined group of people; ethnocentric (adjective) - focusing on the

Root	Meanings	Sample Words and Definitions
		ethnicity of people; ethnology (noun) - the science of people and races.
fer	bear, bring, carry	confer (verb) - honor someone; ferry (noun) - a boat that carries passengers
fid	faith	confide (verb) - place trust in someone, fidelity (noun)-faithfulness; fiduciary (noun) - a trustee;
fug	flee, run away, escape	fugitive (noun) - a person who is running away; refuge (noun, verb) - a sheltered place to flee to; refugee (noun) - a person seeking protection
gen/o/e/ genesis	birth, production, formation, kind	genealogy (noun) - the study of the history of a family; generation (noun) - all the people born at approximately the same time; genetic (verb) - relating to heredity encoded in the genes.
geo	earth, soil, global	Geography (noun) - study of the earth's surface; geology (noun) - study of the structure of the earth; geonics (noun) - soil based agriculture.
grat	pleasing	gratify (verb) - to please someone; grateful (adjective) - feeling thankful; gratuity (noun) - token of appreciation.
gyn/o/e	woman, female	Gynecology (noun) - the science of female reproductive health; gynophobia (noun) - fear of women; gynecoid (noun) - resembling a woman.
hemi	half, partial	hemicycle (noun) - a semicircular structure; hemisphere (noun) - one half of the earth
hem/o/a	blood	hemorrhage (noun) - clotting of the blood; hemorrhoids (noun) - swelling of the blood vessels
hepa	liver	hepatitis (noun) - inflammation of the liver; hepatotoxic (adjective) - toxic and damaging to the liver.
hetero	different, other	heterogeneous (noun) - made up of unrelated parts; heteronyms (noun) - words with same spelling but different meanings; heterodox (noun, adjective) - not conforming to traditional beliefs.

Root	Meanings	Sample Words and Definitions
hydr/o	liquid, water	hydrophobia (noun) - intense fear of water; hydraulic (verb, adjective) - operated by force created by a liquid.
hyper	too much, over, excessive, beyond	hyperactive (noun, adjective) - very restless; hypercritical (adjective) - too critical; hypertension (noun) - above normal pressure; hypothesis (noun)
icon/o	image	icon (noun) - an image; iconoclast (noun) - someone who destroys religious images and traditional beliefs.
ig, il, im, in, ir	not, without	illegal (noun, adjective) - not legal; impossible (adjective) - not possible; intravenous (verb) – into vein, introvert (noun) – a person who does not openly express himself
intra, intro	within, inside	intrastate - existing in one state; intravenous - inside or into a vein; introvert (noun, adjective)- shy person who keeps within him/herself.
junct	join	conjunction (noun) - a word that joins parts of sentences; junction (noun) - a place where two things join.
juven	young	juvenile (adjective) - youthful or childish; rejuvenate (verb) - to bring back to youthful strength or appearance.
kine/t /mat	motion, division	kinetics (noun)- study of the force of motion
leuk/o, leuc/o	white, colorless	leukemia (noun) - abnormal increase of white blood cells in the blood; leukocyte (noun) - a mature white blood cell
loc	place	dislocate (verb) - to put something out of its usual place; relocate (verb) - to move to a new place.
loqu, locu	speak	eloquent (adjective) - speaking beautifully and forcefully; loquacious (adjective) - very talkative; elocution (noun) - art of public speaking.
magn/a/i	great, large	magnify (verb) - make larger; magnificent (adjective) - grand; magnate (noun) - a powerful person, especially in business or industry.

Root	Meanings	Sample Words and Definitions
melan/o	black	melancholy (noun) - a state of dark emotions; melanoma (noun) - malignant dark tumour of the skin; melodrama (noun) - a dark, pathetic drama.
meta	change, after, beyond, between	metaphysics (noun) - study of nature and reality; metamorphosis (noun) - a complete change of form
mort	death	immortal (noun, adjective) - living forever, unable to die; mortal (noun, adjective) - certain to die
nat	born	innate (adjective) - included since birth
omni	all	omnipotent (noun) - with all the power; omniscient (noun, adjective) - knowing all things
opt	best	optimal (adjective) - the best, the most desirable; optimize (verb) - to make the best of; optimum (noun) - the best something could be.
path	feeling, emotion	empathy (noun) - ability to understand another's feelings; empathize (verb)
pel	drive, force	compel (verb) - to force someone to act; expel (verb) - to drive someone out of a place; repel (verb) - to force back.
pod/e	foot	podiatrist (noun) - a doctor for the feet; podium (noun) - a small platform to stand on; tripod (noun) - a stand or frame with 3 legs.
prot/o	primitive, first, chief	prototype (noun) - the first of a kind; proton (noun) - one of the very basic parts of an atom; protocol (noun) - a first draft from which a document is prepared.
quad/r/ri	four	quadrant (noun) - open space with buildings on 4 sides; quadrennium (noun) - period of 4 years; quadruped (noun) - a 4-footed animal.
reg	guide, rule	regent (noun) - a person who rules on behalf of a king or queen; regime (noun) - a government that rules
rid	laugh	deride (verb) - to make fun of someone; ridicule (verb) - to make fun or mock; ridiculous (adjective) - silly, causing laughter.

Root	Meanings	Sample Words and Definitions
serv	save, keep	conserve (verb) - to save or keep something safe; preserve (verb) - to save something; reservation (noun) - a place kept for a person.
tact, tang	touch	contact (noun, verb) - a state in which two things touch; tactile (noun, adjective) - relating to the sense of touch; tangible (adjective) - able to be touched
terr/a/i	land, earth	extraterrestrial (noun, adjective) - existing outside the earth; terrain (noun) - ground or land
trans	across, beyond, through	transcontinental (noun) - across the continent; transfer (noun) - to move from one place to another; transferred (verb)
urb	city	suburb (noun, adjective) - residential area on the edge of a city; urban (noun, adjective) - relating to a city
ven/t	come	circumvent (verb) - to go around or bypass restrictions; convention (noun) - a gathering or assembly of people with a common interest; intervene (verb) - to come between.
vers, vert	turn	reverse (verb) - to turn around; introvert (verb) - being turned towards the inside; version (noun) - a variation of an original; controversy (noun) - a conversation in which positions are turned against each other.
voc/i	voice, call	advocate (noun) - to speak in favour of; equivocate (verb) - to use misleading language that could be interpreted two different ways; vocalize (verb) - to produce with your voice.
xen/o	foreign	xenophobic (verb) - afraid of foreigners; xenogenesis (noun) - the creation of offspring that is completely different from either parent; xenophile (noun) - attracted to foreigners.
zo/o	animal life	zoology (noun) - study of animals
zyg/o	pair	zygote (noun) - a cell formed by the union of two gametes and the organism developing from that

8.5 Assignment

Can you think of a word which has as many as five different grammatical functions?

8.6 Answer

Example – ‘Down’

- 1) Life is full of ‘ups’ and ‘downs’(noun).
- 2) a) The down train met with an accident (adjective)
b) I feel a bit down today(adjective)).
- 3) a) Storms downed the power lines (verb)
b) Down with the traitor (verb)
- 4) a) Down came the plane, when it was hit by a missile (verb)
b) Down poured the rain and we were drenched (adverb)
- 5) a) We watched as the Sun went down(preposition).
b) His stumbled and fell down, while he was coming down the stairs (preposition)

Try and write at least three more words as done above.

USEFUL PHRASES AND EXPRESSIONS

9.0 Learning Objectives

9.1 USEFUL PHRASES AND EXPRESSIONS

We sometimes wonder where some of the expressions and sayings used in everyday language come from. In fact many of the words, phrases, idioms and proverbs common in daily usage of English originate from a wide variety of sources such as mythology, folklore, literature, religion and history. Let us see some of the commonly used phrases and expressions.

- **Above board**

Something that goes above one's head that is not comprehensible and unable to understand.

Whatever the teacher said just went above board.

- **All in all**

Considered as everything - Plays an important role - The most important person who is capable of doing any task

He is all in all in his class.

- **All the same**

Notwithstanding – yet

Too much of coffee is bad for health, all the same I drink coffee at least five times a day.

- **At logger heads**

Fighting with each other, Disagree – fight – argue intensely

Ram and Shyam are at logger heads over an important issue in the college.

- **To begin with**

At first – when it started

To begin with, I did not like the story but after reading a few pages, I could not close the book.

- **Bed of roses**

Everything is fine and smooth.

Life is not a bed of roses. It comes with thorns too.

- **Beggar description**

No words to describe perfectly

Words beggar description if I were to describe her beauty.

- **Beat about the bush**

Circumlocutory – not coming to the point directly – unnecessary frills or description

Do not beat around the bush when you have to express some important news.

- **Blow one's trumpet**

To boast about one self

Blowing one's trumpet makes the person unpopular

- **Clean state**

Everything is clear – honest – direct

His life is a clean state.

- **Die hard**

Not able to overcome or control certain things

Certain habits die hard

- **Eleventh hour**

Doing something in the last minute. No proper planning

Many students study for exams in the eleventh hour.

- **Have an eye – keep an eye**

Just to watch somebody

Keep an eye on the kid, while you are working or else he may be upto some mischief.

- **Faintest idea**

Not having any idea or clue about something

I do not have the faintest idea about Ram's girlfriend.

• **Feather in one's cap**

Adding to one's achievement

Winning the grand slam is one more feather in his cap.

• **Get along**

Able to move/mingle with people – having a good relationship

I can get along well with my mother-in-law.

• **Your guess is as good as mine**

Both of us do not know the answer

As far as the result goes, your guess is good as mine.

• **Hand in hand/hand in glove**

Two people involved in the same action stealthily – used in negative sense.

Trouble makers always work hand in hand./hand in glove

• **On the other hand**

Show two different aspects of the same situation.

Summer has commenced, yet on the other hand, it is very cold in the morning.

• **Hard and fast**

Trying to be very strict/rigid

There is no hard and fast rule as far as closing time of the garden is concerned.

• **Hue and cry**

Creating problems – throwing tantrums – over reaction

Do not make a hue and cry over the small misunderstanding.

• **In the offing**

Something expected to happen in your future

Ram's promotion is in the offing.

- **On cloud nine**

Floating or dreaming about something

He is often floating on cloud nine as he is to be married shortly.

- **Say no more**

Do not talk further, put an end.

Say no more on that topic. I do not like to listen.

- **Once in a blue moon**

Rarely-once in a way

She visits her in-laws once in a blue moon.

- **Man of the world**

Person with worldly wisdom

A good teacher is expected to be the man of the world.

- **Pull's strings**

To influence

Sometimes people have to pull strings to get things done.

- **Quick as a wink**

Terribly fast, quick work

The shooting star disappeared as quick as a wink

- **Red carpet welcome**

A grand welcome

The president was given a red carpet welcome during the convocation.

- **Rub it on**

Do not precipitate matters.

As it is, he is angry. Do not rub it on further.

- **Second fiddle**

Playing a secondary and subordinate role

Playing the second fiddle is not possible for proud people.

• **Vicious circle**

What goes around comes back.

Sometimes people around are vicious.

Sometimes we get caught in a vicious circle due to our follies.

GERUNDS

10.0 Learning Objectives

10.1 Gerunds

10.1.1 If conditional clauses – gerunds

Look at the following sentences:

- 1) If you work hard, you will score good marks.
- 2) If we catch the 6 o'clock train we shall get there by lunch time.
- 3) If we caught the 6 o'clock train, we would(could) get there by lunch time.
- 4) If we had caught the 6 o'clock train, we would have (could) got there by lunch time.

The above sentences are examples of conditional sentences or clauses. The first part of the sentence introduced by if is called a conditional clause and the second part is the main clause. The two parts of each sentence may be written in reverse order with no change in meaning.

- 1) You will score good marks if you work hard.
- 2) We shall get there by lunch time if we catch the 6 o'clock train.

Note that comma is not used in the above two sentences. There are three types of if conditional clauses with different pairs of tenses and different meanings. Variations are possible with each type.

Condition	Structure	Example	Meaning
Type 1: Open or Factual condition	Simple present in the if clause and simple future in the main clause	If I become the college student's president, I will take you to a 3 star hotel.	Shows probability
Type 2: Hypothetical or Unreal condition	Past tense in the if clause and presentconditional in the main clause	If I became the college student's president, I would work for the betterment of the college. If I were rich, I would help you.	Shows improbability. The past tense doesn't refer to the past time but imaginary present or future.
Type 3: Impossible condition	Past perfect in the if clause and perfectconditional in the main clause	If I had become the college student's president, I would have taken you to a 3 star hotel.	Shows impossibility as it talks about things that did not happen.

10.1.2 Assignment

Write 10 sentences 'using if

Reference: read the poem 'If' by Rudyard Kipling.

Try to answer the questions

- 1) What happens if plants don't get water?
- 2) What happens if there is a power failure?

10.1.3 Answers

- 1) If plants don't get water they wither and die
- 2) If there is power failure our life almost comes to stand still

Suggest a possible condition that will produce the following results.

- 1) I will go abroad
- 2) The match will be cancelled

Answers

- 1) I will go abroad, If I get scholarship.
- 2) The match will be cancelled, If it rains

What would you do in the following situations

- 1) Which city would you visit if you were given a chance to visit?
- 2) What would you do if you were to be in solitary confinement one week

Answers

- 1) If I were given a chance to visit a city I would prefer to visit Paris.
- 2) If I were to be in a solitary confinement, I would carry my favourite novels to read.

10.2 Gerunds

Gerunds are verbal nouns. They are formed by the addition of ‘-ing’ to a verb. It has the same form as the past participle, i.e. verb+ing.

Examples: singing, dancing, painting swimming.

It is a verb form which functions as a noun.

‘-ing’ form when used as an action word, it is said to do the function of a verb.

‘-ing’ form when used as a noun is said to be a gerund.

‘-ing’ form when used as an adjective is said to be a participle.

1) Gerund as a subject:

- Swimming is a good exercise.
- Exercising keeps one fit.
- Smoking is bad for health.

2) As an object:

- Children like playing games.
- I enjoy singing
- I love dancing.

3) As subject complements:

- Seeing is believing
- One of my hobbies is gardening

4) As objects of preposition:

- He is fond of eating ice creams
- He was arrested for taking bribe.
- He earned money by selling caps.

5) As apposition to a noun (apposition means placing a word or phrase with another word or phrase as an explanation):

- His ability, securing gold medal in weight lifting is appreciable.

6) As nouns:

- Raju's paintings are in great demand.
- Another helping of the pudding made him happy.

7) As adjectives:

- We bought a new dining table.
- The dancing hall is a hall of fame.

10.2.1 Gerunds as passive forms

The passive form of the gerund is being + the past participle of the verb.

Ex: The teacher hated being flattered.

The police constable denied being bribed.

10.2.2 Perfect forms of gerunds

The police constable denied having received the bribe.

He is sorry for having done such a mistake.

10.3 Reading for Comprehension – Intensive Reading

Reading is the most important skill for the learners of English. It is receptive skill, but requires active participation from the learner. It gives a very effective exposure to the language.

Reading is done for various purposes. We read a book for pleasure; we read newspapers and some magazines to know what is happening in the world we live in. When we read a news-

paper, we read through fast to get the news; we read a novel or a story book for pleasure. The story book and the newspaper do not require much comprehension; yet when you are reading prescribed text book in mechanical engineering or management circle, you cannot rush through. You may have to retain in your memory the grasped information over a period of time. Your academic reading requires a high degree of comprehension for which you have to read with utmost concentration. This type of reading, which really consumes time and good comprehension skills is called intensive reading. Such reading helps you to understand the text giving important focus on vocabulary, sentence structure and coherence.

Intensive reading requires text analysis for critical and evaluative understanding of a text. Text analysis is the process of identifying relationship among different units within the text in order to find the difference between

- relevant and irrelevant information
- Facts and opinions
- Explicit and implicit information
- Draw inferences and conclusions
- Understand major and minor details
- Use of language – style
- Writer’s attitude
- Author’s intention
- To read ‘in between’ lines

Thus intensive reading skills requires thorough reading practice. The reader should develop critical reading and inferential skills and the ability to receive and interpret graphic information.

10.4 Assignment

1. Read English newspaper every day and make a diary of important events.
2. Read novels – social, religious, etc. Try to read at least one book every month.
3. Make a written review of any article or book you need.
4. Learn to write a critical analysis of certain serious articles / books

10.5 Accuracy in Listening – Listening to discussion on specific issues

Listening plays a key role in communicative situations, as the output of listening in all these situations is to make considered oral responses – listening is the process of receiving and interpreting the spoken word. It involves recognizing what is said and comprehending the matter, that is understanding the main message and the links when contribute to the whole. So the listener is concerned with sensing, message decoding or interpreting, evaluating and response.

Listening could be superficial, appreciative focused, evaluative and attentive. The accuracy in listening to discussion on specific issues can be achieved through focused listening, evaluative attentive listening & empathetic listening.

Focused listening involves listening for specific information. The main purpose is to get some specific information. The purpose of evaluative listening is to evaluate the content of the oral message to select appropriate information. All listening demands the complete attention of the listener. It facilitates proper interaction and more effective listener – speaker relationship. The listener has to concentrate and involve himself with responsibility. Finally empathetic listening also helps in listening to discussion on specific issues.

Empathetic listening is listening to the speaker attentively and analysing his emotions, feelings and state of mind. The listener has to understand and respond to the affective signals that the speaker might make, and has to be alert to the speaker's implied meaning, intention and attitude. He should also interpret non-verbal clues and the body language of the speaker.

We listen to different kinds of oral messages for different purposes. But an accurate listener who listens for specific purpose should listen attentively and lecture.

Try to comprehend different view on the subject in order to contribute later. To achieve the above said listening techniques a good listener should know the difference between effective and ineffective listening and do away with the barriers to listening. Effective listening takes place when the listener is motivated to listen, pays attention to the speaker without any distraction, concentrates on the topic, uses background information to help understand the lecture, interprets and analyses while listening and ask questions for clarifications.

In ineffective listening, the listener does not pay attention even to the title of the speech or main points and supporting details. Listener does not concentrate and does not have an idea about the main theme.

To be an accurate listener one has to do away with the physical, psychological linguistic or cultural physical barriers which include noise, physical discomfort physical distractions and distance. Psychological barriers are negative emotions, anxiety or any emotional disturbance. Sometime linguistic barriers like improper message decoding, miscommunication and lack of clear expression of language could be a hindrance. At times different social norms, different values and cultural differences could be a barrier to the listener.

Thus if the listener learns to do away with the barriers to listening, masters the difference between effective listening and ineffective listening and follows the various types of listening, he can listen accurately and achieve listening to discussion on specific issues.

10.6 Assignment

Listen to recorded lectures and try to summarize the points.

GROUP DISCUSSION

11.0 Learning Objectives

11.1 GROUP DISCUSSION

Group discussion is an important activity in academic, business and administrative spheres. It is a systematic and purposeful interactive oral process. Here the exchange of ideas, thoughts and feelings take place through oral communication. The exchange of ideas takes place in a systematic and structured way. The participants sit facing each other almost in a semi-circle and express their views on the given topic/issue/problem.

11.2 How does Group Discussion differ from a Debate?

Debate is competitive in nature while group discussion is a co-operative group process. In a debate, a speaker can speak either 'for' the topic or 'against' the topic whereas in a GD, the speaker can express both. The final decision or result in a debate depends on voting while in a GD, the group reaches group consensus.

11.3 Why is a group discussion an important activity at college level?

As a student, it helps you to train yourself to discuss and argue about the topic given, it helps you to express your views on serious subjects and in formal situations. It improves your thinking, listening and speaking skills. It also promotes your confidence level. It is an effective tool in problem solving, decision making and personality assessment. GD skills may ensure academic success, popularity and good admission or job offer. Thus it is important to be able to take part in a GD effectively and confidently. Participants should know how to speak with confidence, how to exhibit leadership skills and how to make the group achieve the goals.

The panel which normally comprises of the technical and HR (Human Resource) experts of the company will observe and evaluate the members of the team. The rules of the GD – the time limit, panel's expectations etc are explained after the initial introduction by the panel, soon after the topic or case to be discussed is given to the group members. The panel does not interfere during the discussion, it only observes. The panel at its discretion may provide some time to think over the topic or may ask them to start immediately. Each candidate is supposed to express their opinion either supporting or against the topic. The discussion carries on till the panel signals termination. It is left to the discretion of the panel to extend or cut short the given time.

11.4 The objective of a selection in GD

The objective of a selection in GD is mainly to check your team playing skills. You have to understand the other persons' point of view, while making your point and ensure that your team as a whole reaches a solution or agreement that is both feasible and accepted by all team members.

11.5 Evaluation in selection GDs

There are four major areas of evaluation in selection GDs: subject knowledge, oral communication skills, leadership skills and team management.

11.5.1 Subject Knowledge

Participants must possess a thorough understanding of the topic on which they are supposed to speak. You must prepare yourself to talk on a wide range of subjects. Be abreast of the current events, national and international affairs, burning social and economical topics, scientific and environmental issues, key newspapers' controversial topics and any experience that may be expected of an educated person. As a member of the group, you are expected to contribute substantially to the discussion. The originality of your ideas, your knowledge and initiative and your approach to the topic or case contribute to your success in the group discussion. The best way to equip yourself is to read daily newspapers, good magazines, national and international journals and also watch new bulletins and informative programmes on the television. Internet is the greatest boon which provides you with everything you are looking for. The World Wide Web is a vast database of current authentic materials that present information in multimedia form and reacts instantly to a user's input.

The greater your knowledge of the subject, the more enthusiastic and confident you will be during the discussion. Once you have understood the topic or issue, you should be able to generate ideas as well as organize them so that you present it well. You will have the ability to analyze facts or information in a systematic way. A person putting forward new ideas that may work will be accepted as the natural leader of the group. The panel will observe the ideas put forward, their originality, the depth of analysis and their relevance to the topic. Problem solving skills are essential and do not hesitate to give solutions. Your approach to the case study will be observed keenly by the evaluators.

11.5.2. Oral Communication Skills

If subject knowledge is important, communication skills is more important as without expression, the knowledge is of no use. As the exchange of ideas in a group discussion takes place through speech, one of the pre-requisites of success in a GD is the ability to speak confidently and convincingly. Good communication skills include active listening, clarity of thought and expression, apt language and proper non verbal clues.

11.5.3 Listening Skills

One of the weaknesses of most human beings is that we love to listen to our own voice rather than listen to others. Listening is as important as speaking in a GD, unless you listen, you cannot contribute to the stated purpose of communication. It is extremely important to listen very carefully, only then you will be able to pick up the thread of discussion and continue. Only active participation as a listener in a group makes a person a good leader. A leader is identified by the panel.

11.5.4 Clarity of thought and expression

Clarity is the art of making yourself clear to the audience. Only when your expressions are clear, you can convince your team and the panel. More than words, it is the tone in which they are spoken that conveys the message. You should not be too loud or too soft. A lively and cheerful voice with appropriate modulations will attract the audience. Proper articulation of words, achieved through phonetic accuracy is very essential slang, and artificial accents are to be avoided.

11.5.5 Apt Language

The flow of language must be smooth. Use simple language and avoid long winding sentences. Appropriateness of language demands that there should be no errors of grammar. Do not use unfamiliar phrases and flowery language. Be precise. Be polite and courteous.

11.5.6 Proper non verbal clues

Non verbal clues include eye contact, body movements, gestures and facial expressions. The panel very keenly watches the non verbal behavior of the team. They generally evaluate the body language cues of the team to determine personality factors such as nervousness, co-operation, frustration, weakness, insecurity, self confidence, defensiveness, etc. A candidate who appears professional is more likely to be noticed by the panel. A confident posture, appropriate facial expressions and meaningful eye contact with the team will create a good expression.

11.5.7 Team behavior

Your group behavior is reflected in your ability to interact with the other members of the group. You must be mature enough to not lose your temper even if you are proved wrong. You must be patient and balanced. Your success in a GD depends on how well you play the role of initiator, information seeker, information giver, procedure facilitator, opinion seeker, opinion giver, clarifier, summarizer, social-supporter, tension reliever, compromiser, attacker, humorist and dominator.

The selection panel notes the differences in the amount of participation of the members. They observe the silent spectators, the ever dominating but not contributing much, member who participates actively exhibiting his knowledge and the moderate ones. Your ability lies in analyzing the problem well and making others to endorse your view. Finally while appreciating

others point of view, you should effectively present yours without contradicting other's opinions. Your ability in convincing the team is your success.

11.5.8 Leadership Skills

The success of any team depends to a larger extent on its leader. The panel evaluates a candidate's personal skills which allow him to prove himself as a natural leader in the GD. Though there is no appointed leader in a GD, a leader emerges. Assertiveness, emotional stability, objectivity, self-confidence, decision making, discretion, initiative, good communication skills, patience, persuasiveness and adaptability are some of the leadership qualities that are immensely useful in proving oneself as a natural leader in GD.

A good leader should neither be very authoritative nor submissive but must be democratic. Such leaders see to it that all the members in the team participate and when there is a problem, try to deal with it amicably. Leaders should know how to deal with the 'bull dozers', who make noise but do not have any logic.

TO SUMMARIZE

11.6 Advantages of a GD

- Ideas can be generated, shared and tried out.
- Groups provide a support and growth for any endeavor.
- Combine talents to provide innovative solutions.

11.7 Roles in a Structured GD

- Initiator
- Information seeker and giver
- Procedure facilitator
- Opinion seeker/giver
- Clarifier
- Summarizer
- Social supporter
- Harmonizer
- Tension reliever

- Energizer
- Attacker
- Dominator

11.8 Expectations of the Panel

You should have the following qualities:

- Team player
- Reasoning
- Leadership
- Flexible
- Assertiveness
- Initiative
- Creativity (out of the box thinking)
- Inspiring ability
- Listening
- Awareness

11.9 Phases in a GD

- Initiation/introduction
- The central group discussion
- Summarization/conclusion

11.10 What to do in a GD?

- Speaking is important; do not sit silently. Speak freely.
- Do not monopolize the conversation or talk too much.
- Give everyone a chance to speak.
- Maintain eye contact with everyone in the group.

- Show active listening skills.
- Do not interrupt anyone while they are speaking.
- Keep the topic on track and don't be irrelevant.
- Encourage someone who is silent to talk.
- Do not argue with anyone.
- Do not debate with anyone, while the group looks on.
- Do not repeat what has been said; be attentive; try to develop on ideas expressed or give out new ideas.
- Clarify your doubts and then proceed.
- Be brief.
- Do not commit grammatical errors while talking.

11.11 Some topics for Group Discussion

- Terrorism in India
- Religion should not be mixed with politics
- Morals & Values among Indians is Degenerating
- With Media Publishing and Telecasting Trivia, Censorship is the Need of the Hour
- We are not serious about saving Wildlife/Environment
- The education system needs serious reforms
- The Internet is an exercise in hype
- Is our Political System Reason for our Backwardness?
- Politics is run by the Barrel of Gun
- Corruption is the Price we pay for Democracy
- What India needs is a Dictatorship?
- Nuclear War cannot be won and should not be fought Should Research on Human Cloning be banned?
- Brain-Drain has to be stopped

- Should Animals be used for Testing New Drugs & Medical Procedures?
- Do NGOs in India Really Work for Others OR Work for their Own Vested

Interests?

- Security Cameras & Privacy
- Advertisements Cheat People, Hence Should Be Banned
- What is the Difference between People who do Things Rightly and People who do Right Things?
- Are Peace and Non-Violence Outdated Concepts?
- Capital Punishment should be Banned or Allowed?
- Is Dependence on Computers a Good Thing?
- Every Cloud has a Silver Lining
- Nice Guys Finish Last
- Privatization of Higher Education
- How effective are Indian B-schools?
- E-Learning: A Substitute for Classroom Learning?
- Cricket as a National Obsession is a Detriment to Other Sports.

11.12 Role play – stating, discussing problems and proposing solutions

In most role play exercises each student takes the role of a person affected by an issue and studies the impacts of the issues on human life and/or the effects of human activities on the world around us from the perspective of that person. In the following roleplay two friends discuss their future plans as they have completed their engineering degree. Their dialogue indicates their status. Bharghav and Santhosh are classmates. Both have just completed their engineering. Santhosh is planning to go abroad for higher studies. Bhargav yearns to join his friend to continue his studies. But his circumstances do not allow him to do. They discuss.

Santhosh: Hi Bharghav, What's up? Why do you look so upset?

Bhargav: You know I'd love to join you and go abroad for my M.S. but my bad luck my father cant afford it and he wants me to take up a job..

Santhosh: Then I think you should take up a job. What your family now needs is your support.

Bhargav: I agree but I can't ignore my future.

Santhosh: Come on Bhargav. Your father is on the verge of his retirement, and your elder sister is a widow who is unemployed and has two children to be taken care of. This is the time you should give your father your moral support. You need to postpone your future plans. What's your aim? You want to do your higher studies abroad, isn't it?

Bhargav: Yes. Do you have a solution? If I take up the campus placement, how can I go abroad for my studies? I can do only either of them. How do you think you can solve my problem?

Santhosh: You still have four months to go before you join your job. You start applying and see whether you could get complete scholarship or financial aid. Also look for part time jobs. I can talk to my schoolmate who is at present studying at MIT in USA. I shall ask him to scout for all details. Meanwhile you can talk to your dad and find out whether he needs only partial support or entire. If he is very particular, you should earn; then the other alternative is you can work for two years, complete your responsibilities, try to get a sponsor from your company, go abroad and fulfil your dreams. Is it fine?

Bhargav: Excellent buddy. I am feeling so relieved. I shall certainly talk to my dad.

Meanwhile please ask your friend to get me some useful information. Thanks a lot. Bye.

11.13 Planning a tour

Planning is essential in a systematic life. No work is successful without planning. Especially when you decide to go on a tour or trip, you must plan about quite a few things. Unless you draw a plan, your trip will not be successful. Before your travel, creating a document that outlines where you will go, when you will arrive and how you will get to the destination is - itinerary. It is a common way to ensure that your travel goes smoothly after you embark. Itineraries need not be binding always; alter your plans according to your convenience. Make an outline of all the places you have to visit and arrange them in a sequence that makes sense with the local

topography. At times you may have to extend your trip beyond your plan due to various reasons. At such a juncture, re organize your itinerary and try to squeeze in all the places as planned or skip some places that are not of much importance. Discretion is very important while planning.

As soon as you have decided to go on a tour, open a word document on your computer. Type the name of your destination or the places you are planning to visit, the dates of leaving and arrival, your travel plans. Include your budget, your dates, boarding and lodging, visiting places, people and shopping.

Once you have decided to go on a tour, if you are new to independent travel or even if you are familiar, booking is very essential. Look for ticket booking as per your dates. Next, look for hotels within your budget. Surf the internet and try to get the names of the hotels within your budget. Plan in such a way, you visit all the historical/social/religious monuments and sight-seeing spots. Also decide where you need to spend quality time and where you can rush through.

Your itinerary should be as follows:

Date/ Day/ Day's Activity or Journey/ Fare/ Hotel Tariff/ Food
--

Things to make note of

- Train or flight departure
- Airport/ Station name
- Directions to the hotel
- Hotel phone number/ Address
- Car rental location/ or sight- seeing bus

Model itinerary for a trip from Chennai to Delhi and Jaipur:

Day 1 7 th March 10 pm	Boarding the train at Chennai
Day 2 8 th March	Train
Day 3 9 th March	Delhi – Check in to hotel After breakfast, starting for sightseeing at 8 am Red fort, Jama Masjid, Raj ghat memorial, Nehru and Indira Gandhi Memorial, Rashtrapathi Bhavan, Parliament, Light and sound show at Red Fort and return to hotel
Day 4 10 th March	To Agra (200 kms – 4hrs) After breakfast check out from the hotel and board the bus. Drive to Agra enroute Mathura – birth place of Lord Krishna. Visit one of the wonders of the world – Tajmahal Stay in a hotel for the night
Day 5 11 th March	Agra to Jaipur After breakfast check out of the hotel and board a bus to Jaipur. En route visit Fatehpursikri. After lunch, time for shopping. Check into a hotel at Jaipur
Day 6 12 th March	After breakfast visit Amber fort, JantarMantar, HawaMahal, City Palace complex, Central Museum, Lake palace, boating. Return to hotel
Day 7 13 th March	Leave for Delhi by bus Shopping and leave for Chennai

Day 8 14 th March	In the train
Day 9 15 th March	Return to Chennai

WRITING FORMAL LETTERS

12.0 Learning Objectives

12.1 WRITING FORMAL LETTERS

12.1.1 LETTERS TO EDITOR

Letter writing is one of the most indispensable activities of modern society. Commerce, trade, official correspondence, complaints and various communications with the people are done through letters. Formal letters include, (a) business or official letters for making enquiries, replies, complaints placing orders and sending replies, asking for information and, giving information (b) letters to editor.

(1) Business Letters:

A business letter is different from a personal letter in form, tone, and content. Note the following format:

(i) Sender's address at the top left hand corner. You can write the sender's address as follows:

Mr. X
15Arya Road,
Abiramapuram,
Chennai-600 048.

Mostly business letters are written on the letter-heads with the company's name, address, telephone and fax number printed at the top.

(ii) The Date – Always write the date below the sender's address. Choose any one:

8 May 2010
8 May, 2010
8th May, 2010
May 8, 2010.

(iii) The name and address of the Addressee:

In Business letters, the name and designation of the addressee is written on the left margin, two lines below the line of the date

The HR Manager,
Bharath Tools,
Mount Road,
Chennai-600 017.

(iv) The Salutation:

The usual form is as follows: Sir or Dear Sir for individuals such as manager, director (may be officials or business executives), Sirs or Dear Sirs for companies.

Madam is used when the letter is addressed to a lady.

(v) The Body or content of the letter:

Business letters demand formal style. They should be to the point and confined to a specific business issue. There is no place for unnecessary details.

(vi) The Complimentary Close:

Generally Business letters close with the following complimentary endings:

- Yours faithfully
- Yours truly
- If a personal name is used in the salutation, the complimentary close can be

Yours sincerely

(vii) Signature:

A business letter requires your full signature with name and designation coming just below it

Yours faithfully,

(signature)

R. R. Sekhar

General Manager

12.2 Additional Elements

Formal letters differ greatly in subject matter, the identifying information they need (such as addressee notation, attention line, subject line or reference line) and also the format they adopt.

The following elements may be used in any combination, depending upon the requirements of the particular letter, but generally in the order shown below:

- Addressee notation
- Attention line
- Subject line
- Reference initials
- Enclosure notation
- Copy notation
- Mailing notation
- Post script

12.3 Addressee Notation

This sort of notation generally appears a double space above the inside address, in all capital letters. Personal confidential or please forward, through proper channel are examples of such notations which are used in very few formal letters.

12.4 Attention line

Attention line can be used to draw the attention of a particular person or a particular department in an organization so as to ensure quick and prompt action on your letter. You may place the attention line two spaces below the inside address.

Attention: Mr. Johnson

Attention: General Manager (operations)

12.5 Subject line

This element lets the recipient know at a glance what the letter is about; it also indicates where to fill the letter for future reference. It usually appears below the salutation. Both the subject line and attention line are given in bold as well as capital letters.

12.6 Reference initials

If two persons are involved in writing a letter that is one dictates while the other writes. If the writer's name appears in the signature block, then the helper's initials will do. If only the department's name appears in the signature block, both sets of initials should appear. The first set of initials will be the writer's followed by the helper's.

12.7 Enclosure Notation

This appears at the bottom of the letter, one or two lines below the reference initials.

12.8 Mailing Notation

This is placed either at the bottom of the letter after reference initials or at the top of the letter above the inside address on the left hand side. Mailing notations are - By Registered Post, By Courier, By Speed Post –the mode of sending the letter. It is also written on the top of the envelope in capital letters.

12.9 Post Script

Letters may also bear post scripts, i.e., after thoughts to the letter. If some important message is forgotten to include in the letter, it is written in the post script which appears below the complimentary close. As far as possible, try to avoid using post scripts as they convey an impression of poor planning. Yet, you can use them in sales as a punch line to remind the reader of a benefit of taking advantage of the offer.

Now that you have seen the different parts of the letter, next as the appearance or the layout of the letter creates the impression. A good layout enhances the overall effectiveness of the letter. The four major layouts commonly used are

- Block Layout
- Modified Block Layout
- Semi-Block Layout
- Simplified Layout

12.10 Block layout

Block layout is generally the most used layout as it has a very formal and attractive appearance. Salient features are:

- All elements except the letter head heading are aligned to the left margin.

- The end punctuation marks are omitted in each element except the salutation, complimentary close and message.

12.11 Model letter

<p>MARS Electronics Limited, 1572, DTT Industrial Estate, Telephone no. (011) 5566 7788</p>	<p>Letter NO: SEL/2009-10/143 May 15, 2010 The Manager Marketing MITSY Ltd MIDC Andheri Mumbai – 400 086. Kind Attention:Mr. Shenoy Your Reference: Delivery Chalan no BS/7302 dated March 05 2010 500 Pieces 7-192 “Electronic Switch Assembly” Dear sir, Sub: Short Reciept This refers to your supplies of Electronic Switch Assembly vide the above mentioned delivery challan. We request to state that on detailed inspection of the above consignment, it was found that the package contained 492 numbers only, thereby resulting in a short receipt of 8 numbers switch assemblies. Our stores department had made a remark on the delivery challan mentioning the shortage at the time of delivery.</p>
---	--

Modified Block Layout differs from block format in the positioning of certain elements. Heading complimentary close and signature block are aligned vertically with the right margin.

Zion Electricals

DM Road

Impala Garden

Delhi-110032.

Telephone 011-22334477

May 19, 2010

The Director (Sales)

National Electronics

12, Dala Gate

Mumbai - 400053

Dear sir,

With reference to your advertisement in the Hindustan Times dated May 9th 2010, we have come to know that you want to appoint sales distributors of National TVs and National recorders in Delhi.

We are fortunate to introduce ourselves as the leading dealers in electrical goods and electronics. We have been in the trade for more than two decades. We have a big showroom in the busiest part of Delhi. We enjoy almost a monopoly in our products. Our annual turnover is around 10 Crores.

Keeping in view over financial background as well as the goodwill we enjoy in Delhi, we can hope that National Electronics will appoint us as sole distributors of your TVs and recorders in Delhi. Requesting you to intimate your decision, terms and conditions at the earliest.

12.12 Semi-Block Layout

RIZVI Plaza
12, Gandhi Market
Chennai-600013

Phone 044 99886622

June 15, 2011

Ref No XX2/503 dated 20.05.2011

Mr. S M Navalkar

Personnel Officer

Jairam Fabrics

Chennai – 600 002.

Dear Mr. Navalkar:

Received your letter on 10th June 2011. You are in search of a suitable accommodation in the market area for opening a new branch office. We are glad to inform you that we can meet your requirements and can let out a portion in our commercial complex, Rizvi Plaza. It is situated in the heart of Gandhi market. We can let out a big hall (35'*20') with adjoining rooms 15'*11' each. We can provide you an interconnected toilet and pantry. The place is a hub of business activities. Our terms and conditions for renting the accommodation are as given below:

- 1) Rent RS. 1,00,000/- per month.
- 2) A security of Rs. 6,00,000/- (Refundable).
- 3) Water and electricity extra.
- 4) Rental lease to be renewed every 5 years.

Please contact us within ten days in case out terms and conditions are acceptable to you.

Sincerely yours,

Vasudevan.

12.13 Simplified Layout

<p>Cambridge Publications (P) Ltd 101, VasantKunj MION Mumbai – 400 018</p> <p style="text-align: right;">Phone 020 44773322</p>
<p>5th March 2011 Mr. Jagan Mohan Librarian Happy Public School Patna Sir, Sub: Sending replies against order</p> <p>Thank you very much for placing a bulk order for the supply of books to your library. We appreciate the ideal business relationship we share. However, we regret to inform you that we can't afford to give you a general discount of 2500 on all books that were ordered by you on 25th Feb'2011. We can provide you 20% discount.</p> <p>Thanking you for your patronage</p> <p>Yours faithfully, Ramarajan Sales Manager.</p>

12.14 Some tips to good letter writing

A good business letter must be courteous, concise, clear, have correct tone and attitude. Positive attitude helps the relationship to be strong. It is important to use a tone appropriate to the situation in order to adapt one's expression to the demands of the situation and the needs of the readers. The tone should be formal, tactful, personal and positive.

As you are familiar with the structure and layout of business letters, you shall now learn the routine business letters like – how to make an enquiry, reply to inquiry, place orders, reply for the orders, complaints and letters to the editors.

12.15 Letters of Enquiry

The letter should start giving the purpose of the letter. The body should ask questions for the information required. The letter should close with a goodwill expression seeking an immediate response.

PPR Group of Institutions

Central Avenue

GST Road

Chennai- 600 044

March 10, 2011

Mr. Edwin Fernandes

Lucky Tours and Travels

Nungambakkam

Chennai – 600 034

Dear Mr. Edwin,

Please provide us information regarding your package to Delhi, Jaipur and Amritsar. Kindly furnish details regarding boarding, lodging and transportation for sightseeing. We are planning to send a group of 100 students for the same during May 2011. We would be glad if you could send us the information before March 20th 2011. We look forward hearing from you.

Sincerely,

Raghunathan

PRO, PPR Group of Institutions.

Two kinds of replies may be written to letters of inquiry, that is , giving the information asked for and letters of regret.

12.16 Positive Reply

Lucky Tours and Travels

Nungambakkam

Chennai – 600 034

Phone: 044-33446672

20th March 2011

The PRO

PPR Group of Institutions

GST Road

Chennai – 600 044

Dear Sir,

As you requested, we are sending you our brochure which furnishes our package to different tours. I am sure the brochure certainly would answer all your queries.

For further details, kindly contact us over phone.

Thank you so much for the enquiry. We shall be delighted to do business with you.

Yours sincerely,

Edwin Fernandes.

12.17 Negative Reply

Lucky Tours and Travels
Nungambakkam
Chennai – 600 034

Phone: 044-33446672

20th March 2011

The PRO
PPR Group of Institutions
GST Road
Chennai – 600 044

Dear Sir,

We appreciate your efforts for considering our company for your travel plans. Yet, we are extremely sorry that we do not operate tours for educational institutions anymore. We thank you for the enquiry.

Yours sincerely,
Edwin Fernandes
Lucky tours and travels.

12.18 Placing Orders

Letters placing orders clearly mention items, services, quantity, number, price, insurance instructions, payment method, and delivery schedule.

The letter should make it clear in the opening line that it is a supply/purchase order. The order items should be listed and detailed description of the items, catalogue reference, quantity, number, price, insurance instructions, clear address should be included.

The time period for the delivery of the items must be mentioned and mode of payment must be stated. The letter should be closed with an expression of appreciation and goodwill.

12.19 Order Letter

ABCD Trading Corporation		
Sowcarpet		
Chennai – 600 003		
		Phone: 044 2255 7373
5 th March 2012		
Mr. Sivanesan		
Sales Manager		
Venus Wholesale Stationery		
Parrys Corner		
Chennai – 600 001		
Dear Mr.Sivanesan,		
Please send the following items on the business terms agreed upon.		
Catalogue No	Item Description	Quantity
07	A4 paper	70 Reams
08	A3 paper	60 Reams
09	Reynolds Blue Pen	100
10	Nataraj Pencils	500
We would appreciate delivery within two days. As desired we would make payment by crossed bank draft.		
Sincerely,		
Ramani R		
ABCD Trading Corporation.		

12.20 Letters to the Editor

Aneesha Patel reads a report about the diseases spread by Mosquitoes in the various parts of the country and decides to write a letter to the editor expressing her feelings about the state of health and possible reasons and giving suggestions on how the situations can be rectified.

15, Guru Kripa

SionKoliwada

Mumbai

20th Feb 2011

The Editor

Times of India

Mumbai

Sir,

Sub: Mosquitoes Menace & diseases.

I would like to express my displeasure at the state of health and sanitation in the country. If necessary measures are not taken to put an end to given squalor, situation would go out of control. The results would be disastrous, costing many lives.

Many cities, in India are suffering due to the menace of the mosquitoes. Though the government has introduced some welfare measures by spraying pesticides all over, as the chemical is not strong enough and too much of water is added, it has no effect absolutely diseases like Malaria and Dengue have taken the form of epidermis. None of the steps taken by

the government has been successful. The children are worst affected. Dirty water logging and lack of cleanliness are the main breeders of mosquitoes.

Public awareness on Dengue, Malaria is the need of the hour. The programme must focus on cleanliness measures to stop mosquito breeding. Water logging and stagnant water pools should be filled in and leveled. Spraying of pesticides and insecticides in all the areas must be given top priority. The use of mosquito repellents and ointments must be advertised. The Ministry of Health must provide all medical facilities especially to rural areas.

Regards,

Aneesha Patel.

12.21 Assignment

- a) Write a letter to the editor of 'The Hindu' complaining about trash boxes overflowing in your area and how the corporation authorities do not bother to clean it regularly.(the corporation should take care in clearing the garbage at least two times a day and also increase the number of trash boxes).
- b) Complaining about 'Chain Snatching' incidents in your locality (say how the roads are very dark due to frequent power cuts and that the government has to take steps to take care and also arrange for police patrol)

12.22 References

1. NPTEL - Humanities and Social Sciences - Technical English Joint Initiative
2. Technical Communication Meenakshi Raman Sangeeta Sharma